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Buckingheist. Addressing ADHD's Social Skills in the EFL Classroom through the BreakoutEdu

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ABSTRACT

Social skills are a fundamental part of the successful development of adolescents. Yet, the diverse circumstances within the classroom context, may provoke that social relationships are not always positive. In the case of the students diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD), it is frequent that they have poor-developed social skills due to the symptomatology they present. Regarding the combined type, the inattention, impulsivity, and hyperactivity of these students often cause their inadequate integration within the classroom, resulting in rejection by the rest of the group. These constraints need to be attached in the secondary education setting, including the foreign language classrooms. Contemporary active methodologies such as Communicative Language Teaching, Cooperative Learning, and Gamification endorse features that contribute to the addressing of ADHD necessities' when establishing interpersonal relationships. Therefore, throughout this dissertation, it is proposed an educational breakout to enhance and improve the social skills of ADHD students through cooperative participation in the English classroom.

Keywords: Breakout, ADHD, Gamification, Social Skills, Cooperative Learning, Communicative Approach, EFL.

RESUMEN

Las habilidades sociales son fundamentales en el óptimo desarrollo de los adolescentes. Sin embargo, las relaciones sociales no siempre son positivas en aulas con diversidad, como ocurre en el caso del alumnado con Trastorno por Déficit de Atención e Hiperactividad/Impulsividad (TDAH) debido a la sintomatología que caracteriza este síndrome. En el caso del tipo combinado, condicionantes como la falta de atención, impulsividad, e hiperactividad suele provocar su falta de integración y rechazo, algo a tratar también en el aula de lengua extranjera. Metodologías activas contemporáneas como el Método Comunicativo, Aprendizaje Cooperativo, y Gamificación, recogen estrategias que permiten atender las necesidades del alumnado con TDAH, y consecuentemente el desarrollo de sus habilidades sociales. Por ello, en este Trabajo Fin de Máster se ha planteado el diseño de un *breakout* educativo que permite potenciar y mejorar las habilidades sociales a través de la participación cooperativa en el aula de lengua extranjera inglés.

Palabras clave: Breakout, TDAH, Gamificación, Habilidades Sociales, Aprendizaje Cooperativo, Enfoque Comunicativo, Inglés como Lengua Extranjera.

OBJECTIVES OF THIS END-OF-MASTER THESIS

1) To design a didactic proposal based on an educational breakout in the subject of English as a Foreign Language, combining the Anglo-Saxon culture with the interests of 1st year of ESO students.

2) To propose techniques and strategies to work with ADHD students in a classroom of English as the L2 in Secondary Education.

3) To study different active methodologies suitable for the appropriate development of students with ADHD.

4) To spread the positive traits of educational breakouts within the EFL classroom to address the needs demanded by the myriad educational contexts teachers and learners might face.

5) To address the problematic ADHD secondary students have in establishing interpersonal relationships through the encouragement of cooperative work by means of the resolution of various challenges in the English language.

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1. Introduction

Research and speculation on Attention Hyperactivity Disorder have been growing at a rapid rate in recent years. Being one of the most frequent neurobehavioral disorders of childhood and adolescence (Centers for Disease Control and Prevention, 2020), suffering ADHD—a syndrome with inattentiveness, hyperactivity, and impulsiveness as its core symptoms—is a plight for secondary students largely due to the executive dysfunctions and challenges they suffer during their learning process that also come together with the developmental changes that characterise this life-stage. Given this, one of the most significant aftermaths is the complication these students have when establishing social and interpersonal relationships, which is prevalent in 25-40% of adolescents and adults. (Feaadah. *Federación Española de Asociaciones de Ayuda al Déficit de Atención e Hiperactividad*, n.d.). Be that as it may, social and peer-rejection are predominant in ADHD students (Hoza, 2017).

Much recent work on educational active methodologies has indicated that gamified tasks, with special emphasis on action games, are favourable on the students' engagement with the learning process and ADHD students' attentional issues, hyperactive behaviour, and impulsiveness (Lumsdem, et al., 2016). Besides, most researchers in the field agree that cooperative work may be highly-beneficial for ADHD students (DuPaul and Stoner 2014, as cited in Guillén, 2017), Nonetheless. the question remains whether gamification addresses ADHD difficulties in social interaction and interpersonal relationships with their peers within the classroom. This issue well deserves careful analysis due to all the connotations the development or not of social skills have both academically and on a personal level on ADHD students' lives.

With regard to all these considerations, the object of this End-of-Master thesis is to present an innovative methodological intervention proposal that aims to develop ADHD combined type students' social skills through cooperative interaction in an educational breakout in the English as a Foreign Language (EFL) classroom with the 1st course of Secondary Education as its target group. Hence, after contemplating the symptoms and characteristics individuals diagnosed with ADHD hold and the strategies that better outcomes exhibit when working with these students in the EFL classroom, this proposal provides the implementation of a variety of contemporary active methodologies such as Cooperative Learning, Communicative Language Teaching, and Gamification through the application of the Eclectic Approach. Thus, through the enhancement of these approaches with an educational

breakout, the students' motivations, emotions, and learning outcomes of the foreign language are highly considered. Yet, is beyond the scope of this study to offer actual results of its implementation, so this study provides a new proposal of intervention in the above-mentioned context.

Consequently, this master's dissertation is outlined as follows: first of all, the theoretical framework will be introduced. This theoretical framework may be categorised into two parts. On the one hand, an overview of the concept of ADHD with its implications will be discussed as well as the classroom treatment strategies that may be followed in a secondary education EFL classroom. Besides, the issue of ADHD's social skills will be also addressed. On the other hand, it will be examined the contemporary active methodologies and approaches that comprise this didactic proposal, with attention to the Eclectic Approach and the explanation of the Cooperative Learning, the Communicative Language Teaching, and Gamification. Finally, the educational proposal "Buckingheist, the Breakout" will be presented with all due consideration for its implementation in the EFL classroom.

2. Theoretical framework

Before launching a didactic proposal to work with ADHD-diagnosed students, it is utterly pivotal that literature on the following aspects is addressed, which will be discussed in the following order. It will be first discussed the concept of Attention Deficit Disorder and Hyperactivity (ADHD) with its corresponding definition, etiology, symptomatology, and diagnosis. Secondly, it will be brought up the issue of teenagers and ADHD in order to continue with the discussion of classroom treatment strategies in the English as a Foreign Language (EFL) context for secondary education students with ADHD. Additionally, and more precisely, it will be discussed the issue of ADHD and the social skills to learn English as a Second Language (ESL). Subsequently, shall be examined the contemporary active methodologies and approaches that comprise this didactic proposal with the focus on the Eclectic Approach and the Cooperative Learning, the Communicative Language Teaching, and Gamification.

2.1. Attention Deficit Disorder and Hyperactivity (ADHD)

Attention Deficit and Hyperactivity Disorder is an intricate and delicate subject-matter. Thus, it is necessary to begin by determining what this disorder consists of in order to be able to comprehend and address the topic throughout this thesis.

2.1.1. Definition

Attention-Deficit/Hyperactivity Disorder (ADHD) is, according to the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5), "a neurodevelopmental disorder defined by impairing levels of inattention, disorganization, and/or hyperactivity-impulsivity" (American Psychriatic Association, 2013).

Before the current term "Attention Deficit/Hyperactivity Disorder" came into force, this syndrome has been targeted under a myriad of labels. That being the case, Millichap (2011) reveals that at least this syndrome has received close to forty labels, being them constricted to its symptoms, presumed causes, or pedagogical issues.

The American Psychiatric Association incorporated the first entry of the syndrome in their Diagnostic and Statistical Manual (DSM) in 1968, under the name of *hyperkinetic reaction of childhood or adolescence*. Years after, in 1980, the DSM-III distinguished two subtypes of this syndrome: *ADD with hyperactivity* and *ADD without hyperactivity*. Moreover, in 1987 the DSM-III-R[1] introduced the term *attention-deficit hyperactivity disorder (ADHD)*. Nevertheless, in 1994 came into effect the recognition of three types of the syndrome in the DSM-IV: *ADHD-inattentive type, ADHD-hyperactive-impulsive type*, and *ADHD-combined type* (Gunnerson, 2020)—being the latest the one that is going to be addressed on the didactic proposal of this dissertation—.

However, though addressing the symptoms, the term ADHD lessens relevant causes with regard to the neurological and learning problems that underly this syndrome and that will be discussed throughout this essay. In fact, "two-thirds of individuals with ADHD also have one or more comorbidities[2], such as depression, anxiety, obsessive-compulsive disorder,

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[1] The "R" stands for "Revised". Therefore, DSM-III-R is the third edition revised of the *Diagnostic and Statistical Manual of Mental Disorders* published in 1987.
[2] The term "comorbidity" is defined in the Encyclopedia Britannica (2019) as "a disease or condition that coexists with but often is independent of another disease or condition . . . and is sometimes considered to be a secondary diagnosis, having been recognized during or after treatment for the principal diagnosis".

oppositional defiant disorder, conduct disorder, and bipolar disorder (Barkley, 1998; Brown, 2000a; Goldstein, 1996)" (Litner 2003, p. 139).

Having denoted the connotations of the term ADHD and its recording on the renowned *Diagnostic and Statistical Manual of Mental Disorders*, to better understand this neurodevelopmental disorder is important to address its origin and causes.

2.2. Etiology

Regarding etiology, it is known that ADHD is a neurobiological disorder caused by a genetic deficiency that develops in the DRD4-7 gene[3]. Nevertheless, there is no clear cause and hardly do we can state that genetic factors are the single cause of ADHD. That is because along with these causes, familial, acquired, or environmental factors may also be the reason for this disorder. In Millichap's words: "the causes of ADHD may be characterized as *idiopathic*, arising spontaneously from an unknown cause, *symptomatic* and secondary to a brain structural abnormality, or familial and presumed genetic" (2011, p. 9). Furthermore, ADHD etiologies are prone to be classified longitudinally in prenatal, perinatal, and postnatal. (Millichap, 2011).

On this question, the damage of at least five interconnected areas of the brain that are located in the very frontal part of the brain[4] has an effect on the executive functions or abilities. The executive functions entail the capacities of anticipation, self-control, the establishment of objectives, inhibition, behavioural management, attentiveness, and mental flexibility. (Pardos-Véglia and González-Ruiz, 2018) These executive functions pull the weight on inhibiting our behaviour, emotions, and motivations, raising awareness of our actions, the ability to reflect on the past and the future, and even on the regulation of our attention and use of language (Barkley, 2013).

2.1.3. Symptoms, diagnosis and ADHD subtypes.

A lot of research has been conducted regarding ADHD. Though not all the affected by ADHD present the same symptomatology, ADHD provokes three core behavioural or a triad of symptoms: inattention, hyperactivity, and impulsiveness (Barkley, 2015).

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[3] DRD4-7 gene, located on chromosome 11, is responsible for producing D4 receptors, which are activated with neurotransmitters such as Dopamine, Adrenaline, and Noradrenaline. The majority of research has proved their role "in the performance in sustained attention tasks among children and adolescents with ADHD diagnosis". (Barkley, R.A. 2013; Kieling, C et al., 2006).

[4] The frontal part of the brain, namely the pre-frontal region, is also connected to the anterior midline of the prefrontal lobes or the *anterior cingulate cortex.*

As has been stated before, the American Psychological Association recognises three types of this syndrome: *ADHD-inattentive type, ADHD-hyperactive-impulsive type*, and *ADHD-combined type*. Although the proposal of this thesis focuses on the ADHD-combined type, hereunder it will be presented the diagnostic criteria for the three ADHD subtypes according to Millichap (2011).

- <u>ADHD- INATTENTIVE SUBTYPE (without hyperactivity):</u> the affected make careless mistakes, cannot maintain inattention, do not listen when spoken to, fail to finish tasks, seem disorganized, avoid tasks, lose things, is easily distracted and /or forgetful. Yet, at least six of the nine symptoms have to be noted for at least six months and are often present during school or play activities.

- <u>ADHD-HYPERACTIVE-IMPULSIVE SUBTYPE:</u> individuals present fidgety, leave their seat in classroom or at dinner table, run or climb excessively, cannot play quietly, always in motion, talk a lot, show impulsivity, blurt out answers to questions, cannot wait in line or take turn, and/or often interrupts. However, six (or more) of these symptoms have to be present for at least six months.

- <u>ADHD-COMBINED TYPE:</u> these type combines both ADHD inattentive subtype and ADHD hyperactive-impulsive subtype symptoms. Criteria for both the *Inattentive* and the *Hyperactive-Impulsive* types have to be present for at least 6 months, though.

Nevertheless, hyperactive behaviour, impulsiveness, or attentional issues also carry another problem. As the well-known psychologist expert on ADHD Russell A. Barkley (2013) argues, individuals with ADHD also experiment a disorder regarding the passage of time and the ability to keep future goals and consequences in mind. ADHD, in Barkley's words, "disrupts the fabric of time," and the performance of the actions and the intentions do not always line up. The outcome of this is that these individuals are inefficient in being aware of the impact of their actions and are prone to grapple with their social relationships, as will be discussed more in-depth throughout this essay.

Being a neurodevelopmental disorder, the DSM-5 states that the manifestation of this disorder occurs in the early years, being commonly identified during the elementary school period when symptoms of inattention and hyperactivity are also rather more perceptible, since before the age of four the symptoms may be mistaken with normative behaviours. That being the case, symptoms of motoric hyperactivity are, in most subjects with ADHD, less evident during adolescence—the target group of this study—and adulthood. As Kemper et al. (2018)

discuss, "misdiagnosis can lead to overdiagnosis or underdiagnosis and can also miss conditions that can be similar in appearance to ADHD (e.g., anxiety, conduct disorders, speech or language delay, other medical disorders/diseases, or other developmental disorders)" (p.2).

Moreover, another subject matter that the DSM-5 reveals is that, despite the relative stability of this disorder during early adolescence, some subjects' conditions are worsened with the burgeoning of antisocial behaviours and symptoms of motoric hyperactivity, which are, in most subjects with ADHD, less evident during adolescence and adulthood.

Llovet et al., (2017) also maintain DSM-5 statements reporting that the prevalence of this syndrome does not vary to any great exchange between childhood (3-6%) and adulthood (3%). When reaching adolescence, thirty percent of those children with ADHD arrive at this stage with minimum symptoms. Albeit, the forty percent reach adolescence with symptomatology of varying intensity, and the 10-15% bear, among others, behavioural or alcohol and drug consumption disorders.

Therefore, regarding the development and course of ADHD, in preschool, the main manifestation is hyperactivity, and inattention remains a key factor during elementary school. In adolescence, the manifestation of hyperactivity is less prominent and uses to be wrongly identified with fidgetiness, restlessness, or impatience.

The data analysis by Roberts, W. et al., (2018) highlights DSM-5's consideration: only when people have suffered ADHD symptomatology for at least six months and to a developmentally deviant degree, will they be diagnosed with this syndrome. In doing so, the development of the signs that provoke impairment must have occurred by twelve years of age. Besides, DSM-5 stipulates that the number of symptoms required to meet the diagnostic criteria for ADHD depends on the age of the affected. For an instance, from childhood to sixteen years old, six or more symptoms have to be endorsed as "developmentally inappropriate", whereas, from the age of seventeen, five or more symptoms must have taken place.

According to Llovet et al, (2017), the ADHD diagnosis is based on three major phases: 1) identification of ADHD core symptoms; 2) exclusion of distinct disorders; 3) realization of the relevant tests.[5]

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[5] Kemper et al. (2018) highlight in *Attention Deficit Hyperactivity Disorder: Diagnosis and Treatment in Children and Adolescents* some relevant computerised tests that are carried out to the diagnosis of ADHD are 'Conners CPT' (Continuous Performance Test*)'* which measures attention, impulsivity, sustained attention, and vigilance), *the* 'IVA CPT' (Integrated Visual and Auditory Continuous Performance Test), that controls the domains of

Furthermore, referring to the accomplishment of a diagnosis, questionnaires completed by parents, schoolteachers, psychologists, and physicians, neurological examinations, and psychological tests in perception and learning ability can be additional supportive evidence, though they are not essential for the diagnosis of ADHD. (Millichap, 2011, p.4).

Consequently, it is paramount that an appropriate approach to the diagnosis of this syndrome has to be considered to pave the way for those individuals who suffer from ADHD. For that reason, the personal and situational context must be analysed and taken into consideration (the school context, the familiar situation, and the community context).

2.2. Teenagers and ADHD

Adolescence, the intermediate life-stage between childhood and adulthood is, without question, one of the hardest life periods. Sigüenza (2018) maintains Piaget's statement claiming that, in adolescence, physical changes begin to occur along with the appearance of formal thinking. Therefore, teenagers are experiencing a harsh life-period in which they are following a hypothetical-deductive analysis of what occurs in their lives and their environment.

Teenagers, eager for independence, are discovering their own identities, their peers, and the environment that surrounds them. Moreover, adolescence is a period in which physical, psychological, cognitive, emotional, and social changes occur. They feel determined by the acceptance they receive from their peers and demand greater independence and autonomy, tending to reject the help and guidance from their elders. Thus, being a challenge for adolescents who are absent from any pathology, more a plight is it for teenagers who are diagnosed with ADHD.

According to Scandar (2003), around 70-80% of individuals diagnosed with ADHD in childhood continue to exhibit symptoms of their disorder in adolescence and adulthood (as cited in Millán, 2009). The problem is that there is a widely held belief regarding ADHD and adolescence, especially, as Litner (2013) states, in the hyperactive-impulsive group. The myth relies on the belief in absence of symptoms regarding hyperactivity and impulsiveness at this stage and the assumption that ADHD is a disorder restricted to childhood. Even though it is true that some of the symptoms are diminished, in the majority of cases the symptoms persist (Millán, 2009). Besides, Litner (2013) maintains that even other problems such as frustration,

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auditory response control, the visual response control, the auditory attention, the visual attention, the auditory sustained attention, and the visual sustained attention. Besides, 'T.O.V.A' (Test of Variables of Attention), also measures the attention and inhibitory control.

poor self-concept, low self-esteem, and low self-confidence appear and arise, being the cause of increasing anxiety.

Within the class context, ADHD high-school students may probably be capable of remaining seated on their chairs. Albeit, the session could seem endless for them, and the self-control of various attentional and impulsive difficulties may arise. As an instance, ADHD teenagers are prone to talk excessively during the sessions, constantly move their hands and feet, or tamper with everything that is close to them (de Pazos, 2013). In a nutshell, it is hard for them to control themselves and this often leads to more than one conflict with their classmates and teachers. However, everything is not necessarily negative: Benavides (2004) and Joselevich (2003) (as cited in Millán, 2009), ensure that ADHD teenagers also have positive features such as not being afraid of the future, their creativity, sensibility, the intensity with which they live the moment, the inward focus they have on their interests, or their resilience.

Nevertheless, many teenagers are not diagnosed. This is a predicament since their necessities as ADHD patients are not considered, and hence, it is more difficult for them to prosper and understand which is the path to follow in looking for solutions to the obstacles they have to face on a daily basis. ADHD students claim to feel blamed for most of their actions, to struggle on making and keeping friends, and unpopular and hardly appreciated by their environment (O' Regan, 2018). Undoubtedly, experiencing these feelings is always a problem, but more significant is during adolescence when teenagers are immersed in constructing their social bonds.

Considering all the above, is the teachers' duty to be qualified and informed about which strategies are appropriate to be implemented in the context of a classroom with students diagnosed with ADHD.

2.3. Classroom Treatment Strategies in the EFL for Secondary Education Students with ADHD

2.3.1. ADHD within the Spanish Legal Framework

Nowadays, Spain is undergoing a period of transition in terms of the educational law. At the present time, no significant changes could have been made in the update of the new Spanish curriculum in secondary schools. The Royal Decree 217/2022 has been updated on

March 29th 2022, meanwhile the academic year 2021-2022 was in progress[6]. Thus, some educational centres are still following the Organic Law 8/2013, of 9 December, for the improvement of the quality of education,—widely known as LOMCE—and others are already applying the Organic Law 3/2020, of 29 December amending the Organic Law 2/2006 of 3 May, on Education more commonly referred to as LOMLOE, which is already in force.

Within the Spanish curriculum, this educational attention, which is different from the ordinary and that involves adaptations in teaching methodologies, is labelled under the target ACNEAE (Alumnado con Necesidades Específicas de Apoyo Educativo). That being the case, both LOMCE and LOMLOE address this ACNEAE on its article 73[7].

In the LOMCE, specifically in the section 2 of its article 71 students diagnosed with ADHD are listed for the first time under the category of "ADHD students". However, while the LOMCE classified the ACNEAE under five different typologies, the current law, the LOMLOE, distinguishes between eight types of ACNEAE, and ADHD students are now included under the category of "attention or learning disorder".

Nonetheless, both laws establish that the methodological adaptations do not have to necessarily affect the established curriculum, and concerning inclusive education, the LOMLOE "is based on the *United Nations Convention on the Rights of Persons with Disabilities* and the fourth *Sustainable Development Goals of the 2030 Agenda*, which advocates for the ensure of inclusive and equitable quality education and the promotion of lifelong learning opportunities for all." (educarenaccion.com, 2021).

2.3.2. Previous considerations

It stands to reason that the treatment of ADHD requires rapid detection to help control the symptoms as soon as possible. As a matter of fact, the article 71.3 of the Organic Law/2020 of 29 December (LOMLOE) establishes that educational administrations must establish the necessary procedures and resources for the early identification of the specific educational needs of ACNEAE students, determining that the integral attention to these students will begin from the moment in which such necessities are identified. Besides, all this must be governed by the

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[6] As it could be noticed during our traineeship in a Spanish high school in Valladolid, secondary educational centres were not in a position to work on the new curriculum; they were not in possession of the materials to work on it and it has not been possible to introduce the changes in the majority of cases.

[7] The Organic Law 3/2020, of 29 December amending the Organic Law 2/2006 of 3 May, on Education (LOMLOE) determines that students with special educational needs are those who "face barriers that limit their access, presence, participation or learning as a result of their disability or severe behavioural, communication or language disorders for a period during or throughout their schooling and who require specific educational support and attention in order to achieve learning objectives appropriate to their development" (p.122910).

principles of normalisation and inclusion. In accordance with its effectiveness, as Fernández (2012) reveals, numerous experts (Graham et al., 2011; Ramos-Quiroga et al., 2006) have reiteratedly considered that the most appropriate intervention involves the use of methylphenidate, a psychostimulant drug. By the same token, Peña (2001) agrees with the pedagogue Isabel Orjales Villar's statement and cites her words to support her statement about ADHD children that are under a medical treatment: "if the child is medicated, the intensity of impulsive behaviours will be drastically reduced" (p.133). Nevertheless, if we define ADHD as a syndrome whose unique long-term solution is on following a medical treatment, the affected will suffer far-reaching negative effects, since other factors such as the family, school, or social environment play an important role. Thus, it may be considered that the most effective treatment combines both the use of stimulant medication and psychosocial interventions.

This syndrome is commonly associated with learning problems, as people with this disorder do not achieve the academic level of people of similar age. Consequently, it stands to reason that teachers play a crucial role in the evolution of these youngsters not only because they determine the progress and status of their condition within the classroom, a place where they spend the most amount of time in their daily lives, but because they become a landmark for them in their learning process and personal experience. In fact, in *Teaching and managing students with ADHD: Systems, strategies solutions* (2018) this idea is also embraced. Thus, it is stated that "one of the most important stages in teaching and managing a student with ADHD is to try and understand how they may see the world around them" (p.12).

Therefore, regarding ADHD students, it is of utmost importance a psycho-pedagogical report with the needed measures for their educational stage in order to plan and design the learning process (Sánchez, 2019) along with the most appropriate strategies.

2.3.3. Strategies for ADHD students in the EFL classroom

Secondary education teachers' commitment, qualification, engagement in their area of knowledge (as it could be the English language, the area we are currently concerned with within this paper), and acknowledgment of how to teach it both in isolation and in relation to other disciplines is utterly pivotal. Nevertheless, so too is it their duty to be equipped with strategies and abilities to cope with the students' special educational needs such as ADHD. Therefore, the teacher's own leadership skills must be highlighted on this issue and must be and expert in the context within which they are teaching.

On this issue, it cannot be either overlooked the utmost importance the educational centres have on the management of these special needs. As Hallowell, M.R and Ratey, J.J (2001) affirm, "if the curriculum encourages the participation and sense of belonging to the project on the part of the students, there will be many guarantees of success and no abandonment" (p. 6).

As it has been mentioned, the beginning of the stage of Secondary education entails a challenge for all students. It usually implies a change of institution, meeting new teachers and peers, and encountering new and more complex subjects. As students keep on growing, the classroom demands become more and more complex and the support students receive from their elders diminishes. However, this change is nowhere near as difficult for students without the necessity of special requirements as for students with special educational needs.

The indications of the majority of the studies and investigations carried out from educational and psychological research (Miranda, A. et al., (2002) and Hallowell E.M and Ratey, J.J (2001), Meca-Martínez, R. (n.d)) agree with regard to the most effective educational strategies to work in classrooms with cases of ADHD. The strategies proposed are the following:

1) <u>Give short and clear messages</u>. It is utterly pivotal the way in which teachers communicate and formulate messages with the information to be conveyed. ADHD provokes far-reaching effects on processing information, so it is essential to produce precise and understandable messages in order to avoid frustration in individuals with ADHD.

2) <u>Ongoing and active teaching of the classroom rules and work habits.</u> Frequently, to facilitate their self-control, these students need to be explained what they are required to do by making them aware of the social norms that govern the context of the classroom. Thus, they should be aware that the compliance or non-compliance with the rules has consequences and that it can facilitate their coexistence, integration, and relationship with their classmates.

3) <u>Modify the classroom physical space</u>. Set up the desks of ADHD in the front row, near the teacher. By doing so, the students' attention is easier to be focalised, as well as their concentration. Besides, it is easier for teachers to supervise their work and necessities.

4) <u>Change the instructional procedures and methodological measures.</u>

- Before explaining new concepts, provide them with the necessary material that allows them to have the information organised (portfolios, worksheets with vocabulary and concepts…).
- Establish a peer mentoring system to revise ideas and concepts.
- Encourage collaborative and participative learning trying to make students feel involved in the teaching-learning process. However, teachers must be careful in avoiding impulsive responses since ADHD students are not good at cooperating or taking turns.
- Try to create controlled activities that require physical movement.
- Request the student to explain what is required to do in order to ensure the proper understanding of the guidelines.
- Avoid long tests and homework fragmenting long tasks and activities.
- Organise the lesson by explaining the most difficult contents at the beginning of the session.
- Incorporate kinaesthetic and multisensory activities that boost the maintenance of sustained attention.

5) Guidelines to apply organisational strategies for the development of the tasks. Anticipate the unexpected changes that are going to alter the daily classroom routine. For these students, acknowledging what is going to happen and what they will be required to do helps them to get organised, do not become lost in the course of the tasks, and to feel control of what they are doing.

6) Make time physical. ADHD students grapple with the management of time. Thus, we must help them to make time physical, so that they may recognise the passage of time and work on their organisation. As an instance, clocks, time intervals, or countdown timers can be used.

7) Encourage motivation. Motivation is crucial. To make students succeed, their confidence must be built up. Thus, students must be encouraged to be persistent in their tasks providing them opportunities for achievement and rewards when finishing a task, to use both verbal and physical positive language, and to be assertive when communicating with them.

Nevertheless, learning a foreign language is a highly complex issue, and students use to grapple with this area of knowledge. Five are the skills that have to be addressed (reading, listening, speaking, writing, and interaction) and in order to warrant the ADHD student a

successful learning it is required to pull our weight on facilitating more specific strategies to satisfactory activate their executive functions.

Owing to the fact that this essay's focal point is on display the possibility of ameliorating ADHD's social skills within the EFL classroom, now are going to be presented some findings that endorse some strategies to apply in the secondary education EFL classrooms with ADHD students.

Bula-Villalobos (2011) conducted a qualitative descriptive research whose focus was on the possible strategies and techniques that are successful to treat this disorder in an EFL classroom. The subject of his study was a fourteen-year-old student.

After four sessions using the strategies that appear below and that coincide with the conclusions and results proven to be positive; this fourteen-year-old student succeeded in a non-threatening environment and cooperated demonstrating interest and taking responsibility in his learning process. Therefore, in Table 1 hereunder there is a list of strategies and techniques for teachers working with ADHD on the EFL classroom adapted from Bula-Villalobos (2011, p.32).

Table 1

List of strategies and techniques for teachers working with ADHD students on the EFL classroom.

TIPS FOR THE TEACHER CONCERNING CLASSROOM MANAGEMENT	TIPS FOR THE ADHD STUDENTS
- Sit students in a place with little distraction. - Remove distracting items from the classroom. - Increase the distance between desks. - Make frequent visual contact. - Use physical proximity and touch. - Vary voice, tone, and inflection. - Use body gestures.	- Post checklists for the different tasks. - Encourage planning frequently using lists, charts, and calendars. - Use de wall-clock. Tell students how long they are to work on assignments. - Do a countdown for the last minutes of activities. - Make students use a highlighter. - Use students' names in the material being covered. - Periodically record or videotape your lessons.
TIPS FOR THE TEACHER REGARDING EMOTIONAL EDUCATION	TIPS FOR THE TEACHER TO IMPROVE STUDENTS' BEHAVIOUR
- Provide a positive non-threatening environment. - Try desperately not to criticise students - Develop a sense of humour. - Handle medication with sensitivity.	- Give short and clear instructions several times. - Write the objectives and instructions on the board. - Have students repeat instructions. - State behaviour that you want and expect.

- Emphasise quality of work – not quantity. - Knowledge and attitude are equally important. - Believe in positive rather than negative. - Expect the unexpected. - Gave rewards for in-school work and homework. - Increase frequency and content of positive reinforcement. - Use and promote contracts with students and parents.	- Share with students your expectations of what paying attention looks like. - Write negative and positive behaviour. - Signal that someone is to answer a question about what is being said. - Ask a simple question to a child whose attention is beginning to wander (not even related to the topic).

TIPS FOR THE TEACHER CONCERNING METHODOLOGICAL ASPECTS
- Teach learning strategies (predicting and reciprocation). - Increase the novelty of the lesson by considering Multiple Intelligences (MIs) - Use peer-system. - Incorporate Total Physical Response (TPR) activities. - Alternate physical and mental activities. - Avoid more than 20 minutes of seatwork. - Promote hands-on activities whenever possible. - Give students a physical responsibility in the class. - Use mnemonics to help retention and memory

Note. Adapted from Bula-Villalobos 2011 p. 32.

Nevertheless, Bula-Villalobos's is not the unique examination on this issue. Nine years after, De la Cruz (2020) also conducted an investigation that consisted in the implementation of five didactic and methodological strategies to teach English as a foreign language to a fourteen-year-old student diagnosed with ADHD. The following Table 2 shows the strategies used by De la Cruz (2020) based on Clares-Almagro (2013).

Table 2

Teaching-learning strategies for ADHD students

STRATEGY	OBJECTIVE	APPLICATION TECHNIQUE	APPLICATION WITHIN THE EFL CLASSROOM
Learn without fear	Provide ADHD students a safe space during the teaching-learning process.	Hang the classroom schedule along with the classroom rules in a visible place.	Show a table of contents to help the student know which topic is being studied and which topic goes next.
Organise time	Help ADHD with the management of time	Set a clock in a visible place and encourage students to organise the tasks according to the given time.	Divide the topics and subtopics into intervals of time, as well as the activities required to do per subtopic.

	according to the assigned tasks.		
Visualise the work	Take advantage of ADHD's visual acuity.	Present attractive activities because of their interactivity, colourfulness, drawings, etc.	Illustrate through a picture a conversation between friends with the objective of making the student learn the greetings.
Learn playing	Teach English in a funny and entertaining way that encourages their willingness to learn.	The two disadvantages to counteract are the inattentiveness and hyperactivity. Therefore, this may be supported through the introduction of games that suit to the student's learning style in order to get the student's attention and promote their movement necessity.	As an instance, teach the imperative form through a game as Simon says, in which students listen to commands and have to perform the action.
Learning assessment	Give the student simple directions on what she or he has to do in order to be assessed.	Questions must be short, clear, easy, and with few sections.	The assessment ADHD students' English language skills may be done through a role-play in groups of two people about the greetings they learnt the first day of class, completing an eye-catching worksheet (e.g. coloured or with some pictures) and that is not too extensive.

Note. Adapted from de la Cruz, 2020 (p.174), based on Clares-Almagro, 2013.

De la Cruz's investigation (2020) concluded that the changes in behaviour, attentiveness, impulsivity, performance, and motivation were positive. Hence, these findings are keeping with Bula-Villalobos's (2011).

It can be concluded that the majority of the strategies proposed by the various scholars mentioned in this section—which basically coincide on their foundations—agree on their effectiveness. Hence, by using these techniques, ADHD may be treated with efficacy. However, even allowing for the fact that the results were positive, it is paramount for teachers to be very conscious of these students' individual necessities and handle the specific context ADHD students are immersed in to pave their way throughout their learning process and educational experience. Furthermore, among other individual needs, ADHD students require attention on the development of their social skills in order to learn the ESL. Thus, this issue will be discussed in depth in the following section.

2.4. ADHD and Social Skills to learn the ESL

A myriad of new social interactions are gone through adolescence. However, in far too many instances ADHD teens struggle on their relationships with their peers and lack social skills in far many contexts (within the classroom, during extracurricular activities, and even with their family). In fact, the findings of two studies conducted at Russel A. Barkley's university offered the data that between 20% and 25% of ADHD children develop antisocial behaviours. (Hallowell, M.R and Ratey, J.J, 2001).

Unfortunately, the difficulties these individuals have to overcome regarding social interaction and interpersonal relationships are not taken into account, and society's acceptance and tolerance towards them is scarce.

In *Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment* (2015), Barkley classifies ADHD social behaviours into two categories: on the one hand there are those behaviours characterised by the presence of negative conducts which are disruptive and offensive to peers, and on the other hand, those conducts that lack of positive, prosocial skills. The characteristics of both types of behaviours, according to Barkley (2015), correspond with the ADHD core symptoms, as can be appreciated hereunder:

- NEGATIVE DISRUPTIVE AND OFFENSIVE SOCIAL BEHAVIOURS: They are more aggressive, non-compliant and rule-violating. Besides, they use to show impatience, aggressiveness, difficulties on taking turns, use to intrude into peers' ongoing activities, cannot supress verbal, motoric, and affective competing impulses in the heat of the moment and are sore losers.

- LACK OF POSITIVE, PROSOCIAL SKILLS: They have a less prosocial/socially-skilled behaviour. Characterised by inattention that usually leads the individual to be seen as disengaged with their peers, missing social cues, and failure to attend to the peers' inquiries.

Furthermore, because of their impulsivity or inattentiveness, these students are not aware of the effect their comments and actions may have on their peers.

Nonetheless, regarding these behaviours, research proved that parents and teachers come to the realisation that ADHD individuals present more negative disruptive, and offensive behaviours than less prosocial skilled behaviour when compared with their typically developing peers (Barkley, 2015).

In the avoidance of rejection, ADHD subjects hide their insecurities pretending to be the centre of attention: they are aggressive when defending themselves, they are rather unreasonable, authoritarian, or imitate their peer's behavioural patterns. These inappropriate behaviours represent that these students do not feel a sense of belonging to their group, and consequently, their attitudes deteriorate their image in the eyes of their peers. However, instead of avoiding rejection, they boost it. (Millán, 2009; Meca, 2010; *Learning Assessment & Neurocare Centre*, 2011). Besides, these negative reputations further their social isolation and continually fuel their academic struggles. (Litner, 2003) This being the case, within the classroom context, little do these students know how to be cooperative and carry out team-work assignments if they are not instructed on how to do it.

Nevertheless, it happens to be that ADHD students' self-esteem and interpersonal skills may be fully enhanced if peer-support is fostered within the classroom. Pro-social and assertive students may pull their weight on increasing the development of ADHD's social skills. Indeed, students with ADHD use to work well in the cooperative instructional format: small groups from three to five students in which the members collaborate to accomplish an assignment by sharing ideas and responsibilities (*Learning Assessment & Neurocare Centre*, 2011).

These aspects may be transferred to the setting of an EFL classroom through the development and implementation of different activities with active methodologies that may enhance and strengthen the self-control, motivation, and eagerness to improve of ADHD students. Meca-Martínez (n.d) highlights these aspects as being landmarks in the development of ADHD's problem-solving skills.

One of the cornerstones that may warrant the success of communicative cooperation and development of ADHD students' social skills is on requesting collaboration and teamwork during the execution of tasks. By the same token, the psychologist and ADHD expert Marina Peña-González (in Hallowell, M.R and Ratey, J.J, 2001, p. 100) also accepts the encouragement of teamwork. The more students feel their collaboration is essential, the more successful and positive response toward the task is. Indeed, it stands to reason that when students feel accompanied and backed, the tasks are easier and their social bonds become stronger.

2.5. Contemporary active methodologies

Education has changed significantly during the last half-century thanks to the support given to the educational innovation, required within the learning environment to provide

students with opportunities on the development of their competences. Nevertheless, it must not be neglected a thorough establishment of objectives and approaches considering the contextual factors and students' individual needs as it may be a classroom with cases of ADHD. As Kaimara et. al., (2021) assess, for educators it is fundamental to bear in mind UNESCO's 1994 "*Education for all*" initiative which "includes all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions" (p.129) for the application of contemporary methodologies. Regarding English teaching, it is of utmost importance for teachers to provide students with innovative and creative active methodologies that allow the efficient attainment of the five language skills (reading, listening, speaking, writing, and interaction) without overlooking the classroom diversity, thus supplying the students' possibility of being well-aware and responsible for their own learning. As an illustration, some examples of active methodologies are the Cooperative Learning Approach, Communicative Language Teaching, and Gamification. Being these utterly relevant for this dissertation, the following section provides an examination of them one by one.

2.5.1. The Eclectic approach

Teaching and learning English is a multifaceted trope. It is not learning the five skills *per se* nor separating one from another during the process of learning a language. As Ullah, N. et. al. (2018) claim, "language is an integrated and interconnected whole and the teaching and learning of English needs a holistic, pluralistic and comprehensive teaching approach" (p.138). Throughout the history of the teaching and learning of English as a foreign language, a myriad of methods and approaches have been implemented and put into practice— the Direct Method (Frankle, 1884, as cited in Richards and Rogers, 2001), the Grammar-Translation Method (Rouse, 1925), Audio-Lingual Method (Brooks, 1964), Total Physical Response Method (Asher, 1969), Silent Way (Gattegno, 1972), Communicative Language Teaching (Wilkins, 1973), or Suggestopedia (Lozanov, 1978) among others—. Thus, as some authors such as Larsen-Freeman (1992) declare, it stands to reason that teaching communicative skills following just one method is insufficient, and "the components of language such as pronunciation, grammar and vocabulary do not have meaning if used in isolation . . . Meaning is expressed when language is used as a whole" (Mwanza, 2019, p.11)

Consequently, in the first decade of the 1990's emerged the principle of eclecticism, although the endorsement and acknowledgment of this approach had not gained popularity until the most recent days (Praveen, 2013).

The eclectic approach is "the label given to a teacher's use of techniques and activities from a range of a language teaching approaches and methodologies." (British Council, n.d.b) Hence, this approach entails a combination of methods, approaches, and models that teachers want to include and consider to be appropriate for the particular necessities, context, and objectives of the course. As an instance, the British Council (n.d.b) illustrates a typical EFL classroom in which the eclectic approach is followed. This typical lesson may be comprised of both TPR and Task-Based Learning (TBL) methodologies, and at the same time, in this lesson the communicative approach can be included through communicative gap activities, the lexical approach through the scaffolding of lexical chunks in reading activities, and the structural-situational approach through the introduction of new structures by establishing clear situational contexts.

Thus, needless is to say that the teacher's role is crucial in the analysis of the necessities and requirements of the students and his or her training in the functioning and appropriate application of the different methodologies. This being the case, a more personalised teaching provides students with opportunities for making their learning process a meaningful and enriching experience and with the eclectic approach we may apply a mixture of strategies and teaching techniques that may offer diverse opportunities on the development of their skills and competences.

As the bulk of the educational proposal of this dissertation follows the Eclectic Approach, the successive sections will deal with the methodological approaches to which is subscribed this eclectic proposal, being them the Cooperative Learning, Communicative Language Teaching, and Gamification.

2.5.1.1. Cooperative learning

The first methodological approach that is going to be discussed is the Cooperative Learning (CL), key to address the students' social skills.

Moving on to the field that concerns this essay, which is education, neurodidactic research has proven that cooperative learning can improve students' learning experience. Indeed, it has been added that through the inclusion of appropriate cooperative procedures, it is possible to attend the individual requirements of all the students, thus appealing the inclusive education (El trabajo cooperativo en las aulas: ¿Qué dice la Neurodidáctica?, n.d.), something

that directly concerns us when dealing with ADHD social skills and inclusion within the EFL classroom.

A myriad of definitions have been proposed to outline the significance of Cooperative Learning. On the one hand, Johnson (1991) affirmed that "Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Students exert their effort to have each other information in order to enhance learning" (as cited in Alrayah, 2018, p.22). Hence, the appliance of the CL methodology entails the students to be organised in small groups of people with the aim that they may both get feedback and learn from each other while they work towards a common goal and foster their social skills. Besides, as one of the characteristics of CL is that it involves the use of small groups, "advocates draw heavily on the theoretical work of developmental psychologists such as Jean Piaget (e.g., 1965) and Lev Vygotsky (e.g., 1962), both of whom stress the central role of social interaction in learning". (Richards, 2001, p. 194)

Nevertheless, it stands to reason that to reach the success of cooperative learning in an EFL classroom, the onus is on the structure of the educational proposal and the consideration of the principles that constitute the cooperative learning approach. Johnson and Johnson (1994) established the five following principles that characterise a successful cooperative learning situation (as cited by Bado, 2014):

1) Positive interdependence: the members of the group must succeed together or fail together. There is no peer that can succeed individually; each member must strive for the group's success in reaching the common goal.

2) Face-to face promotive interaction: students must encourage and support the rest of the group members. To achieve the success of the task, students must interact with their peers, giving feedback for or against the other's decisions.

3) Individual accountability and personal responsibility: each member of the team must be aware of his or her role within the group and act in consequence. Besides, with the assurance that each member has a role, students can feel important for the success of the group.

4) Interpersonal and small group skills: the members of the group must establish a bond of trust and support among them in order to work successfully.

5) Group processing: all the teamwork group should hesitate and reflect on the functioning of the group as a whole to improve their performance.

In fact, in addition to these principles, in the context of the EFL classroom, CL should warrant the increase of all students' academic success—including both those high-skilled and those who are academically disadvantaged, ensure learning experiences that allow learners' a profitable social, cognitive, and psychological development, help educators the establishment of positive interpersonal relationships among students, and avoid classrooms based on competitive organizational structures in order to promote the team-based learning (Johnson, Johnson, and Holubec 1994: 2) (as cited in Richards, 2001).

Having in mind all these principles, cooperative language learning cannot be sustained without the creation of communicative situations among the individuals who are cooperating. Thus, hereunder is going to proceed the exposition of the approach that endorse the communicative competence students should be trained within the EFL classroom: The Communicative Approach.

2.5.1.2. Communicative language teaching

One of the most widespread approaches followed by teachers when implementing the eclectic approach, is the communicative language approach.

Considering Halliday's (1973) words (as cited by Freeman and Anderson, 2011), language is fundamentally social. Therefore, as far as the ability to communicate in a foreign language is concerned, it requires more than being proficient in the recognition and acknowledgment of the linguistic structures. Agreeing with Hymes (1971), to communicate also requires knowing how, when and to whom produce the messages we want our students to be able to convey. In other words, learners must be able to develop their understanding regarding their communicative competence.

In 1980, Canale and Swain outlined the main four areas that constitute this competence: 1) words and rules; 2) appropriacy; 3) cohesion and coherence; and 4) use of communication strategies (British Council, n.d.a). Thus, to address these points in the EFL classroom, at the end of the 1970s and the beginning of the 1980s emerged the Communicative Approach, also known as Communicative Language Teaching (CLT), with the aim of "[making] communicative competence the goal of language teaching" (Freeman and Anderson, 2011, n.p.).

CLT offers the students the opportunity to use language within the EFL classroom as in a real everyday life communicational context. Hence, in CLT the language functions overlay

the language forms and the main goal is to warrant that the students can communicate in the target language. Nevertheless, only by taking responsibility and consciousness of the functioning of CLT will the teachers be able to successfully implement this approach. Some authors such as Freeman & Anderson (2011), and Richards & Rodgers (2001b), reviewed some of the most outstanding principles of the Communicative Approach.

On the one hand, the communicative situation must be purposeful, that is, students have to be able to evaluate and receive feedback during the communicational exchange to appreciate whether the communication target has been successful and if they have been properly understood. Therefore, CLT is successful when students are organised in small groups; with this collocation, the affective filter of the students will be lowered and they will be more prone to communicate and negotiate meaning fluently. Indeed, the well-known linguist Stephen Krashen disseminated the Affective-Filter Hypothesis, and stated that "learners with a low affective filter . . . seek and receive more adduct, interact more confidently with their interlocutors [and] are more receptive, [acting] with less anxiety" (*Centro Virtual Cervantes*, 1997). Moreover, this group dynamic results in the opportunity of having more time to get through the communicative process.

Consequently, as the sessions are learner-centred, students are actively engaged and bear responsibility for their own learning. The teacher is not actively involved in the students' communicative situations; he or she is a facilitator for them during the process: answers their questions, monitors their performance, and might act as a co-communicator. Moreover, the teacher must control that the native language is not used as far as possible.

It is also worth noting that the teachers' responsibility also relies on preparing the appropriate materials and tasks. Regarding the Communicative Approach, it is highly addressed the use of authentic materials and realia in order to bring language learners closer to actual communicative contexts. Moreover, errors are not penalised and are treated as natural outcomes of the communicational processes. Likewise, this contributes to maintaining the students' affective filter low. Nevertheless, the teacher's role as a monitor of the process, is to take note of the errors and give the students' the pertinent feedback at the end of the lesson.

Indeed, through many different procedures and activities, this approach may be applied to any level and used for the teaching of any skill. Some of these tasks may be group activities, role-plays, or even language games, which are keener to better engage the students on their commitment to the task.

To sum up, the *Centro Virtual Cervantes* (n.d.) highlights three principles in which the tasks should be regulated in order to ensure a real and effective communication, which are information gap, freedom of expression, and feedback from the interlocutors.

As far as it has been discussed, cooperative learning and communicative language teaching are approaches that are interconnected and that share common traits. What is more, some of the main features of these two approaches may be also found when applying gamification in the EFL classroom.

2.5.1.3. Gamification

- **Definition of gamification.**

The concept of gamification is fairly recent. This Anglo-Saxon concept was first used in 2008. Albeit, in a first instance gamification did not have an educational purpose *per se*. In fact, the prior idea of using game mechanics to engage and encourage individuals was oriented towards the business world (Observatorio de Innovación Educativa del Tecnológico de Monterrey, 2016).

However, gamification does not mean to turn every task into a game; gamification is, according to Zichermman & Cunningham, (2011) and Werbach & Hunter, (2012) "the use of game mechanics, elements, and techniques of game design in non-game contexts to engage users and solve problems" (as cited by Borrás-Gené, 2015, Introducción. ¿Qué es la gamificación? section). Besides, these authors claim that being the purpose of a game to entertain, the purpose of gamification is not essentially that, but to motivate and encourage the individuals to acquire a pertinent behaviour or outcome desired by its designer. In other words, gamification is a "user engagement tool" (Goethe, 2019, p.16).

More specifically, when used for educational purposes—the field that concerns us— gamification serves as a motivational didactic strategy in the teaching-learning process that can provide the students with a meaningful learning experience and foster their commitment with their own learning process. (Observatorio de Innovación Educativa del Tecnológico de Monterrey, 2016). Besides, as a matter of fact, gamification can be used throughout all ages, educational levels, and contexts.

Nevertheless, due to the growing and relentless use of gamification in the classrooms, it is important to discern this learning technique from two other procedures that also include

game elements at their core. These learning techniques are serious games and game-based-learning. Thus, the following definitions provided by Observatorio de Innovación Educativa del Teconológico de Monterrey (2016, p.7), allows the differentiation between the three:

- <u>Gamification</u>: it uses game principles and elements to motivate learning. Does not specifically use games per se.
- <u>Serious games:</u> they are immersive computer-based games for educational and informational purposes to raise awareness about a specific issue.
- <u>Game-Based Learning</u>: it uses games or video games as a means for learning. These are generally existing games, whose mechanics are already established, and are adapted so there is a balance between the subject matter, the game, and the player's ability.

- **Elements of gamification**

Gamification involves various components, and inasmuch we want to create a successful gamification design, the best course of action to be taken is to be familiarised with the fundamentals of a gamification strategy, as are the elements that compose it. However, consensus is absent when categorizing the elements of gamification (Dicheva et. al., 2015, as cited in Observatorio de Innovación Educativa del Tecnológico de Monterrey, 2016).

Fernández-Arias, et.al. (2020) state that, in 2012, Werbach developed a pyramid of gamification elements which is divided into three different levels of elements: a) dynamics, b) mechanics, and c) components. Moreover, these researchers, agreeing with Ortiz-Colón et al., (2018), claim that these three levels determine the elaboration and success of any gamification.

On the basis of Fernández-Arias et.al. (2020), the *hierarchy of gamification elements and their components* can be explained as hereunder:

1) <u>Dynamics</u>. They are placed at the top of the pyramid and are the means by which the mechanics—the second element of the pyramid—are launched. Dynamics are the global aspects any gamification design should address, and determine the experience and engagement of the learners with the activity. Nevertheless, they must not be introduced directly into the gamification. Some aspects that conform dynamics are:

- <u>Limitations</u>. The resources and materials that can be afforded and the level that a challenge entails for the players must be reasonable in order to generate interest and a significant approach to the gamification experience.

- Emotions. The emotions gamification can provoke in the players must be considered.

- Narration. The narrative is the core of the gamification experience; it consistently and coherently links all the components. It supports the understanding and learning of the contents as well as the association of concepts and ideas.

- Progression. The aim is to engender the students a sense of progression and improvement while learning and overcoming the challenges.

- Relationships. Learners need to interact with their peers.

2) Mechanics. The design of mechanics without dynamics would lead to routine and standard activities. They are the cornerstones of the gamification design. Some fundamental aspects are:

- Challenges. They serve to demonstrate the students' capacity to apply their competences and skills to perform the tasks. These challenges are required to be overcome in a delimited time.

- Competition. It is referred to the comparison of the performance and obtained results between players.

- Cooperation. This aspect entails the act of performing actions and helping the rest of the players without expecting anything in exchange through mechanics such as the creation of teams, role-playings, or battles that encourage cooperative work and problem-solving skills.

- Feedback. Students can acknowledge their progress and accuracy of their performance. Once the feedback is provided, students can re-perform the tasks and learn from their mistakes.

- Rewards. In achieving the objectives something of value is delivered to the players.

3) Components. From the conglomeration of dynamics and mechanisms, the components arise. They provide information on the students' performance and progression towards the attainment of the objectives and the acquisition of knowledge.

- Achievements. The achievements are graphical representations (progress bars, numerical scores, or access to a locked content) that recognise the credits of the players. Besides, these achievements may be tangible in the form of trophies, badges, or awards.

- Avatars. They are the visual representations whether of the alter ego of the individuals or the members of the team.

- Levels. They indicate the progress of the gamification experience.

- Points. Participants are provided with a numerical score when a task is finished.

- Rankings. Rankings such as leaderboards or ratings serve to visually display the position the participants or teams hold after the resolution of the challenges.
- Timekeeper. The control of the time is useful for students to organise themselves, make decisions and find solutions to the challenges. In addition, timekeepers are useful to assess the efficiency of the participants in performing the tasks.

- **Procedures to apply gamification within the classroom**

Much as having acknowledged the elements on which gamification is based, it is utterly pivotal for teachers to recognise and comprehend the procedures that must be considered in order to apply this methodology within the classroom context. The most significant procedures can be considered to be those suggested by Borrás-Gené (2015):

1) Define the purpose of its implementation and its pedagogical and curricular objectives. That is, all the skills and competences teachers would like their students to improve as well as the contents to be reinforced.

2) Identify students' interests. Finding out which are the students' interests is crucial for a successful breakout: how they spend their free-time, which their motivations and inquiries are, etc. For instance, this can be more effectively accomplished through the conduct of surveys.

3) Define the type of users. Coherently classify and distribute the participants by their skills, behaviours and necessities through the consideration of the students' interest that have been identified in the previous procedure.

4) Identify the elements of the game and its mechanics. It is essential to be conscious and know how and when to choose the opportune moment to apply it, as well as its elements.

5) Design the cycles of activity to define the progression of the proposal.

6) Be systematic and analytical when establishing the scoring system and badges. These rewards should not be granted randomly. It is crucial to decide which is the most convenient and precise time you want your students to achieve the desired competences and skills.

7) Define the flow zone adapting the game mechanics according to the players' skills and abilities. Coined by the psychologist Mihaly Csikszentmihalyi, flow is a behavioural theory defined as a state of immersion and engagement in a fundamentally enjoyable activity (Admiraal, 2011).

8) <u>Establish the game thinking and the script or narrative thread</u>.

9) <u>Do not forget to have fun</u>.

10) <u>Put it into practice assuming that nothing is perfect</u>.

Besides, it is important to give prominence to the teacher's role during the implementation of the designed gamification. As when using communicative language teaching and cooperative learning, the role of the teacher is to be a guide for the students. As such, the teacher has to carry out the appropriate strategies to engage the students and make them understand how the game works to ensure their successful and expected development of the target competences. Consequently, the gamification experience is student-centred, and the evaluation of the students has to be the minimum intrusive as possible so the students do not get distracted nor lose interest for the tasks they are performing. (Observatorio de Innovación Educativa del Tecnológico de Monterrey, 2016).

- **Benefits of gamification**

Having presented the elements of gamification, it stands to reason that gamification provides benefits for students' learning. On the one hand, they see learning as a game thanks to gamification dynamics; hence, students' both internal and external motivation[8] is fostered. By the same token, gamification also improves teamwork and collaboration, so their interpersonal relationships and their social and emotional learning are enhanced. Furthermore, gamification can contribute to the development of students' digital competence with the use of Information and Communication Technology (ICT).

Hence, this methodology is directly related to the development of the Key Competences, an imperative issue of our curriculum and by which we must advocate for. Another positive aspect that should be considered is that by having to deal with challenges of different characteristics, students can take advantage of their skills and recognise some abilities they may not have known they possessed. Besides, due to the challenges they have to face, they can exhibit and develop qualities such as resilience and tolerance towards frustration in a safe learning environment. (Goethe, 2019, Khan, 2021, and Observatorio de Innovación Educativa del Tecnológico de Monterrey, 2016). Hence, this learning approach not only helps

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[8] On the one hand, external or extrinsic motivation is characterised for providing a pleasure or satisfaction that the task in itself cannot provide. For example, when the students see their progress on the leaderboards, get points, badges, etc. On the other hand, intrinsic motivation is the one in which the individual performs an activity for the satisfaction of doing it: social relationships, sense of belonging to a group, peer recognition or curiosity. (Borrás-Gené, 2019).

students the consolidation of contents or development of certain skills, but also makes them feel part of their own learning process independently of their individual conditions or diversities.

Consequently, the following section will provide an explanation of one of the educational procedures that can be englobed within gamification: the Breakout Edu.

2.5.1.3.1. Breakout Edu

As it has just been discussed, the procedures followed by certain methodologies such as gamification have a far-reaching effect on the students' progressive acquisition of competences and skills. As far as gamification is concerned, Fernández-Arias et.al., (2020) contend Torres et. al., (2019) statement. This consideration brings light to the fact that certain pedagogical models for teaching and learning such as gamification encourage the consolidation of contents and procedures that are committed to the students' strengthening of essential skills that allow them to cope with heterogeneous contemporary contexts. A worthy sample of this is escape games.

Escape games are action games in which people encounter challenges they have to overcome by solving clues and overcoming various tasks. Players may have to get out of a room, solve a mystery, or open a padlock among other challenges. Nonetheless, these games do not necessarily involve an escape. Each one is different and they may have various objectives (Valenzuela-Lazo, 2019). Within the educational context, we may differentiate between the two most popular escape games: escape rooms and breakouts. The first aforementioned, educational escape rooms, are live-action team-based games in which players must face challenges such as solving puzzles and specific tasks in order to complete a mission in a restricted time. In its early applications, the mission consisted of escaping from a room, but nowadays the missions are varied and can range from solving a murder, break into a vault, or solve any kind of mystery (Nicholson, 2015, as cited in Veldkamp, et al., 2020).

As the focal point of the educational proposal of this dissertation is the educational breakout, the later mentioned escape game is the one that is going to be discussed in depth

- **Definition of Breakout Edu.**

A breakout, according to Negre (2017, n.p), " is an immersive game derived from the popular Escape Rooms". Unlike an escape room, a breakout does not consist of a group of

people trying to get out of a room they are locked in; the main aim of a breakout is that players open a box locked with a padlock. Thus, problems, quizzes, and riddles must be solved to get the codes to open the padlocks—padlocks that may be of various mechanisms—Moreover, a short narrative runs the game, strengthening the participants' immersion with the game by transforming them into scientists, secret agents, adventurers, or any archetypal character. (Negre, 2017).

Forasmuch as their characteristics, within the classroom, Bennett (2020) claims that that breakouts are proven to be tools not only effective to teach various and interdisciplinary topics and contents from the curriculum at any age or educational stage but but also to make the learning process a significant and relevant experience through which students may be also involved in team problem-solving and compelling communicative situations.

- **The design of a Breakout Edu**

It is up to the teacher's criteria to decide at which moment of the academic program this activity should be carried out. Indeed, depending on the goals of the course and the context of the classroom, this activity may be developed at several moments. Martínez et. al. (2018) and Valenzuela-Lazo (2019) agree on the different aims for which a breakout can be introduced: to introduce a new unit and motivate the students, to check the students' learning, at the beginning of the academic year to check the students' previous knowledge, at the end of the course, or to improve the classroom atmosphere.

However, though being an activity comprised of a myriad of elements, the teacher must scrutinize several steps in order to accurately design the breakout he or she wants to carry out. Martínez, et. al. (2018), suggest the following seven steps for the design of a breakout: 1) Select the contents; 2) Select the narrative; 3) Decide the keys or clues; 4) Concrete the tasks; 5) Create the materials; 6) Prepare the room or classroom; 7) One hour to play.

It is crucial to appropriately determine the contents we, as teachers, want to cover in order to achieve the goals of the educational proposal. Nevertheless, it is also vital for teachers to be fully committed to the students' interests to make the breakout experience as personalised as possible and compel the rise of the students' motivation, a key element of gamification, as it has been discussed before. Consequently, the careful selection of the narrative is essential. According to Nicholson (2015), there are some themes, genres, and topics that are more commonly used for these type of escape games such as the investigation of a crime or mystery, the release of a hostage, the defuse of an explosive, or the arrest of a thief. Besides, these

narratives are often set in different eras or historical periods, terror, fantasy, mystery, or scientific settings (as cited in Valenzuela-Lazo, 2019).

Furthermore, the decision of the keys or clues is fundamental. The resolution of the tasks should be a challenge for the students and they have to rely on the keys and clues. However, the onus is on the teacher, since the difficulty of the tasks should not excessively surpass the students' range of knowledge not be excessively easy, since the students will become bored and demotivated. This idea, developed by Mihály Csikszentmihaly and highlighted by Poyatos (2018) bases on the analysis of how we engage in the performance of the activities. Some of the tasks that may be included and that Martínez, et. al. (2018) suggest to implement within a breakout are the following ones: letters hidden within a text, hidden clues, songs with hidden clues, the decoding of morse code, QR codes, clues hidden in balloons or paper figures, puzzles, invisible ink, hieroglyphics, or letter and number completion. Besides, regarding the setting and time period chosen to perform the breakout, it can be anyone that suits the needs of the proposal.

Needless to say, the teacher is compelled to the appropriate design of the breakout since he or she is the person who can best address the curriculum design and respond to the students' necessities. However, the role of the teacher is also paramount during the course of the breakout. When the students of a group are burdened and blocked when performing a task, the teacher's mission is to help and give assistance to the students in order to help them find the correct answer to the challenge. Consequently, the teacher acts as a "game master": they must help their students not to feel frustrated and encourage them to keep on playing (Moreno-Fuentes, 2019). Hence, the teacher or game master is also a support that facilitates the development of the students' critical thinking skills.

Nevertheless, before discussing the benefits of implementing a breakout in an educational context, the pedagogical connections this type of activity implies and that Poyatos (2018), Martínez et. al. (2018), and Moreno-Fuentes (2019) list should be noted to endorse the richness of this type of activity.

- Ludification. Educative breakouts are endorsed within the methodology of gamification. By the same token, educational breakouts include and take advantage of game dynamics.

- Multiple intelligences. The tasks and challenges arranged for educational breakouts are varied. Due to their heterogeneity, Howard Gardner's theory of Multiple Intelligences[9] may be applied. Considering the tasks mentioned before (letters hidden within a text, hidden clues, songs with hidden clues, the decoding of morse code, QR codes, clues hidden in balloons or paper figures, puzzles, number completion, etc) it can be concluded that the linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal and naturalistic intelligence are reinforced and applied. Therefore, the various intelligences may be used to address the individual and wide diversity of the classroom enhancing the students' thinking skills.

- Challenge-based learning. Through the breakout experience, students have to look for solutions to a problem. This process implies a challenge for them, and consequently, they must carefully analyse all the clues and given situations. Thus, they are developing their critical thinking skills. Nevertheless, as it has just been argued, this experience must be a challenge, but neither too complex nor too easy for the student's capacities in order to maintain their interest and motivation.

- Cooperative learning. To meet the challenge, cooperative learning is essential within a breakout. Students must work in small and heterogeneous groups. Therefore, social skills are addressed and the positive interdependence is triggered through the establishment of common goals. Within the group, there must be consensual decision-making to solve the problems and challenges that appear throughout the breakout. Besides, the materials and resources have to be shared and individual responsibility is also crucial for a successful group dynamic.

- **Advantages and benefits of the educational breakout.**

Many an advantage has been discussed when implementing an educational breakout. Depending on the distinctive features that have been selected for the design of the breakout, the advantages and benefits may differ (as an instance, it can be designed a breakout in which

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[9] The developmental psychologist Howard Gardner, in his book *Frames of Mind: The Theory of Multiple Intelligences* published in 1983 outlined the theory of Multiple Intelligences. He breaks away from the standardised concept of the unilaterality of intelligence arguing in favour of the plurality and diversity of human intelligence. In doing so, Gardner explains that there exist eight different intelligences: linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal and naturalistic. Besides, Gardner claims that each individual performs tasks according to the intelligence that has more highly developed. Moreover, the psychologist mentions the concept "pluralising", demonstrating that, regarding the educational field, it is the teacher himself or herself who must recognise all the particularities and combinations of intelligences that can be found within a classroom to act in consequence and make the learning process a pleasing experience.

the use of ICT is not required). Nevertheless, in general terms, education experts and researchers such as de la Mano-Carrasco (2018) and Martínez et al. (2018) agree on the following advantages and benefits of the implementation of the Breakout Edu in the classroom:

1) The curricular content can be adapted to the Breakout Edu. Through a deliberated planning, the curricular contents may be both introduced to the students before the beginning of a unit or strengthened during or after the unit.

2) This methodology fosters collaborative work and teamwork. Educative breakouts are developed in small groups, so the students' social skills and capacity of teamwork are enhanced. Students are allowed to be engaged and connected with the members of their group.

3) Students' critical thinking skills and problem-solving skills may be developed. The challenging scenarios and tasks that are outlined in the educational breakouts encourage students to open their minds and learn to organise themselves to find the mechanics to solve the problems, thus, feeding their deductive thinking skills.

4) Learners' verbal competence is enhanced. Students have to share their ideas with their peers and coherently structure their oral productions to solve the mysteries. In other words, educative breakouts embrace and foster students' communicative competence.

5) Breakouts are motivating for the students. This educational experience generates positive outcomes from the students; the narrative is close to their interests, so the learning process is masqueraded in an attractive and interesting way for them as well as they are challenged to persevere.

6) The Breakout Edu allows measurable results through the use of points. Both teachers and students can measure the progress of this educational experience if point tables are used. Besides, the use of points encourages learners to be more immersed in the "game".

7) Develops students' digital competence. The use of ICT can be introduced within a Breakout Edu through the different tests or the decodification of digital padlocks if it is the case.

8) Educational breakouts have a constrained time. Students must manage their time to solve the different challenges on the allotted time for each task. Hence, they also learn to work under pressure.

9) Students are offered immediate feedback. Students can recognise and understand their successes and their mistakes. Both rights and wrongs are positive and motivating; if

they are mistaken, they learn to persist and be constant because they can try again and solve the task.

To sum up, Breakout Edu is an attractive, promising, and beneficial alternative to include in the EFL classroom that nowadays is becoming more and more visible in the educational field. Indeed, a digital platform named 'Breakout EDU' (https://www.breakoutedu.com/) was founded in 2015 by two educators, James Sanders and Mark Hammons, in order to provide teachers with a Breakout EDU box that contains the necessary elements to easier carry out a breakout.

Finally, it must be claimed that thanks to these educational approaches, the English language may be taught from an interdisciplinary point of view complying with the actual Spanish Organic Law LOMLOE and the eight key competences the European Commission (2019)[10] stands for and developing and working on their thinking and social skills appealing to any kind of diversity that might be present in the classroom.

3.   Educational intervention proposal: Buckingheist, the Breakout.

The didactic proposal that concerns this master thesis is exposed hereunder. Foreshadowed in the previous sections throughout the theoretical framework, this didactic proposal, under the name of "Buckingheist, the Breakout" is designed with the aim of addressing ADHD students' social skills within the EFL classroom through the implementation of an innovative educational technique such as the educative breakout.

Hence, the subsequent sections concerning the illustration of this educational proposal are the following: 1) justification; 2) objectives; 3) methods and approaches; 4) key competences, specific competences, basic knowledge and assessment criteria; 5) description and temporalization; 6) assessment and evaluation criteria.

To begin with the presentation of the educational intervention proposal "Buckingheist, the Breakout" it is necessary to justificate it.

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[10] The eight key competences for lifelong learning established by The Council of the Eurpean Union are the literacy competence, multilingual competence, mathematical, science, technology and engineering competence, digital competence, personal, social, and learning to learn competence, citizenship competence, entrepreneurship competence, and cultural awareness and expression competence. (European Commission, Directorate-General for Education, Youth, Sport and Culture, 2019).

3.1. Justification

"Buckingheist, the Breakout" is the title of the educational proposal designed to be implemented in the first year of secondary school (1st ESO) at the end of the first trimester in the context of a classroom with reported cases of students diagnosed with ADHD, more specifically, of the combined type (ADHD with inattention and hyperactivity/impulsivity). Inasmuch as students diagnosed with ADHD normally undergo problems in the development of their social skills and hence to establish social relationships with their peers within the classroom, this proposal has as its main objective to address this issue through the implementation of an educational breakout in the EFL classroom. Furthermore, through the enhancement and appliance of this good educational practice[11] that arises out of the educational innovation, students may also be provided with an appropriate acquisition of the five English macro-skills (reading, listening, writing, speaking, and interaction).

The main topic and common thread of this didactic proposal with the setting at Buckingham Palace is inspired by the widely known Spanish Netflix TV series (2017) directed by Álex Pina "*Money Heist*"[12] with the incorporation of some British cultural and historical elements. Hence, by including these topics that are close to the students' interests[13] in the EFL classroom, the proposal is attractive and motivating for them at the same time they are learning and broadening their understanding of some elements of the British culture. Hence, students are also working on their intercultural competence which, according to the *Council of Europe* (2014), "involves [students] being open to, curious about and interested in people who have other cultural affiliations" (p. 23). Additionally, it must be put forward that the whole time the English language is used except in exceptional cases that might require the use of the native language (L1) as when the students do not completely understand the given instructions to perform the tasks.

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[11] Good practices refer to the "outstanding and imitable actions be it in the teachers' pedagogical performance or innovative educational experiences" (Sanz, 2022, slide 6).

[12] In Spanish, "La Casa de Papel".

[13] During my internship I have been able to infer this information through interaction with 1st ESO students, the target group of my didactic unit. Thus, this decision of using as one of the main topics the Netflix TV Series "Money Heist". Besides, it must be claimed that this decision is crucial for ADHD students, for whom the content design of the activities must be premeditated to assure their enjoyment and attachment to the tasks. By the same token, as the Training & Technical Assistance Center states (2017), "interventions [for students with ADHD] must be based upon assessment data that includes information about the students' strengths and needs" (p.3), so it requires an 'in advance' planification for these students.

Furthermore, it is paramount to give prominence to the fact that through this educative proposal Hymes' (1971) contemplation on the communicative approach is being followed. This proposal is sequenced so that, before the performance of the breakout, the students had received the instructions for its execution. The activities—targeted as mysteries for the students—are conducted toward the goal of the breakout: the opening of the red box that solves the mystery. Thus, having all the instructions explained, during the production phase students are not interrupted by the teacher to be corrected; only students will know they have committed any mistake if their answer to the question of the task does not allow them to move on to the next task. At any rate, this does not interfere with the production and use of the English language. In doing so, students perform the tasks autonomously with their teamwork using always the target language. As Ohno (2006) maintains, "[Hymes] claims that we should be concerned with performance, which he defines as the actual use of language in a concrete situation, not an idealized speaker-listener situation in a completely homogeneous speech community" (p.26). Students are immersed the whole session in the foreign language. Consequently, the importance relies on the use of the language and not on the linguistic features *per se*.

Simultaneously, while following Hymes' consideration regarding the Communicative Approach (1971), this proposal also applies Krashen's Acquisition-Learning hypothesis and the Affective Filter hypothesis (1983). Regarding the Acquisition-Learning hypothesis, the strategies and procedures provided by the methodologies and approaches that are applied in this proposal enhance the acquisition of the English language unconsciously, since students are not concentrated on the accuracy of the linguistic patterns, but on the communicative act itself to complete the tasks. On the other hand, regarding the Affective Filter hypothesis, Krashen established that "learners with a low affective filter . . . seek and receive more adduct, interact more confidently with their interlocutors [and] are more receptive, [acting] with less anxiety" (*Centro Virtual Cervantes*, 1997). Consequently, with this proposal, by not immediately correcting their mistakes when communicating in the target language, students may feel more comfortable and hence have their affective filter low. In addition, it is fostered the establishment of a pleasant classroom atmosphere through the use of gamification and cooperative learning: the activities are motivating, so the students are able to efficiently work on their self-confidence using the target language while establishing connections with their peers. Indeed, this is absolutely essential for ADHD students, who need to feel secure within the classroom context to develop their social skills as well as not to be disengaged from the learning process. Furthermore, Ausubel's significative learning (1963) arises during the

performance of the breakout. This being the case, students can establish connections between their previous knowledge and the new concepts they are exposed to, emerging, as a consequence, a unique and personal meaning of the concepts. In fact, through these types of tasks, their previous knowledge from other educational areas (such as mathematics), is necessary for the students to be able to solve the various challenges. Also, Humanism is implied in this proposal, since the students are engaged in the learning process both emotionally and socially, being their affective and cognitive needs considered as key aspects of learning (Wu, et al., 2011). Besides, through the use of resources such as authentic materials, students' commitment with the performance of the tasks is significantly higher. What is more, with the students having to interact with each other to autonomously solve the tasks and enigmas, this proposal is student-centred and follows Vygotsky's Constructivism (1934). The students construct their own learning process, being active on it. Thus, the teacher is a guide that facilitates and supports their learning, and her or his duty is to revise that everything is understood, to solve the possible doubts, and control that the students are using the target language. Indeed, this is supported by *The Royal Decree 217/2022, of 29th March, by which the ordination and minimum teaching requirements of the Compulsory Secondary Education are established*, that on its section I claims that, for lifelong learning, in line with the Common European Framework of Reference for Languages (CEFR), "teachers [should] . . . develop learning situations where students are seen as progressively autonomous social agents and gradually responsible for their own learning process" (p. 41715).

Nevertheless, as this specific proposal is aimed towards the enhancement of ADHD students' positive social skills and interpersonal relationships, it is of utmost importance that the teacher pulls his or her weight on controlling and analysing this aspect.

Besides, having considered the students' previous knowledge and inherent competences, the competences that the CEFR addresses have also been taken into consideration. Especially, it must be highlighted the competence of learning to learn. Through it, it is guaranteed students self-regulating learning, which is fundamental when controlling their performance of the tasks in the given learning context (Salmerón-Perez & Gutiérrez-Braojos, 2012). Consequently, the executive functions are worked on, a crucial aspect to be considered when dealing with ADHD students.

In the same way, the students' diverse characteristics and learning styles are considered with the performance of the multiple intelligences. Through this breakout proposal and its

various tasks (as illustrated with examples in section 2.5.1.3.1. "Breakout Edu" and more precisely in section 3.5 "Description and temporalization" of this Master's Thesis) the linguistic-verbal, visual-spatial, bodily-kinaesthetic, auditory, logico-mathematical, interpersonal, and intrapersonal intelligence—as named by Howard Gardner in his theory in 1983—are performed in the EFL classroom. Thus, this proposal is spread out to a larger part of students due to the fact that they work on the intelligences they have more developed and the ones they have less flourished. In fact, this is an issue that recent neuroeducation studies such as Cervallos et al., (2021) and Méndez et al., (2019) underline as necessary for an effective learning. Regarding ADHD students, this is especially positive because they need to visualise the work and have opportunities of moving during the performance of the tasks, as suggested by the authors Bula-Villalobos (2011) and de la Cruz (2020) referenced in the section 2.3.2 "Previous considerations" of the theoretical framework of this final-master thesis. Furthermore, this proposal gives also emphasis to the logico-mathematical intelligence through the resolution of the various puzzles and mathematical operations.

In essence, it is key to draw our attention to the necessity of having a well-planned organisation of the students, sequencing of the tasks, and gradation of the activities. This proposal is designed to be delivered in an EFL classroom in which students are divided into five groups of four people who have been assigned different roles (something that, for this specific proposal, is made by the teacher, as will be explained later on in section 3.5., description and temporalization).

Finally, the intended evaluation of this didactic proposal grants the examination of the accomplishment of the objectives that are presented in the following section of this dissertation. For this purpose, a summative, a formative, and a diagnostic assessment will be carried out

3.1.1. Legal Framework

Considering the context to which this proposal is addressed, it is paramount to contextualise this proposal from the legal framework on which it is grounded, with special emphasis to the subject-matter to which we are concerned: the attention to diversity. This being the case, for the elaboration of this proposal the current following regulations have been considered.

On the one hand, this educational proposal is designed under the framework of the *Organic Law 3/2020, of 29 December amending the Organic Law 2/2006 of 3 May, on Education* (LOMLOE).

In Title II, Chapter I, in the article 71 of this Organic Law (LOMLOE) are established the principles by which the educational Administrations must be guided when addressing students with special educational needs. Explicitly, article 71.2 includes students with attention or learning disorders and states that these students must be provided with the necessary resources for their adequate assistance. Besides, as it has been discussed in the section 2.3.2 of this thesis, namely "Previous considerations", the article 71.3 regulates that the educational Administrations must establish the necessary procedures to identify the educational needs of these students at an early stage and to immediately intervene under the principles of normalisation and integration.

Besides, this proposal also follows the guidelines regulated by *the Royal Decree 217/2022, of 29th March, by which the ordination and minimum teaching requirements of the Compulsory Secondary Education are established*, which, in its article 20, maintains the LOMLOE stipulations above mentioned. At any rate, in its article 20.3, this Royal Decree adds that the educational administrations, when necessary, shall establish the appropriate procedures of adaptation of the elements of the curriculum to the extent that those students with special educational needs have facilities on the maximum development of the competences with the assessment criteria that will be applied in their evaluation.

On the same way, it must be highlighted that this educational proposal also complies with the objectives advocated in article 7 of this Royal Decree, as will be further discussed in section 3.2.1. of this thesis. In addition, it must be noted that The Castilla y León curriculum for secondary education has not yet been officially published, though is expected to be published shortly. An official draft is available on the website of Educacyl.

Likewise, for the planification of this didactic proposal it has been taken into consideration the second edition published in 2016 of the *Protocol for the Coordination of Attention Deficit and Hyperactivity Disorder* published by the *Junta de Castilla y León* with the aim of paving the way in the homogenisation of the action procedures between Health and Education to improve their actions when dealing with ADHD in the Community of Castilla y León.

With respect to European dictations, two documents have been consulted: *The Common European Framework for Reference for Languages (CEFR)* (2020) and the *Key Competences for Lifelong Learning* (2019). On the one hand, the *CEFR* (2020) states that the best course of action to be taken when teaching a new language is to consider the students' competences in order to efficiently carry out the teaching-learning process of the foreign language, which is also of utmost importance when conveying and equal education for all the students. On the other hand, *the Key Competences for Lifelong Learning* (2019) "promote[s] competence development through innovative learning approaches, assessment methods or support to educational staff . . . [so that] all learners should achieve their full potential." (European Commission, Directorate-General for Education, Youth, Sport and Culture, 2019).

3.2. Objectives

Considering the justification of this didactic proposal, it is paramount to present the objectives sought through the implementation of "Buckingheist, the Breakout".

3.2.1. General objectives

Before addressing the specific objectives, it has been taken into consideration the general objectives set in article 7 of *the Royal Decree 217/2022, of 29th March, by which is established the ordination and minimum teaching requirements of the Compulsory Secondary Education*, which establishes the skills students must develop at the educational stage this didactic proposal is delivered to.

The *Royal Decree 217/2022* on its Article 7, Objectives, (pp.8-9), establishes that during the entire Compulsory Secondary Education it must be developed various essential abilities on the students. Considering these objectives, this proposal aims to contribute to their achievement.

Therefore, the general objectives of this proposal are that students will be able to:

a) Participate in cooperative activities with self-initiative by developing their social skills through an educational breakout.
b) Enhance their social skills and values through cooperative participation in an educational breakout.

3.2.2. Specific objectives

Consequently, the main specific objectives of this educational proposal, through the performance of the breakout "Buckingheist, the Breakout" are that the students will be able to:

1) Develop their social skills through the establishment of positive social relationships during the cooperative work performance of the breakout.
2) Enhance, through team-support, their commitment to the tasks, eagerness to persevere, and sense of responsibility through the missions of the breakout.
3) Stimulate their attentional capacities and executive functions through the problem-solving activities entailed within the breakout session.
4) Interact sharing their thoughts and feelings confidently while developing their communicative skills of comprehension, production, interaction, and mediation.

3.3. Methods and approaches

Moving on to the methods and approaches that are applied in this proposal "Buckingheist, the Breakout", the eclectic approach is followed. The objective of this educational breakout goes beyond simply being an entertaining teamwork gamified proposal: it implies methods and approaches such as Cooperative Learning, Communicative Language Teaching, and Gamification.

The educational breakout implies cooperative learning. It requires students' commitment to their teamwork to successfully complete the challenges that imply the five proposed tasks under the compliance of Johnson and Johnsons's (1994) cooperative learning principles that are enunciated in section 2.5.1.1 "Cooperative learning". Hence, through cooperation, while students are working on their social skills are, at the same time, more attached to the accomplishment of the missions successfully, bringing about the awakening of both their intrinsic and extrinsic motivation. Furthermore, agreeing with DuPaul and Stoner's (2014) statement, "cooperative work may be highly beneficial for ADHD students" (as cited in Guillén, 2017). Hence, for this proposal, students have to work on sporadic heterogeneous groups. As such, these types of groups are usually conformed by four or five people. Besides, it must be added that within the heterogeneous groups, some students may present special learning difficulties or behavioural problems, so it is implied that teachers must personalise the demands of the tasks and the success criteria to the needs and abilities of each student to ensure equal opportunities (Putnam, 1993, as cited in Pujolàs, 2002). Thus, being the target group of

this proposal an EFL classroom with ADHD students, each role will be premeditatedly assigned, and the groups and roles of the members of each group will be: taskmaster, timekeeper, recorder and checker, and reporter. In top of that, cooperative learning heterogeneous groups should reflect the traits and features of the classroom group as a whole in terms of ability and performance.

Furthermore, another fundamental approach for the teaching of foreign languages that comprises this proposal is the communicative language teaching. The aim is that students interact among themselves using the target language while working on their social skills. Students have been assigned a mission, and, to complete it, they must communicate and negotiate meaning with their teammates using the English language. Consequently, there is a purpose for which they have to interact and communicate participating significatively in the established communicative context in which their errors in the use of the linguistic forms in the oral production are not going to be penalised.

As far as gamification is concerned in the proposal "Buckingheist, the Breakout", this approach constitutes its core. This educative proposal applies the elements addressed in section 2.5.1.3. "Gamification". Thus, the dynamics, mechanics, and components that characterise gamification are addressed. On the one hand, the goals, objectives, and rules are established at the beginning of the breakout. These matters are very important for this proposal; as it has been stated in section 2.3.3.—"Strategies for ADHD students in the EFL classroom"—a useful strategy to help ADHD students in the development of the tasks is to give them clear guidelines and rules about the procedure of the tasks. Besides, in this proposal students have a restricted time to finish the tasks, so time control is essential. For this purpose, students must have a timekeeper located in a visible space to control the passage of time.

Concerning the narrative, in "Buckingheist, the Breakout", there is a storytelling that allows students feeling identified and immersed within the story. At the same time, this narrative serves to frame the context of the breakout and gradually prepare the students for the accomplishment of the missions. Coupled with Guillén's claim, "the manufactured activities, puzzles, and other games can optimise ADHD students' attention" (2017). As such, the activities that shape and constitute this educative breakout require the decoding of the messages by using specific instruments such as a magnifying glass, the rhunic alphabet or an origami. Furthermore, authentic materials such as a dictionary and a padlock are used to foster students' motivation and engagement.

Another key aspect to bear in mind that characterises gamification is the distribution of the activities, which is premeditated. Subsequently, the activities are sequenced so that the difficulty level increases. Thus, students do not feel overwhelmed with the mechanics of this approach and can gradually internalise it. However, in between, some activities have a lower level of difficulty so that students can feel more relaxed and feel that they are successfully progressing. Besides, it must be added that some tasks require from more intense attentional states while others require from manipulative operations. Thus, the sequencing of the activities entail an alternation between them. With this in mind, the surprise factor is also included with the aim of motivating the students. In addition, students receive immediate feedback after finishing the tasks in order to advance towards the final task and the opening of the box, when students will receive a modest reward to increase their motivation, self-confidence, and sense of achievement.

3.4. Key competences, specific competences, basic knowledge and assessment criteria.

To continue with the description of the didactic proposal "Buckingheist, the Breakout", in Appendix I, Table 3, is presented the general chart of this proposal.

Besides, the lesson plans with their respective key competences, specific competences, basic knowledge and assessment criteria of session 1, "BONG, BONG, BONG! The Professor is Coming!", session 2, *"Buckingheist, the Breakout",* and session 3, "Taking off Our Masks" are in the same Appendix I in Table 4, Table 6, and Table 9 respectively.

Furthermore, it must be highlighted that in order for this proposal to be implemented in any Spanish community, it has been decided to follow the *The Royal Decree 217/2022, of 29th March, by which is established the ordination and minimum teaching requirements of the Compulsory Secondary Education*.

3.5. Description and temporalization

Throughout the performance of the educative breakout, the students will work in heterogeneous groups of four people. Indeed, this proposal is designed to be delivered to a classroom of 20 students, which means that it would be five groups of four people in total.

Each student will have assigned a role. Nevertheless, the roles are rotative, so students have equal opportunities. The four roles, taken as a reference from *Positive discipline in the inclusive, learning-friendly classroom: a guide for teachers and teacher educators* (UNESCO

Office Bangkok and Regional Bureau for Education in Asia and the Pacific, 2006, p. 70), are the following:

- Taskmaster: opens the envelopes and reads the statement of the mystery.
- Timekeeper: controls the passage of time.
- Recorder and checker: revises that the task is completed and that the mystery is solved. Also writes the answer to the mystery on the answer card.
- Reporter: shows the teacher the answer card. Also asks the teacher the possible doubts.

However, this role assignment will be premeditated to ensure compliance of the classroom strategies to work with ADHD students within the classroom. On the one hand, the distribution of the groups will follow Pujolàs (2009) consideration, that is, each group will be formed by one student with a high capacity and level of performance throughout the learning process, two students with a mid-range performance-ability, and another student of educational underachievement. ADHD students need to have active roles as far as possible to prevent them from losing their attention and disturbing the rest of the members of the group. Thus, as instance, in mystery three*, The Bridge towards the Passageway*, the taskmaster has to go to one side of the classroom where there must be located four dictionaries—one per group—in which the envelopes of this mystery 3 are located. In addition, it will be ensured that the group or groups with ADHD students are at a further distance from these dictionaries so that their range of movement is greater. Therefore, in this case, the taskmaster will be the ADHD learner so that she or he is provided with the alternation of physical and mental tasks as well as it is given a physical responsibility.

As it has been stated before, this breakout is thought to be set in practice at the end of the first term. This consideration of time management is crucial because the friendship groups are not officially established and there is room for *manoeuvre* to keep on working the students' interrelationships and social skills throughout the rest of the course.

Furthermore, as it is recommended to repeat the rules and give clear instructions to ADHD students, on top of each desk (and outside of the envelope) will be placed the card with the basic rules of the breakout and the roles each student has been assigned for that specific mystery. With these rules, students will be reminded the time they have to finish each mystery, that they must not speak too loudly and must respect the speaking turn, and that each member of the group is important for the mission. (In Appendix II, the Roles card corresponds to Figure 4 and the Rules card to Figure 5). Consequently, again, the strategies addressed in Table 2 of

stating the expected behaviour, and giving short and clear instructions several times to help ADHD students are accomplished.

Moving on to the distribution of the classroom and the arrangement of the furniture, as can be seen in Appendix II, there will be four rows of tables with five tables per row. Each group will have one row assigned, and in each desk of the row there will be an envelope with a mystery. They will start solving the mysteries of the breakout at the table that is at the back of the class. Consequently, as far as they progress in solving the mysteries, they will advance until they reach the last desk which is in front of the teacher's desk (where the box with the padlock is). Likewise, they will be in front of the blackboard where they have to write the final number to open the box). Likewise, it is important to highlight that this disposition ensures that, during the breakout, they have an easy field of vision to control the time since the stopwatch will be projected on the screen. In Appendix II, Figure 1, it can be seen the arrangement of the furniture.

This educational intervention proposal consists of three sessions. The first session will last 15 minutes, the second session 60 minutes, and the third session 15 minutes. Actually, it must be noted that the first session is not a session *per se*, but it will take part of a session to generate expectation among students.

Nevertheless, before the sessions, the students will be warned in advance that something is going to happen. Thus, two weeks before the performance of the breakout, the students will have a card with a message: "Bong, bong, bong! The time is coming…" (This card appears on Appendix II, Figure 2).

Hereunder, there is a concrete description of the three sessions with their activities. The description of session two is more specific in order to understand the functioning of the activities. Furthermore, a sample linguistic input will be provided to facilitate the planification of these session in case of replication in Appendix I in tables 5, 7, 8, and 10. Indeed, the cards and materials can be found in Appendix II.

- **Session 1.** *BONG, BONG, BONG! The Professor is Coming…*

One week before the performance of the breakout, that is, before session two, it will take place session one, which lasts 16 minutes in total.

Students will have to watch a video that will remind them of the previous message and will provide them with more information about what is going to happen. (The link to the video

is in Appendix II and in the description of the session below). This video lasts 1:29 minutes. After it, during the next 14 minutes, the teacher will start a fourteen-minute debate in which students will be asked to share their thoughts about what they think is going to happen.

ACTIVITY 1: *A SPECIAL MESSAGE*

- Type: Introductory.
- Temporalization: 1:29 minutes
- Classroom management: Students will work individually.
- Resources: Computer with a projector and speakers, and link to the video: https://cutt.ly/7Kd59mN

ACTIVITY 2: *SPEAK AND SHOUT*

- Type: Reinforcement.
- Temporalization: 14 minutes.
- Classroom management: Students will work in great group.
- Resources: none.

- **Session 2. *Buckingheist, the breakout.***

One week later, the breakout will take place. This session lasts 60 minutes.

It is preferable that it takes place in the early hours of the morning so that students' minds are fresher and more attentive. Besides, the teacher must go to the classroom beforehand to prepare the distribution of the desks and all the breakout materials in their corresponding places.

There are five missions (activities), and the students have 8 minutes to perform each one (that is, the performance of the tasks will last 40 minutes in total). The first 10 minutes of the class will be used for presenting the breakout (see Figures 6 and 7), announce the rules (see Figure 5), establishment of the group names (see Table 11), and explain the different roles (see Figure 4).

After all the groups have finished all the five missions, the last 10 minutes of the session will be dedicated to assembling all the numbers in order to get the final code and open the padlock to solve the mystery and complete the mission.

These five mysteries will be presented bellow with their corresponding explanation. All the cards and materials of the breakout appear in Appendix II.

ACTIVITY 1. MYSTERY 1. *BONG, BONG, BONG. THE TIME HAS COME!*

- Type: Reinforcement
- Timing: 8 minutes.
- Classroom management**:** Students will work in groups of 4 people.
- Resources: One envelope with three cards (see Figures 8, 9, 10, 11, and 12), the roles card (see Figure 4), the rules card (see Figure 5), and an element to scratch the sticker. Computer with a projector to set the timekeeper.
- Description:

On the first desk, they will find the first envelope. On it, the students will find three pieces of paper. The first card contains the information and the necessary instructions to solve the mystery. The second piece of paper contains the six images of Dalí's masks and the six clocks numbered, and the third is an answer card that may serve as a draft and the place to write the answer. As it can be seen in Appendix II (Figures 10 and 11), in the paper with the images of Dalí's masks and the clocks, there is a sticker under each picture they have to scratch. Underneath those "scratch and win" stickers, there are two simple mathematical operations (additions) that complement each other. (E.g. Underneath the sticker that belongs to mask number two, it is written: *"Your number is 1840 +",* and under the sticker that corresponds to the bell number six, it is written "*19*". Thus, as instructed, after looking at those images (mask number two and bell number six) they will find those stickers and figure out that they have to scratch those stickers, so they will get the final number after following the instructions under both adhesives. (In this case, the sum of both numbers and the solution to the first mystery is 1859, the date on which the bell of the Big Ben first sounded).

ACTIVITY 2. MYSTERY 2. *WHAT AM I?*

- Type: Reinforcement
- Timing: 8 minutes.
- Classroom management**:** Students will work in groups of 4 people.
- Resources: One envelope with four cards (see Figures 13, 14, 15, 16), the roles card (Figure 4), and the rules card (Figure 5). Computer with a projector to set the timekeeper.
- Description:

In the second envelope, the students will find four different papers: one is the premise with the contextualization and the indications of what they are required to do. The second one contains the codified riddle written with the letters of the Futhark alphabet, the third one is the key to decodify the message, and finally, the last one is the answer card where they have to write the answer to the riddle.

The codified message, that is, the riddle is the following: "All the words I know and say, but I cannot pronounce them". Hence, the answer to the riddle is the word *dictionary*, the place where they have to look for the envelope with the next mystery.

ACTIVITY 3. MYSTERY 3. *THE BRIDGE TOWARDS THE PASSAGEWAY.*

- Type: Reinforcement
- Timing: 8 minutes.
- Classroom management**:** Students will work in groups of 4 people.
- Resources: One dictionary, envelope with three cards (Figures 17, 18, 19), the roles card (Figure 4), and the rules card (Figure 5) . Computer with a projector to set the timekeeper.
- Description:

The third desk is empty except for the paper with the roles assigned for each student because the envelope with the third mystery is within the dictionaries that have to be in the classroom to perform this test. For this reason, the teacher has to place previously four dictionaries in the classroom (one per group) with the envelope with the third mystery on it.

As ADHD students need some movement breaks during the session, (apart from moving from one desk to another) it is pivotal that the student or students that are diagnosed with ADHD have the role of being in charge of moving through the classroom to go to the place where the dictionaries with the envelopes are placed.

Once the student has picked up the envelope, he or she has to go back to the next desk where his or her peers are waiting.

In this third envelope, the students will find three cards. Again, one answer card to write which is the room in which it is the secret passage, and two other documents: one with the context and the other one with the hints.

For this mission, students have to find out in which room is the secret passage that will lead them to the final mystery. Thus, the card with the hints contains on one of its sides the

four most famous rooms of Buckingham Palace numbered from one to four (1. The Regency Room / 2. The White Drawing Room / 3. The 1844/ 4. The State Dining Room) and on the other side the four different hints. These hints are easy statements about general culture to work on the mathematical competence. Being that so, the answer to these hints gives rise to a specific number. In some of the hints they have to make a substraction to get the number. Hence, they have to discard statements until they find the correct one.

The statements are the following: 1. The room with the secret passage isn't the number of legs that has a spider minus four / 2. The room with the secret passage isn't the number of human body senses. / 3. The room with the secret passage isn't the number of sides that has a triangle minus two. / 4. The room with the secret passage isn't the number of minutes that has one hour minus fifty-eight.

Consequently, the number that does not appear as a result of these statements is number 3, being *The 1844 Room* the answer to this mystery.

ACTIVITY 4. MYSTERY 4. *TEA TIME!*

- Type: Reinforcement
- Timing: 8 minutes.
- Classroom management**:** Students will work in groups of 4 people.
- Resources: One envelope with three cards (Figures 20, 21, 23) and a magnifying glass (Figure 22), the roles card (Figure 4), and the rules card (Figure 5). Computer with a projector to set the timekeeper.
- Description:

In this mystery, within the envelope, they will find the premise with the contextualization of the final mystery, a magnifying glass made with red cellophane, the encrypted message they have to read with the magnifying glass, and the card in which they have to write the codified name.

The encrypted message contains letters written in blue, green, yellow, and red, and they are crossed out in red. However, the four letters that conform the mysterious name are written in green and blue. Therefore, because of the light absorption filter theory, "if a green and a red filter are placed together . . . no colour will be transmited, it will appear black" (University of Leicester, n.d, n.p). Considering this, when the students pass the magnifying glass over the paper, the red filter absorbs the red colour and reveals the green and blue letters in black. The

mysterious name of four letters is Susan, a Pembroke Corgi that was given to the Queen Elizabeth as a present on her 18th birthday.

ACTIVITY 5. MYSTERY 5. *BELLA CIAO!*

- <u>Type</u>: Reinforcement
- <u>Timing</u>: 8 minutes.
- <u>Classroom management</u>**:** Students will work in groups of 4 people.
- <u>Resources</u>: One envelope with an origami (Figure 29) and two question cards (Figures 24, 25, 26, 27, 28, and 30), the roles card (Figure 4), and the rules card (Figure 5). Computer with a projector to set the timekeeper.
- <u>Description</u>:

After decodifying the message, the students have to open the envelope and take the red origami. Within the red origami, there is the key to do the sum of the letters of the mysterious name.

As it can be seen from Figure 25 to Figure 28 in Appendix II, each letter of the alphabet has a number assigned beneath each letter. What the students have to do is to look for the numbers that are beneath the letters that conform the name "Susan" in order to do the sum with those numbers and obtain the number of the code they have to write later on the blackboard. In this case, the numbers assigned to the letters are different for each group, so the final number each group gets is different and the numbers of code of five numbers is varied.

Group one has to obtain the number 8, group two the number 6, group three the number 7, and group four the number 9.

In this case, the ADHD student or students will also be the taskmasters, so they will have the role of going to the blackboard to write the number.

ACTIVITY 6: *JARANA!*

- <u>Type</u>: Reinforcement
- <u>Timing</u>: 10 minutes.
- <u>Classroom management</u>**:** Students will work in groups of 4 people.
- <u>Resources</u>: The blackboard and the red box with the padlock (see Figure 32).
- <u>Description</u>:

The taskmaster of each group will write on the blackboard the name they have obtained. Once the complete code of four digits is written on the blackboard, which will be 8679, the students will open the padlock, and hence, the red box.

- **Session 3. <u>Taking off Our Masks.</u>**

The following day, the students will complete the diagnostic assessment.

Students will have to complete three different evaluations in the following order: coevaluation, self-evaluation, and evaluation of the activities.

In this session, they will work individually, and to complete the evaluations they will have to use their tablets because they will be done through Google Forms (https://docs.google.com/forms/u/0/).

ACTIVITY 1: *THE GROUP MASK.*

- <u>Type</u>: Closure and reflection.
- <u>Timing</u>: 5 minutes.
- <u>Classroom management</u>**:** Students will work individually.
- <u>Resources:</u> Projector and computer. Digital device (e.g. tablet or smartphone).

ACTIVITY 2*: MY MASK.*

- <u>Type</u>: Closure and reflection.
- <u>Timing</u>: 5 minutes.
- <u>Classroom management</u>**:** Students will work individually.
- <u>Resources:</u> Projector and computer. Digital device (e.g. tablet or smartphone).

ACTIVITY 3*: WITH THE ROYAL GUARD UP.*

- <u>Type</u>: Closure and reflection.
- <u>Timing</u>: 5 minutes.
- <u>Classroom management</u>**:** Students will work individually.
- <u>Resources:</u> Projector and computer. Digital device (e.g. tablet or smartphone).

3.6. Assessment and evaluation criteria.

Regardless of the fact that the focus of this proposal is not on the students' attainment of a grade that has a significant value on the final mark of the term, it is of utmost importance that the teacher evaluates and monitors the influence and success of the "Buckingheist, the Breakout" on ADHD students' social skills, which is the main objective of this proposal.

Thus, it will be accomplished through a summative assessment, a diagnostic assessment, and a formative assessment. Nevertheless, to put this into practice and monitor students' performance and engagement with the breakout, assessment tools are required. Needless to say, the teacher must be in a continuous state of observation and monitoring of the students, but paying special attention to the performance of the students diagnosed with ADHD. With respect to the summative assessment, to check if the objectives of this proposal have been satisfactorily achieved, the teacher will use a holistic rubric like the one presented in the Table 12 that is in Appendix II.

Moving on to the attainment of the diagnostic assessment, the evaluation consists of one self-evaluation and one heteroevaluation that the students will complete through online questionnaires. These two evaluations are two means for students to reflect, and they have two main goals. On the one hand, through these two ways of reflection, students will identify their feelings and aptitudes during and after the performance of the breakout, consider the work of their peers, and foster their sense of responsibility. Besides, on the other hand, these two evaluations will be useful for the teacher to acknowledge the students' reflections and to complete the formative assessment. The QR codes that the students will have to check to complete both questionnaires correspond to figures 33 and 34 of Appendix II.

Subsequently, regarding the formative assessment, in order to assess and analyse the progress and difficulties of ADHD students on their social skills and their relationships with their peers or if any necessary change is required to the future implementations of the breakout, evidence will be gathered from both the results collected from the rubric used for the summative assessment and the results of the students' self-evaluation and heteroevaluation. Besides, to complete this formative assessment, the students will complete a questionnaire to provide feedback on the breakout itself (Figure 35, Appendix II).

Besides, the teacher itself will complete a self-assessment in order to reflect and deliberate if the performance and arrangement of "Buckingheist, the Breakout" was successful or not, and whether any modification should be made. This teacher's self-assessment can be seen in Appendix II, Table 13.

4. Conclusion

The main aim of the elaboration of this End-of-Master thesis was intended to present the design of an educational intervention proposal, namely "Buckingheist, the Breakout", to enhance the social skills of students diagnosed with ADHD through the implementation of an educational breakout during the first year of secondary school.

Besides taking into consideration the recommended strategies to work with ADHD students in the EFL classroom stated by Bula-Villalobos (2011) and de la Cruz et al. (2020), this breakout also has as its foundation the Eclectic Approach through the application of the contemporary and active approaches of Cooperative Learning, Communicative Language approach, and Gamification. Hence, as the main objective of this proposal has been to attend the problematic ADHD secondary students have in establishing interpersonal relationships, students together must face several challenges by working cooperatively towards the common goal set by the narrative of the breakout while communicating on the English language.

The narrative, based on the Netflix TV Series "Money Heist" (2017), introduces elements of the British culture, giving attention to the students' interests and motivations while learning new cultural elements (which is of utmost importance for the engagement of ADHD students in the performance of the tasks). Furthermore, with the integration of mathematical operations to solve the mysteries, while working on their English language skills, students are challenged to work on their mathematical competence. Thus, through gamification, this breakout is not restricted to the development of the students' linguistic and communicative competence but broadens to learning theories such as Gardner's Multiple Intelligences (1983) theory and the work of the students' cooperative abilities. Hence, through "Buckingheist, the breakout", the commitment of each student to their team is fundamental to their success, and the encouragement of their sense of belonging to a group, the growth of their self-esteem, self-reliance, autonomy, and learning to learn competence can be accomplished. In fact, as Peña (2001) points out, "to motivate a student with ADHD in any activity, [teachers can] set a challenge, neither too easy nor too difficult, promote cooperative work, give a sense of belonging, present variety, arouse enthusiasm, surprise, interact, and promote autonomy" (in Hallowell, M.R and Ratey, J.J, 2001, p. 105). Thus, this proposal is promising for positive results due to its design and methodology comply with Peña's (2001) consideration as has been stated before. Indeed, de la Cruz et al. (2020) also highlight that these methodological strategies

should be flexible, innovative, and motivating, something we can relate with the presented proposal, "Buckingheist, the Breakout".

It must be given to the forefront that this educational proposal cannot actually be achieved in practice. Yet, all these considerations lead us to believe that through the implementation of this educational proposal, the ADHD students' social skills may be enhanced within the EFL classroom through this innovative proposal as well as they are working on the English language. In this day and age, our educational system advocates the introduction of innovative teaching and learning methodologies accessible to the necessities of the classroom diversities. Thus, future research is needed into how innovative approaches such as the educational breakout can address the peer problem and social skills struggles of secondary education students with ADHD.

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APPENDIX I. *Buckingheist, the Breakout*

GENERAL CHART

Table 3

General Chart. Educational proposal "Buckingheist, the Breakout".

GENERAL CHART	
STAGE: 1st cycle	LEVEL: 1st ESO
TEMPORALIZATION: Three sessions.	
6) 1st session: 16 minutes: presentation of the breakout "Buckingheist" 7) 2nd session: 60 minutes: implementation of the breakout "Buckingheist" 8) 3rd session: 15 minutes: evaluations.	
KEY COMPETENCES	SPECIFIC COMPETENCES
1.Linguistic competence. 2.Plurilingual competence. 3.Mathematical competence and science, technology and engineering competence. 4.Digital competence 5.Personal, social, and learning-to-learn competence 6.Citizenship competence 7.Enterpreneurship competence 8.Cultural awareness and expression competence.	1.Comprehend and interpret the general meaning and the most relevant details of texts expressed clearly and in the standard language, looking for reliable sources and making use of strategies such as the inference of meaning, in order to address the concrete communicative necessities. 2.Produce original texts of medium length, simple and with a clear organisation, using strategies such as planning, compensation or self-repair, to creatively, adequately and coherently express relevant messages and respond to specific communicative purposes. 3.Interact with other people, with emerging autonomy, using cooperative strategies and employing analogue and digital resources, to respond to concrete communicative purposes and respectful exchanges using the standards of courtesy. 4.Mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to transmit information effectively, clearly and responsibly. 5.Expand and use personal linguistic repertoires between different languages, critically reflecting on their functioning and becoming aware of their own strategies and knowledge, to improve the response to specific communicative needs. 6.Value in a critical way and adapt to the linguistic, cultural and artistic diversity from the foreign language, identifying and sharing the similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

BASIC KNOWLEDGE

A) COMMUNICATION

1. Self-confidence. Error as an instrument for improvement and a proposal for repair.

2.Basic strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.

4.Basic communicative functions appropriate to the communicative domain and context: greetings, farewells, and introductions; description of people, objects, and places; placing events in time; locating objects, people, and places in space; request and exchange information on everyday matters; instructions and orders; offer, accept and reject assistance, proposals or suggestions; partially expressing preference or interest and basic emotions; recounting past events, describing present circumstances, and expressing future events; expressing opinion and possibility.

5.Contextual models and basic discourse genres in the comprehension, production and co-production of oral, written and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organisation and structuring according to genre and textual function.

6.Basic linguistic units and meanings associated with the mentioned units such as the expression of the entity and its properties, quantity and quality, space and spatial relations, time and temporal relations, affirmation, negation, interrogation and exclamation, basic logical relations.

7.Commonly used vocabulary of interest to students related to personal identity, interpersonal relationships, places and environments, leisure and free time, daily life, health and physical activity, housing and home, climate and natural environment, information and communication technologies.

10.Basic conversational conventions and strategies, in synchronous or asynchronous format, for introducing, maintaining and finishing communication, taking and giving the word, asking for and giving clarifications and explanations, rephrasing, comparing and contrasting, summarising, collaborate, debate, etc.

13. Basic analogue and digital tools for oral, written and multimodal comprehension, production and co-production; and virtual platforms for interaction, cooperation and educational collaboration (virtual classrooms, videoconferencing, collaborative digital tools, etc.) for learning, communication and the development of projects with speakers or learners of the foreign language.

B) PLURILINGUALISM

3. Basic strategies and tools for self-assessment and co-assessment, analogue and digital, individual and cooperative. and digital, individual and cooperative.

C) INTERCULTURALITY

1,The foreign language as a means of international interpersonal communication, as a source of information and as a tool for personal enrichment.
2. Interest and initiative in the performance of communicative exchanges through different mediums with speakers or learners of the foreign language.
3. Basic sociocultural and sociolinguistic aspects of everyday life, non-verbal language, linguistic politeness and digital etiquette; culture, customs and values specific to countries where the foreign language is spoken. different media with speakers or learners of the foreign language.
4. Basic strategies to understand and appreciate linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.

ASSESSMENT CRITERIA

1.1.Interpret and analyse the global meaning and the specific and explicit information of short, simple oral, written and multimodal texts on frequent, everyday topics of personal relevance and close to the learner's experience in the fields of interpersonal relations, learning, the media and fiction, expressed clearly and in the standard language through a variety of media.

1,2,Select, organise and apply in a guided way the most appropriate strategies and knowledge in everyday communicative situations in order to understand the general meaning, essential information and the most relevant details of texts; interpret non-verbal elements; and search for and select information.

2.1. Produce short, simple, structured, comprehensible texts which are short, simple, structured, understandable and appropriate to the communicative situation on everyday and frequent subjects of relevance to the learner, with the aim of describing, narrate and report on specific topics, in different media, using verbal and non-verbal resources in a guided way, as well as strategies for planning and controlling the production.

2.2. Organise and write short comprehensible texts with acceptable clarity, coherence, cohesion and appropriateness to the target communicative situation, following established guidelines, using analogue and digital tools, on everyday and frequent matters of relevance to the learner. close to their own experience.

2.3. Select, organise and apply knowledge and strategies in a guided way in order to plan, produce and revise comprehensible, coherent and adequate texts according to communicative intentions, contextual characteristics and textual typology, using, with help, the most appropriate physical or digital resources depending on the task and needs, taking into account the people to whom the text is addressed.

3.1. Plan and participate in short, simple interactive situations on everyday topics of personal relevance and close to the learner's experience, using a variety of media, relying on resources such as repetition, slow pace and non-verbal language, and showing empathy and respect for linguistic politeness and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.

3.2. Select, organise and use, in a guided way and in close settings, appropriate strategies for initiating, maintaining and ending communication; taking and yielding the floor; and requesting and formulating clarifications and explanations.

4.1. Infer and explain texts, concepts and short, simple communications in situations in which diversity is catered for, showing respect and empathy for interlocutors and for the languages used, and interest in participating in the solving of problems of intercomprehension and understanding in the immediate environment, using a variety of resources and media.

4.2. Apply, in a guided way, strategies that help to create bridges and facilitate the comprehension and production of information and communication, appropriate to the communicative intentions, using physical or digital resources and supports according to the needs of each moment. of each moment.

5.1. Compare and contrast the similarities and differences between different languages, reflecting on their functioning in a progressively autonomous way.

5.2. Use and differentiate knowledge and strategies to improve the ability to communicate and learn the foreign language with the support of other participants and analogue and digital media.

5.3. Identify and record, following patterns, progress and difficulties in learning the foreign language, selecting in a guided way the most effective strategies to overcome these difficulties and make progress in learning, carrying out self-assessment and co-assessment activities, such as those proposed in the European Language Portfolio (ELP) or in a learning diary, making these progresses and difficulties explicit and sharing them with others.

6.1. Act in an empathetic and respectful way in intercultural situations, building links between different languages and cultures and rejecting any kind of discrimination, prejudice and stereotyping in everyday communicative contexts.

6.2. Accept and adapt to the linguistic, cultural and artistic diversity of the countries where the foreign language is spoken, recognising it as a source of personal enrichment and showing interest in sharing cultural and linguistic elements that promote sustainability and democracy.

6.3. Apply, in a guided way, strategies to explain and appreciate linguistic, cultural and artistic diversity, taking into account eco-social and democratic values and respecting the principles of justice, equity and equality.

ACTIVITIES
SESSION 1: BONG, BONG, BONG! The Professor is Coming!   1. *A Special Message*   2. *Speak and shout!*
SESSION 2. Buckingheist, the Breakout.   1. *Bong, Bong, Bong. The time has come!*   2. *What am I?*   3. *The Bridge towards the Passageway.*   4. *Tea Time!*   5. *Bella Ciao!*   6. *Jarana!*
SESSION 3. Taking Our Masks.   1. *The Group Mask.*   2. *My Mask.*   3. *With the Royal Guard Up.*

LESSON PLAN 1. SESSION 1

Table 4.

Lesson Plan 1. Session 1. "Buckingheist, the Breakout"

SESSION 1. BONG, BONG, BONG! The Professor is Coming!
SPECIFIC COMPETENCES
1, 2, 3, 4.
SPECIFIC ASSESSMENT CRITERIA
The students will be able to: a) Exhibit a clear understanding of the video by interpreting the general and specific information.   b) Analyse the purpose of the message of the video in relation to the previous premise.   c) Discuss the most meaningful ideas of the video.   d) Pay attention to their classmates' statements respecting their opinions.   e) Exchange their interpretations of the message of the video with their peers granting the speaking turn.
BASIC KNOWLEDGE
A)Communication: 2, 4, 5, 7, 10   C) Interculturality: 2

ACTIVITIES	SPECIFIC COMPETENCIES	SPECIFIC ASSESSMENT CRITERIA	BASIC KNOWLEDGE
1.A Special Message	1	b)/c)	A.5/7
2.Speak and Shout	1/2/3/4	a)/b)/c)/d)	A.2/4/5/7/10

Table 5.

Linguistic input. Session 1. BONG, BONG, BONG! The Professor is Coming!

INPUT. ACTIVITY 1. *A Special Message:*
Good morning, guys! How are you today? Last night, one person sent me an email with a video. He asked me to show it to you. Are you prepared? (…) Ok! Let's watch it!
INPUT. ACTIVITY 2: *Speak and Shout:*
Wow! So the card you received last week has sense now, right?   What do you think is going to happen? Share your ideas! (…)

Table 6.

Lesson Plan 2. Session 2. "Buckingheist, the Breakout"

LESSON PLAN 2. SESSION 2.

SESSION 2. Buckingheist, the Breakout
SPECIFIC COMPETENCES
1, 2, 3, 4, 6
SPECIFIC ASSESSMENT CRITERIA
The students will be able to: a) Exhibit an appropriate understanding of the specific written instructions given in the mission cards.   b) Comply with the breakout instructions and the specific roles assigned for the performance of each mystery.   c) Apply with full knowledge of facts organisational strategies to perform the activities in the allotted time.   d) Match the information given in the written instructions with the puzzles and codified messages.   e) Produce cooperatively and orally meaningful inferences about the possible solutions to the mysteries.   f) Exchange ideas and solutions in the oral form with the members of the group granting the speaking turn.   g) Interpret the specific written information about general culture questions for the successful development of the tasks.

BASIC KNOWLEDGE			
A)Communication: 1, 2, 3, 4, 5, 6			
C) Interculturality: 1, 2, 3, 4			

ACTIVITIES	SPECIFIC COMPETENCIES	SPECIFIC ASSESSMENT CRITERIA	BASIC KNOWLEDGE
1.*Mystery 1. Bong, bong, bong. The time has come!*	1,2,3,4,6	a)/b)/c)/d)/e)/f)/g)	A. 1/2/4/5/6/10 C. 1/2/3/4
2.*Mystery 2. What am I?*	1,2,3,4	a)/b)/c)/d)/e)/f)/g)	A. 1/2/4/5/6/10 C. 1/2
3.*Mystery 3. The Bridge towards the Passageway*	1,2,3,4	a)/b)/c)/d)/e)/f)/g	A .1/2/4/5/6/10 C. 1/2/3/4
4.*Mystery 4. Tea time!*	1,2,3,4	a)/b)/c)/d)/e)/f)/g	A .1/2/4/5/6/10 C. 1/2/4
5.*Mystery 5. Bella Ciao!*	1,2,3,4	a)/b)/c)/d)/e)/f)/g	A .1/2/4/5/6/10 C. 1/2/4
6.*Jarana!*	1,2	b)/f)	A. 1/4/5/10 C. 1

Table 7.

Linguistic input session 2. Before starting the Buckingheist, the Breakout

INPUT. BEFORE STARTING *THE BUCKINGHEIST, THE BREAKOUT*
Good morning, guys, as you can see the day has come! Today, you will solve the mystery of the Professor! As you can remember, you have to work in groups. The Professor has sent me a document with the distribution of the groups.   These are the groups: Group 1 is formed by X,X,X,X, and you have to start the mission in this road. Group 2 is formed by X,X,X and X, and you have to start here. Then, group three will start in the next road and is formed by X,X,X and X. Group four is formed by X,X,X, and X and starts here. Finally, we have group five with X,X,X, and X and has to start in this

road! Remember that I'm the game-master, so I'm here to help you when you need it and to control that you pass the missions correctly.

In every mission, each one of you will have a very important role that you will exchange. In the cards, you have the role you will have to perform, so don't worry, all the indications are in the cards. However, if you have any questions, ask the game-master.

But before you can start, the Professor needs you to decide the names of the different groups. You have one minute to decide it and it will be randomly; you have to pick one paper from this bag. As you know, some veterans of the band are called Tokyo, Rio, Nairobi, or Moscow so in order not to repeat the names, the Professor has prepared some for you. These city names belong to cities where people speak English. So please, one member of each group, come here to the front to pick up one piece of paper to decide the name of the group! (The list of names appears in Table 15, Appendix II).

Well, let's establish the names: Number one! … Nice! You are ..X! Group number two! ….X! Then… Number three! …. Oh, nice, you are X! And finally, group number four…. X! You will start in the desks that are at the back of the classroom. Group 1, you will be there! Group 2 on their right, Group 3 there, and finally Group 4 on the last one!

Okay, go to your places on the back of the classroom, please! Let's check the first card. I will read the information the Professor wants you to know before start:

"Bella Ciao! You are not the unique new members of the Money Heist Band. There is a new member in the band. Its reputation ixs very high, so its identity must be top-secret. mysteries I have prepared for you. You have to get to the Queen's red box and unlock it to discover the identity of this mysterious new member. At the end of the five tests, you will get a number. That number is very important! When you get the number, one member of the group has to write it on the blackboard in the space assigned to your group. Remember, every group is important! Only when all the five groups have the final numbers you can open the Queen's red box and solve the mystery. Now, the Queen and her court are in the garden drinking tea. You have 40 minutes to solve the mystery before the tea-time finishes and the Queen and all her court came back to the Palace. There's no time to lose! British people are very punctual!

Let's start… Jarana! Signed, the Professor. To prove your loyalty to the rest of the members of the band, you have to solve the five

Wow! So you have some work to do!

Please, be respectful with your classmates and try to do your best. Remember the rules of the classroom and do not shout. To complete each mission, you have maximum of 8 minutes. If you finish earlier, it's okay, but if that happens, you must be silent until the rest of the groups complete the missions. Some missions are easier than others. A chronometer of 8 minutes will be on the whiteboard, so you can check the time and your progress. Remember, it is not a competition, each one of you is important for the mission. Are there any doubts? Ok! Let's start!!! (…)

Table 8.

Linguistic input session 2. After performing the Buckingheist, the Breakout

INPUT. AFTER PERFORMING THE BUCKINGHEIST, THE BREAKOUT
Time is over, guys! The Queen is inside Buckingham again! Great job!! Now that you all have your number, we can get the final code that opens the padlock! Please, I need the taskmaster of each group to come here and write on the blackboard the number.
Thank you very much!! Now! Please! Go back to your desks and open the box! Let's see if you have passed the mission! (…)
Great job! Guys!!! You have solved the mystery! The new member of the band is a Corgi, one of the most loved dogs of the queen.

Table 9.

Lesson Plan 3. Session 3. "Buckingheist, the Breakout"

<div align="center">

LESSON PLAN 3. SESSION 3.

</div>

SESSION 3. Taking off Our Masks
SPECIFIC COMPETENCES
1, 2, 5
SPECIFIC ASSESSMENT CRITERIA
The students will be able to: a) Demonstrate an understanding of the specific written information of the questionnaires.   b) Comply with the instructions given orally by the teacher to complete the questionnaires.   c) Reflect about their own and their peers' outcomes to enhance their future group performances.   d) Assess themselves and their expectations throughout the development of the breakout.   e) Evaluate the teacher's duty and activities of the breakout.
BASIC KNOWLEDGE
  A)Communication: 1, 4, 5 , 13   B) Plurilingualism: 3

ACTIVITIES	SPECIFIC COMPETENCES	SPECIFIC ASSESSMENT CRITERIA	BASIC KNOWLEDGE
1.The Group Mask	1,2,5	a)/b)/c)	A. 1/4/5/13 B. 3
2.My Mask	1,2,5	a)/b)/c)/d	A. 1/4/5/13 B. 3
3. With the Royal Guard Up	1,2,5	a)/b)/e)	A. 1/4/5/13 B. 3

Table 10.

Linguistic input session 3. Taking off Our Masks

INPUT. SESSION 3. TAKING OFF OUR MASKS
Good morning, guys! How are you? What are your feelings after discovering who is the new member of the band? (…) I need you to take your tablets. I would like to know what your sensations are after the breakout. In the following fifteen minutes you have to complete three surveys. Let's do the first one! Take your tablets and scan the first QR code that is on the projector. You have five minutes to complete each survey, okay? Please, be honest and take your time to answer the questions properly and following the requirements, ok? Well, let's do the first one! (…) Okay, thank you, guys! Now! Scan this second QR code and do the second survey, please! (…) Thank you, well done! And finally, here is the final QR code. Let's finish this! Thank you very much, guys!!

Figure 1.

Arrangement of the classroom's furniture

Source: Own elaboration

- **PRE-SESSION 1.**

Figure 2

First hint to introduce the Breakout

Note. Graphics taken from Perkins, M. (2021). *Canva (2.168.0)* [Mobile app]. Google Play. https://play.google.com/store/apps/details?id=com.canva.editor&hl=es&gl=US

- **SESSION 1: BONG, BONG,! The Professor is Coming!**

- Activity 1: *A Special Message*

    Link to the video presentation

    https://cutt.ly/7Kd59mN

- **SESSION 2: *Buckingheist, the Breakout***

Table 11

Group names raffle.

Brighton	Oxford
Birmingham	Liverpool

Figure 3

Front page projected during the Breakout

Figure 4

Roles card

Figure 5

Rules card

Figure 6

Premise page 1

Figure 7

Premise page 2

- <u>Activity 1. Mystery 1. Bong, bong, bong. The time has come!</u>

Figure 8

Mystery 1 card page 1

Figure 9

Mystery 1 card page 2

Figure 10

Hint mystery 1
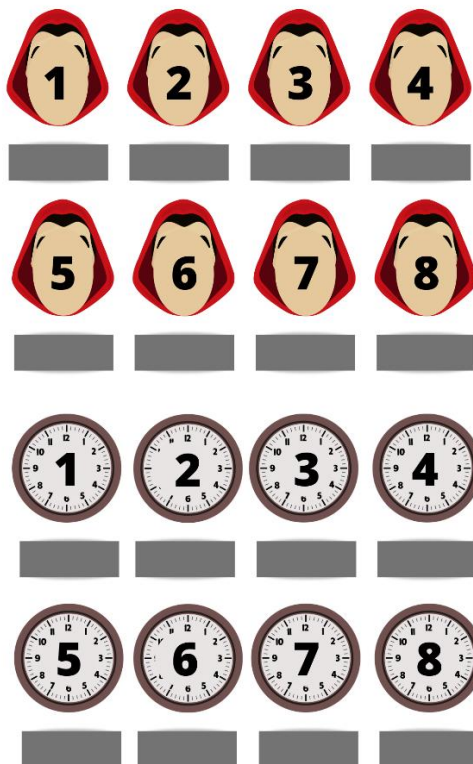
Figure 11

Key to the hint of mystery 1
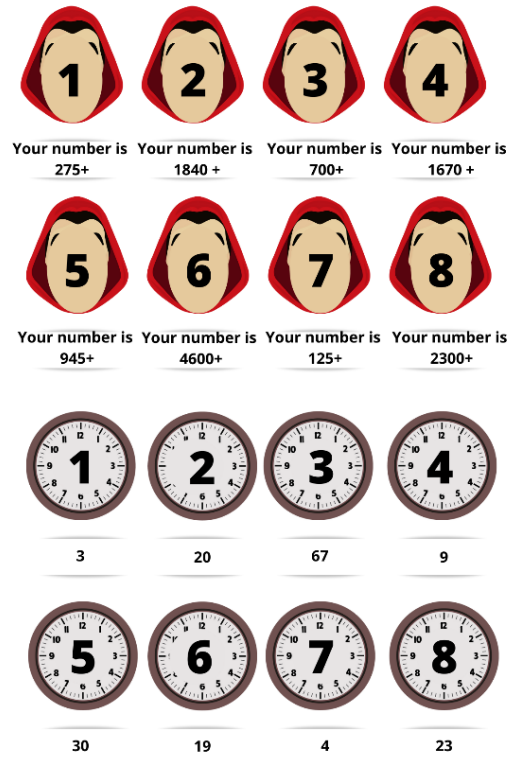
Figure 12
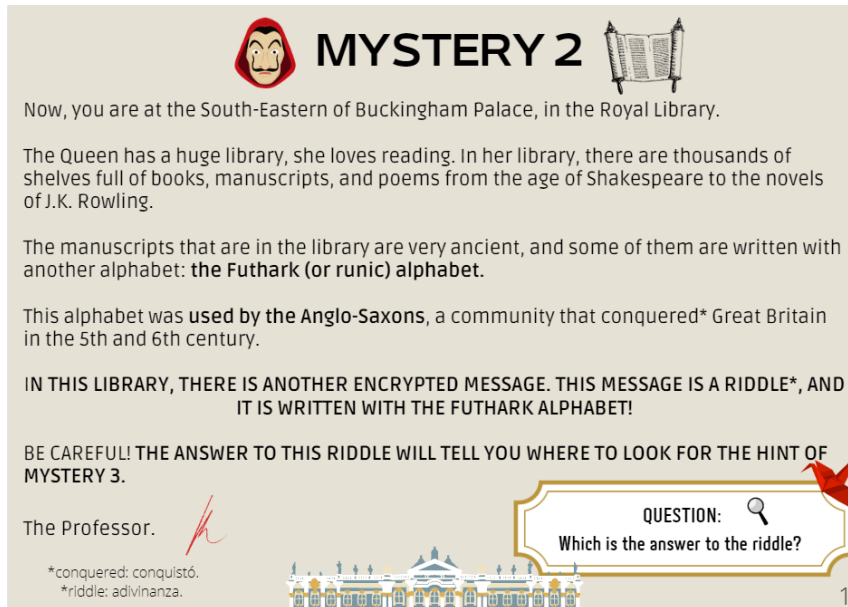
Answer sheet mystery 1
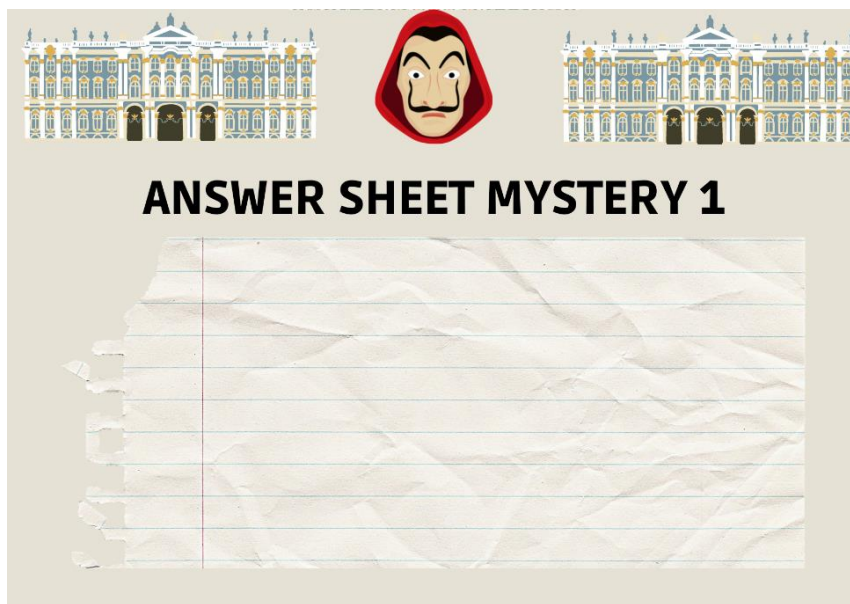
- Activity 2. Mystery 2. What am I?

Figure 13

Mystery 2 card

Figure 14

Key Futhark alphabet

MundoaParty. (2012). *FUTHARK Antiguo* [Photograph]. Tierras de Rol

http://tierrasderol.blogspot.com/2012/11/tutorial-todo-sobre-runas.html

Figure 15

Codified riddle
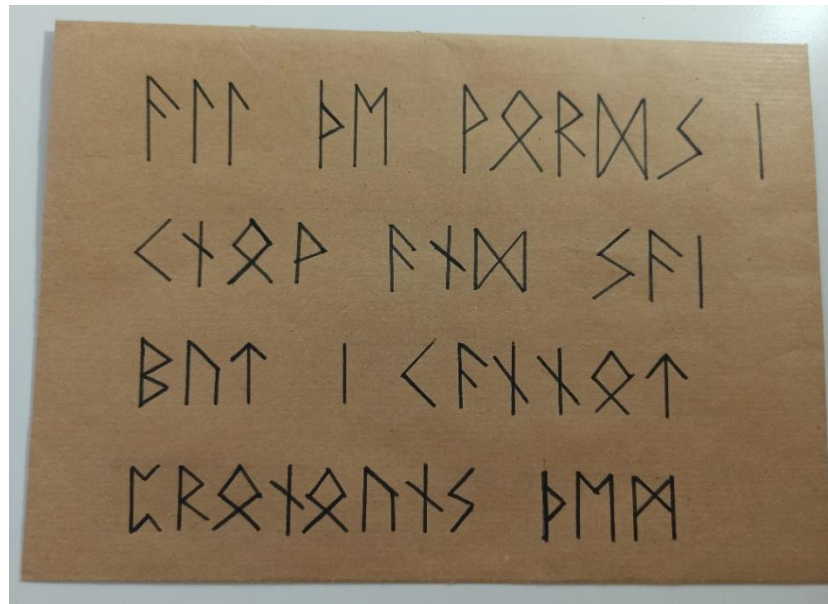
Figure 16
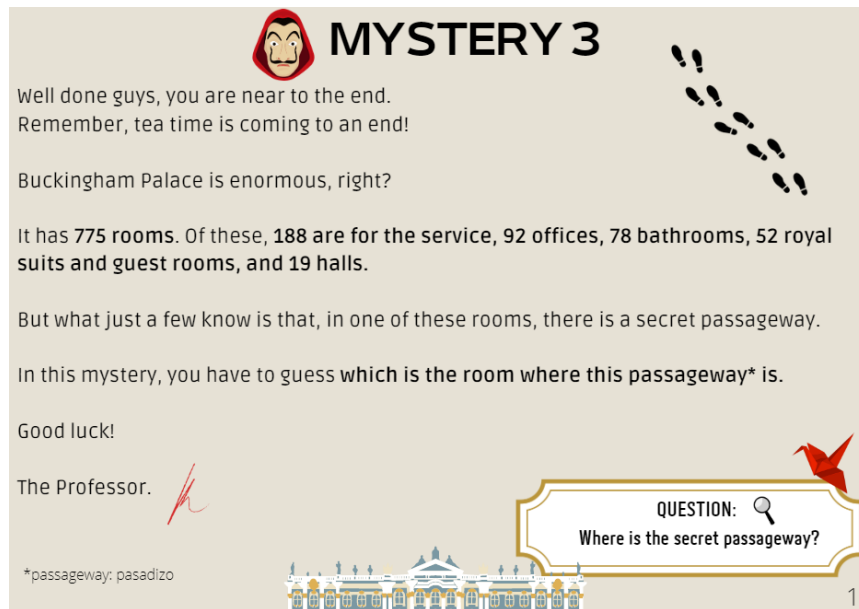
Answer sheet mystery 2
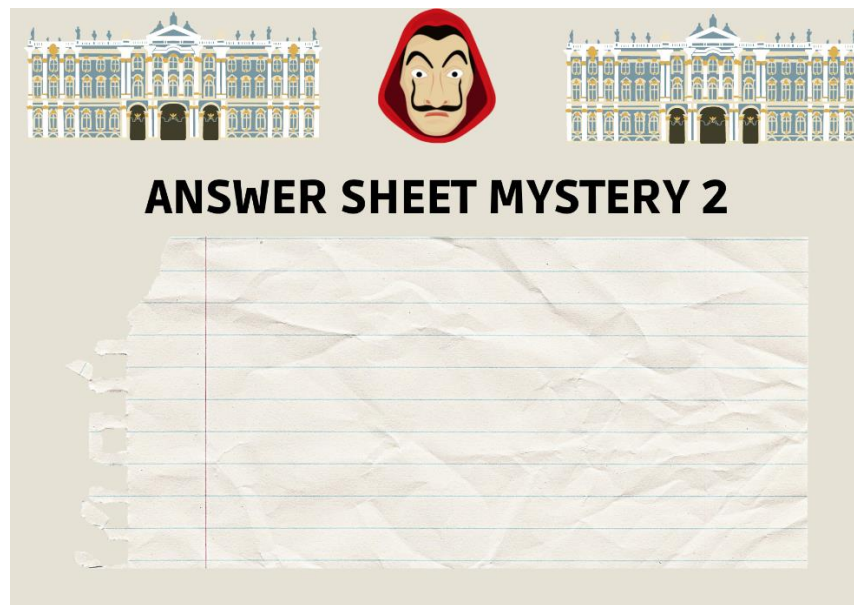
- Activity 3. Mystery 3. The Bridge towards the Passageway.

Figure 17

Mystery 3 card

Figure 18

Hint mystery 3

Figure 19

Answer sheet mystery 3

- Activity 4. Mystery 4. Tea time!

Figure 20

Mystery 4 card

Figure 21

Codified message

Figure 22

Magnifgying glass
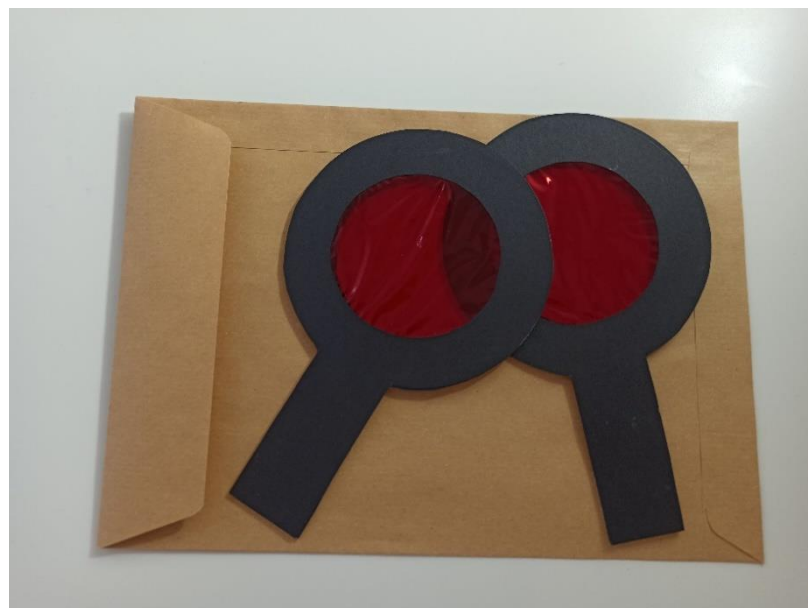
Figure 23

Answer sheet mystery 4
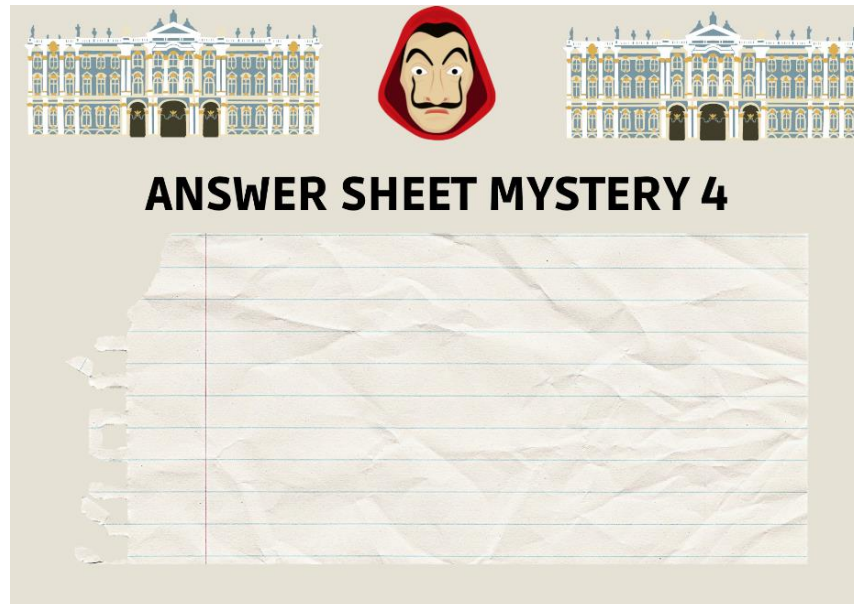
- Activity 5. Mystery 5. Bella Ciao!

Figure 24

Mystery 5 card

Figure 25

Key group 1

Key group 1

A	B	C	D	E	F	G	H	I
3	9	8	1	2	4	7	0	3

J	K	L	M	N	Ñ	O	P	Q
5	9	1	4	0	8	2	6	5

R	S	T	U	V	W	X	Y	Z
3	2	0	1	4	7	6	1	9

GROUP 1

Figure 26

Key group 2

Key group 2

A	B	C	D	E	F	G	H	I
2	9	8	1	2	4	7	0	3

J	K	L	M	N	Ñ	O	P	Q
5	9	1	4	1	8	2	6	5

R	S	T	U	V	W	X	Y	Z
4	0	7	3	7	3	6	9	2

GROUP 2

Figure 27

Key group 3

GROUP 3

Figure 28

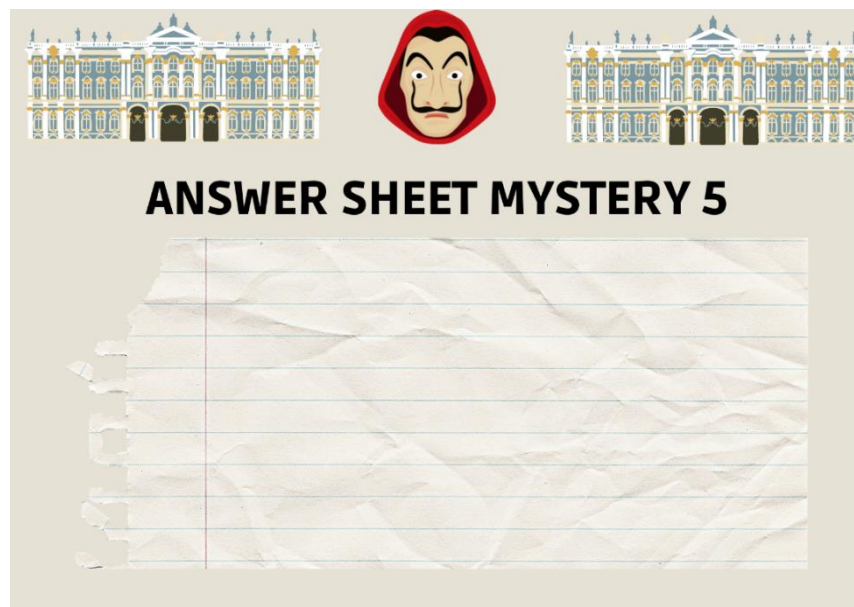*Key group 4*

GROUP 4

Figure 29

Origamis
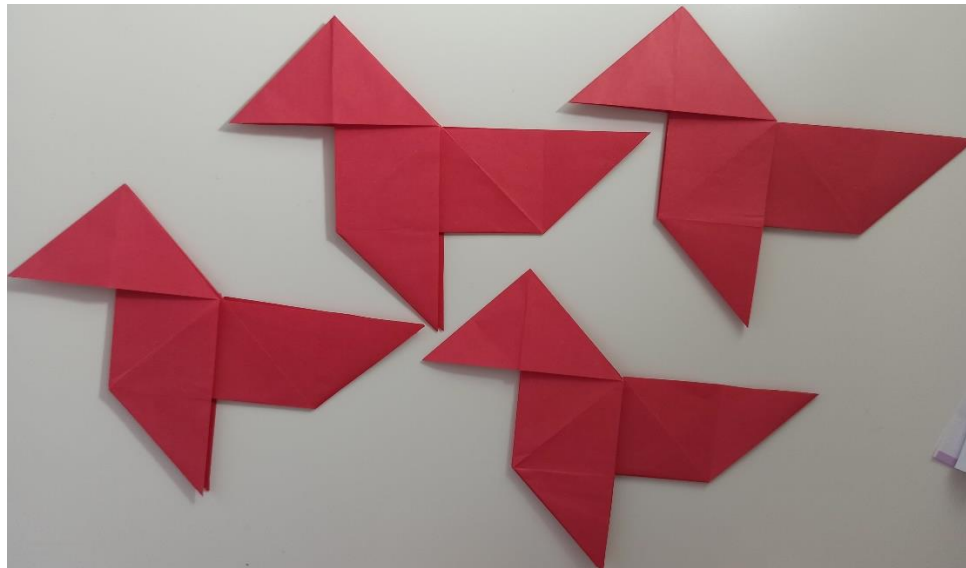
Figure 30

Answer sheet mystery 5

ANSWER SHEET MYSTERY 5

Figure 31

Photograph of Corgi, the new member of the band

De la Cruz A.R. (2021). [Image of Corgi from the movie *The Queen's Corgi*]. Retrieved 2022, 13 June, from https://www.gogagah.com/queens-favorite-dog-queens-corgi/

Figure 32.

The red box and padlock.

- **SESSION 3. Taking off Out Masks**

  - Activity 1. The Group Mask

Figure 33

QR Code peer-assessment questionnaire

Note: QR generated with https://qrfy.mobi/qr-code-generator/url/3

Link to the questionnaire: https://forms.gle/aWkSNzBrev6r2Vav8

  - Activity 2. My mask.

Figure 34

QR Code self-assessment questionnaire

Note: QR generated with https://qrfy.mobi/qr-code-generator/url/3

Link to the questionnaire: https://forms.gle/ANQm38Lkyameapw76

- <u>Activity 3. With the Royal Guard Up</u>

Figure 35

QR Code heteroevaluation of the Breakout

Note: QR generated with https://qrfy.mobi/qr-code-generator/url/3

Link to the questionnaire: https://forms.gle/xGVRwT1QakbWfQEK6

Table 12.

Holistic rubric summative assessment. ADHD students' observation.

STUDENTS' BREAKOUT PERFORMANCE			
Name:			
	YES	SOMETIMES	NO
The student….			
Complies with her/his role throughout the tasks			
Grants the speaking turn			
Establishes conversations with the group			
Feels pressure and anxiety when working with her/his peers			
Participates in team agreements			
Identifies the problems and looks for solutions			
Has understood the tasks			
Maintains a sustained attention throughout the performance of the breakout			
Turns her/his body and moves constantly			
Answers to their peers' questions			
Organises her/himself			
Listens and pays attention when someone is speaking directly to her/him			
Defends her/his opinions and shows her/his emotions			
Follows the rules of the breakout			
Is motivated to participate in the tasks			

Source: Own elaboration

Table 13.

Teacher's self-assessment.

TEACHER'S SELF-ASSESSMENT			
	YES	NO	WHY NOT
Have I designed the activities in an appropriate way?			
Has any activity not functioned?			
Was the timing well-programmed?			
Was the organization of the classroom space appropriate for the objectives?			
Were all the learners engaged?			
Did I address all the students' issues and necessities?			
Have I used the appropriate strategies to attend ADHD students?			
Have I provided learning and participation opportunities for all the students?			

REFERENCES

De la Cruz A.R. (2021). [Image of Corgi from the movie *The Queen's Corgi*]. Retrieved 2022, 13 June, from https://www.gogagah.com/queens-favorite-dog-queens-corgi/

Perkins, M. (2021). *Canva (2.168.0)* [Mobile app]. Google Play. https://play.google.com/store/apps/details?id=com.canva.editor&hl=es&gl=US