

REALIA IN ENGLISH GRAMMAR CLASSES WITH THE ATTENDANCE OF ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) CHILDREN

Le Thi Ngoc Diep

Faculty of Foreign Languages, Van Lang University, Vietnam

E-mail: lethingocdiep@vanlanguni.edu.vn

Received: 20.05.2020

Revised: 17.06.2020

Accepted: 04.07.2020

Abstract

At present, English is a very well-known language and taught almost every school. And grammar study is one of the cornerstone skills in learning and teaching English. Additionally, there are different kinds of students and needs. Children with ADHD is an example. This study is conducted in primary public schools in Ho Chi Minh City, Vietnam from secondary data and primary data to examine the realia usage and its effectiveness in grammar teaching to young learners, especially to ADHD children and to explore children's expectations in grammar classes and on managing those classes in a more effective and enjoyable way. The recommendations are made to help children with ADHD to focus on grammar classes to some extent.

Keywords--- Attention Deficit Hyperactivity Disorder (ADHD), ADHD children, English lessons, grammar teaching and learning, Realia

© 2020 by Advance Scientific Research. This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>)
DOI: <http://dx.doi.org/10.31838/jcr.07.08.325>

INTRODUCTION

In teaching and learning a language, grammar is a crucial part of language learning. Students would like to have a functional language knowledge, they embed with some grammatical knowledge of the language (Cho, 2020). The English teaching to young learners, especially for children and ADHD children, face many challenges of which mostly come from the characteristics of young learners in difference with those of older learners (Cameron, 2001). Grammar teaching is contextual at different degrees. It is expected that "the teacher can contextualize the lesson through numerous methods including using audio or visual materials, bringing in realia and props, storytelling, problem-solving, giving examples, showing grammar usage, playing games, and teaching explicitly or implicitly" (Arikan, 2014). Children can indeed learn explicitly to some extent and children are found their use of an explicit approach in the foreign language classroom (Ketchell, 2019). As Ur (1996) points out children own a great immediate need which is motivated by the teacher or the materials, as such, the effective approach for them is to make their eye-catching to something and send out the handy relevant task. And realia is useful for both touching and visualization. In reality, many teachers understand the need of using visual teaching aids, but they are not clear to know how to use them to manage the lessons effectively. Additionally, the realia usage becomes common in the ESL/EFL classroom and provide valuable contribution to obtain an active teaching-learning environment (Bably & Nusrat, 2017). The realia usage in grammar education to children in the age from 6 to 11 in the public schools in Vietnam is also a trend. Also in Vietnam, children with ADHD are about 4% (Bach Mai hospital, 2019). As in the world, ADHD cases vary between 3 and 7% (Peacock, 2001) with an average of 5% upon the comparative studies (Smith, 2018).

This study is aimed at examining whether realia is one of the effective ways to teach grammar which is viewed as one of the hardest sessions in teaching a foreign language especially for young learners with ADHD. This case study was conducted in Vietnam to examine how realia works in grammar classes. The result will be a very good source for the teachers who are teaching English for children and other school administrators and other related individuals for reference.

LITERATURE REVIEW

Understanding issues of ADHD

ADHD has been recognized for years and has long been considered as the most common mental health disability which are called a Minimal Brain Dysfunction resulting in the lack of concentration, impulsivity, restlessness (Lange et al., 2010) and of course, information processing method is different from that of other learners (Kyla Boyse, 2009). ADHD poses unique challenges for young people. Children with ADHD are often self-conscious, painfully aware of their differences from the other peers, and display through their defensive behavior, either being disruptive and aggressive or silent and taciturn, including the trouble with academic work or negative stereotypes (Smith, 2018). They also may experience poor self-image as they struggle to master tasks at home and school. In addition, Smith (2018) points out that ADHD children are at risk for accident and injury due to their shortage of attention and impulsivity. Recently, ADHD has been classified as one of the learning disorders due to specific brain development (Kyla Boyse, 2009). Previously, they are viewed as lazy and unmotivated learners (Turketti, 2010) and ADHD un-trained teachers will be difficult with discipline maintenance and the attention of the students in teaching them. ADHD children are not equal in the hyperactivity and restlessness. However, most of them own a short attention level and they are easily distracted and difficulties with their attention concentration on a required task (Lange et al., 2010; Turketti, 2010; Shaughnessy & Waggoner, 2015). This, however, does not mean ADHD children are not able to pay attention to anything at all. In fact, their learning differences are resulted from its inception in their focus to their surroundings at the same time (United States Department of Education, 2008). Therefore, they get difficulties with staying focused and organized with one task at a given moment. Typically, as a socially impulsive person, ADHD children often fail with their behavior controls and to follow teachers' or caretakers' instructions. A great challenge is predicting the consequences of their actions and their completion of works on time (Smith, 2018). ADHD student's productivity, and planning abilities are inconsistent and often unpredictable.

Moreover, ADHD children show different combinations of these behaviors which are ranked into two key categories: poor sustained attention and hyperactivity-impulsiveness. ADHD children are able to focus when they receive frequent