



YOUNG LEARNERS WITH ATTENTION DEFICIT HYPERACTIVE DISORDER (ADHD): STRATEGY TO TEACH ENGLISH VOCABULARY

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Abstract

This paper aims at analyzing teacher's strategies in teaching vocabulary to students with ADHD as well as its implementation, the ADHD student's responses, challenges faced by the teacher, and alternative ways to overcome it proposed by the teacher. Interview, observation, and document analysis were used to obtain the required data. This study revealed that four strategies; attending to form, learning the meaning of word, making strong memory connection, and extending students' vocabulary beyond the text book which were used by the teacher to teach English vocabulary to ADHD students were delivered in a chronological order. Then, seven kinds of responses; choral response, open-ended response, confusion work oriented, laughter, using native language, silence, and using L2 showed by ADHD student in the teaching learning process when the teacher used those strategies. The challenges which were faced and alternative ways which were offered by the teacher relate to symptoms of ADHD student especially his attention

Keyword: ADHD Students, English Vocabulary, Teaching Strategy

Abstrak

Makalah ini bertujuan untuk menganalisis strategi guru dalam mengajar kosa kata kepada siswa dengan ADHD serta implementasinya, respon ADHD siswa, tantangan yang dihadapi oleh guru, dan cara-cara alternatif untuk mengatasinya yang diusulkan oleh guru. Wawancara, observasi, dan analisis dokumen digunakan untuk mendapatkan data yang diperlukan. Studi ini mengungkapkan bahwa empat strategi; menghadiri untuk membentuk, mempelajari makna kata, membuat koneksi memori yang kuat, dan memperluas kosa kata siswa di luar buku teks yang digunakan oleh guru untuk mengajarkan kosa kata



bahasa Inggris kepada siswa ADHD disampaikan dalam urutan kronologis. Lalu, tujuh macam tanggapan; respon paduan suara, respon terbuka, berorientasi pada pekerjaan yang membingungkan, tawa, menggunakan bahasa ibu, keheningan, dan menggunakan L2 ditunjukkan oleh siswa ADHD dalam proses belajar mengajar ketika guru menggunakan strategi tersebut. Tantangan yang dihadapi dan cara-cara alternatif yang ditawarkan oleh guru berhubungan dengan gejala siswa ADHD terutama perhatiannya.

Kata kunci: Siswa ADHD, Kosakata Bahasa Inggris, Strategi Pengajaran

Introduction

Teaching vocabulary is essential to the students since it is one of English language component which should be taught to them as mentioned by Suyanto (2007), "the teaching language component including grammar, vocabulary, and pronunciation occurred in studying first, second, or foreign language" (p. 43). Additionally, by learning vocabulary the student can enrich their other English skills such as speaking, listening, reading, and writing. Meanwhile, teaching vocabulary is not only about giving and presenting new vocabularies but also how to enrich and keep it in students' language storage. It is the challenge for the teachers how to make their students can achieve on learning vocabulary and keep it in their memory. Nist & Mohr (2002, p. 1) also give four evidences why vocabulary is important to be developed since it is a basic part of reading comprehension, it is a main part of almost standardized test, it is tools of better of reading as well as writing, speaking, listening, and thinking, and it is important for ability of communication and learning. Therefore, teaching vocabulary is crucial to be taught since it is the element which links English skill including speaking, listening, writing, and reading.

There are several activities in teaching vocabulary such as reading textbook and inserting supplementary activities including vocabulary games, explicit reviews sessions, or simple example sentences which illustrate the highlighted language points (Beltran, Contesse, Lopez, and Schmitt, 2010, p. 34). Thus, those activities can be done by the teachers to drill and recycle vocabulary taught by teacher for keep it in students' mind. Additionally, Cameron (2001, p.85) proposes several strategies to teach English vocabulary. They are learning the meaning of the word, attending to form, making strong memory connection, and extending student's vocabulary beyond the text book. Beside Cameron's classification, McCarten (2007, p. 20) proposes eleven specific strategies in teaching vocabulary including focus vocabulary, offer variety, repeat and recycle, provide opportunities to organize vocabulary, make vocabulary learning personal, do not over do it, use strategic vocabulary in class, help students become independent learners in and out of class, vocabulary notebooks, research tools, and everyday usage.

Inclusive school is one of facilities which are offered for student with special need to feel and have experience in mainstream school. It is should be set by government since all students have an equal right on education (Rieser, 2008, p. 126). In addition, Mayesky (2009) says, "A child who has many verbal interactions with adults is likely to develop greater verbal proficiency and confidence in the use of words than who has not had such experiences" (p. 390). Norwegian Agency for Development Cooperation (Norad) (2013, p. 7) also says that instead of treating all learners the same, the school must develop a system that meets their individual needs. In line with Norad (2013), Rose & Howley (2007, p. 10) state that the students with special need must get opportunity to learn at an appropriate environment and level and be enabled to socialize with their peers whilst taking their place as equal members of the school community. Additionally, children learn a foreign or second language different from adult, "young children acquire a second language naturally, the way they learn mother tongue" (Gordon, 2007, p. 49). In order to teach English for young learners, extra attention and creative activity have to be created by the teachers in order to make the students participate in the process of learning especially in kindergarten since "their language is original and creative and enables them to get things done in a meaningful context" (Whitehead, 2007, p. 14).

However, not all inclusive schools in Indonesia provide teachers who give special treatment to the students who have learning disorder or special need. Some of them also omit several subjects such as English which is not taught for students with special need since they think that English is too hard if it is given to the students. Ideally, they have to facilitate students with learning disorder who need attention relating to their education. Although they cannot be treated the same as general students, it does not mean that certain subject such as English is not given for them owing to their inadequacy of learning. Whereas, it is different from the case of a kindergarten of inclusive school in Surakarta which maintains and implements strategy to teach English vocabulary which engage both students in general and student with special need.

The ability of acquiring language cannot be generalized since the ability of a student and others are different. The teacher cannot generate their ability. Additionally, for students with special need especially ADHD needs extra handling and treatment of teaching learning owing to his symptoms which relate to lack of attention, and hyperactive and impulsive behavior. As a result, the teacher's role and strategy are also expected to facilitate for those who have special need. Preparation to facilitate students with special need by giving treatment teacher, shadow teacher, and special teaching strategy are should be supplied by school to overcome their learning disorder to engage them in every activity of teaching and learning. National Council Special Education (2011) proposes that "the concept of inclusion promotes the active participation of the learner as the primary aim rather than simple placement or accommodation" (p.

14). It is similar with student with ADHD who has many seriously debilitating social, emotional, and behavioural (Lewis & Norwich, 2005, p. 126). Maintaining them is the challenge both for the teachers and school since they cannot be compared with general students (Sabet, Farhoumand, Zafarghandi & Naseh, 2015, p. 126).

Some previous studies conducted by Jordan, Glenn, and Richmond (2010), Villalobos (2011), and Intarapanich (2013) focus on teaching strategies of English as a second or foreign language which are implemented in mainstream school in secondary level. The strategies also focus on teaching English in general and main four skills of English including speaking, writing, listening, and reading. The only study which investigates teaching English in general in inclusive school for student with special need is a study conducted by Kocyigit & Artar (2015) which showed that there is no single technique that would be fit to all visual impaired learners.

Realizing the fact that there are still lacks of teaching strategy done for students with special need, especially teaching strategy to teach English vocabulary for those with ADHD, this research aims to analyze teacher's strategies to teach English vocabulary to student with ADHD as well as its implementation, the ADHD student's responses, challenges faced by the teacher, and alternative ways to overcome it proposed by the teacher.

Additionally, there has not been a great deal of research investigating the link between teaching strategy to teach English vocabulary and ADHD student's response toward it. This study is conducted at one of Inclusive School Kindergartens in Solo as it is an inclusive school which maintains student having special need with ADHD and implements teaching strategy to English vocabulary. In accordance to the importance of service minded and more detailed study guides for ADHD student, this study is urgently to be conducted to get a clear description about the teaching strategy used by the teacher to teach English vocabulary which probably can be reorganized as a better way.

For teaching English vocabulary to the student with ADHD is the challenge for the teacher as stated by Villalobos (2011, p. 23), "Inattention, hyperactivity, and impulsivity certainly do not fit when it comes to language acquisition as a foreign language". As a result, it is needed for the teacher to use a specific and appropriate strategy which is appropriate with the ADHD student's condition. It is very important for consideration that is no single educational program, practice, or setting will be best for all children with ADHD. Thus, successful programs for children with ADHD integrate the following three components; academic instruction, behavioral intervention, and classroom accommodation as proposed by U.S Department of Education (2006, p. 4). Rooney, 1995 cited in Vaughn, Bos, and Schumm (2000, p. 155) say that there a several problems in educational intervention for students with ADHD including listening, distractibility, attention span, short-term memory, task completion, impulsivity, inattention to detail, and test taking which have its own solutions.

In order to get responses and keep attention of student with ADHD, stimulus is needed since it can potentially influence behavior. Powell, Symbaluk, Honey (2009, p. 53) states that a response is a particular instance of a behavior which can act as stimulus that influences the responses of others. Responses are used to measure students' understanding or sentiment such as their opinion about topic in the class; they were not scored as correct or incorrect (Wankel & Blessinger, 2013, p. 253). Brown (2000, p. 170) mentions seven kinds of students' responses. They are choral, open-ended or student-initiated, silence, confusion work-oriented and confusion non work-oriented, laughter, using native language, and non-verbal responses which are different each other.

METHOD

The design of this research is case study since it deeply obtains information about the values and social context in a certain population. Yin (2014, p. 16) defines case study as an inquiry which relies on multiple sources of evidences whose data need to converge in a triangulation method. The research design of case study is crucial to be utilized in this research because case study provides complex textual description of how people experience in a research issue. The subject of this research was chosen based on purposive sampling with a critical sample type.

In order to collect the data, the researcher used interview, observation, and document analysis. In interview session, the informants are two teachers and an ADHD student. Then, observations provide answers to questions being investigated (Hancock and Algozzine, 2006, p. 47). As a non participant observer who did not become a member of the group under study, the researcher made brief note when the teachers were teaching vocabulary in kindergarten classroom which involved students with ADHD. Besides, analyzing document used by the researcher to complete the data which is gained through observation and interview. In addition, three techniques of validating the data were used by the researcher. They are data triangulation which helps to strengthen the construct validity (Yin, 2011, p. 81; and Yin 2014, p. 123), member checking which was used by the researcher to confront and share research findings, and external audit which was used to obtain an individual outside of the study to review and evaluate the report (Fraenkel & Wallen, 2009, p.453). The last, logic model was used as an analytic technique which consists of five steps; comparing, affirming the original sequence, proceeding complete analysis, affirming data completed by additional data, and explaining data in a fair manner.

Findings and Discussion

The teaching strategy used by the teacher to teach English vocabulary to ADHD student

The teacher teaches English vocabulary by attending to form in which the teacher starts the teaching English vocabulary by introducing the word and how to pronounce it as well as how to write the word. Then, learning the meaning of word, LI is also involved in order to make the student understand more about the words which are taught by the teacher. The teacher also introduces the words by demonstration using pictures or non verbal explanation. Making strong memory connection with organizing vocabulary in general to specific based on the topic (kinds of transportation and kinds of printed media) is also used by the teacher to teach English vocabulary for ADHD student. Besides, several activities beyond the text book which involves physic activities and teaching media in those activities are conducted by the teacher.

The implementation of teaching strategy to teach English vocabulary to ADHD student

In the process of implementing teaching strategy to teach English vocabulary for student with ADHD, the teacher prepares several important things. Since the student with ADHD is different from those who are general, the teacher has to consider all of thing for him such as seat position, media which are appropriate both for topic and young learners especially for those who have special need and appropriate activities which are conducted for teaching English vocabulary.

From observation during the classroom, the teacher opens class by saying salam, checking students' attendance, and giving brainstorming first. Next, the teacher conducts several strategies by giving various activities to teach English vocabulary. The ways of teacher's strategy to teach English vocabulary for ADHD student involve activities which engage students' movement involving their audio, visual, and kinesthetic spatial. While the process of teaching English vocabulary, the teacher often repeats the vocabularies and the instruction to all students especially for student with ADHD. The treatment which involves gross motor such as jumping and clapping is also given by the teacher since the ADHD student's attention lost easily. While teaching English vocabulary, the teacher starts to teach the pronunciation first. It is repeated to be pronounced by all of the students. When the student can pronounce it appropriately, the teacher allows him to know the meaning, yet the teacher does not explain or mention the meaning directly. The meaning is explained by the teacher by giving the stimulation first by using teaching media such as puppet and flashcard. Then, the student can be stimulated to mention the meaning by seeing the picture.

When the student has already known and saved the words in his storage, the teacher allows him to use the word in several activities and practice such as role play, dialogue practice, and playing games. It will let the student not only put the list of words but also keep the words in his storage. At the end of lesson, the teacher reviews about the materials that have been learnt in the class. The teacher reviews it by giving quiz (question and answer), the one who can answer a certain word in English will get reward, a ticket for go home first.

The ADHD student's responses toward the implementation of the strategy of teaching English vocabulary

Several responses were showed by the ADHD student in the process of teaching learning English vocabulary. The first is choral responses in which the student gives answer the teacher's question when he is asked about a certain word in English. He will also write in a good manner with appropriate letter if he knows the word before. Moreover, the student saves the word with the pronunciation as well as the written form. Thus, when he is asked to pronounce or write English vocabulary, he will answer it since he has already known about it. Next response is open-ended or students-initiated response. Here, student with ADHD can respond while the teacher implements the strategy of teaching vocabulary by answering the teacher's question. The ADHD student's answer is appropriate with the question if he is in settled condition and he can focus on lesson. Third, the ADHD student gives response by confusion work oriented. He does over activity by showing gesture (point anything without any reasons), burbling or saying unclear utterances, producing inappropriate sound, and showing eyes contact which does not focus. Forth, it is not rare for the student to laugh by himself without any reasons. Sometimes, he is squirming, not focus, and moves the attention easily. In the middle of lesson time, he is suddenly burbling without any reasons and acts over active. He is also giggling by himself and cannot sit appropriately. When the student's condition is not settled enough, he does not focus in joining classroom activities and runs without any reasons. He does not have willingness or interest to participate in the classroom. When the teacher asks him, he is just silent for a long time, and his eyes contact does not focus.

Next, the ADHD student gives response by using native language. It is not rare for the student to confirm about his answer by using L1 and answer the question by using L1. Then, the teacher insists the ADHD student to answer it in L2 appropriately. In addition, silence is also showed by the ADHD student in joining teaching learning English vocabulary. Not all students' silence are negative, The ADHD student is quiet silent when joining teaching learning English vocabulary. In one condition when the teacher conducts telling story in teaching English vocabulary, the ADHD student is silent enough toward the teacher's story. His silence shows that the student is paying attention toward the teacher's story. The last response is using L2. When the teacher tells story using teaching

media such as flashcard, the ADHD student mentions the word in English. Telling story and teaching media such as picture can stimulate the ADHD student to give response by answering and saying a certain word by using L2 eventhough the student has to be reminded to say in L2.

The challenges found by the teacher in implementing strategy to teach English vocabulary to ADHD student

There are several challenges found by the teacher when implementing strategy in teaching vocabulary. First, distractibility is involved when teaching to ADHD student. The student with ADHD is disturbed easily by the environment around him. When the teacher is teaching English vocabulary, he lost his attention owing to distracter even the small one. Small distracter such as interesting thing in one side of classroom makes the student does not focus on the material have been taught by the teacher. The other challenges faced by the teacher in teaching English vocabulary to ADHD student is his attention. The student with ADHD has attention span owing to his brain interruption. In the process of transferring the knowledge, the teacher tries hard to convey or explain the materials since his attention cannot focus continually. Besides, task-completion is often faced by the teacher when teaching English vocabulary to ADHD student. When asking to finish the task, the ADHD student just passes the obstacles without taking and putting the words which are asked by the teacher.

Showing-term memory also becomes challenges for the teacher in teaching English vocabulary to ADHD student. Owing to the deficit attention, English vocabularies which have been taught by the teacher can lost easily. In one condition when the teacher asks him to mention a certain word in English, he can answer it. Meanwhile, when the question is not repeated, the ADHD student cannot answer it. Next challenge which relates to student's condition is impulsivity. Inappropriate behavior may be appeared by the ADHD student during lesson. Eating inappropriate some food which increases his symptoms can affect his hyperactive in which the student does over activities without any reasons. Additionally, moody affects impulsive attitude, when that condition occurs in the process of teaching learning English vocabulary, material of English vocabulary which is taught by the teacher cannot be accepted and understood by the student although the teacher drills and repeats it for several times. The last is inattention to detail. The ADHD student's attention is lost easily. When his condition does not focus enough, he will give up on doing his task. He just looks at his book without doing anything. When he is asked to write a certain English vocabulary in his book, he is confused. It can be seen from his behavior which is only playing his pencil and looking at the book without writing even it is a single letter. He does not care with everything which is not interesting and explained in detail.

The teacher's alternative ways to overcome the challenges in implementing teaching strategy to teach English vocabulary to ADHD student

There are several numbers of alternatives ways or solution carried by the teacher to overcome or face the challenges in implementing teaching strategy to teach English vocabulary to ADHD student. First, in the process of teaching English vocabulary, teaching media such as flashcard, puppet, wordcards, and gross motor media are prepared well. Additionally, providing therapy tools are prepared by the teacher in teaching English vocabulary. They are needed by the teacher to conduct fun activities in teaching English vocabulary to prevent his hyperactive behavior. Next alternative way proposed by the teacher is minimizing visual distracters in the classroom. The teacher tries to arrange the appropriate seat for the student. According to the teacher, corner is the best side for the student with ADHD since it has less outside view. In addition, the teacher decides that he has to be separated from his friends who often act inappropriate in the class. It is done by the teacher since the ADHD student in this case has a character to imitate others' attitude easily whether it is good attitude or not.

Intersperses teaching English vocabulary throughout instruction and giving treatment in the process of teaching English vocabulary is also done by the teacher. They are given by the teacher in order to carry back ADHD student's attention. Here, the teacher inserts treatment which involves his gross motor during lesson. In interspersing the activity, the teacher conveys it by giving instruction clearly. The teacher says when we are discipline and resolute in giving instruction, the student will be settled in joining classroom activity. In addition, emphasizing articulation is also done by the teacher in giving instruction. The teacher suggests that the articulation and volume have to be clear. It insists the student that the instruction should be paid attention by the student. Then, rewards and punishment are used by the teacher to overcome the challenges. It can stimulate the student to engage and keep his attention during lesson. Thus, it avoids him from hyperactivity, inattention, and impulsivity which occurred during lesson due to internal factors such student's mood or external factors such as distracters and food. The last, emphasizing color coding is also provided by the teacher in teaching English vocabulary. It is usually given for finishing ADHD student's task. The mix and match color on word cards can be code the words and help the student more focus on learning vocabulary and finishing his task.

Considering the data analysis above, the discussion which elaborated the research findings on research questions is presented. The teaching strategies which are implemented by the teacher to teach English vocabulary to ADHD student are regarded to the aspects of vocabulary. This statement is in line with Nation (2001, p. 33) who says that pronunciation is involved in the aspect of vocabulary. In addition, according to Schmitt (2000, p. 22), form is one kind of aspects of vocabulary which consists of spoken and written form as productive process of language. Through attending to form, the teacher teaches the student

by introducing the spoken form and how to pronounce a certain English vocabulary before he introduces the written form. The teacher also teaches the meaning of word by giving analytical explanation about a certain word before delivering the picture as a symbol of a certain word. The statement relates to Cameron (2001, p. 93) who says that in order to teach English for young learner, some explicit trainings may be helpful. Eventhough the student has attention deficit and speech disturbance, the teacher tries how to keep the English vocabularies in his storage. This statement in line Cameron (2001, p. 83) that learning vocabulary is not only just put word like a shopping list, but it has to keep in the storage and add it without erasing the previous vocabulary. The teacher also uses strategy beyond the text book in order to conduct creative teaching learning English vocabulary. Several activities involving ADHD student's gross motor in learning English vocabulary are also conducted by the teacher. Since these activities involves his physic, it can canalize his over energy toward something or activity which is useful for his learning. As stated by Vaughn et al. (2000, p.153) that behavior management skill are essential to accommodate the need of student with ADHD.

In the process of implementing strategy to teach English vocabulary to ADHD student, the teacher teaches him in well organized which covers both the ADHD and general students in a classroom. Starting with pre teaching, whilst teaching involving students' fun activities and post teaching which reviews about what have been learnt relates to English vocabulary. Turek (2013, p. 38) proposes that in order to engage the children on the basis of an active school activities such as drawing, writing story, and brainstorming can be applied by the teacher. In addition, Jordan, Glenn, and Richmond (2010, p. 265) adds that relating to teachers' belief to raise achievement standard in inclusive practices, effective instructional methods by using time to engage students individually and in small groups, including those with disabilities and those struggling with the lesson can be applied.

Seven kinds of ADHD student's responses toward the implementation of teaching strategy to teach English vocabulary are showed by ADHD student. They are choral response, open ended or students-initiated response, confusion work oriented, laughter, using native language, silence, and using L2. Those kinds of responses relate to the ADHD student's condition that shifting from unfinished activity to another is involved in ADHD student's behavior (APA, 1994 cited in U.S. Department of Education, 2006, p. 1). Besides, the condition of student ADHD relates to challenges faced by the teacher in teaching English vocabulary to ADHD student. Villalobos (2011, p. 23) says that ADHD is certainly a serious condition in which its disorder of interference with concentration and mobility in the classroom can make interruption in teaching learning process.

The alternative ways to overcome the challenges are proposed by the teacher. The teacher prepares teaching media and therapy tools in conducting English vocabulary teaching learning process to make the student learn in real

context. Suyanto (2007, p. 47) argues that the children can learn English vocabulary easily if they are provided teaching media which can interest them such as pictures, flashcard, and realia. Rewards are also offered by the teacher to motivate the student to give more attention more toward the lesson. Powell et al. (2009, p. 53) states that stimulus can potentially influence response, a particular instance of behavior. In addition, Brown (2000, p. 170) states that teacher's complimenting can encourage students to continue, give them confidence, and confirm the student's answers are correct.

CONCLUSION

The researcher draws several conclusions that the teacher uses several strategies to teach English vocabulary to ADHD student including attending to form, learning the meaning of the word, making strong memory connection, and extending student's vocabulary beyond the text book. In implementing the strategies, the teacher activates and engages the ADHD student to participate in pre-teaching, whilst teaching, and post-teaching of teaching learning English vocabulary. Besides, several responses are showed by the ADHD student's toward the strategies of teaching learning English are choral response, open-ended or students-initiated response, confusion work oriented, laughter, using native language, silence, and using L2. The challenges which are faced by the teacher in teaching English vocabulary to ADHD student relate to his attention deficit. Then, providing teaching media and therapy tools, minimizing visual distracters, interspersing instruction and treatment, giving reward and punishment, and emphasizing color coding are several ways proposed by the teacher to overcome the challenges.

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