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

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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

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” (Arikana, 2014). Children can indeed learn implicitly 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 (Turketi, 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; Turketi, 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 heir 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...
reinforcement or strict control. The ability to focus is also common in new settings or while interacting one-on-one (United States Department of Education, 2008). McHugh and Reed (2008) emphasize the issue of generalization as important and believe that this issue must be addressed for grammar teaching methods for ADHD children. They need to see and touch the language they learn and the structures of grammar seem abstract complications that confuse and discourage them.

Children and language learning
Children are born with an interest in learning, and their learning desire increases when starting schooling (Cameron, 2001). Teachers play a central role in creating and encouraging the emotional atmosphere in the classroom (Laine, Ahtee, & Näveri, 2020). Thus, a cooperative work better with young learners in the classroom (Scott & Ytreberg, 2001) and of course they will learn by enjoying, especially, children have fun with movement and physical participation, and they will have a better remembrance of the language remember if they are funnier (Shin, 2006) and they learn and possess information differently (Pengelley, 2019). However, in teaching and learning a foreign language, grammar is crucial for learners if they would like to master, and teaching grammar is always one of the most controversial and least understood (Thorburn, 1999). As known, grammar is a rules’ description governing how sentences are built. Learners, especially youngsters and children consider it an obstacle in their language study.

Macfadyen (2015) depicts that the grammar of English is notoriously difficult to learn not only for the native but English learners as well. Various intricacies, obscure rules, and exceptions exist and various approaches have been used to teach grammar or to train literate English writers. According to Macfadyen (2015), some methods to achieve the best results in teaching grammar are Diagramming Sentences, Learning Through Writing, Inductive Teaching, Deductive Teaching, Interactive Teaching. Furthermore, as presented by Ramadan (2019), there is a variety of techniques for presenting new grammar items but nine of those are most commonly-used as Direct explaining (explicit approach), Discovering the grammar (implicit approach), using pictures or drawings (illustrating grammar points), Drawing timelines (teaching tenses), Asking concept questions (checking to understand), Using tables (showing the form), Using objects (presenting the meaning), Contrasting structures (showing the difference in meaning), Choosing the correct sentence (correcting common grammatical mistakes). Besides, many methods are available for grammar teaching to children (Pengelley, 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. As a consequence, realia is useful for both touching and visualization. In reality, many teachers understand the usage need of visual teaching aids, but their usage in effective lesson management is not clear.

Children’ learning language and its obstacles for children with ADHD
Many ADHD children struggle with their native languages because of a deficit of working memory (Witton, 1998), their language’s unfamiliarity, and their innate difficulty with learning any language (Vrouvas, 2020). The root of the ADHD problem is believed by an impairment or underdevelopment of the frontal lobe of the brain which is in charge of the major language functions (Swanson et al, 2004). Typically, both speech input and output of the language in their minds are impaired and the process of language acquisition is rather challenging and confusing for such learners (Turkett, 2010) and of course, they get a negative impact on second language learning as well (Sparks et al, 1992).

In terms of general learning, ADHD children seem inability to focus, attend, and remain on task for long time. Thus, they will normally miss out the vital information imparted, their later learnings. The children do not learn to follow directions, listen, and hear and discuss in the classroom and some subtle nuances of language and pronunciation and articulation are missed out (Nass & Leventhal, 2005, Turkett, 2010; Shaughnessy & Waggoner, 2015). More and more children with ADHD should be diagnosed to find out the most suitable approach to treat and educate ADHD learners and the educational implications of ADHD.

There are many studies show, in the classroom, the features of ADHD children are described as the constant need for movement, too many external distractions, their outrun thoughts with their bodies, challenges with filtering thoughts, and drift tending thoughts (Segal & Smith, 2019). An individual with ADHD has a weak extent for auditory-verbal information which creates listening difficulty (Mapou, 2008). And completely, there is no exception for an ADHD child. As pointed out by Stockman (2009), the acquisition of human complex skills including languages is related to a multisensory task by collaborating all the senses. As such, ADHD students can get benefit from the lessons by the provision of many connections and attention stimuli. The speech of children with ADHD is normally ungrammatical and stuck with many errors, and the inability to stop to correct themselves (Renz, 2003).

Regarding the study of a foreign language, the vocabulary and grammar knowledge is often much more limited than the native tongue (Turkett, 2010). Thus, a normal person is sometimes difficult to express and send out their speech fluently. Furthermore, ADHD students often do not own a logical organization of their thoughts and coherent utterances, especially with the request of a deep explanation or description. In general, Greathead (n.d) depicts children get language difficulties causing by the unawareness of their own thoughts and learning processes with their poorly developed metacognition. In terms of the learning style, Glenn Capelli has developed in 1920 the VAK POINT model as Visual - Auditory - Kinaesthetic – Print - Orientated - Interactive (VAK POINT). With an understanding of the child’s learning style, invaluable information will be raised which is very helpful to understand the support method to achieve the best learning results.

Obstacles in learning grammar
Grammar is a cornerstone of a language and its learning is a part of language skills. Because grammar helps students to write and read correctly and communicate (Yusob, 2018). In learning a language, the correct results can only be achieved when learning right grammar rules (Al-Mekhlafi & Nagaratnam, 2011) and the grammar teaching is always considered as the most difficult skill to teach (Baron, 1982; Brindley, 1984) and the most boring skill to learn (Al-Mekhlafi & Nagaratnam, 2011). Grammar teaching will practice sentence patterns and learn the language rules, including grammatical rules which are enabling learners to understand and apply sentence patterns approximately (Ur, 1999). Yusob (2018) states the central issue of grammar teaching is to catch the students’ attention and understanding the accurate usage of grammatical items and sentence patterns. In teaching grammar, three areas of grammar as rules, as to form, and as resource must be considered. For many second language learners, learning grammar means learning the grammar rules (Al-Mekhlafi & Nagaratnam, 2011).

For grammatical teaching, early in the previous century, the user oriented direct method is viewed as a distinctive pattern (Celce-Murcia & Hils, 1988; Yusob, 2018). Grammar is about forms and the best method in teaching forms is to deliver their rules (Yusob, 2018). However, grammar is more than forms, and
the teaching method is poor if teachers only deliver rules because grammar rules are too abstract. As a consequence, short and simple explanations are the best advisable way to teach grammar. Also in the study of Yusob (2018), as for challenges in teaching grammar, they are lack of experience, students' expectations, shortage of facilities, negative teaching perceptions, and preparation of grammar lessons. Furthermore, in terms of difficulties in grammar learning, Widianingsih & Gulo (2016) confirms plural markers, articles, verbs, and tenses are the key errors produced by the students.

As known, ADHD children have problems with attention and language analysis (Greathead, n.d) and comprehension problems in spoken language become more complex. As stated in the study with McInnes et al. (2003), ADHD children will be difficulty in inferences and self-monitoring of their own comprehension when asked to listen to expository. These problems are by deficits in working memory (Martinussen et al., 2005) and a strong predictor of later academic attainment (Jarvis & Gathercole, 2003). By contrast, children with ADHD often have grammatical errors as grammatical abandonment and omission, and morph syntactic errors (Redmond, 2004) and learning as blended, e.g. writing and reading are preferable (Redmond, 2004). Dunn (1984) identifies many kinds of activities which should be used to maximize learning using stories, drama activities, creating invitations, programs, and tickets for school events, making recordings, using handwork or art, collecting objects such as postcards or bottle lids to be exhibited and discussed, organizing festival celebrations, etc. Integrated language work with the purpose of simultaneous development of reading, writing, listening, speaking, grammar, and vocabulary linking to a task that will motivate and help learners stay focused. Besides the negative aspects, many characteristics of ADHD children, like the spontaneous, the enthusiastic, the stimulation, and creativity are advantageous. The benefits should be enhanced by ESL educators to plan lessons accordingly and deliver the learning more effective and exciting (Kuczala & Lengel, 2010).

In the Vietnam context, teachers often use the grammar-translation method in teaching English (Dai Khaí & Phu Minh, 2018) with traditional activities such as introducing phonetic transcription, drilling isolated sounds, and grammar rules. Nedomová (2007) argues, due to the inattention of the young learners, in grammar teaching, teachers should apply physically active (learn by doing). However, they are imaginative and creative and learn without awareness (Nedomová, 2007).

### Realia in classes with ADHD children

Celce-Murcia and Hillis (1988) define, in language teaching, realia are objects of any origin which are used to illustrate vocabulary and structure. Jeremy (2007) defines realia are objects from real life that are used for the instruction in the classroom by teachers or educators to enhance students' understanding of other cultures and real-life situations. Furthermore, realia is commonly used in the ESL/EFL classroom and a valuable contributor to the active teaching and learning environment. The information presented through diverse media makes English language input to be the most possible comprehension and to create a marvelous learning environment (Heaton, 1979). Moreover, Berwald (1987) note realia is not only a series of artifacts but also a set of teaching aids. Multi-sensory impressions of the language learners will be provided through seeing, hearing, touching, and manipulating items (Rivers, 1983).

Additionally, the interaction with authentic materials aids in contextually grounding instruction through the students' linkage with the language used in the target culture will meet actual communication needs. In this aspect, the realia usage enhances the linguistic and cultural comprehensibility which both are prerequisites for real language learning. Hess and Sklarew (1994) highlight learners learn grammar with everyday realia items like an advertisement or the magazine cover or greeting cards, etc. because they provide a great amount of vocabulary and grammar structures in the form of puns, idioms, and slang. More of that, they serve as a springboard for the debate of cultural values, beliefs, and behavior (Short, 1991). Further, Waltz (1986) proves responses of the learners are increased and develop the overall participation and interest in learning activities. Shin (2006) depicts realia can satisfy physically to the young learners via visual and craft activities like painting, making puppets, origami, play doughs, etc. As advised by Scott and Ytreberg (2001), teachers should have a variety of activities with different paces and tempos are necessary especially for the short attention spanned children (Scott & Ytreberg, 2001). As known, ADHD children normally own shorter attention spans and much physical energy and link to their surroundings and interest in the physical and tangible phenomena.

### RESEARCH METHODOLOGY

This study employs 2 research methods of secondary and primary data in 4 primary schools in Ho Chi Minh City (Vietnam).

The secondary data raises from the content analysis from the related theories and data in the published papers, websites, and reports of the professional organizations. The content of theories focuses on ADHD definition and its relevant Language Disorders with ADHD, grammar teaching, etc. to be the foundation for the insight of this study with primary data.

The primary data goes with tools of direct observation, unstructured interviews, and the survey by questionnaires. The details of each tool are described as follows.

As for the direct observation, it has been conducted in the four classes in which there are 8 ADHD children (2 in each class) and the remains are normal. The author observes the grammar teaching approaches including the class organization and management process, and homework correction, etc. especially in realia operations and its effectiveness.

Regarding the unstructured interviews, there are 15 interviews (5 with teachers, 5 with children as learners, and 5 with parents of children). For the interviews with teachers, they have been completed in "face to face" mode in 1 hour for each interview with 8 Vietnamese and 2 foreign teachers which are randomly and purposively selected and meet the requirements of 3 years' experience of teaching English to children.

The interviews' key focuses are on ascertaining the practical perspective of teachers on the use of realia to teach grammar as to whether they used realia in class, how realia work with ADHD and normal children in teaching grammar All related information has been noted for later analysis. In addition, 5 group interviews with 20 children are done to ask them on their opinions on the usage of realia in their learning, the feeling of study with ADHD children, etc. As for the interviews with parents, there are 10 parents of 4 normal and 6 ADHD children. The purpose of these interviews is for understanding the opinions of their children's learning, on the class environment and learning outcomes, etc.

In terms of a survey by questionnaires, the author has sent 120 questionnaires to children consisting of eight with ADHD. The contents of the questionnaire are to explore the children's needs in light of English learning, examine attitudes towards the grammar structures, determining the problems in learning grammar, investigate realia usage in class, attitudes, and expectations of children and teachers towards the realia usage in the classrooms. Before the questionnaire runs in the broad scales, the pilot test has been done.
RESULTS AND DISCUSSIONS
Results from the observations
The first thing which should be concerned in the observation results is the teacher. 70% of teachers speak the mother tongue to explain the words. This is easy to understand because children and teachers are Vietnamese native speakers. When children were born, they have been absorbed the Vietnamese because Vietnamese is spoken in their surroundings. More of that, the middle-aged teachers do not use any realia and only 1 of 4 classes has used realia which are prepared at home to present structures. The teachers generally pay attention to use real objects to teach grammar to young learners. Three-fourths of young teachers applied real objects when they are available in the classroom. Furthermore, both normal children and ADHD children feel happy with learning English including grammar skills, show their special attention and interest since they had special things to look and touch. However, through observations, realia has only been an effective teaching aid in teaching simple structures. This is in contrast with the complex structures because these learners are young and their English comprehension has not good enough to understand the explanation of the teacher. Sometimes, the class learning speed is broken and go slow because of the annoyance of ADHD children. The children without ADHD feel strange on this matter, at this moment, the teachers stop their teaching for solving the problem.

The results of the interviews
From the teacher’s perspectives, the results show 90% of the teachers agree that using realia takes time and energy to design and prepare. Moreover, using realia in structure presentation structures can cause other problems (i.e. big focus of the children on the objects). And 80% of teachers agree the cases of simple structure with realia usage can be completed and it is very hard to apply to complex structures. In contrast with the negative effect of the realia, there are some good points supported by 100% of teachers because real objects are very visible, hence, the teachers can easily gain the kids’ interest easily. Realia helps children remember the lesson well by their direct seeing, and touching to real things. Since realia preparation takes much time, 70% of teachers only use the available realia in classrooms. This is consistent with the observation results. Most of these teachers love using realia to teach vocabulary or to review lessons. They all agreed that realia was effective in explaining simple structures like prepositions because real objects could help children imagine the situations. In terms of ADHD children in the class, the teachers confirm that they have not provided the skills of teaching to ADHD children. ADHD children are treated normally and equally as others. They remark that ADHD children have a slow study performance and lack of remembrance of the lesson. But, sometimes, their natures of characteristics as of ADHD children will help them in class a lot.

In the aspect of the children as learners, 100% of them enjoy studying with realia usage in the class, especially of ADHD children. Children state that learning English as a funny game for them. This is consistent with their parents’ viewpoints. 70% of children do not understand complicated situations. In these cases, realia and explanation do not work well. With respect to viewpoints of the parents, 100% state the learning outcomes of their children are not being paid attention because learning English at this stage of their children’s lives is viewed as a game and entertainment tool. In terms of the learning environment, the parents state the classroom environment is conventional. Thus, they don’t mind to the quality or outcomes of the learning of their children.

The results from the questionnaires
The result confirms that 100% of children show their likes to realia. This is maybe caused by their childhood nature. 85% of children answer they are happy with their studying and 15% have no answers. 100% of them have no notion of what grammar or grammar structures are. They express that “I study English”, 80% have a good attitude towards studying grammar especially learning with real objects. However, since realia has not been used regularly in grammar lessons, children preferred to see their teachers’ models as examples. Furthermore, children wish to have more realia in the classrooms. This is right and consistent with the previous studies as of Özer (2004), Cameron (2001), and Lojova (2005) because realia, in general, is a useful teaching aid to create children’s imagination. As for the ADHD children, the best choice of realia is “the game”. The next is the flashcards and videos, objects, etc. This is a way to show children how languages link to the real world, as they touch to their interest and gain a certain understanding.

CONCLUSIONS AND RECOMMENDATIONS
As known, grammar teaching and learning are mostly abstract to young learners and children, especially for ADHD children are with poor analytical skills and it is normally easier for them to perceive their learning of both mother tongue and foreign language intuitively. This study is done with samples as ADHD children and its results gone through the secondary and primary data show ADHD children enjoy realia usage in the classroom. Realia could and should be used at all class levels and in some cases, they cannot be considered as a perfect aid to gain children’s understanding but it supports greatly to their understanding and knowledgeable caption. Thus, teachers need to combine many teaching aids together, such as pictures, real objects, cards, stories, etc. furthermore, the combination of visual aids can be useful in transferring grammar knowledge. The rule is that everything needs to be flexible. For children with ADHD, realia works only with reviewing grammar lessons several times and when combining with games. It gives them a chance to release their hyperactivity, take a break from the learning routine and even stay focused on their learning goal much longer.

REFERENCE
