

Students with Attention Deficit Disorder Carrying out Tasks of Reading Comprehension and Text Production: A Comparative Study in 4th-Grade Students of Primary Education in Chile

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ABSTRACT

The present article aims to compare the performance in students with Attention Deficit Disorder to those who do not present it, in tasks of reading comprehension and text production carried out by students attending the fourth grade of primary education. This quantitative, non-experimental comparative study aims to provide evidence regarding the way in which this condition limits the learning outcomes in the tasks of comprehension and production of texts, language, and communication. One the main findings of this research was that students with attention deficit disorder showed lower reading comprehension performance than their peers who do not presented this diagnosis. This same tendency was observed in the results of the texts production tasks. This implies that the disorder affecting the attention in students with it interferes in the process of language learning. This generates challenges and new questions for those who do research in this topic; and for the case of teachers, it presents new challenges when planning the teaching in order to adapt it to the specific requirements of these students in the area of language.