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**Artistic Language as Pedagogical Tool for Teaching English to Children
with ADHD**

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Licenciatura en Pedagogía de los Idiomas Nacionales y
Extranjeros**

Autor:

Lema Guanga Katherine Elizabeth

Tutor:

PhD. Magdalena Ullauri Moreno

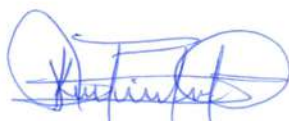
Riobamba, Ecuador. 2024

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ID: 0604864694

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It is everything to report in honor of the truth. In Riobamba, April 30th, 2024.



PhD. Magdalena Ullauri Moreno

ID: 0602162224

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We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work “**Artistic Language as Pedagogical Tool for Teaching English to Children with ADHD**”, presented by Katherine Elizabeth Lema Guanga, with ID number 0604864694, under the tutorship of PhD. Magdalena Ullauri; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

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Degree Tribunal President ,



Mgs. Daysi Fierro
Member of the Degree Tribunal



Mgs. Eduardo Heredia
Member of the Degree Tribunal



PhD. Magdalena Ullauri
Tutor





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Que, **LEMA GUANGA KATHERINE ELIZABETH** con CC: 0604864694, estudiante de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias de la Educación, Humanas y Tecnologías; ha trabajado bajo mi tutoría el trabajo de investigación titulado: "**Artistic Language as Pedagogical Tool for Teaching English to Children with ADHD**", cumple con el 9 % de índice de similitud en la revisión de coincidencias, de acuerdo al reporte del sistema TURNITIN, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 30 de mayo de 2024



MAGDALENA INES
ULLAURI MORENO

PhD. Magdalena Ullauri Moreno
TUTORA

DEDICATORY

El presente Proyecto de investigación lo dedico a mis seres queridos.

Empezando por mis padres, quienes con su amor, esfuerzo y sacrificio me han apoyado para culminar mi carrera, convirtiéndose en el pilar fundamental de mi día a día.

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Katherine Elizabeth Lema Guanga

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Katherine Elizabeth Lema Guanga

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RESUMEN

Hoy en día, en un contexto educativo se busca la inclusión de todos los estudiantes, abogando por la igualdad de oportunidad y el acceso a la educación para todos, independientemente de sus habilidades o características. Dentro de este marco, los niños con Necesidades Educativas Especiales, como aquellos con los niños con Trastorno de Déficit de Atención e Hiperactividad, enfrentan desafíos particulares que requieren enfoques pedagógicos innovador para garantizar su participación y éxito académico.

Entre estas innovaciones contamos con el lenguaje artístico, basado en la expresión creativa y la comunicación a través de diferentes formas como la pintura, música. Esta herramienta pedagógica apoya la enseñanza de asignaturas que suelen ser consideradas difíciles o complejas, una de ella es el inglés como lengua extranjera. Por lo cual el objetivo de la presente investigación fue determinar los aportes académicos que brinda el uso del Lenguaje artístico como herramienta pedagógica para la enseñanza del idioma inglés a estudiantes con TDAH que cursan el Séptimo año de Educación General Básica, en la Unidad Educativa “Juan de Velasco” de la ciudad de Riobamba, provincia de Chimborazo, en el período académico 2023-2024. Para lo cual, el estudio tomó un enfoque mixto, con un nivel aplicado. La muestra se compuso por 5 estudiante de dicha institución, diagnosticados clínicamente con TDAH.

Los resultados dieron a conocer que, en la fase diagnóstica los estudiantes contaba con un nivel de inglés A0 (Principiante). Sin embargo, mientras se les impartían clases con una retroalimentación basada en su diagnóstico, los estudiantes demostraron interés y motivación en las clases de inglés, además de que se pudo controlar sus comportamientos característicos de este trastorno. Los estudiantes mientras más clases se daba, se volvían más colaborativos, respetuosos, motivados, creativos, creando un ambiente divertido y fructífero. Después de la intervención, los estudiantes evidenciaron

un avance significativo en su nivel de inglés con un A2 (Pre-Intermedio). Lo cual, evidencia que el lenguaje artístico usado para mejorar la enseñanza de inglés tiene un gran potencial, ya que promueve el éxito personal y académico de los estudiantes y se innova en la educación inclusiva.

Palabras clave: TDAH, lenguaje artístico, enseñanza de inglés, éxito académico, artes plásticas.

ABSTRACT

Today, an educational context seeks the inclusion of all students, advocating for equal opportunity and access to education for all, regardless of their abilities or characteristics. Within this framework, children with Special Educational Needs, such as those with Attention Deficit Hyperactivity Disorder, face particular challenges that require innovative pedagogical tools to ensure their participation and academic success.

Among these innovations is the artistic language, based on creative expression and communication through different forms such as painting and music. This pedagogical tool supports the teacher of subjects often considered difficult or complex, such as English as a foreign language. Therefore, the objective of this research was to determine the academic contribution provided by the use of artistic language as a pedagogical tool for teaching English to students with ADHD of Séptimo año de Educación General Básica, in the Unidad Educativa "Juan de Velasco", Riobamba city, Chimborazo province in the academic period 2023-2024. For this purpose, the study took a mixed approach, with an applied level. The sample consisted of 5 students of this institution, clinically diagnosed with ADHD.

The results revealed that, during the diagnostic phase, students had an English level of A0 (Beginner). However, as they received classes with feedback based on their diagnosis, students showed interest and motivation in English classes, and their typical behaviors of this disorder could be managed. The more classes they received, the more collaborative, respectful, motivated, and creative the students became, creating a fun and productive educational environment. After the intervention, students showed significant progress in their English level, reaching A2(Pre-Intermediate). This indicates that using artistic language to

improve English teaching, has great potential, as it promotes students' personal and academic success and innovates in inclusive education.

Keywords: ADHD, artistic language, English teaching, academic success, plastic arts.

Reviewed by:



Mgs. Monica Noemi Cadena Figueroa

English Professor

C.C 0602935926



CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 Introduction

Attention Deficit Hyperactivity Disorder (ADHD) began to be recognized in the 20th century, although in earlier times, children with these symptoms were often categorized as restless, rude, capricious, spoiled, or simply lacking in the discipline (Clares, 2013). Today, ADHD is known as a developmental disorder characterized by developmentally inappropriate levels of attention problems, overactivity, and impulsivity (Barkley, 1997). The characteristics associated with this disorder can create certain difficulties for people who suffer from it in different contexts, as is notable in the field of education. For this reason, the need to achieve a high level of education in educational institutions has aroused a greater interest among educational professionals in addressing the challenges that students face in achieving satisfactory academic performance.

In the specific case of Ecuador, according to data provided by previous research, it was found that approximately 6% of students show this disorder. These students receive classes with their peers, but modifications are made to the curriculum to meet their needs (Ramos et al., 2020). Thus, the Ecuadorian government, in collaboration with the Ministerio de Educación, has been working on the progress of inclusive education to be able to respond to all the needs presented by the students. This has led to the implementation of different methodologies, techniques, and tools to benefit the learning process of people with ADHD.

One of these improvements is the inclusion of artistic language, which offers students opportunities to express themselves creatively and freely and participate in the learning process in a more active and exciting way. In relation to children with attention deficit and hyperactivity, this tool provides the possibility of improving their ability to concentrate, reducing inattention, and at the same time contributing to the strengthening of their personal confidence, self-concept, self-esteem, expressive skills, as well as stimulating sensitivity and the development of creative thinking (Calderón & Gallego, 2017).

An example of the use of artistic language are activities based on the plastic arts, including painting, drawing, sculpture, crafts, and mural painting. It is for this reason that having obtained good results with it can be applied to subjects that seem more complicated for students as a foreign language. Since it seems that the teaching of English is a complex process and for students with ADHD represents a significant challenge for educators and therapists.

Ultimately, this study originates with the purpose of analyzing the academic contributions of using artistic language as a pedagogical tool to teach English to children with ADHD, with the hope of enhancing their learning experience and helping them develop strong language skills in an inclusive and enriching environment.

1.2 Problem Statement

Through time, English has become considered the most widely spoken language in the world, which is why many educational institutions integrate it into the curriculum. In the world of education, it has been noticed that English seems to be one of the most complex subjects that students struggle with the most, especially in foreign language teaching contexts. The level of difficulty rises for students who experience challenges with attention, stillness, and impulse control. This is evident in students with Attention Deficit Hyperactivity Disorder (ADHD), who according to statistical studies represent 6% of the school population in Ecuador (Ramos et al., 2020).

This type of learner, for example in situations of English language learning may have difficulties in following instructions, understanding grammatical rules, or maintaining concentration during class activities. They face the hard reality of engaging in varied learning that encompasses listening, speaking, reading, and writing skills. In spite of everything, studies show that students diagnosed with ADHD can also excel in learning English.

However, it has been observed, based on pre-professional practices, that the teaching of English to 7th-grade EGB children with ADHD at the "Unidad Educativa Juan de Velasco" is hindered by several factors, these include: the lack of curricular adaptations; despite various adaptations being available, teachers do not implement some specifically designed for this type of students. Examples of such mismatches include complicating instructions, making them confusing and abstract, not providing a schedule of daily routines and rules, and failing to give advance notice of changes. Moreover, preferential seating near the teacher is not established and students are forced to sit in noisy and cramped areas without considering their preferences and flexibility.

Additionally, the lack of training among teachers on how to work with ADHD cases generates the repetition of patterns through the use of traditional methodologies that are not adapted to the student's environment, hindering their understanding of their requirements. Likewise, this deficiency in preparation has an impact on the support that teachers receive from students with this disorder. If students are not comfortable with the teaching process, they are less likely to collaborate, making it difficult to approach new topics with them. Furthermore, teachers are involved in multiple time-consuming responsibilities, such as filling out paperwork, and therefore seem to overlook the importance of training in this area.

In today's technological era, free online courses are available to address methodologies for dealing with these students. These courses offer flexibility in scheduling and are taught by highly specialized teachers from various countries around the world. Examples of such virtual courses include "Working with Students with Special Educational Needs," taught by a United States faculty member, "ADHD: Everyday Strategies for Elementary Students," offered by the University of Buffalo and The State University of New York, and as well as "A Life with ADHD," provided by instructors from the University of Geneva in Switzerland. Another relevant course offered by an Ecuadorian company, "Special and Inclusive Education" is given by the "Coach Group Ecuador" company. Despite the ample facilities these courses provide to teachers, there

appears to be a lack of recognition within the mentioned institution. This became apparent during the researcher's attendance at the last course, as there was no recorded presence of teachers from the institution.

As a consequence of these issues above, the problem of using unattractive, creative, and enjoyable materials in developing the educational process becomes more than evident. Teachers are constrained in their choice of material, as they must adhere to a predetermined set required by the Ministerio de Educación, and must comply with activity reports based on this specified material. Considering the nature of ADHD, this scenario begins to manifest itself as a failure to respond to students' abilities and aptitudes, disinterest in learning English, poor relationships with peers and teachers, diminished self-esteem and confidence, and difficulty in expressing emotions and imagination in the classroom.

This lack of motivation to learn negatively impacts the effective production of language skills, as students do not strive to acquire the necessary skills. Therefore, the absence of contributions and assistance from the teacher clearly hinders the progress of students with ADHD in this educational process, as this challenge appears to become even more difficult for them to overcome.

1.3 Problem Foundation

How effective is the artistic language for teaching English to children with ADHD of 7th grade EGB at the Unidad Educativa "Juan de Velasco", Riobamba city, Chimborazo province in the 2023-2024 academic period?

1.4 Justification

Nowadays, learning English has become an essential skill for the personal and professional development of new generations. However, for some students with Special Educational Needs (SEN), this process can present unique challenges, as in the case of children with ADHD. Due to the consistency of these challenges, today it is promoted an inclusive education capable of responding to the needs of these students, through adaptations, methodologies, and innovative tools. Thus, this project is aligned with these aspects to analyze and determine the academic contributions, which provides a very creative and interesting methodological tool such as artistic language in students with ADHD.

The present research is feasible due to the availability of the required human and material resources, as well as the support of the pertinent authorities. It is pertinent because based on the problem detected within the Unidad Educativa "Juan de Velasco", an alternative solution can be proposed. In addition, the study has a high degree of originality since it is the first time that research on children with ADHD and the use of artistic language in Teaching English.

This is relevant because it provides an innovative and effective approach to address the learning challenges of learners with ADHD, thus improving their school experience and academic performance. As well, the direct beneficiaries of this study

include English as a foreign language teachers and educators specialized in ADHD, who be able to apply the activities and resources to improve the quality of teaching and learning of these students.

1.5 Objective

1.5.1 General Objective

To determine the academic contributions based on artistic language as a pedagogical tool for teaching English to students with ADHD of Séptimo año de Educación General Básica at the "Unidad Educativa Juan de Velasco", Riobamba City, Chimborazo province in the academic period 2023-2024.

1.5.2 Specific Objectives

- To diagnose the academic level of English of students with ADHD.
- To apply activities based on the use of artistic language to the population for their English learning.
- To evaluate the students' academic level of English once the described intervention tool has been implemented.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Theoretical Background

Art is one of the oldest themes in human history. It originates in the early Upper Paleolithic, through the first artistic manifestations such as cave paintings and objects decorated with the naturalism of *Homo sapiens*, who pioneered these expressions due to intellectual endowment. Painting, music, and sculpture strengthened from the Upper Paleolithic to the Neolithic, during the Stone Age, and consolidated during the Bronze and Iron Ages. Emerging strongly in ancient oriental art, examples include the hieroglyphs of ancient Egypt and Greek theater. Thus, in contemporary society, art transcends the aesthetic, serving as a mediator in social, cultural, and educational matters.

In the early 19th century, art became established as a cultural and educational experience. This spurred the development of preschool educational methods for children with disabilities. In 1919, Rudolf Steiner introduced the Waldorf method in Germany, focusing on the arts to encourage creativity and support students with Special Educational Needs (SEN). This approach enhances subjects such as art, music, and manipulative activities. By 1940, concerns about Special Education in Ecuador arose, leading parents and private organizations to establish educational centers for children with disabilities.

Social struggles are evident in the 1945 Constitution of Ecuador, which, in Article 27, guarantees access to education for all citizens without discrimination. It wasn't until 2011, with the approval of the Ley Orgánica de Educación Intercultural (LOEI) that the right to education for people with disabilities was effectively realized, aiming for educational quality and enabling young individuals to acquire necessary skills for adult life. Following the LOEI's approval in 2014, the teacher curriculum underwent redesign, integrating courses on disability awareness and inclusion. This redesign also introduced artistic tools to facilitate the creation of meaningful content within subjects.

Following intensive teacher training, the Ministerio de Educación, in the 2016 curriculum, emphasizes art as a tool to promote inclusion in the learning process. It is acknowledged that artistic subjects comprehensively develop all competencies in students. Currently, educators recognize the significance of art in foreign language education due to its cross-disciplinary approach, its association with culture, and its ability to holistically address various aspects of the development of students with special educational needs.

In order to accomplish this, several studies will contribute to the development of this research. For instance, the work conducted by De la Cruz et al. (2020), titled "DIDACTIC STRATEGIES FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL) TO STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)". The goal of this work was to identify methodological strategies for teaching English as a foreign language(EFL) to a 14-year-old adolescent with ADHD. The findings of this investigation showed that five didactic

strategies such as the direct method, the auditory-linguistic approach, the total physical response, the communicative approach, and task-based learning were very useful in the process and were adapted to the student's needs. It was also noted that it is crucial to implement the strategies to consider the individual characteristics of each student, starting by identifying their fears, preferences, abilities, and interests, thus, based on this information, proposing attractive, colorful, playful, and dynamic activities that encourage movement and respect the individuality of each student. In this way, at the end of this work, the researchers observed changes in student behavior before and after the intervention, such as an increase in motivation for learning, a reduction in lack of concentration and interruptions, and an improvement in academic performance.

Additionally, Murgueytio's study (2015), titled "DEVELOPMENT OF A MANUAL OF ARTISTIC PAINTING TECHNIQUES THROUGH WALDORF PEDAGOGY IN FIFTH GRADE STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) AT COMIL NO 10 ABDÓN CALDERÓN SCHOOL IN QUITO". The purpose of this study is to elaborate a manual of specific activities to serve as an alternative inclusive methodology, using painting techniques in order to enhance the attention and behavior of students with ADHD. Thus, this research concludes that the use for art as a channel to express emotions and feelings, as well as tool to contribute to development, acquires significant importance. There is evidence to support the remarkable progress that can be achieved in children with special education need, therefore, it is crucial to consider it as a valid and effective option. Besides, working with artistic techniques is of great interest for students with ADHD since they attend classes with enthusiasm, show dedication in their work and achieve moments of complete concentration and tranquility.

Lastly, consideration is given to the work of Indárraga and Rodríguez (2018), titled "IMPROVEMENT STRATEGIES FOR LEARNING THE ENGLISH LANGUAGE IN THREE STUDENTS WITH ADHD AT THE COLOMBO-VENEZUELAN INSTITUTE." The main intention of the project was to design and implement specific curricular strategies with the objective of enhancing the English language learning process in three students diagnosed with ADHD at the Instituto Colombo Venezolano. The results obtained from the application of the proposed strategies which included key elements such as motivation, sensory stimulation and the incorporation of occupational workshops such as painting, handcrafts, music and theater revealed significant changes. Specifically, it was observed that the introduction of occupational workshops that made use of artistic language generated notable responses. A concrete example of these impacts was evidenced by a significant improvement in the attention paid during classes, as well as a noticeable increase in the active participation of students in the educational process. In addition, there was a notable enhancement in time management, reflected in the timely delivery of assigned tasks. This set of changes contributed directly to the overall improvement of academic performance in the subject of English.

2.2 Theoretical Foundations

2.2.1 Educational Policies

Educational policy is presented to us as the activity of public power aimed at solving the social problems of education, so that, in essence, it becomes a set of lines of action designed, decided, and effectively implemented by the educational authority within the scope of its competence. Some of these policies can be found in the Constitution of Ecuador, Ley Orgánica de Discapacidades and Ley Orgánica de Educación Intercultural.

- **Constitution of Ecuador**

The 2008 Constitution of Ecuador has established several articles according to inclusive education where the wide diversity of characteristics and needs of students are taken into account. Among some of its articles are:

Art 6, literal a.- "Garantizar, bajo los principios de equidad, igualdad, no discriminación y libertad, que todas las personas tengan acceso a la educación pública de calidad y cercanía". The main focus is to ensure that all people, regardless of their origin, gender, disability, or other characteristics, have equal educational opportunities and to eliminate barriers that may discriminate or limit the access of certain groups to quality education.

Art 46, literal 3.- "Atención preferente para la plena integración social de quienes tengan discapacidad. El Estado garantizará su incorporación en el sistema de educación regular y en la sociedad." This provision requires the implementation of specific and prioritized measures to guarantee equal opportunities for people with disabilities to actively and fully participate in all aspects of social life, including education.

Art. 47 numeral 7.- "Una educación que desarrolle sus potencialidades y habilidades para su integración y participación en igualdad de condiciones. Se garantizará su educación dentro de la educación regular. Los planteles regulares incorporarán trato diferenciado y los de atención especial la educación especializada [...]". More broadly, the norm promotes the inclusion and accommodation of education to ensure fair and appropriate opportunities for the disabled.

- **Ley Orgánica de Discapacidades**

The purpose of the Ley Orgánica de Discapacidades (Organic Law on Disabilities) is to ensure the validity, disclosure and comprehensive development of the rights of persons with disabilities in any level, whether mild or severe. This law establishes some articles for a quality education:

Art 28. "Educación inclusiva.- La autoridad educativa nacional implementará las medidas pertinentes, para promover la inclusión de estudiantes con necesidades educativas especiales que requieran apoyos técnico tecnológicos y humanos, tales como

personal especializado, temporales o permanentes y/o adaptaciones curriculares y de accesibilidad física, comunicacional y espacios de aprendizaje, en un establecimiento de educación escolarizada”.

Artículo 33. “Accesibilidad a la educación.- La autoridad educativa nacional en el marco de su competencia, vigilará y supervisará, en coordinación con los gobiernos autónomos descentralizados, que las instituciones educativas escolarizadas y no escolarizadas, especial y de educación superior, públicas y privadas, cuenten con infraestructura, diseño universal, adaptaciones físicas, ayudas técnicas y tecnológicas para las personas con discapacidad; adaptación curricular; participación permanente de guías intérpretes, según la necesidad y otras medidas de apoyo personalizadas y efectivas que fomenten el desarrollo académico y social de las personas con discapacidad”.

Thus, in the context of Ecuadorian education, it is essential to promote inclusion as a fundamental principle. This implies not only accepting but also guaranteeing the education well-being of the students with diverse challenges. To achieve an adapted and accessible education for all students, educational centers must adjust both their infrastructure and curriculum. Additionally, the government should take responsibility for providing adequate training to teachers, enabling them to work effectively with students who have disabilities. This will foster a more equitable and inclusive educational environment.

- **LOEI**

The Ley Orgánica de Educación Intercultural of 2011 is responsible for ensuring students' rights and emphasizes the need for an inclusive education system that addresses special needs. Rights that are reflected in articles such as:

In the first instance, Art 8 literal o.-“ Contar con propuestas educacionales flexibles y alternativas que permitan la inclusión y permanencia de aquellas personas que requieran atención prioritaria, de manera particular personas con discapacidades [...]”

Then, Art 11 literal j.- “Elaborar y ejecutar, en coordinación con la instancia competente de la Autoridad Educativa Nacional, la malla curricular específica, adaptada a las condiciones y capacidades de las y los estudiantes con discapacidad a fin de garantizar su inclusión y permanencia en el aula”.

Ultimately, there is Art 47 “Los establecimientos educativos están obligados a recibir a todas las personas con discapacidad a crear los apoyos y adaptaciones físicas, curriculares y de promoción adecuadas a sus necesidades; y a procurar la capacitación del personal docente en las áreas de metodología y evaluación específicas para la enseñanza de niños con capacidades para el proceso con interaprendizaje para una atención de calidad y calidez.”

In conclusion, the LOEI emphasizes the significance of ensuring the inclusion and permanence of individuals with disabilities in the educational system through flexible

proposals, specific curricular adaptations, and the obligation of educational centers to provide support and training to teachers to ensure quality care.

2.2.2 Education

2.2.2.1 Educational Paradigms

An educational paradigm is an approach or model that guides the way education is conceived, organized, and implemented. This conceptual framework influences the beliefs, values, and methods underlying the educational process. Educational paradigms provide a theoretical foundation for understanding the nature of teaching and learning, as well as the relationships between teachers and students. Some paradigms align with the education of children with special needs, such as the humanistic and interpretive.

- **Humanist paradigm**

The humanist paradigm recognizes the individual as a unique unit, capable of thinking according to his own experiences, of having different appreciations of his environment, and of formulating his own opinions. Humanistic education centers on the moral dimensions of individuals, aiming to establish a foundation for independence and the incorporation of dialogue in all communication processes. Within this paradigm, educators empower students to gain knowledge through their own will and eagerness for learning. Humanists emphasize that the inherent desire to learn is geared towards achieving self-actualization, highlighting that motivation should spring from the learner. Despite a potentially minimal teaching structure, the responsibility lies with students to engage in learning according to their preferences. (Gandhi and Mukherji, 2023)

- **Interpretive paradigm**

Another example is the interpretive paradigm, which instead of looking for general patterns, focuses on understanding what is unique and specific to each individual. Reality is considered to be complex, integral, and changing (Schustes et al., 2013, p. 121). This current makes a differentiation of each individual, whether their abilities, needs, problems, and others.

Thus, inclusive education seen from this paradigm is characterized by recognizing and accepting the differences among individuals. In this context, educational processes and programs are designed and implemented that are adapted to the specific needs of each person. Unlike imposing a single perspective on truth, the interpretive paradigm does not impose a particular view on learners. It aims to encourage students to develop their views and relate them to their prior learning experiences and understanding. In essence, it seeks to provide an educational space that values diversity and fosters student autonomy in the construction of their knowledge.

2.2.2.2 Teaching Method

A teaching method is defined by a set of principles procedures or strategies that educators should employ to achieve the desired learning in students. These principles and procedures are influenced in part by the nature of the content to be taught and in part by teachers' beliefs or theories about how students learn (Westwood, 2008).

In this context of students with SEN, this involves adapting methods to meet their specific needs, taking into account their learning style, pace, and abilities. This could include the incorporation of visual material, multisensory techniques, or modifications in the presentation of content to facilitate understanding. In this case, the Total Physical Response and Learner-centered teaching methods are a good alternative to use in these contexts.

- **Total Physical Response**

Total Physical Response (TPR) is a method that aids in the teaching of a language that was established by James J. Asher in the early 1970s. TPR is based on the idea that the teaching of a second language should be similar to the process of first language acquisition. This involves the synchronization of language and activity, where specific words are associated with corresponding physical movements, to consolidate the understanding of those words, followed by the practical application of the language. TPR provides pedagogical approaches that encourage the use of objects and actions; this method has been well received and employed by educators for teaching English to students with SEN (Rambe, 2019, p.49).

Thus, with this type of student, the practice of TPR can be easily adjusted to meet the individual needs of the students and contribute to the reduction of learning-related anxiety. Likewise, this method by integrating multisensory stimulation, offers a more complete, adapted, and interactive learning experience.

- **Learner-centered teaching**

Learner-centered teaching is a method increasingly promoted in education. Educators who adopt this approach don't stick to a single teaching method; instead, they emphasize diverse methods. This approach changes the role of teachers from being information providers to facilitators of student learning. (Darsih, 2018)

Personalized learning is an integral part of the student-centered teaching method, the goal of which is to assist each child to participate in the learning process in a productive and meaningful way, thereby seeking to maximize individual educational success. In turn, differentiated instruction, as a teaching method in this approach, aligns with this perspective by recognizing the importance of addressing individual learners in the school setting. Teachers, by employing differentiated instruction, can plan in a detailed manner to address the specific needs of each student, consistent with the premise that each group of learners is diverse and requires adaptations in learning experiences (Watson and Reigeluth, 2017). In this context, when it comes to putting the student with

an educational need at the center of the learning process, their personality traits, previous experiences, interests, motivations, abilities, and needs are taken into account.

2.2.3 Inclusive Education

Inclusive education is defined as a process of transforming schools and other learning environments to include all children, both boys and girls, as well as learners from ethnic minorities, those affected by the human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), and those with disabilities or learning difficulties. Inclusive education should therefore not be seen as a marginal issue rather as a fundamental element in achieving quality education for all learners and in fostering the development of more inclusive societies. (Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [UNESCO], 2008, p.5)

- **Inclusive education for students with Special Educational Needs (SEN)**

Inclusive education for students with SEN transcends the simple positioning in the same classroom because inclusion for this type of student must refer to the identification, evaluation, and development of special programs oriented to children and individuals who face difficulties or disadvantages in their learning process. These programs provide additional help for individuals to reach their full educational development. Specialized attention to learners with SEN can be offered within the framework of regular education, known as inclusive schools, or in specialized educational institutions, following a segregated education model (Milicic and López de Lériða, 2003).

Today, the inclusion of students with SEN involves allowing all types of students to learn together in school programs, encompassing both academic and extracurricular activities. By valuing and embracing diversity, inclusive education incorporates the contributions of all students in the classroom, fostering a sense of belonging and shared goals (Stanich, 2023).

- **How to integrate the student with SEN?**

In order to make significant transformations and to ensure that students with SEN can adapt effectively to the classroom, all members of the educational community must assume the commitment and be willing to learn and implement actions aimed at the ambitious goal they set for themselves (Briceño, 2021). That is why to provide equitable access and ensure that a student with SEN is well integrated into the educational system, these aspects must first be achieved:

- **Inclusive Institution**

Establishing an inclusive environment in an educational facility is a challenge that requires the collaboration of all involved, to create an environment that reflects the natural diversity of society. In this process, guidance from experts or experienced individuals is often needed. It is important to note that an inclusive school encompasses broader aspects that include not only the matriculation of students with learning difficulties but also the

adoption of a mindset that recognizes and values differences, thus enriching the educational experience. However educational institutions often create barriers that hinder the primary goal of inclusion, and they must be aware of these barriers, identify them, and take steps to remove them. When the organizational structure of the institution is aligned with its work plan, mission, and institutional vision, supported by clear and proactive actions, this initiates the necessary change in pedagogical practices within the classroom. (Briceño, 2021)

- **Inclusive teacher**

Teaching in an inclusive environment presents a challenge for teachers, as they must guide a group that encompasses both students with diversified needs and those with SEN (Buli-Holmberg and Jeyaprathaban, 2016). To address this effectively, it is essential that teachers undergo continuous training, stay updated on methodologies that address diversity, promote social-emotional education, and create environments that foster the development of values and inclusive activities for the entire community (Briceño, 2021).

The inclusive teachers act as key agents in educational transformation since they are the ones who best know the needs and characteristics of the group of students, which is why they assume the role of constant research in their teaching practice. Their work involves the incorporation and adaptation of scientific advances, the systematization of replicable experiences, as well as the socialization and Exchange with other colleagues inside and outside the institution.

2.2.4 Attention Deficit Hyperactivity Disorder (ADHD)

- **What is ADHD?**

ADHD is a common prevalent childhood behavioral disorder. Diagnosis relies on identifying significant levels of overactivity, inattention, and impulsivity that are pervasive, developmentally excessive, and impairing (Sayal et. al, 2018). It is a complex difficulty because it defines a specific alteration in the attentional function and at the same time disturbs other functions, generating the disorganization of the latter. Attention deficit disorder manifests itself in learning difficulties and influences the child's behavior, whatever his cognitive level. It is important to know that there are three different types of ADHD: combined type, inattention, and distractibility type, and impulsive/hyperactive type, each of which has its own characteristics (Sulkes, 2022).

There are three main kinds of ADHD, each with different symptoms:

ADHD, combined presentation: This is the most common type. The person with this type is impulsive, hyperactive, and easily distracted.

ADHD, predominantly impulsive/hyperactive: This type is rare. People with this type are constantly moving, impulsive, and hyperactive, but they don't have trouble paying attention.

ADHD, predominantly inattentive: People with this type are not hyperactive or impulsive. Instead, they struggle to pay attention and are easily distracted. (Seymour, 2022).

- **Education for students with ADHD**

Educating ADHD students presents unique challenges due to the particular characteristics of this disorder. This population may have difficulty concentrating, controlling their impulses, and staying organized in the school environment. Therefore, educators must understand the individual needs of these children and adopt specific pedagogical strategies to support their learning and academic development.

Segal and Smith (2023), suggest that effective programs designed for children with ADHD incorporate the following components:

- Accommodations: techniques employed to facilitate learning for students with ADHD.
- Instruction: the methods utilized in instructing.
- Intervention: actions taken to address behaviors that may disrupt focus or divert the attention of other students.

Additionally, Segal and Smith (2023), provide us with adaptations and techniques that are very useful at the time of education of children with ADHD, which include:

- Arrange seating for the student with ADHD way from windows and doors.
- Provide instructions one by one, repeating as necessary.
- Incorporate visual aids such as charts, images, and color coding.
- Develop structured note-taking formats to assist in organizing information during instruction.
- Clearly outline the lesson objectives and expectations at the outset, including necessary materials.
- Permit the ADHD student to take frequent breaks and utilize quiet physical outlets like squeezing a rubber ball or tapping on a silent surface.
- For homework assignments, have three different students repeat it, followed by the whole class saying it in chorus and posting it on the board.

- **Teaching English as a foreign language to students with ADHD**

The manifestations of ADHD can influence the performance of students in the school context, especially during English classes, being one of the most complex subjects. Teaching English with the traditional method can alter the symptoms of ADHD, as students have difficulty maintaining attention in boring and repetitive activities. As a result, this lack of attention combined with hyperactivity and impulsivity can affect mainly the performance of productive English language skills as described in the

Common European Framework Reference for Language and also social relationships (Kaldonek, 2020, p. 208).

Thus, educators face distinct challenges and opportunities, given the diverse learning requirements of these students. To address this effectively, teachers must consider and explore a variety of approaches and adaptations in the classroom to facilitate the successful acquisition of a foreign language, in this case, English.

It is necessary to make modifications both in the methodology and the design of the tasks to be performed to work with this population. As noted by Crowhurst (2020) in her study, which she recommends some alternatives for working in English classes with ADHD students, among which the following stand out:

- Activities should be presented attractively, using bright colors, crafts, and eye-catching drawings. In addition, in the case of written activities, instructions should be brief, clear, and precise.
- It is important to try to engage all senses during class to help students with ADHD fully experience the content, although it can be tricky with taste and smell.
- Tailoring language content to students' interests is crucial, as they have a strong ability to focus on what interests them.
- Also, showing the applicability of language skills in the real world is critical to increasing students' motivation, especially considering that it is not always easy to access English content and real-world materials.
- To facilitate learning, it is advisable to break activities into smaller parts. For example, instead of introducing many new words at once, it is preferable to introduce a few and gradually add more throughout the lesson. And if they are reading, try just one sentence or paragraph at a time, rather than the whole story.
- Praising each completed step is critical to ensure that students feel good about their progress and stay motivated.

2.2.5 Artistic Language

- **What is artistic language?**

Artistic language is defined as a form of communication that mainly seeks to create an aesthetic impact on the receiver leading him/her to experience different sensations, emotions, and reflections based on the resources the creator uses. It refers to any linguistic expression that aims to provoke emotional responses in the viewer through its aesthetic aspect (Arango, 2021).

This language is a fundamental part of humanity; it is closely linked to us. Artistic language consists of two parts: content, which is the artist's ideas and emotions, and form, which is how those ideas are expressed. Both are indispensable and complement each other (Capital del Arte, 2021). In addition, it allows us to show both our internal and

external world through different means of expression such as plastic-visual, corporal, and music using a variety of materials and techniques.

- **Types of Artistic Language**

There are 4 main branches of artistic language (plastic arts, dance, music, theater arts). However, in this case, the study will focus on the branches of plastic arts and music.

-The plastic arts: It is a form of expression appreciated by people from diverse backgrounds. They range from creating sculptures and ceramics to three-dimensional painting on canvas, as well as making small objects and modeling, in other words, all those manifestations that transform the material into images and objects with artistic meaning. In this sense, when the exploration of creativity and imagination is encouraged through the plastic arts, it can be beneficial to mental health and keep the mind active (Rondón, 2023). For example, in children with ADHD, artistic activities provide a creative outlet for the extra energy they often have difficulty controlling, as well as releasing a large percentage of anxiety and stress.

-Music: It is a universal art that transcends language and cultural barriers and has been incorporated more frequently over time. The use of music in the educational environment is beneficial for students since it promotes interaction between the different brain hemispheres. Music simultaneously activates areas related to spatial thinking, logical thinking, creative thinking, structural thinking, and the emotional center of the brain (Shenfield, 2024). In this case in students with ADHD performing activities with music increases dopamine in the brain, which can help these students to concentrate on their tasks. According to Shenfield (2024), “If short breaks for music listening are integrated during classes, such as after completing an assessment section or after a mentally demanding activity, this gives ADHD brains a chance to refresh”.

- **Artistic Language in Education**

Artistic language in education is considered a unique channel of understanding, providing the opportunity for teachers and students to explore, examine, and interpret aesthetically communicative creations through various symbolic languages. It is in this context that the fun, creative, and innovative teaching and learning processes unfold.

Heal (2023), mentions that when students are allowed to participate in creative activities, the importance of art in their personal development is evident. Teaching through the arts involves giving students freedom in terms of time, space, and materials to express themselves artfully, which can also contribute to reducing stress, improving memory, and promoting a greater sense of social connection among their classmates.

Art lessons introduce students to problem-solving methods that allow them to perceive the world from new perspectives and access innovative ways to understand. It can be said that, in the case of children, they discover how art can serve as a means of expressing their ideas, which can inspire them to create ever more detailed representations and master new techniques. For younger students, artistic language gives them the opportunity to reflect critically on their work and that of their peers, helping them to

develop a unique point of view and to feel part of a community of creative individuals (Heal, 2023).

Likewise, in the context of students with ADHD, working with artistic language through different materials and techniques of the plastic arts will help them develop fine motor skills and hand-eye coordination. Also, by capturing their knowledge in artistic activities, they find a safe and effective way to express their emotions and feelings, which can be especially useful for those students with ADHD who have difficulty communicating verbally.

- **Artistic language to teach English to students with ADHD**

Artistic language, also known as creative or expressive language, can play a crucial role in teaching English as a foreign language to students with ADHD. The sensory richness and stimulating nature of art offer a singular opportunity to capture the attention of those students who then become easily distracted, especially in a subject that they often perceive as complex and boring.

For example, activities such as drawing pictures related to vocabulary or dramatizing situations can make language learning more engaging and meaningful for these students. When the teacher organizes students with ADHD into cooperative groups for the creation of handcrafts or paintings and for the exhibition of their work, it fosters collaboration and helps develop speaking skills, creating learning communities where everyone supports and enriches each other with their feedback. In addition, as mentioned above, the creativity inherent in art can help to express their thoughts and emotions in a way that feels more natural and rewarding to them, thus facilitating their English learning process.

Accordingly, Heal (2023) shares a point of view that the presence of art in the educational environment is significant and provides numerous benefits to students in English classrooms. Educators have the opportunity to maximize this potential by incorporating creative practice as a fundamental element of the curriculum and showing decision-makers how these strategies can significant changes in educational outcomes in English language contexts.

- **Strategies to use the artistic language**

For the use of artistic language in English classes, the six didactic strategies will be put into practice: learning without fear, organizing the time, visualizing the work, learning by playing, starting the activities with the least attractive ones, leaving for the end the most pleasant ones in the form of reward and evaluation of learning, together with the selected methodologies and techniques, which will be adequate and will give good results for the academic needs of students with ADHD, since they will demonstrate a greater predisposition in the learning process.

In addition, other effective strategies can be taken into account for a good teaching and learning process with this pedagogical tool:

- Flexibility and choice: Offer options within art activities to allow children to choose how they want to express themselves. This can include different artistic mediums, such as painting, sculpture, drawing, music, etc.
- Structured routines with active breaks: Divide the class into short segments with active breaks in between. During these breaks, you could include brief art activities, such as drawing or collage making, to help children recharge and maintain focus.
- Incorporate movement: Integrate movement into art activities. For example, you might propose drawing or painting activities that require children to get up and move around the classroom.

By implementing these strategies, you can harness the power of art to support the learning of children with ADHD in English classes, promoting their engagement, creativity, and emotional well-being.

- **Teacher's role**

The teacher must have knowledge of both psychology and art. That is to say, on the one hand, to have knowledge of educational models, psychological theories, and human development, and on the other hand, of artistic materials and techniques. It should not be forgotten that the teacher should not rush the process of each student, that is to say, he/she should take for granted that each student has a rhythm to go through and cannot force it.

- **Student's role**

The student must develop autonomy, participating with great commitment in the activities proposed by the teacher. Have a collaborative and creative spirit, be organized, and not be afraid of getting dirty or doing things wrong; every mistake will be a step forward in their learning of the English language. In addition, they are committed to respecting each other as friends, not criticizing each other's work, and focusing their attention only on their work.

- **Types of activities**

First, for the realization of the activities, general instructions are determined, such as that it is recommended that the teacher give clear and short instructions, work in a comfortable space that provides plenty of light and is not vulnerable to noise, that is decorated, but without excess stimuli. It is also important that the materials have an established order and that they are completely ready before the arrival of the children to avoid stages of anxiety that may harm the process, individual and complete materials will be provided to avoid interruptions among the participants.

The following artistic activities are options that can be applied in English classes with children with ADHD:

- **Painting with Music:** Provide background music while the children paint. You can ask them to paint what the music makes them feel or to associate colors with emotions or concepts in English.

- Vocabulary Drawing: Associate English words with pictures. Ask the children to draw the words they are learning, helping them to remember them visually.
- Comic Creation: Allow them to create their own comics in English. This gives them the opportunity to practice writing and storytelling while having fun drawing.
- Art with Letters and Words: Ask the children to create art using English letters and words. This could include creative calligraphy, making word collages, or creating street art with English messages.
- Recycled Material Sculpture: Provide a variety of recycled materials, such as cardboard, paper, plastic bottles, etc., and let the children create sculptures based on themes related to their English learning.
- Role-Playing with Costumes: Provide costumes and props related to characters or situations in English. Encourage the children to use them while practicing dialogues or improvising scenes.
- Vocabulary Mural: Create a mural in the classroom where children can add new words they learn in English, along with images representing them.
- Song or Poem Creation: Invite children to compose songs or write poems in English about topics they are interested in. This helps them creatively practice vocabulary and grammatical structure.
- Outdoor Art: Take art activities outdoors whenever possible. They can make drawings of nature, create art with natural elements, or engage in outdoor theater activities.

These activities offer variety and stimulate different senses, which can help maintain the attention and engagement of children with ADHD while learning English through artistic language.

- **Resources**

To develop the activities with children with ADHD, the following resources will be used:

- Paints and brushes: Provide a variety of paints and brushes so children can experiment with different painting techniques.
- Drawing materials: Include colored pencils, crayons, markers, and paper of different sizes and textures to encourage creativity in drawing.
- Modeling materials: Use clay, playdough, or other modeling materials so children can create sculptures and three-dimensional shapes.
- Musical instruments: Introduce simple musical instruments like drums, tambourines, or maracas to accompany singing and music activities.
- Recycled materials: Collect recycled materials such as cardboard, paper, plastic bottles, and caps, so children can use them in art and craft projects.
- Collage materials: Provide old magazines, colored paper, scissors, and glue so children can create collages related to English themes.
- Materials for creative writing: Supply notebooks, pens, pencils, and erasers so children can write poems, short stories, or songs in English.

- Writing instruments: Offer pens of different colors, fine-tip markers, and highlighters so children can highlight keywords and create illustrations in their notebooks.

These resources and materials provide a wide variety of options for children with ADHD to engage in artistic activities while learning English, fostering their creativity, concentration, and class participation.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 Research Approach

The present research adopted a mixed-methods approach, combining both qualitative and quantitative methods. Arias (2020) explained that mixed-methods research involves the integration of quantitative and qualitative methods to leverage the strengths of both while minimizing their limitations. This allows for a more comprehensive and detailed study of a specific phenomenon.

Therefore, this research employed a mixed-methods approach to examine the academic level of students in the study population and the implementation of activities based on the use of visual arts through observations. Additionally, numerical data were collected to assess the before-and-after impact of involving students with ADHD in the research process. These results were subsequently analyzed, presented in tables, and represented through statistical graphs.

3.2 Research Modality

The modality of the present research was based on field research. Field research is defined as a way of obtaining data directly from reality. This means that the researcher moves to the place where the phenomenon to be studied occurs and collects information through various techniques (Nájera & Paredes, 2017).

Therefore, in this research, data collection was done directly by observing the performance of students with ADHD in their learning environment with the application of artistic language as a teaching strategy for English.

3.3 Level or type of research

The research level is applied. Applied research aims to generate knowledge with direct and medium-term applications in society or in the productive sector (Lozada, 2014). Moreover, the researcher is not limited to generating new knowledge but also seeks to make this knowledge useful to improve people's lives. That is why this research applied activities based on the use of plastic arts for teaching English to students with ADHD in the Unidad Educativa "Juan de Velasco" and see what were the contributions in students.

3.4 Study Population

The population in this research was made up of fifteen students of Séptimo Año de Educación General Básica in the Unidad Educativa "Juan de Velasco" among whom there are students with Attention Deficit Hyperactivity Disorder (ADHD), in the city of Riobamba, period 2023-2024. This institution was taken into account since it has some students with ADHD and it is a regular educational unit that is not supposed to be specialized to educate children with this special educational need.

The decision to work with them was based on the knowledge that they have short attention spans, are easily distracted, and are too active and restless, which gives rise to the curiosity to learn about their educational process and how the teaching of English is developed, in addition to the fact that it was also of personal interest both in the human and academic fields. It guaranteed the adequate and safe participation of the participants, especially respecting their autonomy.

3.5 Sample Size

According to Camacho (2008), when the population is very large, or for any circumstance, it is not possible to have access to all of it, a sample is chosen to experiment with it. The choice of the type of sample depends on the objectives of the study, the scheme of the research, and the contribution to be made. It is in this way that the research worked with a sample of five students that were extracted with the help of the Student Counseling Department since only these students helped fulfill the objective of the research and had been clinically diagnosed with this special education need of 7 EGB of the two campuses of the Unidad Educativa "Juan de Velasco".

To work with these students, respective permission was requested from the authority of the institution. In addition, to respond to the principles of ethics in research, Informed Consent forms were filled out, where the students who belonged to the sample and the parents accepted that their contributions be used in the study, as well as their authorization to take photographs during the phases of the investigation.

3.6 Techniques and Instruments for Collecting Data

Two types of techniques were used in the research, each one with its corresponding instrument, which responds to the specific objectives focused on the perception of the students, and the class.

Pre-Test and Post-Test.- This technique is a research technique used to compare two groups or to measure the change resulting from a treatment. In this design, the group is measured before receiving the treatment and then measured again afterward. The comparison of the two measurements indicates whether the treatment had an effect (Consultores, 2020). With this, we used as an instrument the questionnaire by which we understood what was the academic level and the teaching of English before and after the use of artistic language as a strategy for teaching the English language applied to children with ADHD of the Unidad Educativa "Juan de Velasco" in the academic period 2023-2024.

Observation. - Castellanos (2017), states that this is a research technique that consists of observing people, phenomena, facts, cases, objects, actions, and situations to obtain certain information necessary for an investigation. Given this, an observation guide was used as an instrument by which it was possible to observe the behavior of students with ADHD of 7 EGB at the time of applying activities to them using the plastic arts for teaching English. This instrument was used in twelve regular classes where the intervention tool was implemented.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 Results

This research focused on determining the academic contributions provided by the use of artistic language as a pedagogical tool for teaching English to students with Attention Deficit Hyperactivity Disorder. To know these contributions it was necessary to establish three specific objectives, each one of these with its respective data collection instrument, which helped to achieve the proposed goal.

The first was a pre-test(questionnaire), which was structured based on listening, speaking, reading, writing skills, and vocabulary, to diagnose the English level of children with ADHD. Thus, based on the data obtained from the diagnosis, the students with ADHD were given feedback through several regular classes, using activities related to artistic language. A structured observation guide was used to collect the data in the classes, identifying the aspects that were crucial to achieving the objective of the study. Once the artistic language had been used in the teaching OF English to these students in 10 classes, a post-test (questionnaire) was carried out, evaluating the same skills as in the diagnosis. The objective was to know the academic level of the students after the implementation of the intervention tool.

4.1.1 A diagnosis of the academic level in English of students with ADHD.

In this introductory phase of the research, a pre-test was conducted to assess the initial level of English language proficiency of the study population. The pre-test covered various English language skills, including writing, speaking, reading, listening, and vocabulary. This step was fundamental in understanding the starting point and establishing a baseline for the following interventions.

It is important to emphasize that the aspects to be scored and levels of English in the pre-test were designed according to standards based on the Common European Framework of Reference (CEFR) to ensure the reliability and objectivity of the results.

The sample consisted of 5 students diagnosed with ADHD, aged between 11 and 12 years old, in the Séptimo Año de Educación General Básica of the Unidad Educativa “Juan de Velasco”.

Table 1. Scores from pre-test

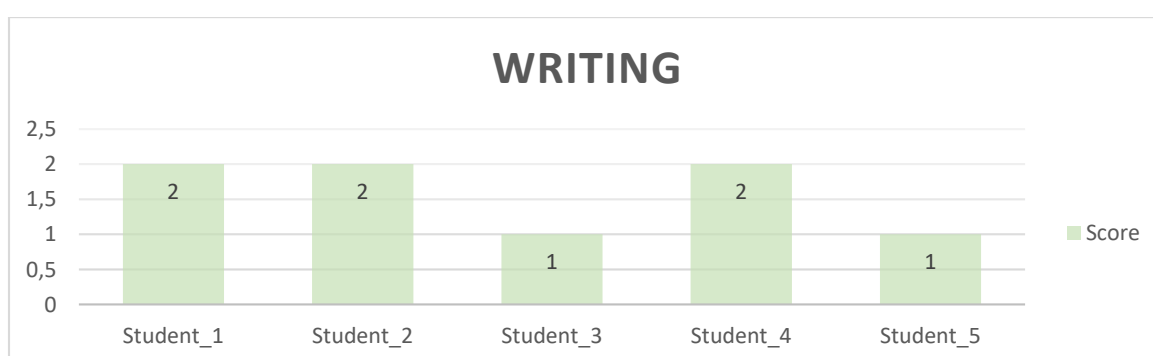
	Writing (5/5)	Speaking (5/5)	Reading (5/5)	Listening (5/5)	Vocabulary (5/5)	Total score (25/25)
Student 1	2	1	1	1	2	7 points
Student 2	2	2	2	1	2	9 points
Student 3	1	1	1	2	1	6 points
Student 4	2	1	1	2	2	8 points
Student 5	1	2	2	1	2	8 points

Source: Pre-test applied to students in the Séptimo Año de Educación General Básica of the Unidad Educativa “Juan de Velasco”.

Elaborated by: The researcher

The results of the pre-test revealed that the students are at an A0 Beginner level (0-10 points) according to the CEFR. This finding indicates that they have minimal knowledge of the language, which is inadequate for their school year. It is important to note that with this level of English, they may present challenges in their academic development and classroom activities, since being in the Septimo Año de Educación General Básica implies a higher level of skills in listening, reading, speaking, and writing, so it was crucial to address these deficiencies to facilitate their academic progress. The following is a detailed description of each section or skill that was graded in the pre-test.

Figure 1. Pre-test scores, writing part



Source: The bar graph represents the scores that students obtained on the diagnostic questions related to writing skills.

Elaborated by: The researcher

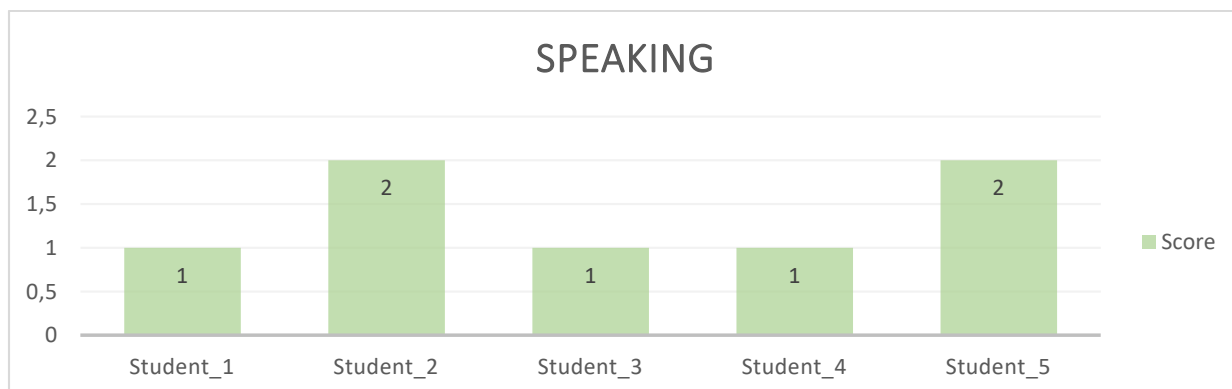
Analysis

The results demonstrated that the students achieved low scores in the range of knowledge that required improvement and acceptable, taking into account that the maximum score was 5 points. These ratings revealed weaknesses in the English short text writing proficiency of the test takers.

Interpretation

The data obtained show that students with ADHD tend to have deficiencies in writing skills. It is known that the process of writing involves reflecting on details, such as grammar, coherence, cohesion, clarity, and vocabulary. These cognitive tasks require a significant level of attention and working memory, which explains why students ADHD learners often make errors in syntax and concordance and tend to use simple sentences with limited vocabulary (Perez, 2008). Therefore, to enhance this skill, it is essential to implement a tool that facilitates an efficient cognitive style, which provides a sense of tranquility and enables the individual to complete the task effectively.

Figure 2. Pre-test scores, speaking part



Source: The bar graph represents the scores that students obtained on the diagnostic questions related to speaking skills.

Elaborated by: The researcher

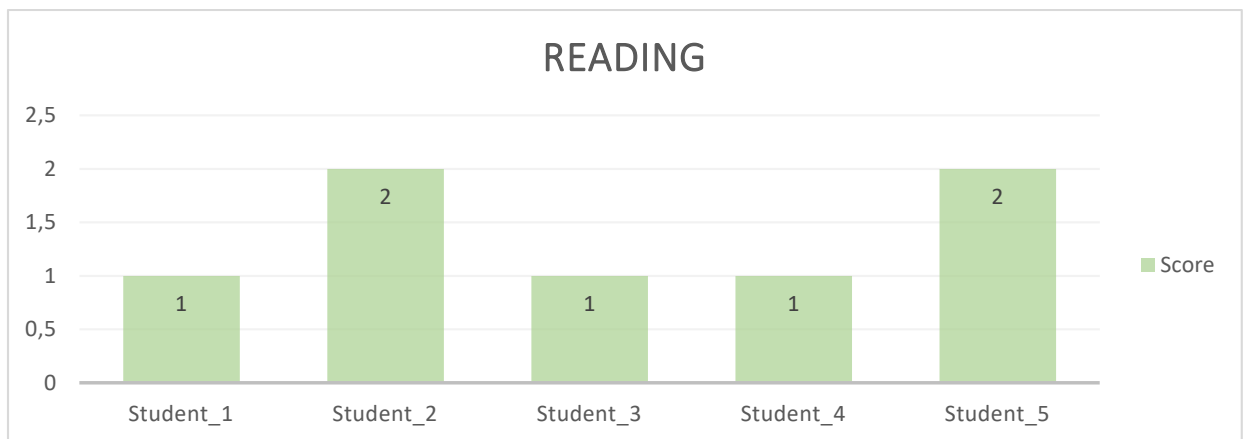
Analysis

The results demonstrated that the students achieved low scores in the range of knowledge that required improvement and acceptable, taking into account that the maximum score was 5 points. These scores revealed significant deficiencies in fluency, pronunciation, and comprehensibility of spoken content.

Interpretation

The data obtained indicated that students experience significant challenges and tend to make numerous errors when communicating orally. ADHD is one of the diseases that affect the development of language learning, as it is associated with deficits in discourse, pragmatics, and speech organization. These deficits are particularly evident when language is used for social communication (Westby and Watson, 2021). These challenges can be inferred from their ability to effectively participate in conversations and express themselves verbally. However, by addressing these difficulties with appropriate resources, students will be able to enhance their proficiency in speaking and communication skills.

Figure 3. Pre-test scores, reading part



Source: The bar graph represents the scores that students obtained on the diagnostic questions related to reading skills.

Elaborated by: The researcher

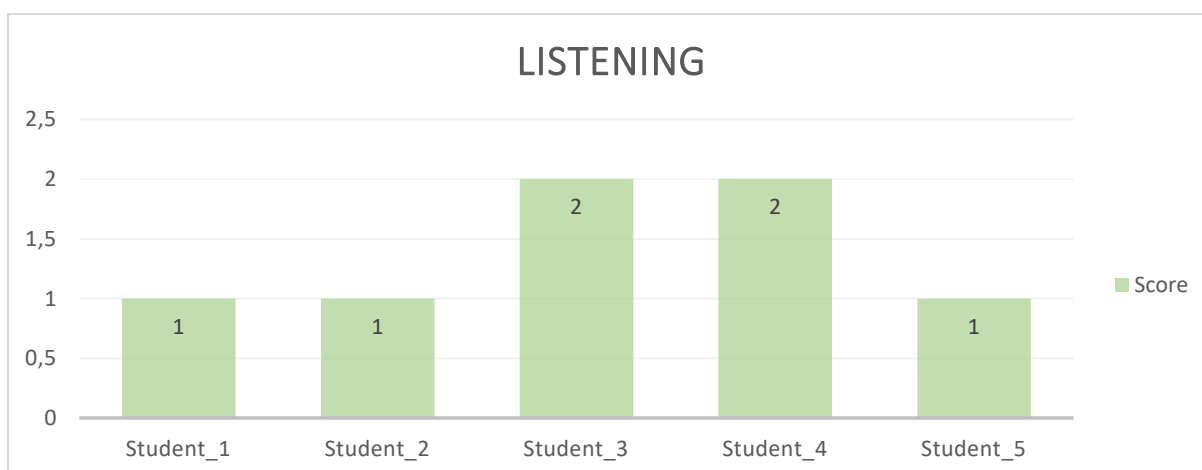
Analysis

Participants showed limited performance in reading comprehension with scores in the range of knowledge that required improvement and acceptable, where the maximum score was 5 points. Low scores reflected difficulties in understanding and analyzing English texts.

Interpretation

These scores indicated that the participating students exhibited low reading comprehension, which impeded their ability to access information and construct their knowledge. This phenomenon occurs because with ADHD characterized by difficulty sustaining attention, can affect their capacity to concentrate and comprehend the texts they read. Additionally, it is not uncommon for students with ADHD to forget what they have read at the top of the page when they reach the bottom of the page (Johnson et al., 2011). Nevertheless, if appropriate strategies or tools are employed deliberately and patiently, these students can overcome their difficulties and develop robust reading abilities.

Figure 4. Pre-test scores, listening part



Source: The bar graph represents the scores that students obtained on the diagnostic questions related to listening skills.

Elaborated by: The researcher

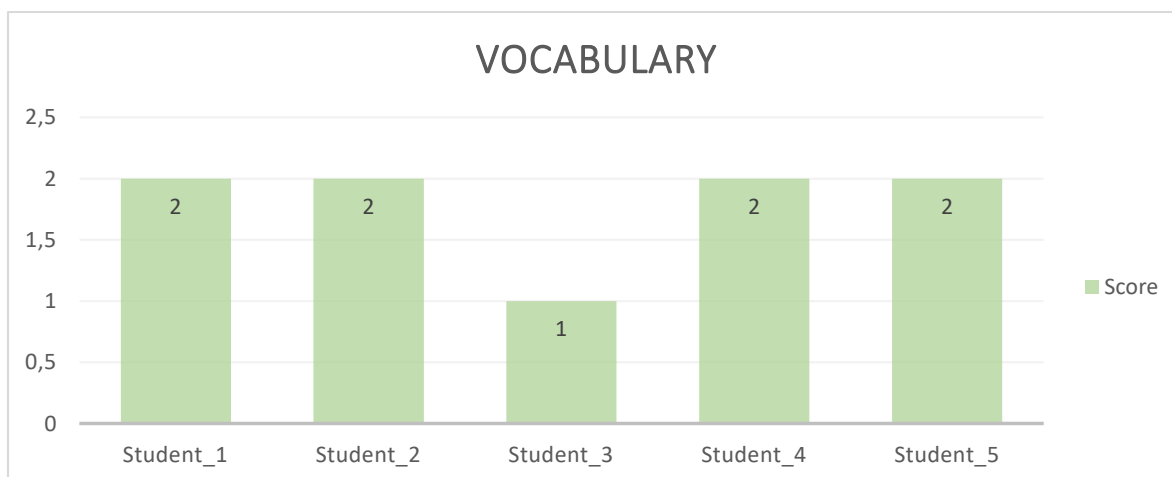
Analysis

Listening comprehension performance was limited with with scores in the range of knowledge that required improvement and acceptable, with 5 being the maximum score. Low scores indicated difficulties in identifying and understanding auditory information in English.

Interpretation

The scores reflected that listening activities can be challenging for children with ADHD. Some may experience minimal difficulty, while others may encourage significant difficulty. As previously mentioned, their difficulties in sustaining attention and concentrating on a task for an extended time make it more difficult for them to actively listen and process auditory information effectively. The ability to listen is fundamental to the communication process. In the case of children with ADHD, difficulties in receiving and interpreting messages can lead to frustration and irritability (Cuchipec, 2019). Adapted techniques can help these children develop their listening skills, which in turn will facilitate their understanding, retention, and response to language.

Figure 5. Pre-test scores, vocabulary part



Source: The bar graph represents the scores that students obtained on the diagnostic questions related to their vocabulary knowledge.

Elaborated by: The researcher

Analysis

In contrast to the other skills, most of the participants received a score of 2, which is an acceptable level, and one received a level that needs improvement. These results suggest that the participants have an acceptable knowledge of basic English vocabulary.

Interpretation

The results indicated that students demonstrated an acceptable level of vocabulary knowledge. In this context, the integration of vocabulary learning in small units and the use of flashcards proved to be an effective approach for students with ADHD, as it allowed them to focus on the understanding and memorization of individual words. By adapting teaching tools to maximize the utilization of these strengths, it is possible to enhance students' acquisition of English vocabulary, which serves as a foundational element for the development of other language skills.

4.1.2 Activities based on the use of artistic language on 7th EGB of the Unidad

Educativa “Juan de Velasco”

To know the contributions of the use of artistic language in English classes, students with ADHD of Séptimo Año de Educación General Básica of the Unidad Educativa “Juan de Velasco” provides important information through the observation of their behavior in regular class activities.

According to Calderón and Gallego (2017), in their study, they mention that during the realization of arts workshops, the teacher can perceive a variety of reactions and behaviors at each moment. At the beginning of classes with music awareness activities, some students may find it difficult to stay focused. However as more prompts are provided, concentration tends to increase significantly. During activities such as handicrafts and painting, students can to express their emotions and ideas, so they are able to remain concentrated and silent, demonstrating active participation, dedication, commitment, and enjoyment of their learning (p.35). Likewise, in accordance with the

observations at the moment of using artistic activities with the study population, it was evidenced that their attention can be captured in a faster way. As more and more of these activities were carried out, the students became more focused and committed. In addition, with these types of activities they used the language in a creative way to express their ideas and emotions through art, forming a basis for a deep understanding of the linguistic concepts taught.

Also, according to Ramirez (2020), the use of art energizes and enriches educational experiences, promoting innovation, critical thinking, active participation in the educational environment and enhancing activities through the incorporation of colorful aspects, diversity of approaches, a fun atmosphere, and free expression (p.14). This statement is related to the findings of this research, where it was observed that students with ADHD improved in each class their level of participation, at the same time practicing their linguistic skills, and critical thinking. This interest was manifested through their sustained attention to the content presented, they remained seated while the class was being taught, and they showed gestures of participation such as raising their hands to ask questions or share ideas.

Furthermore, Calderón and Gallego (2017), highlight that visual arts activities can be beneficial to addressing specific learning difficulties of students with ADHD as they favor progress in concentration, participation, and enjoyment (p.40). As well Cortés and Vergara (2023), mention that the development of skills in the plastic arts (drawing, painting, and the creation of simple maquettes or sculptural works), has been shown to offer a unique and complementary visual expression in children with ADHD, stimulating significant student participation and receiving positive feedback. These ongoing adjustments are adapted to the specific needs of the students and ensure a comprehensive approach to strengthening their linguistic and creative skills (p.28). And also, Hernández and Quiñones (2023), state that the use of artistic activities in the classroom creates an informal environment that stimulates free expression in a foreign language, fostering creative and collaborative communication skills. This contributes to creating an environment favorable to language learning (p.84).

Consistent with this research, this study found that students with ADHD, as more lessons were conducted, demonstrated a solid understanding and effective use of the English language. For example, during the creation of artwork based on specific themes such as describing landscapes, the students used appropriately learned English words and phrases to express their ideas and communicate with their classmates and the teacher. Also, through a lucid and stimulating way, they were developing their reading speaking, listening, and writing skills, showing a deep comprehension and an ability to transfer knowledge to different situations.

Ramirez (2020), states that the use of artistic resources and materials in pedagogical activities strengthens the capabilities of students with ADHD, leading to meaningful academic progress and the development of children's personality and creativity through critical thinking (p.14). Similarly, Vélez (2015), argues that performing creative sensory play with artistic materials favors the explorations of new sensations and the development of the senses of the students with SEN, as well as allowing the investigation and manipulation of materials through the senses (p.8).

Accordingly, the results of the observation indicated that students with ADHD showed a high level of enthusiasm for participating in artistic activities and showed an active and exemplary interaction with the materials provided. For example, in an activity involving the creation of collages with the topic “Places of the City in English,” they used materials such as colored paper, magazines, tempera, and wooden sticks, and experimented with different ways of combining them to express their ideas, without fear of getting their hands dirty, staining their clothes or making mistakes, on the contrary, they found it fun, and they were able to stay focused and seated in their seats for a considerable period. By doing this they are not only actively participating in the task, but also demonstrating an ability to think creatively and outside the conventional.

And lastly, Hernández y Quiñones (2023), state that teamwork facilitates interaction between students with ADHD and their peers, promoting collaboration and mutual understanding in the performance of academic activities (p.83). In line with the observation of this research, it was found that students with ADHD have an easier ability to integrate and collaborate effectively in group activities, especially when they are involved in creative, fun, and meaningful projects. By having them work together on art activities, the students learned to communicate, share materials, negotiate, take turns, solve problems collaboratively, and gain more values such as trust, respect, and companionship.

4.1.3 The student’s academic level once the artistic language like a pedagogical tool has been implemented.

The objective of the post-test was to assess the academic level in English of the participating students after the implementation of the intervention tool, which was the artistic language. The results demonstrated that the intervention tool was effective, which significant improvement compared to the results of the pre-test conducted before the implementation of the intervention.

Table 2. Scores from post-test

	Writing (5/5)	Speaking (5/5)	Reading (5/5)	Listening (5/5)	Vocabulary (5/5)	Total score (25/25)
Student 1	5	3	4	4	5	21 points
Student 2	5	4	5	4	5	23 points
Student 3	5	3	4	4	4	20 points
Student 4	4	3	4	4	5	20 points
Student 5	4	4	5	3	5	21 points

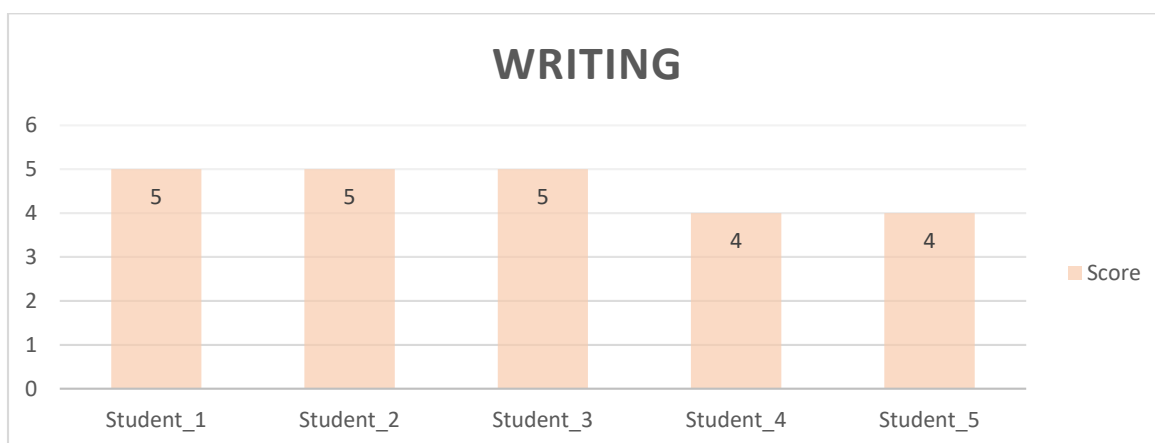
Source: Post-test applied to students in the Séptimo Año de Educación General Básica of the Unidad Educativa “Juan de Velasco”.

Elaborated by: The researcher

The results of the post-test revealed significant progress in the students' academic development, reflected in their A2 Pre-Intermediate level (18-25 points) according to the Common European Framework of Reference (CEFR). The participating students have experienced an improvement that has led them to reach a higher level of proficiency in the language which is in line with their school year. Obtaining this level that that they can understand and communicate in everyday situations in a basic but effective way, both orally and in writing, have a solid knowledge of vocabulary, and have the ability to read and write short texts.

The following is a detailed description of the improvement of each section or skill that was scored in the post-test.

Figure 6. Post-test scores, writing part



Source: The bar graph represents the scores that students obtained on the questions of the post-test related to writing skills.

Elaborated by: The researcher

Analysis

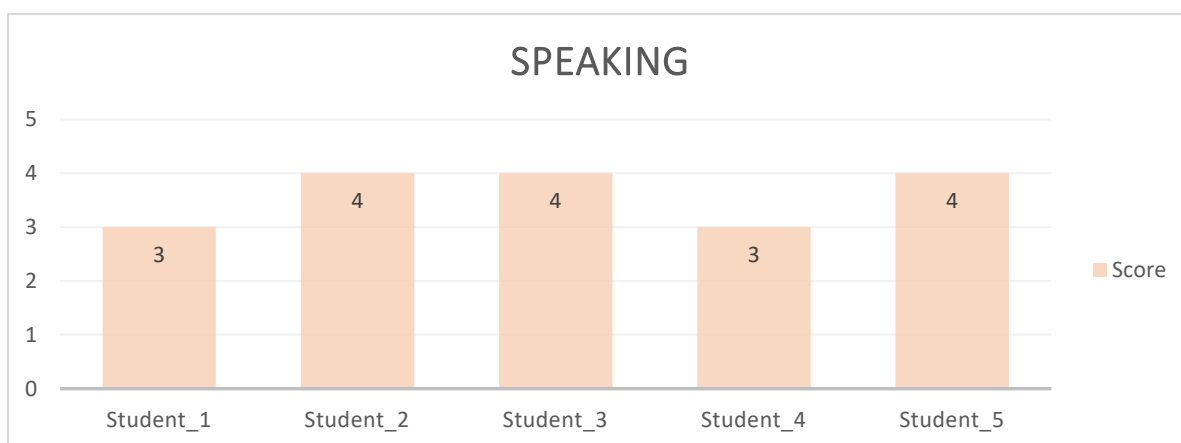
A positive increase in student scores was observed, where learners demonstrated a 4-to-5-point improvement, which relates to very and excellent knowledge. This suggested that the intervention tool had a positive impact on the students' ability to express themselves in writing English.

Interpretation

The scores indicated a discernible enhancement in writing proficiency. This advancement can be attributed to the creativity fostered by the artistic activities, which enabled the ADHD students to retain their ideas and express themselves with clarity and precision in writing.

Likewise, the artistic activities involving the grasping of pencils, crayons, paintbrushes, and scissors facilitated the development of fine motor skills and hand-eye coordination in the children. This improvement in motor skills enables students to write more legibly and to enhance their handwriting (Rymanowicz, 2015).

Figure 7. Post-test scores, speaking part



Source: The bar graph represents the scores that students obtained on the questions of the post-test related to speaking skills.

Elaborated by: The researcher

Analysis

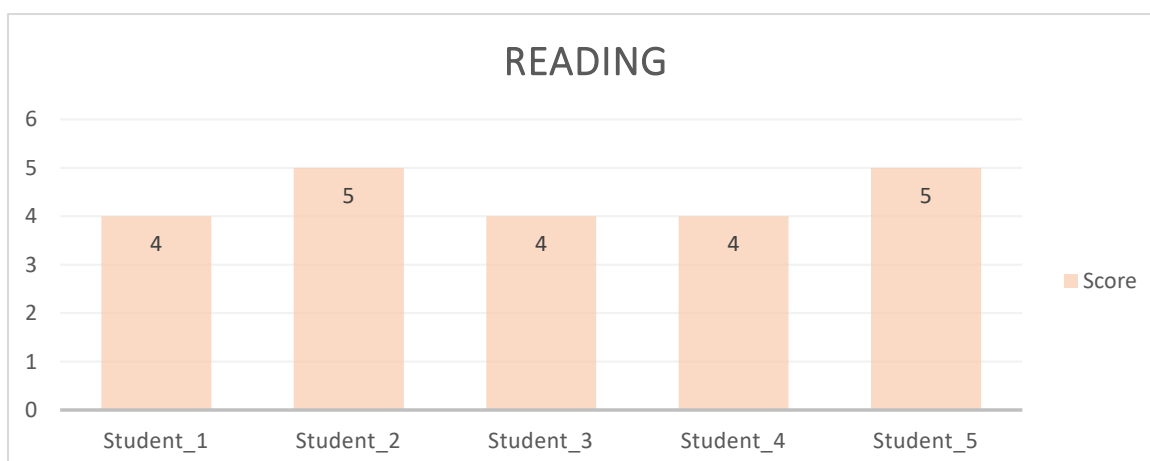
It was observed an increase in Speaking scores, although this was the lowest among all the categories assessed, with scores of 3 to 4 placing them in the good and very good categories. This indicated that, even though the intervention tool had a positive impact on the student's ability to speak in English, progress was slower compared to the other skills.

Interpretation

The results demonstrated that the participants exhibited a short but significant improvement compared to their diagnostic phase. This progress was achieved by using the art of music and exposure to their artwork. However, for students with ADHD to develop spontaneous and conversational speaking skills, they require more exposure time and language practice both within and outside of the classroom.

Speaking skills are considered one of the most difficult aspects for language learners, with many of them finding it difficult to express their ideas verbally or encountering words that they do know how to use or find that they cannot express the intended meaning (Murti et.al, 2022). It can be seen that the artistic language-based intervention tool was beneficial, but it may require more time to reach the required level.

Figure 8. Post-test scores, reading part



Source: The bar graph represents the scores that students obtained on the questions of the post-test related to reading skills.

Elaborated by: The researcher

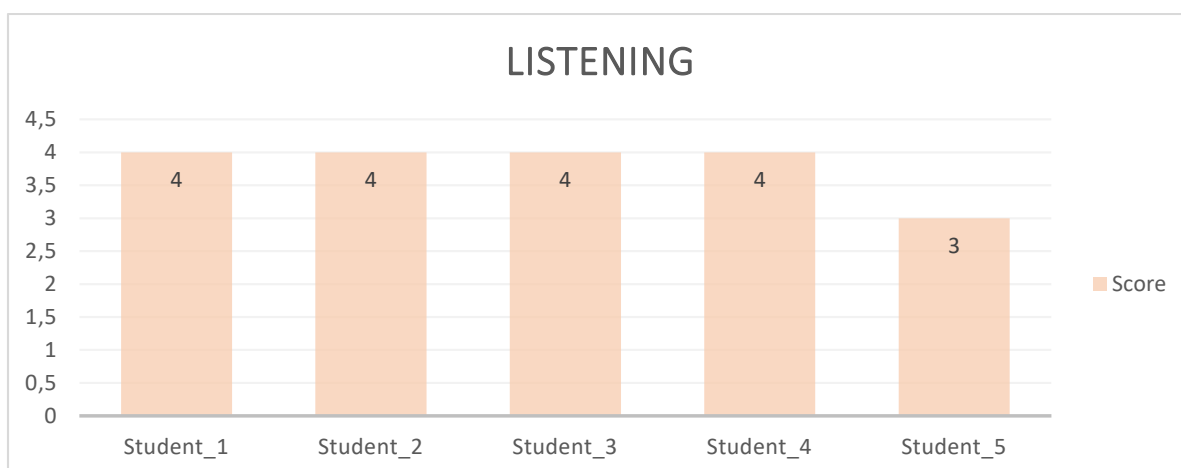
Analysis

There was a significant increase in the scores for this skill from 4 to 5 points, which is the maximum, placing them in a very good to excellent level of knowledge. This showed that the tool had a positive impact on the students' ability to understand and read English texts.

Interpretation

The results highlighted a relevant improvement in this skill. In this case, the activities based on the artistic language by providing students with an attractive and meaningful visual context (real objects, crafts, drawings, paintings) in reading activities provide a concrete context for a better comprehension of the text. Using this with ADHD students, helped to capture their attention, to have better retention of what they are reading, and to connect the information read with the worlds around them. Additionally, using the art of music as a soothing background is beneficial in improving the behavior, concentration, and academic performance of students with ADHD when reading English text (Thirukkumaran, 2013).

Figure 9. Post-test scores, listening part



Source: The bar graph represents the scores that students obtained on the questions of the post-test related to listening skills.

Elaborated by: The researcher

Analysis

In this skill, the result showed that most of the students scored 4 points while one scored 3 points, which places them in good and very good knowledge. The intervention tool provided an opportunity to practice their attention and concentration in listening proficiency.

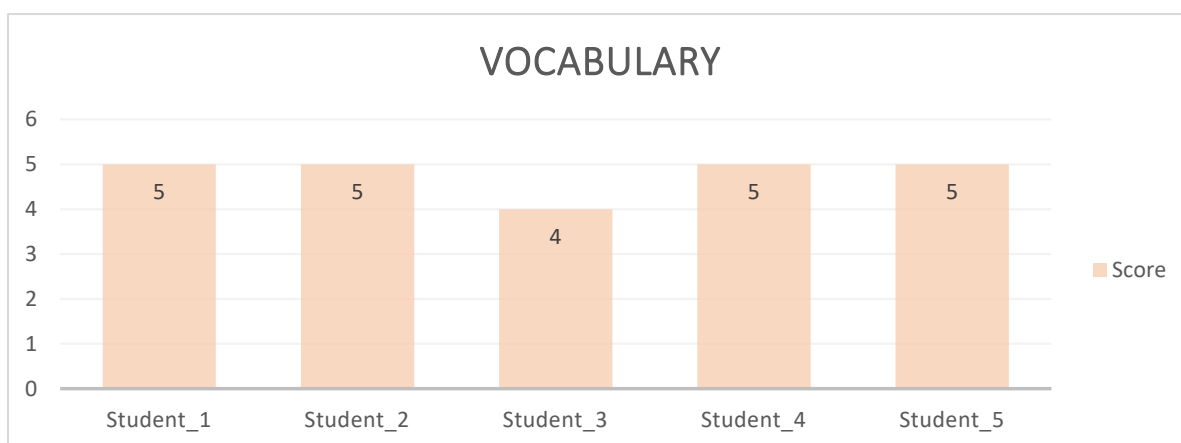
Interpretation

The results showed a better level than what was obtained in the pre-test. This is because music was used for practice as well as audio of short conversations. Limiting the duration of listening exercises to no more than 2 minutes is an effective strategy to improve participation, attention, and retention of information in students with ADHD.

In addition, music was used as part of the artistic language, which allowed these students to develop the ability to retain and remember auditory information, which can be transferred to other contexts, such as listening to instructions in the classroom or understanding conversations. By performing activities with music, students were allowed to “DJ” a class (choose music), because when given this opportunity, ADHD students are more successful and have strong interactions with their peers (Thirukkumaran, 2013).

It should be noted that to improve this skill to a higher level, the ear must be trained to listen to English, that is, the students must be exposed to different accents, speech rates, and linguistic contexts, which will allow them to process information more quickly and efficiently.

Figure 10. Post-test scores, vocabulary part



Source: The bar graph represents the scores that students obtained on the questions of the post-test related to their vocabulary knowledge.

Elaborated by: The researcher

Analysis

In the vocabulary knowledge section, most of the students scored 5 which is an excellent domain and one is in the very good domain with 4 points. This showed that the intervention tool helped acquisition and the ability to recognize and use new words improve at a high level for learners with ADHD.

Interpretation

This was the category in which the most significant improvements were observed. These results were obtained because the use of artistic language is a rich and stimulating tool for learning and practicing vocabulary in English. The connection the students have between the words and the visual (painting, drawing) and sensory experiences (handicrafts) facilitated the retention and effective use of the vocabulary learned.

An outstanding feature of this intervention tool is its focus on teaching vocabulary through pictures, real objects, and actions which is beneficial for students with ADHD, who generally learn visually. This method makes them remember vocabulary for a longer period and their learning process is more similar to the acquisition of the vocabulary of their native language. In addition, the incorporation of artistic elements in the classes helps students at the time of their teaching to be more engaged and absorb knowledge more pleasantly (Peiman et. al, 2015).

This is how, students by developing good vocabulary knowledge, build an essential foundation to more effectively develop the four English skills such as listening, reading, speaking, and writing. It is because without a solid vocabulary, comprehension, expression, fluency, and the ability to interact meaningfully in English are challenged.

4.2 Discussion

After analyzing the results obtained, it is demonstrated that there are academic contributions when artistic language is used as a pedagogical tool in the teaching of the English language to children with ADHD. These findings show a significant improvement in the domain of vocabulary, the strengthening of listening comprehension, the development of oral expression, and the enrichment of written production, which support the antecedent that artistic language in English language instruction can be particularly beneficial for this specific group of students.

Murgueytio (2015), highlights that education through art provides a valuable alternative for students with ADHD by concretizing their knowledge in a fun and understandable way while contributing to addressing the behavioral problems characteristic of this disorder. It creates a comfortable, dynamic, and entertaining study environment (p.102). In line with the idea of this author and the results of this research, it is found that a main aspect of the contributions provided by artistic language is the improvement of academic performance. The artistic language approach can facilitate the comprehension of linguistic content by making it more accessible and attractive to this type of student. This can be reflected in an increase in grades and the ability to retain information.

Another outstanding aspect of artistic language is the ability to capture the attention and maintain the interest of students with ADHD during learning activities. According to Indárraga and Rodríguez (2018), it is important to have attention within the class, the participation of the learners, and the timely delivery of work, since this is the main basis that contributes to improving their academic performance (p.37).

On the other hand, artistic language as a pedagogical tool also works on aspects such as sensory and cognitive stimulation, which in this type of student facilitates memorization, concentration, expression, and creativity in the learning of the English language.

Moreover, another feature of the artistic language is that with its playful approach, it makes students more confident and participatory when speaking English, using the vocabulary they are learning in class. In addition, art, through its development to imagination and critical thinking, allows students with ADHD to express their ideas and emotion in a clear and concise manner, as well as to achieve greater organization and coherence in their writing. And finally, when music is incorporated as a part of art, students develop better auditory discrimination and familiarity with the different sound of the language. As a result, students with ADHD can better follow directions, answer questions, and participate in meaningful conversations.

Finally, participating in arts activities in the classroom helps students with ADHD develop important social and emotional skills, such as teamwork, empathy, respect and problem solving, which can have a positive impact on their self-esteem and a greater willingness to engage in the English learning process.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

It was found that, at the beginning of the study, students with ADHD presented an academic level of English A0 (Beginner) as established scores according to CEFR, with some difficulties in areas such as listening comprehension and oral expression, but with acceptable knowledge in the area of writing, reading, and vocabulary. This diagnostic phase was essential to identify areas of need and design specific interventions.

During the implementation of the activities based on the artistic language, it was verified that students with ADHD welcomed the tool and showed enthusiasm, participation, and behavior. In addition, the inclusion of artistic activities in the classroom could create a stimulating and enriching learning environment, promoting the academic and emotional success of students.

After the introduction of the activities based on artistic language, it was possible to evidence a significant improvement in the academic level of English of the students with ADHD, placing them at A2 (Pre-Intermediate) according to CEFR. Improvements were recorded in areas such as reading comprehension, listening, vocabulary, and verbal and written fluency, indicating the positive impact of the artistic interventions on language learning.

5.2 Recommendations

First of all, it is recommended that teachers design activities and educational materials that are appropriate to the needs of students with ADHD. This may include integrating artistic elements such as music, drama, dance, and plastic arts. These activities can be used to introduce new concepts, practice grammatical structures, develop communication skills, and encourage creativity. It should be emphasized that designing art activities can work with the whole class, not just children with ADHD.

Subsequently, it is suggested that the teacher encourage students' active participation in the learning process by providing opportunities for decision-making and leadership and relaxation time in the classroom. By creating a safe and positive learning environment, teachers can make students with this disorder feel safe to express themselves, make mistakes, and learn without fear of ridicule.

Last but not least, as a teacher, you can suggest to parents activities that they can do with their children at home to complement the learning of English through artistic language, and the teacher can create an alliance with parents where there is open and fluid communication to work together to support the learning of students with ADHD.

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ANNEXES

Annex 1: Pre-test for the fulfillment of specific objective 1.



UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías

Pedagogía de los Idiomas Nacionales y Extranjeros



Artistic Language as Pedagogical Tool for Teaching English to Children with ADHD

Date:

Objective: To assess 7th grade students' basic knowledge in terms of listening comprehension, reading, writing, speaking, and vocabulary in English.

Instructions: Answer the following questions to the best of your ability. If you have to draw or color, do it with all your creativity. This is a diagnostic test, no matter what score you get.

WRITING SECTION

1. Write the present simple positive form of the verb presented in parentheses, from the following sentences:

- She (teach) _____ French every Sunday.
- I (go)_____ to school by taxi.
- They (be)_____ 18 years old.
- He (play)_____basketball in the mornings.

WRITING SECTION

2. Choose the correct literal to answer the following questions given in the present simple tense. The type of negative or positive answer is according to what you observe in the pictures.

✚ Does she like ice cream?



- a. No, she does not like ice cream.
- b. No, she do not like ice cream.
- c. Yes, she likes ice cream.
- d. Yes, she does.

✚ Do they sing on the stage?



- a. Yes, they sings on the stage.
- b. Yes, they sing on the stage.
- c. No, they do not sing on the stage.
- d. No, they does not.

✚ Does he drive a car?



- a. Yes, he drives a car.
- b. No, he does not drive a car.
- c. No, he do not drive a car.
- b. Yes, he do drive a car.

VOCABULARY SECTION

3. Match the image of the transport with its name as appropriate.



Bus
Boat
Airplane
Bicycle
Taxi
Ship
Car

WRITING SECTION

4. Choose and write the option that corresponds to the place referred to in the sentence and in the image.



-We can buy clothes at the.....

- Store
- Bakery



-She reads a book in the for a history homework class.

- Library
- Theater



-They go to the when they need to buy vegetables and fruits and treats.

- Supermarket
- Park



-The students are at the observing different paintings and sculptures.

- Museum
- Hospital

READING SECTION

5. Read the following story and answer the questions based on the reading.

Sebas' great weekend

Sebas likes weekends because he can go out to many places with his family. This weekend the family decides to go to the zoo. They leave home at 9 o'clock and go to the zoo in a taxi. Sebas observes Andean bears, snakes, turtles, parrots, and monkeys. He takes pictures with his camera. In the zoo, there was a lagoon where can explore it on a boat. After exploring the zoo, they head to a park to eat and play. Sebas' favorite part of the park is feeding the ducks by the pond. They return home tired but happy and the whole family helps prepare dinner.

- What time do they leave home to visit the zoo?

.....
.....

- What is Tom's favorite part of the day at the park?

.....
.....

VOCABULARY SECTION

6. Use the words in the box and complete the blank space in the image as appropriate according to a daily routine.

go to bed eat lunch watch TV go to school get up
take a shower brush your teeth get dressed





LISTENING SECTION

7. Listen to the teacher and fill in the blanks with the personal pronouns you hear.

Ana and Juan are my neighbors. ____ are from Venezuela. _____ is 57 years old and ____ is 60 years old. _____ have a parrot as a pet. _____ is red, blue and green. _____ fell annoyed every night with their pet, because the parrot makes a lot of noise. However, _____ are friendly, sociable and fun. _____ usually have coffee together on Wednesdays.

SPEAKING SECTION

8. Read aloud to the teacher the following sentences. If you say it correctly you will have a sticker with this symbol 🙌 and if you pronounce it wrong you will have a sticker with this symbol 🤔 .

- They get up at 6 o'clock. ()
- He brushes my teeth. ()
- I am 11 years old. ()
- He swims with his friends. ()
- She goes to the park every weekend. ()

SPEAKING SECTION

9. Describe orally your daily routine from the time you get up in the morning until you go to bed at night. What activities do you perform regularly, where and at what time of day do you do them?

VOCABULARY AND WRITING SECTION

10. Draw and paint a place that you like to visit.



• Write two sentences about the drawing above:

- 1.....
.....
.....
- 2.....
.....
.....

*Thanks for your collaboration
in this study.*

Annex 2: Observation sheet for the fulfillment of specific objective 2.



UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías



Pedagogía de los Idiomas Nacionales y Extranjeros

Artistic Language as Pedagogical Tool for Teaching English to Children with ADHD

OBSERVATION GUIDE

Objective:		To know the behaviors and reactions when using artistic language (activities related to plastic arts and music) in the teaching of the English language to students with ADHD in regular classes.				
Class N°:		Date:				
Criterion	5 Excellent	4 Good	3 Acceptable	2 Limited	1 Unsatisfactory	
English language learning development						
Interested from the beginning in the topic of the class.						
Use of the vocabulary learned in the class activities.						

Art activities help the student understand and use the English language					
Actively practices speaking in class, contributing ideas and comments that enrich the class					
Demonstrates an acquired level of learning (vocabulary or English language skills) during or after the activities.					
Active participation with ideas and questions throughout the entire class.					
Artistic language through classroom activities					
Shows enthusiasm for participating in artistic activities.					
Follows directions given for the art activity.					

Maintains attention on the task for a significant period.					
Interacts with the different materials presented in active way.					
Integrates into groups smoothly to perform artistic activities.					
Others:					

Elaborated by: The researcher

Annex 3: Post-test sheet for the fulfillment of specific objective 3.



UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías

Pedagogía de los Idiomas Nacionales y Extranjeros



*Artistic Language as Pedagogical Tool for Teaching English to Children with
ADHD*

Date:

Objective: To assess 7th grade students' basic knowledge in terms of listening comprehension, reading, writing, speaking, and vocabulary in English.

Instructions: Answer the following questions to the best of your ability. If you have to draw or color, do it with all your creativity. This is a diagnostic test, no matter what score you get.

WRITING SECTION

1. Write the present simple positive form of the verb presented in parentheses, from the following sentences:

- She (study) _____ French every day.
- I (go) _____ to school by bus.
- We (be) _____ 23 years old.
- He (enjoy) _____ going to pool.

WRITING SECTION

2. Choose the correct literal to answer the following questions given in the present simple tense. The type of negative or positive answer is according to what you observe in the pictures.

✚ Does she like broccoli?



- a. No, she does not like broccoli.
- b. No, she do not like broccoli.
- c. Yes, she likes broccoli..
- d. Yes, she does like broccoli.

✚ Do they go to the cinema?



- a. No , they do not go to the cinema.
- b. Yes, they goes to the cinema.
- c. Yes, they go to the cinema.
- d. No, they does not go to the cinema.

✚ Does she rides a bycicle?



- a. Yes, she drives a car.
- b. No, she does not drive a car.
- c. No, she do not drive a car.
- d. Yes, she do drive a car.

VOCABULARY SECTION

3. Match the image of the transport with its name as appropriate.



Car
Bus
Taxi
Ship
Bicycle
Boat
Airplane

WRITING SECTION

4. Choose and write the option that corresponds to the place referred to in the sentence and in the image.



-They eat at that every Friday

- Church
- Restaurant



-He always plays with her friends in the.....

- Park
- Supermarket



- I see the doctor at the when I am feeling sick.

- Police Station
- Hospital



- She likes to go to confession in on Sundays.

- Museum
- Church

READING SECTION

5. Read the following story and answer the questions based on the reading.

A Day in the Life of Mary

Mary wakes up at 6 o'clock. After a few minutes, she gets dressed quickly and then brushes her teeth. Next, her mother always calls Mary and her siblings for breakfast. At 6:50 a.m. she takes the bus to school. At recess time, she plays basketball and jumps rope with her friends. After school, she eats a nice lunch and brushes her teeth. She dresses, does her homework and sometime goes to the park with her siblings, rides her bike, or just walks around. When she gets home, she helps her mom prepare dinner. Before going to bed she reads a book or watches a chapter of her favorite series.

- What time does Mary wake up in the morning?

.....

- What does Mary do before going to bed?

.....

VOCABULARY SECTION

6. Use the words in the box and complete the blank space in the image as appropriate according to a daily routine.

go to bed eat lunch watch TV go to school get up
 take a shower brush your teeth get dressed

















LISTENING SECTION

7. Listen to the teacher and fill in the blanks with the personal pronouns you hear.

Roberto is my neighbor. ____ are from Colombia. _____ is 63 years old. _____ has a parrot as a pet. _____ is red, blue, and green. _____ feel annoyed every night with her pet because the parrot makes a lot of noise. However, _____ is friendly, sociable, and fun. _____ usually have coffee together on Saturdays.

SPEAKING SECTION

8. Read aloud to the teacher the following sentences. If you say it correctly you will have a sticker with this symbol 🙌 and if you pronounce it wrong you will have a sticker with this symbol 🤔.

- They get up at 7 o'clock. ()
- He brushes my teeth. ()
- I am 12 years old. ()
- He dances with his friends. ()
- She goes to the swim every weekend. ()

SPEAKING SECTION

9. Describe orally your daily routine from the time you get up in the morning until you go to bed at night. What activities do you perform regularly, where and at what time of day do you do them?

VOCABULARY AND WRITING SECTION

10. Draw and paint a place that you would like to visit.



• Write two sentences about the drawing above:

1.....
.....
.....

2.....
.....
.....

*Thanks for your collaboration
in this study.*

Annex 4: Assessment Rubric for Pre-test and Post-test

Aspects to assess	Description	1 Need Improvement	2 Acceptable	3 Good	4 Very Good	5 Excellent
Writing	The student describes in simple terms of his/her life, completes sentences accurately, and identifies appropriate grammatical structure.					
Speaking	The student has a clear and accurate pronunciation of phrases, can communicate in simple, every task as long as the exchange of words is simple.					
Listening	The student can understand everyday words and phrases, as long as they speak in a more leisurely manner and has the ability to complete listening activities.					
Reading	The student demonstrates proficiency in comprehending simple texts, including basic narratives about personal experiences, everyday activities, and common topics. They are able to understand the main ideas and key details of the text, as well as infer meaning from context when necessary.					
Vocabulary	The student has the ability to associate images with corresponding words, to visually the meaning words, and to make appropriate use of vocabulary in different contexts. This implies that he/she can handle a limited vocabulary (basic information about him/herself and family, shopping places of interest, occupations, etc), but is functional, which allows them to communicate in simple and predictable situations.					
Total:						
<p>Level allocation according to the Common European Framework of Reference (CEFR):</p> <ul style="list-style-type: none"> ○ A0 (Beginner) 1-10 points ○ A1 (Elemental or Basic) 11-17 points ○ A2 (Pre-Intermediate) 18-25 points 						

Elaborated by: The researcher

Annex 5: Lesson plan used with the intervention tool

LESSON PLAN


TOPIC CONTENT: Exploring the World Through Artistic Language with Transport, and Places

COURSE: Students with ADHD in 7th EGB

OBJECTIVES: By the end of the lesson, students will improve their English language skills by being able to use yes/no questions in simple present tense and short/long answers to talk about various means of transportation, their destinations and at the same time develop their creative expression through artistic activities.

- To identify and name different modes of transportation.
- To associate specific destinations with different modes of transportation.
- To formulate and respond to yes/no questions in the present simple tense.
- To improve artistic expression through painting, crafts, and drawings.

TIME	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES			
7 minutes	<ul style="list-style-type: none"> • Places visited by students • Transportation • Simple present: Affirmative sentences, negative sentences, Yes/No questions with short answers and long answers. 	<p>Warm-up: Sense drawing</p> <p>The dynamic of the sense drawing is an activity in which first the teacher gives a word to each pair and between them, they take turns to draw on each other's back with their fingers, while the receiver tries to guess what is being drawn. At the end of the activity, they explained what was the guesses and what it really was.</p>	<table border="1"> <tr> <td> Transportation: 1. Car 2. Bicycle 3. Bus 4. Train 5. Plane 6. Ship 7. Motorcycle 8. Helicopter 9. Skateboard 10. Submarine </td> <td> Foods: 1. Pizza 2. Banana 3. Chocolate 4. Broccoli 5. Ice Cream 6. Sandwich 7. Pineapple 8. Sushi 9. Pancake 10. Avocado </td> <td> Animals: 1. Elephant 2. Tiger 3. Dolphin 4. Giraffe 5. Penguin 6. Koala 7. Eagle 8. Kangaroo 9. Octopus 10. Cheetah </td> </tr> </table>	Transportation: 1. Car 2. Bicycle 3. Bus 4. Train 5. Plane 6. Ship 7. Motorcycle 8. Helicopter 9. Skateboard 10. Submarine	Foods: 1. Pizza 2. Banana 3. Chocolate 4. Broccoli 5. Ice Cream 6. Sandwich 7. Pineapple 8. Sushi 9. Pancake 10. Avocado	Animals: 1. Elephant 2. Tiger 3. Dolphin 4. Giraffe 5. Penguin 6. Koala 7. Eagle 8. Kangaroo 9. Octopus 10. Cheetah
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<p>15 minutes</p>		<p>Review:</p> <p>Begin with a short discussion about different modes of transportation (e.g., cars, buses, bicycles, trains) and the places students like to visit.</p> <p>Introduce vocabulary related to transport and destinations.</p> <p>Display visual aids and use gestures to support understanding using flashcards.</p>	
<p>20 minutes</p>		<p>Presentation:</p> <p>Reading:- Discuss the exciting story they are about to read, which involves transportation and interesting places.</p> <p>- Project the title of the lecture and ask students to make predictions about what the story is about and what keywords they might find.</p> <p>After reading: Initiate a discussion about what students found interesting in the story.</p>	<p>A Day in the Life of Michael</p> <p>Michael likes the life he leads. He works in a company and is a general manager. Every morning before going to work he gets on his bicycle and goes to the park to do exercises to maintain good health. Michael starts work at 8:30 am. At lunchtime, he goes out to a gourmet restaurant in front of the company. He finishes work at 5:30 pm. When he leaves work he sometimes goes to the supermarket in his car to have food for his meals. When he gets home he changes from formal clothes to comfortable clothes and starts cooking his dinner. While he cooks, he always has his dog Max as a company. Before going to bed, Michael always reads a book and checks something on his social media. He rarely stays up until midnight completing work tasks.</p>

10
minutes

-Encourage them to share the new words they learned and how they think they relate to transportation and places.

-Ask students what they discovered about transports and places through reading.

-Ask them if they would like to visit any of the places mentioned in the story.

Grammar: Introduce a short grammar lesson on present simple tense and yes/no questions with their short and long answers.

-Use examples related to the topics of transportation and destinations.

Free activity:

Distribute drawing materials such as drawing sheets, markers, colored pencils, and whatever materials are in the classroom with which they can decorate their drawing.

PRESENT SIMPLE FORM		
POSITIVE I work You work He works She works It works We work They work	NEGATIVE I do not work You do not work He does not work She doesn't work It does not work We do not work They don't work	QUESTION Do you work? Does she work? Do they work?
SHORT ANSWER Yes, I do. Yes, she does. Yes, they do. No, I don't. No, she doesn't. No, they don't.	QUESTION Do you work? Does she work? Do they work?	NEGATIVE No, I don't work. No, she doesn't work. No, they don't work.

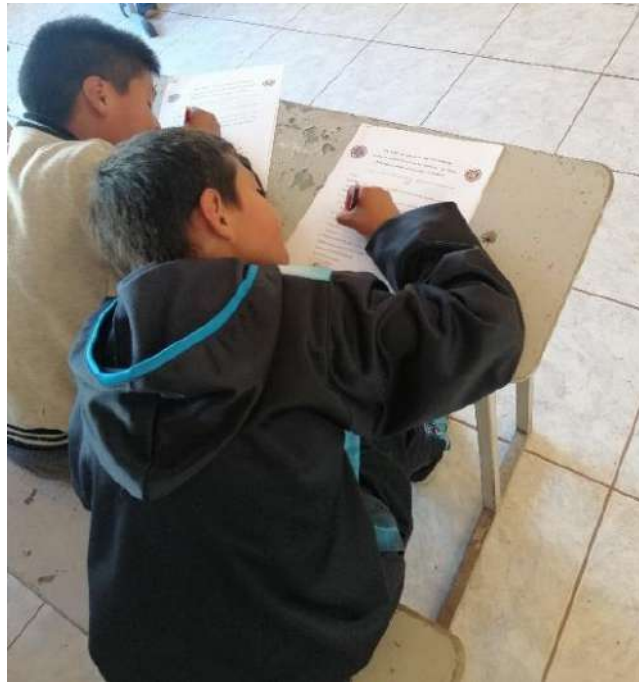


25 minutes		Ask students to choose a destination and illustrate creatively, integrating different forms of transportation.	
40 minutes		<p>Assessment: Provide students with magazines, colored paper, paint, glue, and scissors.</p> <p>Invite students to create a collage depicting various modes of transportation and the places they connect to.</p> <p>Encourage them to label their creations with words and phrases presented earlier.</p> <p>“ Artistic Showcase” :</p> <p>Organize an artistic showcase where students present their collages and drawings to classmates.</p> <p>Evaluate based on creativity, language usage, and collaborative storytelling skills. The teacher will ask questions related to your drawing and using the present simple tense.</p>	

10 minutes		<p>Include a self-assessment component where students reflect on their own participation.</p> <p>Feedback and Continuous Improvement:</p> <p>Provide positive feedback to each student, emphasizing effort and creativity.</p> <p>Ask students to share their thoughts on the lesson and suggest improvements.</p> <p>Use their feedback to enhance future lessons and accommodate individual learning preferences.</p>	
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Elaborated by: The researcher

Annex 6: Photographs



Students taking the Pre-test for the fulfillment of specific objective 1.



Activities based on the use of artistic language



Activities based on the use of artistic language



Activities based on the use of artistic language



Paintings made by ADHD students



Handicrafts made by ADHD students



Students taking the Post-test for the fulfillment of specific objective 3.