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ENGLISH MAJOR

MODALITY: RESEARCH PROJECT

THEME:

**TEACHERS' PERCEPTIONS ABOUT TEACHING ENGLISH TO STUDENTS
WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER.**

Research report before obtaining the bachelor's degree in National and Foreign Language
Pedagogy, English Major

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AUTHORSHIP DECLARATION

I, Jelissa Viviana Tandazo Acaro, with citizen identification number 070604945-9, declare that I am the author of this research project entitled **“TEACHERS’ PERCEPTIONS ABOUT TEACHING ENGLISH TO STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER,”** under the supervision of MSc. Nelly Patricia Mena Vargas, tutor of this work; and I expressly release the Technical University of Cotopaxi and its legal representatives from any possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures, and results presented in this research work are my sole responsibility.

Pujilí, March 12, 2026



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TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “**TEACHERS’ PERCEPTIONS ABOUT TEACHING ENGLISH TO STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER**” and researched by **TANDAZO ACARO JELISSA VIVIANA**, ID number **0706049459**, from the National and Foreign Languages Pedagogy program, for obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major, I consider that this research report deserves approval, as it complies with the technical standards, translation, and formats stipulated, and has also incorporated the observations and recommendations made during the pre-defense.

Pujilí, March 12, 2026



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COMMITTEE APPROVAL


In their capacity as the Reading Committee, the members approve this Research Report in accordance with the regulatory provisions issued by the Technical University of Cotopaxi and the Pujilí Extension. This approval is granted because the applicant, Tandazo Acaro Jelissa Viviana, with the research project entitled **“TEACHERS’ PERCEPTIONS ABOUT TEACHING ENGLISH TO STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER,”** has duly considered the recommendations previously issued and meets the necessary requirements to proceed to the public defense of the degree project.

Based on the above, authorization is granted to record the corresponding files on a CD in accordance with the institutional regulations.


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Tandazo Acaro Jelissa Viviana

DEDICATION

With much love and gratitude, I dedicate this thesis to those who have been the fundamental pillars of my life and the achievement of this important goal. To my parents, for their unconditional love, sacrifices, guidance, and constant support throughout my life. Thank you for believing in me and encouraging me to move forward even during difficult times. To my daughter, my greatest blessing and inspiration, who motivates me every day to grow and become a better person. Your love has been my greatest strength. To my husband, for his love, patience, understanding, and unwavering support during this journey. Thank you for believing in me and encouraging me to achieve this accomplishment. To God, for granting me life, health, wisdom, and the strength to overcome challenges and complete this meaningful goal. And to all my teachers, whose dedication and teachings contributed to my academic and professional growth.

Tandazo Acaro Jelissa Viviana

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ABSTRACT

This research analyzed teachers' perceptions of teaching English to students with Attention Deficit Hyperactivity Disorder (ADHD). The study aimed to identify the teaching strategies, challenges, and classroom practices used with students diagnosed with or showing characteristics of this condition. For this reason, a descriptive research design was used. The target population consisted of 21 certified English teachers who work with students diagnosed and not diagnosed with this condition. All participants teach in six public educational institutions and five private institutions in the canton of Latacunga, as well as in one private institution in the canton of Pujilí, located in the province of Cotopaxi, Ecuador. Data were collected through a structured survey with 13 multiple-choice questions administered virtually using Google Forms. The data were analyzed using descriptive statistics such as frequencies and percentages. The results showed that frequently teachers use visual and interactive strategies such as role-playing activities, videos, songs, and graphic organizers. However, maintaining students' attention, managing behavior, and adapting materials were reported as common challenges. Based on these results, a lesson plan with activities and teaching strategies is proposed to support the English learning process and promote a more inclusive classroom environment.

Keywords: Hyperactivity, Disorder, Teaching, Inclusive, Education, Strategies, Activities.

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

TEMA: PERCEPCIONES DE LOS DOCENTES SOBRE LA ENSEÑANZA DEL IDIOMA INGLÉS A ESTUDIANTES CON TRANSTORNO POR DÉFICIT DE ATENCIÓN E HIPERACTIVIDAD (TDAH).

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RESUMEN

Esta investigación analizó las percepciones de los docentes sobre la enseñanza del inglés a estudiantes con Trastorno por Déficit de Atención e Hiperactividad (TDAH). El estudio tuvo como objetivo identificar las estrategias de enseñanza, los desafíos y las prácticas en el aula utilizadas con estudiantes diagnosticados o que presentan características de esta condición. Por esta razón, se utilizó un diseño de investigación descriptivo. La población objetivo estuvo conformada por 21 docentes de inglés titulados que trabajan con estudiantes diagnosticados y no diagnosticados con esta condición. Todos los participantes ejercen la docencia en seis instituciones educativas públicas y cinco privadas del cantón Latacunga, así como en una institución privada del cantón Pujilí, ubicadas en la provincia de Cotopaxi, Ecuador. La recolección de datos se realizó mediante una encuesta estructurada con 13 preguntas de opción múltiple aplicada de forma virtual a través de Google Forms. Los datos fueron analizados mediante estadística descriptiva, utilizando frecuencias y porcentajes. Los resultados muestran que los docentes utilizan con frecuencia estrategias visuales e interactivas como actividades de juego de roles, videos, canciones y organizadores gráficos. Sin embargo, mantener la atención de los estudiantes, manejar el comportamiento y adaptar los materiales fueron identificados como desafíos comunes. Con base en estos resultados, se propone una planificación de clases que incluye actividades y estrategias de enseñanza para apoyar el proceso de aprendizaje del inglés y promover un entorno educativo más inclusivo.

Palabras clave: Hiperactividad, Trastorno, Enseñanza, Inclusivo, Educación, Estrategias, Actividades.

TABLE OF CONTENTS

Cover Page.....	i
Authorship Declaration	ii
Committee Approval	iii
Acknowledgments	vi
Dedication.....	v
Abstract.....	vii
Table of contents	ix
1. General Information	1
2. Problem Statement.....	2
3. Objectives	3
General objective	3
Specific objective.....	4
4. Activities and Task System in Relation to the Objectives Proposed.....	4
5. Justification	4
6.2 Theoretical Framework.....	8
6.2.1 ADHD in learning English.....	8
6.2.2 Characteristics of ADHD	10
6.2.3 ADHD and Learning Issues	11
6.2.4 Teaching strategies.....	13
Strategies for teaching English to students with ADHD.....	13
6.2.6 Classroom management strategies for children with ADHD.....	18
6.2.7 Methodology of intervention in teaching English as a foreign language to students with ADHD.	19
ADHD in the Teaching-Learning Process of the English Language	21
Assessment of Students with ADHD	22
Inclusive programs for children with ADHD.....	23
7.2 Research Design	24
7.3 Participants.....	25
7.4. Data Collection	25

7.5. Data Analysis.....	25
8. Analysis and Discussion of Results.....	25
9. Research Impacts (social, educational)	43
10. Conclusions and Recommendations.....	43
10.1 Conclusions.....	43
10. 2 Recommendations.....	44
11. References	45
12. Appendices	¡Error! Marcador no definido.

1. General Information

Theme:

Teachers' perceptions about teaching English to attention deficit hyperactivity disorder students.

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Research Group:

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2. Problem Statement

Within the educational context, attention deficit hyperactivity disorder (ADHD) is a genuinely worrying problem because the child or adolescent with this disorder has excessively impulsive, restless behavior and abnormal difficulty paying attention (Frolli *et al.*, 2023). Likewise, according to Domínguez (2024), students with ADHD may show little or no ability to maintain attention for short periods. It significantly affects their learning of English as a foreign language and is a complex pedagogical challenge for teachers.

Keilow (2020) mentions that previous research shows that children with ADHD tend to perform poorly academically and are, therefore, less likely to complete a college education, leading to lower socioeconomic status. According to Aas (2024), this guides us to the need to implement educational methodologies adapted to address the specific needs of these students, including learning difficulties, motor problems, anxiety, and challenging behaviors. Frolli *et al.* (2023) support this statement, highlighting that these personalized strategies are essential to promote the academic success and overall well-being of students with ADHD.

In Latin American countries, the well-being and academic success of students with ADHD are fundamental, as they have the legal right to access inclusive education. However, in practice, many of these students face difficulties receiving adequate support in schools, especially public ones. According to UNESCO (2021), investment in education is often limited. It is detrimental for teachers because they do not have training and education in strategies and methodologies to understand and teach students with ADHD. This situation hinders the academic performance of the students, affecting their daily activities, such as the ability to follow complex instructions; they often appear not to pay attention when someone speaks to them and fail to carry out the given directions. They have difficulty with sustained mental effort and attention to detail in school and play tasks, which makes it difficult to organize their tasks; they misplace their objects, are distracted by irrelevant stimuli, and are careless in their daily tasks (Clares-Almagro, 2013). Thus, getting the child to control his or her impulses, concentration, and attention is a relevant challenge for the English teacher when teaching students with ADHD, because the student does not understand much of the language.

In Ecuador, students with ADHD face various difficulties in learning a foreign language due to factors that impact their educational process. In this regard, studies conducted in the educational context of the Latacunga canton show that students with ADHD have difficulty maintaining attention during English classes, which presents a challenge for teachers in the language teaching and learning process (Estrella et al., 2024). According to Clares-Almagro (2013), teachers' beliefs, attitudes, and personal experiences significantly influence the development of the educational process and how students' needs are addressed. These factors can affect daily classroom interactions, as well as the level of attention and support students receive (Vega et al., 2023). Therefore, it is crucial to understand teachers' levels of knowledge in order to create effective strategies and methodologies for students with ADHD. According to Paredes et al. (2024), identifying the preferences and perceived barriers of teachers allows for the design of more appropriate teacher training programs and the improvement of detection protocols within educational institutions. In this context, Moro-Ramos (2021) points out that educators must be familiar with the particular needs of students with ADHD in order to support their development, taking into account their individual learning pace. Likewise, Moro-Ramos (2021) indicates that educational practice is diverse and that there are no absolute teaching techniques; therefore, teachers must be prepared to adapt and vary their methodologies according to the characteristics of each classroom and student. This is especially important due to the presence of other difficulties associated with ADHD (Cedillo & Argudo, 2024).

Understanding these problems and their impact can help create strategies that support teachers and help students improve their English language skills and reach their full academic and personal potential. For this reason, this research aims to analyze teachers' perceptions of teaching English to students with ADHD. The research attempts to answer the following research question: What are the teachers' perceptions of the strategies and challenges in teaching English to students with ADHD?

3. Objectives

General objective

- To analyze teachers' perceptions of teaching English to students with ADHD.

Specific objective

- To examine the theoretical literature about teaching English to students with ADHD.
- To identify teachers' difficulties and challenges in teaching English to students with ADHD.
- To propose activities and strategies for teaching English to students with ADHD.

4. Activities and Task System in Relation to the Objectives Proposed

Specific objective	Activities	Verification Means
To examine the theoretical literature about teaching English to students with ADHD.	<ul style="list-style-type: none"> - Read and select papers about the topic. - Analyze and summarize. 	Theoretical framework
To identify teachers' difficulties and challenges in teaching English to students with ADHD.	<ul style="list-style-type: none"> - Select the instrument. - Adapt and administer a survey. 	Results and discussion
To propose activities and strategies for teaching English to students with ADHD.	<ul style="list-style-type: none"> - Analysis and discussion of results. - Create an adapted lesson plan for children with ADHD 	Lesson plan for children with ADHD.

5. Justification

Domínguez (2024) describes ADHD as a condition that influences students' behavior and creates challenges within the teaching-learning process. According to Pérez et al. (2023), students with this condition tend to have less attention than other children, acting unexpectedly and abnormally hyperactive. Moro-Ramos (2021) mentions that although this disorder causes students who suffer from it to have problems in their learning, the lack of strategies and methodologies for teaching EFL to children with ADHD makes it much more problematic.

In the educational context, it is essential to understand the challenges that ADHD presents for children and adolescents during the process of learning English as a foreign language. When the

lack of appropriate EFL strategies and methodologies is identified, educators can begin developing new approaches designed to better support students with this condition (De la Cruz et al., 2020). Currently, guaranteeing equal opportunities in the development of students through education is a fundamental right. Furthermore, it is essential to provide EFL teachers with appropriate strategies and methodologies to teach and teach children with ADHD (Moro-Ramos, 2021). According to De La Cruz et al. (2020), English teachers face a major challenge, as achieving meaningful outcomes in EFL instruction requires them to implement curricular adaptations that respond to the specific educational needs of students with ADHD.

This study examines teachers' perspectives on teaching English to students with ADHD. Its successful development may provide several benefits for those involved in the research process. First, EFL teachers can gain valuable knowledge and information for teaching ESL to children and adolescents with ADHD. This can allow them to modify and adapt their strategies to address the educational needs of these students appropriately. Additionally, EFL learners with ADHD can benefit from better teaching practices tailored to their learning needs, leading to higher academic performance.

Furthermore, established research methodologies and instruments to evaluate teachers' perceptions and knowledge of ADHD support the project's feasibility. Collaborations with educational institutions and professional associations can provide access to participants and resources necessary for data collection and analysis.

From a broader perspective, addressing attention deficit hyperactivity disorder in EFL teaching has the potential to promote inclusion and equity in language learning by improving the understanding of students with ADHD. This research helps develop a more inclusive education system and ultimately enriches society's social and economic fabric.

A limitation of the project lies in the availability of resources, as well as conducting comprehensive research on attention-deficit/hyperactivity disorder among EFL teachers. It may require considerable time and money in data collection elements. Additionally, the project may face restrictions in the depth of understanding achieved, as research into complex topics such as ADHD demands a nuanced approach that can be affected by individual perspectives. Finally, ethical

considerations, such as obtaining informed consent and safeguarding participants' confidentiality, need to be managed carefully throughout the study.

Thus, this project has a positive social impact by improving the social conditions of children and adolescents with ADHD, promoting their well-being. Furthermore, academically, it contributes to developing strategies and methodologies for teaching foreign languages and conducting exhaustive research whose findings can serve as a reference for future similar projects.

In conclusion, the proposed research project on teachers' perceptions regarding the teaching of English to children with ADHD addresses an important need within inclusive education. In this sense, this research may serve as support for professionals dedicated to teaching the English language in both public and private educational institutions, as it seeks to provide information that contributes to more inclusive education and more meaningful learning for students with this disorder. Reducing the gap in teachers' knowledge and understanding can improve the learning experience of students with ADHD who study English as a foreign language and, at the same time, contribute to the broader goal of ensuring equal access to education and learning opportunities.

6. Scientific and Technical Foundation

6.1 Background

Previous international research supports the development of the present study. Lawrence et al. (2017) conducted a study titled "Teachers' Experiences with and Perceptions of Students with Attention Deficit/Hyperactivity Disorder." This study analyzed teachers' experiences and perceptions of students with ADHD. Participants were fourteen current and retired elementary and middle school teachers from North Carolina and South Carolina. Data was collected through semi-structured interviews, audio-recorded, and subsequently analyzed. The results indicated that culture and gender influenced teachers' perceptions, and that many of the strategies used in the classroom were based primarily on anecdotal experiences. Although teachers had developed coping mechanisms through informal practice, the study emphasized the need for academic training and institutional support to better serve students with ADHD.

Similarly, Pérez et al. (2023) conducted a study titled "Teaching English to Students with Attention Deficit Hyperactivity Disorder (ADHD)." The objective was to identify effective strategies and methods for improving the teaching of English as a second language to students with ADHD. The research followed a mixed-methods approach, combining qualitative and quantitative elements. Participants were English teachers from eight educational institutions in the County of Huelva, Andalusia, Spain. Data was collected through an anonymous survey consisting of eleven questions: ten closed-ended and one open-ended. A literature review of books and articles related to the topic was also conducted. The results showed that teachers adapt their pedagogical practices to meet the needs of these students, applying various strategies and measures. Furthermore, it was concluded that these methods are adequately suited to the students' attention and movement needs.

At the national level, Estrella et al. (2024) conducted a study titled "Attention Deficit Hyperactivity Disorder and English Language Teaching and Learning." The objective was to analyze the perspectives of English teachers and students in order to classify the main difficulties they face during the teaching-learning process. The study employed a quantitative approach using questionnaires. Participants were children and adolescents from the Latacunga Educational Unit. The instrument consisted of closed-ended questions structured and organized according to the research topic, using the Likert scale as the response option. The results showed that teaching students with ADHD requires patience, as episodes of hyperactivity frequently affect attention. Therefore, teachers must implement activities that capture and maintain the student's focus to achieve effective learning. Furthermore, the quantitative methodology allowed for measuring the difficulties faced by teachers, highlighting the importance of ongoing professional development in the English teaching process.

At the local level, Martínez et al. (2023) conducted a study entitled "Attention Deficit Hyperactivity Disorder (ADHD) in Second Language Learning." The purpose of this study was to describe the classroom learning environment for students with ADHD, based on a literature review and fieldwork. The research combined qualitative and quantitative approaches. Thirty-two students from the Juan Abel Echeverría Educational Unit and the "Loja" Basic Education School in the province of Cotopaxi, Ecuador, participated. Data was collected through surveys and interviews. The results indicated that students with ADHD experience difficulties in developing cognitive skills when appropriate methodologies are not applied or when the academic environment is not

properly structured. Furthermore, their cognitive levels are often not assessed beforehand. The study concluded that it is necessary to implement multiple strategies to maintain motivation and achieve the objectives of learning English.

Similarly, Toaquiza et al. (2023) carried out the study *How to Teach English as a Foreign Language to Children with Attention-Deficit Hyperactivity Disorder*. The research aimed to analyze and describe the level of English proficiency among learners with ADHD. A qualitative method was applied. The participants were four teachers and four students from the “Belisario Quevedo” Educational Unit. Data collection included a seven-question survey and a diagnostic test divided into five sections. The results showed that two tenth-grade students diagnosed with ADHD had difficulties completing assigned tasks. The evaluated students did not reach the expected skills and sub-skills in English and were placed at level A1. Consequently, the study highlighted the use of the Communicative Language Teaching (CLT) method and games as effective strategies for teaching English as a foreign language.

Finally, Cuchiye and González (2019) conducted a study entitled "Using Focused Teaching Strategies to Develop Listening in Attention Deficit Hyperactivity Disorder (ADHD) English Learners." The objective was to identify appropriate methodological strategies for developing listening comprehension skills in English language students with ADHD. This thesis combined qualitative and quantitative methods. The research was carried out in several educational institutions in the city of Latacunga, Cotopaxi province. Data were collected through surveys and questionnaires. The results showed that the inappropriate use of methods and techniques limits students' active participation. Furthermore, it was noted that many teachers lack sufficient knowledge about ADHD and how to manage it in the classroom. Therefore, the need for teacher training and the use of supplementary materials to maintain student interest and promote effective English language learning is emphasized.

6.2 Theoretical Framework

6.2.1 ADHD in learning English

Attention-deficit/hyperactivity disorder (ADHD) is considered a neurodevelopmental condition characterized by noticeable levels of impulsivity, hyperactivity, and inattention (Freire et al., 2022).

This type of behavior is frequently associated with learning difficulties, since affected students often fail to achieve the academic level expected for their age (De la Cruz et al., 2020). According to Koutsoklenis et al. (2021), disorganization in students with ADHD is due to their inability to maintain concentration on tasks at a level that is not consistent with the expected level of development. The contributions of these authors help us understand the behavior of students with this type of neurodevelopmental disorder, which is essential for identifying the challenges they may face in their learning process.

The American Psychiatric Association (2013) classifies attention-deficit/hyperactivity disorder (ADHD) into three distinct types according to the most prominent symptoms. Major difficulties in attention characterize inattentive type ADHD. The prominent presence of hyperactivity and impulsivity distinguishes the hyperactive/impulsive type. Finally, the combined type shows inattention, hyperactivity, and impulsivity symptoms. These classifications make it possible to identify the different ways in which attention deficit hyperactivity disorder (ADHD) manifests, as understanding its characteristics contributes to more effective management of students in the learning process.

Working with students diagnosed with ADHD can make teaching EFL particularly challenging, as teachers often experience higher levels of stress when trying to meet their specific learning needs (Indrawati, 2024). Furthermore, Lontou (2019) highlights that there is still a shortage of effective approaches and appropriate teaching resources designed to support these students in EFL contexts. However, Moro-Ramos (2021) mentions that despite these learning challenges, students with ADHD can achieve mastery of a foreign language and highlights the importance of adapting teaching-learning strategies and methodologies to meet their specific educational requirements, thus ensuring their successful educational progress. Understanding the main difficulties English teachers encounter when working with children with ADHD is essential, particularly because there are still limited strategies specifically designed to address their learning needs. Therefore, it is essential to innovate in teaching methodologies and strategies so that these students have greater opportunities to achieve effective language learning.

6.2.2 Characteristics of ADHD

According to Vega (2014), students diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) may present diverse symptoms and behavioral patterns that affect both their academic performance and their experience while learning English. This explanation clarifies how ADHD symptoms directly affect the process of learning English. Therefore, teachers need to be prepared to recognize these traits and adjust their instructional approaches to respond to students' learning needs.

a. Inattention

Problems maintaining attention during tasks or activities

Students with ADHD often experience cognitive challenges when focusing on tasks and activities during second language learning, significantly hindering their ability to learn effectively (Kearns, 2023).

He makes careless mistakes

Students tend to show more discovery, which can result in problems in the educational field due to forgetfulness related to their academic responsibilities (Moro, 2021).

Difficulty following instructions

Students with ADHD have difficulty sitting still for long periods as they run, jump, play with objects, and make inappropriate noises, affecting their ability to follow instructions (Moro, 2021).

b. Hyperactivity

- Restlessness (including having difficulty sitting still and sitting still, often getting up and moving around the classroom without permission)
- Excessive speech (including speaking at inappropriate times and having difficulty waiting for their turn to speak)

- Impulsivity (responding without prior reflection, frequently interrupting others, and struggling to wait for their turn).

c. Problems with the Organisation

- Disorganization of tasks and activities
- Frequent loss of objects (as materials needed for homework, such as books, pencils, and assignments)

d. Academic Difficulties

- Underachievement in school (Because of inattention and disorganization)
- Problems with the fulfillment of tasks (difficulties in completing tasks and handing them in on time)

e. Behavioral Problems

- Conflicts with colleagues (Impulsivity and hyperactivity can lead to conflicts with peers and problems maintaining friendships)
- Disobedience and defiant behavior (towards authority figures)

6.2.3 ADHD and Learning Issues

The National Joint Committee on Learning Disabilities (1994) explains that “learning difficulty” encompasses a range of disorders in which individuals experience significant challenges in mastering fundamental skills such as reading, writing, reasoning, or arithmetic. These challenges are often caused by issues in brain function and, as a result, tend to persist throughout a person's lifetime.

Presenting difficulties in the learning process as mentioned by Colomer et al., (2017), most children with ADHD face learning difficulties, and they tend to perform below expectations in school due to concentration problems, excessive activity, and impulsive behavior. As stated by the authors, learning difficulties are associated with various disorders that hinder the acquisition of fundamental

knowledge. These challenges are also linked to dysfunctions in the central nervous system, which, in the case of children with ADHD, results in significant obstacles to their learning process and academic performance.

Learning for students with ADHD requires special attention and self-regulation of educational tasks, such as repetitive activities and assignments, as they tend to be impulsive and disorganized, and have difficulty maintaining concentration. These children frequently interrupt what they are doing and switch from one activity to another without completing them, which can lead to academic failure (Robledo et al., 2024). As an author mentions, it is important to recognize the need for constant and dynamic activities so that students with ADHD are able to maintain their attention and achieve meaningful learning.

ADHD puts those with ADHD at a disadvantage compared to those without the condition. This happens because they struggle to focus on fundamental skills such as paying attention, speaking, listening, writing, and reading. Lack of confidence in trying to express themselves and hyperactivity often significantly affect second language learning. As Enríquez et al. (2023) mention, the skills needed to learn different languages are impaired in children with ADHD because their poor control over their memory and executive functions leads to marked difficulty in memorizing and processing information.

The difficulty that students with ADHD have in concentrating and focusing their attention on one thing is also one of the biggest and most common obstacles for these students. According to Kałdonek (2018), attention plays a key role in the writing process and in completing writing tasks, especially when writing in a second language. Students with ADHD may struggle with spelling even simple words, have trouble organizing and planning their ideas, and find it difficult to maintain coherence at the sentence, paragraph, and overall text level. They may also face challenges when writing detailed content and reviewing their work. Likewise, it is important to recognize the difficulties that children with ADHD face in different areas of language learning. In this context, and in accordance with the author's view, writing and coherence are particularly affected, which adds another challenge to their educational process.

Attention problems in students with ADHD may be more pronounced due to the way of teaching and assigning them repetitive, boring, and tedious tasks, thus López et al. (2023) mention that,

teaching directed at children with ADHD should have certain adaptations to allow them to perform optimally; employing a method that focuses a lot on oral teaching or involves the use of multiple sensory stimuli.

6.2.4 Teaching strategies

It is a set of activities, techniques, and resources planned according to the needs of the students, to make the learning process more efficient, As Serrano et al. (2023) mention, the strategies allow activities to be carried out freely and spontaneously, encouraging the development of cognitive, procedural and attitudinal skills, through a communicative process aimed at achieving the proposed objectives. This is essential because it helps capture students' interest and keep them engaged, promoting learning that encourages reasoning and the meaningful development of knowledge. Contreras (2016) states that, in this context, meaningful learning is crucial, as knowledge and communication are the main tools of language, where it is important to maintain or strive for good grammar and pronunciation. Therefore, some students such as those with ADHD, may require different strategies to meet academic challenges and achieve meaningful English language learning. Paredes et al. (2024) claim that some strategies with simple accommodations may include monitoring their work, developing a plan to prevent them from falling behind, and occasionally accepting late assignments. These measures can increase their confidence and help them to meet deadlines. In addition, strategies can be implemented to help them stay focused and make the most of their abilities. However, the most effective way to support a student with ADHD is to maintain a positive attitude.

Strategies for teaching English to students with ADHD

Teaching English to children with ADHD requires specific strategies that are adapted to their needs. Therefore, according to Gryz (2022), English teachers must be aware of the specific challenges that students with ADHD experience. This understanding allows them to modify the curriculum, make learning materials easier to access, and create a more supportive environment in which these students can feel confident and achieve better results in English. Therefore, the teacher must investigate various strategies to facilitate the student's participation in the classroom, especially if it is a traditional classroom. This situation can be stressful for students with ADHD, as they often struggle to stay seated, remain quiet, and maintain focus, which directly impacts their

academic performance. The implementation of specific and tailored strategies can make a significant difference to the success and motivation of these students with ADHD. According to research by various authors, several strategies can be implemented to support students with ADHD. In particular, Bewell (2024) suggests that teachers can make simple but meaningful adjustments in the classroom. Seating the student near the front and reducing potential distractions can help improve concentration. Encouraging the use of planners or task lists supports better organization of responsibilities. Incorporating short breaks or brief physical activities during class may also help students regain focus. Additionally, giving advance notice before calling on a student, identifying their preferred learning style, and helping them recognize their progress can strengthen their confidence. Maintaining patience, discouraging negative self-talk, educating classmates and parents about ADHD, teaching students to take responsibility for impulsive behavior, and providing a calm environment for assessments are also key elements in creating a supportive learning setting. In addition, Clares-Almagro (2013) states that the teaching-learning strategies for students with ADHD are as follows:

1. Learning without fear

The purpose is to help children with ADHD feel secure during the teaching and learning process. This can be achieved by keeping the class schedule and classroom rules visible at all times. In English lessons, teachers can present a clear outline of the topics being covered so students understand what they are working on and what will follow (Clares-Almagro, 2013). Making both the rules and lesson content visible helps maintain students' attention and supports their motivation.

2. Organizing time

The objective is to support children with ADHD in managing their time effectively when completing assigned tasks. Clares-Almagro (2013) suggests having a visible clock in the classroom and organizing activities within clear time limits. In English lessons, this can be applied by dividing topics and subtopics into specific time segments, as well as allocating time for each related activity. Displaying this information in a visible place helps the child stay aware of how the lesson is structured.

3. Visualize the work

The objective is to make use of the strong visual abilities that many children with ADHD demonstrate. For this reason, both lessons and activities should be presented engagingly, using colors, drawings, and interactive elements. In an English class, for example, students could be asked to create a drawing that illustrates a short conversation between two friends, helping them learn basic greetings in English (Clares-Almagro, 2013). This type of strategy is considered effective because many students with ADHD respond more positively to visual and interactive materials. These resources help capture their attention and make learning more meaningful for them.

4. Learning through play

The goal is to make English lessons enjoyable and engaging so that students feel motivated to learn. Since inattention and hyperactivity are two common challenges, teaching strategies should take into account each student's learning style and include activities that capture their interest while allowing movement. For instance, when teaching the imperative form to a child with an auditory learning preference, the game “Simon Says” can be used. In this activity, students listen to commands and respond by performing the corresponding actions (Clares-Almagro, 2013).

5. Assessment of learning

The objective is to provide students with clear and simple guidance about what they are expected to do during assessments. Instructions and questions should be brief, well-structured, and easy to understand. When evaluating the English skills of a child with ADHD, teachers might use activities such as pair role-plays about first-day greetings, or short worksheets that include visual support and concise, colorful questions (Clares-Almagro, 2013).

Similarly, Developmental Paediatrics (2022) outlines different strategies organized according to specific areas of difficulty, allowing teachers to adjust their approaches based on the particular needs of students with ADHD.

Inattention

Students with attention deficit hyperactivity disorder (ADHD) often have trouble concentrating during classroom activities. To reduce these distractions, it is advisable to seat them in quiet areas, away from doors, windows, or other sources of noise. It is also preferable to seat them near classmates with positive behavior or next to a tutor, as this can improve their concentration. Furthermore, it is important to allow them more time to complete their activities and assignments, or to reduce the amount of work in class according to their attention span. Breaking down long activities into smaller parts also helps prevent them from becoming easily frustrated. In addition, the teacher can provide support by offering clear and precise instructions, combining oral and written guidance, which helps the student stay focused on the task.

Organization

Students with ADHD benefit from strategies that help them better organize their daily activities. For example, using visual checklists allows them to prioritize tasks. Classifying activities as urgent, important, or non-essential also promotes better time management. Additionally, using key colors for files, reminders, and schedules can be very helpful. Many students respond positively to visual cues, which contributes to improved organization and, consequently, better academic performance (Paediatrics, 2022).

Impulsiveness

Impulsivity in children with ADHD can be managed through consistent behavioral strategies in the classroom. Ignoring minor inappropriate behaviors and reinforcing positive behaviors can foster a more conducive learning environment. Similarly, increasing the immediacy of rewards allows the student to better understand the relationship between their actions and their consequences. Likewise, supervision during transitions, the use of gentle and calm reprimands, and teaching self-control techniques such as raising a hand before speaking can help reduce impulsive behaviors. Furthermore, seating the student near the teacher can contribute to better behavioral management (Paediatrics, 2022).

Motor Activity

Students with ADHD often need several opportunities throughout the school day to release their physical energy. Allowing them to stand up, engage in small, short activities, incorporate active breaks, and establish short rest periods between tasks promotes their concentration. Assigning them simple tasks within the classroom that involve minor movement can also be helpful, as this helps them channel their energy in a positive way. It is also important to recognize the need to give them extra time to complete their activities and remind them to review their work once they have finished (Paediatrics, 2022).

Mood

Emotional support is fundamental to students' academic and social development. Providing reassurance through frequent praise for their effort and positive behavior strengthens their self-esteem. Likewise, it is important to speak to them calmly and address their anxiety with the same serene attitude. Offering opportunities for them to assume leadership roles also promotes their social integration. Furthermore, maintaining constant communication with families contributes to their emotional well-being. If signs of stress or frustration are detected, it is advisable to reduce their workload and provide support during emotional outbursts (Paediatrics, 2022).

Academic Skills

Students may require academic accommodations based on their specific needs. When they experience reading difficulties, they can be given more time, have texts with less visual content selected, and have the amount of material reduced. In cases of weaknesses in specific areas, it is also advisable to offer different forms of participation, such as alternative presentations, and encourage them to express themselves on topics that are more familiar to them. Likewise, it is important to avoid unnecessary activities that could create overload, in order to promote more meaningful learning (Paediatrics, 2022).

The implementation of strategies not only helps students with ADHD to learn English more effectively, but also provides them with tools to develop general learning skills that will be valuable in other areas of their academic and personal lives (Paediatrics, 2022).

6.2.6 Classroom management strategies for children with ADHD

Students with ADHD tend to have difficulty to manage behaviors. According to Szep et al. (2021), these students often display disruptive behaviors, which increases teachers' stress and leads them to implement more effective classroom management strategies.

According to Strelow et al. (2021), it is critical to recognize the need for these classroom management strategies to reduce ADHD symptoms in students with this disorder. However, these strategies have not yet been adequately implemented. To address this issue, Ofojebe and Uzoekwe (2021) suggest that teachers can use strategies based on patience, creativity, and perseverance to help students with ADHD to concentrate, stay focused, and learn effectively, significantly improving the academic performance and behaviour of students with ADHD by implementing these strategies.

Ofojebe and Uzoekwe (2021) propose the following strategies to improve learning in students with ADHD:

- **Accommodations:** Modifications that improve the learning environment, such as locating students away from distractions and establishing quiet study areas.
- **Seating:** Place the student away from windows and doors, and preferably near the teacher's desk. Seating in rows works better than at tables.
- **Study Area:** Create a quiet area for testing and studying.
- **Instruction:** Using teaching methods that include visual aids, clear instructions, and organization of information.
 - Provide instructions step by step and repeat them when necessary to support understanding.
 - Schedule the most demanding tasks for earlier in the day, when attention levels are higher.
 - Incorporate visual resources, including charts, images, and color coding.
 - Offer structured outlines to help students organize key information.
- **Intervention:** Managing disruptive behaviors through discrete cues and positive reinforcement of appropriate behaviors.

- Student Tasks:

- Create worksheets and tests with fewer items, make assessments short, and reduce the number of timed tests.
- Assess students orally or with fill-in-the-blank questions.
- Break large projects into smaller parts with clear goals.
- Accept late work and give partial credit.

- Organization:

- Provide a notebook with three pockets for homework, completed work, and parent notes.
- Make sure the student writes down important assignments and dates.
- Allow time to organize materials and assignments at the end of the day.
- Post steps to get ready to go home.

To manage these behaviors, teachers can use discrete cues, discuss issues privately, and adapt the classroom to reduce distractions (Gaastra et al., 2020).

6.2.7 Methodology of intervention in teaching English as a foreign language to students with ADHD.

According to Cedillo (2024), effective programs for children with ADHD are built around three main components:

- **Adaptations:** Adjustments made in the classroom to make learning more accessible and manageable for students with ADHD.
- **Instruction:** The teaching approaches and techniques used to deliver content effectively.
- **Intervention:** Strategies aimed at preventing or managing behaviors that may interfere with the student's concentration or distract others.

Furthermore, Pérez et al. (2024) explain that adaptations, instructional strategies, and interventions should be brief, clearly stated, and expressed positively so that students can follow them more easily. They also stress the importance of maintaining physical proximity to the child when necessary. Explanations need to be engaging, dynamic, and connected to the

student's real-life context. Homework and classroom tasks should remain short, simple, and clearly structured. Additionally, Pérez et al. (2024) provide specific recommendations for working with students with ADHD. Structured and predictable learning.

- Organized, short, and graded activities.
- Break every twenty minutes.
- Fostering the climate.
- Visual cues to facilitate organization.
- Provide immediate accurate and positive feedback.
- Knowing learning styles and motivation.

De la Cruz (2020) mentions that, to support students with ADHD, teachers should maintain an approachable, optimistic, and cheerful attitude, as well as well-organized planning. Lessons should be structured, starting with the same routine, being flexible with the schedule, providing time cues, and using a multisensory approach to maintain student interest. Furthermore, Cabello (2024) states that since students with ADHD often exhibit behavioral difficulties that can be difficult to manage, it is important to know the appropriate techniques to address them:

- **Constant supervision:** ongoing monitoring to anticipate possible difficulties and support students' self-control and confidence while completing tasks.
- **Individualized tutorials (around ten minutes):** brief one-on-one sessions used to explain rules clearly and establish limits.
- **Positive reinforcement:** a strategy that encourages appropriate behavior through praise or rewards, often implemented through a token system.
- **Extinction:** a method aimed at decreasing inappropriate behaviors by removing attention or reinforcement within a reward system.
- **Time-out:** When disruptive behavior occurs, the student is temporarily separated from the group.
- **Turtle technique:** a self-regulation strategy in which the teacher tells a story to help students identify with a character. In stressful moments, the teacher says "turtle," and the child curls up like a turtle in its shell and slowly counts to ten to calm down.

- **Traffic light technique:** a self-monitoring strategy that allows students to reflect on their behavior at the end of a session using three colors: red (unsatisfied and willing to improve), yellow (acceptable but needs improvement), and green (satisfied with behavior). This method is also helpful for managing impulsive actions (De la Cruz, 2020).

On the other hand, Fundación CADAH (2014) provides strategies and methodological orientations:

- **The “stopwatch of shame”:** different topics are introduced, and students roll to move across a board. Depending on the square they land on, they must speak about a specific topic for one minute without stopping.
- **Cooperative or collaborative communication:** this approach is based on encouraging teamwork, shared responsibility, critical reflection, and active participation within the group.
- **Active listening:** students are guided to maintain eye contact, adopt an open posture, use small verbal or non-verbal signals to show attention, and ask questions when something is unclear. They then complete an oral task that includes self-assessment, while the teacher may ask follow-up questions to reinforce focus.
- **Non-verbal communication:** the objective is to help students identify emotions through gestures and body language, understand the role of non-verbal cues, connect them with empathy, and interpret information conveyed without words.
- **Motivation:** teachers can reassure students those tasks are manageable, provide varied activities with clear purposes, set an organized work plan, and apply the Pygmalion effect to strengthen students' confidence and expectations (CADAH Foundation, 2014).

ADHD in the Teaching-Learning Process of the English Language

De la Cruz et al. (2020) explain that acquiring a second language requires considerable cognitive effort, emotional involvement, and even physical energy. For this reason, consideration should be given to the learning challenges faced by students with ADHD, who may have difficulty sustaining attention, which creates barriers to learning English as a second language. Therefore, Estrella et al. (2024) highlight that each student with ADHD has an individual way of learning, which makes it

necessary for educational authorities to develop policies focused on identifying and implementing teaching approaches that effectively address their needs.

Obstacles in the process of learning a second language in ADHD students

According to De la Cruz et al. (2020) it is essential to understand that people with ADHD experience learning difficulties, which can make it difficult to process a message in its entirety and have trouble absorbing and retaining all the information in a message due to their scattered and sometimes impulsive attention. In addition, Adalio et al. (2018) mentions that working memory load disproportionately impairs information processing in children with ADHD compared to their peers.

However, Perez et al. (2024) mentions that students with ADHD may experience speech fluency disturbances as they face difficulties in the acquisition of their native language, which also influences the learning of EFL. In the same way, Salehi et al. (2024), states that difficulties with the input and output of speech in native language can transfer to the process of learning a new language such as English.

Assessment of Students with ADHD

Pérez (2022) points out that because students have different ways of learning, evaluation methods should not be the same for everyone. For this reason, assessments need to be adjusted to encourage the participation of students with ADHD, whose learning needs may differ from those of their peers. Furthermore, Lozano (2020) maintains that when teaching approaches are tailored to students with learning difficulties, their academic achievement can improve considerably. Additionally, Lozano (2020) suggests specific recommendations on how to adapt assessments to benefit students with ADHD:

- **Duration of the exam:** There is no point in giving more time to mentally fatigued students. It is suggested to offer the possibility of finishing the exam in a free hour or in the next hour of the subject.
- **Testing schedule:** It is recommended to test students in the early morning hours, when they are less tired and can concentrate better.

- **Adapted format:** Change the format of the exam to make it less overwhelming, such as increasing the font size, giving more space for answers, or presenting fewer questions on each page.
- **Visual support:** Use images, concept maps or present the exam in color to capture the student's attention and reduce pressure.

Inclusive programs for children with ADHD

Schools should adopt inclusive approaches that do not seek to change children with ADHD to fit the conventional school environment, as Perez et al., (2020) mention that, it is important to implement educational and behavioural management strategies that benefit both children with ADHD and children without the disorder. In other words, it is about adapting teaching and behaviour management practices to the individual needs of children with ADHD, without isolating them (Majko, A. 2017). Furthermore, De la Cruz et al. (2020) states that, to facilitate more meaningful second language learning in students with ADHD, it is advisable to provide frequent brain breaks. This allows the individual movement needs of each student to be respected, thus promoting a more effective learning process adapted to their specific characteristics.

Additionally, Gkora (2024) mentions that after-school programs are crucially important for teaching a second language to children with ADHD, as several studies indicate that these programs can contribute to reducing symptoms of the disorder in these children. Gkora (2024) presents several aspects that should be considered to ensure an inclusive environment for all students, regardless of their learning difficulties:

Structured environment:

- Organizing and making the environment predictable helps children with ADHD.
- Establishing clear routines and schedules encourages positive habits.
- Written instructions are more effective than verbal ones.

Clear rules and expectations:

- Consistently reinforcing the rules prevents behavioral problems.
- Publishing the rules makes it easier to comply.

- Use discipline instead of punishment to correct behaviors.

Warm-up activities.

- The activities at the beginning of classes improve concentration and mood.

Parent involvement:

- Communicating regularly about behavior and academic progress strengthens collaboration.
- Involving parents helps to understand the individual needs of students better.

7. Methodology**7.1. Research Approach**

This study follows a mixed methods design, combining quantitative and qualitative techniques to examine teachers' perspectives and experiences in teaching English to students with attention deficit hyperactivity disorder (ADHD). Creswell (2011) explains that mixed methods research integrates both approaches in order to gain a broader and more complete understanding of a research problem, particularly when exploring social and human experiences from the participants' point of view.

In this study, quantitative information was gathered through structured survey questions to identify general patterns and trends, while qualitative data were obtained from open-ended responses to better understand participants' personal experiences and contextual interpretations.

7.2 Research Design

This research adopts a descriptive design, aiming to explore teachers' perspectives on teaching English to students with attention deficit hyperactivity disorder (ADHD). Descriptive research is suitable for portraying the features of a phenomenon, situation, or population without changing its environment, providing a precise and detailed description of the subject under study (Alban et al., 2020).

7.3 Participants

The target population of this survey consists of 21 certified English teachers who work with students diagnosed and not diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). All participants teach in six public educational institutions and five private institutions in the canton of Latacunga, as well as in one private institution in the canton of Pujilí, which are located in the province of Cotopaxi, Ecuador. The objective of the study was to evaluate their knowledge and experience in teaching students with ADHD. Data collection was conducted virtually through Google Forms, specifically targeting English teachers who currently work with this type of students.

7.4. Data Collection

The instrument used in this research is a survey adapted from Angulo (2021, p. 91-95). The survey consists of 13 multiple-choice questions to be applied using google forms, addressing key issues such as different approaches to lesson planning, teaching methodologies, pedagogical activities, classroom management, assessment methods, and specific strategies for teaching English to children with attention deficit hyperactivity disorder (ADHD).

7.5. Data Analysis

The results were reviewed through descriptive analysis, a quantitative research method that allows for the exploration of complex and meaningful data. Creswell (2011), mentions that quantitative studies are conducted through descriptive statistical data analysis, which involves the collection and organisation of numerical data to precisely describe the characteristics of a phenomenon or population. These statistics allow information to be organised into frequencies, percentages, averages and graphs, which facilitates the interpretation of the observed data.

8. Analysis and Discussion of Results

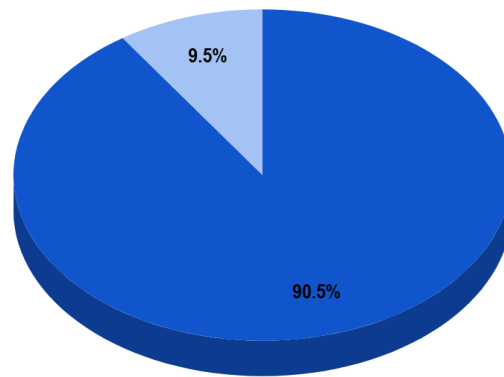
The following are the results obtained from the application of a structured survey of 13 multiple-choice questions, designed in Google Forms. The data analysis was carried out using descriptive tools, mainly absolute and relative frequencies (percentages). The results were organized in tables

and graphs to facilitate their interpretation of the survey applied to English teachers, accompanied by graphs illustrating the responses obtained for each of the questions.

Figure 1. Have you had students with ADHD in your classroom?

Response	Frequency	Percentage
Yes	19	90.5%
No	2	9.5%

- Yes
- No



Elaborated by: The author

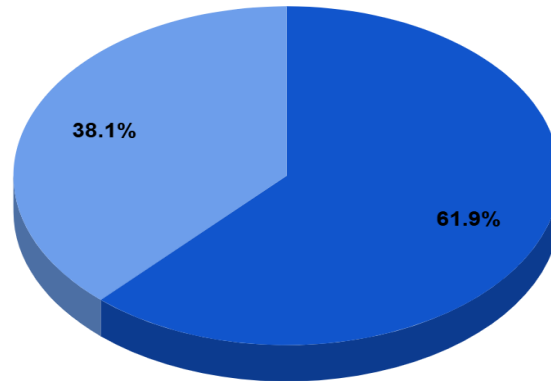
In the survey conducted with English teachers, 90.5% of the respondents stated that they have had students with ADHD in their classrooms, which highlights the relevance of this condition in the educational context.

According to DeShazer et al. (2023), behaviors related to ADHD are observed in most school classrooms. As Vega (2024) points out, it is very common to find students with this disorder in schools, which can negatively affect the teaching and learning process. This indicates that teachers must be prepared to adapt their English instruction to the needs of these students.

Figure 2. When you had these students, were they already diagnosed?

Response	Frequency	Percentage
Yes	13	61.9%
No	8	38.1%

- Yes
- No



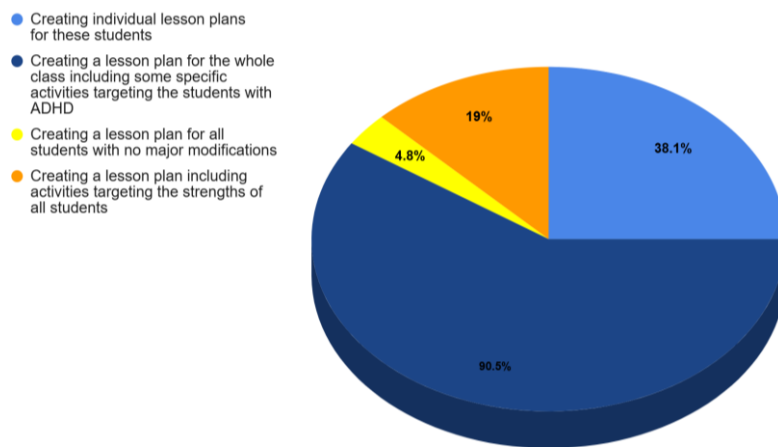
Elaborated by: The author

61.9% of the surveyed teachers indicated that their students had already been diagnosed with ADHD by a professional. In comparison, 38.1% reported having students who, although not formally diagnosed, exhibit symptoms of the disorder.

As Vega (2024) points out, it is essential for children to have an official diagnosis recorded in their medical records; however, when this is not the case, teachers can provide valuable information based on symptoms observed in the school environment. These types of situations highlight the importance of the teacher's role as an observer, as well as the need for educators to understand the disorder in order to identify possible cases of students with ADHD.

Figure 3. How can you effectively plan lessons for students with ADHD?

Response	Frequency	Percentage
Creating individual lesson plans for these students.	8	38.1%
Creating a lesson plan for the whole class including some specific activities targeting the students with ADHD.	19	90.5%
Creating a lesson plan for all students with no major modifications.	1	4.8%
Creating a lesson plan including activities targeting the strengths of all students.	4	19%



Elaborated by: The author

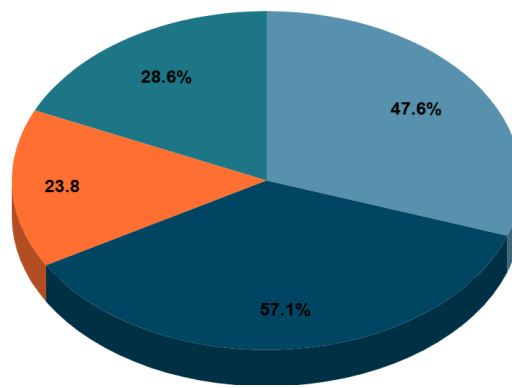
The survey results show that 90.5% of English teachers surveyed consider it more effective to design a general lesson plan for the entire class while including specific activities for students with ADHD. However, 38.1% also recognize the importance of adapting lesson plans in a more personalized way when necessary to achieve more meaningful learning. On the other hand, 4.8% believe that students with ADHD can learn without modifying the plan. Finally, 19% of respondents consider it preferable to design lessons that allow students to develop their strengths equally.

According to Szép et al. (2022), different teaching strategies have been described that promote inclusive learning for students with ADHD, emphasizing the need to adapt methods to individual needs. In this context, the results reflect a strong preference for a flexible and inclusive teaching approach. At the same time, some teachers value personalized strategies as a way to optimize the learning of students with this condition.

Figure 4. What kind of accommodations do you provide your ADHD students with?

Response	Frequency	Percentage
Exposing them to models of the activities they have to do.	10	47.6%
Variety of ways of assessment and evaluation.	12	57.1%
Assigning homework that complements the topics studied.	5	23.8%
Assassin homework that mirrors the activities done in class.	6	28.6%

- exposing them to models of the activities they have to do
- variety of ways of assessment and evaluation
- assigning homework that complements the topics studied
- assigning homework that mirrors the activities done in class



Elaborated by: The author

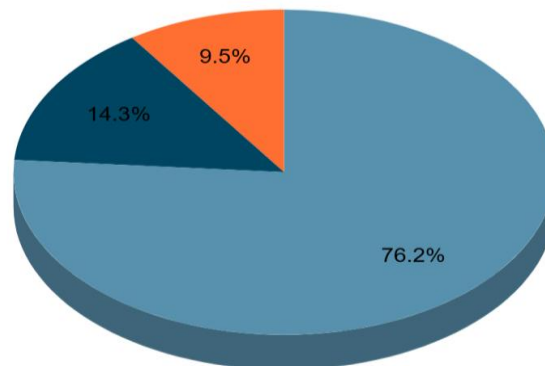
In this question, 47.6% of the teachers surveyed indicated that providing students with ADHD with clear and concrete examples of the activities they are expected to complete in class helps them better understand the content. Furthermore, more than half (57.1%) reported using different assessment methods, highlighting the importance of adapting assessment to these students. On the other hand, 23.8% believe that assigning tasks that complement what is taught in class strengthens learning, while 28.6% think that assigning students tasks similar to those, they already do in class can also be beneficial. According to Langberg et al. (2020), giving clear instructions, using diverse forms of assessment, and maintaining a direct connection between classroom activities and tasks are adaptations that can be very helpful for students with ADHD. Chronicles et al. (2023) state that many effective interventions combine visual aids with consistent and repetitive routines. From our perspective, the strategies selected by teachers in this survey, such as providing clear examples, varying assessments, and maintaining consistency between lessons and assignments, are key to supporting the learning of students with ADHD.

Combining these strategies with visual aids and regular routines, as suggested by the authors, can create a more structured environment that helps students stay focused and improve their academic performance. Therefore, it is essential for teachers to continue training to implement these strategies thoughtfully and adapt them to the specific needs of each student.

Figure 5. What general competence do you think is the strength of students with ADHD?

Response	Frequency	Percentage
Interpretative	16	76.2%
Argumentative	3	14.3%
Propositional	2	9.5%

● Interpretative
 ● Argumentative
 ● Propositional



Elaborated by: The author

Figure 5 shows that 76.2% of respondents consider the main strength of students with ADHD to be interpretative competence. On the other hand, 14.3% indicate that these students excel in argumentative competence, while 9.5% believe their greatest skill lies in propositional competence. It should be noted that these responses are based on teachers' direct experience.

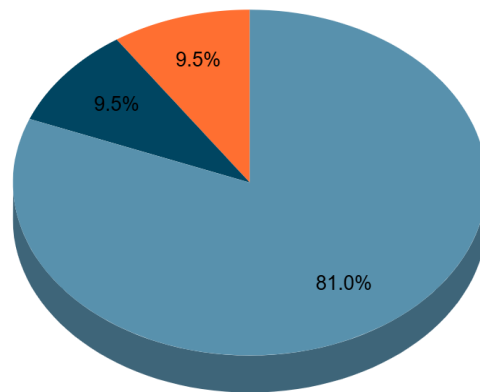
As mentioned by Schippers et al. (2022), many students with ADHD exhibit characteristics such as creativity, mental flexibility, and the ability to focus their attention on specific topics, which is directly related to interpretive skills. Furthermore, Sedgwick et al. (2019) point out that one of the strengths of these students is their cognitive dynamism, which allows them to analyze information from different perspectives.

These results reflect that if teachers manage to identify and enhance their students' individual abilities, they could improve their academic performance and promote more meaningful learning.

Figure 6. What general competence do you work more with ADHD students?

Response	Frequency	Percentage
Interpretative	17	81%
Argumentative	2	9.5%
Propositional	2	9.5%

- Interpretative
- Argumentative
- Propositional



Elaborated by: The author

The results of this question show that the vast majority of teachers surveyed (81%) primarily focus on interpretive competence with students with attention deficit hyperactivity disorder (ADHD). In other words, in inclusive educational contexts, the development of information comprehension and analysis is prioritized over other more complex skills, such as argumentative or propositional skills, mentioned by only 9.5% of respondents, respectively.

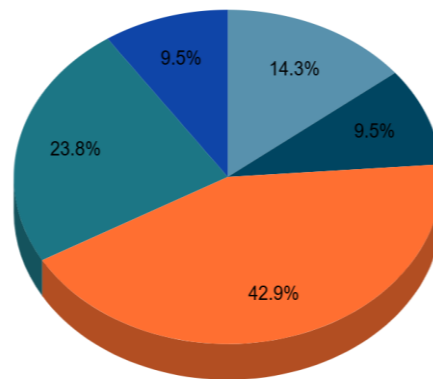
As Durán and Villalta (2021) mention, working on text comprehension and analysis with students with ADHD strengthens their concentration and motivation in the classroom. Furthermore, Baranek et al. (2022) point out that interpretive activities stimulate essential cognitive processes such as sustained attention and memory, which are often compromised in these students.

This preference for interpretive competence reflects a practical and adaptive approach on the part of teachers, ensuring that students with ADHD actively participate in the learning process, respecting their pace and abilities.

Figure 7. What kind of activities contribute to the learning process of students with ADHD?

Response	Frequency	Percentage
Pair and group work	3	14.3%
Projects	2	9.5%
Problem-solving activities	9	42.9%
role-plays	5	23.8%
independent work	2	9.5%

- Pair and group work
- projects
- Problem-solving activities
- role-plays
- independent work



Elaborated by: The author

The results show that the most valued activity by teachers to support students with ADHD is problem-solving (42.9%). Role-plays came in second (23.8%), followed by pair and group work (14.3%). Fewer teachers mentioned projects and independent work, with both getting 9.5%.

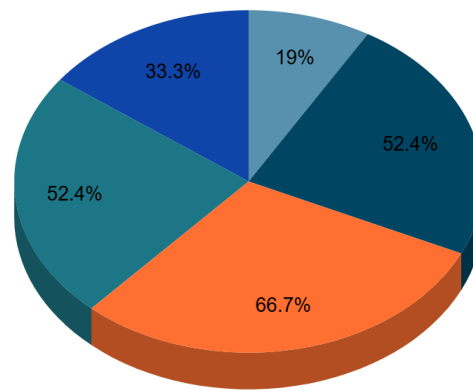
According to Johnson (2025), problem-solving activities help students with ADHD stay focused because they involve hands-on learning and creative thinking. Also, a study by Soori et al. (2019) shows that role-playing helps improve social skills and participation, which are often difficult for these students.

These activities not only help students learn better, but also support their cognitive and social development. For this reason, it's important for teachers to include interactive and engaging strategies in the classroom to meet the needs of students with ADHD.

Figure 8. Language skills development: ¿What are the main challenges students with ADHD face in your classroom?

Response	Frequency	Percentage
Vocabulary learning	4	19%
Speaking fluency	11	52.4%
Writing production	14	66.7%
Reading comprehension	11	52.4%
Listening comprehension	7	33.3%

- vocabulary learning
- speaking fluency
- writing production
- reading comprehension
- listening comprehension



Elaborated by: The author

The results show that writing production is the biggest challenge for students with ADHD, with 66.7% of teachers identifying it as the main difficulty. It is followed by speaking fluency and reading comprehension (both 52.4%), while listening comprehension (33.3%) and vocabulary learning (19%) appear less problematic. These findings suggest that written production presents the greatest difficulty due to problems with attention, organization, and executive functions. Méndez-Freije et al. (2023) mention that students with ADHD often struggle to maintain coherence and structure in their writing because of working memory limitations. It has been observed that these students tend to complete writing tasks quickly without reviewing them, which highlights the need for constant guidance.

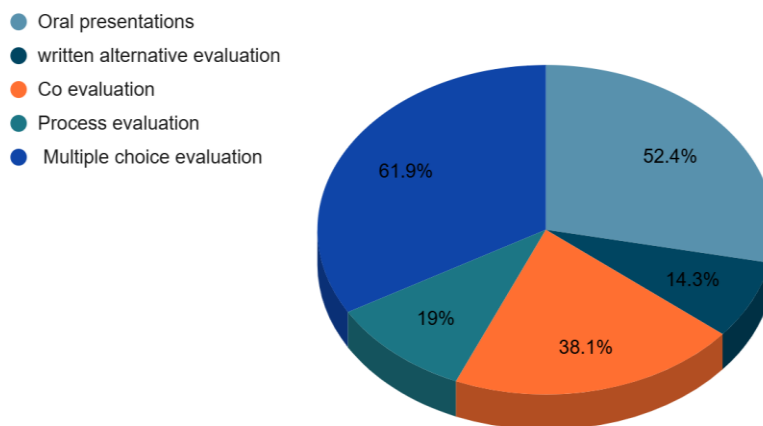
Oral fluency and reading comprehension were also significant difficulties. Katsarou et al. (2024) explain that ADHD affects both expressive and receptive language skills, making it difficult for

students to organize their ideas when speaking. Similarly, Montoya-Londoño et al. (2024) found that children with ADHD scored lower on reading tasks due to attention and memory problems.

Overall, ADHD primarily affects language skills that require sustained attention, such as writing, speaking, and reading. It has also observed that when activities include visual elements or movement, students tend to be more engaged and attentive.

Figure 9. What alternative strategies to evaluate students with ADHD have you used?

Response	Frequency	Percentage
Oral presentations	11	52.4%
Written alternative evaluation	3	14.3%
Co evaluation	8	38.1%
Process evaluation	4	19%
Multiple choice evaluation	13	61.9%



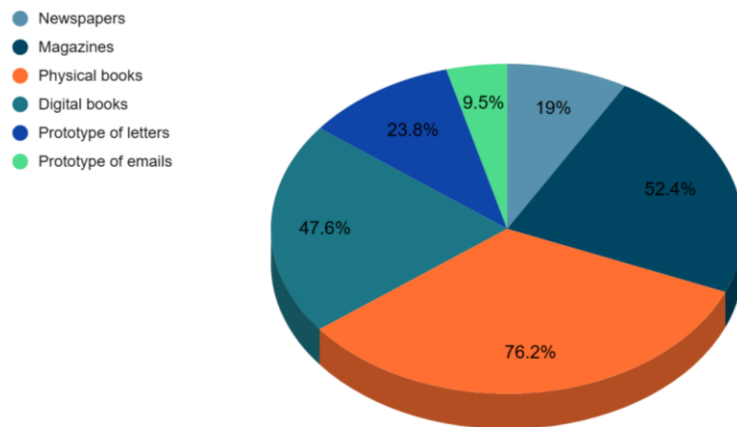
Elaborated by: The author

In this question, multiple-choice evaluation appears as the most frequently used strategy (61.9%), which may be due to the ease of application and correction. Oral presentations are used by 52.4% of teachers, showing an interest in evaluating students' communication and verbal expression skills. Co-evaluation (38.1%) reflects an effort to involve students in their own learning process, promoting reflection and autonomy. Process evaluation (19%) and written alternative evaluation (14.3%) are less common, which suggests that although there are some attempts to diversify, traditional and quick-correction methods are still the most used.

According to Frolli et al. (2023), the Universal Design for Learning encourages teachers to use different ways to assess students, such as oral, written, or digital activities, so they can show what they know in different ways. Similarly, Cedillo & Argudo (2024) explain that adapting teaching and evaluation strategies helps students with ADHD feel more confident and less anxious. Flexible and inclusive evaluations help make learning fairer and increase student motivation.

Figure 10. What kind of resources do you work with students with ADHD to enhance reading comprehension?

Response	Frequency	Percentage
Newspapers	4	19%
Magazines	11	52.4%
Physical books	16	76.2%
Prototype of letters	5	23.8%
Prototype of emails	2	9.5%



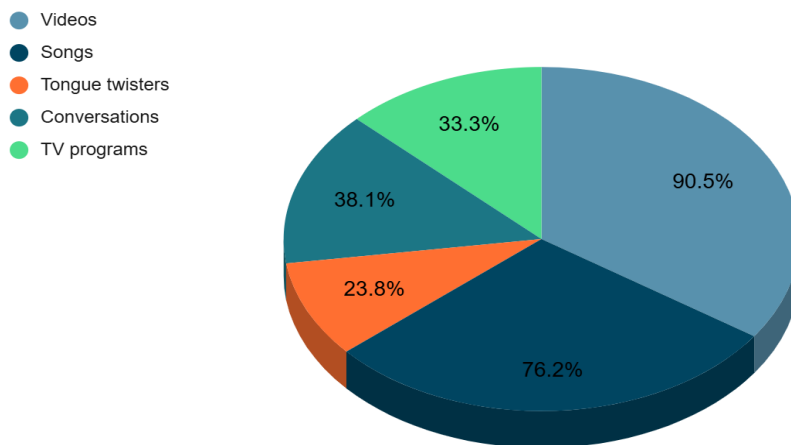
Elaborated by: The author

The results of this question indicate that physical books are clearly the most frequently used resource (76.2%), demonstrating that teachers rely on traditional printed materials to foster reading comprehension in students with ADHD. Magazines (52.4%) and digital books (47.6%) are also very popular, likely because they contain shorter, visually appealing texts that capture students' attention more effectively. Resources such as letter templates (23.8%) and email templates (9.5%) are less common, while newspapers (19.0%) appear to be the least used, probably due to their linguistic complexity and dense content, which can make sustained attention difficult. These findings suggest that teachers prioritize concrete, structured, and visually supported materials. According to Chiorean et al. (2024), students with ADHD may struggle to maintain comprehension when reading long digital texts but benefit from short, structured, and visually interactive materials that maintain attention and improve memorization. Similarly, Méndez-Freije et al. (2023) emphasize that reading activities adapted to students' attention spans, such as segmented texts with visual cues, are more effective in promoting comprehension.

Observations during classroom activities suggest that students with ADHD tend to be more engaged when reading short digital stories or colorful printed books, whereas longer and more complex texts may reduce their concentration levels.

Figure 11. What kind of resources do you work with students with ADHD to enhance listening comprehension?

Response	Frequency	Percentage
Videos	19	90.5%
Songs	16	76.2%
Tongue twisters	5	23.8%
Conversations	8	38.1%
TV programs	7	33.3%
Poems	0	0%



Elaborated by: The author

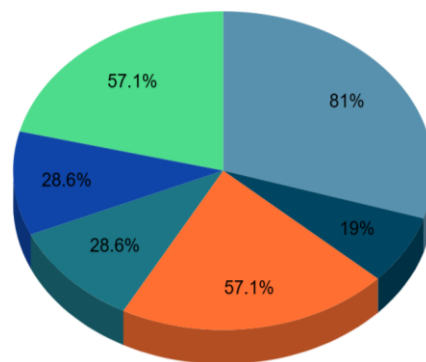
In this question, videos are the predominant resource (90.5%), showing that most teachers use audiovisual materials to capture and maintain the attention of students with ADHD during listening comprehension tasks. Songs (76.2%) are also very popular for their rhythmic and repetitive format, which supports memorization and language recognition. Conversations (38.1%) and TV programs (33.3%) are used to a lesser extent, while tongue twisters (23.8%) and poems are rarely applied.

These results suggest that teachers prefer dynamic and multisensory materials to maintain attention and improve comprehension. Bülül and Çuhadar (2024) explain that students with ADHD benefit from short and structured listening activities that reduce attention overload. Similarly, Correa (2024) states that audiovisual resources improve comprehension by combining visual and auditory input. These tools increase motivation and focus, allowing students to participate more effectively in listening activities.

Figure 12. What kind of resources do you work with students with ADHD to enhance speaking skills?

Response	Frequency	Percentage
Role play	17	81%
Expositions	4	19%
Singing	12	57.1%
Theatre plays	6	28.6%
Read aloud	6	28.6%
Games of answer questions	12	57.1%

- Role play
- Expositions
- Singing
- Theatre plays
- Read aloud
- Games of answer questions



Elaborated by: The author

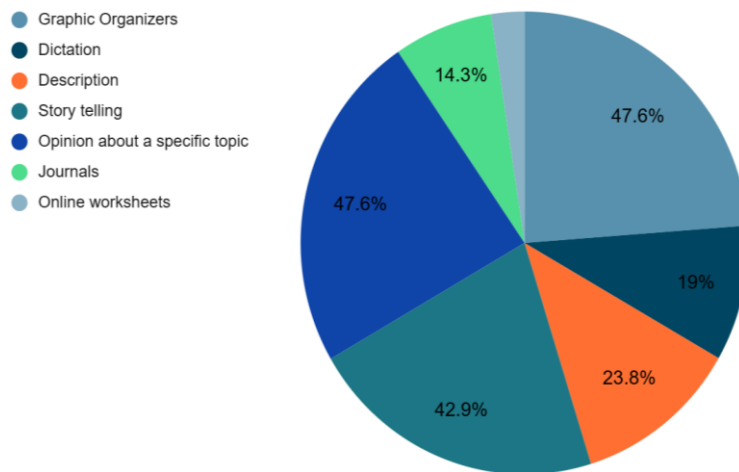
The results show that role-playing games are the most frequently used resource (81%), indicating a preference for interactive and experiential strategies to promote spontaneous speech and active language use. Singing and question-and-answer games (both at 57.1%) also stand out, reflecting the value of rhythm, repetition, and playful structure in motivating verbal participation. Plays and reading aloud (28.6%) are used moderately, while exposition (19%) is the least frequently applied, likely because they require sustained attention.

These findings suggest that teachers prefer participatory, movement-based, and rhythmic activities to stimulate oral production in students with ADHD. Layachi et al. (2023) report that theater-based interventions such as role-playing and dramatization improve social inclusion and oral expression in classrooms with students with ADHD, as dramatization promotes interaction, emotional engagement, and the practice of spontaneous speech. Similarly, Martin-Moratinos et al. (2023) found in a systematic review that music-based activities, such as singing and rhythmic games,

improve attention, rhythm, and participation in individuals with ADHD, elements that also strengthen pronunciation, fluency, and confidence in speaking. These active methods promote greater participation and more fluent oral responses among students with ADHD.

Figure 13. What kind of resources do you work with students with ADHD to enhance writing skills?

Response	Frequency	Percentage
Graphic Organizers	10	47.6%
Dictation	4	19.0%
Description	5	23.8%
Story telling	9	42.9%
Opinion about a specific topic	10	47.6%
Journals	3	14.3%
Online worksheets	1	4.8%



Elaborated by: The author

According to the results, graphic organizers and opinion-based tasks (47.6%) are the most frequently used resources, showing an emphasis on visual planning and personal expression. Storytelling (42.9%) is also widely used because it promotes creativity and cohesion. In contrast, description (23.8%), dictation (19.0%), journals (14.3%), and online worksheets (4.8%) are used less often, likely due to the sustained attention they require.

These results suggest that teachers prioritize resources that reduce cognitive load and help students generate ideas. Urton et al. (2024) found that graphic organizers improve writing organization in students with learning and attention difficulties by offering clear visual support. Likewise, Pugatch et al. (2023) reported that storytelling increases engagement and helps students structure their

writing more effectively. It has been observed that students with ADHD write more confidently and remain more focused when they create short stories or plan their ideas visually.

9. Research Impacts (social, educational)

From an educational perspective, this research can improve teaching practices and classroom management strategies for English teachers. Understanding how teachers perceive and handle students with attention deficit hyperactivity disorder (ADHD) provides valuable information to design effective training programs and adapt teaching methods. The results can guide schools to implement inclusive educational policies and provide resources that help both teachers and learners. Ultimately, this research can contribute to better academic outcomes and a more equitable learning environment for students with special educational needs.

This research can have a strong social impact because it promotes inclusion and understanding of students with attention deficit hyperactivity disorder (ADHD) in English classrooms. By exploring teachers' perceptions, the study helps identify social barriers that affect these students' participation and self-esteem. The findings can encourage schools and communities to create more supportive and empathetic environments, reducing stigma and promoting equal opportunities. As a result, students with attention deficit hyperactivity disorder (ADHD) can feel more accepted and confident, improving their social interactions and overall well-being.

10. Conclusions and Recommendations

10.1 Conclusions

This research provides a clear overview of how teaching English to students with Attention Deficit Hyperactivity Disorder (ADHD) requires a thorough understanding of their cognitive and behavioral characteristics. Theories emphasize the importance of attention management, differentiated teaching, and emotional support to improve learning. Furthermore, this review shows that inclusive education is essential to ensure equal learning opportunities for students with ADHD. The analysis revealed that teachers face several difficulties and challenges when teaching English to students with ADHD, such as maintaining students' attention, managing disruptive behaviors,

and adapting materials. Furthermore, the lack of specialized training and institutional support contributes to these challenges.

This research provides knowledge about the teaching strategies that teachers often use when teaching English, such as interactive and visual activities, short tasks, and positive reinforcement to keep students motivated and focused. These strategies help to create a dynamic and inclusive learning environment. Based on these findings, a lesson plan is proposed that includes different activities and teaching strategies designed to support the English learning process of students with ADHD.

10. 2 Recommendations

It is recommended that teacher education programs include specific training about teaching English to students with Attention Deficit Hyperactivity Disorder (ADHD), since teaching these students requires a thorough understanding of their cognitive and behavioral characteristics. This training should focus on attention management, differentiated teaching, and emotional support to improve learning and promote inclusive education that ensures equal learning opportunities.

It is recommended that educational institutions provide continuous professional development opportunities and psychological support for teachers who work with students with ADHD, because teachers face several difficulties and challenges, such as maintaining students' attention, managing disruptive behaviors, and adapting materials. In addition, schools should ensure the availability of specialized resources and classroom assistance to help teachers overcome instructional and behavioral challenges effectively.

It is recommended that strengthen teachers the use of teaching strategies such as interactive and visual activities, short tasks, and positive reinforcement. In addition, teachers are encouraged to implement the lesson plan proposed in this study, which incorporates these strategies and activities to support the learning process of students with ADHD and promote a more dynamic and inclusive classroom environment.

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