



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ENGLISH TEACHERS’ PRACTICES AND
CHALLENGES WITH ELEMENTARY STUDENTS
WITH ADHD”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

Author: Alvarez Flores Lourdes Andrea

Advisor: Lcda. Niola Sanmartín Rosa Elena, MSc.

La Libertad – Ecuador

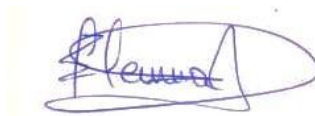
2026

Advisor Approval

La Libertad, July 22nd, 2026

In my role as advisor of the research paper entitled “ENGLISH TEACHERS’ PRACTICES AND CHALLENGES WITH ELEMENTARY STUDENTS WITH ADHD” prepared by ALVAREZ FLORES LOURDES ANDREA, undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that, after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



Lcda. Niola Sanmartín Rosa Elena, MSc.

Advisor

Board of examiners



León Abad Eliana Geomar, MSc.

**PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGE MAJOR'S DIRECTOR**



García Villao Rosa Tatiana, MSc.

SPECIALIST PROFESSOR



Niola Sanmartín Rosa Elena, MSc.

ADVISOR



Párraga Solórzano Rudy Jonathan, MSc

UIC PROFESSOR

Statement of Authorship

Me, Alvarez Flores Lourdes Andrea, with ID number 0921680146, undergraduate student from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "ENGLISH TEACHERS' PRACTICES AND CHALLENGES WITH ELEMENTARY STUDENTS WITH ADHD", certify that this study work is our authorship, except for the quotes, statements and reflections used in this research paper.

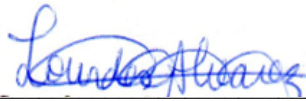
A handwritten signature in blue ink, appearing to read "Lourdes Flores", is positioned above a horizontal line.

ALVAREZ FLORES LOURDES ANDREA

AUTHOR

Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;
THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE
UNIVERSITY.

A handwritten signature in blue ink, appearing to read 'Lourdes Flores', is positioned above a horizontal line.

ALVAREZ FLORES LOURDES ANDREA

AUTHOR

Acknowledgment

First and foremost, I would like to thank God for giving me the wisdom, strength, and perseverance to complete this stage of my academic journey.

I am deeply grateful to my mother Nancy de Alvarez for her unconditional support throughout these years of study, as well as to my daughter Rebeca Lino, who has been my greatest motivation to continue and never give up.

I would also like to express my sincere appreciation to my sisters Fátima and Luisa Alvarez and my brother-in-law Freddy Rizzo for their constant encouragement and support.

I would like to extend my deepest gratitude to my teachers, who not only shared their knowledge with me but also inspired me with their dedication, patience, and passion for teaching. Their guidance, understanding, and belief in my abilities have made a significant difference in my academic and personal growth, and I will always carry their lessons with me.

Finally, I extend my gratitude to my entire family and friends for always being there for me and supporting me along the way.

ALVAREZ FLORES LOURDES ANDREA

Dedication

I want to dedicate this achievement to my angel in heaven, my beloved father Arturo Alvarez, who continues to be my guiding light even in his absence. He taught me the value of perseverance and always encouraged me with his words whenever I felt like giving up. His strength, love, and belief in me gave me the courage to continue, even during the most difficult moments of this journey.

Although he is no longer physically by my side, his presence lives in my heart and in every step I take. This degree belongs to him as much as it belongs to me, because without his support and inspiration, I would not have come this far. I carry his teachings with me every day, and they have shaped the person I am today.

I know he would have been proud to see me reach this important milestone, and that thought fills me with both emotion and gratitude. This achievement is a tribute to his love, his sacrifices, and the dreams he had for me.

A kiss to heaven, with all my love.

ALVAREZ FLORES LOURDES ANDREA

Abstract

This research focuses on analyzing the challenges English teachers face in the classroom when working with students who have ADHD. To this end, a literature review of academic texts from the last five years was conducted, taking into account previous research related to the topic; the inquiry process also incorporated current Ecuadorian regulations regarding educational inclusion, thereby establishing the theoretical and legal foundation for the arguments presented in this document. A qualitative research approach was adopted to ensure that the data collected reflected the true perspectives of the study population rather than relying solely on statistical criteria; within this framework, one-on-one virtual interviews were used to gather information efficiently in terms of time and resources. Based on the data obtained through the literature review and interviews, conclusions and recommendations were formulated to optimize work with students with ADHD, highlighting the importance of diversifying and updating the methodologies, techniques, and resources employed in the classroom.

KEY WORDS: TDAH, teaching-learning process, educational inclusion, methodological strategies, learning difficulties

Resumen

La presente investigación centra su interés en el análisis de los desafíos que tienen los docentes del área de inglés dentro de las aulas al momento de trabajar con estudiantes que presentan TDAH, para ello se ha llevado a cabo una revisión bibliográfica de textos académicos de los últimos cinco años, considerando investigaciones previas que guarden relación con el tema de investigación; dentro del proceso de indagación de información base se ha considerado la normativa legal vigente a nivel de Ecuador que esté relacionada con la inclusión educativa; de esta manera se ha obtenido un sustento teórico y legal que permita sostener los criterios expuestos en el presente documento. Se ha utilizado un enfoque de investigación cualitativo con la finalidad de que la información recabada no responda únicamente a criterios estadísticos, sino que refleje el verdadero criterio de la población estudiada, dentro de este esquema de investigación se ha utilizado una entrevista uno a uno realizada por medios virtuales con la finalidad de recabar información optimizando el tiempo y recursos. Con base en la información recabada por medio de la revisión bibliográfica y las entrevistas se han establecido las respectivas conclusiones y recomendaciones que permitan optimizar el trabajo con estudiantes que presenten TDAH, resaltando la importancia de la diversificación y actualización de la metodología, técnicas y recursos que se deben utilizar dentro del aula de clases.

PALABRAS CLAVES: TDAH, proceso de enseñanza-aprendizaje, inclusión educativa, estrategias metodológicas, dificultades de aprendizaje

INDEX

Acknowledgment.....	6
Abstract	8
INDEX.....	10
Introduction	12
Chapter I.....	14
The Problem.....	14
1.1 Research Topic	14
1.2 Title.....	14
1.3 Problem Statement.....	14
1.4 Problem question.....	17
1.5 Specific questions.....	17
1.6 General Objective.....	18
1.7 Specific objectives.....	18
Chapter II.....	20
Theoretical Framework.....	20
2.1 Pedagogical basis	22
2.2 Theoretical basis.....	25
2.3 Legal basis.....	28
Chapter III	30
Methodological Framework.....	30
3.1 Data Collection Techniques	31
3.2 Instruments	32

3.3 Population and sample.....	33
Chapter IV	34
4.1 Result of interview.....	34
Chapter V.....	46
Conclusions and recommendations	46
5.1 Conclusions	46
5.2 Recommendations	47
References	49
Annexes	54

Introduction

Attention Deficit Hyperactivity Disorder (ADHD) is currently considered one of the most significant challenges for inclusive education worldwide. The main problems for the teacher who works with students with ADHD are sustained attention, the executive functioning, self-regulations and academic performance. It should be considered that for learning a foreign language the student needs to process a new vocabulary, learn grammatical structures, listening comprehension and communicative task. For this reason, there is a increasing pressure on English' teachers to implement pedagogical strategies that promote the inclusive education. These strategies should cover cognitive, behavioral and emotional need of students with ADHD while promoting equitable environment that ensures educational inclusion. The current educational trend promotes educational inclusion that goes beyond just a curricular modification and creates flexible learning environment where all students can participate in active form and can properly develop their learning skills (UNESCO, 2020).

The English' teachers should implement different strategies to make effective the communication with students with ADHD, these strategies should encourage active learning, work with the student's motivation, and promote constant participation. Previous studies have shown that when teachers implement strategies linked to cooperative learning, gamification, instructions involving the use of different senses, and the use of digital resources, there is a significant improvement in areas such as sustained attention, participation, and language development.

It has also been shown that there are pedagogical aspects that play a very important role when working with students with ADHD. Among these aspects, we can mention properly and

organized management of classroom activities, motivating the student, positive reinforcement, and work routines with a highly organized structure (Lightbown and Spada, 2021). International studies confirm the importance of implementing innovative methodologies and practices in English classrooms. One example is the work of Carrión, F. and Espinoza, V. (2024), whose research showed that using gamification and physical movement strategies greatly improves participation, concentration, and academic performance in students with ADHD.

These results support the argument that active, dynamic methodologies focused on the student's constant work create much more efficient learning environments for addressing the needs of students with ADHD, as they are mainly aimed at catering to their specific characteristics in both learning and motivation. Along the same lines, Nijakowska (2022) mentions teachers' concern about their limited preparation to meet the needs of students with ADHD, highlighting the need for educational institutions to provide strong support for teachers and offer continuous development and training opportunities.

At the level of Ecuador, legal regulations have positioned inclusive education as a priority. Despite this, there are still several elements that pose challenges to experiencing true inclusive educational environments. Agurto and Castillo (2022) argue that the use of digital platforms and technological resources that promote interactivity has a direct impact on vocabulary acquisition, grammar learning, and motivation in students with ADHD in Ecuadorian educational institutions.

Chapter I

The Problem

Research Topic

Elementary English Teachers and ADHD Students.

Title

“English Teachers’ Practices and Challenges with Elementary Students with ADHD”

Problem Statement

Education, in general terms, has developed a series of inclusion criteria throughout history; a few decades ago it was common to see that students who presented some type of differentiated needs were placed in specialized centers, leaving them aside in terms of regular educational environments; However, current contexts, models, and pedagogical trends consider that all students should be trained in the same spaces and that what should be modified are the strategies and methodologies, aiming to diversify the work of the teacher.

The fourth sustainable development goal focuses on the proposal of quality education, which considers inclusion a fundamental axis in educational development, motivating countries to promote the inclusion of students; at the national level, this is reflected in inclusive educational policies, which consider students with specific educational needs within regular educational contexts and the obligation of teachers to generate the required adaptations.

Ensuring students achieve truly meaningful learning in the classroom depends on many factors, some external to the student: teaching materials, methodological strategies, and the

learning environment; but also, on internal elements of the learner: motivations, individual interests, attention, concentration, self-regulation, among others. When some of these internal factors are lacking, the teacher must develop external strategies to compensate for the deficiency. This is especially relevant when working with students with ADHD.

Primary school teachers face several problems when working with students with ADHD, which directly affects classroom management and the group's academic progress. The legal framework in Ecuador promotes the inclusion of students with specific educational needs (Ministry of Education of Ecuador, 2021). Because of these requirements, English teachers face more daily challenges when working in the classroom, and these challenges become greater due to the limitations that many educational institutions have regarding specialized support, teaching resources, and teacher training programs.

The main problems that students with ADHD face are related to their ability to maintain attention, control emotions and impulses, and complete sequential tasks; this often leads to constant interruptions in class and affects the class dynamics. Agustin (2025) assures that, to keep students' attention and avoid frequent interruptions, the teacher must constantly guide behavior and provide emotional and cognitive support to the student. In the area of English, these challenges become more complex since instructions are given in a language the student doesn't understand, and if the student doesn't understand the instruction, it makes completing the activity even harder.

Added to the usual difficulties of working with students with ADHD, many English teachers feel that they don't have enough training in working with students with special educational needs. According to Wilson et al. (2023), this lack of teacher preparation directly affects how the activities they organize meet the needs of the students. This perception about

their training leads to uncertainty, frustration, and inconsistency in classroom practice, having direct repercussions on the cognitive development not just of the student with ADHD but of the whole group.

Even though the national education policy aims to ensure equal learning opportunities for all students in an inclusive way, in practice it turns out to be quite complicated due to various factors. Teachers often face overcrowded classrooms, limited time to carry out activities, a lack of teaching resources, and little institutional support. Ridolfi et al. (2025) mention that teachers' lack of training, minimal guidance from the institution, and insufficient resources make their work in the classroom difficult. As a result, many times they rely on practical experience rather than a solid theoretical foundation.

The social and emotional impact of these challenges on both teachers and students with ADHD should also be considered. If appropriate strategies are not applied consistently in the classroom, both teachers and students can end up feeling frustration, low self-esteem, and a decreased interest in learning a foreign language. This affects not only the academic aspect but also their social development and interaction with peers. In this regard, the teacher's role is essential in promoting inclusive, motivating learning environments that ensure equal opportunities and educational inclusion.

Although significant progress has been evident at the national level regarding educational inclusion, it is necessary to keep improving teaching methodologies and techniques. This requires expanding research related to working with students with ADHD. At national level, there are few studies that analyze these challenges, which reflects the need to broaden the research field not only in the area of English but also in different areas and with different disorders.

Considering the above, it can be concluded that analyzing the practices and challenges of English teachers working with elementary school students with Attention Deficit Hyperactivity Disorder (ADHD) highlights the importance of developing inclusive, flexible, and student-centered pedagogical strategies. Due to the learning difficulties caused by problems related to attention, behavior, and learning pace, teachers play a fundamental role in creating motivating educational environments that promote participation and the development of language skills. Likewise, it is crucial to strengthen aspects such as teacher training, access to appropriate resources, and institutional support to effectively address these challenges. Understanding these experiences not only contributes to strengthening English language teaching in inclusive contexts but also promotes a more equitable and diversity-sensitive education in elementary school classrooms.

Problem question:

How do English teachers in elementary schools perceive and implement practices to address the challenges of teaching students with ADHD in contexts with limited preparation?

Specific questions:

What approaches are relevant to teaching English to elementary students with attention deficit hyperactivity disorder (ADHD)?

How do elementary English teachers describe their experiences and classroom practices when working with students with ADHD?

What common challenge, needs, and areas for improvement can be identified in inclusive English teaching for students with ADHD?

General Objective:

To describe the perceptions, experiences, and practices of elementary English teachers regarding the challenges of teaching students with ADHD in contexts with limited preparation.

Specific Objectives:

- To understand the approaches from English language teachers towards inclusive education to elementary students with attention deficit hyperactivity disorder (ADHD).
- To explore the experiences and practices of elementary English teachers who have worked with students with ADHD through interviews.
- To identify common challenges, and possible improvements in teacher preparation and inclusive English teaching strategies based on the information gathered.

Justification

The need to strengthen inclusive education processes in classrooms underscores the importance of conducting research on the difficulties encountered in teaching English to students with ADHD. Currently, the greatest challenge for teachers is to create learning environments for groups of students with a wide range of characteristics. These conditions can directly influence academic performance, participation, and the acquisition of communicative skills in English, especially at early ages when learning requires high levels of motivation and constant interaction. Methodological strategies, techniques, and assessment tools must be organized in such a way as to promote optimal learning for all students, regardless of their individual characteristics.

This research is relevant because it allows us to analyze the experience of teachers who work with students with ADHD and, from that perspective, identify the teaching strategies,

methodology, and classroom behavior management techniques used by the teachers. Similarly, it also helps to analyze the challenges that students face in the classroom.

When one understands the teacher's experience, it is possible to create alternatives and intervention proposals that help improve teacher training and provide them with the necessary tools to enhance teaching practice and promote more accessible and dynamic inclusive learning environments. Likewise, this research offers relevant information for educational institutions about the importance of providing better conditions for teachers working with students with ADHD.

Chapter II

Theoretical Framework

This chapter develops the theoretical foundations that underpin research on topics related to the practices and challenges faced by English teachers working with school-aged students diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). In the context of educational research, it is necessary for the researcher to review prior information regarding the conceptual and experimental aspects of the topic, as this allows them to ground their criteria in existing theoretical foundations, better understand the research context, and better comprehend the different elements involved in the reality being analyzed., and different educational perspectives that explain the relationship between English language teaching and the learning needs of students with ADHD. Therefore, various academic and scientific contributions are addressed to provide a broader view of how ADHD affects foreign language learning, in this case, English.

Similarly, several principles of inclusive education are mentioned, along with the specific characteristics of different national contexts in which elements are identified that allow for a fully inclusive education. The various methodological strategies that should be used in the English language area have to considerate, seeing its specific characteristics as a subject that teaches a foreign language, and incorporating elements of flexibility to achieve genuine learning for students with ADHD.

This research also examines the teacher's role as a facilitator of learning and a key agent in implementing inclusive practices. This research covers the large number of challenges that English teachers face daily when it comes to behavior management, curriculum adaptation criteria, and the elements needed for differentiated teaching and the attention required by students with ADHD. International studies have shown that teaching English as a foreign language is a major challenge

for students with ADHD. This is because the main requirements for learning a second language coincide with the main difficulties faced by these students. Difficulty with sustained attention makes understanding grammar rules harder, and problems with working memory complicate the sequence of the methodology used. Pérez-Cabello et al. (2024) argued that to work effectively with students with ADHD, teachers need to apply active, dynamic, and multisensory methodologies that encourage their constant participation in English classes. The authors mention that to improve comprehension and retention of a new language, it's necessary to implement innovative strategies like cooperative learning and the use of multimedia and technological resources. They also agree that breaking activities into small sections greatly helps in progressing from small goals to larger ones. From this perspective, it can be considered that the main challenge for English teachers is not only teaching the language but also carrying out the entire process of curriculum adaptation to develop activities so that the whole group of students can work together, experiencing true educational inclusion.

Recent research conducted nationwide agrees that one of the main limitations of English teachers is the little training they have received to implement inclusive methodological strategies in the classroom. De la Cruz et al. (2020) point out that students with ADHD face serious challenges in learning a new language due to their difficulty in maintaining concentration and the process of acquiring new linguistic schemes. The authors indicate that to improve language acquisition, multisensory strategies and playful activities that involve movement should be implemented. The challenge in education is not only creating environments where all students are integrated but also changing traditional educational paradigms.

Studies conducted in the educational context of the province of Guayas and the coastal area of Ecuador show that students with ADHD have difficulties learning English when the

methodology focuses on repetitive activities and memorization. Cocha Millingalle et al. (2021) indicate that methodological strategies have a direct impact on the academic performance and motivation of students with ADHD. They argue that to strengthen attention and reduce frustration levels in students, group and innovative activities, interaction dynamics, and the use of interactive resources should be implemented.

Pedagogical basis

ADHD has a big impact on sustained attention, impulse control, and self-regulation in students, which directly affects academic performance and participation in various classroom activities. Because of this, the teacher's role is crucial for meaningful learning to occur. The teacher needs to adapt the entire process, from planning and resources to evaluations and how they carry things out in the classroom; otherwise, there wouldn't be true inclusion, just students with ADHD being in the classroom without it really leading to learning for them.

To better understand the reality of teaching English to students with ADHD, it's necessary to know the characteristics of this disorder and how they affect the teaching and learning process. Currently, it is considered one of the most common childhood disorders and is characterized by a lack of attention, hyperactivity, and impulsivity from the student, which creates significant conflicts in carrying out academic activities in the classroom. According to the American Psychiatric Association (2022), students with ADHD have difficulties maintaining concentration for long periods, following instructions, organizing tasks, and controlling impulsive responses.

Several studies maintain that environments with traditional educational systems based solely on rote memorization and repetition generate widespread learning problems, particularly among students diagnosed with ADHD. According to Barkley (2015), the main difficulties are directly related to executive functions, as they limit the academic performance of this group of

students, especially in activities related to reading comprehension, writing, and any situation requiring them to follow complex instructions. In the case of English language teaching, these difficulties manifest as a limited ability to retain vocabulary, understand grammatical structures, or participate consistently in communicative activities.

Along the same lines, constructivist learning theories can be mentioned; these offer a very useful framework for students with ADHD. Martinez (2021) refers to the studies conducted by Piaget and points out that quality learning happens when there is an interaction between the student and their environment; similarly, Pérez and Soto (2022) refer to Vygotsky's proposal, highlighting the importance of social interaction and the teacher's role in the construction of knowledge. Both theories are based on learning at the social level and argue that teaching English is more effective if active, participative, and collaborative methodologies are applied, where students have the opportunity to constantly interact through activities that generate teamwork and meaningful experiences.

Moreira (2021) points out that Ausubel, in his learning theory, mentions that new knowledge should be related to what the individual already knows. If this coherent connection exists, learning happens more efficiently. Additionally, he highlights the importance of the usefulness of what is being taught. According to this criterion, teachers working with students with ADHD should ensure that the proposed activities meet these two characteristics: a connection to what the student already knows and the applicability of what is learned. Meeting these two qualities makes the learning experience more accessible and meaningful.

DuPaul and Stoner (2018) argue that when working with students with ADHD, it is necessary for teaching activities to have well-structured routines, clear instructions, activities broken down into sections, active breaks, and positive reinforcement. The authors claim that by

organizing the learning environment under this structure, there is an improvement in students' behavior and academic performance. This teaching structure creates a classroom that is organized and motivating.

It is necessary to consider the use of technological resources as a valuable teaching tool when trying to teach English to students with ADHD. Using interactive apps, audiovisual material, and gamification processes increases motivation and improves students' attention levels in learning activities. Prensky (2020) points out that using technological resources in learning environments helps maintain focus and captures attention at a higher level than traditional strategies.

The role of the teacher in the classroom is a very important part of any learning process. Teachers need to have a wide range of skills related to addressing diversity and inclusive education to be able to involve all students in different activities. Tomlinson (2017) mentions that teachers should have the ability to adapt all elements of the curriculum to the different needs of students. This includes modifying the workload, the number and type of activities, types of evaluation, and extra materials to help students with ADHD.

Recent studies show that despite academic training, many teachers do not feel fully prepared to create work environments that meet the behavioral and academic needs of students with ADHD. Nijakowska (2022) points out that English teachers often feel worried or insecure when it comes to carrying out activities aimed at educational inclusion. One of the main reasons for this fear is the limited training related to working with students with specific educational needs. The above underscores the importance of having training plans for teachers in educational institutions, especially on topics like curriculum adaptations and educational inclusion.

In the theory of multiple intelligences, Gardner establishes an important foundation for innovating the learning process. This theory provides significant benefits for working with students

with ADHD. He argues that people learn based on their own learning style, pointing out that everyone can learn the same thing but in different ways and proposes a division of these learning types: visual, bodily, musical, interpersonal, mathematical, linguistic, intrapersonal, and naturalistic. Armstrong (2020) states that by implementing Gardner's theory, the teaching process can be diversified, which helps capture students' attention better since it responds to individual needs and preferences. This way, each student can learn according to their learning type. Throughout the teaching process, it's important to create a high level of motivation in students. Studies show that students learn more efficiently if the activities and the work environment generate the necessary motivation. Deci and Ryan (2020) mentioned that students with ADHD participate more actively and stay more engaged with activities when learning environments offer options that generate greater interest, autonomy, and a sense of competence.

In addition to all the pedagogical and didactic criteria previously mentioned, the participation and commitment of all members of the educational community should also be considered. Working together among parents, teachers, and authorities allows for coherence and a guiding line throughout the process, which results in greater effectiveness of the activities planned for students. Epstein (2011) points out that it is necessary for the family to actively participate in academic activities; this participation has a direct impact on the student's emotional development, as they stop feeling alone in the educational process and increase their level of motivation.

Theoretical basis

In Ecuador, education has an inclusive nature and focuses mainly on the development of the student. The models proposed in Ecuadorian education establish that learning is not solely about memorizing facts or writing content, but it should be aimed at developing the different skills and abilities of the student. When talking about educational inclusion environments, the legal

framework sets a broad range of actions. It's not just about having students with specific educational needs in the classrooms but about ensuring that educational processes meet the requirements of these students, which involves a much broader adaptation process. Considering that basic education is the stage where skills related to reading and writing are developed, it is important to take all these elements into account when trying to improve language teaching practices.

Harmer (2022) assures that to teach English at the primary education levels; active and participatory methodologies should be implemented that make the student the main character of their own learning; the author emphasizes the need to incorporate multisensory resources that improve students' sustained attention. It should be considered that one of the main characteristics of students with ADHD is a low level of attention; recent studies show that traditional activities like copying, dictation, content repetition, or transcription have a negative impact on students with ADHD because they decrease attention and motivation.

Students with ADHD have difficulties with attention, impulsivity, and limitations in working memory. These characteristics greatly interfere with the teaching-learning process, representing a significant challenge for both students and teachers. It should be considered that learning a new language requires high-level mental skills: learning words, understanding grammatical structures, active listening, among others. While students with ADHD do not have a direct problem with these skills, their limited concentration capacity restricts their development when learning a new language. Lightbown and Spada (2021) mentioned that all this learning should be directed in an interactive and dynamic way, leaving aside constant repetition and moving toward models of interaction and practice.

Although current educational models place the student as the main character and center of learning, the teacher's role as an educational manager is crucial for meaningful learning to take place. It is the teacher who manages the entire academic process: techniques, strategies, resources, assessment tools, among others. Within classroom management, the teacher sets clear work rules and guides the student in carrying out activities. Evertson and Weinstein (2022) mentioned that in this classroom management, it is important to establish clear routines, instructions that can be followed, motivate the student, and propose activities that require the student to act and participate actively. Proper classroom management helps reduce disruptive behaviors in students with ADHD, improves focus, and promotes collaborative learning.

For working with students with ADHD, it is proposed to apply multisensory teaching strategies, which involve perception through different senses and this better captures the student's attention. Other aspects that should be considered are: the use of multimedia teaching resources and any methodology that involves body movement. Bilgic and Demir (2025) mentioned in a study conducted by Frontiers in Education that the Total Physical Response methodology combined with the theory of multiple intelligences generates very encouraging results in students with ADHD; through the combination of both teaching approaches, the aim is to connect language learning with movement activities that keep the student attentive to what the teacher proposes.

Research related to working with students with ADHD highlights the importance of learning environments being well-structured, providing clear instructions, and offering segmented activities that allow for gradual and moderate progress, achieving small goals to reach the larger objective. Alay Plua et al. (2025) conclude that *"the most effective strategies in inclusive contexts include curriculum adaptation, the use of visual and auditory supports, and the organization of dynamic and motivating classes."* (p. 71) Likewise, Syam et al. (2025) point out that *"elementary*

English teachers require ongoing training to apply appropriate behavior management strategies and differentiated instruction." (p. 153)

Legal basis

The primary legal basis for this document is found in the Constitution of the Republic of Ecuador, which establishes in Article 26 that: "*Education is a right of individuals throughout their lives and an unavoidable duty of the State, as well as a guarantee of equality and social inclusion.*" This article emphasizes the importance of family and society involvement in the educational process of children and teenagers in Ecuador, confirming that education is not just the responsibility of schools, but requires the presence and support of peers and legal guardians.

Similarly, Article 27 of the Constitution states that "*education must focus on the human being and guarantee their integral development within a framework of respect for human rights.*" Furthermore, it establishes that "education will be participatory, intercultural, democratic, inclusive, and diverse, promoting equity and the development of skills and competencies." This constitutional principle directly addresses the need to promote inclusive pedagogical practices for students with ADHD in the classroom.

Furthermore, Article 47 of the Constitution lists the rights of people with disabilities and establishes that "the State shall guarantee policies of prevention, inclusion, and equal opportunities, including access to specialized and inclusive education within the regular education system." ADHD is not classified as a disability by itself, but in the educational field it is considered a condition that requires a process of curriculum adaptation and special attention since it is considered a specific educational need.

The LOEI is the legal framework that sets educational regulations within Ecuador and provides the general guidelines that govern the National Education System. In line with the

national constitution, it guarantees the right to education for children and adolescents in Ecuador without any type of discrimination. Article 2 of the law establishes the principle of equity and inclusion, stating that *"the education system must guarantee equal opportunities for students with special educational needs and promote an inclusive school culture."*

Another highly relevant legal instrument regarding the education of children and adolescents with ADHD is the Children and Adolescents Code, which recognizes in Article 37 the *"right of children and adolescents to receive a quality education in environments conducive to learning."* This legal document states that *"the education system must guarantee pedagogical resources, trained teachers, and flexible programs that respond to the particular needs of students."*

Within the legal frameworks established by the Ministry of Education of Ecuador is the ministerial agreement MINEDUC-MINEDUC-2023-00084-A. This agreement sets out the guidelines for working with students with specific educational needs, offering the necessary guidance for teachers to do a good job in the classrooms, promoting the use of inclusive strategies and innovative resources.

Chapter III

Methodological Framework

This chapter details everything related to the research methodology, how the data was collected, and how the analysis and interpretation of the information obtained were carried out. This methodological structure is directly connected to the research problem and objectives. The techniques and instruments used to obtain the necessary information are also described. Similarly, the procedures applied to ensure the validity and reliability of the information and to yield optimal results are outlined. The methodology, therefore, constitutes the operational framework that allows the research questions to be answered and ensures the scientific rigor of the study

Methodology

For the development of this research, a qualitative approach has been used. This approach allows the analysis of social, educational, cultural, and human phenomena based on the experiences described by the people who interact with the research variables. Unlike quantitative research, which is based on numerical and statistical analysis, the qualitative approach focuses on a deeper analysis related to broader criteria than those established through numerical tabulation. According to Lim (2024), this approach allows the research to focus on real experiences and specific criteria of individuals, providing much more detailed information related to the research problem.

Type of study

Within qualitative research, studies aim to analyze and describe the essence of people's lived experiences in relation to a specific phenomenon. This method is based on the philosophy of

phenomenology developed by Edmund Husserl, who posits the need for research to focus on analyzing how individuals perceive and interpret their experiences from their own consciousness. In phenomenological research, the focus is not on explaining causes or establishing relationships between variables, but rather on truly understanding the meaning that participants attribute to their experiences, feelings, and perceptions of a specific phenomenon (Moustakas, 2023).

They allow for obtaining broader data from the people who make up the population or sample. These tools require direct and formal interaction between the researcher and the sample, and this makes the research much more human, allowing for real information to be gathered to propose recommendations and conclusions that truly relate to the research context.

Data Collection Techniques

The interview is one of the most useful and commonly used tools in qualitative research, because unlike surveys that focus on closed-ended responses and numerical analysis, interviews allow for more detailed and in-depth information from the interviewees. An interview consists of a series of open-ended questions based on the research problem and objectives. Interviews require personal interaction between the researcher and the sample members, which makes data collection more human (Knott et al. 2022). A semi-structured interview was used, proposing a set of basic questions but allowing the interviewee to express their opinion on the topic broadly. Within this type of interview, there is an opportunity to add more questions depending on the spontaneity of the conversation but always focused on the research problem.

Instruments

Questionnaire

To carry out one-on-one interviews, a pre-prepared questionnaire is used as a data collection tool. Through this instrument, more specific information related to the research objective can be gathered. The interview does not require a single answer from the interviewee; on the contrary, it allows them to express themselves freely and openly, sharing their point of view regarding the study topic. Interviews are characterized by having open-ended questions, which are developed based on the research objectives and presented to the interviewee, giving them the opportunity to share their experience. While there is no word or time limit to answer, it is suggested to guide the interview so that the response focuses specifically on the main idea of the question. Poth (2024) states that this type of instrument is the most efficient for obtaining real and useful information for the researcher.

Semi-open questions

In this research, a semi-open question scheme has been used. This type of questions allows the researcher to pose a query focused on a specific aspect of the ongoing research, but at the same time gives the interviewer the possibility to give their opinion and even mention additional elements related to the main topic of the question, thus sharing their experiences, perceptions, or personal judgments. It is important to mention that the researcher must conduct the interview impartially, so as not to steer the answers toward any specific viewpoint. Knott et al. (2022) states that this type of question allows for a deeper understanding of the interviewees' stance due to the openness it provides for them to express their opinion.

Population and sample

The sample is, by definition, the subset of individuals belonging to a population from whom the necessary information related to the research variables is taken in order to obtain relevant, real, up-to-date, and contextualized information. A sample of five teachers from the Unidad Educativa Freire Stabile. This sample corresponds to a group of teachers who have worked with students who have ADHD and who can attest to the main difficulties, challenges, and obstacles of working with this group of students. The selected teachers are education professionals with over five years of experience within the school environment of the chosen institution; this enables them to offer insights grounded in reality and from a fully contextualized perspective. They are empathetic educators who are highly open to changes and suggestions; furthermore, they have received additional training regarding working with students with special educational needs (SEN), The Unidad Educativa Freire Stabile is located in the Playas Canton, Guayas Province, was selected; the participants will be interviewed virtually through the Zoom platform in the second week of June.

Chapter IV

For this study, individual interviews with semi-open, pre-designed questions were used. These interviews aim to determine what the main challenges are for English teachers when working with students with ADHD. While there is ample evidence to support the criteria established in this research, the insights gathered from classroom experience serve to confirm and validate these criteria.

Result of the interview

The results of the interviews are transcribed below, organized by question, to establish a better correlation between criteria.

1. From your perspective, how does inclusive education influence the learning experience of students with ADHD in English classes?

The interviewed teachers agree that educational inclusion significantly impacts the learning of students with ADHD, as it enables them to participate in various academic activities and facilitates the development of skills related- to a foreign language. One of the main achievements of educational inclusion is guiding teachers to design strategies and activities in the classroom that cater to the diversity of students. Teachers shouldn't set a single model of activities, since they don't have just one type of student; they need to plan from diversity and for the diversity of students in a classroom.

Pérez and Soto (2022) argued that one of the main pillars of the educational process is social interaction. If students with specific educational needs or learning disorders are isolated or excluded, they are being deprived of the opportunity to learn through relationships with their peers. Similarly, inclusion is not just about having them in the classroom doing different activities, but about actively integrating them with their other classmates.

2. What strategies or teaching practices do you use to support students with ADHD participate in English lessons?

When working with students who have ADHD, it's important to consider diversifying academic activities; you can't use the same strategies as you would with neurotypical students. Teachers say that when a general activity is broken down into 'micro-activities' with achievable short-term goals, students make progress more efficiently, because each completed step of the activity provides the stimulus needed to move on to the next step. On top of this, using digital resources and interactive materials helps work on maintaining attention.

DuPaul and Stoner (2018) said that teachers should mainly focus on two things to make real progress with students with ADHD: properly organizing activities and keeping motivation up as each step's goals are met. The teachers interviewed agreed with what the research mentioned about breaking activities into parts, working on motivating students, and using digital and interactive resources.

3. What do you think is the biggest difficulty when working with a student with ADHD?

The teachers interviewed say that you need to learn to diversify the activities you propose in the classroom. Repetitive activities, or even repeating the same activity frequently, make students with ADHD lose interest in the lessons. Activities that involve movement and have attractive, dynamic elements help improve students' concentration.

Armstrong (2020) connected the diversification of activities with the development of multiple intelligences. If a teacher works with activities of different types, they meet the needs of the different kinds of intelligence present in the same group. With students with ADHD, this diversification helps prevent them from seeing learning activities as boring or unappealing.

4. In your opinion, what are the main difficulties students with ADHD face while learning English?

Students with ADHD have, among other problems, difficulties in maintaining attention on an activity for a long time; they can't focus on a single activity for long periods, which makes it hard to complete tasks related to attentive listening or writing texts. Both speaking and listening are two major skills in language development. This is why the teachers interviewed consider that the main challenge when working with students with ADHD is the difficulty of maintaining attention on an activity.

Barkley (2015) supported the teachers' view; in his research, he pointed out that, since students with ADHD can't sustain attention for long periods, they lose interest when traditional-type activities are proposed. The author suggests proposing short activities that allow progress to be measured gradually and prevent boredom in students with TDAH.

5. What challenges have you personally experienced when teaching students with ADHD in the classroom?

The interviewed teachers indicated that one of the main precautions to take is not to lose sight of the learning objective. Eventually, diversifying activities and using interactive resources can lead teachers to prioritize the activity over learning itself. For this reason, teachers emphasize that every activity designed for the student must have an educational purpose; it shouldn't just catch the student's attention but should lead to achieving the learning objective.

Martinez-Otero (2021) pointed out that the inclusion process should not focus solely on creating activities for students with specific educational needs; on the contrary, these activities should be created for all students and should be able to be appropriately tailored according to the needs of each group member.

6. What main approaches do you use to support students with ADHD in inclusive English classrooms?

The teachers interviewed say that the main approach they use is socioconstructivism. They mention the importance of the social context in the learning process. Including students doesn't just mean that they stay in the classroom or that special activities are prepared for them; real inclusion is about being able to be part of the group and the different activities. Socioconstructivism suggests that a student learns based on what they can get from the context and what the context itself requires of them. On top of that, it's important to consider that different educational resources also appear within the context, which often vary depending on the region where the student is educated.

Agurto and Castillo (2022) indicated that the educational context has a big influence on students with special educational needs. When a student manages to feel part of a group or an important member of a team, they become much more interested in activities and contribute better to achieving goals.

7. What types of support, training, or resources have helped you work with students with ADHD?

Nowadays, technology is part of the daily life of society in general, and this doesn't exclude students or any member of the educational community. Leaving these resources aside doesn't make sense with the evolution of education. The teachers interviewed say that when interactive digital resources are used, it better captures the attention of students with ADHD, and they also create activities that are useful for the whole class.

Prensky (2020) stated that different technological elements are no longer just an option within pedagogical activities; he said that now they are a necessity and should be present very

frequently in academic sessions to take advantage of students' interest in technological resources.

8. How do students with ADHD typically respond to the teaching strategies and activities used in your English classes?

The interviewed teachers indicate that when interactive and dynamic activities are set up, students respond in a positive and cheerful way. The teachers say this is due to the very nature of the activities; when active participation from the students is required, they feel part of the class and contribute significantly to achieving the learning objectives. That's why activities should be designed and planned in a way that creates expectations for students, as this is the best way to capture their attention.

Ryan (2020) highlighted that one of the main factors that grabs students' attention is competition. When there's a "prize" involved, or recognition and a sense of victory, students try harder to "win" the activity.

9. How do you adapt your classroom activities or teaching methods to respond to the needs of students with ADHD?

It eventually happens that when a teacher prepares an activity with curricular adaptation, they focus on creating an activity with a low level of complexity based on the student's needs. The teachers interviewed assert that curricular adaptation should not be based solely on the ease or difficulty of the activity, but on the level of impact it will have on the student and the group of students they work with. Teachers believe that planning should not be done only from the activity itself, but that all elements of the planning should be considered: strategies, techniques, resources, and assessment tools, so that the entire educational process meets the student's requirements.

Lightbown and Spada (2021) argued that learning a foreign language is greatly influenced by the quality of activities proposed by the teacher; the more efficient, interactive, and innovative the activities are, the better the learning outcome.

10. What improvements do you think schools could implement to better support

English teachers working with students with ADHD?

The teachers interviewed agree that the resources provided by the institution greatly influence the work they can do in the classroom with students with ADHD. Teachers refer not only to teaching materials but also to training in educational inclusion and effective support. If a teacher is assigned a group with students who have this disorder, they consider it necessary to have close support from the relevant authorities, both in the educational and psychological fields. The teachers emphasize the need for authorities to take a direct interest in the issues and progress of students with ADHD.

Alay Plua et al. (2025) claimed that leadership management is very important for the academic progress of students with ADHD. If leadership management only focuses on structure and neglects teacher training, support, and assistance for academic staff, true academic development cannot be experienced. Legal requirements might be met, but the educational goals are not fully achieved.

Interpretation of data from the interview

The teachers interviewed agree on several points regarding working with students with ADHD. They say that inclusive education brings many benefits for students with specific educational needs, as it helps prevent school dropout or exclusion from learning environments. The teachers mention that inclusive environments help improve students' sense of belonging, which positively affects their self-esteem and motivation. Additionally, they point out that it

serves as motivation and encouragement for teachers to come up with innovative and dynamic approaches, moving away from the traditional structures that usually dominate the educational field.

Teachers also mention that to improve student participation and learning, the implementation of active and dynamic methodologies is needed. When students with ADHD feel like an active part of the activities proposed by the teacher, they manage to improve their level of concentration and their interest in participating. Teachers agree on the need to create diversified activities that aim to cover the different needs present in the classroom; it's not about inventing unique activities for students with ADHD, but about ensuring that the activity proposed for the class properly includes all students.

The teachers interviewed agree that traditional teaching methods focused on memorization and repetition should be set aside. They agree that these approaches bore and tire students, causing them to lose interest and making it hard to stay attentive, which keeps them from reaching the learning goals. The teachers mention that there should be consistency between the way a new language is naturally acquired and the activities planned in the classroom; often, these big differences between the process and the learning create difficulties in picking up a new language.

In general, the interviews show that teachers organize their teaching activities guided by the socioconstructivism approach. According to teaching experience, they agree that interaction with students of the same age allows kids with ADHD to learn more efficiently. If the student is excluded or feels that their activity is very different from everyone else's, it negatively impacts their self-esteem and lowers their level of interest, and consequently, they lose focus.

Teachers say that ongoing training is an important pillar in carrying out teaching activities. Teachers who stay updated frequently have innovative and up-to-date tools to work with students with ADHD. They also highlight the importance of sharing experiences among teachers, giving great importance to study circles. They also mention the need to use innovative resources, whether it's concrete materials or digital resources.

Table N° 1: Correlation between the data gathered and the literature review.

Question	Answer	Author
From your perspective, how does inclusive education influence the learning experience of students with ADHD in English classes?	Improves social interaction Allows for student inclusion Prevents discrimination Motivates the teacher	Pérez and Soto (2022), mentioned the need to integrate students with ADHD into environments where they can interact with their peers.
What strategies or teaching practices do you use to support students with ADHD participate in English lessons?	Work with workbooks Breakdown of activities Use of technological resources	DuPaul and Stoner (2018), indicated that the teacher must tailor their teaching process to the characteristics of students with ADHD, such as difficulties with sustained attention, organization, and task execution.
What do you think is the biggest difficulty when working with a student with ADHD?	Capturing students' attention Lack of educational resources in institutions Having students with ADHD work collaboratively with other students	Armstrong (2020, p. 27), mentioned that “ <i>one of the main difficulties in student learning is capturing and maintaining attention over the medium and long term</i> ”.

What challenges have you personally experienced when teaching students with ADHD in the classroom?	Continuous improvement and training Capturing students' attention Organizing activities to meet the needs of the entire group	Barkley (2015), referred to the need to prioritize working on students' sustained attention.
What main approaches do you use to support students with ADHD in inclusive English classrooms?	Learning with social context. Cooperative work in teams. Gamification activities and stimulation of multiple intelligences.	Martinez (2021, p. 38), said <i>“gamification is one of the key resources for working with students with ADHD, as it encompasses the main elements capable of capturing the learner's attention”</i> .
What types of support, training, or resources have helped you work with students with ADHD?	Continuing education regarding special educational needs (SEN) Working with educational platforms	Agurto and Castillo (2022), mentioned that the use of technological resources improves students' level of attention and quality of learning.
How do students with ADHD typically respond to the teaching strategies and activities used in your English classes?	With enthusiasm and energy They join in spontaneously They participate in an organized manner	Prensky (2020), referred to the need to design activities that motivate the student, fostering a more dynamic and

		engaging environment for the learner.
How do you adapt your classroom activities or teaching methods to respond to the needs of students with ADHD?	Considering the relationship between strategies and student needs Properly organizing resources and activities	Ryan (2020), indicated that planning activities and using resources efficiently and in a timely manner are essential for students to feel genuinely connected to the proposed activities.
What improvements do you think schools could implement to better support English teachers working with students with ADHD?	Number of students per classroom Implementation of technological resources Adaptation of spaces for working with students with ADHD	DuPaul and Stoner (2018) stated that the organization of the learning environment significantly influences the behavior and academic performance of students with ADHD.

Note: This table summarizes the data gathered from the interviews related to English Teachers Practices and Challenges with Elementary Students with ADHD. It also shows the correlation with the literature review from this study.

The table above summarizes the main ideas gathered from interviews with English teachers. The information collected shows the relationship between the reviewed conceptual framework and the teachers' perceptions based on their classroom experience. It highlights the importance

teachers place on implementing innovative strategies in the classroom, using teaching resources that match the reality students experience, and the need to plan activities based on the requirements of students with ADHD without it being something that excludes them from general activities.

It can also be observed that, from the teaching experience, the main challenges focus on the limited institutional support available for working with students with ADHD, the lack of ongoing training regarding curriculum adaptations, and the students' own limitations as a result of their disorder. Based on this, teachers state that at times there is indeed a work overload with the aim of meeting legal requirements, but above all with the goal of achieving learning objectives.

Chapter V

Conclusions and recommendations

Conclusions

Regarding the general objective of this study: *“To describe the perceptions, experiences, and practices of elementary Engles teachers regarding the challenges of teaching students with ADHD in context with limited preparation”* it was possible to identify the key experiences teachers undergo in the classroom, taking into account potential limitations and the strategies they can implement.

Regarding the first specific objective related with the education approaches and based on the information gathered, working with students with ADHD improves significantly when criteria related to the social constructivist approach are applied. Using a gamification scheme within academic activities also helps improve the level of attention the student pays to what the teacher proposes. It was evident that learning that revolves around active participation promotes motivation in the student, since feeling like the main character of the activity shows more interest and significantly helps to achieve educational goals.

The second specific objective is related with the experiences and practices of English teacher, although it was evident that planning and executing all of these elements involves more effort from teachers, this effort is balanced by the satisfaction of the achievements obtained. The first aspect is evident when teachers prepare activities tailored to the needs of both: the individual student and the group, while the second arises when genuine educational inclusion is achieved within the classroom. Thus, the research objective of analyzing teachers' experiences and identifying the main challenges they face when working with students with ADHD has been achieved.

Regarding with the last specific objective related with the possible improvements, the primary challenges identified relate to class size; when the number of students is excessive, carrying out activities and providing targeted support to students with ADHD becomes difficult. Another challenge concerns the availability of technological resources within the institution; without the necessary resources, teachers cannot conduct activities efficiently. All of these factors are primarily aimed at improving students' sustained attention.

It's important to take into consideration the impact of this research for understanding the challenges that English teachers face when teaching students with ADHD. This research highlights important aspects like support from school leaders, institutional organization, the strategies used in the classroom, and the main areas that teachers need to work on to strengthen the learning of students with ADHD.

Recommendations

The implementation of innovative strategies shouldn't happen individually; teachers shouldn't work separately or based on their own criteria. Educational institutions need to regulate and formalize the use of innovative strategies in their institutional documents. The PEI, PCI, and all documents related to teaching practice should set and provide guidelines so that educational innovation isn't just an option but an institutional policy and is implemented in an orderly and organized way.

Within the organization of the institution, it should be kept in mind that planning and carrying out activities to work with students with ADHD takes more time. From this point of view, administrators should consider assigning extracurricular activities to teachers who have groups of students with ADHD, to prevent them from being overloaded with work and getting too tired.

When assigning class rosters, school authorities should consider whether there are students with ADHD. Administrators need to be aware of the time required to plan activities and the attention teachers need to give to students with this disorder. That's why it's important to avoid overloading a single class with students with ADHD by arranging a proper distribution. Likewise, authorities must secure the necessary resources to effectively facilitate the implementation of dynamic and interactive activities.

The data obtained from the research reveal the main challenges faced by English teachers when working with students who have ADHD. This analysis enables the development of strategies to optimize the teacher's work; therefore, it is recommended that future research expand its scope to include other subjects within the Ecuadorian national curriculum and extend across different educational levels to establish general pedagogical criteria.

References

- Agurto, M. A., and Castillo, L. (2022). *The use of digital tools to support English language learning for students with ADHD in Ecuadorian classrooms*. Universidad Técnica Particular de Loja.
- Agustin, A. A. (2025). *Inclusive teaching for ADHD: Challenges and strategies in mainstream schools*. *Divine Word International Journal of Management and Humanities*, 4(2), 1634–1649. <https://doi.org/10.62025/dwijmh.v4i2.142>
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). American Psychiatric Association Publishing. <https://doi.org/10.1176/appi.books.9780890425787>
- Alay, E. D., Chávez, D. E., Chávez, M. M., and Albuquerque, H. E. (2025). *Estrategias didácticas inclusivas en la enseñanza de un niño con TDAH: Análisis de la práctica docente en la Escuela “Virgen de las Mercedes”*. *Revista Científica de Innovación Educativa y Sociedad Actual ALCON*, 5(3).
- Asamblea Nacional del Ecuador. (2008). *Constitución de la República del Ecuador*. Registro Oficial No. 449.
- Asamblea Nacional del Ecuador. (2011). *Ley Orgánica de Educación Intercultural (LOEI)*. Registro Oficial Suplemento 417.
- Asamblea Nacional del Ecuador. (2021). *Ley Orgánica Reformatoria a la Ley Orgánica de Educación Intercultural*. Registro Oficial.
- Asamblea Nacional del Ecuador. (2012). *Reglamento General a la Ley Orgánica de Educación Intercultural*. Decreto Ejecutivo No. 1241.

- Asamblea Nacional del Ecuador. (2003). *Código de la Niñez y Adolescencia*. Registro Oficial No. 737.
- Asamblea Nacional del Ecuador. (2012). *Ley Orgánica de Discapacidades*. Registro Oficial Suplemento 796.
- Ausubel, D. P. (2002). *Adquisición y retención del conocimiento: Una perspectiva cognitiva*. Paidós.
- Barkley, R. A. (2015). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). Guilford Press.
- Bilgic, Z.E., and Kutlu Demir, O. (2025). Supporting English language learning for student with attention deficit hyperactivity disorder through total physical response and multiple intelligence theory. *Frontier in Education*, 10.
- Carrión, T. and Espinoza, V. (2024). Gamification and Total Physical Response to foster English learning among students with ADHD. *Innovation in Language Learning and Teaching*. Advance online publication.
- Cocha, M. del C., Naveda, D. J., & Tenelanda López, D. V. (2021). Estrategias metodológicas docentes y su asociación en el proceso de enseñanza-aprendizaje del idioma inglés de escolares con TDAH. *Journal of Science and Research*, 6(1), 120–134.
- Creswell, J. W., & Poth, C. N. (2024). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.
- De la Cruz, G., Ullauri, M. I., and Freire, J. (2020). Estrategias didácticas para la enseñanza de inglés como lengua extranjera (EFL) dirigidas a estudiantes con trastorno por déficit de

- atención e hiperactividad (TDAH). *Colombian Applied Linguistics Journal*, 22(2), 169–182. <https://doi.org/10.14483/22487085.16118>
- Deci, E. L., and Ryan, R. M. (2020). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- DuPaul, G. J., and Stoner, G. (2018). *ADHD in the schools: Assessment and intervention strategies* (3rd ed.). Guilford Press.
- Evertson, C. M., and Weinstein, C. S. (2022). *Handbook of classroom management: Research, practice, and contemporary issues* (2nd ed.). Routledge.
- Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Harmer, J. (2022). *The practice of English language teaching* (6th ed.). Pearson Education.
- Knott, E., Rao, A. H., Summers, K and Teege, C. (2022). Interviews in the social sciences. *Nature reviews methods primers*, 2 (1), Article 73.
- Lightbown, P. M., and Spada, N. (2021). *How languages are learned* (5th ed.). Oxford University Press.
- Lim, W. M. (2024). *What is qualitative research? An overview and guidelines*. *Australian Journal of Management*. <https://doi.org/10.1177/14413582241264619>
- Pérez, A. M., Gil, M., and Oliva, F. J. (2024). La enseñanza del inglés al alumnado con TDAH. *Education in the Knowledge Society*, 25, e31235. <https://doi.org/10.14201/eks.31235>

- Ministerio de Educación del Ecuador. (2023). *Acuerdo Ministerial MINEDUC-MINEDUC-2023-00084-A*. Ministerio de Educación.
- Moreira, M. A. (2021). *Aprendizaje significativo: la teoría de David Ausubel en la educación contemporánea*. *Revista Electrónica de Investigación Educativa*, 23, 1–12.
<https://doi.org/10.24320/redie.2021.23.e15.4057>
- Moustakas, C. (2023). *Phenomenological research methods* (reimpresión actualizada). SAGE Publications.
- Nijakowska, J. (2022). *Foreign language trainee teachers' concerns and preparedness to implement inclusive instructional practices with learners with special educational needs: Training induced changes*. *Neofilolog*, 58(2), 161–178.
<https://doi.org/10.14746/n.2022.58.2.2>
- Piaget, J. (1972). *The psychology of the child*. Basic Books.
- Prensky, M. (2020). *Teaching digital natives: Partnering for real learning*. Corwin Press.
- Ridolfi, L. F., Barbosa, F. P. P., Siquiera, T. S. Q. F., André, P., & Sampaio, S. D. (2025). *Teacher training and inclusive teaching practices in serving students with attention deficit hyperactivity disorder in the early years of elementary school*. **REMUNOM**, 21(2), 1–19. <https://doi.org/10.61164/va79dz84>
- Syam, A. N., Dollah, S., and Muliati, A. (2025). The strategies used by teachers to teach ADHD students at Athirah Islamic Elementary School. *JEKPEND: Journal Ekonomi dan Pendidikan*, 8(2).

Supporting English language learning for students with attention deficit hyperactivity disorder through total physical response and multiple intelligences theory. (2025). *Frontiers in Education*.

Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.

UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education – All means all*. UNESCO Publishing.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wilson, C., Green, C. N., Teye, M. K., and Ballantyne, C. (2024). *Teachers' perceptions and practices towards inclusive education for children with ADHD in Scotland: A qualitative investigation*. *International Journal of Disability, Development and Education*, 71(7), 1061–1075. <https://doi.org/10.1080/1034912X.2023.2266374>

Annexes**Certificado Sistema Anti Plagio**

En calidad de tutor del Trabajo de Integración Curricular denominado “ENGLISH TEACHERS’ PRACTICES AND CHALLENGES WITH ELEMENTARY STUDENTS WITH ADHD” elaborado por el estudiante ALVAREZ FLORES LOURDES ANDREA de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal de Península de Santa Elena, me permito declarar que una vez finalizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con el 9% de la valoración permitida, por consiguiente, se procede a emitir el informe.

Atentamente,

A handwritten signature in blue ink, appearing to read 'Niola', is written over a horizontal line.

Lcda. Niola Sanmartín Rosa Elena, MSc.

Tutor

Informe de Antiplagio



Certificado de análisis
Compilatio Studium

Lourdes trabajo completo Jul20 comp

ID : 2951c1400faae5997ecf965ce2b9e6ce75bd3796



9%

Textos sospechosos

Nombre del fichero : Lourdes trabajo completo Jul20 comp.txt
Tamaño del archivo original : 431,41 kB
Número de palabras : 8964

Depositante : JEFFERSON SANCHEZ PAGUAY
Fecha de depósito : 20 de julio de 2026
Tipo de carga : interface
fecha de fin de análisis : 20 de julio de 2026

Resumen (sección 1/2)

Localización de los textos sospechosos en el documento :



Incluido en el porcentaje de textos sospechosos :



Similitudes

0%

Pasajes con similitudes a fuentes encontradas en diferentes colecciones.



Detección de IA

9%

Textos estilísticamente próximos a un texto generado por una IA.

Este índice es un indicador y no una prueba. Comprueba con el autor si domina los conocimientos mencionados en el documento.



No incluido en el porcentaje de textos sospechosos :



Textos entre comillas

3%

Pasajes entre comillas, a menudo indicativos de una cita.

Interview results

From your perspective, how does inclusive education influence the learning experience of students with ADHD in English classes?	
Teacher 1	I believe inclusive education plays a very important role in the learning experience of students with ADHD. When these students feel accepted and included in the classroom, they are more willing to participate and take risks when learning English. It also helps them develop social skills and build confidence. In my experience, an inclusive environment allows students to feel that they belong, which positively affects their motivation and learning.
Teacher 2	That's an interesting question. From my experience, inclusive education helps students with ADHD feel accepted and actively involved in the learning process. When teachers adapt activities to different learning needs, students become more confident and motivated. This creates a positive environment where they can participate, practice English, and develop their language skills alongside their classmates.
Teacher 3	Inclusive education positively impacts students with ADHD because it allows them to learn in a flexible, supportive environment where their individual needs are considered. In English classes, this means adapting instruction so that students can participate without feeling excluded. When inclusion is well implemented, students with ADHD tend to feel more motivated, less anxious, and more willing to engage in communicative activities, which are essential in language learning.

Teacher 4	Inclusive education allows students to have access to equal opportunities, preventing exclusion and enabling the development of their full potential. In the case of students with ADHD, it ensures that their condition is not a limitation to learning; on the contrary, it provides the necessary tools to guide their learning and achieve the objectives set out in the national curriculum.
Teacher 5	The inclusion of children with ADHD eliminates the gap that exists in the learning process, setting aside exclusionary criteria and allowing instruction to be based on the students' needs. While it presents a challenge for teachers, inclusive education allows for the identification of each student's potential and thus provides equal learning opportunities.

What strategies or teaching practices do you use to support students with ADHD participate in English lessons?	
Teacher 1	To support students with ADHD, I try to make my lessons as interactive and engaging as possible. I use games, visual materials, songs, and activities that require movement because these usually help them stay focused. I also give short and clear instructions and check frequently to make sure they understand what they need to do. Positive reinforcement is another strategy I use because it helps motivate them and recognize their efforts.
Teacher 2	I use clear instructions, visual materials, interactive platforms, and short activities to maintain students' attention. I also include games, pair work, and real-life examples. For instance, instead of only reading from the textbook, students may

	practice vocabulary through online quizzes or speaking activities related to their daily lives.
Teacher 3	I use short and clear instructions, visual aids, and step-by-step activities to maintain focus. I also incorporate interactive tasks such as games, pair work, and movement-based activities. Breaking tasks into smaller parts and providing constant positive reinforcement helps students stay engaged and complete tasks successfully.
Teacher 4	For children with ADHD, it is crucial to work with short-term goals. Objectives involving lengthy activities or sequences with too many instructions should be avoided. Activities should be broken down into sections and evaluated at each stage, allowing students to receive timely feedback and, above all, ensuring proper follow-up so the student doesn't lose interest.
Teacher 5	The use of technology is very helpful, as is diversifying activities. Moving away from traditional methods of repetition and copying allows students with ADHD to work more actively, enabling them to integrate better and become much more interested in the proposed activities.

In your opinion, what are the main difficulties students with ADHD face while learning English?	
Teacher 1	One of the main difficulties I have noticed is maintaining attention during activities that require concentration for a longer period of time. Sometimes they become distracted easily or have difficulty following several instructions at once. Learning a new language can also be challenging because it requires

	remembering vocabulary, grammar rules, and practicing different skills simultaneously. However, with the right support, they can make significant progress
Teacher 2	Students with ADHD often have difficulty maintaining attention, following long instructions, and staying focused during extended tasks. Since English requires listening, reading, writing, and speaking skills, some students may become distracted easily, especially when activities are repetitive or lack opportunities for active participation.
Teacher 3	Students with ADHD often struggle with maintaining attention during long explanations, following multi-step instructions, and staying organized with written tasks. They may also have difficulty with vocabulary retention and completing reading or writing activities that require sustained focus.
Teacher 4	Learning a new language requires a great deal of concentration regarding the knowledge and application of new grammatical rules. Taking the student out of their comfort zone is one of the main problems, as feeling destabilized causes them to easily lose interest during the activities.
Teacher 5	The internalization of vocabulary and certain traditional practices, which focus on repeating words where errors occur, are also significant challenges. Mere repetition is a major obstacle in the learning process for students with ADHD. Activities that require repetition for internalization should be diversified and not simply involve filling pages with repeated words.

What challenges have you personally experienced when teaching students with ADHD in the classroom?	
Teacher 1	One challenge I have experienced is helping students stay focused while also attending to the needs of the rest of the class. Sometimes it requires extra planning and flexibility because not every strategy works for every student. There are moments when students may become distracted or lose interest, so I need to adjust the activity or provide additional support. Despite these challenges, I see it as an opportunity to improve my teaching practices and better meet my students' needs.
Teacher 2	One challenge is keeping students focused throughout the lesson. Since I work with teenagers, they can easily become distracted by conversations, or other classroom situations. Sometimes I need to redirect their attention and provide additional support to help them complete tasks successfully.
Teacher 3	One of the main challenges is balancing the needs of students with ADHD while maintaining the pace of the class. It can be difficult to ensure that they remain focused without interrupting the learning flow of other students. Classroom management and time adaptation are also ongoing challenges.
Teacher 4	Perhaps the biggest challenge is achieving sustained concentration. When working on listening skills, it's necessary for the student to maintain attention to understand what they hear, and their concentration level is often very low. Therefore, developing this skill is perhaps the most complicated aspect of the teaching and learning process.

Teacher 5	The integration of the student with their peers is perhaps one of the main difficulties. When working on dialogues, the lack of acceptance these students often experience from their classmates complicates matters.
-----------	---

What main approaches do you use to support students with ADHD in inclusive English classrooms?	
Teacher 1	I try to create a supportive and flexible learning environment where students feel comfortable participating. I use differentiated instruction and adapt activities according to students' needs and learning styles. I also include collaborative work and hands-on activities because they help students stay engaged and learn more effectively. My goal is to ensure that every student has the opportunity to participate and succeed.
Teacher 2	I focus on student-centered learning, active participation, and differentiated instruction. I try to make lessons dynamic by combining technology, collaborative work, and practical activities. My goal is to create opportunities for students to learn English through meaningful experiences rather than simply completing exercises from a textbook.
Teacher 3	I mainly use differentiated instruction, task simplification, and multisensory learning approaches. I also apply behavior management techniques such as clear routines, visual schedules, and reward systems to encourage positive participation and consistency.

Teacher 4	The socio-constructivist approach is perhaps the most necessary and useful, as it allows students to work actively and integrate with their classmates. This interaction offers significant benefits when learning a foreign language.
Teacher 5	Constructivism, without a doubt, allows students to generate their own learning, capturing their attention more effectively. By making them the protagonists of their learning, their interest increases, leading to better results.

What types of support, training, or resources have helped you work with students with ADHD?	
Teacher 1	I have benefited from professional development courses, workshops, and discussions with colleagues who have experience working with students with ADHD. I have also learned a lot through my own classroom experience and by researching strategies that can help these learners. Resources such as visual aids, educational technology, and interactive activities have been particularly useful in supporting their learning.
Teacher 2	The resources that have helped me the most are interactive platforms such as Wordwall, Quizizz, and digital resources, along with visual materials and the support of colleagues. I have also learned a lot through classroom experience, observing which strategies help students with ADHD stay focused and participate more actively.
Teacher 3	Workshops on inclusive education, special education training, and classroom management strategies have been very helpful. Additionally, access to visual

	materials, digital tools, and collaborative support from special education staff greatly improves teaching effectiveness.
Teacher 4	Flashcards and graphic aids: When working with visual materials, students internalize learning more efficiently. Graphic resources also help capture students' attention more effectively.
Teacher 5	Gamification: Using digital resources in the learning process allows students to better engage in activities and improves their sustained attention span.

How do students with ADHD typically respond to the teaching strategies and activities used in your English classes?	
Teacher 1	In my experience, students with ADHD respond very well to activities that are dynamic, interactive, and meaningful. They tend to participate more when lessons include games, technology, movement, or group work. I have noticed that when they are actively involved in the learning process, they show greater enthusiasm and confidence in using English. They also seem to enjoy activities that allow them to learn while having fun.
Teacher 2	They usually respond positively when activities are interactive and varied. Many students participate more actively when technology, games, or collaborative tasks are included. For example, students who struggle to focus during traditional exercises often become more engaged when using educational platforms or participating in speaking activities related to real-life situations, such as describing their routines, sharing opinions, or practicing conversations.

Teacher 3	Generally, students respond positively to interactive and dynamic activities. They show higher engagement when lessons include movement, technology, or games. However, their response can vary depending on the structure and clarity of the task.
Teacher 4	When working with concrete materials, students are better able to sustain their attention, become more interested in the process, and are even capable of creating their own materials at certain times, which improves their concentration.
Teacher 5	Students integrate very well into the gamification process. The anticipation of the questions, challenges, winners, and even the prizes or rewards they can obtain helps them stay more attentive and engaged in the activities.

How do you adapt your classroom activities or teaching methods to respond to the needs of students with ADHD?	
Teacher 1	I usually adapt my activities by dividing tasks into smaller and more manageable steps. I also provide visual support, examples, and extra guidance when needed. Sometimes I allow students more time to complete tasks or offer alternative ways to demonstrate their learning. I try to vary the activities throughout the lesson to keep students engaged and maintain their attention
Teacher 2	I simplify instructions, divide tasks into smaller steps, and provide visual support whenever possible. I also alternate activities to avoid monotony and allow students to stay engaged. Additionally, I monitor their progress closely and offer guidance when they need extra support during classroom activities.

Teacher 3	I modify tasks by reducing their length, using more visuals, and offering multiple ways to complete assignments (oral, written, or practical). I also allow flexible seating and provide frequent breaks when necessary to help them regulate attention and energy.
Teacher 4	The adaptation focuses primarily on resources, so that it doesn't feel like a separate class for a specific student, but rather allows all students to work equally, regardless of whether they have been diagnosed with ADHD.
Teacher 5	Because it's a modern methodology, it allows for the integration of all students. It creates an activity where there isn't a specific time dedicated to the student with ADHD, but rather allows for true educational inclusion within the classroom.

How do other students in the classroom interact with classmates who have ADHD during English lessons?	
Teacher 1	Most of the time, I observe positive interactions among students. Many classmates are willing to help and work together during group activities. However, I believe it is important to continuously promote respect, empathy, and understanding in the classroom. When students learn to appreciate individual differences, the classroom becomes a more supportive and inclusive environment for everyone.
Teacher 2	Most students interact positively with classmates who have ADHD, especially during pair or group activities. However, there are times when some students may become impatient if their classmates get distracted. In those situations, I encourage respect, cooperation, and teamwork.

Teacher 3	In most cases, peers are supportive, especially when a positive classroom culture is established. Group activities help encourage collaboration and understanding. However, sometimes misunderstandings occur, so I promote empathy and cooperative learning to strengthen inclusion.
Teacher 4	Students integrate well with those who have ADHD. Activities are designed to foster inclusion and interaction, ensuring no one is excluded from the learning process.
Teacher 5	There is always a slight initial distance between students with ADHD and those with ADHD; however, after receiving the necessary guidance, they are able to organize themselves, integrate, and work as a team without major issues.

What improvements do you think schools could implement to better support English teachers working with students with ADHD?	
Teacher 1	I think schools could provide more training focused on inclusive education and practical strategies for supporting students with ADHD. It would also be helpful to have greater access to specialized resources and support from professionals such as psychologists or educational specialists. Additionally, stronger collaboration between teachers, parents, and school staff could contribute to better learning experiences for students and make teachers feel more supported in their work.
Teacher 2	I think schools could provide more training for teachers on how to work with students with ADHD and other learning needs. It would also be helpful to have more interactive resources and technological tools that keep students engaged. In

	my experience, students often respond better when lessons are dynamic and connected to real-life situations rather than only following the textbook.
Teacher 3	Schools should provide more specialized training for teachers, reduce class sizes where possible, and ensure access to support professionals such as educational psychologists or special needs coordinators. Additionally, more teaching resources and time for lesson planning would greatly improve inclusive education practices.
Teacher 4	I believe that implementing study groups, where teachers can exchange experiences about working with students with ADHD, would be a great way to improve our work, as we could learn from each other.
Teacher 5	More support for teachers, and closer guidance from the school's Student Counseling and Guidance Department (DECE), would help reduce errors when working with students with ADHD.