



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

**“MULTISENSORY LEARNING APPROACH TO TEACH ENGLISH YOUNG
LEARNERS WITH ADHD”**

As a prerequisite to obtain a:

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

Author: Paucar Paucar Anthony Samuel

Advisor: Nieto Herrera Diego Josue, MSc.

La Libertad – Ecuador

2026

Advisor's Approval

In my role as Advisor of the research paper under the title Multisensory Learning Approach to Teach English Young Learners with ADHD, prepared by Paucar Paucar Anthony Samuel, undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península 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 the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, reading "Diego Nieto H." with a stylized flourish at the end.

Nieto Herrera Diego Josue, MSc.
ADVISOR

Statement of Authorship

I, Paucar Paucar Anthony Samuel, with ID number 0605313832, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project “**Multisensory Learning Approach To Teach English Young Learners With ADHD**” certify that this study work is our authorship, except for quotes, statements, and reflections in the research paper.



Paucar Paucar Anthony Samuel
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 be 'Paucar', written in a cursive style.

Paucar Paucar Anthony Samuel
AUTHOR

Board of Examiners



León Abad Eliana Geomar, MSc.

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



Intriago Alcivar Wellington Segundo, MSc.

SPECIALIST PROFESSOR



Nieto Herrera Diego Josue, MSc.

ADVISOR



Terán Molina Diana Verónica, MSc.

PROFESSOR, UIC

Acknowledgment

Above all I want to give glory and honor to God because only he deserves it, I am very grateful for all the work of his hands and what he did to build up the man that I am now. I understood that everything I asked God for his direction, all these things would bear fruit in their time and that is what I am seeing with my own eyes, at the State University of the Peninsula of Santa Elena, for providing me with all the knowledge necessary to develop my vocation as a language teacher, being one of the important pillars of my learning. all my teachers who encouraged me to have a spirit of innovation and academic development, particularly my thesis tutor, who showed me unconditionally that we can always make an impact even in the small actions we do for our students, to my colleagues, colleagues and friends for always being in the right place and with the right timbals. to my pastors and spiritual leaders who have always been praying for me even in the moments when I felt the world moving over me, from the bottom of my heart I leave written my prayer of patience, all glory is for you God.

Paucar Paucar Anthony Samuel

Dedication

I want to dedicate this project, in the first place, to God, for being my guide and strength at every stage of this path. His love, faithfulness and grace have enabled me to overcome challenges and move forward with hope and purpose. I also want to dedicate this achievement to my family, which has been a cornerstone of my life. Her unwavering support, words of encouragement and confidence in me gave me the strength to keep going, even in the toughest moments.

In a very special way, I dedicate this work to my mother and brothers; without them I would not have been able to complete my studies. to the network of the youth ministry for opening the doors to practice my knowledge of didactics and teaching clearly, thank you for trusting in your servant, thank you for every sacrifice, for believing in my abilities and for teaching me, with your example, the value of effort, perseverance and humility. Everything I am today bears the imprint of his love and the principles they planted in my life.

This project represents much more than a successful goal; it is a reflection of the support, faith and love I have received from those who have always walked by my side.

With deep affection and eternal gratitude,

Paucar Paucar Anthony Samuel

Abstract

This study aims to analyze the experiences of English teachers regarding the use of a multisensory learning approach when teaching third-year students with ADHD, focusing on the instructional strategies they implement, the challenges they encounter, and the opportunities they identify for inclusive English language teaching. The methodology employed is qualitative and phenomenological, using interviews with five English teachers from an educational institution as the research technique. Prior authorization was obtained from the institution to collect the data, and each questionnaire was administered. The data was then analyzed using Atlas.ti, generating word clouds for each question and by learning objective. The results revealed that the teachers apply multisensory strategies, combining visual elements such as images, auditory elements such as changes in sound, and kinesthetic elements such as movement games. The strategies and actions implemented have motivated students and encouraged their participation with greater enthusiasm; however, their implementation requires resources and time, which are currently a limiting factor for the teachers.

KEYWORDS: multisensory approach, inclusive education, English language teaching, ADHD.

Resumen

El presente trabajo tiene como objetivo analizar las experiencias de los profesores de inglés con respecto al uso del enfoque de aprendizaje multisensorial cuando enseñan a estudiantes de tercer año con TDAH, enfocándose en las estrategias de instrucción que implementan, los desafíos que encuentran y las oportunidades que identifican para la enseñanza inclusiva del idioma inglés. La metodología utilizada es de método cualitativo, de tipo fenomenológico, que emplea como técnica de investigación a la entrevista dirigida a 5 docentes del idioma inglés de una institución educativa. Para la recogida de información, se solicitó una autorización previa a la institución y se aplicó cada uno de los cuestionarios; posteriormente, se analizó en Atlas.ti, generando nubes de palabras por cada una de las preguntas, así como también por objetivos. Los resultados permitieron conocer que los docentes aplican estrategias multisensoriales, combinando elementos visuales como imágenes, auditivos como cambios y cinestésicos como los juegos de movimiento. Las direcciones, estrategias y acciones aplicadas han permitido que los estudiantes se motiven y participen con mayor entusiasmo; sin embargo, para su implementación se requieren de recursos y tiempo, que actualmente son una limitante para los docentes.

PALABRAS CLAVES: Enfoque multisensorial, educación inclusiva, enseñanza del inglés, TDAH.

Index

Advisor's Approval.....	2
Sincerely,.....	2
Advisor	2
Statement of Authorship	3
Author	3
Declaration	4
Author	4
Acknowledgment.....	6
Dedication	7
Abstract	8
Resumen	9
Index.....	10
Introduction	12
Chapter I.....	14
The problem.....	14
Research topic.....	14
Problem statement.....	14
Justification.....	16
Problem question	18
Specific questions	18
Objectives.....	18
General objective	18
Specific objectives	18
Chapter II	20
Theoretical framework	20
Background	20
International.....	20
Regional	21
National	21
Pedagogical basis	22
Multisensory Teaching.....	22
Inclusive education	23
Active learning.....	24
Universal Design for Learning (UDL).....	25
Theory of reflective practice.....	26
Theoretical basis	26

Constructivist theory of learning	26
Meaningful learning theory	27
Theory of multiple intelligences	27
Cognitive learning theory	28
Pedagogical content knowledge theory	28
Legal Basis	29
Constitution of the Republic of Ecuador.....	29
Organic Law of Intercultural Education.....	30
General Regulations for the Organic Law on Intercultural Education.....	31
Chapter III	32
Methodological framework.....	32
Methods.....	32
Type of research	32
Data collection techniques.....	33
Tools.....	33
Data collection, processing and resources.....	34
Population and sample	34
Chapter IV	36
Analysis of the findings.....	36
Brief explanation of the findings	36
Interpretation of the interview results	37
Interpretation of results by objectives	47
Chapter V.....	51
Conclusions and recommendations	51
Conclusions	51
Recommendations.....	52
References	55
Annexes.....	61
Annex A: Interview template for teachers	61
Annex B: Transcription of interviews with teachers	62
Annex C: Certified Anti-Plagiarism System	66

Introduction

Learning English is really important for people around the world because it helps us talk to each other and get access to a lot of information. As the world gets more connected schools are starting to teach English from a young age so that students can be ready for the future. Being good at English helps people communicate with others from cultures and it also gives them more opportunities for education and work.

However, some students have a time learning English, especially those who need special help. That is why some teachers are using a way of teaching called the multisensory learning approach. This approach is helpful because it uses different ways to teach, like pictures, music and games so that students can learn in the way that works best for them.

The multisensory learning approach is good because it does not just rely on the teacher talking or on textbooks. Instead, it uses different tools like videos, real objects and activities that get the students moving. Even though this approach is getting more popular it is not being used enough in classes especially for students with ADHD.

A lot of classes still use old methods that do not work well for students with ADHD. These methods can be boring. Do not help the student's pay attention or learn as well as they could. That is why we need to learn more about how teachers can use the multisensory learning approach to help students with ADHD. This study is going to look at what English teachers think about using the multisensory learning approach with students who have ADHD. It will also try to understand how teachers use this approach in their classes and how it helps the students. The goal of this study is to help teachers and schools create ways of teaching English to students with ADHD.

The results of this study will be helpful for teachers who want to learn ways to teach English and it will also be useful for schools that want to make their English

classes better for all students. English language education is very important for students with ADHD. This study will help us understand how to make it more effective.

The multisensory learning approach is a way to teach English to students with ADHD because it uses many different senses, like sight and sound to help the students learn. English teachers who use this approach can help their student's pay attention participate in class and be more motivated to learn.

This study will help us learn more about how the multisensory learning approach works in English classes and it will give us some practical ideas for how to use it to help students with ADHD. The multisensory learning approach is a part of English language education and it can make a big difference for students who need a little extra help. English teachers play a role in helping students with ADHD learn English and they need to have the right tools and methods to do their job well. The multisensory learning approach is one of those tools. It can be very effective when used correctly.

By studying how English teachers use the multisensory learning approach we can learn more about what works and what does not. We can use that information to create better English classes for all students. English language education is crucial for students, with ADHD and the multisensory learning approach can help make it more successful.

Chapter I

The problem

Research topic

Multisensory learning approach / Attention Deficit Hyperactivity Disorder (ADHD)

Research Title

Multisensory Learning Approach to Teach English Young Learners with ADHD.

Problem statement

Learning English is one of the most important skills within education systems worldwide, due to its significance extends beyond the academic sphere as a fundamental tool for accessing scientific knowledge, intercultural communication, student mobility, and employment opportunities in an increasingly globalized world. Consequently, kids are learning English earlier than ever. It stays on their schedule all the way through high school. Yet, hitting those official benchmarks remains incredibly tough. It is even harder for students with special educational needs who run into constant, frustrating roadblocks.

ADHD is a big part of this picture. In fact, it is one of the most common neurodevelopmental diagnoses floating around schools today. According to Salari et al. (2023), the global prevalence of ADHD is 8%, which is why it presents a challenge for teaching and learning processes, this statement is also supported by Schmengler et al. (2023), who point out that symptoms associated with ADHD, such as inattention, impulsivity, and difficulties with self-regulation, can affect the academic performance of adolescents.

Palacios et al. (2025) report that students with ADHD encounter several challenges when learning English as a foreign language, particularly in maintaining attention, following classroom instructions, retaining new vocabulary, and understanding reading activities. Likewise, Pérez et al. (2024) emphasize that these challenges require teaching practices that respond to students' cognitive characteristics and individual educational needs. For this reason, adapting instructional strategies is considered an important element in promoting meaningful participation and supporting English language learning among students with ADHD.

In response to these challenges, the multisensory learning approach has emerged as a pedagogical alternative that activates different sensory channels, including visual, auditory, tactile, and kinesthetic modalities. This approach encourages learners to engage with information through various sensory experiences, strengthening comprehension, retention, and the application of knowledge. In the field of language teaching, the integration of images, sounds, body movement, interactive technological resources, and hands-on activities can contribute to increased motivation, active participation, and the retention of linguistic content (Kaldonek, 2021).

According to Loor et al. (2026), multisensory strategies promote the development of linguistic skills and improve student participation in intensive English programs. Similarly, Pérez et al. (2024) highlight that the application of dynamic and interactive methodologies can contribute to strengthening selective attention and reading comprehension in students with ADHD learning English as a foreign language.

While there has been significant progress in the theoretical study of the multisensory teaching approach, its application in English language teaching at the high school level remains limited, particularly for students diagnosed with ADHD. This scenario highlights a gap between students' specific needs and the pedagogical practices

implemented in the classroom, which may negatively affect their academic performance and the development of their English communication skills.

In this context, it is essential to analyze the contribution of the multisensory learning approach to teaching English to students with ADHD. Examining this approach may contribute to the development of attention, motivation, participation, and linguistic skills, thereby improving English teaching and learning processes for learners with ADHD.

Justification

This research is important because it explores how multisensory learning approach can support English language teaching to young learners with ADHD, addressing their different needs through multiple sensory pathways. As the characteristics of the disorder often influence their ability to sustain attention, follow instructions, and engage consistently in classroom activities (Schmengler, et al., 2023; Palacios, Prado, & Venegas, 2025). For this reason, increasing attention has been given to instructional approaches that adapt to students' individual learning needs and promote more effective participation in the learning process. Among these, the multisensory learning approach integrates visual, auditory, tactile, and kinesthetic experiences to create more engaging and meaningful learning opportunities (Nurjanah et al., 2024; Pérez et al., 2024).

Recent research has examined the use of multisensory strategies in English language teaching. Li et al. (2022) report that combining different forms of sensory input can support vocabulary acquisition among English language learners. Additionally, Huang et al. (2022) found that students who engaged in learning activities incorporating multiple sensory resources made greater progress in acquiring English phrases, indicating that combining visual, auditory, and other sensory experiences can support and enhance the language learning process.

Moreover, Salehi et al. (2024) examined the effects of dynamic assessment on English language learning among students with ADHD, focusing specifically on selective attention and reading comprehension. Their findings highlight the importance of adapting instructional practices to learners' educational needs. In this context, the multisensory approach may be considered one instructional alternative that supports more inclusive English language learning experiences.

Despite the research found, limited evidence was identified regarding the application of the multisensory approach in teaching English to young people with ADHD. Although previous studies have examined instructional strategies for teaching English to students with ADHD, fewer investigations have focused on teachers' experiences and perceptions of using multisensory strategies in inclusive classrooms (Palacios, Prado, & Venegas, 2025; Yousefizadeh, 2025). This aspect remains insufficiently explored and provides a basis for further research on inclusive English language teaching.

This study explores teachers' experiences with the use of the multisensory approach in English language teaching for third-year students with ADHD, providing insight into its application in inclusive classroom settings. The findings may help identify strategies that contribute to improving the teaching and learning process, as well as opportunities to strengthen inclusive English language education.

Regarding the scope of the research, this study focuses on the implementation of the multisensory approach in English language teaching for third-year students with ADHD, considering teachers' experiences and perceptions. It also aims to identify opportunities for strengthening inclusive education. The study is limited to the educational context and teachers from a single educational institution. It is important to

note that students' academic performance is not assessed, and the effectiveness of the multisensory approach is not measured through quantitative instruments or tests.

Problem question

What are English teachers' experiences with the use of the multisensory learning approach when teaching students with ADHD?

Specific questions

1. What multisensory strategies do English teachers use when teaching third-year students with ADHD?
2. How do English teachers describe their experiences of using multisensory strategies to support students' attention, participation, and motivation during English lessons?
3. What challenges and opportunities do English teachers encounter when implementing a multisensory approach in inclusive English language classrooms?

Objectives

General objective

To analyze the experiences of English teachers regarding the use of the multisensory learning approach in teaching in English to third-year students with ADHD.

Specific objectives

- To identify the multisensory strategies English teachers use when teaching English to third-year students with ADHD.
- To describe English teachers' experiences of using multisensory strategies to support students' attention, participation, and motivation during English lessons.

- To analyze the challenges and opportunities that English teachers identify when implementing the multisensory learning approach in inclusive English language teaching.

Chapter II

Theoretical framework

Background

International

Ece and Demir (2025), in their study entitled “Supporting English Language Learning for Students with Attention Deficit Hyperactivity Disorder Through Total Physical Response and Multiple Intelligences Theory,” state that combining Total Physical Response (TPR) with the Theory of Multiple Intelligences can support English language learning for students with ADHD. The authors explain that these instructional approaches encourage active participation by engaging students through different learning experiences, which may help address classroom challenges associated with attention and hyperactivity.

Another study relevant to the present research was conducted by Yousefizadeh (2025) in Iran. In the study entitled “Teaching English to Students with ADHD: Delving into Possibilities and Challenges through a Qualitative Lens,” the author examined the experiences of teaching English to adolescents with ADHD. The findings show that, while these learners demonstrate strengths in oral language production and vocabulary acquisition through imitation, they also face challenges in grammar and reading comprehension, largely associated with difficulties in maintaining attention. The study also describes instructional strategies that integrate visual, tactile, and kinesthetic activities, such as hands-on learning materials, grammar cards, and the division of tasks into smaller, manageable steps. According to the author, these instructional practices can promote students' participation and provide additional support during the English language learning process.

Regional

Ceron (2026), in the study entitled “Navigating ADHD: Testing Practical Approaches for Inclusive English Language Instruction,” examines the challenges of developing English literacy skills when traditional teaching methods are used. The author suggests that these conventional approaches may not adequately address the needs of students with ADHD. In this context, the multisensory approach is presented as an instructional alternative that incorporates visual, gestural, and kinesthetic resources to support students' engagement and attention in the classroom. From a methodological perspective, the study highlights that multisensory stimulation can contribute to improving the learning process by encouraging greater participation and interaction during English language instruction.

Finally, Rojas (2026), in the study entitled “Technological Tools and Artificial Intelligence in Teaching English to Students with ADHD in Colombia,” examines the role of technological resources in English language teaching for students with ADHD. The author highlights those digital tools, including artificial intelligence-based applications and interactive learning platforms are the key to enhancing the learning process by offering opportunities for practice, immediate feedback, and active student engagement. From the teachers' perspective, incorporating these resources into educational process may also encourage more flexible teaching practices that better address students' attention needs and individual learning characteristics. Therefore, technology can become a complementary resource within inclusive English language teaching.

National

In Ecuador, Gavilanes et al. (2026) conducted a case study entitled “English Pre-service Teachers’ Perceptions on Multisensory and Phonics Strategies in Teaching

English to a Young Dyslexic Student.” The study explored teachers’ perceptions of using multisensory and phonics strategies during English instruction. The authors reported that the use of resources such as manipulatives, sensory tracking activities, and picture cards supported students’ participation and vocabulary learning. Although the study focused on dyslexia rather than ADHD, its findings provide relevant information about the application of multisensory strategies in English language teaching.

Similarly, in the Ecuadorian context, Palacios et al. (2025) analyzed “Strategies for Teaching English as a Foreign Language to students with Attention Deficit Hyperactivity Disorder,” highlight that gamification and sensory dynamics are effective for learning a second language. Furthermore, the authors point out that the multisensory approach coordinates and simultaneously stimulates different areas of the brain, facilitating information processing and self-regulation. Therefore, it is a practical and structured methodological model capable of helping teachers create strategies that transform traditional educational environments by designing accessible, equitable, and low-cognitive-pressure learning spaces. This is beneficial for students with ADHD, as it allows them to learn a second language, in this case English, through activities adapted to their pace, needs, skills, abilities, and interests.

Pedagogical basis

The pedagogical foundation, better known as the theoretical framework, is the stage that informs the selection of teaching approaches, methods, and instructional strategies to explain how these practices are planned and implemented to address students' characteristics, learning needs, and individual differences.

Multisensory Teaching

Nurjanah et al. (2024) explain how multisensory instruction combines a variety of elements, including visual, auditory, and kinesthetic activities, enabling students to

engage with a range of educational resources through a combination of diverse sensory experiences. This approach promotes English language learning by using resources such as images, flashcards, videos, songs, stories, manipulatives, games, and interactive activities that engage different senses. These strategies help students with ADHD maintain attention, better understand the content, and participate more actively in classroom activities, creating a more dynamic, inclusive, and meaningful learning environment. Its main goal, in contrast to conventional approaches, is to convert abstract and complicated ideas into concrete, tangible, and easily assimilated experiences through the use of multiple sensory channels. This involves actively engaging sight, hearing, and physical movement or touch. In this way, multisensory learning increases motivation and participation in the classroom, as well as comprehension. In other words, it is a strategic tool that forms part of inclusive education because it makes it possible to eliminate learning barriers and ensure that all students learn under equal conditions.

Zamora (2025) explains that multisensory teaching is a methodological strategy based on the synchronous integration of visual, auditory, tactile, and kinesthetic stimuli as part of the educational process. From a neurocognitive perspective, this methodology can activate different brain regions, leading to better knowledge processing, facilitating retention, and enabling the application of new learning. In pedagogical practice, it relies on both traditional resources such as tactile books and listening games, as well as technology and the various educational alternatives it offers. Its importance lies in promoting educational inclusion, all students have the resources they need to acquire meaningful learning experiences.

Inclusive education

Inclusive education is an important pedagogical foundation because it posits that all students should have genuine learning opportunities, regardless of their individual

characteristics, educational needs, or learning styles. In this sense, Maqueira et al. (2023) explain that educational inclusion involves transforming pedagogical practices and eliminating all barriers that limit the participation and learning of certain student groups, giving them the opportunity to acquire meaningful learning in different subject areas. This approach promotes English language learning by using resources such as images, flashcards, videos, songs, stories, manipulatives, games, and interactive activities that engage different senses. These strategies help students with ADHD maintain attention, better understand the content, and participate more actively in classroom activities, creating a more dynamic, inclusive, and meaningful learning environment.

In the case of students with ADHD, inclusive education requires considering strategies that address their specific needs within the classroom without excluding them from the educational process when learning a second language. Inclusive learning cannot happen unless your teaching strategies are responsive to the diversity of students, including their diverse learning needs and abilities in terms of flexible approaches using relevant materials and worthwhile opportunities for all learners. As recognized by Gómez et al (2024), inclusion entails adapting instruction to ensure equitable access and learning opportunities rather than solely access to space. Such changes may facilitate the use of strategies designed for improving listening comprehension, pronunciation and vocabulary development in English language teaching.

Active learning

Campozano et al. (2024) identify that active learning is a teaching-learning methodology that gives centrality to students in the learning-teaching process. In this way, students construct the learning, learn better if they are an active part of it, if they experiment, discover and if they use this knowledge in realistic scenarios. Instead of being receptors of information, they take protagonism in the development of learning activities.

Active learning is a crucial part of English language teaching to youth with ADHD as it helps in maintaining the level of concentration through interactive learning. Furthermore, active learning promotes the use of various techniques such as communication games, collaborative tasks, use of technology, and practical activities, which help students to sustain their interest and keep them motivated. According to Sarmiento (2024), active learning makes it possible for students to link new information, with what they already know and therefore improves their knowledge and skills of using the information in practice. This happens because students take an active role in the learning process through activities such as problem-solving, discussions, collaborative tasks, role-playing, games and hands-on experiences. Instead of passively receiving information, they construct knowledge by interacting with the content, their classmates, and the teacher.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) aims to design accessible educational processes at all stages, taking into account the diversity of students. This approach proposes offering multiple ways to represent knowledge, different forms of participation, and diverse alternatives so that students have the opportunity to demonstrate their acquired learning (Fernández, Maza, Ludeña, & Montero, 2024).

The relationship between Universal Design for Learning (UDL) and English language teaching lies in its ability to help students learn through images, sounds, movement, and hands-on activities tailored to their cognitive needs. According to Vinueza (2024), educational environments designed using UDL principles reduce barriers and foster greater student autonomy. Therefore, integrating multisensory learning within UDL helps improve the educational experience for students with ADHD. This can be achieved by adapting teaching strategies, learning materials, activities, and assessment methods to respond to students' diverse needs and learning

styles.

Theory of reflective practice

The Theory of Reflective Practice, proposed by Donald Schön , posits that teachers' professional development depends not only on the theoretical knowledge acquired during their training, but also on their ability to reflect on their teaching experiences. Two important processes are distinguished: reflection - in-action , which occurs when teachers face classroom situations and adapt their pedagogical decisions in real time, and reflection-on-action , which is carried out to analyze, evaluate, and improve educational practice. In this way, experience becomes a continuous source of learning and the construction of professional knowledge (Cabanillas & Pereda, 2021).

According to Domingo (2021), this theory is based on the idea that teaching practice involves confronting complex and changing situations that cannot always be resolved through the application of standardized procedures. In this context, the teacher acts as a reflective practitioner who interprets the needs of their students, analyzes the results of their strategies, and continuously adjusts their teaching to promote learning. In the case of teachers who must address the needs of students with ADHD, the theory of reflective practice allows them to analyze the situation and make the necessary adjustments to achieve a better teaching process.

Theoretical basis

The theoretical framework analyzes the scientific foundations that explain the cognitive, psychological, and educational processes involved in learning. Theoretically speaking, these perspectives can shed light on student learning, the impact of individual traits on learning and the kind of instructions can facilitate equitable and inclusive education.

Constructivist theory of learning

Learning is conceptualized by the constructivist theory as a process where knowledge is built up through the engagement of the student with the world, previous experience and new learning information. According to this theory, learning does not pass to the learners passively, rather students are considered as active agents in a way that they assimilate, reorganize and link information.

Therefore, from Cáceres and Alvarado's point of view (2024), constructivism refers to a paradigm that makes the learning process dynamic, active, and autonomous.

Within English language learning, constructivism is related to the application of activities where students can experience and use the language in real-world contexts. For students with ADHD, this approach is relevant because it promotes active participation, strengthening concentration and motivation. As Ronquillo et al. explain (2023), from a constructivist perspective, learning occurs through social interaction and the mediation of the teacher, who guides the student, taking their abilities into account.

Meaningful learning theory

Meaningful learning theory states that students acquire knowledge when they relate new information to what they already know. Unlike traditional teaching and learning processes based on memorization, this theory highlights the importance of establishing connections between new content and the student's existing cognitive structure (Pinzón, 2024).

The importance of the above can be particularly amplified in students with ADHD, who may be more motivated and maintain longer attention spans when tasks relate to a familiar experience, since visual, auditory, and tactile input may be provided. In learning the English language, real experiences provide a context to words, sounds and meanings. According to Halanoca (2024), executive functions (e.g., attention, memory, self-regulation) are essential for students to learn.

Theory of multiple intelligences

The theory of multiple intelligences posits that people possess different capacities for learning, understanding, and problem-solving. Robledo (2023) explains that intelligence cannot be understood as a single ability assessed by traditional tests or mechanisms; it must be analyzed in its complexity, understanding that it is a set of different capacities, including linguistic, musical, bodily-kinesthetic, and visual-spatial intelligence.

In English language teaching, linguistic intelligence can be strengthened through conversations and readings, while musical intelligence can be developed through songs and auditory activities. Similarly, bodily -kinesthetic intelligence can be promoted through motor activities and role-playing. For students with ADHD, using diverse learning approaches helps improve participation and reduces the difficulties that arise when using fewer dynamic methodologies (Buñay, 2023).

Cognitive learning theory

Cognitive learning theory states that learning occurs through mental processes such as attention, perception, memory, organization, and information retrieval. In other words, knowledge acquisition depends not only on receiving information, but also on how this information is processed and integrated by the learner. Therefore, cognitive processes influence how people interpret, store, and use new knowledge (Betancur, 2024).

Students with ADHD may have difficulty maintaining attention during prolonged activities, so they require structured, dynamic educational strategies with varied stimuli. In this context, cognitive learning theory is important because, according to Tapia (2022), it allows the use of different types of resources such as images, sounds, movement, and active participation, capturing students' attention and creating learning opportunities that are adapted to their cognitive characteristics.

Pedagogical content knowledge theory

Pedagogical Content Knowledge (PCK), proposed by Lee Shulman, is one of the most influential theories for understanding teaching practice. It posits that teaching requires the integration of theoretical knowledge with pedagogical strategies that make it comprehensible to students with diverse needs, abilities, and learning contexts. It also states that teachers possess the knowledge to select appropriate teaching methods, resources, and approaches that enable the creation of meaningful and accessible learning experiences (Mafa, 2024).

The foundations of this theory rest on the integration of different domains of professional teaching knowledge, such as content knowledge, general pedagogical knowledge, curriculum knowledge, knowledge of students and their characteristics, knowledge of the educational context, and knowledge of the purposes and objectives of education (Vargas, Bernal, & Briceño, 2024). In the case of teaching students with ADHD, this theory allows teachers to make decisions about what to teach, how to teach it, and which strategies are most appropriate according to each student's needs.

Legal Basis

This study considers two Ecuadorian legal documents that establish guidelines for education and inclusion, the Constitution of the Republic of Ecuador (2008) and the Organic Law of Intercultural Education (2015).

Constitution of the Republic of Ecuador

According to the Constitution of the Republic of Ecuador (2008), education is recognized as a fundamental human right, as well as a responsibility of the State. Article 26 establishes that education is a priority area of public policy and, at the same time, a guarantee for achieving equality and social inclusion. Furthermore, Article 27 stipulates that education must focus on the human being in order to promote holistic development, participation, intercultural understanding, inclusion, diversity, quality, and a caring

approach to education. For its part, Article 28 mandates that the education system must guarantee access to, retention in, and completion of studies without discrimination.

Taking into account the provisions of the Constitution, the implementation of a multisensory learning approach for teaching English to young people with ADHD responds to the need to generate inclusive educational practices that respect the diversity of students. Therefore, the use of multisensory methodologies is defined as a pedagogical alternative with the constitutional right to be part of an inclusive and equitable educational system.

Organic Law of Intercultural Education

The Organic Law of Intercultural Education, LOEI (2015) defines the principles that guide the Ecuadorian education system, focusing it on the creation of inclusive, equitable, and diversity-respecting educational processes. The LOEI recognizes the importance of ensuring that all students have equal learning opportunities, taking into account their individual characteristics and educational needs. Article 2.1 declares the need for universal access to education, equal opportunities, non-discrimination, and the creation of educational environments that respect differences. Article 47 stipulates that the education system must consider the specific educational needs of students to prevent these from becoming limitations that could affect their access to and retention in education.

Within the framework of this study, which addresses the issue of students with ADHD and focuses on the area of English, the Organic Law of Intercultural Education (LOEI) supports the application of flexible pedagogical strategies that allow for adapting teaching to their cognitive characteristics and promoting their learning. Thus, the multisensory approach applied to English language teaching is related to the principles of educational inclusion and attention to diversity promoted by the Ecuadorian Education Law.

General Regulations for the Organic Law on Intercultural Education

The General Regulations for the Organic Law on Intercultural Education (2023) establish guidelines for students with specific special needs; Article 10 addresses curricular adaptation, while Article 20 mandates the consideration of specific factors and interests. The regulations also affirm the rights of children with special educational needs to receive the assistance, instructional materials and favorable circumstances necessary to include them in the education process. Article 158 defines special educational needs as the special circumstances that necessitate adequate conditions and specialized assistance to provide equal access to education for children, adolescents and youth. Moreover, Article 153 sets forth that the inclusive education seeks to provide the conditions for guaranteeing to all children and adolescents, on an equal footing, access to education and their access to it on a non-discriminatory basis. In this regard, the educational system is responsible for promoting conditions that allow students to participate in educational programs and receive the necessary support according to their learning needs.

Chapter III

Methodological framework

Methods

This research will be conducted using a qualitative method. This approach focuses on understanding the essential characteristics of the research objective. Its main basis is the comprehension, interpretation, and explanation of social phenomena, considering the perspectives, experiences, opinions, perceptions, and meanings of the actors who are familiar with or involved in the issue. It analyzes descriptive information by applying techniques such as interviews, observation, and document analysis, among others (Vázquez & Medina, 2024).

The qualitative approach was selected because it allows the exploration of teachers' experiences, perceptions, and practices regarding the use of the multisensory learning approach in English language teaching. This approach facilitates an in-depth understanding of the experiences shared by teachers within inclusive educational contexts and the meanings they assign to their instructional practices.

Type of research

The research is phenomenological. Oré et al. (2023) explain that phenomenological research aims to understand and describe the experiences of people involved in a particular problem. To this end, it identifies the meanings that participants attribute to a given reality under analysis. The primary interest is to deepen our understanding of how the reality under study is perceived, interpreted, and experienced.

In this study, a phenomenological approach was used to explore and interpret the experiences of English teachers regarding the use of multisensory strategies when teaching students with ADHD. The study focused on understanding teachers' perceptions of students' attention, participation, and motivation during the process of

teaching and learning English. The information gathered from the teachers' experiences provided insight into the strategies, challenges, and opportunities related to inclusive English instruction.

Data collection techniques

The technique used for data collection is the interview, which consists of a conversation between the researcher and the participant on a specific topic. In this way, the individual's opinions, perceptions, experiences, or expectations are gathered, facilitating an understanding of subjective criteria that cannot be observed directly. Consequently, the interview allows for the generation of knowledge, in which both the researcher and the participant contribute to the understanding of the phenomenon under study (Nistor, 2024).

In this regard, interviews were conducted to gather information about the multisensory practices that teachers use in teaching English, as well as to understand their perceptions and experiences with the multisensory approach, so as to identify opportunities for inclusive English instruction.

Tools

To conduct the interviews, a questionnaire was used as the research instrument; this questionnaire consists of a set of questions designed to gather information on a specific topic. This instrument facilitates the collection of standardized or detailed and useful information on the subject of study (Das, 2024).

To conduct the interviews for this study, a structured questionnaire was used, targeting English teachers who work with students with ADHD in the third year of General Basic Education. The instrument consists of 10 open-ended questions focusing on three key aspects: multisensory practices, teachers' perceptions of the benefits of

applying these strategies, and their personal experiences. The survey was conducted in person, following prior authorization from the principal of an educational institution.

Data collection, processing and resources

Data collection took place at an educational institution with teachers of the English language. The interviews were recorded and transcribed as attached in Appendix 3, and subsequently processed using Atlas.ti software, which was used to organize and code the information and generate graphs on the experiences and perceptions regarding the application of the multisensory approach in English language teaching.

Material, financial, human, and technological resources were used to carry out research. Material resources included questionnaires, office supplies, and notebooks. Financial resources covered transportation and meal expenses, as well as the purchase of materials. Human resources consisted of the teachers and students selected as the subjects of the study. Finally, technological resources included a computer and a cell phone for recording interviews.

Population and sample

The study population consists of English teachers at an educational institution. Given the nature of the study, a non-probabilistic, purposive sampling method was used to select participants who met the specified criteria. Accordingly, the sample consisted of 5 teachers. The people in this study were English teachers working at a school. This research was done in a way that did not require many people to be part of it. So the people who were chosen to be part of the study were chosen because they could give information based on what they had seen and done as teachers.

The teachers who were chosen had to teach English at school. They had to have worked with young students. This meant that they could share what they knew about using the multisensory learning approach in their classes and how it affected their students with ADHD.

Five English teachers were chosen for the study. Although there were not many people, it was okay because the goal was to get information from the teachers about what they did and what they thought. The information from these teachers helped us better understand how the multisensory learning approach is used in classes and what teachers think are the good and bad things about its use.

The English teachers who participated in the study gave us a lot of information about their experiences. What they had seen. The multisensory learning approach was something that English teachers used in their classes. They had thoughts about how he helped or didn't help their students. English teachers had a lot to say about the multisensory learning approach and how it was used in the classroom.

Chapter IV

Analysis of the findings

Brief explanation of the findings

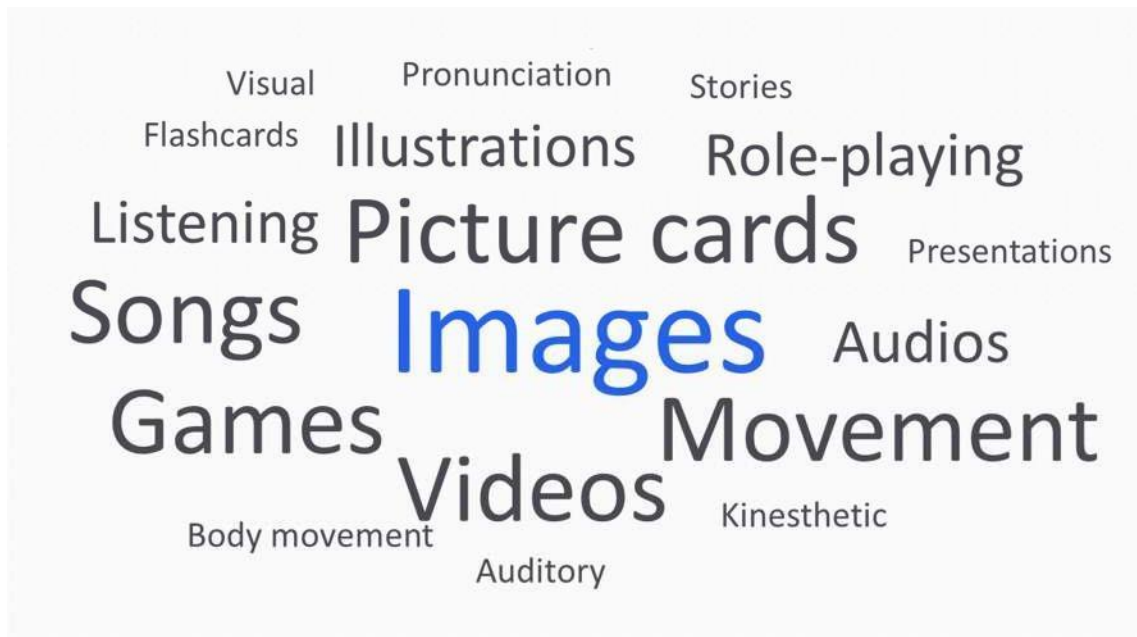
This chapter presents the analysis and interpretation of interviews conducted with five English teachers at an educational institution. The results are organized according to the 10-question questionnaire and are presented both individually and by objective. The interviews were also transcribed and organized in a table (Appendix 2).

The applied analysis focuses on the multisensory practices that teachers use to teach English, and also determines perceptions regarding the effects of these strategies on the motivation, participation, and attention of third-grade students with ADHD. Furthermore, it identifies experiences with the implementation of the multisensory approach in the classroom. The interpretation of the results used information gathered in the theoretical framework, thus achieving a better comparison of opinions with existing literature.

It should be noted that the interviews were conducted individually, using open-ended questions, allowing teachers to freely express their opinions and reflections. This approach yielded valuable information about multisensory strategies.

Interpretation of the interview results

How do you apply the visual, auditory, and kinesthetic elements during English classes?



Note: Prepared by the author based on interview results

Regarding the application of visual, auditory, and kinesthetic elements, all teachers agree that the use of images is the primary element employed in English language teaching. They also consider videos, picture cards, songs, and movement to be important for working with different sensory stimuli. Less frequently used are games, audio recordings, listening exercises, role-playing games, illustrations, flashcards, and presentations.

In this regard, it is evident that teachers use various visual, auditory, and kinesthetic elements to deliver English lessons and address the learning needs of each student. Thus, the use of images, songs, videos, picture cards, games, and movement promote active participation and helps students stay focused during lessons. These

results align with those of Ece and Demir. (2025), who point out that structuring the learning process through visual, auditory, and tactile stimuli helps maintain concentration in students with ADHD, reducing anxiety and cognitive overload from traditional methods.

Which activity have you found most effective in capturing students' attention?



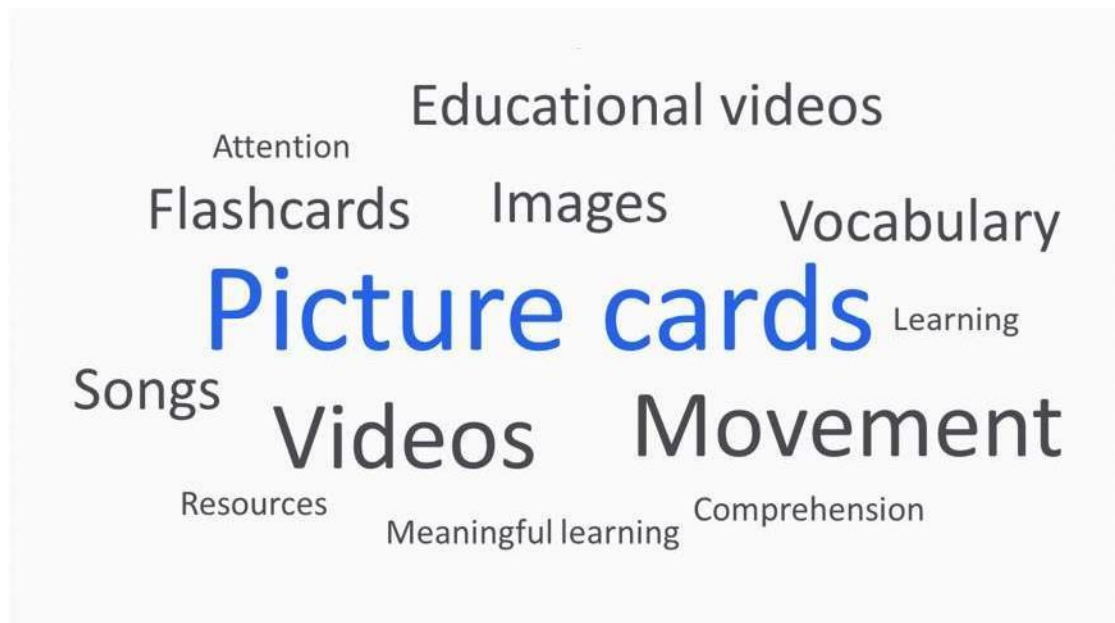
Note: Prepared by the author based on interview results

Regarding the most effective activities for capturing students' attention, it was observed that games are the most frequently used, followed by movement activities and role-playing games. Less frequently, teachers use dramatizations, images, participation, group work, and information gathering. These results demonstrate that students prefer dynamic and interactive activities, which spark their interest, improve concentration, and promote better participation in the classroom.

The use of games and movement keeps students active, engaged, and motivated during learning. Similarly, the use of role-playing and teamwork creates more dynamic experiences and more inclusive environments, which aligns with Sarmiento 's assertion

(2024) that games are resources that motivate and capture students' attention, thus enhancing the learning process.

What teaching resources do you usually use to promote meaningful learning when teaching students with ADHD?



Note: Prepared by the author based on interview results

Among the most frequently used teaching resources to promote meaningful learning when teaching students with ADHD are picture cards, followed by videos and songs. They also mention using images, flashcards, vocabulary, and educational videos. Consequently, the teaching resources most used by teachers facilitate the acquisition of new vocabulary, improve comprehension, and make learning more meaningful.

In this regard, teachers are opting to use visual, auditory, and dynamic teaching resources to capture attention and improve learning in students with ADHD. Gavilanes et al. (2026) point out that flashcards with images help students perform activities more effectively, contribute to vocabulary retention, and reduce behavioral anxiety when used within a well-designed methodological sequence.

From your perspective, how do students with ADHD react when applying strategies that use different sounds?



Note: Prepared by the author based on interview results

Teachers reported that students with ADHD improve their participation levels when strategies using different sounds are implemented. They also react positively, as their attention, concentration, motivation, interest, and enthusiasm increase.

Furthermore, it sparks curiosity about learning new vocabulary, leading to better retention. This means that when auditory strategies such as songs are used, students respond positively.

Therefore, incorporating strategies with different sounds becomes an effective resource for engaging students with ADHD, fostering more active participation, and creating a more dynamic learning environment. These results align with Vinueza 's findings (2024)that educational environments that utilize images, sounds, movements, and hands-on activities tailored to students' cognitive needs reduce barriers and promote greater student autonomy.

What changes do you see in students when applying multisensory strategies?



Note: Prepared by the author based on interview results

The teachers reported that the main changes observed in students with ADHD were increased participation in the classroom, greater attention, and increased motivation to learn English. Simultaneously, the students began to demonstrate a more positive and collaborative attitude, along with greater confidence and commitment to learning. This shows that by applying multisensory strategies, students achieve meaningful learning while also becoming more engaged in the educational process.

These results demonstrate that participation, attention, and motivation are the most significant changes observed by teachers in students with ADHD. At the same time, their positive and collaborative attitude reflects that the combination of different sensory stimuli supports both academic and socio-emotional development. Therefore, this aligns with the findings of Nurjanah et al. (2024), who indicate that these strategies increase motivation, classroom participation, and comprehension.

How would you describe the impact of multisensory strategies on students'

English learning based on your classroom experience?



Note: Prepared by the author based on interview results

Based on their classroom experience, teachers describe the impact of multisensory strategies on students' English learning as positive, creating a meaningful learning environment. Furthermore, teachers indicate that the use of these strategies has allowed students to participate more actively and be more motivated to learn English. This is further enhanced by increased student confidence and interaction. In short, multisensory strategies significantly strengthen the English language learning process.

In this regard, learning is the main benefit perceived by teachers, followed by participation, motivation, confidence, and interaction. Thus, it is demonstrated that multisensory strategies contribute to the development of language skills, facilitate comprehension, and strengthen students' confidence. Zamora (2025) indicates that multisensory teaching helps students acquire meaningful learning.

What has been your experience working with students who have ADHD?



Note: Prepared by the author based on interview results

Regarding their experience working with students with ADHD, teachers agree that it has been positive, as it has allowed them to understand the individual needs of the students and, based on this understanding, develop curricular adaptations, strategies, and ongoing support. They also emphasize that it has been a valuable experience, requiring adaptation, support, and patience to implement multisensory strategies. Furthermore, it has been a process of understanding the needs and characteristics of students with ADHD and the importance of providing inclusive education.

Therefore, for teachers, working with students with ADHD has been a positive experience, as it has led them to reflect on their teaching and pedagogical practices in order to develop strategies that adapt to the students' needs. However, challenges still exist, which are perceived as opportunities to strengthen teachers' skills. In parallel, Vinueza (2024) points out that integrating multisensory learning helps improve the educational experience of students with ADHD.

Can you describe any difficulties you have experienced when applying multisensory strategies in English language teaching?



Note: Prepared by the author based on interview results

Among the difficulties teachers have experienced when applying multisensory strategies in English language teaching, most agree on the time required for implementation. Likewise, teachers indicate that another obstacle is planning the strategies, activities, and actions needed in the classroom. Added to this is the need for the necessary resources to carry out dynamic and engaging activities. Frequently, challenges include obtaining materials, preparing the classroom, and managing the learning environment.

In this sense, time, planning, and resources are the main difficulties teachers have faced in implementing multisensory strategies. In other words, applying these strategies requires prior organization and appropriate pedagogical resources to meet students' needs. Yousefizadeh (2025) points out that, in order to effectively implement multisensory strategies, it is necessary to combine different resources.

What opportunities do you think the multisensory approach offers for promoting inclusive teaching?



Note: Prepared by the author based on interview results

Among the opportunities that teachers believe the multisensory approach offers for promoting inclusive teaching are the inclusion of all students, followed by diversity. They also believe it fosters participation, adaptation to learning styles, and identification of needs. Furthermore, it facilitates more personalized attention in the classroom. These results demonstrate that implementing the multisensory approach allows English language teaching to be adapted to the characteristics and learning preferences of students.

In this regard, inclusion is the main opportunity identified by teachers, along with diversity and participation, demonstrating that the multisensory approach fosters flexible teaching adapted to students' needs. Nurjanah et al. (2024) indicate that it is a strategic tool that forms part of inclusive education because it makes it possible to eliminate learning barriers and ensure that all students learn under equal conditions.

Based on your experience, what would you recommend to other English teachers interested in implementing the multisensory approach?



Note: Prepared by the author based on interview results

According to the results of the interviews conducted, all teachers recommend implementing the multisensory approach, as they associate it with inclusive learning, active and flexible participation, and motivation for both teachers and students.

Furthermore, they believe it improves English language learning for students with ADHD. This approach is also characterized by its flexible, dynamic, motivating, and innovative methodology.

The results demonstrate that teachers value the multisensory approach, both for its benefits to student learning and for its ability to promote inclusive education adapted to the individual needs of each student. In this regard, Zamora (2025) explains that multisensory teaching is a methodological strategy based on the synchronous integration of visual, auditory, tactile, and kinesthetic stimuli as part of the educational process.

Therefore, teachers have positive experiences with implementing the multisensory approach; however, challenges exist regarding planning, resources, and the time required for developing the activities. These challenges must be managed to achieve favorable results and meet the needs of students with ADHD. In this regard, Vinueza (2024) maintains that implementing multisensory strategies in the classroom allows for a more inclusive and equitable education for all students.

Chapter V

Conclusions and recommendations

The overall objective of this research was to analyze teachers' experiences with the multisensory learning approach in teaching English to third-grade students with ADHD, in order to understand the inclusive strategies and resources involved in the language learning process. According to the findings, teachers reported a positive experience with the teaching methodology of the multisensory learning and that incorporating the multisensory strategy has increased the engagement of students, the level of students' motivation, students' attention during their English language lessons and the language competencies of students and enabling their students curriculum's modifications that respond to the individual differences and needs of students with ADHD.

Conclusions

This study examined the multisensory teaching practices used by English teachers with third-grade students with ADHD. These practices combine a range of elements, including songs, images, movement games, picture cards, role-playing, group activities, and educational videos. All of these resources promote active participation, vocabulary acquisition, comprehension of lesson content, and the development of language skills. This means that the practices implemented by the teachers offer a methodological alternative focused on addressing the specific needs and characteristics of the students, leading to meaningful learning.

This study described teachers' perceptions of the application of multisensory strategies on the participation, motivation, and attention of students with ADHD during the English teaching and learning process. Teachers found that student participation was positive, as sensory stimuli increased student interest, fostered greater confidence, and

enhanced interaction with learning activities. Furthermore, the application of these strategies created a more dynamic environment where students became the main participants.

From analyzing teachers' experiences in applying the multisensory approach to inclusive English language teaching, it has been discovered that, in order to apply it properly and successfully, sufficient amount of time, planning and resources were needed. On one hand, due to all these needs for resources and time, the approach caused several difficulties. However, on the other hand, teachers found the advantages greater than the disadvantages. The multisensory approach, first, assists in the pedagogical modifications addressing to the specificity and individual characteristics and learning need of ADHD learners. Besides it supports to conduct inclusive educational approaches as well as providing students more choices, which would facilitate the enhancement of educational opportunity, via fluid, dynamic and active instruction.

Recommendations

It is essential that teachers strengthen the application of multisensory strategies by planning activities that integrate different visual, auditory, and kinesthetic resources, taking into account the needs of the students. In this way, students will be able to participate more actively in the classroom, maintain their attention, and acquire meaningful learning experiences in English.

For these reasons, it is recommended for teachers to develop multisensory learning opportunities to enhance attention, involvement, and motivation in students with ADHD. Some possibilities may include learning games, visuals (pictures, videos), music, movement activities, and technology resources. The development and selection of such opportunities will be tailored according to students' traits, learning style, and rate of learning for an more dynamic, responsive environment.

Educational institutions are encouraged to implement teacher training programs on the multisensory approach and support for students with ADHD. Likewise, it is essential to manage appropriate teaching and technological resources, as well as suitable spaces, for planning and implementing these strategies. Having the necessary training and resources allows for addressing the diversity within the classroom and improving the quality of the English language teaching and learning process.

English teachers should try to use multisensory strategies when planning their lessons. They can do this using many things like pictures, flashcard cards and real objects. They can also use videos, songs and storytelling to help students learn. Role play and movement can also be useful. Teachers should not use a single form of teaching, but rather let students learn in different ways during each lesson.

When teachers plan their lessons, they should start with something that catches the students' attention. Then they can do things that involve the students. At the end of the lesson, do things that help students practice what they have learned. Teachers should think about what students like and know. They should also think about how each student learns. This way the activities will be fun and meaningful for the students.

If teachers use multisensory strategies all the time, they can really help students, especially those who have trouble paying attention. These students will be able to pay attention for longer. They will also be more likely to participate in class and better understand words and ideas. This will help students feel more confident when using the language. They will also feel happier and excited to learn. English teachers should use multisensory strategies to help their students learn English.

Teachers should make sure to create activities that help students with ADHD pay attention and learn. These activities should be fun and interesting. Use many

different things like games, pictures, presentations, songs and videos. Teachers can also use tools and get students moving to make learning more exciting.

When doing these activities, teachers should think about how each student is. They should think about how slowly each student learns what they like and how they learn best. Some students may need tasks that are easy to understand, while others may need pictures or videos to help them learn. Teachers should also allow students to work together to solve problems and practice English in everyday situations.

Teachers should monitor their students' performance and change their activities if necessary. They should always think about what they are doing and make changes to help their students learn. This way the classroom will be a place for all students to learn and have fun. Students with ADHD will have a chance to succeed and learn things that really matter. In addition to teacher training, schools must invest in materials and technology that help teachers use multisensory instruction. Administrators should also encourage teachers to work together when designing lesson plans and sharing teaching materials.

Having training and good teaching resources helps teachers to improve their teaching methods and meet the different needs of their students. This leads to student participation, more engagement and better language learning outcomes for all students, especially those with ADHD.

References

- Betancur, V. (2024). *El microlearning y la teoría cognitiva del aprendizaje multimedia en el desarrollo de competencias digitales de docentes universitarios*. [Tesis Doctoral]. Universidad de Salamanca. Obtenido de <https://knowledgesociety.usal.es/sites/default/files/tesis/TesisDoctoralVivianaBetancur%28AjusteNumeración%29.pdf>
- Buñay, S. (2023). Las Inteligencias múltiples y el aprendizaje en el aula. *Esprint Investigación*, 2(1), 16-28. doi:10.61347/ei.v2i1.37
- Cabanillas, A., & Pereda, H. (2021). La práctica reflexiva como fortalecimiento del desempeño docente. *Ciencia Latina Revista Científica Multidisciplinar*, 5(6), 12770-12785. doi:10.37811/cl_rcm.v5i6.1281
- Cáceres, M., & Alvarado, B. (2024). El método constructivista en la motivación y el rendimiento académico de los estudiantes. *Esprint Investigación*, 3(2), 16-24. doi:10.61347/ei.v3i2.70
- Campozano, J., Garcia, P., Álava, L., Arana, M., & Inte, J. (2024). *Aprendizaje activo y enseñanza efectiva*. CID Editorial. doi:10.37811/cli_w1043
- Ceron, C. (2026). Navigating ADHD: Testing Practical Approaches for Inclusive English Language Instruction. *Revista Lengua Y Cultura*, 7(14), 65-75. doi:10.29057/lc.v7i14.16896
- Constitución de la República del Ecuador. (2008). Registro Oficial 449 de 20 de Octubre.
- Das, S. (2024). Questionnaire: An Overview. *Refereed Journal*, 2(5), 681-689.
- Domingo, A. (2021). La Práctica Reflexiva: un modelo transformador de la praxis docente. *Zona Próxima*(34), 3-21. doi:10.14482/zp.34.370.71

- Ece, Z., & Demir, Ö. K. (2025). Supporting English language learning for students with attention deficit hyperactivity disorder through total physical response and multiple intelligences theory. *Frontiers in Education*, 10, 1-4.
doi:10.3389/feduc.2025.1661792
- Fernández, D., Maza, J., Ludeña, N., & Montero, I. (2024). Principios del diseño universal de aprendizaje (DUA) aplicados a la enseñanza del inglés: análisis teórico y práctico Diego Alejandro Fernández . *Revista Social Fronteriza*, 4(5), 1-22. doi:10.59814/resofro.2024.4(5)414
- Gavilanes, L., Paucar, K., & Abata, M. (2026). English pre-service teachers' perceptions on multisensorial and phonics strategies in teaching English to a young dyslexic student: a case study. *Horizon International Journal*, 4(1), 48-74.
doi:10.63380/hij.v4n1.2026.262
- Gómez, L., Chuquitarco, S., Yagual, M., Chavesta, M., & Parra, M. (2024). *Educación Inclusiva y Diversidad*. CID Editorial. doi:10.37811/cli_w1047
- Halanoca, D. (2024). Aprendizaje Significativo en la educación superior. *Horizontes Revista De Investigación En Ciencias De La Educación*, 8(34), 1714-1726.
doi:10.33996/revistahorizontes.v8i34.828
- Huang, Y., Zhang, Z., Yu, J., Liu, X., & Huang, Y. (2022). English Phrase Learning With Multimodal Input. *Frontiers in Psychology*, 13:828022, 1-13.
doi:10.3389/fpsyg.2022.828022
- Intercultural., L. O. (2015). Suplemento del Registro Oficial No. 572 de 25 de agosto de 2015.
- Kaldonek, A. (2021). Teaching an FL to students with ADHD . *GOVOR*, 37(2), 205-2022. doi:10.22210/govor.2020.37.10

- Li, W., Yu, J., Zhang, Z., & Liu, X. (2022). Dual Coding or Cognitive Load? Exploring the Effect of Multimodal Input on English as a Foreign Language Learners' Vocabulary Learning. *Frontiers in Psychology*, 13, 1-11.
doi:10.3389/fpsyg.2022.834706
- Loor, Y., Figueroa, K., & Mendoza, H. (2026). Multisensorial en el aprendizaje del inglés. *Maestro Y Sociedad*, 23(1), 323-330. Obtenido de <https://maestroysociedad.uo.edu.cu/index.php/MyS/article/view/7419>
- Mafa, O. (2024). Teachers' Pedagogical Content Knowledge and Subject Matter Content Knowledge: Is the Framework Still Relevant in Teaching of STEM. *IJRISS*, VIII(IV), 836-846. doi:10.47772/IJRISS.2024.804061
- Maqueira, G., Guerra, S., Martínez, R., & Velasteguí, E. (2023). La educación inclusiva: desafíos y oportunidades para las instituciones escolares. *Journal of Science and Research*, 8(3), 210-228. doi:10.5281/zenodo.8212998
- Nistor, P. (2024). The interview as a research technique in social work –methodological and practical challenges. *Logos Universality Mentality Education Novelty: Social Sciences*, 13(2), 29-42. doi:10.18662/lumenss/13.2/105
- Nurjanah et al., 2. (2024). Multisensory Learning: Improving Conceptual Understanding Through an Intuitive Sensory Approach. *Journal of Pedagogi*, 1(6), 56-64.
doi:10.62872/7ygyx095
- Nurjanah, Kansil, I., Masturoh, I., & Hanwar, D. (2024). Multisensory Learning: Improving Conceptual Understanding Through an Intuitive Sensory Approach. *Journal of Pedagogi*, 1(6), 56-64. doi:10.62872/7ygyx095
- Oré, L., Cartagena, T., Loarte, J. O., & Aquino, R. (2023). Análisis de investigaciones con Diseño fenomenológico:Fenomenología hermenéutica. *Alpha Centauri*, 4(4), 21-25. doi:10.47422/ac.v4i4.157

- Palacios, R., Prado, Á., & Venegas, G. (2025). Estrategias en enseñanza del inglés como idioma extranjero para estudiantes con trastorno de déficit de atención con hiperactividad. *Revista Científica De Innovación Educativa Y Sociedad Actual "ALCON"*, 5(4), 189-200. doi:10.62305/alcon.v5i4.683
- Pérez et al. (2024). La enseñanza del inglés al alumnado con TDAH. *Education in the Knowledge Society (EKS)*, 25, 1-15. doi:10.14201/eks.31235
- Pinzón, J. (2024). Teoría del Aprendizaje Significativo de Ausubel en el Desarrollo de Estrategias de Aprendizaje Hacia un Pensamiento Crítico. *Ciencia Latina Revista Científica Multidisciplinar*, 8(3), 8858-8870. doi:10.37811/cl_rcm.v8i3.12041
- Reglamento General a la Ley Orgánica de Educación Intercultural. (2023). Segundo Suplemento N° 254 - Registro Oficial.
- Robledo, D. (2023). Teoría de las Inteligencias Múltiples: Una estrategia para Retroalimentar y apoyar el Rendimiento Académico en Contextos Rurales. *Ciencia Latina Revista Científica Multidisciplinar*, 7(2), 5465-5475. doi:10.37811/cl_rcm.v7i2.5731
- Rojas, Y. (2026). Herramientas tecnológicas e inteligencia artificial en la enseñanza de inglés a estudiantes con TDAH en Colombia. *DIALÉCTICA*, 2(27). <https://doi.org/>, 2(27), 59-75. doi:10.56219/dialectica.v2i27.5225
- Ronquillo, G., Mora, E., Bohórquez, A., & Padilla, J. (2023). Modelo constructivista y su aplicación en el proceso de aprendizaje de los estudiantes. *Journal of Science and Research*, 1, 256-273. Obtenido de <https://zenodo.org/records/10420471>
- Salari, N., Ghasemi, H., Abdoli, N., Rahmani, A., Hossain, M., Hossein, A., . . . Mohammadi, M. (2023). The global prevalence of ADHD in children and

- adolescents: a systematic review and meta-analysis. *Italian Journal of Pediatrics*, 49(48), 1-12. doi:10.1186/s13052-023-01456-1
- Salehi, H., Khoii, R., Rashtchi, M., & Arjmandnia, A. A. (2024). ADHD learners as victims or survivors in L2 learning contexts: a case of application of dynamic assessment to selective attention and reading comprehension ability. 9(10). doi:10.1186/s40862-023-00229-x
- Sarmiento, D. (2024). El Aprendizaje Activo como Estrategia Pedagógica para el Desarrollo de Competencias Tecnológicas en Estudiantes de Quinto Grado de la Institución Educativa María Auxiliadora de San Juan del Cesar, La Guajira (INEMAUX). *Ciencia Latina Revista Científica Multidisciplinar*, 8(1), 8(1), 11701-11718. doi:10.37811/cl_rcm.v8i1.10473
- Schmengler, H., Peeters, M., Stevens, G., Hartman, C., Oldehinkel, A., & Vollebergh, W. (2023). ADHD Symptoms and Educational Level in Adolescents: The Role of the Family, Teachers, and Peers. *Research on Child and Adolescent Psychopathology*, 51, 1051–1066. doi:10.1007/s10802-023-01047-y
- Tapia, H. (2022). Aprendizaje cognoscitivo impulsor de la autorregulación en la construcción del conocimiento. *Revista de Ciencias Sociales*, 28(5), 172-181. Obtenido de <https://www.redalyc.org/journal/280/28071845014/28071845014.pdf>
- Vargas, S., Bernal, A., & Briceño, J. (2024). Desarrollo profesional docente sobre el conocimiento pedagógico del contenido en profesores de ciencias: una revisión sistemática de la literatura. *RECIE*, 8(1), 89-115. doi:10.32541/recie.2024.v8i1.pp89-115

- Vázquez, P., & Medina, M. (2024). Métodos mixtos de investigación: integrando métodos cuantitativos y cualitativos. *Empiria. Revista de metodología de ciencias sociales*, 62, 219-222. doi:10.5944/empiria.62.2024.42124
- Vinueza, A. (2024). Enfoque teórico y práctico de los principios del Diseño Universal para el Aprendizaje (DUA) en la enseñanza del inglés. *Multidisciplinary Journal of Sciences, Discoveries, and Society*, 1(1), 1-19. Obtenido de <https://dialnet.unirioja.es/servlet/articulo?codigo=10145185>
- Yousefizadeh, P. (2025). Teaching English to Students with ADHD: Delving into Possibilities and Challenges through a Qualitative Lens. *Qualitative Inquiry as Praxis in L2 Studies*, 1(2), 1-19. Obtenido de https://quipls.lu.ac.ir/article_728408_fbca6f2e3955867cb42de31946db4041.pdf
- Zamora, M. (2025). El impacto del aprendizaje multisensorial en el desarrollo del lenguaje en la educación inicial. *Arandu UTIC*, 12(2), 191-209. doi:10.69639/arandu.v12i2.900

Annexes

Annex A: Interview template for teachers

Objective: To analyze how the multisensory learning approach is applied in the teaching of English to third-year students with ADHD, with the aim of understanding inclusive strategies that facilitate language acquisition.

Questions

1. How do you apply the visual, auditory, and kinesthetic elements during English classes?
2. Which activity have you found most effective in capturing students' attention?
3. What teaching resources do you usually use to promote meaningful learning when teaching students with ADHD?
4. From your perspective, how do students with ADHD react when applying strategies that use different sounds?
5. What changes do you see in students when applying multisensory strategies?
6. How would you describe the impact of multisensory strategies on students' English learning based on your classroom experience?
7. What has been your experience working with students who have ADHD?
8. Can you describe any difficulties you have experienced when applying multisensory strategies in English language teaching?
9. What opportunities do you think the multisensory approach offers for promoting inclusive teaching?
10. Based on your experience, what would you recommend to other English teachers interested in implementing the multisensory approach?

Annex B: Transcription of interviews with teachers

Question	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
1. How do you apply the visual, auditory, and kinesthetic elements during English classes?	Regarding visual elements, I use videos, illustrated cards, and infographics; for auditory elements, I use songs, stories, and presentation exercises; while for kinesthetic elements, I use games and role-playing.	For visual activities, I used images, illustrations, flashcards, and videos. For auditory activities, I used recorded dialogues, songs, and vocabulary listening exercises. Kinesthetic activities were incorporated through games, dramatizations, body movements, and movement exercises.	In the first case, I usually use worksheets, videos, presentations, and images; for auditory learners, I use more songs and pronunciation audio. In the case of kinesthetic learners, I work with activities that allow them to move, act out actions, and point to objects.	Regarding visual elements, I use images, illustrations, and videos. For auditory elements, I use songs, audio recordings, narrated stories, and pronunciation exercises. For kinesthetic activities, I use movement games, role-playing, instruction-following activities, and exercises involving movement within the classroom.	In my classes, I typically use images, charts, illustrated cards, and videos to support visual learning. For the auditory component, I use songs, pronunciation audio, short dialogues, and listening exercises. As for kinesthetic activities, I use movement games and physical role-playing.
2. Which activity have you found most effective in capturing students' attention?	The activity that has worked best for me is the combination of images and movement.	Dramatization allows students to take on a role and perform with enthusiasm and greater commitment.	For me, it has been beneficial to apply movement activities, such as search	The activities that have given me the best results are those involving group participation	All the activities that are carried out through play capture the attention of the students.

	For example, moving around with picture cards to find the answers.		games and dynamics.	n, as well as those involving physical movement, such as moving around the classroom, looking for images, understanding and explaining them.	
3. What teaching resources do you usually use to promote meaningful learning when teaching students with ADHD?	In most of my classes I use picture cards, educational videos, and songs. This way, students have been able to acquire new vocabulary.	Songs, educational videos, and illustrated cards, which capture students' attention, can be related to their own experiences.	I usually use pictures, flashcards, and educational videos. With these methods, students with ADHD better understand the meaning of words.	I use picture cards to match the image with the English word. I also use educational videos.	To facilitate understanding, I use educational videos, songs, and picture cards.
4. From your perspective, how do students with ADHD react when applying strategies that use different sounds?	Students react positively and are more interested in listening and participating in the classroom.	The students are more attentive and participate more enthusiastically. In some cases, the sounds help them concentrate better.	The use of songs captures the attention of students, helps them repeat words and retain new vocabulary.	Motivate students to participate in class.	The reaction is positive, as the use of songs or sounds sparks curiosity and increases the level of participation.
5. What changes do you see in students when	I have observed a greater willingness to learn	The main change is the increase in	It has improved the level of attention and	Definitely the most noticeable change is the	A better attitude and more

applying multisensory strategies?	English. Students are more attentive and collaborative when tasks involve multiple senses.	participation during class.	participation, and students are also more motivated for each class.	participation and a positive attitude towards completing class assignments.	attention during class.
6. How would you describe the impact of multisensory strategies on students' English learning based on your classroom experience?	The impact has been positive, as students have become more involved in the class, respond with more confidence, and demonstrate great learning abilities.	The impact is high, since the application of this type of strategy has captured the interest of students, and learning has become more attractive and dynamic.	The impact is favorable since students interact with the content in different ways, and are also more motivated and willing to participate.	The use of these strategies has facilitated language acquisition because they allow students to interact with the content from different perspectives.	It's high; I believe that English learning is strengthened when students have the opportunity to see, hear, manipulate, and experience the content in different ways.
7. What has been your experience working with students who have ADHD?	Positive because I have learned that students need more dynamic activities, clear instructions, and continuous support.	Very enriching as it has allowed me to develop new teaching methods and better understand the specific needs of the students.	Very positive, since I have been able to understand the importance of adapting teaching to the needs of each student.	Very positive, I have learned that patience and the ability to offer varied activities are needed so that they can develop their skills appropriately.	I believe it has been challenging, because it has allowed me to design new strategies and reflect on the importance of adapting teaching to the individual characteristics of each student.
8. Can you describe	For me, the main	Yes, regarding the	The two main	Yes, keeping	My main difficulties

any difficulties you have experienced when applying multisensory strategies in English language teaching?	difficulty has been the time to prepare materials and plan activities that integrate different stimuli.	availability of resources, I have also found it a bit difficult to maintain a balance between the dynamics and maintain control of the group.	difficulties are the time required for individual planning and the availability of materials provided by the institution.	students' attention in dynamic activities is important, as they may be attractive to some, but not everyone responds in the same way.	are the time needed for planning and the resources available.
9. What opportunities do you think the multisensory approach offers for promoting inclusive teaching?	I believe it offers an opportunity to address the diversity present in the classroom.	It is possible to adapt the activities to different needs and learning styles, encouraging greater participation and reducing the barriers that can affect access to learning.	The possibility of catering to different learning styles and paces within the classroom.	From my point of view, through the multisensory approach it is possible to focus on the individual needs of students, promoting more equitable participation.	It is possible to adapt the activities to different learning styles and paces.
10. Based on your experience, what would you recommend to other English teachers interested in implementing the multisensory approach?	Yes, I would definitely recommend it as it is a flexible methodology that can be adapted to different educational contexts.	Absolutely, as it promotes more active, participatory, and inclusive learning.	Of course, because it contributes to creating more inclusive and dynamic educational environments.	Indeed, as it enriches the teaching process and promotes student learning.	Absolutely, as it is a valuable tool for promoting educational inclusion and responding to the needs of students with ADHD.

Annex C: Certified Anti-Plagiarism System

CERTIFICADO SISTEMA ANTIPLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado “Multisensory Learning Approach To Teach English To Young Students With ADHD” elaborado por el estudiante Paucar Paucar Athony Samuel, 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 Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO MAGISTER, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 5 % de la valoración permitida, por consiguiente se procede a emitir el informe.



Diego Nieto H

Nieto Herrera Diego Josue, MSc.
ADVISOR