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Teaching English to Students with ADHD: Delving into Possibilities and Challenges through a Qualitative Lens

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ABSTRACT

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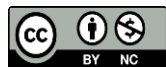
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ADHD (Attention Deficit/Hyperactivity Disorder) affects individuals' behavior, focus, and emotional regulation, often making language learning particularly difficult. Students with ADHD typically struggle with attention, impulsivity, and hyperactivity, impacting key language skills such as reading, writing, listening, and grammar retention. This case study aimed to identify the specific challenges faced by a male student with ADHD in learning English and evaluate effective teaching methods tailored to his needs. The study data was collected through daily observations, note-taking, video recordings, and tasks. These tools were used to track the student's progress and determine his strengths and weaknesses in language learning. The student struggled most with reading, listening, writing, and grammar, largely due to behavioral shifts and inconsistent focus. However, he showed strong abilities in speaking and vocabulary retention. To address his needs, multiple techniques were employed. Visual aids, physical games, role-playing, and videos were effective, especially during periods of hyperactivity or distraction. A reward-and-punishment system, requested by the student, also proved to be motivating. To sum up, ADHD significantly challenges foreign language learning, but adaptive, student-centered strategies can improve outcomes. Though limited in scope, this study highlights the importance of flexible teaching tailored to ADHD learners' behaviors, interests, and emotional states.

1. Introduction

The current research aimed at studying an English language learner with ADHD to examine the possibilities and challenges of learning language in such a group of learners. ADHD is one of the most often diagnosed childhood diseases (Cortese et al., 2023). Undoubtedly, behavioral, social, and academic difficulties are common in children with Attention-deficit/hyperactivity disorder (ADHD). Thus, the acknowledgement and identification of their problems and challenges,

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especially in the context of the classroom and language learning process, are highly important (Climie & Mastoras, 2015). As a result, this study will investigate the different techniques that a teacher can use in the classroom with ADHD students to improve the teaching and learning process. While attention was given to the examination of the process of language learning in children with ADHD, “there is still lack of empirical evidence as regards the most efficient English as a Foreign Language (EFL) teaching methodology and pertinent material for students with such differences” (Liontou, 2019, p. 220). ADHD is a problem diagnosed from childhood, which can affect individuals’ social and personal lives in various aspects such as completing tasks and learning a new language. Learning a new language usually is a challenge for students with ADHD. Students with ADHD face difficulties in different areas of language learning (language skills and language components) because of their problem in concentration, lack of attention, mood swings, impulsivity, hyperactivity and behavioral change

Learning a foreign language usually poses a problem for students with ADHD. As the statistics show, about 50 % of learners have different speech and language disorders caused by a central nervous system dysfunction (Cantwell, 2006). Some scholars indicated that the root of the ADHD problem is an impairment or underdevelopment of the front lobe of the brain, which is responsible for the major language functions (Swanson, 2006). Some studies have shown that the language abilities of an ADHD child are affected by a deficit of working memory (Kofler et al. 2011). Most ADHD children face learning difficulties (Sowerby et al., 2011). Academic performance is often lower than expected rates because of attention deficit, hyperactivity, and impulsivity (Arnold et al., 2020; Bussing et al., 2012; Daley et al., 2010; Kroese et al., 2000; Re & Cornoldi, 2013). Learning in a formal context requires attention and self-regulation of mental processes. In repetitive tasks, ADHD students are impulsive, disorganized, and unable to maintain mental effort, so they end up failing (Barkley, 1998; Weiss et al., 1971). These children constantly stand and change from one activity to another without finishing their tasks (Cepeda et al., 2000).

In general, teaching a student with Attention Deficit/Hyperactivity Disorder (ADHD) faces many challenges. Students’ problems in concentrating on a given subject affects their ability to acquire knowledge. Indeed, the dynamics of the entire classroom is affected dramatically. ADHD children show various symptoms such as the decreased level of attention compared to the attention of other children of the same age, overexertion or hyperactivity, and

impulsivity or propensity to respond or act, which affect their learning process (Colomer et al., 2017; Tymms & Merrell, 2011). Since the current foreign language (FL) methodology emphasizes the importance of students' individual differences (Ellis, 2004), it is important that teachers take teaching approaches and techniques that help students with ADHD increase concentration and reduce impulsivity and hyperactivity. Without appropriate accommodations, a student with ADHD may struggle to develop skills in foreign language learning process.

While several studies were carried out, concentrating on teaching English to students with ADHD (Carrion-Robles & Espinoza-Celi, 2024; Lontou, 2019), there are few studies exploring the real experience of teaching English to learners with ADHD through a qualitative research design in the context of Iran. The current case study, exploring the reality of teaching the English language to a male child with ADHD, aimed to examine the challenges and possibilities of such a teaching process by observing and acknowledging the learning experience of the child. However, the focus is mainly put on the obstacles and practices/ activities of teaching English to the male child with ADHD. This paper is regarded as a case study which attempts to provide practical information on teaching students with ADHD in a classroom setting. It applies research findings, observation and various techniques and activities in teaching English specifically to students with ADHD.

2. Literature Review

Students with special needs pose a challenge for the teachers especially when they really want their students to learn, feel motivated and enjoy the class. For this reason, teachers are constantly searching methods, tasks, and activities that allow the students to understand the main messages, learn the topics, and develop their competence in various aspects. According to Turketi (2010), Attention Deficit Hyperactivity (ADHD) has been considered as a disability called Minimal Brain Dysfunction that results in the lack of concentration, impulsivity, and restlessness. It is important to mention that not all learners are equally hyperactive and restless, yet most of them are easily distracted, and experience difficulties in paying attention. Typically, an ADHD student is a socially impulsive person who cannot control his behavior, and this problem will result in changing her mood constantly. Despite the number of difficulties caused by the lack of concentration and awareness or behavioral disorder, many characteristics observed in ADHD students such as being spontaneous, enthusiastic, stimulating and creative can be considered

advantageous to teachers by designing special lesson plans. Typically, both speech input and output are impaired, making the process of language acquisition rather challenging and confusing for such learners. Many of them have difficulties in speaking, listening, reading and writing in their native language, struggles that usually have a negative impact on second language learning. As a result, some lesson plans and special activities need to be designed to improve the learning process in such a group of English language learners. In this section, the studies exploring various aspects of language learning in students with ADHD are comprehensively reviewed.

Konicarova (2014) explored the psychological principle of learning the foreign language in children suffering from ADHD. She introduced the transcultural model of language learning as one of the effective models for language learning. This model of language learning revolves around the individualization of the learning process by acknowledging the needs and problems of language learners. Moreover, she referred to some non-traditional methods of English language teaching, which may help such children learn the target languages in a more effective way: Silent Way, Total Physical Response, and Communicative Language Teaching. In Silent Way, the teacher's silence empowers the learners with ADHD to produce examples of the new language and engage in discovering process of learning. Physical activities in Total Physical Response are also helpful. Regarding the influential role of Communicative Language Teaching, Konicarova (2014) stated that:

One of the most characteristic features of communicative language teaching is attention to functional as well as structural aspects of language. This communicative approach in language teaching starts with a theory of language as communication and with its goal of language teaching leading to communicative competence focused on functional communication activities and social interaction activities. (p. 66)

Furthermore, Liontou (2019) investigated how the technology-enhanced foreign language learning context helps language learners with ADHD improve their foreign language skills. The research study specifically focused on the improvement of the reading skill. The participating learners included 10 EFL learners with ADHD aged nine to 12, who were studied during a year. Before participating in this study, they passed ICT (Information and Communication

Technology) course and learned about features of online learning atmospheres, word-processing, and desktop publishing software applications. Then, they took part in several sessions of Edmodo classrooms through which they received some other activities, including group discussions, and were allowed to read new reading sources. They were asked to revise the received information through video lectures or hand-outs. Furthermore, they were required to complete online quizzes or read e-books and electronic dictionaries. In general, it was revealed that such extra technology-enhanced learning atmospheres foster the process of learning in language learners with ADHD. Lontou (2019) indicated that “personal experience has shown that the most effective tool in helping a student with ADHD throughout his/her learning process is a positive attitude to his/her efforts through immediate and sincere praise” (p. 229).

Likewise, in Iran, Sharifi et al. (2023) used online programs to enhance language learning in learners with ADHD. They specifically explored how a vision-based program could increase willingness to communicate in such a group of language learners. Their participants included 29 Iranian learners with ADHD, who were selected using convenience sampling and were assigned into a control and an experimental group. While the control group took part in regular language classrooms, the experimental group received the vision-based program as the treatment. The first task required the learners to create mental images, two other tasks presented as Task 3 and Task 4 were vision-strengthening tasks, the fourth tasks aimed at keeping the participants’ vision alive, and the last tasks were used to help learners transform the visions into actions and realities. At the end of the treatment, all participants’ willingness to communicate was measured. It should be added, this skill in participants was also measured before the treatment. The collected data was analyzed using Multivariate Analysis of Covariance (MANCOVA). The results showed that the students in the experimental group significantly outperformed the control group with regard to willingness to communicate. In particular, two features of communicative self-confidence and integrative orientation were improved in the students in the experimental group. As Sharifi et al. (2023) indicated, “the learners’ motivated cognition, together with self-regulatory skills evoked as a result of creating and living up to the ideal L2 self, may have acted as a trigger point for stimulating affective construct resulting in higher degrees of WTC” (p. 41).

In Iran, another study was carried out by Marashi and Dolatdoost (2016) who explored the relationship between variables of ADHD disorder and speaking skill, focusing on features of accuracy and fluency. The participants of the study included 61 male learners whose age ranged

from 10 to 14. The instrument used to evaluate the participants' speaking complexity was the speaking section of the Key English Test (KET). As the analysis of the collected data showed, there was a significant and meaningful positive relation between ADHD disorder and participants' speaking fluency. However, it was reported that there was a significant negative relation between ADHD disorder and the participants' speaking complexity and speaking accuracy. In fact, according to Marashi and Dolatdoost (2016),

The positive correlation observed between ADHD and speaking fluency, however, is perhaps due to the fact that when students with ADHD are in a language class, they are forced to speak in the foreign language. Hence, hyperactive/impulsive students who tend to talk excessively and are often on the go practice their speaking fluency so often by talking abundantly and, consequently, their fluency is accomplished at the expense of their speaking accuracy and complexity. (p. 116)

3. Method

3.1. Research Design

The present research was carried out using multiple observations of the case during a semester. This study employed a case study design to explore the challenges and activities of teaching English to a 14-year-old male student diagnosed with attention deficit hyperactivity disorder (ADHD). A qualitative approach was taken to collect data through consistent observations to gain an in-depth understanding of the learner's process of learning.

3.2. Participants and Setting

The learner, as the main participant of the study, was diagnosed by ADHD / Hyperactivity. He had the basic knowledge of English language and was selected using convenience sampling. The study was conducted under continuous observations. As the researcher and English teacher, I also acted as a participant observer, directly involved in teaching the student and implementing strategies to support his learning. My four years of teaching experience in both virtual and in person classes addressing learners at different levels of language proficiency provided contextual insights into the student's responses, learning behavior, and progress during the Intervention.

3.3. Data Collection and Analysis Procedure

To carry out this case study, the data was collected through field notes, while observing the tasks, including games and strategies to teach the English language. It is important to note that the notes were mostly written after completing each teaching session. Then, the notes of different sessions were compared through constant comparison. The details are further explicated below:

1. Observations: The student's classroom behavior, attention span, participation, and task completion were observed during English lessons over four weeks.
2. Teaching Strategies and Tasks: As the researcher and English teacher, I implemented various strategies to address the student's specific challenges, as presented below:
 - Multisensory learning activities (e.g., combining visual aids, gestures, and spoken instructions)
 - The process of chunking tasks into smaller, manageable steps to reduce cognitive overload
 - Frequent breaks and movement-based activities to manage hyperactivity
 - Games and quizzes to make learning interactive and motivating

The collected data was analyzed using thematic analysis as follows:

1. The collected data were organized.
2. Recurring patterns and themes related to attention, comprehension, engagement, motivation, and learning outcomes were identified.
3. Student responses to specific teaching strategies and tasks were categorized to evaluate effectiveness of the teaching process and identify areas needing improvement.

Indeed, I categorized the problems and possibilities of teaching English to student diagnosed with ADHD in various aspects of language learning process, including language components (grammar and words), language skills (writing, listening, reading), learner's personal characteristics, and tasks and activities.

4. Findings

4.1. Findings with Regard to Learning Language Components and Skills

In the area of language components, the learner faced difficulty and challenges in learning the grammatical points and the formulaic structures of sentences. While trying to make a correct grammatical sentence, the learner felt nervous and gave up instantly. For instance, the formula of a grammar rule was confusing for him and he could not handle the order of sentences when it came to learn a specific grammatical rule. But when grammatical sentences were written in chunks and part by part due to their clear order, the student's reading comprehension skill was improved. For example, the student could not concentrate, when he saw the phrase of "he has an Apple" with the formula of "subj+ has/have+ obj". To make it less challenging, each part of sentence was put in a different shape. Because of the learner's special thinking and learning style, he was distracted most of the time, so concentrating on both receptive language skills (reading and listening) and productive skills (only writing) was a challenge process. For receptive skills, the learner tended to do the tasks fast and due to this reason, he could not focus on reading a passage with full accuracy and fluency, and would sometimes mispronounce or misunderstand the passage. With regard to the productive skills based on the results of the tasks, it was shown that student faced a lot of difficulties in improving his writing skill, like forgetting words or missing out the grammar parts.

4.2. Findings with Regard to the Learner's Personal Characteristics

Another challenge of teaching English to learners with ADHD is related to their characteristics. Due to the student behavioral maintenance, his personal features (Stubbornness, aggression, sadness, abnormal happiness and, etc.) were not predictable and would change constantly. The learner sometimes felt energetic and happy or sad and bored depending on his medicines side effects or changes in his mood. Another interesting yet challenging problem about the learner's characteristics was that the learner always wanted all the attention and liked being praised. Thus, he would talk a lot to show off his skills but sometimes it was a distraction for him and the learner couldn't make an appropriate sentence using accurate grammatical structures or words.

One of the most challenging aspects of teaching a student with ADHD was managing his characteristics and mood swings. During the time periods, when the student received medication, he could focus on lessons attentively. However, most of the time, he was easily distracted or

hyperactive, making it difficult for him to listen or engage in learning activities. To manage the periods of high energy, physical techniques were employed, such as walking while reading, changing seats during lessons, taking short breaks, and performing brief exercises to release excess energy. The side effects of ADHD medication sometimes led to behavioral changes, including feelings of depression, anxiety, and increased distractibility. Interactive approaches, such as gamification and learning through games or songs, proved to be effective in maintaining engagement.

4.3. Findings with Regard to the Tasks and Activities Used by the Teacher

In learning language components, the main problem was learning the grammatical structures. The main activity or technique used to help the learner was the “Explanation and Practice Technique”, through which the grammatical point was explained and then practiced. Generally, activities such as “Fill in the Blanks” and physical games were highly effective. In a lesson on the simple present tense, the sentence “Tom eats an apple every day” was taught based on the method explained above. The combination of movement, visual cues, and acting process helped the student understand and remember grammatical points more effectively.

Another example can be mentioned in this section. In order to teach the English sentence structure, a flowchart mapping was used. The sentence “She goes to beach by bus” was divided into different parts: subject, verb, and object. The student moved tokens labeled with each word into the correct boxes while saying the sentence aloud. This mapping game allowed the learner to understand sentence components and learn how to change the structure of a sentence. To teach clothing vocabulary, a tactile activity using handmade miniature clothes was employed. Small papers or fabric clothes representing items such as shirts, pants, hats, and socks were created and labeled with their English names. A doll was used as a “model” for the activity. During the lesson, the student was asked to select the correct clothing item and place it on the doll in response to prompts. As examples, I can refer to “Put on the red shirt” or “Which one is the hat?” The student was also encouraged to form complete sentences describing the outfit, such as “The doll is wearing a blue skirt”. This hands-on activity facilitated learning by combining visual, tactile, and verbal modes. Furthermore, this activity helped the learner with ADHD focus on the task, reinforce vocabulary retention, and practice sentence construction in an engaging and interactive way. Learning a new word was the learner’s struggle. One of the techniques which

were beneficial in this part was “Coding” (learning with coding words with the help of songs or L1). In addition, “Using Flashcards” was helpful if the student made flashcards with the new words.

To address these learning issues, many strategies and activities based on the learner’s needs, level, interests, learning style, and preferences were chosen and designed. It is necessary to mention that most of the activities/materials were visual aids or physical actives based on the learner’s style of effective learning. In the area of language skills, activities to benefit receptive skills (reading and listening) were mostly dependent on “Audio lingual” method. The audio files were short with simple practices and the learner’s responsibility was either to repeat or take notes. There were some short conversation-based videos which consisted many new words with a simple compressible accent which resulted in a more effective process of learning. Interestingly, the learner’s main interest was speaking. He was talented in imitating the conversation as copying sentences, phrases, words, and even sounds (intonation and stress of the words), then he would use it in real life communications. The speaking skills techniques/methods were mostly based on CLT (Communicative language teaching) with having conversations in an imaginary situation and acting like natives. Sometimes even clothes and materials were related to our spoken subjects like watching a football match in classroom while we wore our favorite team clothes and ate some snacks using words and verbs related to football. The implicit teaching strategies combined with CLT method made the teaching process more effective. The activities entailed videos (movies and short clips), audio files, role plays, pantomime, and mind maps (to put the words in chunks with tangible materials). I can also refer to physical activities (mostly mimicking or jumping) and mind games.

4.4.The Summary of the Findings of the Study

Based on the research conducted through constant and deep observations and tasks over a semester, the following key findings emerged regarding the difficulties and strengths of the learner diagnosed with ADHD in the context of learning a foreign language, that is, the English language:

Behavioral Challenges:

Hyperactivity: The student showed severe signs of hyperactivity which significantly impacted the concentration on lesson, classroom activities, and learning process especially during an extended period of time. Activities such as role playing, puzzle solving, or guessing games were more effective in maintaining attention.

Mood Swings and Impulsivity:

The learner experienced frequent mood changes, often switching between being overly focused and being disengaged. These fluctuations were particularly challenging when trying to maintain a consistent level of engagement in the lesson.

Lack of Concentration:

Due to the symptoms of ADHD, the student faced difficulties such as not being able to focus in a long period of class time especially in traditional teaching environment, leading him to get distracted easily. Activities that contained physical activities were quite helpful.

Language Skill Challenges:

Reading and Listening (Receptive Skills): Due to the combination of attention deficit and difficulty of concentration these skills were challenging which led student to struggle to retrain information during listening and readings with specific advanced words.

Word Memorizing: Learning lexical resources and items like synonyms and antonyms, as well as prefix, suffix, and abbreviations was a huge challenge faced by the learner due to his unwillingness and stubbornness, but flash cards were effective due to the visual material they offered to the learner.

Strength and Potential:

Writing and Speaking: Productive skills were easier to manage because of the learner's ability to memorize new points fast and utilize grammatical rules. However, with regard to the skill of writing, the learner faced some learning problems.

Effectiveness of Teaching Techniques:

Gamification: Gamification in language teaching for ADHD students is the integration of game elements—such as points, rewards, challenges, and interactive tasks—into English lessons to enhance motivation, sustain attention, and promote active participation, making learning more engaging and effective for students with attention difficulties. This technique proved to be highly effective in maintaining the learner’s engagement and reducing anxiety. Games related to the lesson contents provided both motivation and a sense of achievement, which were crucial in maintaining focus during lessons.

Silent Way: When the learner exhibited anxiety or was overwhelmed, the Silent Way method, which encourages minimal teacher interference and maximizes student production, was particularly effective. This approach allowed the learner to work through tasks independently with limited guidance.

Communicative Language Teaching: CLT techniques promoted interactive language use and allowed the learner to apply language skills in practical, communicative scenarios. This method was particularly beneficial for speaking practice

Physical and Visual Activities: The use of physical activities such as role plays and games, combined with visual aids like flashcards and pictures, helped the learner focus attentively and engage with the material in a way that catered to their need for movement and visual stimulation.

Behavioral and motivational strategies:

Reward and Punishment (Reinforcement): A structured reward and punishment system was implemented to manage the learner’s behavior. This system helped maintain motivation and provided an incentive for the learner to engage with tasks more consistently.

5. Discussion

This case study delved into the learning challenges faced by an ADHD-diagnosed male learner in an English language classroom. The research utilized continuous observation, video recordings, sessional tasks, and detailed note-taking to assess the learner’s behavioral and linguistic

development. The learner displayed significant behavioral challenges, including hyperactivity, mood swings, impulsivity, and difficulties with sustained concentration—factors which negatively impacted his engagement, particularly with receptive skills such as reading and listening. Despite these challenges, the student demonstrated strong potential in speaking and vocabulary acquisition, showing the ability to quickly memorize new words and phrases. The skill of writing was also improved, although this skill was often hampered by carelessness and structural inconsistencies.

To address the learner's needs, a variety of teaching methods were implemented based on moment-to-moment assessment of the student's behavior, mood, and learning style. Techniques such as Presentation-Practice-Production (PPP), Gamification, Design Thinking, and teacher-designed carousel methods or techniques extracted from Total Physical Response (TPR), Silent Way, and Communicative Language Teaching (CLT) were applied flexibly. Gamification and techniques extracted from Silent Way were particularly effective in reducing anxiety and fostering self-guided learning. Physical and visual activities—such as flashcards, videos, role plays, and guessing games—proved beneficial for maintaining attention and enhancing language retention. A consistent motivational strategy was the use of a reward and punishment system, which aligned with the learner's own preferences and provided structure and behavioral reinforcement. According to Turketi (2017), ADHD learners require special techniques that address their concentration problems. Teacher's reinforcement and feedbacks can result in establishing a positive relationship.

In fact, teachers should be aware of techniques to manage situations where learners' behavior becomes challenging, especially as they get tired or bored easily. Strategies such as gamification, positive reinforcement, and constant supervision are recommended. In general, this shows that although ADHD learners may face difficulties like impulsivity, poor concentration, and challenges in reading and listening, they can succeed in language learning when supported with appropriate strategies. The student in this study demonstrated strong potential in speaking and vocabulary learning, particularly when teaching methods were adapted to his needs. This highlights the importance of tailored techniques, motivational feedback, and the use of suitable approaches, which, when applied thoughtfully, can help manage behavior, sustain attention, and maintain an engaging learning process.

Considering the objectives of teaching English to students with ADHD, it is clear that this group may face unique challenges such as mood swings, hyperactivity, and easy distraction. Previous studies (Kwon et al., 2018; Marashi & Dolatdoost, 2016) emphasize that strategies like gamification, positive reinforcement, and constant supervision help ADHD learners succeed in language learning. In this case study, the learner struggled most with reading, listening, and writing, but showed strong potential in speaking and vocabulary learning. Activities such as games, flashcards, mind maps, and physically engaging tasks proved effective in sustaining attention and motivation. These findings confirm previous research while highlighting the importance of tailored teaching strategies that match the learner's mood, energy, and learning style.

6. Conclusion and Implications

Considering the specific objectives of teaching English to students with ADHD, it seems that teaching such a group of language learners may be challenging. It is worth mentioning that all students across the world should be given the chance of learning a foreign language with regard to their level of language proficiency and learning capacity. The argument mentioned above also applies to the learners dealing with special condition such as ADHD. ADHD students behave differently and their characteristics are quite unique. They will be in need of special language learning practices and activities designed for them to benefit from their language learning environment.

ADHD students largely struggle with lack of concentration and get distracted easily. Thus, to have an effective teaching process, it is necessary to identify their struggles and design/create tasks and activities which are appropriate for them. In this case study, various techniques were used based on the learner's needs, preferences, interests, and learning styles. Many factors were taken into account such as the subject matter covered in each session, mood of the learner, the identified learning problems, and time limitation. Multiple and constant observation showed that the learner mostly faced difficulties in acquiring receptive skills (reading and listening). He also faced challenges with regard to the productive skill of writing. However, because of his personal learning style and talent, he was extremely successful in speaking and memorizing the words by imitating dialogues in conversations and using them in an effective way. Activities that were used in the class to address his difficulty entailed listening to audio files, flash cards, mind

maps, and physical games. In general, “students diagnosed with ADHD are in need of strategies to address social and academic problems associated with this disorder, especially in foreign language learning settings” (Marashi & Dolatdoost, 2016, p. 116).

To sum up, due to the special conditions of ADHD learners/students (attention problems, different moods, behavioral changes, anxiety, low/high energy, etc.), most of the time they might have difficulties in the area of language learning. It is crucial to always remember to first identify the learner’s problems. Then, the teachers and educators can create activities and tasks, which are suitable for them to help them benefit from their learning processes with regard to the appropriate teaching techniques. In addition, one of the main difficulties of teaching English to learners with ADHD was the change of behavior or mood swings, which would lead to the lack of concentration, distraction, hyperactivity, etc. Many techniques such as “Gamification”, teaching methods such as “Silent way”, or activities mostly entailing games or tasks in need of physical strength such as jumping or exerting (to change mood) are helpful. Working with ADHD students is challenging and in need of patience. Indeed, teachers should patiently practice with them, identify their struggle/problems, and design the effective activities and techniques using different approaches and methods to foster ADHD students’ language learning process.

Bio-data

Parmida Yousefizadeh is a BA student of English language teaching in the Department of teaching English as a foreign language (TEFL) at university of Hormozgan.

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