



Teaching English to Students with ADHD in Inclusive Primary Schools: Teachers' Strategies and Perspectives

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Article Info	Abstract
Received: 2026 - 06 - 01 Revised: 2026 06-18 Accepted: 2026 06-30	<i>Inclusive education has become a key approach to ensuring equal educational opportunities for all learners, including those with attention deficit hyperactivity disorder (ADHD). Although numerous studies have examined ADHD within an educational context, research specifically exploring the teaching strategies employed by English teachers in educating pupils with ADHD in English as a Foreign Language (EFL) class within inclusive primary schools remains limited. This study aims to investigate the strategies used by English teachers to support pupils with ADHD and to explore teachers' perspectives on inclusive English language teaching. Using a qualitative case study design, this research was conducted at an inclusive primary school in North Sumatra, Indonesia, involving an English teacher with direct experience of teaching pupils with ADHD. Data were collected through semi-structured interviews, classroom observations and document analysis, and analysed using thematic analysis. The findings indicate that the teacher implemented various adaptive strategies, including individualised instruction, teacher proximity, visual aids, interactive learning activities, and simplified instruction. Among these strategies, individualised instruction and teacher proximity emerged as the most influential strategies in maintaining student engagement and supporting behaviour management. This study also found that teachers demonstrated a positive and inclusive perspective by integrating empathy, discipline, equality and responsibility into their classroom teaching practices. These findings contribute to the development of inclusive EFL pedagogy by providing practical evidence regarding effective classroom-based strategies to support learners with ADHD at primary level. In conclusion, inclusive and successful EFL teaching requires a flexible, learner-centred approach to learning, supported by professional development and institutional</i>
Keywords: Inclusive learning; Instructional adaptation; Student engagement; Behavioral support; Collaborative learning	
DOI: 10.24256/ideasv14i1.10786	
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commitment.

1. Introduction

Inclusive education has become the main paradigm in contemporary education systems, emphasizing equal access and participation for all learners, including those with special educational needs (Jardinez & Natividad, 2024). The right to education for every child has been recognized internationally through the Universal Declaration of Human Rights (Stubbs, 2008) and further reinforced by the Convention on the Rights of the Child (UNICEF, 1989). Inclusive education promotes the integration of students with diverse abilities into regular classrooms, ensuring that differences in physical, cognitive, emotional, or behavioral conditions do not limit educational opportunities.

In the Indonesian context, inclusive education has been formally supported through the National Education System Act No. 20 of 2003 and the Ministry of National Education Regulation No. 70 of 2009 concerning Inclusive Education, which guarantee educational access for children with special needs (Indrawati, 2023). However, policy recognition does not automatically guarantee effective implementation in the classroom. Research shows that many Indonesian schools continue to face challenges related to limited teacher training, insufficient learning resources, and inadequate support services for students with special educational needs (Indrawati, 2023).

Teachers often encounter pedagogical and managerial difficulties when dealing with students with diverse abilities in one classroom (Navarro-Arana et al., 2025). Therefore, inclusive education at the primary school level requires not only structural adaptation but also pedagogical transformation that supports equity, participation, and differentiated instruction to meet the needs of all students, including those diagnosed with Attention Deficit Hyperactivity Disorder (ADHD).

ADHD is a neurodevelopmental disorder characterized by persistent patterns of inattention, impulsivity, and hyperactivity that significantly interfere with academic and social functioning (American Psychiatric Association, 2013). In primary school classrooms, students with ADHD often demonstrate difficulties in maintaining attention, organizing tasks, controlling behavior, and following step-by-step instructions. According to DuPaul, Weyandt, and Janusis (2011), ADHD-related behaviors frequently disrupt classroom learning and require structured interventions to maintain instructional effectiveness.

Similarly, McDougal et al. (2022) highlight that children with ADHD are more vulnerable to low academic achievement, social difficulties, and negative peer perceptions, which may reduce motivation and engagement in learning activities. Although Nugent and Smart (2014) focused on university students, their findings

demonstrate that ADHD symptoms can persist across educational levels and continue to influence academic performance, time management, and task completion. From a theoretical perspective, Barkley's Executive Function Theory explains that ADHD is closely associated with deficits in behavioral inhibition and self-regulation, which directly affect learning processes. Importantly, ADHD does not indicate intellectual deficiency; rather, it reflects neurological differences that require structured routines, clear instructions, consistent feedback, and supportive learning environments to maximize students' learning potential.

Within this inclusive framework, primary school English teachers have significant responsibilities. Teaching English as a Foreign Language (EFL) requires students to listen actively, respond appropriately, participate in classroom interaction, and maintain sustained attention, all of which may present particular challenges for learners with ADHD. Contemporary educational scholars define teaching strategies as planned instructional approaches that facilitate learning and help achieve educational objectives effectively through appropriate classroom practices (Marzano, 2017; Hattie, 2023).

In inclusive classrooms, selecting effective strategies is crucial to ensure meaningful participation for students with ADHD. Ha and Uyen (2020) emphasize that classroom management techniques such as clear routines, structured seating arrangements, visual aids, and concise instructions are essential in supporting learners with ADHD. Previous research on special needs education has also shown that teachers tend to employ direct instruction, repetition, and explicit communication to support students' participation and understanding (Saragih et al., 2025).

Likewise, students with learning difficulties often require additional time, reinforcement, and repeated instructions to remain focused and successfully complete academic tasks (Adawiyah & Daulay, 2022). Furthermore, Navarro-Arana et al. (2025) identify practical strategies such as calling students by name, voice modulation, direct engagement, and brief instructional steps as effective techniques for maintaining attention and classroom participation.

These instructional practices are supported by several educational theories. Vygotsky's Sociocultural Theory, particularly the concept of scaffolding within the Zone of Proximal Development, suggests that learners can achieve higher levels of performance when appropriate support is provided. In addition, Differentiated Instruction Theory (Tomlinson, 2001) advocates adapting content, learning processes, and assessments according to students' readiness levels, interests, and learning profiles.

Therefore, English teachers function not only as language instructors but also as facilitators, classroom managers, and inclusive practitioners who continuously adjust pedagogical approaches to meet diverse learner needs. In this study, it is assumed that appropriate teacher strategies can mediate the effects of ADHD characteristics on students' engagement and ultimately contribute to positive

inclusive learning outcomes. Specifically, ADHD characteristics such as inattention, impulsivity, and hyperactivity create challenges in EFL learning; however, effective teaching strategies, including scaffolding, differentiated instruction, classroom management, and direct instruction, can enhance student engagement, participation, and academic achievement while fostering educational values such as responsibility, empathy, and inclusiveness.

A large body of previous research has examined ADHD within educational contexts, particularly in relation to behavioral interventions, classroom management, and inclusive teaching practices. Studies conducted by DuPaul et al. (2011), Nugent and Smart (2014), McDougal et al. (2022), and Indrawati (2023) demonstrate that ADHD has become an important topic in educational research. However, a critical examination of these studies reveals several limitations. DuPaul et al. (2011) primarily focused on behavioral intervention frameworks, whereas Nugent and Smart (2014) concentrated on academic support and treatment approaches in higher education settings. McDougal et al. (2022) explored teachers' and students' perspectives regarding ADHD but did not specifically investigate English language instruction.

Similarly, many studies on inclusive education emphasize policy implementation and classroom inclusion in general rather than the specific pedagogical strategies employed in EFL classrooms. Consequently, although previous studies have contributed valuable insights into ADHD education, little attention has been given to the everyday instructional strategies used by English teachers when teaching learners with ADHD in primary school settings.

Moreover, previous studies have rarely examined how teachers simultaneously maintain broader educational values such as discipline, empathy, responsibility, and inclusiveness while adapting instruction to meet the needs of students with ADHD. In the Indonesian context, where inclusive education continues to develop amidst various institutional and pedagogical challenges, empirical evidence regarding teachers' practical experiences in EFL classrooms remains limited.

Therefore, this study differs from previous ADHD research by specifically focusing on English teachers' strategies and perspectives in teaching students with ADHD in primary school EFL classrooms. By exploring both instructional practices and teachers' perspectives, this study seeks to contribute contextually relevant insights to the growing body of literature on inclusive EFL pedagogy and provide practical implications for teachers working in inclusive educational settings. Based on these considerations, this study is guided by the following research questions:

1. What strategies do English teachers use to support students with ADHD while maintaining educational values in primary schools?
2. What are the perspectives of English teachers in teaching students with ADHD in primary schools?

3. Method

Research Design

This study uses a qualitative case study design to explore the strategies and perspectives of English teachers in teaching students with Attention Deficit/Hyperactivity Disorder (ADHD) in inclusive primary schools. A qualitative approach was chosen because the purpose of this study was to understand teachers' real experiences, instructional reasons, and professional reflections, which required in-depth exploration rather than numerical measurement (Creswell & Poth, 2018). Because the research questions aim to investigate 'what strategies' are used and 'how teachers view' their experiences, an interpretive framework is considered appropriate for capturing the subjective meanings constructed by participants.

The case study design is highly appropriate because this research focuses on a limited system, namely English teachers at one inclusive primary school in North Sumatra. According to Yin (2018), case studies are appropriate when research investigates contemporary phenomena in real-life contexts, especially when the contextual conditions are relevant to the phenomenon being studied. Teaching students with ADHD cannot be separated from the classroom environment, school culture, and teacher-student interactions. Therefore, this design allows for a contextual and holistic understanding of inclusive English teaching practices, in line with previous qualitative research on ADHD teaching strategies (DuPaul et al., 2011; Syam et al., 2025).

Research Context and Participants

This research was conducted in an inclusive primary school located in North Sumatra, Indonesia. The school integrates students with special educational needs, including those officially diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), into regular classrooms. Inclusive education promotes equal participation and learning opportunities for all students regardless of their abilities (Stubbs, 2008). However, the implementation of inclusive education often requires teachers to modify instructional approaches, classroom management techniques, and learning materials, particularly in English as a Foreign Language (EFL) settings where sustained attention and active participation are essential.

Participants were selected using purposive sampling to obtain information-rich cases relevant to the research objectives (Campbell et al., 2020). This study involved one English teacher who had direct experience teaching students with ADHD in an inclusive primary school classroom. The participant met two inclusion criteria: (1) having at least one year of experience teaching English at the primary school level and (2) having direct experience teaching at least one student formally diagnosed with ADHD. Although only one participant was involved, the use of multiple sources of evidence, including interviews, classroom observations, and documentation, enabled an in-depth exploration of the phenomenon and enhanced

the richness and credibility of the data. Focusing on one experienced teacher allowed the researcher to gain detailed insights into instructional adaptations and classroom practices used when teaching students with ADHD.

Ethical Considerations

Prior to data collection, informed consent was obtained from the participant. The participant was informed about the purpose of the study, research procedures, voluntary participation, confidentiality measures, and the right to withdraw from the study at any stage without any consequences. To ensure anonymity and confidentiality, pseudonyms were used in reporting the findings, and all identifiable information was removed from the research records. Permission to conduct the study was also obtained from the school administration before the research commenced.

Data Collection

Data were collected through four complementary techniques: semi-structured interviews, classroom observations, and documentation analysis. The use of multiple data sources strengthened the comprehensiveness and credibility of the research through methodological triangulation (Creswell & Poth, 2018).

Semi-structured interviews lasting approximately 45–60 minutes were conducted with the participant. This interview format provided flexibility to explore participants' responses while maintaining focus on key research themes, including instructional strategies, classroom challenges, behaviour management techniques, student engagement, and teachers' professional reflections regarding inclusive English teaching. Open-ended questions encouraged the participant to describe experiences in detail and provide rich narratives concerning the teaching of students with ADHD.

In addition, two classroom observations were conducted during English language learning activities in the inclusive classroom. Each observation lasted approximately 60–90 minutes and followed a non-participant observation protocol. The observations focused on instructional delivery, classroom management practices, strategies used to maintain students' attention, teacher-student interactions, behavioural regulation techniques, and responses to ADHD-related behaviours during learning activities. Detailed field notes were recorded during and immediately after each observation session. Conducting repeated observations enabled the researcher to compare classroom dynamics and teaching practices across different learning situations, thereby enhancing the credibility of the findings (Yin, 2018).

Furthermore, documentation analysis was conducted to complement interview and observation data. Documents reviewed included lesson plans, teaching materials, worksheets, classroom activity records, and assessment-related documents. The documents were systematically examined to identify

evidence of differentiated instruction, visual supports, structured classroom routines, behavioural reinforcement strategies, and instructional adaptations designed to support students with ADHD. Findings obtained from document analysis were compared with interview and observation data to strengthen triangulation and improve the credibility of the study.

Data Analysis

The data collected from interviews, classroom observations, and documentation were analysed using thematic analysis based on the six-stage framework proposed by Braun and Clarke (2006). Thematic analysis was selected because it provides a systematic yet flexible approach for identifying patterns and themes within qualitative data while allowing for in-depth interpretation.

The analysis began with data familiarisation through repeated readings of interview transcripts, observation notes, and documentation records. Initial codes were then generated to capture meaningful segments related to instructional strategies, classroom management, behavioural regulation, differentiated instruction, and teachers' perceptions of teaching students with ADHD. Subsequently, the codes were organised into broader themes representing recurring patterns across the data.

The emerging themes were reviewed, refined, and interpreted in relation to existing theories of ADHD and inclusive education. Particular attention was given to themes concerning structured teaching practices, behavioural management approaches, differentiated language instruction, student engagement strategies, and teacher professional reflections. Finally, the themes were connected to previous literature on ADHD interventions and inclusive pedagogical practices to develop a comprehensive understanding of how teachers construct meaning and make instructional decisions within inclusive English language classrooms..

3. Result

The findings of this study reveal that English teachers employ a range of adaptive and structured teaching strategies to support students with ADHD in inclusive primary school classrooms. These findings are organised into four main themes: (1) individualised teaching strategies, (2) behaviour management, (3) student attention and engagement, and (4) teacher perspectives.

Individualised Teaching Strategies

The data indicate that teachers consistently apply individualised strategies to accommodate the learning needs of students with ADHD. One of the most prominent practices is seating arrangement. Based on classroom observations, students with ADHD were frequently placed near the teacher to facilitate direct supervision and immediate support. During one observed lesson, the teacher positioned the student at the front and provided step-by-step guidance while other

students worked independently.

This finding is supported by interview data, where a teacher stated:

“I usually ask the student to sit close to me so I can guide them directly and make sure they stay focused.”

In addition, teachers simplify instructions to reduce cognitive load. Observation data show that teachers used short and clear commands such as “Open your book” and “Look at the picture.” These instructions were often repeated to ensure understanding. As one teacher explained:

“If the instruction is too long, they get confused, so I make it very short and repeat it.”

Furthermore, teachers use interactive and multimodal strategies, including games, puppets, and outdoor activities. During one observation, the teacher used a puppet to introduce new vocabulary. The student with ADHD showed increased attention, maintained eye contact, and actively responded to questions for approximately 10 minutes.

Behaviour Management Strategies

The findings also show that teachers actively manage behavioural challenges through direct intervention and emotional support. Observation data reveal that when students displayed disruptive behaviour, such as leaving their seat or showing signs of frustration, teachers responded immediately by approaching the student and guiding them back to the task.

For example, during one classroom session, a student with ADHD became distracted and walked around the classroom. The teacher gently approached the student, spoke calmly, and redirected them to their seat. This intervention helped the student resume the activity within a short period.

Interview data further support this finding. One teacher stated:

“When they start to lose control or get emotional, I don’t scold them. I stay with them and help them calm down first.”

Peer support also emerges as an important strategy. In several observations, teachers encouraged classmates to assist students with ADHD during group activities. This approach not only supported task completion but also fostered social interaction. As one teacher explained:

“Sometimes I ask their friends to help them so they feel more comfortable and not isolated.”

Student Attention and Engagement

The data demonstrate that structured and engaging learning activities significantly influence student attention. Observation findings show that students with ADHD tend to maintain focus longer when lessons include visual aids, interactive tasks, and clear routines.

For instance, during a vocabulary lesson, the teacher used pictures and

gestures to explain meaning. The student with ADHD actively participated by answering questions and pointing at images. The student remained engaged throughout most of the activity, indicating improved attention.

Teachers also implement structured lesson sequences, such as starting with a warm-up, followed by explanation, practice, and review. This predictable structure helps students anticipate classroom activities. As one teacher noted:

"If the lesson is structured, they know what to do next, so they don't get distracted easily."

However, the findings also reveal ongoing challenges. In several observations, students demonstrated short attention spans and were easily distracted by external stimuli. Teachers reported that maintaining consistent focus remains difficult despite the use of various strategies.

Teacher Perspectives on Inclusive Teaching

The findings indicate that teachers generally hold positive perspectives towards teaching students with ADHD in inclusive classrooms. Interview data suggest that teachers view these students as equal members of the classroom community.

One teacher stated:

"For me, there is no difference. They are all my students, and I treat them equally."

Despite this positive attitude, teachers also acknowledge practical challenges. These include communication difficulties, differences in learning pace, and the need for extra attention. As one teacher explained:

"Sometimes it is challenging because they need more attention, and I have to divide my focus with other students."

Teachers also expressed the need for more support, such as training and teaching resources, to better address the needs of students with ADHD.

Summary of Findings

The findings demonstrate that teaching students with ADHD requires a combination of instructional adaptation, behavioural support, and structured classroom management. These strategies are interconnected and contribute to improved student engagement and participation. At the same time, the data highlight ongoing challenges that require continuous teacher adjustment and support. Overall, the results show that inclusive English language teaching for students with ADHD is not based on a single strategy, but rather on a flexible and responsive teaching approach that adapts to students' academic and behavioural needs.

6. Discussion

The findings of this study reveal that English teachers in inclusive primary classrooms employ a wide range of adaptive, structured, and student-centered strategies to support learners with Attention Deficit Hyperactivity Disorder (ADHD). These strategies include proximity control, simplified instructions, interactive learning activities, and the use of visual aids. While these approaches are generally effective in increasing student engagement and participation, the data also demonstrate that their implementation is complex, dynamic, and often demanding. Teaching students with ADHD is not merely about applying appropriate strategies but involves continuous adjustment, emotional regulation, and reflective decision-making in response to students' unpredictable behaviors.

A closer examination of the data indicates that teachers must constantly balance instructional delivery with behavioral management. For instance, while proximity control allows teachers to monitor students closely and provide immediate feedback, it also requires sustained attention and physical presence, which can be challenging in classrooms with many students. Similarly, the use of interactive activities such as games and group work can enhance motivation and engagement, but these methods may also increase noise levels and lead to overstimulation among ADHD learners. As a result, teachers must carefully regulate classroom dynamics to ensure that engagement does not turn into distraction. This highlights the complexity of inclusive teaching, where strategies must be continuously adapted rather than applied in a fixed manner.

From a theoretical perspective, the findings are strongly aligned with established frameworks in ADHD and inclusive education. Barkley's executive function theory explains that ADHD learners experience difficulties in self-regulation, impulse control, and sustained attention. The strategies observed in this study, such as breaking down instructions into smaller steps, repeating information, and providing structured routines, directly address these cognitive challenges. However, this study extends the theoretical framework by demonstrating that such strategies are not implemented in a linear or predictable way. Instead, teachers frequently need to repeat, modify, and reintroduce instructions as students lose focus or become distracted. This suggests that executive function support in real classrooms is cyclical and iterative, rather than sequential as often presented in theory.

In addition, Vygotsky's sociocultural theory, particularly the concept of scaffolding within the Zone of Proximal Development, is evident in the way teachers provide continuous guidance and support. Teachers assist students step by step, gradually encouraging independence. However, the findings reveal that scaffolding for ADHD learners often involves repeated intervention rather than gradual withdrawal of support. Behavioral disruptions frequently interrupt the learning process, requiring teachers to re-establish focus and restart instructional sequences. This indicates that scaffolding in ADHD contexts is more fluid and

recursive than traditionally conceptualized. Therefore, this study contributes to the refinement of scaffolding theory by highlighting its adaptive and non-linear nature in inclusive classrooms.

Furthermore, Tomlinson's differentiated instruction theory is reflected in the way teachers modify teaching materials, activities, and assessments to accommodate diverse learning needs. Teachers simplify language, use visual supports, and adjust tasks based on students' attention spans and comprehension levels. However, the findings also show that differentiation is not always fully achievable due to practical constraints such as limited time, large class sizes, and lack of resources. Teachers often have to make compromises, balancing the needs of ADHD learners with those of other students. This suggests that while differentiated instruction is an ideal framework, its implementation in real classrooms is shaped by contextual limitations.

In relation to previous empirical studies, the findings confirm that structured environments, clear instructions, and interactive learning are essential for supporting ADHD learners. Prior research has consistently emphasized the importance of routine, organization, and visual aids in improving attention and behavior. This study supports these conclusions but also provides additional insights into the lived experiences of teachers. Unlike many previous studies that focus primarily on instructional strategies, this research highlights the emotional and professional dimensions of teaching students with ADHD.

Teachers in this study reported experiencing a range of emotions, including frustration, fatigue, and concern. These feelings often arise when strategies do not produce the expected outcomes or when students exhibit persistent disruptive behavior. For example, teachers noted that despite using engaging activities, some students still struggled to maintain focus or follow instructions. This can lead to a sense of helplessness or self-doubt among teachers. At the same time, the data also reveal a strong sense of commitment and responsibility. Teachers expressed a desire to support all students and demonstrated resilience in adapting their approaches despite challenges. This dual experience of difficulty and dedication highlights the emotional complexity of inclusive teaching.

A critical reflection of the findings further reveals that not all strategies are equally effective in all situations. While interactive activities are generally beneficial, they can sometimes lead to overexcitement and reduced self-control among ADHD learners. Similarly, group work can promote social interaction but may also increase distractions, particularly for students who struggle with attention regulation. These findings suggest that teaching strategies must be carefully selected and continuously evaluated based on classroom conditions and individual student needs. There is no single "best" method; rather, effective teaching requires flexibility, experimentation, and ongoing reflection.

Another important aspect highlighted by the study is the influence of contextual factors on teaching practices. Teachers identified several constraints

that affect their ability to implement inclusive strategies effectively. These include large class sizes, limited instructional time, lack of specialized training, and insufficient institutional support. In many cases, teachers rely on personal experience and intuition rather than formal training when dealing with ADHD learners. This indicates a gap between educational policies that promote inclusion and the practical realities faced by teachers in the classroom.

The lack of professional development opportunities is particularly significant. Teachers expressed a need for more training on ADHD and inclusive pedagogy, including practical strategies for managing behavior and supporting learning. Without adequate training, teachers may feel unprepared and uncertain about how to address the needs of ADHD students. This highlights the importance of institutional support in ensuring the success of inclusive education. Schools and policymakers must provide resources, training, and guidance to help teachers implement inclusive practices effectively.

One of the key contributions of this study is its focus on English as a Foreign Language (EFL) classrooms, which introduces additional challenges for ADHD learners. In EFL contexts, students must process both linguistic input and behavioral expectations simultaneously. The findings show that teachers address this challenge by simplifying language, using visual aids, and incorporating interactive activities. These strategies not only support attention but also enhance language comprehension. This demonstrates that ADHD teaching strategies must be integrated with language teaching approaches, creating a dual focus on cognitive and linguistic development.

This subject-specific perspective extends existing theories of inclusive education by showing how general principles can be applied in specialized contexts. It also highlights the importance of considering subject matter when designing instructional strategies for students with special needs. In EFL classrooms, for example, the use of visual aids and simplified language is particularly important because it reduces cognitive load and facilitates understanding. Therefore, inclusive teaching practices must be adapted to the specific demands of each subject area.

The study also emphasizes the role of teacher beliefs and professional growth in shaping instructional practices. Teachers who have positive attitudes toward inclusion are more likely to experiment with different strategies and remain patient when facing challenges. Over time, teachers develop practical knowledge and adaptive skills through experience. This process of professional growth is characterized by reflection, trial and error, and continuous learning. It suggests that effective teaching for ADHD learners is not solely based on theoretical knowledge but also on experiential understanding.

However, despite its contributions, this study has several limitations. First, the research is conducted in a specific primary school context with a limited number of participants. This may restrict the generalizability of the findings to other

settings. Second, the study relies primarily on qualitative data, which may be influenced by subjective interpretations. While triangulation is used to enhance validity, the findings still reflect the perspectives and experiences of the participants. Future research could address these limitations by including a larger sample size, multiple schools, and mixed-method approaches.

Additionally, future studies could explore the perspectives of students with ADHD to provide a more comprehensive understanding of inclusive education. While this study focuses on teacher perspectives, incorporating student voices would offer valuable insights into how teaching strategies are experienced by learners themselves. Furthermore, research could examine the long-term impact of different instructional strategies on academic achievement and behavioral development.

In conclusion, this study not only confirms existing theories and practices in ADHD and inclusive education but also extends them by highlighting the dynamic, emotional, and contextual nature of teaching. The findings demonstrate that effective instruction for ADHD learners requires more than the application of structured strategies. It involves continuous adaptation, emotional resilience, reflective practice, and strong institutional support. Teaching students with ADHD is a complex and evolving process that demands both professional competence and personal commitment.

Therefore, inclusive education should be understood as a collaborative and ongoing effort involving teachers, schools, policymakers, and communities. By addressing both the practical and emotional dimensions of teaching, this study contributes to a deeper understanding of inclusive pedagogy and provides valuable insights for improving educational practices. Ultimately, the success of inclusive education depends not only on theoretical frameworks but also on the lived experiences and dedication of teachers who implement these practices in real classroom settings.

7. Conclusion

This study concludes that inclusive English language teaching for pupils with ADHD requires adaptive, structured and pupil-centred teaching practices, which support not only academic achievement but also pupils' emotional, behavioural and social development. English teachers play a vital role in creating a supportive and inclusive classroom environment through flexible teaching strategies, positive classroom interactions, and meaningful learning activities that encourage participation and engagement.

This study also demonstrates that inclusive EFL pedagogy becomes more effective when teachers integrate values such as empathy, equality, discipline, and responsibility into their daily classroom practice. Furthermore, this research enriches the scientific literature by extending the discussion of ADHD into the context of English language teaching at primary school level, particularly within the

context of inclusive education, which has been under-explored in previous studies. However, this research has limitations as it focuses on a single case study and relies primarily on qualitative interpretation, which may limit the generalisability of the findings.

Therefore, future research is recommended to involve a broader group of participants, different educational contexts, and mixed-methods research to examine the effectiveness of inclusive teaching strategies more comprehensively, as well as to strengthen the development of inclusive pedagogy and professional support systems for teachers in inclusive classrooms.

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