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**Investigating the Pedagogical Role of EFL Teachers in
Managing Attention-Deficit Hyperactivity Disorder in
the Classroom**

Case of Algerian Middle School Teachers

**Dissertation submitted in partial fulfilment of the requirement for Master's
Degree in Didactics**

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Dedication

To my beloved parents,

To my dear sisters and brothers, To my friends, especially

Bachira, Wafa, Amel, and Somia,

*To my headmasters, **Mohammed Mokhtar Mahfoudi,** and*

***Bahous Boufnik** who encouraged me to pursue my*

Master's degree,

And to everyone who has supported me in continuing my

academic journey

With all my gratitude and respect.

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Abstract

This study focuses on the attitudes, behaviors, and difficulties faced by middle school EFL teachers in Algeria as they manage students with Attention-Deficit Hyperactivity Disorder (ADHD). Based on quantitative data gathered using a structured questionnaire, the study finds that although a sizable majority of teachers acknowledge that it is their duty to modify their lessons for students with ADHD, many of them express a lack of institutional support and formal training. The results show that using visual aids, simplified instructions, and flexible classroom settings are all highly supported as successful teaching methods. Teachers do, however, face a number of difficulties, such as packed classrooms, emotional exhaustion, and restricted access to resources for professional development. Inclusive efforts are further complicated by societal factors like curriculum pressures and stigma. Notwithstanding these challenges, the study confirms educators' faith in the ability of students with ADHD to thrive with the right help. In the Algerian context, the study urges immediate policy attention to inclusive education awareness, institutional cooperation, and teacher preparation.

Key words: Attention-Deficit Hyperactivity Disorder, Pedagogical role, EFL teachers, ADHD middle school Pupils

List of Abbreviations

ADDA: Attention-Deficit Disorder Association

ADHD: Attention-Deficit/Hyperactivity Disorder

CHADD: Children and adults with Attention-Deficit disorder

DSM-5: Diagnostic and Statistical Manual of Mental Disorders, 5th Edition

EFL: English as Foreign Language

MENA: Middle East and North Africa

MRI: Magnetic Resonance Imaging

NGO: Non-Governmental Organization

NHS: National Health Service

OECD: Organization for Economic Co-operation and Development

SLA: Second Language Acquisition

SPSS: Statistical Package for Social Sciences

UK: United Kingdom

UNESCO: The United Nations Educational, Scientific and Cultural Organization

US: The United States

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General Introduction

Introduction

In today's increasingly diverse and inclusive educational landscape, English as a Foreign Language (EFL) classrooms have become microcosms of broader societal shifts. These environments bring together learners with a wide range of learning styles, backgrounds, and neurological profiles. Among them, students diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) represent a particularly vulnerable group. ADHD is a complex neuro developed disorder that can be diagnosed by specific patterns of inattention, hyperactivity, and impulsivity. These symptoms significantly hinder learners' ability to focus, regulate behavior, manage time, and follow multi-step instructions all of which are critical for successful language acquisition. The demands of learning a foreign language, which include sustained concentration, memory retention, and sequential processing, often amplify the challenges faced by learners with ADHD. As a result, these students may experience frustration, social isolation, and a diminished sense of academic self-efficacy. It is within this context that EFL teachers must adopt multidimensional roles not only as language instructors, but also as mentors and advocates who respond to learners' cognitive and emotional needs. Their capacity to adapt instruction, foster inclusion, and support students with ADHD is central to both educational equity and effective language learning outcomes.

Background of the Study

English as Foreign Language (EFL) classrooms are now representative ecosystems of societal evolution thanks to the modern educational system's emphasis on diversity and inclusion (Cummins, 2000). While combining diverse cultural backgrounds and cognitive processes, students in these classes exhibit a variety of learning styles (Gardner, 2006). The group of students with ADHD is clearly the most vulnerable. ADHD is a neurodevelopmental disorder characterized by persistent impulsivity, hyperactivity, and inattention symptoms.

Because ADHD symptoms make it difficult for students to focus, control their behavior, manage time, and comprehend multiple steps all of which are essential for successful language learning they pose serious learning challenges (Dupaul & Stoner, 2014). Students with ADHD find learning a foreign language more challenging because it necessitates step-by-step mental processing in addition to constant attention and memory support. When these elements come together, students frequently experience feelings of overwhelm and loneliness as well as a decline in their academic confidence (Barkley, 2015). EFL teachers must fulfil a variety of responsibilities in the classroom that extend beyond language instruction by acting as mentors who foster the cognitive and emotional growth of their students. The success of language learning and educational equity are directly impacted by teachers' capacity to modify their teaching strategies and foster inclusive environments while supporting ADHD students. Five to ten percent of children worldwide suffer from ADHD, a recognized neurodevelopmental disorder. The majority of the time, persistent symptoms from an early childhood diagnosis last into children and adults. The disorder is characterized by a persistent mix of impulsivity, hyperactivity, and inattention that impairs social interactions, academic performance, and classroom discipline. Significant learning barriers affect students with ADHD, especially when it comes to assignments that call for constant focus, self-control.

When students try to learn a second language, the challenges of ADHD are most noticeable (Montague, 2007). People with ADHD naturally struggle with advanced cognitive skills like working memory performance, attentional management, and instruction-following abilities, which are required for the process of learning a foreign language. When these students try to listen to lengthy conversations, identify grammatical structures, and retain vocabulary, they struggle. These students' impulsive behavior makes it difficult for them to participate in organized discussions.

According to scientific research, when students with ADHD receive the right kind of teaching support during language instruction, they develop successfully. To keep students interested, the teaching strategy uses clear instructions, visual aids, planned breaks, and interactive learning opportunities. Therefore, the teacher's role is crucial in modifying classroom procedures to accommodate these students' particular needs while fostering welcoming and encouraging learning environments (Horwitz, 2011).

Statement of the Problem

While global research on inclusive education and ADHD in mainstream classrooms has gain recognition in the past decade, there remains a notable lack of empirical studies focused specifically on the role of EFL teachers in managing ADHD within the Algerian middle school context. Most existing literature either addresses ADHD in general education settings or examines language learning challenges without considering neurodevelopmental differences. Furthermore, Algerian teacher training programs and educational policies offer limited guidance or frameworks tailored to the intersection of foreign language teaching and special educational needs, leaving a gap among theoretical awareness and practical class related implementation. This leads to ask How do EFL teachers perceive and fulfill their pedagogical role in managing students with ADHD in the classroom?

Research Questions

Throughout this study of the pedagogical role of EFL teachers in managing ADHD in the Algerian middle schools Classrooms, three research questions will be raised:

1. How do EFL teachers in Algerian middle schools perceive their pedagogical role in managing learners with ADHD?
2. What strategies and classroom practices do Algerian EFL teachers currently use to support learners with ADHD?

3. What institutional, professional, or pedagogical challenges do Algerian EFL teachers encounter in addressing ADHD learners?

Hypotheses

These questions guide to the formulation of the following hypotheses:

1. EFL teachers in Algerian middle schools demonstrate an emerging awareness of their role in managing ADHD.
2. Most Algerian EFL teachers may rely on informal or self-developed strategies rather than structured, evidence-based practices to manage ADHD in the classroom.
3. A lack of institutional training, resources, and policy support may significantly hinder Algerian EFL teachers' ability to effectively address the requirements of learners with ADHD.

Aim and Objectives

The main aim of the investigation of the pedagogical role of EFL teachers in Algerian middle schools in managing learners with ADHD is the focus on their perceptions, strategies, and the institutional challenges they face by:

- Investigating how EFL teachers in Algerian middle schools perceive their role to address ADHD learners' needs.
- Identifying the teaching methods and classroom strategies EFL teachers use to assist ADHD learners.
- Assessing the challenges and barriers teachers face in implementing inclusive practices for learners with ADHD.
- Proposing pedagogical recommendations and professional development needs to enhance EFL teachers' ability to support ADHD learners effectively.

Research Methodology Design

The pedagogical role of EFL teachers in managing students with ADHD in Algerian middle schools will be examined in this study using a quantitative research methodology. EFL teachers nationwide will be given a structured online questionnaire to complete in order to collect thorough data on this topic. To guarantee accuracy, relevance, and clarity in gathering the required data, the questionnaire will be meticulously crafted. To measure teachers' perspectives, approaches, and difficulties in managing ADHD in the classroom, it will contain multiple-choice, Yes/No, and Likert scale questions. Teachers' awareness and comprehension of ADHD, pedagogical strategies currently employed to support ADHD learners, the availability and sufficiency of institutional support and professional development resources, the difficulties teachers face in modifying their teaching methods for ADHD learners, and teachers' general attitudes toward inclusive education for students with ADHD are just a few of the important topics that will be covered in the questionnaire.

The Statistical Package for the Social Sciences (SPSS) software will be used to process and analyze the data in a methodical manner after it has been gathered. This will make it possible to find relationships, patterns, and trends in the responses. While inferential statistics may be used to test the relationships between the variables, descriptive statistics will be used to summarize the overall trends. In order to better understand the current pedagogical practices and difficulties EFL teachers encounter when assisting students with ADHD, SPSS will be used to provide a thorough, impartial, and accurate visualization of the results. By using this approach, the study hopes to produce trustworthy, data-driven insights into how EFL teachers manage ADHD, which will serve as the basis for recommendations in the future that will enhance teacher preparation and instructional strategies in middle schools in Algeria.

Significance of the Study

The study looks at how EFL teachers in middle schools in Algeria can help ADHD students who struggle silently in classrooms that don't meet their needs. Learning a second language already presents many challenges, and for students with ADHD, this difficulty is exacerbated. Students with ADHD have trouble staying still and focusing, as well as following complicated instructions—two things that are crucial for learning a foreign language. Although they are at the forefront of tackling these problems, EFL teachers lack the necessary resources and training to recognize the symptoms of ADHD or to respond appropriately in the classroom. In addition to providing specific, useful strategies that will benefit both students with ADHD and the entire classroom population, the study aims to define the teaching role of EFL teachers. In order to develop locally relevant solutions that will increase understanding and provide practical suggestions, the research study examines actual classroom scenarios in Algeria. According to the study, students with ADHD can succeed academically and actively engage in learning activities when they receive the right support. The ultimate objective is to make teachers feel more empowered and self-assured while making sure that no student is left behind because of a slight difference in how their brain functions.

Structure of the Study

The study is divided into two central chapters which start with an opening overview that explains background information along with research questions and hypotheses and goals and research methodology used. The first chapter covers an overview on the existing literature that is written on ADHD taking in consideration the evolution of the term and its core elements. It also analyzes the presence of ADHD in educational setting plus its implications in EFL teaching and learning environments. The chapter two of the research provides comprehensive information about the research approach. The first section of it explains the study framework

alongside its population targets and selected sampling strategy and data tools and analytical methods. The second section describes its data analysis procedures and research findings and how they relate to the results of prior research. The data evaluation matches the study's objectives while drawing comparisons to studies conducted in the past. The conclusive section provides educational recommendations and a final overview with research direction suggestions.

Delimitations

The research is motivated by the researcher's own experience as a middle school monitor working with pupils who exhibit ADHD-related behaviors, which inspired an interest in investigating how EFL teachers approach similar situations.

Chapter One: ADHD Overview

Introduction

This chapter provides a foundational overview of ADHD which is a common neurodevelopmental condition that typically begins in childhood. It starts by defining ADHD and explaining how it is characterized by a persistent pattern of inattention, hyperactivity, and impulsivity that interferes with functioning or development in addition to including the causes and risk factors of ADHD in children. It also examines how ADHD influence learners' academic performance and social interactions within educational settings. It also underscores the critical role educators play in identifying ADHD-related challenges early and providing appropriate support. By focusing on personalized teaching strategies, structured classroom routines, and the creation of a positive and inclusive learning environment, the chapter aims to review practical tools and accommodations that may help learners with ADHD manage distractions and develop self-regulation skills, ultimately enhancing their educational experience

1.1 Definitions of ADHD

According to World Health Organization (WHO) (2019), ADHD is a condition that usually develops to affect an individual's ability to control their attention, behavior, and impulses. It is often described as a disorder of self-control because individuals with ADHD may struggle to manage their focus, control their energy levels, or think before acting especially in structured environments like schools. The disorder typically shows itself through periods of inattention where patients have trouble staying focused or get sidetracked easily and through patterns of hyperactivity or impulsiveness characterized by either excessive movement or restless behavior or actions taken without considering results. The behavioral patterns found in ADHD patients do not result from carelessness or undisciplined behavior but rather emerge from distinct brain development processes. The disorder commonly manifest in childhood but

it can extend into both adolescent and adult life stages to negatively affect academic achievement as well as social bonds and emotional health. Every person with ADHD faces the disorder through a distinct experience that might feature different forms of focus problems, impulsive behavior, hyperactivity or their various combinations. Educational settings need to promote recognition of these differences while providing proper support since it is crucial for students with ADHD to excel.

Additionally, Barkley (2006) asserts that ADHD is a condition where people find it hard to focus, sit still, and control their impulses in ways that are appropriate for their age. People with ADHD experience persistent attention problems, continuous movement and impulsive behavior in environments that require focus. These problems occur regularly across various life domains including educational settings and domestic environments resulting in difficulties with learning and social interaction and daily task management. People who experience ADHD symptoms encounter challenges with paying attention and tend to move around excessively as well as display impulsive behaviors throughout their daily lives. These difficulties occur across various settings in life which include schools and homes thus affecting learning abilities and social relationships and everyday activities.

Furthermore, Nigg (2017) believes that ADHD is understood as a neurobiological disorder that leads to impairments in executive functioning, which includes attention regulation, impulse control, and organizational skills. These impairments impact academic achievement, social relationships, and behavior management.

1.2 Characteristics of Individuals with ADHD

According to brown (2013), Individuals with ADHD display a variety of behavioral, cognitive, emotional, and social characteristics by which a teacher can tell whether or not a

learner is an ADHD. These can vary widely between individuals, and symptoms can change differently from children, adolescents, to adults.

1.2.1 Inattention

Brown (2013) sees that individuals diagnosed with ADHD encounter diverse problems concerning attention which disrupt their daily functioning. People with ADHD find it challenging to keep their attention steady when working or playing and they frequently commit careless mistakes when they need to focus on schoolwork or other tasks. Direct communication fails to capture their attention which creates opportunities for misinterpretations. The organization of daily tasks and activities creates significant challenges for people with ADHD who commonly misplace both work essentials and daily necessities like homework assignments, keys and phones. People with ADHD experience easy distraction when they encounter visual or auditory stimuli in their surroundings and demonstrate forgetfulness toward basic daily tasks as well.

1.2.2 Hyperactivity

People with ADHD often typically demonstrate a pattern of excessive motor activity combined with a need for constant movement during situations which demand calmness and stillness. The person might repeatedly move their body in their chair by wriggling or squirming and will stand up or walk around despite instructions to stay seated like in classrooms or meeting rooms. Children display impulsive running and climbing when they should not but adults experience a continuous sensation of inner agitation. When playing they find it difficult to maintain quiet engagement which often results in loud or disruptive behavior despite their intentions. People with ADHD appear to have boundless energy and show signs of unstoppable motor activity that prevents them from slowing down.

1.2.3 Impulsivity

Impulsivity is another core feature of ADHD and can significantly affect social relations and decision processes. People with ADHD show a common pattern of answering questions before they receive complete information because they face difficulties in stopping to consider their responses. People with ADHD experience problems when they need to follow a sequence because they want to join in immediately which frustrates them and others in social or gaming situations. The tendency to join into conversations or activities without being asked stems from common behavior among these individuals. These behaviors stem from a natural tendency to avoid thinking about outcomes instead of showing disrespect because the person lacks self-control and impulsivity management.

1.2.4 Emotional and Social Challenges

Many individuals with ADHD face social and emotional challenges which profoundly impact their everyday existence. People with ADHD find it difficult to manage their emotions because they get easily overwhelmed and frustrated by unexpected situations or difficult tasks. People with ADHD experience mood swings that occur quickly and intensely. People with ADHD show high sensitivity to criticism and rejection which leads to rejection-sensitive dysphoria that causes emotional reactions to minor feedback. The combination of emotional sensitivity and impulsive behavior creates obstacles to developing and keeping friendships which leads to challenging peer connections and a feeling of social detachment.

1.3 Diagnosis

A single medical, physical or genetic test does not enable the diagnosis of ADHD. A healthcare professional with proper credentials needs to conduct a thorough evaluation to diagnose ADHD. The evaluation identifies other possible causes of symptoms along with the detection of any simultaneous medical disorders. The diagnostic procedure follows the

established criteria found in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) which have global acceptance. The DSM-5 requires that children have six symptoms including inattention and hyperactivity and impulsivity to receive a formal diagnosis. In this regard, the National Health Service (NHS) (2018), believes that the following criteria must be met for children to be diagnosed with ADHD:

1.3.1 Duration

For a diagnosis to be considered accurate, the child must show consistently symptoms for a minimum of six months. This ongoing pattern would help specialists to distinguish between occasional behavior and the potential underlying disorder.

1.3.2 Age of Onset

To meet the diagnostic criteria, the symptoms must start before the age of 12. This early onset is key in identifying the case of ADHD, as it helps rule out the potential problems that may be developed later in adolescence or adulthood

1.3.3 Multiple Settings

The symptoms should appear in two different settings or more, such as at home, school, or during social gatherings. This ensures that the behavior is not coincidental or triggered by a specific environment. For instance, and in school setting, teachers make their observations and comparisons that may help identifying patterns of ADHD. These diagnoses are vital in the early identification and referral process for ADHD. (Moldavsky et al., 2012).

1.3.4 Functional Impairment

There should be clear evidence that the symptoms are actually causing problems in the child's life. Which leads to a negative effect in areas such as social, academic, or occupational performance.

1.3.5 Exclusion of Other Conditions

ADHD symptoms should not be due to another condition like schizophrenia or another psychotic disorder. It is a must to exclude other possible explanations to make sure the diagnosis is accurate so that the child would get the child get a proper support.

1.4 Causes and Risk Factors of ADHD in Children

Understanding the causes and risk factors of ADHD is essential for effective diagnosis and intervention. Research indicates that ADHD is a multifaceted neurodevelopmental disorder affected by many interacting biological, environmental, and psychosocial variables.

1.4.1 Genetic Influence and Family History

Faraone et al. (2005) believe that the tendency to develop ADHD depends to a large extent on inherited genetic traits. Multiple studies demonstrate that ADHD commonly passes through generations with heritability percentages between 70% and 80%. Moreover, according to research by Thapar et al. (2013) the likelihood of a child developing ADHD increases substantially if their parent or sibling has received an ADHD diagnosis. Specific gene variants which modify dopamine regulation through specific genes show evidence of increasing ADHD symptoms susceptibility.

1.4.2 Brain Structure and Neurotransmitter Differences

Neurological research has uncovered disparities in the structural and functional aspects of the brain in children with ADHD. For instance, structural Magnetic Resonance Imaging (MRI) research has established reduced volume in structures such as the prefrontal cortex, basal ganglia, and cerebellum—the areas linked to attention, impulse control, and executive function (Castellanos et al., 2002). Furthermore, functional imaging research shows that children with ADHD frequently manifest reduced activity in the frontal lobes coupled with irregular

dopamine transmission, which influences reward processing and attention regulation (Arnsten, 2009).

1.4.3 Environmental Factors

Linnet et al. (2003). Certain prenatal and early postnatal environmental experiences have been linked with increased risk of ADHD. Smoking, alcohol, and substance abuse by pregnant mothers have been linked with increased risk of ADHD in children. Moreover, Bhutta et al. (2002) assert that preterm birth and low birth weight have also been identified as risk factors, possibly due to their effect on neurological development. Furthermore, environmental toxins, such as lead and polychlorinated biphenyls (PCBs), have also been shown to have adverse effects on attention and cognitive abilities as discussed by (Nigg et al., 2010).

1.4.4 Psychological Stressors

Psychosocial factors, including financial hardships, familial stressors, and exposure to conflict or instability, could contribute to the onset or exacerbation of ADHD difficulties. Children growing up in environments of inconsistent parenting, limited parental education, or socioeconomic adversity are also at increased risk of developing attention and behavior problems (Russell et al., 2016). While they do not contribute directly to ADHD, they have the potential to interact with genetic vulnerabilities and impact the severity and presentation of difficulties.

1.5 Impact of ADHD on Students in Educational Settings

The presence of ADHD alters multiple dimensions of student existence from academic environments to non-educational settings. The disorder negatively impacts academic achievement and produces disruptive classroom conduct while preventing students from forming positive connections with their instructors as well as their classmates. The learning challenges resulting from ADHD lead students to face social isolation alongside low self-

esteem and emotional problems like anxiety and depression. An essential part of helping students with ADHD involves understanding their effects on the presence of ADHD alters multiple dimensions of student existence from academic environments to non-educational settings.

1.5.1 Teacher-Student Relationships

To develop successful learning environments, it is crucial to understand the impact of ADHD on students within educational contexts. The student-teacher relationship remains essential for learners who experience inattention and hyperactivity because it serves as a vital factor. Positive teacher-student interactions have received repeated recognition from scholars for their ability to boost emotional, behavioral and cognitive engagement among learners with ADHD in school settings. Students with ADHD often face difficulties in developing strong connections with teachers which leads to negative impacts on their academic performance as discussed by Fredricks et al., (2016); Furrer & Skinner (2003); Mason et al. (2017); Mautone et al. (2011); Pianta et al. (2012); Portilla et al. (2014); Quin, (2017); Raufelder et al. (2013); Rogers et al. (2015); Skinner et al. (2008).

1.5.2 Classroom Challenges

ADHD manifests itself through different expressions inside classrooms by causing attention deficit challenges along with hyperactive and impulsive behavior. The symptoms of ADHD disorder create problems that result in students struggling with maintaining focus and following directions and meeting task deadlines which negatively impact their academic achievements and classroom participation. Koseva and Miller (2023) believe that these learning problems affect both the student and classroom dynamics. Classroom environments experience difficulty in maintaining a positive and productive atmosphere because of student impulsive behaviors that include interrupting lessons and speaking out of turn.

1.5.3 Social and Emotional Effects

ADHD affects students beyond their academic domain by impacting their social connections and psychological health. Students diagnosed with this disorder often struggle to connect with their peers which results in social isolation and decreased self-esteem. Both anxiety and depression are typical emotional issues that students with this disorder face which hinders their academic performance and personal growth. (as noted by Koseva, 2023; Miller, 2023; and CDC, 2022).

1.6 ADHD and EFL Teaching-Learning

Zentall (2006) that learners with ADHD find it challenging to acquire new languages. The study revealed that learners diagnosed with ADHD experience challenges in maintaining attention while reading and face problems with organizing their thoughts during writing assignments as well as with executing step-by-step instructions which are basic in grammar exercises. Students face these difficulties which create additional complexity and frustration in their language learning journey.

Research demonstrates foreign language learning as an especially difficult process for ADHD individuals because of multiple aspects that create barriers. Researchers discovered through their work that these findings indicate the necessity of customized educational approaches that address their specific requirements. A Russian study from early research demonstrated how students with ADHD frequently translated English vocabulary into their native language despite instructions to the contrary as evidence of their impulsive behavior and self-regulation problems that affect their language learning skills. The study identifies methods that help learners with ADHD overcome their difficulties in learning new languages. Paling (2020) confirms that adapting teaching strategies like offering personalized and individualized

lessons can help learners with ADHD stay more focused and improve their ability to retain new language skills.

1.7 Educators' Role and Support Towards Learners with ADHD

As emphasized by Smith (2023) educators have a pivotal role when it comes to assisting students with ADHD because they should help students understand their unique learning requirements and implement successful stress management methods. Teachers can discover the learning disorder at its early stage by closely watching how students behave when they show symptoms including lack of focus, quick decision-making and constant movement. The educational system recommends teachers to develop plans that include precise directions and personalized support alongside consistent schedules to ensure student achievement. The best approach for student progress involves using positive reinforcement and demonstrating flexibility through family and specialist partnerships instead of delivering harsh critiques or assigning too much work. Students with ADHD achieve academic and personal excellence under teachers who establish compassionate and organized classroom environments. The creation of an inclusive classroom for students with ADHD requires educators to focus on behavioral support along with academic assistance. The implementation of consistent routines with clear expectations and positive reinforcement forms the essential framework for successful behavior management. Students can improve their social skills and self-regulation abilities through reward systems and time management routines and partnership with the entire school community.

Teachers need to make a purposeful effort to help their students with ADHD because they need to learn their specific learning needs and effective coping skills. The learning disorder in students becomes recognizable through their behaviors which show as inattentiveness together with impulsivity and excessive restlessness. Teachers must implement structured daily

plans and straightforward guidance along with customized student support to help every child succeed in their educational journey. The most effective approach involves using positive feedback systems together with open-mindedness toward families and professionals instead of negative evaluation and public shaming. The classroom environment that combines understanding and organization from teachers helps students with ADHD achieve both academic and personal success. By maintaining predictable routines, defining firm yet fair boundaries, and nurturing an atmosphere of acceptance, teachers can help learners with ADHD feel supported and capable of growth.

1.7.1 ADHD-focused adjustments to teaching methods and classroom setup

According to Pritchard et al. (2019), effectual support for students who have ADHD in educational settings requires staff members to identify and resolve the challenges arising from classroom disruptions and administrative requirements. School professionals stress that strategic changes to educational settings could significantly boost students' focus and active participation levels. Segal and Smith (2024) further suggest several strategies to create an ADHD-friendly classroom. Their recommendations encompass three key elements which consist of minimizing unnecessary visual and auditory stimuli to reduce distractions and establishing consistent routines with visual aids to clarify expectations and offering quiet, structured spaces for improved student concentration. Their suggestions for creating an appropriate learning environment specifically for students with ADHD involve three main approaches. They recommend decreasing visual and auditory distractions through minimal exposure to such stimuli while implementing regular

1.7.1.1 Strategic Seating Solutions for Learners with ADHD

Szép et al. (2021) emphasize that students who have ADHD benefit from intentional classroom seating plans designed to maximize educational success. For students with ADHD,

it is important to implement various practices that boost attention while reducing potential distractions. The practice of placing students in front of the classroom or near the teacher helps students remain attentive and provides a clear view to their classmates. Putting a student with ADHD next to a well-behaved classmate helps them learn better because they observe positive behaviors and work together on educational tasks. Additionally, providing a quiet, low-distraction study area can be highly beneficial during independent work or exams. However, it is important that learners are guided to use this space in a way that feels supportive rather than disciplinary, ensuring it is viewed as a helpful tool rather than a form of punishment.

1.7.1.2 Adaptive Tools for Classroom Success.

Shrestha et al. (2020) note Educators have developed various tools and methods to build learning environments which include learners with ADHD. Visual prompts and guidance tools present a successful technique which helps students maintain focus on their academic work during reading and discussions. The implementation of lesson timers to mark class start and end points improves time management skills and dividing tasks into smaller steps makes it easier for students to concentrate during activities.

Furthermore, Spina (2021) demonstrates the essential need for sensory adjustments in educational settings. Dimming or turning off classroom lights assists students to move between activities or achieve emotional regulation yet music serves as a tool to control classroom atmosphere. Classical music supports student focus during individual tasks while lively jazz music encourages student participation in group settings. Music functions as a potential source of distraction thus it requires thoughtful evaluation for use in educational settings. The classroom environment requires furniture elements that promote physical ease since ergonomic chairs together with body-proportioned desks reduce student fidgeting. Students need the ability to put their elbow on a desk while resting their chin on their hand for proper comfort.

1.8 The Role of Research, Training, and Awareness in Understanding and Managing ADHD

Policy and practice effectiveness for helping students with ADHD closely depends on the ability to match education system resources with student requirements and educator competencies. The following section evaluates national strategies to enhance ADHD understanding and minimize stigma alongside teacher training that leads to effective student support. The work to boost partnerships between all concerned parties is vital for maintaining inclusive educational targets and stopping common misunderstandings from obstructing success. The research analysis section evaluates the existing body of knowledge and demonstrates how NGOs assist these programs.

1.8.1 Fostering awareness and combating social prejudice

Raising awareness about ADHD proves essential because it generates proper education while it dismantles the destructive social stereotypes that typically exist around this condition. The social stigma against ADHD has a deep impact on children which results in decreased self-worth and obstructs the effectiveness of available treatments as well as classroom support systems. The improper educational strategies and social rejections result from student misunderstanding or labelling by peers and teachers. According to Richardson et al. (2015) studying stigma identifies it as an important yet underrecognized element that hinders development. This barrier extends to the child's capacity to complete their therapy and affects their mental wellness. Teachers often make stereotypical judgments of students which damages their relationships with students and results in ineffective intervention methods.

The development of an accepting environment starts with educational programs that reach teachers together with students and families. A number of teachers have experience in

changing their opinions about ADHD through personal reflection along with educational development which brought improvements to their teaching practices and student relationships.

The research shows that students diagnosed with ADHD experience higher levels of social isolation in comparison to those with autism spectrum disorder. Students with ADHD often encounter more social rejection than their counterparts who have autism or other disabilities. Schools that educate their students create an environment which enables the development of empathy while promoting inclusion that leads to better acceptance of ADHD learners. Different organizations worldwide have taken action to provide support for this particular issue. The United States celebrates ADHD Awareness Month in October by showcasing advancements and spreading knowledge about early diagnosis and resources for families and educators. Key partners include Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), the Attention Deficit Disorder Association (ADDA), and the ADHD Coaches Organization. In Europe, ADHD Europe leads similar initiatives through a network of grassroots support groups, parents, and advocacy Non-Governmental Organizations (NGOs). Together, these efforts aim to ensure that children with ADHD are not defined by stigma, but supported by understanding, compassion, and evidence-based care.

1.8.2 Training and development of educators

Learners with ADHD receive insufficient support from teachers who express their lack of preparation for this student population worldwide. A 2019 Organization for Economic Co-operation and Development (OECD) report reveals that one out of three school principals report their institutions do not possess trained staff for these learners which lowers education quality. The United Kingdom's National Health Service (NHS) studies demonstrate how teachers receive insufficient preparation together with unclear instructions on teaching students

who have ADHD. Many countries experience this challenge in their educational systems. Finnish educators declare their inability to assist learning-disabled students without acquiring specialized educational training. A solution to this issue requires additional professional development and assistance to enhance teacher readiness and their classroom confidence. Various governments have developed useful instructional documents. Educational materials created by Canada's Ministry of Education in British Columbia along with resources from the U.S. Department of Education assist educators in offering better support to learners who have ADHD and learning disabilities.

Conclusion

In conclusion, this chapter has provided an essential overview of ADHD, highlighting its position as a common neurodevelopmental disorder often arising in childhood. It has defined ADHD and outlined its major features such as inattention, hyperactivity, and impulsivity—that have a tendency to persist over time and significantly interfere with a child's daily functioning and overall development, including the causes and risk factors of ADHD in children. It also explores ADHD and highlights the role teachers play in recognizing these symptoms early and providing targeted support. The chapter emphasizes the need for personalized teaching strategies, structured routines, and a positive classroom climate. It also presents practical tools and accommodations that help reduce distractions and support self-regulation, allowing learners with ADHD to engage more effectively in their education, and emphasizes the importance of research, professional development, and public awareness in ADHD management.

Chapter Two: Research Methodology and Data Analysis

Introduction

This chapter is organized into two main sections. The first section outlines the methodology employed in the study, including the research design, sampling techniques, data collection instruments, data analysis procedures, and ethical considerations. The second section is devoted to the presentation, interpretation, and discussion of the research findings.

2.1 Section One: Research Methodology

This section outlines the methodological framework adopted in this study. It begins by presenting the research design, which guides the overall structure and approach of the investigation. This is followed by a description of the sampling techniques used to select participants, ensuring relevance and representativeness within the context of Algerian middle schools. The section also details the data collection instruments utilized to gather both quantitative data, along with the procedures followed during data collection. Furthermore, it explains the methods used for analyzing the collected data. Finally, the section addresses the ethical considerations observed throughout the research process, including issues of informed consent, confidentiality, and participants' rights.

2.1.1 Research Design

The research methodology adopted in this study is survey-based descriptive method, which is considered the most suitable approach for this type of research and its specific content. This method is chosen because it allows the researcher to gather reliable, consistent, and comprehensive information, which is essential for investigating the pedagogical role of EFL teachers in managing ADHD in the classroom, particularly within the context of Algerian middle schools. In support of this approach, Creswell (2014) explains that descriptive research is primarily concerned with illustrating the current status or characteristics of a particular

phenomenon. It plays a crucial role in laying the groundwork for deeper analysis and future research, as it helps develop a clear understanding of the topic at hand.

This study adopts a quantitative approach, as it allows for exploring the research questions from multiple perspectives and gaining a deeper understanding of the phenomenon under investigation so by the end of it, a researcher can generalize the finding to a larger group of people. In this vein, Neuman (2014) affirms that quantitative research plays a crucial role in scientific investigation as it allows researchers to measure variables, examine patterns, these would enable them to make predictions, conduct tests, and draw generalizable conclusions.

2.1.2 Population and Sampling

In the present study, the focus is placed on a specific group of individuals middle school teachers from various regions across Algeria who represent the target population. To carry out the research effectively, a sample of 70 active middle school teachers has been selected using a convenience sampling method. These participants were chosen based on their accessibility and willingness to contribute to the study, which allows the researcher to gather valuable insights in a practical and time-efficient manner. To illustrate, Gravetter and Forzano (2018) believe that convenience sampling is a method where the researcher selects participants based on their ease of access and availability. This approach focuses on choosing individuals who are most readily accessible, often due to their proximity or willingness to participate, rather than using a more random or systematic selection process. By focusing on this particular group, the study aims to explore how EFL teachers perceive and manage students with ADHD within real classroom settings.

2.1.3 Data collection tools

The current study on the pedagogical role of EFL middle school teachers in addressing the needs of learners with ADHD primarily is a survey-based. To gather comprehensive insights

on this matter, a carefully designed teachers online-questionnaire has been developed. The latter will be sent online aiming to collect valuable data from middle school teachers across Algeria, focusing on their experiences, perceptions, and strategies when working with students diagnosed with ADHD. Bryman and Bell (2015) state that questionnaires as research instruments offer a structured and systematic method for collecting data, allowing researchers to measure attitudes, opinions, behaviors, and other relevant variables in a consistent and standardized format.

2.1.3.1 Description of Data Collection Tool

As previously mentioned, the data collection instrument used in this study is a teacher questionnaire. It begins with an introductory section designed to gather demographic information. Section One consists of five Likert scale questions aimed at collecting data on EFL middle school teachers' perceptions of ADHD. Section Two also includes five ranking questions that explore the practices and strategies employed by teachers when working with learners with ADHD. Section Three features five multiple-choice questions addressing the challenges teachers encounter in managing ADHD in the classroom. Finally, Section Four comprises three questions intended to gather information about the solutions teachers expect or recommend from their perspectives.

2.1.4 Data Analysis Procedure

Field (2013) believes that SPSS is the most user-friendly of the statistical software packages, particularly for those who are not trained in statistics. He also confirms that the ability of SPSS to generate visual outputs such as graphs and tables enhances the clarity and impact of data presentation. That is why after gathering the responses from the respondents, the collected data will be imported into SPSS software. This powerful statistical tool will be

used to illustrate trends, patterns, and key insights drawn from the participants' answers, analyze and interpret the results in depth.

2.1.5 Ethical Consideration

A series of ethical guidelines was established for the study period to guarantee participant protection while maintaining their respect. All teaching staff members receive continuous protection of their dignity and general welfare. The research data is confidentially protected from disclosure during every stage of the study process. The researchers obtain explicit teacher permission before including their questionnaire responses in the research report while protecting their private information. “The APA Ethics Code prohibits authors from withholding data from qualified requesters for verification through reanalysis in most circumstances as long as the confidentiality of the participants is protected” (Association, 2020, p. 14).

2.2 Section Two: Data Analysis

This specific part of the document focuses on demonstrating findings through analysis and evaluation while providing essential interpretation. The section starts with a methodical explanation of collected data results through tables and figures which use descriptive statistics to recognize essential trends and patterns. The subsequent section contains a thorough analysis of research findings which examines their connection to research goals and questions. The analytical discussion provides a comparative analysis of current findings against past research and theoretical frameworks to reveal teaching approaches and educational difficulties and teacher views regarding EFL instruction for students with ADHD in middle schools in Algeria.

2.2.1 Demographic Information

Age

Table 1 shows that 54.3% participants belong to the 30–40 age group. 28.6% of the population falls within the 20–30 age bracket. 12.9% of the sample belongs to the 40–50 age group and 4.3% are between 50 and 60 years old.

Table 2.1: Descriptive Statistics of Participants' age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	20	28.6	28.6	28.6
	30-40	38	54.3	54.3	82.9
	40-50	9	12.9	12.9	95.7
	50-60	3	4.3	4.3	100.0
	Total	70	100.0	100.0	

Region

The data shows an equitable distribution of survey participants throughout Algeria. The highest number of participants comes from the country's North region at 28.6%. The East and South areas both have equal representation with 24.3% of the participants from each region. The West region reports a 22.9% representation which is slightly lower than the other areas according to the information presented in table 2

Table 2.2: Geographic Distribution of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	East	17	24.3	24.3	24.3
	West	16	22.9	22.9	47.1
	North	20	28.6	28.6	75.7
	South	17	24.3	24.3	100.0
	Total	70	100.0	100.0	

Years of Experience

Figure 1 shows that 48.57% of teachers hold 5-10 years of experience which defines the majority as moderately experienced. participants with 10-20 years of experience are 32.86%. The segment of individuals with 1-5 years of experience amounts to 14.29% while only 4.29% have worked between 20 to 30 years.

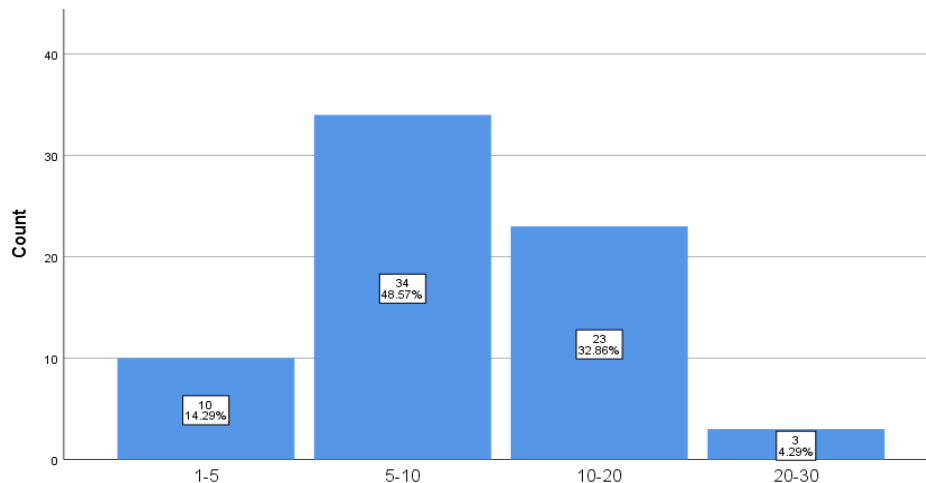


Figure 2.1: Years of Teaching Experience

ADHD Encounters

Figure 2 illustrates that 87.4% of teachers observed students with ADHD while 12.86% do not. The data shows that a large percentage of teachers have interacted with students who display ADHD symptoms during classroom instruction.

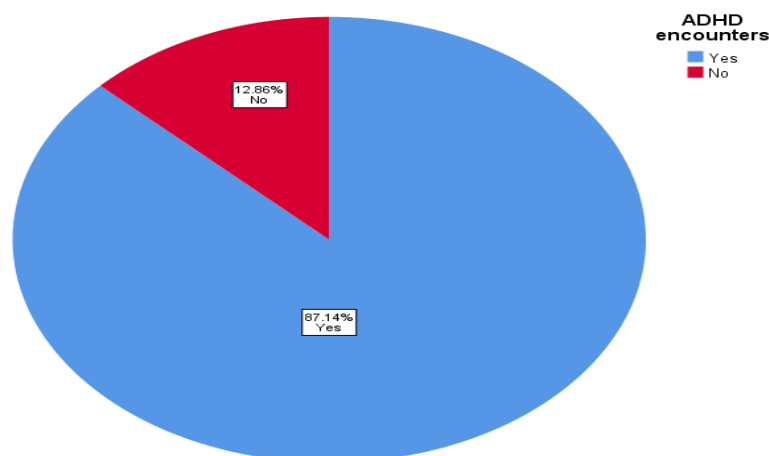


Figure 2.2: ADHD Encounters

2.2.2 ADHD and EFL Teachers' Perception

I am Confident in my Ability to Support Learners with ADHD

Table 3 demonstrates that 57.1% of participants show positive agreement towards the statement. The remaining 5.7% stay neutral while 37% of participants show disagreement which represents a substantial portion of the group that holds different opinions. The overall analysis of the data reveals that most people agree with the statement yet there exists substantial disagreement among the population.

Table 2.3: Confidence in The Ability to Support learners with ADHD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	10.0	10.0	10.0
	Agree	33	47.1	47.1	57.1
	Neutral	4	5.7	5.7	62.9
	Disagree	26	37.1	37.1	100.0
	Total	70	100.0	100.0	

It is Teachers' Role to Adapt New Instruction for Students With ADHD

Results indicate that 81% strongly agree that it is their responsibility to adapt specific instruction techniques for students with ADHD as part of their professional responsibilities. The data indicates that 7.14% of teachers agree while another 7.14% disagree. Figure 3 shows that the majority of teachers understand the necessity of customizing instruction for students with ADHD.

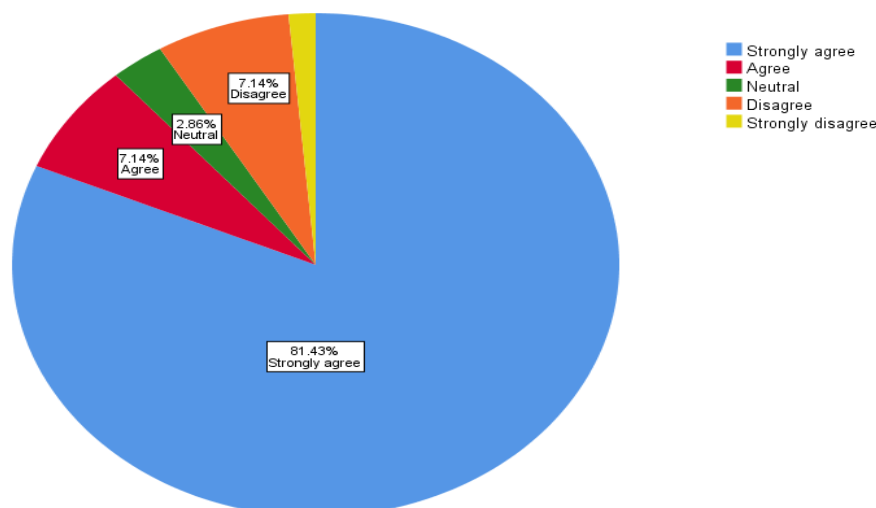


Figure 2.3: Teachers' role of adapting instructions that meet ADHD learners

I Receive Training to Manage Learners with ADHD

When asked if they received any type of training to deal with learners with ADHD, figure 4 shows that the vast majority strongly disagree 78.6%, and an additional 14.3% disagree, indicating a significant lack of the training area. Only a minority 7.1% take a neutral stance. These highlight a clear gap in professional preparation for addressing ADHD needs.

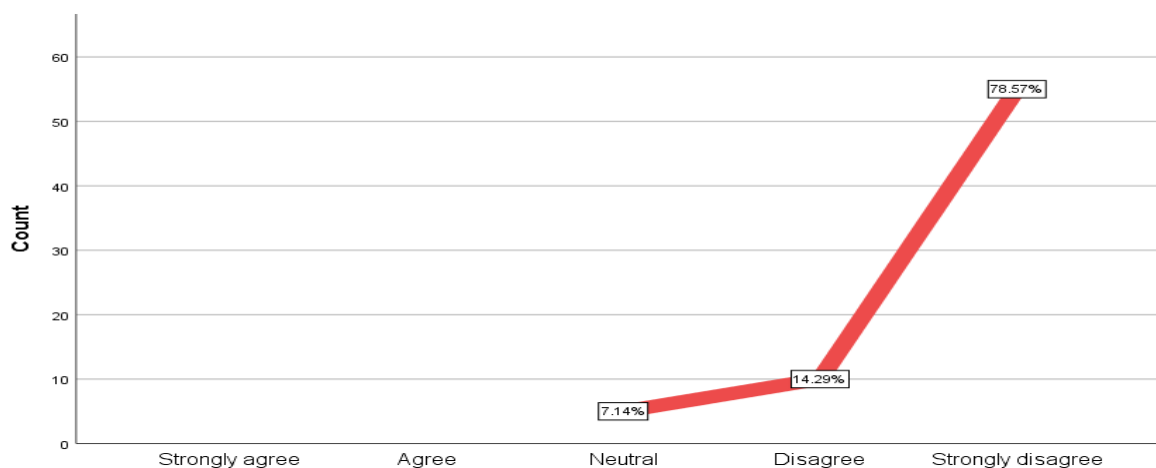


Figure 2.4: Training to deal with ADHDs

I Use Specific Strategies to Manage ADHD-Related Behaviors in the Classroom

When asked about the use of specific strategies to manage ADHD-related behaviors, responses are mixed. Figure 5 shows 22.86% of respondents show strong agreement while

another 4.29% agree thus creating a total of 27.15%. The results also show that 31.43% of participants express neutrality which suggests uncertainty or inconsistency in practice. On the other hand, 27.14% of participants disagree while 14.29% state strong disagreement.

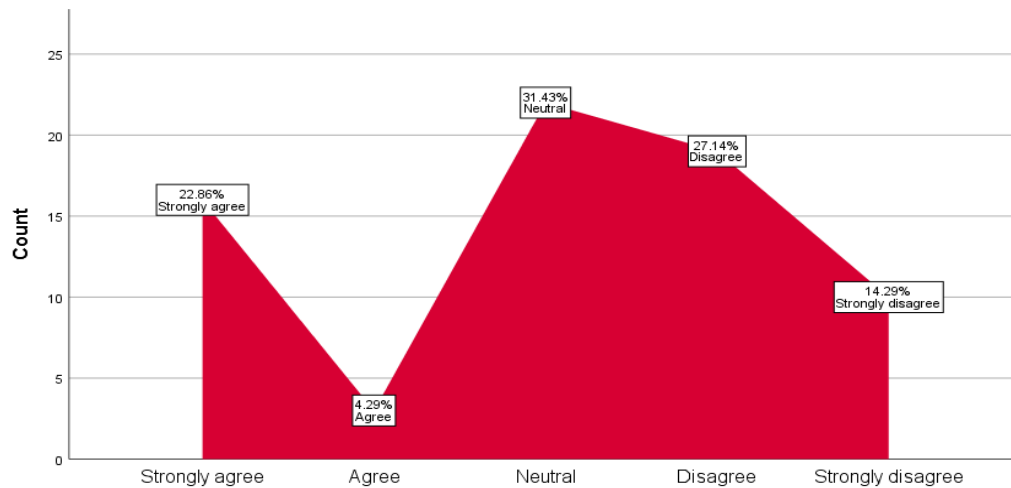


Figure 2.5: The Use of ADHD-Related Behavior Strategies

The Belief That Learners with ADHD Can Succeed in EFL Learning with Proper Support

Figure 6 shows that 51.43% of teachers show strong support for the idea that students with ADHD achieve success in EFL learning through appropriate assistance while 30% also agree with high confidence. Teachers who show neutrality are 5.71% while 7.14% disagree and 5.71% of them express strong disagreement.

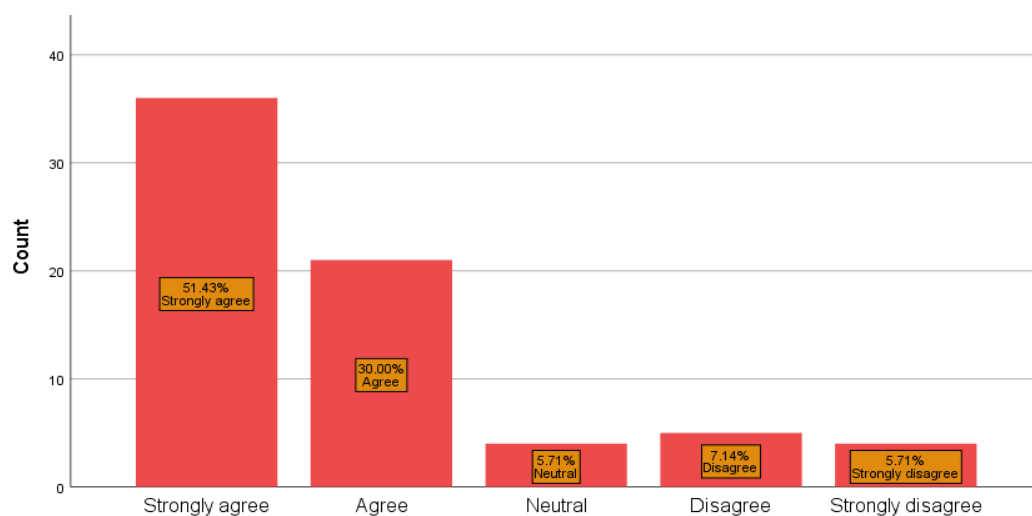


Figure 2.6: Proper Support Leads to ADHD Pupils' Success

2.2.3 Strategies and Practices

The Importance of Using Simplified Instructions to Support Learners with ADHD

Regarding the importance of providing step-by-step instructions for students with ADHD, 41% of teachers reported it as very important while 32.9% considered it important, showing widespread recognition of this technique. Furthermore, 11.4% of teachers rated this approach as moderately important, with smaller groups rating it as slightly important at 7.1% and less important at 7.1%. Overall, the responses reflect a clear majority of teachers acknowledging the significance of instructional clarity for learners with ADHD as table 4 illustrates.

Table 2.4: Importance of Using Simplified Instructions in Supporting Learners with ADHD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	29	41.4	41.4	41.4
	Important	23	32.9	32.9	74.3
	Moderately Important	8	11.4	11.4	85.7
	Slightly important	5	7.1	7.1	92.9
	Less Important	5	7.1	7.1	100.0
	Total	70	100.0	100.0	

The Importance of Visual Aids and Colourful Materials to Manage Attention Difficulties

Figure 7 shows that 52.86% of participants rated visual aids and colorful materials as very important while 27.4% considered them important and 8.57% found them moderately important and 7.14% thought they were slightly important and 4.29% rated them as less important. Overall, the majority of teachers recognize the value of visual aids and colorful materials in supporting ADHD learners.

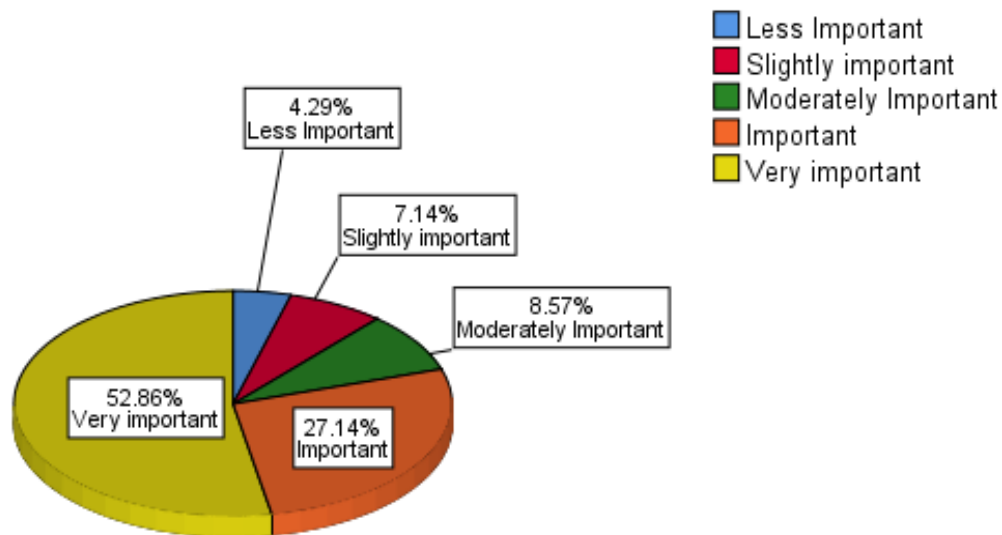


Figure 2.7: Importance is using visual aids and colorful materials to manage attention difficulties

The Importance of Implementing Reward Systems for Supporting Learners with ADHD

When asked about the necessity of using reward systems to aid students with ADHD, 18.57% responded it is important, while 2.86% believe that they are moderately important. A higher percentage of people, 41.43%, find them slightly important whereas 37.14% thought them less important. Figure 8 indicates a more mixed opinion among teachers regarding the effectiveness of reward systems for ADHD learners.

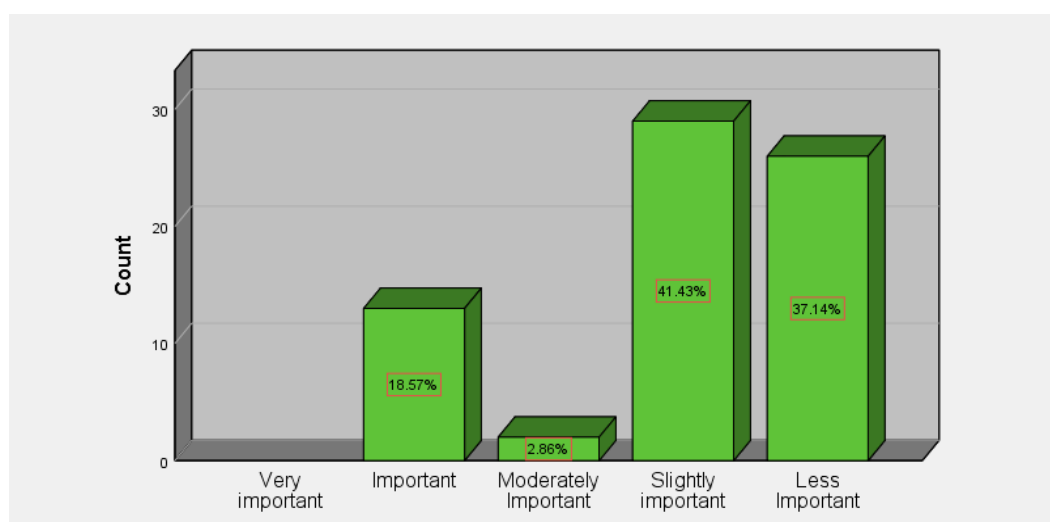


Figure 2.8: How Important is Using Reward Systems in Supporting Pupils with ADHD

The Importance of Collaboration with School Counselors or Psychologists in Supporting Learners with ADHD

A majority of 60% report that regular collaboration with school counselors or psychologists to be of major importance when it comes supporting learners with ADHD. 20% believe it to be moderately important while 12.86% saw it as slightly important and 7.14% considered it less important. Figure 9 indicates a strong support for collaboration with school counselors or psychologists, with the majority recognizing its value in helping ADHD pupils.

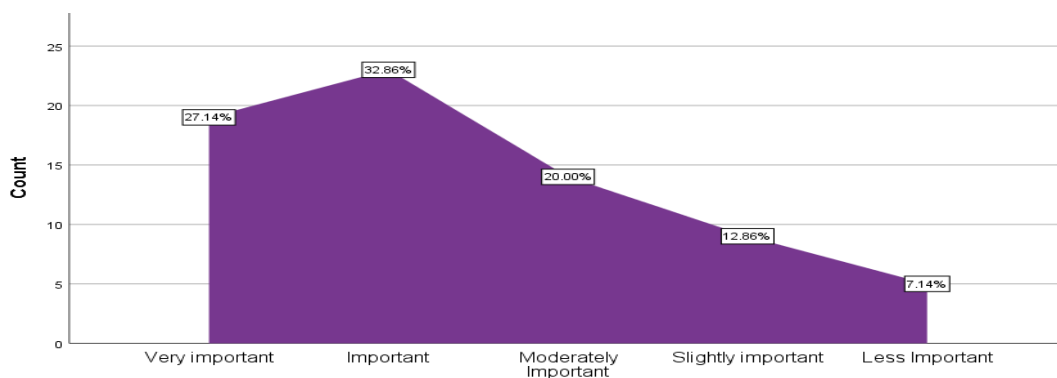


Figure 2.9: Importance of collaborating with school counselors or psychologists

The Importance of Maintaining Flexible and Movement-Friendly Classroom Environment

Figure 10 reveals that respondents display diverse opinions about the significance of creating flexible environments which enable movement for students with ADHD. The data shows 57.14% of participants rate this attribute as very important, while 21.43% rate it as important. The remaining 5.71% of respondents described this quality as moderately important and 10% assigned it slight importance and 5.71% classified it as less important.

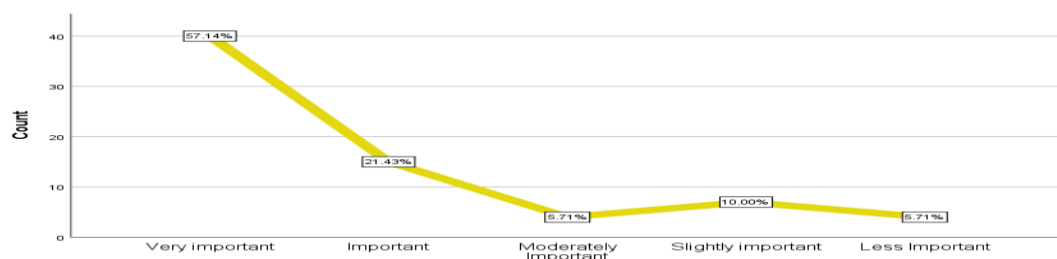


Figure 2.10: Importance of Maintaining Flexible and Movement-Friendly Classroom

2.2.4 Challenges

Institutional Challenges

The main barrier affecting teachers in handling students with ADHD is class overcrowding according to 44.3% of respondents. 20% identify lack of school wide policies for inclusive education as the main obstacle. The third most significant barrier to teaching students with ADHD is identified by 18.6% of the respondents as insufficient resources. While 10% of respondents believe that inadequate support from school administration as a key barrier, 7.1% mention the insufficient collaboration with specialists.

Table 2.5: Institutional Challenges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of school wide policies for inclusive education	14	20.0	20.0	20.0
	Insufficient resources	13	18.6	18.6	38.6
	Overcrowded classrooms	31	44.3	44.3	82.9
	Inadequate support from school administration	7	10.0	10.0	92.9
	Lack of collaboration with specialists	5	7.1	7.1	100.0
	Total	70	100.0	100.0	

Professional Development Challenges Related to ADHD

Figure 11 illustrates that 14.29% portion sees the primary issue as difficulty in applying theoretical knowledge to real classroom practices while a 18.57% segment identifies the absence of mentorship from experienced colleagues. 22.86% segment reports inadequate training programs that address how to support ADHD learners before entering the field. A 18.57% portion reports insufficient training opportunities during their professional life while

the highest 25.71% fraction believes the absence of updated research or best practices constitutes the main problem.

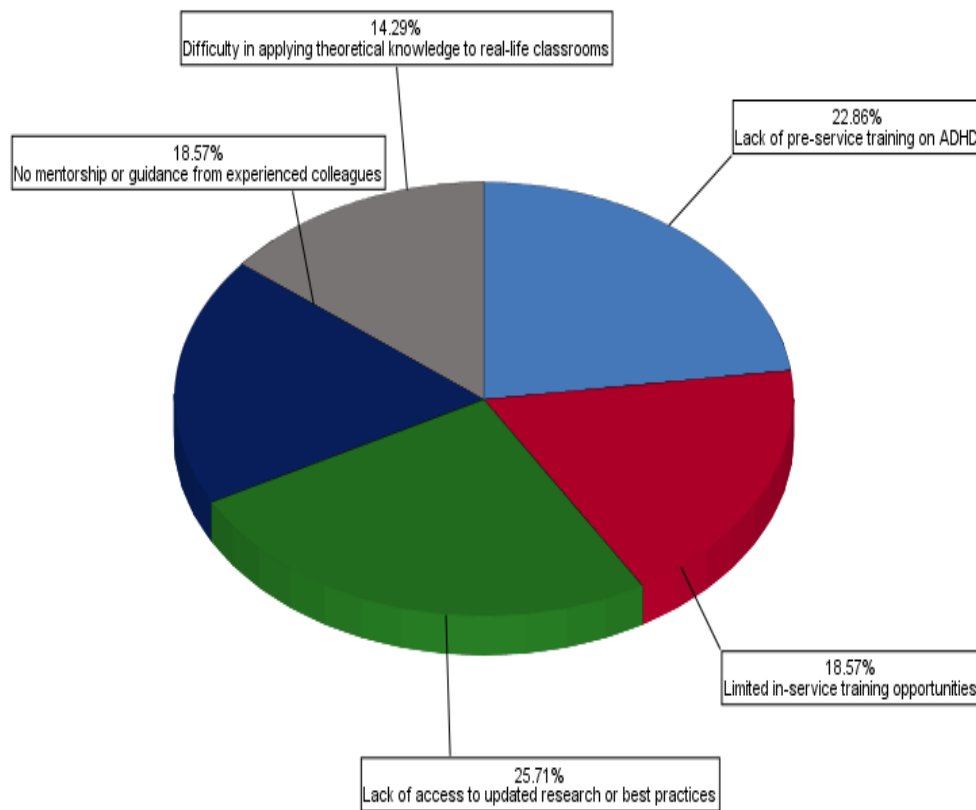


Figure 2.11: Professional Development Challenges Related to ADHD

Pedagogical Challenges related to ADHD

Participants identified several pedagogical barriers in working with learners with ADHD. Only 4.3% believe that adapting lesson plans to suit these learners is the main challenge, while 7.1% point to managing disruptive behavior during teaching. A larger proportion, 34.3%, highlight the difficulty of balancing the needs of both ADHD and non-ADHD students, followed by 30% who consider assessing ADHD learners fairly as the main barrier. Additionally, 24.3% emphasize maintaining students' attention and engagement.

Table 2.6: Descriptive statistics of Pedagogical Challenges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adapting lesson plans to suit learners with ADHD	3	4.3	4.3	4.3
	Managing disruptive behavior while teaching	5	7.1	7.1	11.4
	Balancing the needs of ADHD and non-ADHD students	24	34.3	34.3	45.7
	Maintaining students' attention and engagement	17	24.3	24.3	70.0
	Assessing ADHD learners fairly	21	30.0	30.0	100.0
	Total	70	100.0	100.0	

Emotional or Workload-Related Challenges Related to ADHD

Results from figure 12 shows that 35.71% of participants select behavior management as the leading source of work stress. Emotional exhaustion or burnout receives a 25.71% being the second most common challenge. 21.7% confirm that of they feel unprepared to support learners with ADHD, while 10% of them claim that institutional support inadequacy decreases their motivation, and 7.14 point to time constraints when preparing different materials.

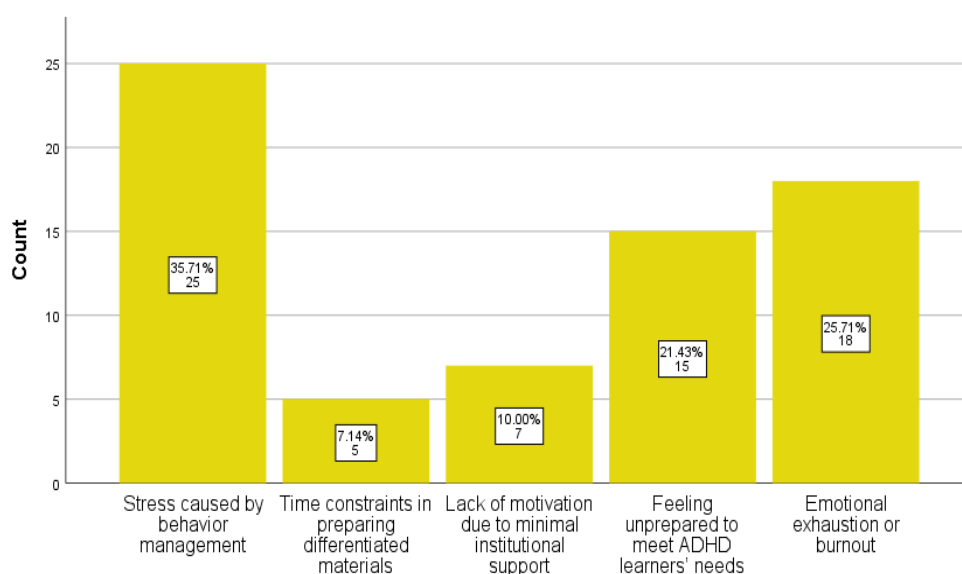


Figure 2.12: Emotional or Workload-Related Barriers

External or Societal Challenges Related to ADHD

As shown in Figure 13 below, 61.43% of participants consider societal misconceptions and stigmas as major obstacles to managing ADHD pupils. The main reason behind their opinion for 20% of participants is the limited nationwide awareness on the inclusive education. The need to finish the curriculum without considering individual learning requirements was identified as the primary obstacle by 18.57% of participants.

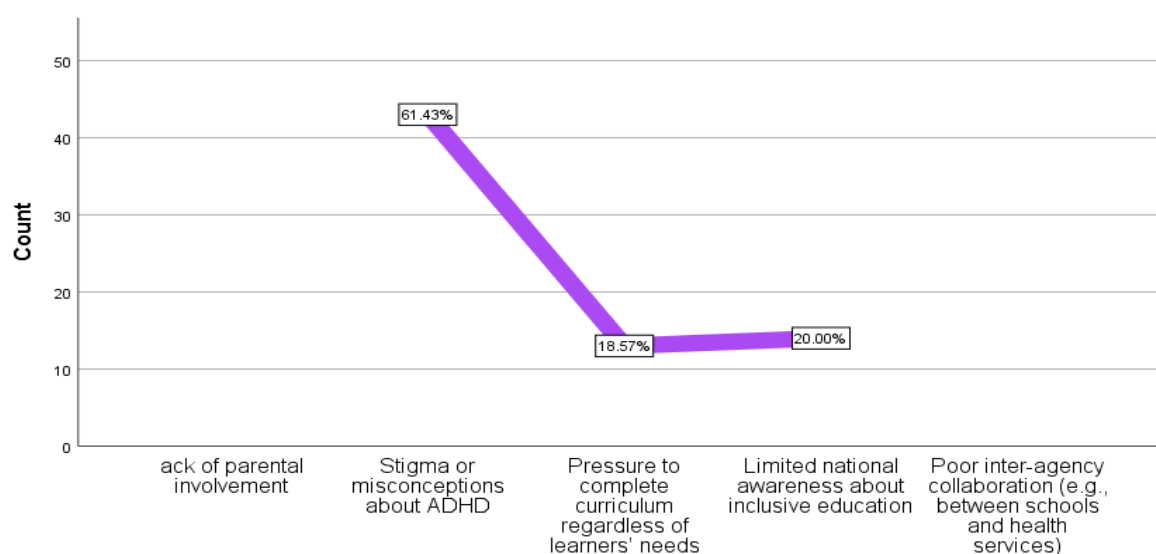


Figure 2.13: External or Societal Challenges

2.2.5 Expected Solutions

Strategies to Be Adopted by Algerian Middle EFL Teachers to Support pupils with ADHD

Figure 14 illustrates that most respondents at 50% believe that combining verbal, visual, and hands-on activities represents the best approach to assist learners who have ADHD. The data shows also that 31.43% of participants believe that classroom discussions should involve active student participation as the most effective teaching method, followed by 18.57% who see that feedback during the lesson as most beneficial. Notably, no participant views that the focus on theoretical knowledge as an effective strategy. These answers highlight a clear preference for interactive and practical teaching methods.

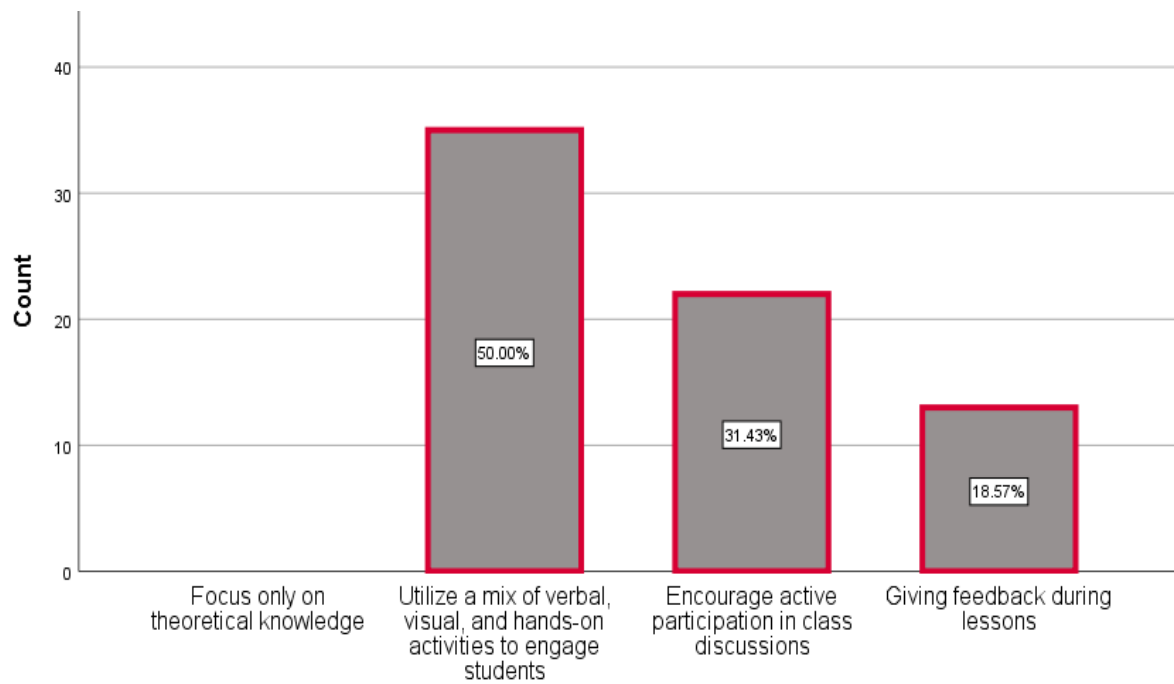


Figure 2.14: Possible Approaches that EFL Teachers Can Use to Support ADHDs

The Adjustment of Pedagogical Practices to Meet the Needs of ADHD learners

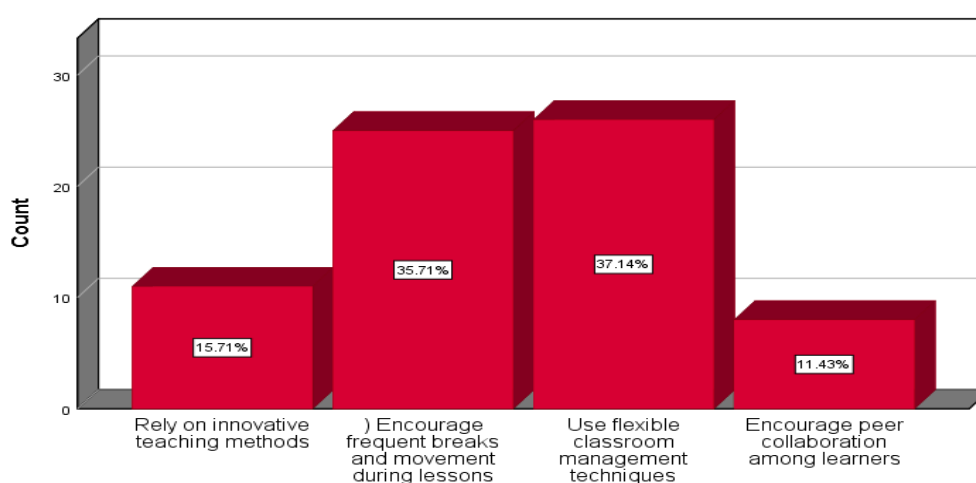
The report in Table 7 describes various pedagogical changes that can enhance the learning experience for ADHD students in EFL classes. Only 12.9% of the surveyed group selected simplified instructions with clear brief explanations as their best choice for effective learning. The greatest support from 57.1% of participants is for increasing written assignments as the optimum solution. Participants who select interactive activities as their preferred choice amounted to 17.1% of the total number while a minority of 12.9% choose an exclusive focus on grammar and vocabulary.

Table 2.7: Possible Adjustment of Pedagogical Practices.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Simplify instructions and provide clear, concise explanations	9	12.9	12.9	12.9
	Increase the number of written assignments	40	57.1	57.1	70.0
	Create new forms of interactive activities	12	17.1	17.1	87.1
	Focus exclusively on grammar and vocabulary	9	12.9	12.9	100.0
	Total	70	100.0	100.0	

Effective Approach That Helps EFL Teachers support ADHD Learners Effectively

Flexible classroom management ranks as the top choice for 37.14% of respondents who advocate supporting ADHD learners in middle school EFL classrooms. According to 35.71% of respondents, frequent breaks and movement during sessions represent the best approach. The research shows that 15.71% of respondents find innovative teaching methods to be the most effective while 11.43% support peer collaboration approaches between students.

**Figure 2.15: Professional Strategies That May Help Teachers in Support of ADHDs**

2.3 Discussion of the Results

With 54.3% of the sample members falling between 30 and 40, the demographic distribution of the teaching staff shows a mostly middle-aged one. This is consistent with results from Alrabai (2021), who observed that teachers in many MENA nations typically staff EFL courses with professionals in their prime, typically with more than five years of expertise. The rather balanced representation across Algeria's provinces reflects a varied national viewpoint, which enhances the generalizability of the research results within the local environment. About experience with ADHD students, an astonishing 87.14% of teachers said they had come across such students in their classrooms. The results imply that although it is not formally diagnosed in all cases a concern echoed by DuPaul et al. (2011), who argue that ADHD is often underdiagnosed or misinterpreted in non-Western educational systems, is a common condition in EFL settings. Despite this regular exposure, 92.9% of participants said they had not received any training on ADHD, so highlighting a significant professional development gap. This is in line with results of Al-Yagon (2015), who underlined the dearth of teacher preparation linked to ADHD in inclusive Arab classrooms.

Interestingly, just 27.15% actively apply particular strategies, while most teachers feel it is their professional obligation to modify their lessons for ADHD students (88.14% strongly agree or agree). Pedagogical and institutional restrictions could be the cause of the discrepancy between belief and behavior. Major institutional hurdles identified as being factors influencing crowded classrooms 44.3%, lack of inclusion policies 20%, and inadequate resources 18.6%. These problems mirror more general structural problems found by Florian & Spratt (2013), who contend that structural constraints, not teacher intent, often impede inclusive teaching. The results also show a strong belief in the possibilities of ADHD learners: 81.43% of participants agree that, given enough support, these students can succeed in EFL. Simplified directions considered very important by 41% and the use of visual aids 52.86% were highly valued and

outlook that reflects research by Zentall (2005), who underlined the effectiveness of multimodal instruction in sustaining ADHD learners' attention. Conversely, given their proven effectiveness in behavioral intervention models, the rather low endorsement of reward systems only 21.43% considered as important or moderately important is startling. This could indicate cultural or contextual doubt on extrinsic motivation or lack of knowledge on how to apply these systems meaningfully.

Though 7.14% still thought it less important, most 60% felt working with school psychologists or counselors was crucial. This hesitancy could be connected to limited interprofessional coordination in Algerian schools or skepticism about the role of mental health professionals in education an issue investigated by Boumediene & Zerguine (2019), who found underutilization of school counselling services in Algeria. Regarding pedagogical changes, the inclination for more written assignments 57.1% seems counterintuitive given ADHD students usually struggle with sustained attention and executive functioning (APA, 2013). Reid et al. (2004) who support diversified assessment and task variety suggest that more interactive or adaptive approaches could be more beneficial.

With a lack of access to current research 25.71% and inadequate pre-service training 22.86%, professional development challenges were also rather evident. These results line up with UNESCO's (2020) advice that inclusive education training be included into Global South first-year teacher education as well as ongoing professional development. Emotionally, teachers are strained, with behavior-related stress 35.71% and burnout 25.71% as key concerns. Consistent documentation of emotional toll and job discontent among teachers handling special educational needs has come from both Western and non-Western settings (Jennings & Greenberg, 2009), stressing the need of both structural and emotional support systems. Lastly, when asked about effective strategies for supporting ADHD learners, participants favored a multimodal approach 50%, with no one supporting purely theoretical methods. This supports

the case that for engaging students with attention problems, practical, hands-on instruction is considered as more successful.

Conclusion

To conclude, this chapter explains the methodology used in the study, including the research design, sampling techniques, data collection tools, data analysis procedures, and ethical considerations. It is also devoted to the analysis, interpretation, and discussion of the findings. Through this comprehensive exploration, the chapter provides valuable insights into the pedagogical role of EFL teachers in managing ADHD in Algerian middle school classrooms.

General Conclusion

General Conclusion

This study, entitled “*Investigating the Pedagogical Role of EFL Teachers in Managing Attention-Deficit Hyperactivity Disorder in the Classroom: Case of Algerian Middle School Teachers*”, investigates how Algerian EFL teachers perceive and enact their pedagogical roles in managing learners with ADHD, including to the possible strategies they use to provide appropriate learning environment. The study also investigates the challenges that Algerian EFL middle school teachers encounter while dealing with ADHD learners and the possible solutions to these obstacles.

Through careful analysis of data gathered via teachers’ questionnaires, the study successfully answers the research questions and accepts the hypotheses as findings indicate that while teachers are increasingly aware of their role in supporting learners with ADHD, their efforts are constrained by limited training and systemic barriers. Teachers largely depend on self-initiated strategies, drawing from personal experience and peer collaboration rather than established frameworks. Moreover, significant institutional and pedagogical challenges including overcrowded classrooms, insufficient support, and the absence of specialized training were consistently reported.

Ultimately, the research concludes that although Algerian EFL teachers demonstrate commitment and adaptability in managing ADHD, their effectiveness is limited by the lack of structural support. Addressing these gaps requires targeted professional development, inclusive education policies, and institutional reform. With these changes, teachers can more effectively fulfil their pedagogical roles, fostering inclusive and equitable classrooms for all learners, including those with ADHD.

Recommendations

- The research reveals that different teaching strategies that address ADHD should be implemented by teachers to enhance classroom effectiveness.
- Teachers should affiliate in training programs should include specific modules that focus on identifying ADHD students and learning management techniques and pedagogical tools for inclusive education.
- The implementation of regular consultation services between school counselors and psychologists and special education experts needs to be established to give proper guidance and support for ADHD management.
- The provision of individualized attention requires school administrators to intervene by enforcing teacher-student ratio limits and expanding infrastructure when necessary to address overcrowding.
- Stakeholders need to establish emotional burnout prevention measures by offering emotional support together with peer mentoring programs and workload adjustments for teachers who handle special needs students.
- Educationists need to organize nationwide campaigns that involve educators and parents to fight against stigma and misconceptions about ADHD which will help create inclusive and understanding school environments.

Suggestions for Further Research

Building on the outcomes of this study, several avenues for future research are suggested to deepen understanding of ADHD management in EFL settings. These directions aim to fill existing gaps and expand the scope of investigation across broader educational contexts. A possible area for further research is incorporating the voices of learners with ADHD and their families would enrich the understanding of their needs and how they perceive the support provided by EFL teachers. Further research could also examine models of interdisciplinary collaboration between schools and mental health professionals and how these partnerships influence ADHD support outcomes.

Limitations

One significant limitation of this study is the absence of direct input from students with ADHD. The research relies exclusively on teachers' perspectives, which, while valuable, offer only one side of the classroom experience. Due to the young age of the students and their limited awareness or understanding of their own condition, it was challenging to include their voices in a meaningful and ethical way either by questionnaire, or classroom observation because of the author's work duties. However, omitting their perspectives may restrict a more holistic understanding of how pedagogical strategies impact their learning and engagement. Future research that incorporates student experiences perhaps through age-appropriate interviews, observations, or input from parents could provide deeper insights into the effectiveness of classroom interventions.

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Appendix

Teachers' Questionnaire

Dear EFL Middle School Teachers,

You are kindly invited to participate in the following questionnaire titled “The Pedagogical Role of EFL Teachers in Managing Attention-Deficit/Hyperactivity Disorder (ADHD) (اضطراب فرط الحركة و تشتت الإنتباه) in the classroom: The Case of Algerian Middle Schools.”

Your feedback will help us gain a deeper understanding of this essential educational matter. This study aims to assess the effectiveness of identifying students with ADHD alongside methods that assist this student population in the EFL classroom setting. We appreciate your participation as well as your valuable time.

Demographic questions (Introductory)

- Age
 - 20-30
 - 30-40
 - 40-50
 - 50-60
- Which region of Algeria do you currently teach in?
 - East
 - West
 - North
 - South
- Years of experience
 - 1-5 years
 - 5-10 years
 - 10-20 years
 - 20-30 years

Section One: Perceptions of EFL Teachers

- I feel confident in my ability to support learners with ADHD in my EFL classroom.
Strongly disagree agree Neutral Disagree Strongly Disagree
- I believe it is part of my professional role as an EFL teacher to adapt instruction for students with ADHD.
Strongly disagree agree Neutral Disagree Strongly Disagree
- I receive adequate training on how to manage learners with ADHD in my EFL teaching context.
Strongly disagree agree Neutral Disagree Strongly Disagree
- I regularly use specific strategies to manage ADHD-related behaviors in the classroom.
Strongly disagree agree Neutral Disagree Strongly Disagree
- I believe that learners with ADHD can succeed in learning English as a foreign language with proper support.
Strongly disagree agree Neutral Disagree Strongly Disagree

Section Two: Strategies and Practices

1. How important is using simplified and step-by-step instructions to support learners with ADHD?

- Very Important
- Important
- Moderately Important
- Slightly Important
- Less Important

2. How important is using visual aids and colorful materials to manage attention difficulties in learners with ADHD?

- Very Important
- Important
- Moderately Important
- Slightly Important
- Less Important

3. How important is implementing reward systems for following instructions in supporting learners with ADHD?

- Very Important
- Important
- Moderately Important
- Slightly Important
- Less Important

4. How important is regular collaboration with school counselors or psychologists in supporting learners with ADHD?

- Very Important
- Important
- Moderately Important
- Slightly Important
- Less Important

5. How important is maintaining a flexible and movement-friendly classroom environment for learners with ADHD?

- Very Important
- Important
- Moderately Important
- Slightly Important
- Less Important

Section Three

1. What institutional challenges do you usually face while addressing ADHD in the EFL classroom?

- Lack of school-wide policies for inclusive education
- Insufficient resources (e.g., teaching aids, materials)
- Overcrowded classrooms
- Inadequate support from school administration
- Lack of collaboration with specialists (e.g., psychologists)

2. What professional development challenges do you face while addressing ADHD in the EFL classroom

- Lack of pre-service training on ADHD
- Limited in-service training opportunities
- Lack of access to updated research or best practices
- No mentorship or guidance from experienced colleagues
- Difficulty in applying theoretical knowledge to real-life classrooms

3. what pedagogical barriers do you encounter?

- Adapting lesson plans to suit learners with ADHD
- Managing disruptive behavior while teaching
- Balancing the needs of ADHD and non-ADHD students
- Maintaining students' attention and engagement
- Assessing ADHD learners fairly

4. what kind of emotional or workload-related challenges do you face?

- Stress caused by behavior management
- Time constraints in preparing differentiated materials
- Lack of motivation due to minimal institutional support
- Feeling unprepared to meet ADHD learners' needs
- Emotional exhaustion or burnout

5. what external or societal challenges do you

- Lack of parental involvement
- Stigma or misconceptions about ADHD
- Pressure to complete curriculum regardless of learners' needs
- Limited national awareness about inclusive education
- Poor inter-agency collaboration (e.g., between schools and health services)

Section 4: Expected Solutions

- **To help learners with ADHD, Algerian EFL teachers should:**
 - Focus only on theoretical knowledge
 - Utilize a mix of verbal, visual, and hands-on activities to engage students
 - Encourage active participation in class discussions
 - Giving feedback during lessons
- **How can pedagogical practices be adjusted to better meet the needs of ADHD learners in EFL classrooms in Algeria?**
 - Simplify instructions and provide clear, concise explanations
 - Increase the number of written assignments
 - Create new forms of interactive activities
 - Focus exclusively on grammar and vocabulary tasks
- **Which professional approach can help EFL teachers support ADHD learners effectively?**
 - Rely on innovative teaching methods
 - Encourage frequent breaks and movement during lessons
 - Use flexible classroom management techniques
 - Encourage peer collaboration among learners

الملخص

تنطرق هذه الدراسة إلى الدور التربوي الذي يلعبه أستاذة اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة بالجزائر في التعامل مع المتعلمين الذين يعانون من اضطراب فرط الحركة وتشتت الانتباه (ADHD). تركز هذه الورقة البحثية على تصوراتهم، وممارساتهم، والتحديات التي يواجهونها. واستناداً إلى بيانات كمية تم جمعها من خلال استبيان منظم، تكشف النتائج أن غالبية المعلمين يدركون مسؤوليتهم في تكييف التعليم ليتناسب مع احتياجات المتعلمين المصابين باضطراب ADHD ، إلا أن العديد منهم أفادوا بوجود نقص في التدريب الرسمي والدعم المؤسسي. كما تُظهر النتائج تأييداً قوياً لتهيئة بيئة صفية مرنة، واستخدام الوسائل البصرية، والتعليمات المبسطة كاستراتيجيات فعالة. ومع ذلك، يواجه الأساتذة تحديات متعددة مثل الاكتظاظ داخل الأقسام، والإرهاق العاطفي، ومحدودية الوصول إلى فرص التكوين المهني. كما تؤدي العوامل المجتمعية مثل الوصمة الاجتماعية والضغط الناتج عن البرامج الدراسية إلى تعقيد جهود إدماج هذه الفئة من التلاميذ. وعلى الرغم من هذه العقبات، تؤكد الدراسة إيمان المعلمين بإمكانية نجاح المتعلمين المصابين باضطراب ADHD إذا توفرت لهم الرعاية المناسبة. وتدعو الدراسة إلى ضرورة الاهتمام الفوري من أصحاب القرار بتحسين إعداد الأساتذة للتعامل مع المصابين بهذا الاضطراب، وتعزيز التعاون المؤسسي، وزيادة الوعي بالتعليم الذي يشمل جميع الفئات.

Résumé

Cette étude examine comment les enseignants d'anglais des écoles moyennes en Algérie gèrent les apprenants atteints de trouble du déficit de l'attention avec ou sans hyperactivité (TDAH) en se concentrant sur leurs points de vue et leurs approches pédagogiques et les obstacles rencontrés. Les données quantitatives obtenues par questionnaire structuré montrent qu'une grande majorité d'enseignants accepte l'obligation d'adapter leur enseignement aux besoins spécifiques des élèves atteints de TDAH mais beaucoup d'entre eux dénoncent un manque de formation et de soutien de la part des institutions. La recherche identifie un soutien massif pour des environnements flexibles qui incluent des supports visuels et des instructions simplifiées comme méthodes pédagogiques efficaces. Les enseignants trouvent plusieurs obstacles sur leur chemin qui incluent des classes surpeuplées et un épuisement émotionnel en plus d'une disponibilité réduite des ressources professionnelles. Les efforts pour inclure la communauté scolaire sont rendus plus difficiles par des facteurs sociaux comme la stigmatisation et les exigences des programmes scolaires. L'étude démontre que les enseignants restent persuadés que les apprenants TDAH atteindront le succès s'ils reçoivent un soutien personnalisé. Les résultats de la recherche exigent une intervention des responsables politiques pour améliorer la formation des enseignants et promouvoir une collaboration institutionnelle et une sensibilisation à l'éducation inclusive dans le contexte algérien.