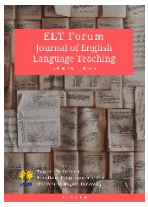
ELT FORUM 15 (3) (2026)

Journal of English Language Teaching

http://journal.unnes.ac.id/sju/index.php/elt



English language teaching for neurodivergent students: A systematic literature review

Erni Vatmawati[1], Agung Ginanjar Anjaniputra[2], Yang Bai✉[3]

[1,2]English Education study Program, Universitas Negeri Semarang, Indonesia
[2]School of Education, The University of New South Wales, Australia
[3]Independent Researcher, China

Article Info

Article History:
Received on 10 August 2026
Approved on 6 October 2026
Published on 31 October 2026

Keywords:
Neurodivergence; English language teaching; ADHD; quality education

Abstract

This study employs a systematic literature review to find out what teaching and learning activities are employed in English language teaching (ELT) for neurodivergent students. Although the demand for equitable and quality education has increased, limited research has specifically addressed effective ELT practices for neurodivergent students. Most existing studies tend to highlight educational challenges rather than focusing on specific instructional practices that can support neurodivergent students. By using databases such as Scopus, ERIC, and PubMed, 1,572 articles were initially identified. After a screening process and guided by predetermined inclusion and exclusion criteria, 21 studies were selected for in-depth review. The findings indicate that a range of teaching and learning activities has been employed to support neurodivergent students, including game-based strategies, multisensory learning, structured instruction, personalized learning, technology-assisted methods, assessment and intervention, and literacy support. Across these categories, the findings suggest that ELT support for students with ADHD depends on four interconnected principles: sustaining engagement, reducing cognitive and attentional load, and providing adaptive feedback and differentiated support. This study contributes a pedagogical synthesis for developing more inclusive and responsive English language classrooms.

✉Correspondence Address:
B3 Building FBS Unnes
Sekaran, Gunungpati, Semarang, 50229
E-mail: cecibae18@gmail.com

p-ISSN 2252-6706 | e-ISSN 2721-4532

INTRODUCTION

English proficiency has become a vital ability that supports academic and professional advancement. However, mastery of English cannot be achieved by all students equally, especially for students with disability, such as neurodivergent individuals. These students can face different learning challenges compared to typical students, including difficulties with attention, hyperactivity, impulsivity, and social interaction (Lagacé-Leblanc et al., 2022; Mpetha Jr et al., 2025; Storebø et al., 2019). These characteristics can interfere with the learning process and can directly affect their performance in English classes (Angelidou & Argyriadis, 2023). Neurodivergent students often struggle to follow instructions, process complex grammar or sentence structures, and maintain focus while working on tasks, which can lead to translation errors (Johnas, 2013). In addition, difficulties in phonology, morphology, and syntax (Angelidou & Argyriadis, 2023; Vassiliu et al., 2023), as well as delays in reading fluency (Katsarou et al., 2024), further complicate their ability to learn English effectively. Therefore, it is crucial to ensure that neurodivergent students have equitable access to quality English language learning that meets their needs.

Neurodivergent students are said to have struggled with impaired working memory and slower information processing, making it hard for them to keep and apply new language knowledge (Biabani et al., 2025; Kofler et al., 2024). Additionally, their academic performance is often obstructed by emotional and behavioral dysregulation that is influenced by a complex interaction between genetic, neurological, and environmental factors (Al-Gailani & Al-Kaleel, 2024). It is central to understand appropriate and responsive teaching and learning activities that can accommodate their cognitive needs so as to help neurodivergent students in overcoming difficulties in learning English.

Some studies have indicated that neurodivergent students are more successful in learning environments that offer structure, visual and multisensory input, immediate feedback, and movement-based learning opportunities (Frolli et al., 2023). However, ELT practices are often not aligned with the diverse learning needs of neurodivergent students. This is because neurodivergent students process information differently (Hoffman, 2023; Zahir et al., 2024). They need strategies for learning activities that can accommodate their differences. With these differences, there is a need for an individualized educational approach to meet their learning needs, including in improving students' attention, concentration and organization, which not only focuses on students' academic progress, but also special approaches that prioritize their social inclusion (Perry et al., 2021).

Teachers play an important role in establishing an inclusive learning environment that supports the needs of these students. When teachers recognize the characteristics of neurodivergence and adopt appropriate teaching strategies, it can reduce the likelihood of learning disabilities and improve educational outcomes (Fabiano et al., 2024). However, teachers often lack access to clear, research-based guidelines especially within English language teaching (ELT) contexts on how to adjust their instruction for neurodivergent students (Suaybaguio et al., 2024). Although many studies discuss the learning difficulties of neurodivergent students, relatively few focus on practical strategies used to accommodate them in English language classrooms. Most studies have been conducted in the context of general education and vary in design, making it difficult for teachers to identify clear and applicable methods for teaching English.

This highlights the importance of conducting a systematic literature review (SLR) to establish an evidence base to support practices. A systematic literature review approach allows for the collection and categorization of existing studies on teaching and learning activities for neurodivergent students. By synthesizing research findings from various empirical studies, the SLR helps map out the various teaching and learning activities used to support neurodivergent students in English language teaching (ELT). In addition, SLR also helps identify gaps that still exist in the literature. In this way, the SLR enables future experimental or classroom-based research to be more focused, practical, and data-driven.

Existing studies have examined the learning difficulties, behavioural characteristics, and educational needs of neurodivergent students. This resulting from many education systems still failingl to understand the neurological uniqueness of neurodivergent students (Chrysochoou et al., 2022). As a result, neurodivergent students often struggle to adapt in the classroom (Fidosieva, 2025), which can lead to poor academic performance and social exclusion. neurodivergent students also have difficulty adjusting to the classroom environment (Staff et al., 2023). Recent research increasingly recognizes the need for inclusive teaching approaches for neurodivergent students, especially those with ADHD, in language learning contexts that emphasize the uniqueness of these learners. However, research on how English language teaching has been pedagogically adapted for these learners remains fragmented.

In particular, limited attention has been paid to synthesising classroom-based teaching and learning activities across ELT contexts, including how these activities support attention, language processing, literacy development, motivation, and learner participation. This creates a need for a systematic review that does not merely list existing interventions but organises them into pedagogically meaningful categories for inclusive ELT practice. Conducting a systematic literature review (SLR) is essential for mapping existing strategies, identifying effective patterns such as visual support and structured tasks. Therefore, an SLR in this area may serve as a foundational step to inform, particularly in developing evidence-based pedagogical adaptations that are responsive to the learning needs of students with ADHD in ELT.

This research offers a systematic literature review (SLR) that synthesizes empirical studies on ELT for neurodivergent students published between 2004 and 2025. Unlike previous studies, this research provides a structured and categorized analysis of both research and practical teaching and learning activities applied in English language classrooms for neurodivergent students by organizing the data into themes that contribute to a pedagogically focused and inclusive ELT framework. Built on these, with a research question "how is English Language teaching carried out for neurodivergent students?" this study aims to identify the teaching and learning activities deployed by teachers to support neurodivergent students in ELT settings. The findings are expected to offer meaningful insights for educators, researchers, and policymakers in creating more inclusive and responsive English language teaching and learning environments aligned with UNESCO's vision of equitable education for all (Dutt, 2009).

METHODS

With a qualitative approach, this systematic literature review (SLR) synthesizes previous studies on ELT among neurodivergent students. Neurodivergent students in this study refer to a specific condition well known as Attention Deficit Hyperactivity Disorder (ADHD), but the authors use 'neurodivergent', 'neurodivergence' or ocassionally 'ADHD' for this particular paper as a way to accept neurodevelopmental differences among individuals without further stigmatising these differences. In particular, the use of language about people with disability can impact social narratives in society (Dunn & Andrew, 2015). Besides, ADHD and autistic communities consider the term 'neurodivergent' as the most preferred, least offensive, and most acceptable (Bury et al., 2026).

In this study, the researchers followed the stages of the SLR framework proposed by Page et al. (2021). A research protocol was then developed, which entails search strings, keywords, and inclusion/exclusion criteria, guided by the PICO framework (Mohamed Shaffril et al., 2021). PICO ascertains that the search and selection process remains focused, transparent, and aligned with the research question by defining the population, intervention, comparison, and outcome. After developing the protocol, the next step was to evaluate its quality and relevance. This can be done by ensuring that the search strings follow the research question that aims to reflect the focus of the research clearly, so that the research produces relevant literature.

Table 1. Table of inclusion and exclusion

Inclusion	Exclusion
Research articles published in English.	Research articles not published in English.
Topic Relevance: Studies that focus on L1 English, EFL, or ESL learning for neurodivergent students.	Topic Relevance: Studies that do not focus on L1 English, EFL, or ESL learning for neurodivergent students.
The article has specific and clear data.	The article has not specific and clear data.
The research was conducted in the period between 2004-2025.	Research conducted before 2004.
Research articles	Non research articles

Table 2. Keywords for systematic literature review

No	Keyword	Number of Articles
1.	TITLE-ABS (ADHD OR attention deficit hyperactivity disorder) AND TITLE-ABS (learning needs OR esl OR efl)	603 = SCOPUS
2.	Title: (ADHD OR Attention Deficit Hyperactivity Disorder) AND abstract:(learning needs OR ESL OR EFL) AND title: language	312 = ERIC
3.	(ADHD OR Attention Deficit Hyperactivity Disorder [Title/Abstract]) AND (learning needs OR ESL OR EFL [Title/Abstract])	657 = PUBMED
TOTAL		1572

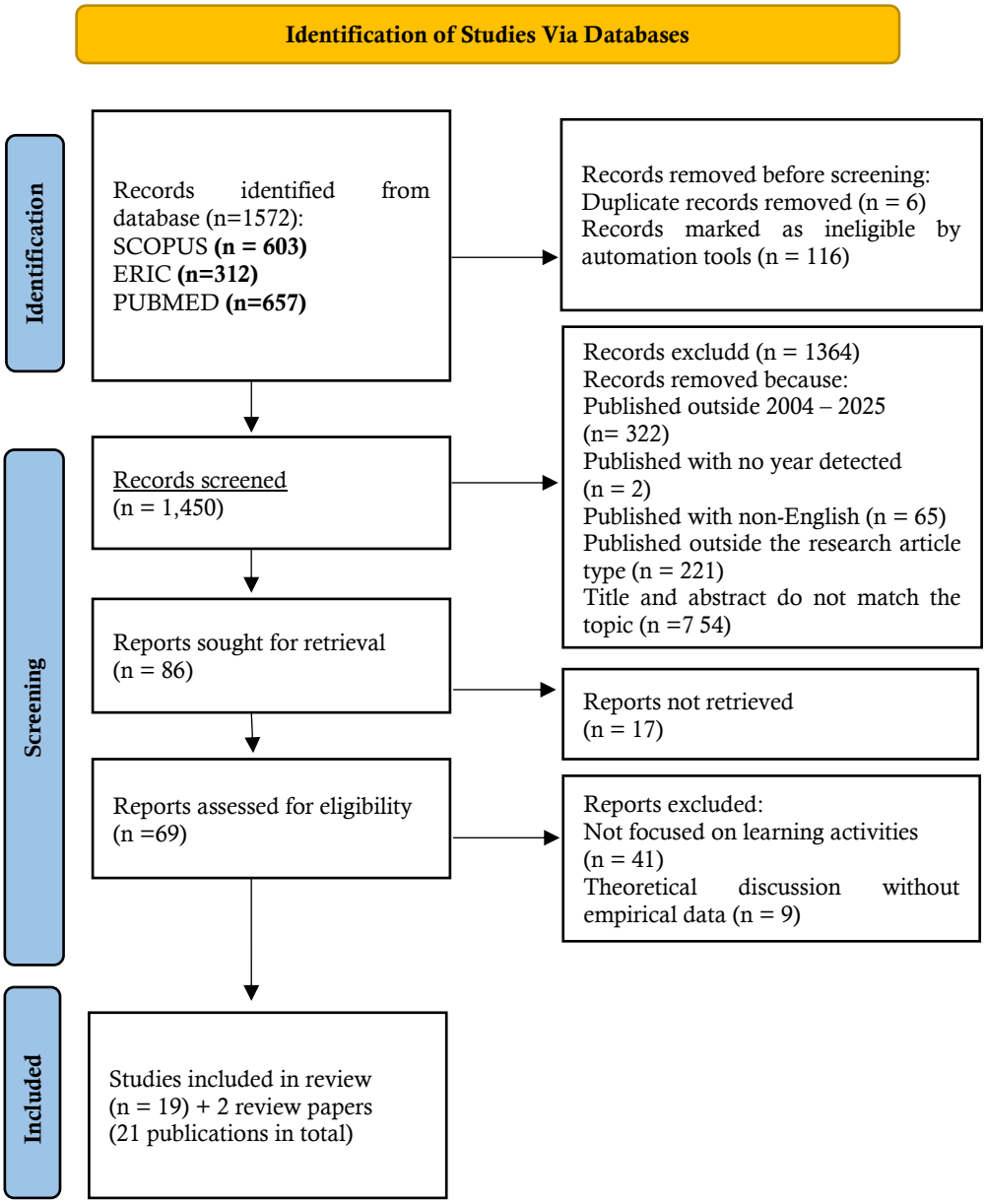


Figure 1. PRISMA flowchart of the systematic literature review

The researchers started by searching for primary studies using the selected keywords (See Table 2 and the schema in Figure 1). The researchers used three databases to search for articles about learning activities carried out by teachers to teach English to neurodivergent students. The three databases are SCOPUS, PubMed, and ERIC. The researchers employed SCOPUS because this database provides a wide range of academic articles, so it can help the researchers find articles related

to English learning in neurodivergent students. In addition, the researchers also adopted PubMed because PubMed focuses on health/medical articles, so the search results will be more varied by including articles that use references to ADHD. Furthermore, the researchers applied ERIC, or Education Resources Information Center, because the database focuses on the world of education, so it can help the researchers find articles that are more focused on neurodivergent students. This search yielded 1,572 articles: 603 from Scopus, 312 from ERIC, and 657 from PubMed. These found articles were exported to Mendeley to be screened against the predefined inclusion criteria. The articles were then exported to Mendeley for reference management and automatic deduplication, which reduced the total number to 1,456 entries. Further duplication checks identified and removed 6 articles, leaving 1,450 articles for initial screening. In the next step, screening was done by applying criteria such as publication year (2004-2025), publication language only in English, publication type and topic of articles on ELT for neurodivergent students. As a result, 1,364 articles were eliminated at this stage, leaving 86 articles for full-text review.

At the eligibility stage, full-text articles were read carefully to determine whether they met the inclusion criteria and addressed the research question, which required a focus on neurodivergent students in ELT. Of the 86 articles, 17 were unretrievable due to lack of access, thus excluded, and another 50 were excluded due to insufficient focus or incomplete data, leaving 19 articles. In addition to this, two additional relevant articles were identified from the handpicking strategy (Page et al., 2021), bringing the total publications of 21 articles for analysis. According to Page et al. (2021), SLR allows the use of other strategies to complete the search with more comprehensive publications.

Data analysis was associated with the interactive model proposed by Miles et al. (2014), which includes data condensation, data display, and conclusion drawing. Key findings were extracted, categorized, and presented in a matrix. All extracted data were discussed in a weekly meeting to ensure the trustworthiness of the findings. Then, the datum was discussed and double-checked to make sure it corresponded to a given category, to condense the data. It was then tabulated in a table to ease the synthesis for conclusion drawing. This process facilitated the synthesis of various teaching and learning activities and research patterns across studies, providing insights into how inclusive and effective English language teaching has been adapted to meet the needs of students with ADHD.

FINDINGS AND DISCUSSION

The teaching and learning activities employed by teachers teaching English to neurodivergent students in ELT

Research on English Language Teaching (ELT) for neurodivergent students has identified several effective approaches. These methods are grouped into seven key categories: game-based strategies, structured learning, multisensory learning, technology-assisted learning, assessment and intervention, personalized learning, and literacy support, as depicted in the figure below. Each of these categories highlights the teaching and learning activities that cater to the unique learning needs of neurodivergent students and help them succeed in language acquisition.

Table 3. Teaching and learning activities employed by teacher teaching English to neurodivergent students in ELT

The Categories	The Teaching and Learning Activities
Game-Based Strategies	Collaborative gameplay to foster peer interaction and sustained attention
Multisensory Learning	Multisensory tasks that lower distractibility and strengthen retention
Structured & Strategic Instruction	Explicit, step-by-step teaching to improve focus and comprehension
Assessment & Intervention	Dynamic assessment that tailors feedback to individual needs
Literacy Support	Guided reading, interactive spelling games, PT-FB (Precision Teaching–Frequency Building) to improve fluency
Personalized Learning	Instruction adapted to students' pace, style, and emotional needs
Technology-Assisted Learning	Platforms (e.g., Edmodo) and CALLA-type tools for interactive, personalized tasks

Data extraction and synthesis

This subsection specify:
(1) briefly clarify the data extraction and synthesis process, including what information was extracted, who conducted and checked, and how the studies were coded;
(2) how the seven categories were developed;
(3) whether one study could be assigned to more than one category;
(4) how coding disagreements were resolved;
(5) how the four broader pedagogical principles were subsequently derived from the seven categories.

Game-based strategies for engagement and motivation

Game-based learning is a widespread method of teaching neurodivergent students. Carrión & Espinoza (2024) found that the encouragement of gamification elements enables learners to pursue rewards, points, and badges, which increases their motivation and makes them feel more engaged since it becomes a fun and low-pressure way of learning. In addition, the use of gamification with ADHD students makes them enthusiastic in learning, especially when using rewards. Games built on repetition and pattern recognition also help in vocabulary and grammar retention by neurodivergent students, such as activities like "How do you say?", "Is it correct?", Unscramble the words, and Matching. The study emphasized that after implementing gamification strategies, neurodivergent students showed improvement in attention and engagement and was shown to make students understand instructions faster, focus more while on task, and participate more actively in class. Pérez-Cabello et al. (2024) also found that teachers use a game-based approach to increase neurodivergent students' motivation and engagement in English learning. It could be learning by playing, which is a strategy in increasing students' attention and engagement in English learning. Activities such as crossword, unscramble and hangman could be applied in learning to drain boredom in students' hyperactivity. It was shown that students are more responsive to game-based tasks and show improvement in motivation and understanding of the material.

Multisensory learning for attention and retention

Multisensory learning is particularly beneficial for neurodivergent students because it engages multiple senses (visual, auditory, kinesthetic) simultaneously, making lessons more engaging and memorable. (Carrión-Robles & Espinoza-Celi, 2024) found the total physical response (TPR) approach could be used to integrate physical movement with language teaching which could help the students to learn through action. This could be done through Simon says, charades and singing, which involved body movements in accordance with the verbal instructions given. Physical activity in neurodivergent students could help students in draining anxiety so that they would be able to remember information more easily because it involved the body's senses. TPR could help the students to focus and understand commands better because they learn in a more active and multisensory way. However, some students got bored quickly with activities that are too long, so instructions should be shorter and more structured. In addition to Total Physical Response (TPR), teachers could also apply Multisensory Structured Learning (MSL) to combine visual, kinesthetic, and auditory senses in learning designed to strengthen memory retention and improve the students' focus when learning English (Pérez-Cabello et al., 2024). Furthermore, teachers could also integrate music into English teaching for the students, which aims to improve focus, regulate emotions and strengthen memory retention through activities such as singing and body percussion due to the element of music itself. It has been shown that the students experience improvements in attention, motivation to learn and coordination of movements that support active participation in English language teaching (Kahveci et al., 2024). Moreover, English learning for the students could be done through the use of colored and pictorial flashcards and visual imagination. In addition, there was also the keyword method and concentration technique to encourage students to associate words with pictures or words in their native language. These activities strengthen the students' short-term memory and improve concentration when memorizing English vocabulary (Sabet et al., 2015).

Structured instruction for task management

For the students, structured instruction provides a sense of reassurance, which helps them stay focused and engaged. Teachers could direct students to speak in English, although students often spoke inappropriately. This was done to develop the students' reading skills (Kałdonek-Crnjaković, 2024). Moreover, teachers could use learning instruments with structured reinforcement. This included

continuous reinforcement or reinforcement given every time a student answers correctly, and partial reinforcement or reinforcement given only 20% of the time. Learning could be strictly structured by distinguishing between acquisition and extinction phases (Hulsbosch et al., 2023). Besides that, teachers could use Structured Instructional Support by providing clear explanations and checking students' understanding. The instructional activities are also carried out by using task chunking, such as breaking big tasks into small steps and providing direct feedback to the students (Graham et al., 2022). The use of a consistent instructional structure is essential to assist the students in maintaining their focus and improving their academic success. Zajic et al. (2020) find that the students need explicit instructions and gradual assistance from teachers, such as the students being given two minutes to plan before writing based on some pictures. Teachers provide scaffolded supports to students that allow them to develop writing skills independently while still getting the necessary support. With these strategies, the students could improve focus, reduce confusion, and complete writing tasks more effectively.

Assessment and intervention through feedback

Salehi et al. (2024) affirm that in English language teaching for neurodivergent students, Dynamic assessment (DA) is likely to be used by combining learning and assessment in one activity. It was used to assess the students' reading skills through interactive sessions that combine instructions and evaluation. Moreover, DA can also be provided through mediation, through which teachers actively deliver direct feedback with step-by-step directions ranging from implicit to explicit clues. It is effective in helping students to become more independent in completing tasks, reducing reliance on external assistance over time.

Literacy support for reading and writing development

Reading comprehension was often a challenge for neurodivergent students, which requires specialized support strategies. In English teaching and learning for the students, teachers can use interactive spelling exercises with immediate feedback, besides graphic organizers can also help students plan and visualize ideas when writing such as mindmaps and tables (Kałdonek-Crnjaković, 2024). The application of Precision Teaching (PT) and Frequency Building (FB) could also improve reading skills in the students. In addition, PT and FB approaches were also effective in building reading fluency in some students (Mensi et al., 2022). Additionally, teaching and learning activities consisted of explicit instruction (modeling and guided practice) focused on reading letter sounds using limited time with progress recorded on the Standard Celeration Chart (SCC). Besides that, positive reinforcement is used to motivate students, which contributes to their learning progress. Beike and Zentall (2012) emphasized that the students have better comprehension in high-novelty conditions and worse in low-novelty. In literacy support, teachers need to focus on improving students' reading skills by modifying text content. This could be done by giving students reading texts that have been adapted to be more interesting with the use of emotional language, vivid characters and unexpected events. In contrast, in low-novelty conditions, such as repetitive tasks or monotonous learning, they more easily lose focus and have difficulty in maintaining attention and understanding the material. Therefore, teaching strategies that involve a variety of activities, interactive elements, and experiential approaches can help optimize their understanding.

Personalized learning for self-regulation and learner agency

Personalized learning is very effective for neurodivergent students as it allows them to follow a structured plan and work at their own pace. The use of diary writing and self-evaluation checklist can reflect the learning experience of the students and organize learning strategies independently (Akbasli et al., 2017). There was also a narrative inquiry approach to understand the needs of students by adjusting the instructions. Giving the students the opportunities to control and customize their own learning process could increase motivation, confidence, and self-efficacy. Bolic et al. (2016) underscore that challenges in classroom management, such as difficulties to focus and social interaction, can affect the students' learning, indicating the urgency of learning methods tailored to the individual needs of the students. In addition, personalized and continuous reading instructions provide better impacts for the students (Jitendra et al., 2004), since this allows learning materials and strategies to be aligned with each student's specific needs, learning styles, and challenges.

Technology-assisted learning for adaptive and interactive support

Most students reported that computer reading was more interesting than traditional reading and the use of aids such as electronic dictionaries and annotated texts helped them understand the material better. In addition, the combination of text, images, colors, and mind-maps helped neurodivergent students understand the reading better compared to traditional methods. Digital tools like Edmodo and e-learning platforms kept students engaged by providing structured lessons with integrated activities and assessments. Mind maps, annotated text, and colorful visuals improve reading comprehension by breaking down information into more digestible parts, and computer-based learning programs with immediate feedback allow students to self-correct and track their progress in real time. Interactive features such as computer-based exercises, automatic feedback, and the use of game elements (e.g. scores, challenges) make learning more engaging (Liontou, 2019).

Discussion

Research has highlighted English teaching and learning activities for neurodivergent students. These activities are used to accommodate the needs of the students who experience challenges in learning. The majority of the studies focused on learning strategies that respond to the needs of the students in areas such as attention, motivation and task management. Among the seven main categories identified, game-based learning is the most frequently studied. Research has shown that gamified activities involving points, rewards, competition and collaboration are highly effective in maintaining engagement and improving vocabulary and grammar acquisition (Carrión-Robles & Espinoza-Celi, 2024; Pérez-Cabello et al., 2024). These strategies activate the brain's reward system, which is particularly beneficial for students with ADHD who often need external stimuli to maintain focus.

Multisensory learning is also emerging as a common practice, combining visual, auditory, and kinesthetic modalities to strengthen memory retention and reduce distractions. Methods such as Total Physical Response (TPR) and music-based learning have been shown to improve comprehension and attention (Madjar et al., 2020; Salehi et al., 2024). However, effective implementation of multisensory techniques requires adequate teacher training and access to appropriate resources, an issue highlighted especially in underfunded school environments (Beike & Zentall, 2012).

Structured and strategic instructions play a central role in supporting the students. Studies show that clear and consistent instruction combined with step-by-step guidance and immediate feedback significantly improves students' ability to stay organized and complete language tasks effectively (Graham et al., 2022; Hulsbosch et al., 2023). Likewise, personalized learning strategies, including journal writing and reflective activities, support students' self-regulation and help them regulate their learning pace, preferences and engagement more independently (Akbasli et al., 2017). The need for personalized learning is what neurodivergent students require (Barua et al., 2022).

Assessment and intervention practices such as dynamic assessment (DA) integrate instruction and evaluation in ways that support learning and motivation. This inclusive assessment model, as demonstrated in the study by Salehi et al. (2024), allows the students to improve language outcomes while receiving structured feedback and scaffolding. Meanwhile, literacy support strategies, such as the use of novelty-based materials, enhance comprehension and attention by stimulating interest (Beike & Zentall, 2012; Kałdonek-Crnjaković, 2024).

The role of technology-assisted learning is persistently growing. Digital platforms, multimedia tools and feedback systems support neurodivergent students by offering adaptive, engaging and self-paced instruction (Gkora, 2024; Liontou, 2019). However, unequal access to technology, especially in developing regions, remains a significant challenge (Mohamed et al., 2024). As a result, low-tech strategies such as visual aids, printed materials and hands-on activities remain important alternatives in inclusive classrooms.

Taken together, the seven categories suggest four broader pedagogical principles for inclusive ELT with students with ADHD as shown in Figure 2 below. These principles indicate that effective support should not be treated as isolated techniques, but as an integrated pedagogical system.

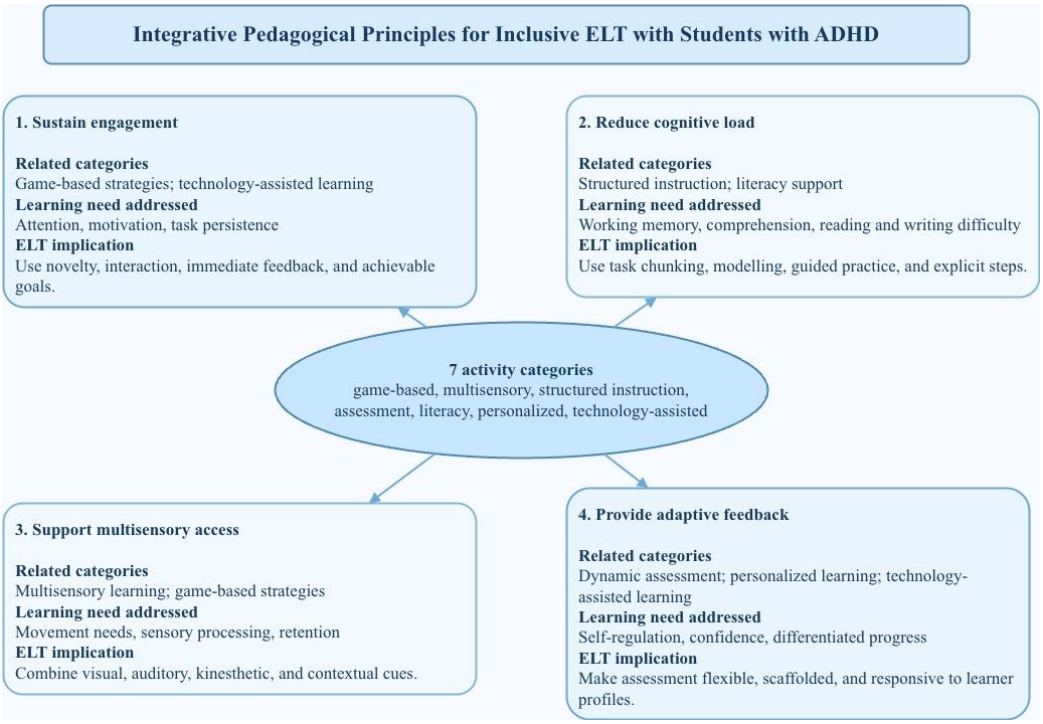


Figure 2. Integrative Pedagogical Principles

CONCLUSION

The results of this study highlighted that teaching and learning activities used by teachers in teaching students with ADHD can be categorized into seven categories, namely literacy support, game-based strategies, multisensory learning, structured and strategic instruction, assessment and intervention, technology-assisted learning, and differentiated support. These four interconnected pedagogical principles synthesize the seven categories identified in the review: game-based strategies, multisensory learning, structured and strategic instruction, assessment and intervention, literacy support, personalized learning, and technology-assisted learning. Rather than demonstrating the universal effectiveness of particular techniques, the findings suggest that inclusive ELT support should be understood as an integrated and context-sensitive approach responsive to learners' attentional, cognitive, linguistic, and emotional needs.

This study underscores the urgency of a comprehensive understanding of EFL learning activities of neurodivergent students. The findings of this study present some insights for teachers, institutions, students, and future research on English language teaching (ELT) with these students. These suggestions aim to improve learning strategies, classroom environment, and the whole learner experience to be more inclusive, which can support the needs of the students in ELT. However, this review is limited by its reliance on English language publications and selected databases, and the uneven publications or the included studies. The included studies also differed considerably in their research designs, educational contexts, samples, language skills, and reported outcomes. Future research should include classroom-based intervention studies, as well as teacher perspectives, learner voices, and comparative research across different ELT contexts.

ACKNOWLEDGEMENT

The authors report no conflict of interests in writing this manuscript.

FUNDING STATEMENT

The authors do not receive any fundings from any agencies or institutions.

REFERENCES

Akbasli, S., Sahin, M., & Gürel, M. (2017). A model to manage EFL learners with ADHD and dyslexia. *Online Submission*, *8*(28), 201-214.

Al-Gailani, L., & Al-Kaleel, A. (2024). The relationship between prenatal, perinatal, and postnatal factors and ADHD: The role of nutrition, diet, and stress. *Developmental Psychobiology*, *66*(8), e70004.

Angelidou, A., & Argyriadis, A. (2023). Attention deficit hyperactivity disorder (ADHD) and deficits in language development. In *Developmental Language Disorders in Childhood and Adolescence* (pp. 121-128). IGI Global.

Barua, P. D., Vicnesh, J., Gururajan, R., Oh, S. L., Palmer, E., Azizan, M. M., Kadri, N. A., & Acharya, U. R. (2022). Artificial intelligence enabled personalised assistive tools to enhance education of children with neurodevelopmental disorders—A review. *International Journal of Environmental Research and Public Health*, *19*(3), 1192.

Beike, S. M., & Zentall, S. S. (2012). "The snake raised its head": Content novelty alters the reading performance of students at risk for reading disabilities and ADHD. *Journal of educational psychology*, *104*(3), 529.

Biabani, M., Walsh, K., Zhou, S.-H., Wagner, J., Johnstone, A., Paterson, J., Johnson, B. P., Matthews, N., Loughnane, G. M., & O'Connell, R. G. (2025). Neurophysiology of perceptual decision-making and its alterations in attention-deficit hyperactivity disorder. *Journal of Neuroscience*, *45*(14).

Bolic, V., Hellberg, K., Kjellberg, A., & Hemmingsson, H. (2016). Support for learning goes beyond academic support: Voices of students with Asperger's disorder and attention deficit hyperactivity disorder. *Autism*, *20*(2), 183-195.

Bury, S. M., Dwyer, P., Flower, R. L., Richardson, E. K., & Spoor, J. R. (2026). Divergent, minority or spicy? Neurodiversity language preference for autistic, ADHD, dyslexic, and autistic+ ADHD people. *Neurodiversity*, *4,* 27546330261430009.

Carrión-Robles, F., & Espinoza-Celi, V. (2024). Strategies for teaching English as a foreign language to a student with attention deficit hyperactivity disorder: a case study in the Ecuadorian context. *Emotional and Behavioural Difficulties*, *29*(3-4), 174-186.

Chrysochoou, M., Zaghi, A. E., & Syharat, C. M. (2022). Reframing neurodiversity in engineering education. *Frontiers in Education, 7,* 995865.

Dunn, D. S., & Andrews, E. E. (2015). Person-first and identity-first language: Developing psychologists' cultural competence using disability language. *American Psychologist*, *70*(3), 255.

Dutt, S. (2009). Striving to promote shared values: UNESCO in the troubled world of the twenty-first century. *India Quarterly*, *65*(1), 83-95.

Fabiano, G. A., Lupas, K., Merrill, B. M., Schatz, N. K., Piscitello, J., Robertson, E. L., & Pelham Jr, W. E. (2024). Reconceptualizing the approach to supporting students with attention-deficit/hyperactivity disorder in school settings. *Journal of school psychology*, *104,* 101309.

Fidosieva, H. R. (2025). Strategies for supporting students with ADHD: Overcoming challenges and enhancing success. *European Journal of Special Education Research*, *10*(8).

Frolli, A., Cerciello, F., Esposito, C., Ricci, M. C., Laccone, R. P., & Bisogni, F. (2023). Universal design for learning for children with ADHD. *Children*, *10*(8), 1350.

Gkora, V. (2024). Advancing ADHD education: Autonomy, technology, and inclusive strategies. *GSC Advanced Research and Reviews*, *18*(3), 101-111.

Graham, L. J., Tancredi, H., & Gillett-Swan, J. (2022). What makes an excellent teacher? Insights from junior high school students with a history of disruptive behavior. *Frontiers in Education, 7,* 883443.

Hoffman, K. (2023). Neurodivergence and personal knowledge management across life domains. *Including Disability*, *3,* 67-89.

Hong, Q. N., Pluye, P., Fàbregues, S., Bartlett, G., Boardman, F., Cargo, M., Dagenais, P., Gagnon, M.-P., Griffiths, F., Nicolau, B., O'Cathain, A., Rousseau, M.-C., & Vedel, I. (2018). *Mixed methods appraisal tool (MMAT), version 2018*. Canadian Intellectual Property Office, Industry Canada.

Hulsbosch, A. K., Beckers, T., De Meyer, H., Danckaerts, M., Van Liefferinge, D., Tripp, G., & Van der Oord, S. (2023). Instrumental learning and behavioral persistence in children with

attention-deficit/hyperactivity-disorder: Does reinforcement frequency matter?. *Journal of Child Psychology and Psychiatry*, *64*(11), 1631-1640.

Jitendra, A. K., Edwards, L. L., Starosta, K., Sacks, G., Jacobson, L. A., & Choutka, C. M. (2004). Early reading instruction for children with reading difficulties: Meeting the needs of diverse learners. *Journal of learning disabilities*, *37*(5), 421-439.

Johnas, A. (2013). Special learning considerations for children with attention deficit hyperactivity disorder. *BU Journal of Graduate Studies in Education*, *5*(1), 35-38.

Kahveci, G., Bozok, N. M., & Özüorçun, F. (2024). Supporting neurodiverse students in the EFL classroom: The integration of music into the practices for educating students with special needs. *International Journal of New Trends in Arts, Sports & Science Education (IJTASE), 13*(2).

Kałdonek-Crnjaković, A. (2024). The effect of ADHD-type behaviours on language skills development in the classroom context from the perspective of Polish EFL teachers. *Ampersand*, *13*, 100190.

Katsarou, D. V., Efthymiou, E., Kougioumtzis, G. A., Sofologi, M., & Theodoratou, M. (2024). Identifying language development in children with ADHD: Differential challenges, interventions, and collaborative strategies. *Children*, *11*(7), 841.

Kofler, M. J., Groves, N. B., Chan, E. S., Marsh, C. L., Cole, A. M., Gaye, F., Cibrian, E., Tatsuki, M. O., & Singh, L. J. (2024). Working memory and inhibitory control deficits in children with ADHD: An experimental evaluation of competing model predictions. *Frontiers in Psychiatry*, *15,* 1277583.

Lagacé-Leblanc, J., Massé, L., & Rousseau, N. (2022). Academic impairments faced by college students with attention-deficit hyperactivity disorder: A qualitative study. *Journal of Postsecondary Education and Disability*, *35*(2), 131-144.

Liontou, T. (2019). Foreign language learning for children with ADHD: Evidence from a technology-enhanced learning environment. *European Journal of Special Needs Education*, *34*(2), 220-235.

Madjar, N., Gazoli, R., Manor, I., & Shoval, G. (2020). Contrasting effects of music on reading comprehension in preadolescents with and without ADHD. *Psychiatry Research*, *291,* 113207.

Mensi, M., Baiocco, R., Otukile-Mongwaketse, M., Paganotti, G. M., & Kubina, R. M. (2022). Improving the reading skills of children with neurodevelopmental disabilities: Preliminary study from Botswana. *Journal of Intellectual Disabilities*, *26*(1), 149-165.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.

Mohamed, A. M., Shaaban, T. S., & Jmaiel, H. A. (2024). EFL special education teachers' perspectives: Evaluating game-based learning for ADHD behavioral disorders. *Journal of Attention Disorders*, *28*(11), 1482-1495.

Mohamed Shaffril, H. A., Samsuddin, S. F., & Abu Samah, A. (2021). The ABC of systematic literature review: The basic methodological guidance for beginners. *Quality & quantity*, *55*(4), 1319-1346.

Mpetha Jr, M., Mapaling, C., Matlakala, F. K., & Grobler, H. (2025). ADHD symptoms and psychosocial challenges: A North-West University case study. *Frontiers in Education, 10,* 1527419.

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., & Brennan, S. E. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, *372.*

Pérez-Cabello, A. M., Gil-Pérez, M., & Oliva-Pérez, F. J. (2024). Teaching English to students with attention deficit hyperactivity disorder (ADHD). *Education in the Knowledge Society*, *25,* e31235.

Perry, R. C., Ford, T. J., O'Mahen, H., & Russell, A. E. (2021). Prioritising targets for school-based ADHD interventions: A Delphi survey. *School Mental Health*, *13*(2), 235-249.

Sabet, M. K., Farhoumand, F., Zafarghandi, A. M., & Naseh, A. (2015). The effect of focus strategies on ADHD students' English vocabulary learning in junior high school. *International Journal of Applied Linguistics and English Literature*, *4*(1), 125-136.

Salehi, H., Khoii, R., Rashtchi, M., & Arjmandnia, A. A. (2024). ADHD learners as victims or survivors in L2 learning contexts: A case of application of dynamic assessment to selective attention and reading comprehension ability. *Asian-Pacific Journal of Second and Foreign Language Education*, *9*(1), 10.

Staff, A. I., Oosterlaan, J., Van der Oord, S., van den Hoofdakker, B. J., & Luman, M. (2023). The relation between classroom setting and ADHD behavior in children with ADHD compared to typically developing peers. *Journal of Attention Disorders*, *27*(9), 939-950.

Storebø, O. J., Andersen, M. E., Skoog, M., Hansen, S. J., Simonsen, E., Pedersen, N., Tendal, B., Callesen, H. E., Faltinsen, E., & Gluud, C. (2019). Social skills training for attention deficit hyperactivity disorder (ADHD) in children aged 5 to 18 years. *Cochrane Database of Systematic Reviews, 6*(6).

Suaybaguio, J. M., Bernardo, J., Serra, J. J., Dimalna, M., Gonzaga, Z., & Maglana, M. (2024). Exploring teachers' experiences in addressing ADHD during the post-pandemic transition. *E-Learning and Digital Media*, 20427530241276155.

Vassiliu, C., Mouzaki, A., Antoniou, F., Ralli, A. M., Diamanti, V., Papaioannou, S., & Katsos, N. (2023). Development of structural and pragmatic language skills in children with attention-deficit/hyperactivity disorder. *Communication Disorders Quarterly*, *44*(4), 207-218.

Zahir, R., Alcorn, A. M., McGeown, S., Mandy, W., Aitken, D., Murray, F., & Fletcher-Watson, S. (2024). Evaluation of wider community support for a neurodiversity teaching programme designed using participatory methods. *Autism*, *28*(6), 1582-1590.

Zajic, M. C., Solari, E. J., McIntyre, N. S., Lerro, L., & Mundy, P. C. (2020). Overt planning behaviors during writing in school-age children with autism spectrum disorder and attention-deficit/hyperactivity disorder. *Research in Developmental Disabilities*, *100*, 103631.