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**The Impact of Attention-Deficit/Hyperactivity Disorder on Language
Learning Difficulties Faced by English as a Foreign Language Pupils**

**The Case of Third-Year Pupils at Al-Mujahid Saqr Mohamed Middle
School, El Khafdji, Ouargla- Algeria**

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Dedication

I thank Allah Almighty first and foremost for all the blessings He has given me and for the strength and help He gave me to finish this work.

*To the hidden hand behind my success, my beautiful mother **Fatima**, my supporter and first teacher, your belief in me is the reason I stand here today. I dedicate my success to the woman who sacrificed everything to see me succeed. I love you.*

To my absent yet always present father, may God have mercy on him, I dedicate this success

I also dedicate this work to my beloved family members from the Djebli and Gouacem families for their endless love and support.

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Abstract

This study investigates the impact of Attention-Deficit/Hyperactivity Disorder (ADHD)-related attention difficulties on English as a Foreign Language (EFL) learning among middle school pupils in Ouargla, Algeria. It examines how these challenges affect classroom participation, vocabulary retention, and writing performance. A convergent parallel mixed-methods design was adopted, using a questionnaire administered to twenty-five EFL pupils and semi-structured interviews with three EFL teachers. Quantitative results showed that pupils experienced difficulty maintaining focus during prolonged classroom tasks and faced significant challenges in retaining newly learned vocabulary after lessons. Writing was identified as one of the most challenging language skills, as many pupils struggled to organize their ideas and avoid spelling and grammar mistakes during writing tasks. Qualitative findings from teachers' interviews revealed that pupils with attention difficulties often require repeated instructions, simplified explanations, and continuous classroom support to remain engaged in learning activities. Teachers also emphasized the importance of adapting instructional practices to meet pupils' learning needs. The study highlights the importance of adopting inclusive pedagogical practices and improving classroom environments to better support pupils with attention difficulties in EFL contexts.

Keywords: *Attention-Deficit/Hyperactivity Disorder; EFL pupils; attention difficulties; vocabulary retention; writing performance.*

List of Abbreviations

ADHD: Attention-Deficit/Hyperactivity Disorder

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

EFL: English as a Foreign Language

ESL: English as a Second Language

SNAP-IV: Swanson, Nolan, and Pelham Rating Scale

WHO: World Health Organization

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General Introduction

General Introduction

1. Background of the Study

Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental condition that affects pupils' cognitive and behavioral functioning in educational settings. The disorder is associated with difficulties in sustained attention, working memory, behavioral regulation, time management, and the ability to follow multi-step instructions, which are crucial for successful learning in the classroom contexts (DuPaul & Stoner, 2014).

In the English as a foreign language (EFL) learning context, these cognitive characteristics significantly influence language learning processes. Within Algerian middle school classrooms, pupils with ADHD experience persistent difficulties in maintaining attention during oral input, identifying grammatical structures, retaining new vocabulary, and organizing ideas for writing tasks. Furthermore, impairments in attention control and impulse regulation affect both language comprehension and production, thereby reducing pupils' overall language performance (Montague, 2007). Given these challenges, particular attention is directed toward vocabulary learning and writing, as both are strongly affected by attention and memory difficulties in EFL contexts.

As a result of these ongoing learning difficulties, repeated academic challenges negatively impact pupils' motivation, self-confidence, and engagement in the learning process (Barkley, 2015). Consequently, Algerian EFL teachers play a central role in adapting instructional practices. While Horwitz (2011) primarily addresses language anxiety, her emphasis on structured learning environments is highly applicable to pupils with ADHD, as these individuals often experience secondary anxiety resulting from their attention difficulties. Such environments enable pupils to better manage behaviors, improve English proficiency, and promote equitable educational outcomes.

2. Statement of the Problem

Although ADHD has been widely examined in general education, its impact on English as a Foreign Language (EFL) learning remains relatively underexplored. In particular, limited research has investigated how attention-related and cognitive difficulties associated with ADHD influence specific language learning processes such as vocabulary retention and writing performance, especially at the middle school level. Vocabulary retention and writing performance were selected for this study because both rely on cognitive processes that are often affected by attention difficulties. Vocabulary learning requires sustained attention and memory, while writing involves planning, organization, and idea development. Focusing on these areas helps to better understand how attention-related difficulties affect the language performance of Algerian EFL pupils.

Furthermore, much of the existing research has been conducted in contexts outside Algeria, with very limited attention given to the Algerian middle school environment. This lack of context-specific research makes it difficult for local teachers to clearly identify pupils' needs and provide appropriate support. In addition, ADHD in this study is approached from an educational perspective rather than a clinical one. It is identified through teacher-observed behavioral indicators, particularly inattention and impulsivity, supported by the Swanson, Nolan, and Pelham (SNAP-IV) scale, rather than formal medical diagnosis.

Therefore, this study examines how attention-related difficulties influence vocabulary learning and writing performance among middle school EFL pupils in Ouargla, while also exploring the strategies teachers use to support them in inclusive classrooms.

3. Aims of the Study

The present study aims to examine the impact of ADHD on English as a Foreign Language (EFL) learning among middle school pupils. Specifically, it aims to:

- Explore the cognitive challenges associated with ADHD, particularly attention deficits and working memory impairments, in EFL contexts.
- Investigate how these cognitive characteristics contribute to writing and vocabulary difficulties among EFL pupils with ADHD.
- Identify the teaching challenges encountered in inclusive EFL classrooms when working with pupils displaying ADHD-related attention difficulties.
- Examine the role of appropriate instructional strategies in addressing learning difficulties experienced by EFL pupils with ADHD.

4. Research Questions

The study aims to answer the following research questions:

RQ1. How do attention difficulties associated with ADHD affect pupils' engagement and participation in EFL classes?

RQ2. How do attention difficulties impact vocabulary acquisition and writing performance among ADHD pupils in EFL settings?

RQ3. How do ADHD pupils perceive the relationship between their attention levels and their overall EFL performance?

RQ4. What strategies do EFL teachers use to support pupils with attention difficulties, and what challenges do they face in implementing them?

5. Research Hypotheses

It is hypothesized that:

H1: ADHD-related attention difficulties may negatively affect pupils' engagement and participation in EFL classes.

H2: Attention difficulties may negatively impact vocabulary acquisition and writing performance among ADHD pupils

H3: ADHD pupils may demonstrate a high level of metacognitive awareness regarding the negative impact of their attention difficulties on their EFL performance.

H4: While EFL teachers possess knowledge of effective strategies for supporting ADHD pupils, systemic constraints may limit their ability to implement these strategies consistently.

6. Significance of the Study

This study is important because it explores how attention-related difficulties linked to ADHD affect vocabulary learning and writing performance among Algerian middle school pupils of English as a Foreign Language (EFL). It provides practical insights that can help teachers better understand these pupils' difficulties and respond to their needs more effectively in the classroom.

The study also contributes to Algerian inclusive education by offering evidence that can support more inclusive teaching practices in regular classrooms. It shows how pupils with attention difficulties can be better supported within the existing school system.

In addition, it contributes to ADHD pedagogy by identifying the main challenges these pupils face in language learning and by pointing to useful teaching strategies, such as giving clear instructions and organizing tasks step by step, to improve their engagement.

Finally, the findings can help improve EFL curriculum design by highlighting the need for more flexible and structured teaching approaches that consider pupils' different abilities.

7. Methodology

Because formal medical diagnoses were not always available in local schools, this study did not rely on the clinical identification of ADHD. Instead, the research was framed from an educational perspective, focusing on observable classroom behaviors through the use of the SNAP-IV teacher rating scale. For this reason, pupils were selected based on teachers' classroom observations of behaviors commonly associated with attention-deficit/hyperactivity disorder, such as inattention, distractibility, and impulsivity, that interfered with classroom learning. This approach allowed the researcher to examine these behaviors in the classroom environment without relying on formal medical diagnosis.

This study adopted a convergent parallel mixed-methods design to examine how attention-related difficulties influenced English as a Foreign Language (EFL) learning in middle schools in Ouargla during the 2025–2026 academic year. The research involved a sample of twenty-five EFL middle school pupils and their teachers. This relatively small sample allowed for a focused examination of pupils exhibiting attention-related learning difficulties in the classroom setting.

Data were collected using two main instruments: a pupils' questionnaire and semi-structured interviews with teachers. The questionnaire explored pupils' difficulties related to vocabulary retention and writing organization and provides insight into classroom challenges and the instructional strategies used to support pupils experiencing attention-related difficulties. The

quantitative and qualitative data were analyzed separately and then compared during the interpretation stage to identify similarities and differences between pupils' responses and teachers' perspectives.

8. Definition of Key Terms

Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental condition characterized by patterns of inattention, hyperactivity, and impulsivity that interfere with daily functioning and academic performance (American Psychiatric Association, 2013).

English as a foreign language (EFL) refers to the teaching and learning of English by non-native speakers in contexts where English is not the primary language of communication (Harmer, 2015).

Language learning challenges refer to obstacles that pupils face in acquiring, understanding, and using a language, which may include difficulties with vocabulary, grammar, comprehension, and communication (Lightbown & Spada, 2013).

Pedagogical challenges are the difficulties that teachers encounter in planning, delivering, and managing instruction effectively, particularly when addressing the diverse needs of pupils, such as those with learning or attention difficulties (Tomlinson, 2014).

Teaching strategies are the structured methods and techniques employed by educators to facilitate learning, improve understanding, and support pupils in overcoming obstacles (Brown, 2007).

9. Organization of the Dissertation

This dissertation is organized into three main chapters, as outlined below:

Chapter One presents the theoretical framework of the study. It reviews the definitions of attention-deficit/hyperactivity disorder, its types and possible causes, and examines its impact on English as a Foreign Language learning. It also discusses the cognitive and linguistic challenges

associated with ADHD, relevant teaching strategies, and an overview of previous studies related to the topic.

Chapter Two describes the research design adopted in the study, the participants involved, the research instruments used for data collection, and the procedures for data analysis. It also outlines the ethical considerations followed during the research process.

Chapter Three presents the analysis of the data collected from the pupils' questionnaire and teachers' interviews and discusses the findings in relation to the research questions. It also provides interpretations of the results and highlights practical recommendations for supporting EFL pupils with attention difficulties.

Chapter One: Literature Review

Chapter One: Literature Review

Introduction

This chapter provides the theoretical foundation of the study by examining the relationship between attention-related difficulties and English as a Foreign Language (EFL) learning. It explains the concept of Attention-Deficit/Hyperactivity Disorder (ADHD), its main types, and its cognitive and behavioral characteristics. The chapter also discusses how difficulties related to attention, working memory, and executive functioning may affect vocabulary learning and writing performance in EFL classrooms. In addition, it highlights the importance of adapting teaching strategies to support pupils with attention difficulties. This study is based on classroom observations of attention-related behaviors rather than formal clinical diagnosis and is directly linked to the research questions of the study.

1.1 Definition of Attention-Deficit/Hyperactivity Disorder

ADHD is a neurodevelopmental disorder with genetic components (American Psychiatric Association, 2013; Barkley, 2006). However, psychologists and educators often look at it differently. They tend to consider ADHD as a specific learning difficulty because of the way it influences pupils' academic performance and their ability to function effectively in the classroom environment (e.g., American Psychological Association, 2020; Kormos, 2017). The World Health Organization (WHO, 2019) states that attention-deficit/hyperactivity disorder affects an individual's capacity to maintain focus, control impulses, and regulate hyperactive behavior. Pupils with ADHD may struggle to stay focused, organize their work properly, or think carefully before responding, especially in structured settings such as schools. These challenges are not representative of a lack of motivation or effort; rather, they are linked to neurobiological differences in brain development that impact executive functions (Nigg, 2017). In school settings, pupils with

ADHD often find it difficult to follow instructions carefully, complete assignments on time, or maintain steady concentration. This makes support and understanding from educators particularly important for their academic success.

When it comes to learning English as a Foreign Language (EFL), these difficulties can become more noticeable. Pupils with ADHD struggle to concentrate during lessons, remember newly introduced vocabulary, following multi-step grammar explanations, or organizing their ideas clearly in writing tasks. Participating in speaking and listening activities can also be challenging, which slows their overall language development and sometimes leads to frustration (WHO, 2019).

1.2 Types and Behavioral Characteristics of Attention-Deficit/Hyperactivity Disorder

ADHD does not manifest in the same way for all individuals. It involves varying patterns of inattention, hyperactivity, and impulsivity, which typically begin in childhood and may continue into adolescence and adulthood. These differences can influence academic achievement, social relationships, and daily functioning (Barkley, 2006). According to the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2013), ADHD is generally classified into three main presentations. Recognizing these different learner profiles is essential for teachers in order to respond effectively to pupils' educational needs (Brown, 2013).

1.2.1 Predominantly Inattentive Type

The predominantly inattentive type is mainly associated with persistent difficulties in sustaining attention and organizing tasks. Individuals may become easily distracted, overlook details, or make careless mistakes, particularly during activities that require prolonged mental effort. They often struggle to follow instructions carefully, forget responsibilities, or misplace essential materials. Brown (2013) explains that these challenges stem from difficulties in regulating attention rather than a lack of intelligence or motivation. In the classroom setting, pupils with this

type may appear quiet or withdrawn, yet they frequently face difficulties completing assignments and managing academic demands.

1.2.2 Predominantly Hyperactive-Impulsive Type

The predominantly hyperactive-impulsive type is characterized by excessive movement and limited impulse control. Individuals may feel restless, fidget frequently, talk excessively, or interrupt others before they have finished speaking. Although visible hyperactivity may decrease with age, an internal sense of restlessness often remains (Barkley, 2006). Impulsive behavior can also affect social interactions, as actions are sometimes taken without considering consequences. In structured environments such as classrooms, these behaviors may interfere with rule-following and sustained engagement in tasks requiring patience and self-regulation.

1.2.3 Combined Type

The combined type includes features of both inattention and hyperactivity-impulsivity. Pupils with this presentation may struggle to maintain focus and organize their work while also displaying restless or impulsive behavior. They may begin tasks without completing them, become easily distracted, and interrupt classroom discussions. Because this type involves difficulties across multiple areas, it can have a broader impact on academic performance and classroom behavior (American Psychiatric Association, 2013). Consequently, pupils with the combined type often require support that addresses both attentional and behavioral challenges.

1.3 Causes of Attention-Deficit/Hyperactivity Disorder (ADHD)

ADHD is a complex neurodevelopmental condition influenced by a mix of biological, brain-related, and environmental factors. Understanding the factors that contribute to ADHD is

essential for accurate identification and for providing appropriate educational support for affected pupils.

1.3.1 Genetic and Family Influences

ADHD often runs in families, indicating that genetic factors play a significant role in its development. Children are more likely to develop ADHD if a parent or sibling has the disorder (Faraone et al., 2005; Thapar et al., 2013). Certain genes that affect dopamine, a brain chemical linked to attention and self-control, increase the likelihood of difficulties in focusing, controlling impulses, and regulating behavior.

1.3.2 Brain Development and Neurotransmitter Differences

Studies have found that people with ADHD often have differences in parts of the brain that control attention, planning, and self-regulation. Regions like the prefrontal cortex, basal ganglia, and cerebellum may develop differently, and brain chemicals like dopamine may not work as efficiently, which can make it harder to stay focused or control impulses (Castellanos et al., 2002; Arnsten, 2009). These differences help explain why pupils with ADHD may struggle with organization, completing tasks, or keeping their attention on classroom activities.

1.3.3 Environmental and Prenatal Factors

Certain prenatal and early-life experiences can increase the risk of ADHD. Exposure to tobacco, alcohol, or other substances during pregnancy has been linked to higher chances of attention and behavior difficulties in children (Linnet et al., 2003). Being born prematurely or with low birth weight, or early exposure to environmental toxins like lead, can also affect brain development and make it harder for children to control attention and behavior (Bhutta et al., 2002; Nigg et al., 2010).

1.3.4 Psychosocial Stressors

While family or social stressors do not directly cause ADHD, they can intensify its symptoms or influence how they are expressed. Children exposed to inconsistent parenting, family conflict, or financial difficulties may experience more pronounced attention and behavioral challenges (Russell et al., 2016). Understanding these influences helps educators and caregivers create structured and supportive environments that enable pupils with ADHD to succeed. In classroom settings, these challenges become more apparent, particularly in foreign language learning, which requires sustained attention, memory, and active participation. As a result, pupils with ADHD may experience additional difficulties in English as a Foreign Language (EFL) classrooms.

1.4 Attention-Deficit/Hyperactivity Disorder (ADHD) and English as a Foreign Language Learning

The relationship between ADHD and English as a Foreign Language learning is examined by highlighting the cognitive challenges and learning difficulties that EFL pupils with ADHD experience.

1.4.1 The Definition of English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to the learning and teaching of English in settings where it is not the dominant language of everyday communication. In such environments, pupils are primarily exposed to English through formal instruction in schools or universities rather than through daily social interaction. According to Richards and Schmidt (2010), a foreign language is learned in a country where it is not widely spoken and where exposure is generally limited to the classroom.

EFL is commonly distinguished from English as a Second Language (ESL). In ESL settings, pupils are immersed in environments where English is used for communication in society, whereas in EFL situations, pupils return to communities where another language remains dominant (Harmer, 2007). This distinction significantly affects the amount of authentic input pupils receive and their opportunities to practice the language beyond academic settings.

Crystal (2003) further explains that English has developed into a global language, which is why many countries include it as a compulsory subject in their educational systems. This global importance increases academic pressure on pupils, including those with ADHD, who are expected to achieve proficiency despite their attention and memory difficulties. In EFL settings, where exposure is limited and learning relies heavily on formal instruction, these cognitive challenges become more pronounced. As Kormos (2017) argues, the lack of natural social immersion in such environments requires pupils to depend more on cognitive resources such as working memory, which is often impaired in pupils with ADHD, making language acquisition particularly demanding for them.

1.5 Cognitive Challenges in ADHD for EFL Pupils

The neurodevelopmental nature of ADHD introduces significant cognitive barriers that impact the language acquisition process. These challenges primarily stem from deficits in executive functioning, which are essential for navigating the complex linguistic demands of an EFL classroom.

1.5.1 Attention Deficits

Attention impairment constitutes one of the core characteristics of Attention-Deficit/Hyperactivity Disorder (ADHD). Individuals with ADHD struggle to sustain attention on goals amid environmental distractions (Barkley, 2015). These attentional control deficits are

closely linked to executive function impairments, particularly in response inhibition and cognitive regulation (Willcutt et al., 2005). Within EFL classroom contexts, sustained attention is essential for processing continuous linguistic input, following extended explanations, and engaging in complex communicative tasks. When attentional regulation is compromised, pupils experience interruptions in information processing, reduced comprehension accuracy, and difficulty maintaining engagement across instructional sequences. Such patterns reflect neurodevelopmental differences in executive control rather than reduced motivation or effort.

1.5.2 Working Memory Deficits

Working memory impairment is one of the most consistently reported cognitive deficits in individuals with ADHD. A meta-analysis conducted by Martinussen et al. (2005) identified significant weaknesses in both verbal and visuospatial working memory among children and adolescents with ADHD compared to typically developing peers. Further research has shown that these working memory limitations contribute substantially to academic underachievement in this population (Rapport et al., 2008).

Working memory plays a critical role in learning processes that require the temporary storage and manipulation of information. Limitations in this domain reduce pupils' ability to retain instructions, integrate new material, and sustain organized performance across complex tasks (Martinussen et al., 2005; Rapport et al., 2008). These difficulties in attention and working memory directly affect pupils' performance in the classroom. In EFL contexts, such cognitive challenges often lead to learning difficulties, particularly in writing and vocabulary acquisition.

These cognitive challenges can be better understood through executive function theory. According to Russell A. Barkley (1997, 2015), ADHD is primarily associated with deficits in executive functioning, particularly behavioral inhibition. Barkley's executive inhibition model explains that difficulties in inhibiting responses and regulating attention directly affect working

memory and goal-directed behavior, which are essential for language learning tasks in EFL contexts. These cognitive deficits provide the theoretical basis for exploring the practical learning difficulties that characterize the experience of EFL pupils with ADHD.

1.6 Learning Difficulties among EFL Pupils with ADHD

Pupils with ADHD frequently experience academic difficulties that extend beyond simple distractibility. In an EFL classroom, learning English requires focus, memory, organization, and planning. Pupils with attention-deficit difficulties often experience difficulties in planning, organizing, and editing ideas. These challenges reflect the underlying characteristics of the disorder rather than a lack of ability or effort.

1.6.1 Writing Difficulties

Writing is particularly demanding for pupils with ADHD because it involves multiple mental processes at once. Pupils must plan ideas, organize them logically, select the right words, and check grammar and spelling. For pupils who have difficulties with impulse control or sustaining effort, this can be especially challenging.

Research shows that executive function difficulties can interfere with writing skills (Barkley, 2015). Pupils may start a task without planning, lose track of their ideas, or produce poorly organized text. They may also leave assignments unfinished or struggle to revise their work carefully. Writing in a foreign language adds another layer of difficulty, as pupils must juggle grammar, vocabulary, and sentence structure while trying to express their ideas. Weak memory and attention control can result in incomplete sentences, repeated errors, or short and fragmented texts (Alloway & Alloway, 2010). Therefore, writing difficulties are strongly linked to the cognitive and organizational challenges caused by the disorder.

1.6.2 Vocabulary Difficulties

Vocabulary learning represents another area of difficulty for pupils with ADHD. Acquiring new words requires repeated exposure, sustained attention, and the ability to remember meanings, pronunciation, and usage. Pupils who experience attention and memory difficulties often struggle to retain and recall newly learned vocabulary, which slows their language development.

According to Nation (2013), successful vocabulary learning depends on regular practice and active engagement with words. For pupils with ADHD, maintaining focus long enough to benefit from repetition becomes challenging, and newly learned words are often forgotten quickly. Missing small details during lessons also creates gaps in understanding word meanings or usage. Over time, these gaps limit pupils' ability to express their ideas clearly in speaking and writing tasks, which affects confidence and classroom participation.

From a cognitive perspective, vocabulary acquisition can be further explained through working memory theory. According to Alan Baddeley (2000), vocabulary learning relies heavily on the phonological loop, a component of working memory responsible for the temporary storage and rehearsal of verbal information. This system enables pupils to retain and mentally repeat the sounds of new English words until they are encoded in long-term memory. However, in pupils with ADHD, difficulties in attention regulation and executive control can reduce the efficiency of this rehearsal process. As a result, pupils struggle to maintain phonological information long enough for successful encoding, which leads to difficulties in retaining and recalling new vocabulary. These vocabulary-related difficulties not only affect pupils' language development but also create additional challenges for teachers in managing classroom instruction and supporting diverse learning needs.

1.7 Teaching Challenges Associated with ADHD in EFL Contexts

Teaching pupils with attention-deficit/hyperactivity disorder in an EFL classroom presents several challenges for teachers. These difficulties are not limited to student behavior, but also affect lesson flow and classroom interaction. Because foreign language learning requires continuous engagement and active participation, the characteristics of the disorder can make teaching more demanding.

One major challenge is maintaining consistent classroom attention. EFL lessons often include listening activities, grammar explanations, reading passages, and written tasks. Pupils with the disorder may struggle to stay focused throughout these activities. They might miss important instructions, lose track of tasks, or shift attention quickly from one stimulus to another. According to DuPaul and Stoner (2014), pupils with ADHD frequently show difficulties in sustaining attention during academic tasks, which directly impacts classroom learning. For teachers, this means that lesson continuity can be interrupted, and instructions may need to be repeated multiple times.

Another challenge is classroom management. Impulsivity and hyperactive behavior can disrupt the learning environment. Some pupils may speak without waiting for their turn, interrupt classmates, or move frequently during lessons. Barkley (2015) explains that impulsive behavior is a core feature of the disorder, often resulting in difficulty following classroom rules. In an EFL context, where communication and interaction are essential, such behaviors can interfere with group work, discussions, and pair activities. Teachers may find it difficult to maintain balance between encouraging participation and managing classroom disruptions.

In addition, task completion can become a concern. Foreign language learning often involves written exercises, structured activities, and homework assignments. Pupils with attention-related difficulties may leave tasks unfinished, rush through assignments, or make careless mistakes. These patterns can create additional pressure for teachers, who must monitor progress

closely while managing the needs of the entire classroom. Because these challenges affect both teaching and learning in the classroom, it is important for teachers to adapt their instructional practices. For this reason, different strategies have been introduced to support pupils with ADHD and help them succeed in EFL classrooms.

1.8 Teaching Strategies for EFL Pupils with ADHD

Research in inclusive and language education emphasizes the importance of adapting instruction for pupils with attention-deficit/hyperactivity disorder. Because these pupils often experience ongoing difficulties with attention regulation and executive functioning, teachers are encouraged to use structured and engaging strategies that can better support their academic progress and classroom participation (DuPaul & Stoner, 2014). In EFL classrooms, the literature highlights a range of instructional strategies designed to support pupils with attention difficulties, including approaches that facilitate vocabulary learning, support writing development, organize the classroom environment, and encourage interactive communicative activities.

1.8.1 Vocabulary Instruction Strategies

Research on vocabulary instruction for pupils with attention-deficit/hyperactivity disorder indicates that structured, meaning-based approaches are more effective than traditional decontextualized memorization techniques. Vocabulary acquisition requires sustained attention and working memory engagement, both of which are frequently reported as areas of difficulty in pupils with ADHD. Studies emphasize the importance of explicit attention to word form, meaning, and contextual usage, as well as systematic connections between new lexical items and prior knowledge to promote deeper processing (Aini & Prasetyowati, 2019). In addition, visual supports and semantic mapping have been identified as strategies that reduce cognitive load by organizing

lexical information in structured formats. Context-based and cognitively structured vocabulary instruction is therefore considered beneficial for pupils with ADHD. These strategies have been shown to be effective in enhancing vocabulary retention and reducing cognitive load among pupils with attention difficulties. However, their effectiveness depends on classroom conditions such as time availability and class size. In the Algerian EFL context, where classrooms are often large, the implementation of individualized and structured vocabulary support may present practical challenges.

1.8.2 Writing Instruction Strategies

Studies examining writing development in pupils with attention-deficit/hyperactivity disorder report that structured and strategy-based approaches improve writing performance. Writing involves planning, organizing ideas, monitoring progress, and maintaining attention, which are areas commonly affected in pupils with ADHD (Barkley, 2015). Research on Self-Regulated Strategy Development (SRSD) demonstrates that explicit instruction in planning, drafting, and revising strategies contributes to improvements in text organization and overall writing quality (Graham & Harris, 2005). This instructional model includes modeling writing strategies, providing guided practice through clearly defined steps, and gradually supporting independent strategy use. Furthermore, classroom-based intervention research indicates that dividing writing tasks into smaller components and offering clear procedural guidance supports task completion and textual coherence among pupils with attention difficulties (DuPaul & Stoner, 2014). Collectively, these findings underscore the role of structured writing strategies in reducing cognitive demands and promoting more consistent written performance in pupils with ADHD. Although these strategies have demonstrated effectiveness in improving writing outcomes, their implementation requires sufficient instructional time and teacher guidance. This may limit their

applicability in Algerian middle school classrooms, where teachers often face heavy curricula and limited time for individualized support.

1.8.3 Classroom Environment and Strategic Seating in EFL Classrooms

Empirical research on classroom organization for pupils with attention-deficit/hyperactivity disorder shows that physical seating arrangements influence attention and engagement. Pupils with ADHD often display reduced sustained attention during lessons, which can affect participation and task performance (Szép et al., 2021). Studies indicate that placing pupils near the teacher or at the front of the classroom reduces external distractions and supports processing of oral and visual instructions. Seating pupils next to attentive peers has also been associated with increased cooperation and more active participation in group tasks. In addition, providing quiet, low-distraction areas for individual activities has been shown to support concentration and task completion. A structured classroom environment and strategic seating arrangements can support attentional engagement in EFL classrooms. While these strategies can be effective in improving attention and classroom participation, their implementation is often constrained by physical classroom conditions. In many Algerian schools, large class sizes and limited space reduce the feasibility of flexible seating arrangements and individualized classroom organization.

1.8.4 Interactive and Communicative Activities

Research on interactive and communicative instructional methods for pupils with ADHD emphasizes the benefits of active learning techniques for engagement and language performance. Role-play exercises and collaborative group activities allow pupils to use the target language meaningfully, supporting both attention and cognitive processing (DuPaul & Stoner, 2014). Studies also report that dividing lessons into shorter, varied tasks and incorporating game-based activities

helps maintain attention and reduces cognitive load, particularly for pupils with working memory limitations. These strategies provide structured, context-rich opportunities for practice, which contribute to improvements in listening, speaking, and writing performance. Collectively, the evidence indicates that interactive and communicative instructional methods enhance both engagement and learning outcomes in EFL classrooms for pupils with ADHD. These approaches are generally effective in increasing engagement and sustaining attention; however, their success depends on effective classroom management and teacher preparedness. In the Algerian EFL context, limited resources and varying levels of teacher training affect the consistent implementation of such interactive strategies. While these strategies highlight ways to support pupils with ADHD in EFL classrooms, it is important to examine how such approaches have been applied and evaluated in previous research

1.9 Review of Previous Studies

A review of previous studies is provided to highlight research findings related to ADHD and language learning, with particular attention to learning difficulties and effective teaching strategies.

1.9.1 Studies Reporting Learning Difficulties and Negative Impacts

Several studies have examined how attention and self-regulation difficulties affect pupils in EFL classrooms. Kałdonek-Crnjaković (2022) found that pupils with attention difficulties often struggle to remain engaged in language tasks, which leads to inconsistent performance in speaking, listening, and reading. These pupils usually need more guidance and monitoring to stay focused and complete their work. This shows that attention problems can directly interfere with the continuous effort required in foreign language learning. The same study also indicated that

inattention and impulsivity negatively affect pupils' ability to organize tasks, follow instructions, and finish assignments on time. Teachers also reported that these behaviors sometimes disturb the general classroom environment, making it harder to maintain lesson flow. This suggests that the impact of ADHD-related behaviors is not limited to the individual learner but can also influence classroom dynamics. Indrawati (2023) reached similar conclusions in her qualitative study of inclusive English classrooms. She reported that teachers often need to devote extra time and effort to support pupils with attention difficulties, which can interrupt the pace of instruction. Although the present study focuses on middle school EFL pupils, some previous research conducted at the university level has shown that pupils with attention disorders continue to face difficulties in grammar, writing tasks, and time management (Mohamed et al., 2024). These findings across different educational levels suggest that attention-related challenges may persist if they are not addressed through appropriate support. However, many of these studies were conducted in contexts outside Algeria, and few have specifically explored how attention deficits and working memory difficulties relate to vocabulary retention and writing performance at the middle school level. This indicates a need for further research in this particular educational setting, especially in relation to studies that report successful learning through the use of effective instructional strategies.

1.9.2 Studies Reporting Successful Learning through Effective Strategies

Despite the challenges described above, a number of studies indicate that appropriate instructional strategies can significantly improve learning outcomes for pupils with attention difficulties. Layachi (2022), for example, examined the use of drama-based activities in Algerian EFL classrooms and found that structured role-play activities increased pupils' engagement and participation. Following the implementation of these activities, improvements were observed in

reading, listening, and speaking performance, while classroom interaction became more dynamic and collaborative.

Similarly, Indrawati (2023) reported that guided vocabulary practice and memory-support activities helped pupils maintain focus and participate more actively in English lessons. These instructional practices provided clearer structure during learning tasks and contributed to better vocabulary retention among pupils with attention difficulties.

Additional research also highlights the benefits of interactive and game-based instructional approaches. Mohamed et al. (2024) found that collaborative activities and structured classroom interaction increased motivation and participation among pupils with attention disorders. Such approaches provide opportunities for active engagement with the target language and support sustained attention during classroom activities.

Although these studies demonstrate the positive impact of targeted teaching strategies, limited research has explored how such approaches are applied specifically in Algerian middle school EFL classrooms. Therefore, further investigation is required to better understand how teachers address vocabulary and writing difficulties related to ADHD in this educational context.

Conclusion

This chapter reviewed the main theoretical background related to ADHD and its connection to EFL learning. It explained what ADHD is, its different types, and the cognitive challenges it creates, particularly in attention and working memory. These difficulties strongly affect language learning, especially in areas such as vocabulary, writing, and classroom participation.

The chapter also demonstrated that pupils with ADHD face significant challenges in EFL classrooms, but these challenges are not due to lack of ability. Rather, they are linked to how the disorder affects focus, organization, and self-regulation. At the same time, previous studies suggest

that appropriate teaching strategies—such as structured environments and interactive activities—can make a positive difference.

Chapter Two: Research Methodology

Introduction

This chapter outlines the methodological framework adopted in the present study. It explains the research design, the population involved in the study, and the sampling procedure used to select participants. It also describes the instruments used to collect the data, namely the pupils' questionnaire and the teachers' semi-structured interview. In addition, the chapter outlines the procedures followed during data collection and the methods used to analyze the data. Finally, it discusses the pilot study, the reliability of the questionnaire, and the ethical considerations respected throughout the research process.

2.1 Research Design

This study adopts a convergent parallel mixed-methods design, combining quantitative and qualitative approaches within a single framework to provide a comprehensive understanding of the research problem. According to Creswell and Creswell (2018), this design allows researchers to collect both types of data simultaneously and integrate the results during interpretation. It was chosen because it supports a deeper understanding of the research objectives by combining numerical data with contextual insights.

Specifically, the study examines how attention-deficit/hyperactivity disorder influences English as a Foreign Language (EFL) learning in middle schools in Ouargla during the 2025–2026 academic year. Both types of data were collected during the same phase of the research process but analyzed separately before being integrated during interpretation.

The quantitative component relies on a pupils' questionnaire that investigates pupils' difficulties in vocabulary retention and writing organization. The qualitative component consists of semi-structured interviews with English language teachers focusing on classroom experiences with pupils showing attention-related difficulties.

2.2 Population and Sampling

This section describes the participants and the sampling procedure used in the study. It explains how the target group was identified and selected in relation to the research objectives.

2.2.1 Population

The population consists of middle school pupils studying English as a Foreign Language in Ouargla, along with their English language teachers. At this level, pupils are expected to develop essential language skills such as vocabulary knowledge and writing ability. However, some pupils experience attention-related difficulties that may affect their classroom performance. Teachers working with these pupils may play an important role in observing learning behaviors and supporting them during language activities.

2.2.2 Sampling

The study involves a sample of twenty-five EFL pupils and three EFL teachers from Al-Mujahid Saqr Mohamed Middle School, El Khafdji, Ouargla, Algeria. The pupils were aged approximately 13–14 years and included both male and female participants. The relatively small sample size is appropriate for this study because the focus is on understanding pupils' difficulties in their real classroom context rather than producing general statistical results. According to Creswell (2014) and Creswell and Creswell (2018), small samples are commonly used in mixed-methods research when the aim is to understand pupils' difficulties in depth within their real classroom context. For this reason, the study focuses more on depth of analysis. In addition, only a limited number of pupils were included because attention-related difficulties are not found in all pupils, but only in a smaller group within the classroom.

The sample was selected using purposive sampling, as the study targeted participants who are directly relevant to the research objectives. Formal medical diagnoses are not always available in school settings; therefore, the study does not rely on clinical identification of ADHD. Instead, pupils were identified based on teachers' classroom observations, supported by the Swanson, Nolan, and Pelham Rating Scale SNAP-IV, completed by the participating English language teachers to identify recurring behaviors such as inattention, distractibility, impulsivity, and difficulty sustaining focus. The scale was used only as a screening support and not for clinical diagnosis. The study focuses mainly on qualitative depth, while the quantitative data is used to support the findings. These participants provided the data required for the research through the use of different collection instruments.

2.3 Research Instruments

Two main instruments were used: pupils' questionnaire and semi-structured interviews with teachers. The questionnaire provides structured data about pupils' experiences in EFL learning, while the interviews offer detailed insights into classroom challenges and teaching strategies used to support pupils with attention-related difficulties. The data collected through these instruments were analyzed using both quantitative and qualitative procedures.

2.3.1 Teachers' Interview

Semi-structured interviews were conducted with English language teachers to explore their perspectives on teaching pupils with attention-related difficulties. This guide included an introduction, a set of main questions, and follow-up prompts to help teachers explain their ideas in more detail. The use of this guide allowed the researcher to cover the same topics with all participants while still giving them the flexibility to express their experiences. This approach also helped to collect qualitative data that supports the results obtained from the pupils' questionnaire.

2.3.2 Pupils' Questionnaire

The questionnaire was designed to collect information about pupils' experiences, which allows the researcher to identify patterns in attention-related difficulties during EFL learning. The questions examine pupils' difficulties related to vocabulary retention and writing organization, two areas that often present challenges for pupils who struggle with attention and concentration. The questionnaire also explores classroom engagement and learning behaviors that influence pupils' performance during language activities. Using the questionnaire allows structured data collection from multiple participants.

The questionnaire items were measured using a five-point Likert scale, which was adopted to measure the frequency of pupils' experiences related to attention difficulties, vocabulary retention, and writing performance.

2.4 Data Analysis Methods

This study adopts a convergent parallel mixed-methods design (Creswell & Creswell, 2018), combining quantitative and qualitative analysis to better understand the research problem. Quantitative data from the pupils' questionnaire were analyzed using IBM SPSS Statistics. Since the instrument used a five-point Likert scale, the data were ordinal, and no parametric tests were applied. Instead, descriptive statistics—frequencies, percentages, means, and standard deviations—were used to summarize responses.

The variables were operationalized according to the research objectives. Attention difficulties were measured through items related to focus and distraction. Vocabulary learning focused on retention and repetition. Writing performance examined organization and error frequency.

To complement the quantitative results and provide deeper insight into the findings, qualitative data from the teachers' interviews were analyzed using NVivo through inductive thematic analysis to identify recurring themes related to classroom challenges and instructional strategies. The findings from both datasets were then compared to highlight similarities and differences in how attention difficulties affect EFL learning. These analytical procedures were supported by a systematic process of data collection conducted during the academic year.

2.5 Data Collection Procedures

The data collection process was conducted in several stages during the 2025–2026 academic year. First, the research instruments were prepared and reviewed to ensure that the items were clear and aligned with the study objectives. Following the convergent parallel mixed-methods design, both quantitative and qualitative data were collected within the same period. The process began with the administration of the questionnaire to the selected pupils during their regular school hours. After that, and within the same timeframe, semi-structured Interviews were conducted with teachers to gain deeper insight into classroom practices and challenges related to attention difficulties.

2.6 Pilot Study

Before the main data collection, a pilot study was conducted to evaluate the clarity, suitability, and reliability of the research instruments. It involved five (5) EFL pupils from Al-Mujahid Saqr Mohamed Middle School, El Khafdji, Ouargla, Algeria. These pupils belonged to a different class group and were excluded from the final study sample to prevent potential response bias and ensure that pilot participation did not influence the main data collection process. The

primary objective was to ensure that the questionnaire items were easily understood by the target pupils to avoid participant confusion.

The pilot data were also used to assess the internal consistency of the questionnaire. This was measured using Cronbach's alpha (α), a statistical coefficient used to evaluate the reliability of a scale. The results showed alpha values ranging from 0.72 to 0.84. According to Hair et al. (2019), a Cronbach's alpha coefficient above 0.70 indicates acceptable internal consistency. These results confirmed that the instrument was reliable for measuring the impact of attention difficulties on EFL learning behaviors.

2.7 Reliability of the Questionnaire

The reliability of the pupils' questionnaire was evaluated by examining its internal consistency using Cronbach's alpha (α) coefficient. The analysis was conducted during the pilot phase using IBM SPSS Statistics. Based on the guideline suggested by Hair et al. (2019), a minimum acceptable value of 0.70 was adopted. The results showed that all four constructs achieved acceptable to good levels of internal consistency, with Cronbach's alpha values ranging from 0.722 to 0.840, as presented in Table 1. These results indicate that the questionnaire is a reliable and stable instrument for the purposes of this study.

Table 1

Reliability Analysis for the Questionnaire Constructs

	Cronbach's alpha	Number of Items
Attention in English Language Class	0.840	4

Vocabulary Challenges	0.741	5
Writing Challenges	0.813	5
Overall Impact	0.722	4

2.8 Validity of the Instruments

Content validity was established through a review of relevant literature on attention difficulties and EFL learning challenges, which guided the development of the questionnaire and interview guide. The instruments were also reviewed by the supervisor, who checked their clarity and relevance to the research aims, helping to ensure they were suitable for the study.

Face validity was checked during the pilot study by examining whether the questionnaire items were clear and easy for participants to understand. Based on the feedback received, some items were revised to improve wording and make them more accessible to middle school pupils.

Construct validity was addressed by linking the questionnaire items to the main research variables. Each section was designed to measure a specific aspect of the research focus, ensuring that the data collected matched the objectives of the study.

Pilot feedback was also taken into account in refining the final version of the instruments, particularly by simplifying unclear items and improving their readability.

2.9 Ethical Considerations

Ethical principles were respected throughout the research process. Official authorization was obtained from the University of Kasdi Merbah, Ouargla, allowing the researcher to access the middle school and conduct the study. Permission was also obtained from the school administration before the data collection process began. Participation in the study was voluntary, and all participants were informed about the purpose of the research.

Since the study involved middle school pupils, they were informed one day before data collection through their teachers and asked to seek permission from their parents to participate in the study. They were also informed that they had the right to withdraw at any time without any consequences. In addition, they were briefly informed in simple terms about the study, and their verbal assent was obtained before participation to ensure their willingness.

The collected data were used only for academic purposes, and participants' identities remained anonymous to ensure confidentiality. In addition, the data were stored securely and will be retained for one year before being permanently deleted.

Conclusion

This chapter has presented the methodological framework used to investigate the impact of ADHD on EFL learning. It described the convergent parallel mixed-methods design, the participant selection process, and the research instruments employed, providing a rigorous framework for data collection and analysis. The pilot study, instrument reliability, and ethical considerations highlight the commitment to academic integrity and procedural accuracy throughout the research. With these methodological foundations established, the following chapter presents the findings, offering a detailed analysis and interpretation of data collected from both pupils and teachers.

Chapter Three: Results and Discussion

Chapter Three: Results and Discussion

Introduction

This chapter presents the analysis and discussion of the study's results. It begins with insights from the pupils' questionnaires, followed by the teachers' interviews. Furthermore, the results are interpreted in relation to the research questions and supported by previous studies on attention difficulties in EFL learning (Kałdonek-Crnjaković, 2022). Finally, the chapter highlights the recommendations for teaching practices based on the collected data.

3.1 Analysis of Pupils' Questionnaire

3.1.1 Demographic Information

Table 1 presents the demographic characteristics of the sample (N = 25). Regarding gender distribution, the sample included a slightly higher number of male participants (56%, n = 14) than female participants (44%, n = 11). In terms of age, most participants were 14 years old 92% (n = 23), while only 8% (n = 2) were 13 years old. Regarding class level, all participants (n = 25) were 3rd year MS pupils. This result is expected since the study focused on a single grade level. Finally, concerning the duration of English study, 96% (n = 24) of the participants had studied English for three years, whereas only 4% (n = 1) had studied it for more than three years.

Table 1

Demographic Characteristics of the Study Sample: (N= 25)

Variable	Category	Frequency	Percentage (%)
Gender	Male	14	56%
	Female	11	44%
Age	13	2	8%
	14	23	92%
Class	3 rd year MS	25	100%
Years of English learning	3 years	24	96%
	3 years +	1	4%

Note. MS = Middle School

3.1.2 Attention in English Language Class**3.1.2.1 Focus during EFL Lessons.**

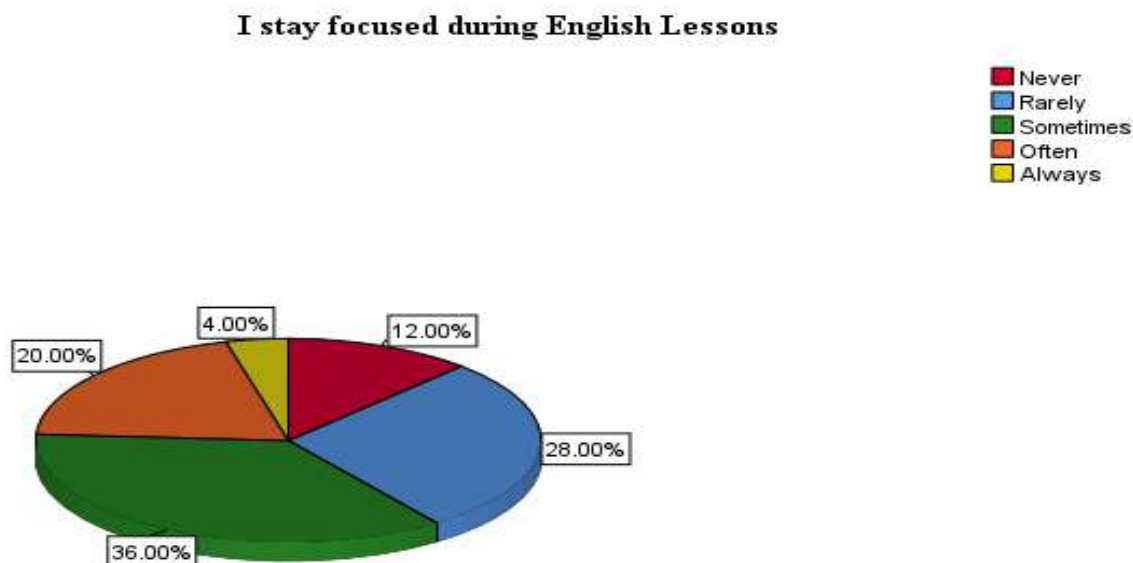
Figure 1 presents participants' self-reported ability to focus during English lessons. According to the results, most pupils reported moderate levels of attention in class. Specifically, 36% of pupils indicated that they sometimes stay focused during lessons, while 28% reported rarely being able to maintain attention. In addition, 20% of pupils stated that they are usually attentive during classroom activities. Only 12% of participants reported never paying attention, whereas 4% indicated that they always remain focused during class.

The results indicate variability in learners' attention during English lessons. The high number of "sometimes" and "rarely" answers suggests that pupils' focus changes depending on the type

of activity and the classroom situation. In other words, attention is not steady, and it goes up and down during different tasks.

Figure 1

Pupils' self-reported focus during English lessons. (1 = Never, 5 = Always).



3.1.2.2 Distraction during English Class

Table 2 reveals that descriptive statistics were used to analyze pupils' distraction levels. For this item, the obtained mean was $M = 3.12$ ($SD = 1.13$) using a sample of $N = 25$. The mean falls somewhat above the middle point of the scale (3), meaning that pupils have a moderate level of distractions skewed towards the higher values. These results suggest a moderate level of distraction among the participants. The relatively high standard deviation ($SD = 1.13$) indicates variation in pupils' responses regarding distraction during English lessons. This suggests considerable variation in pupils' experiences of distraction during English lessons.

Table 2
Pupils' Levels of Distraction during English Lessons (N = 25)

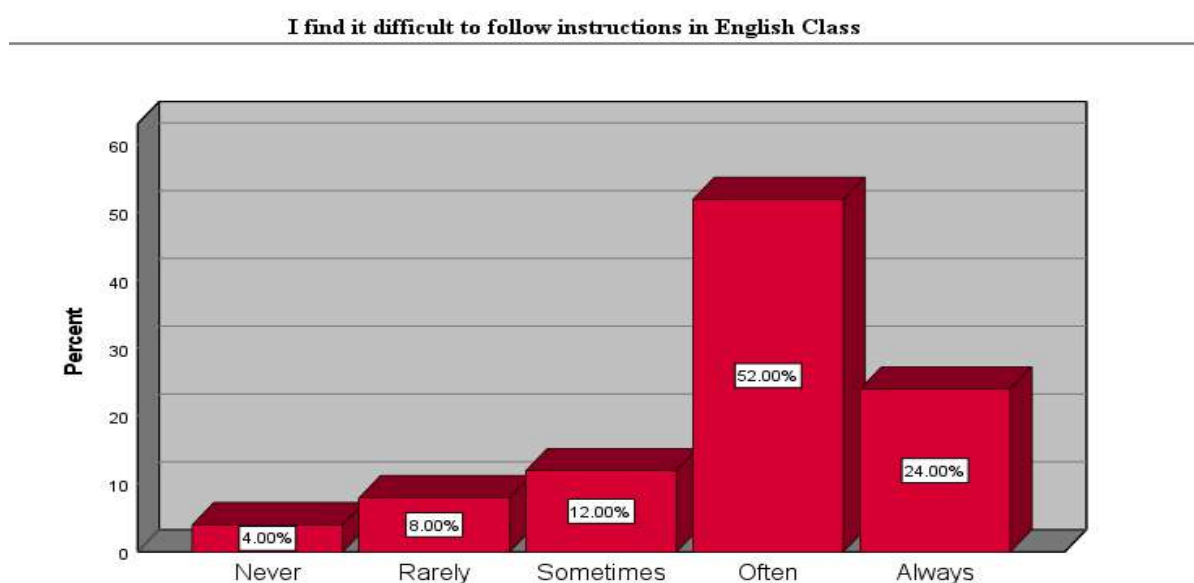
	N	Mean	Std. Deviation
ATT2	25	3.12	1.13
Valid N (listwise)	25		

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

3.1.2.3 Difficulty Following Instructions during EFL Class

Figure 2 shows that 76% of participants often or always experience difficulty following instructions during English classes (52% often and 24% always). In contrast, only 12% reported rarely or never experiencing this difficulty, while another 12% selected sometimes. These results indicate that difficulty following instructions is a frequent challenge for many pupils.

Figure 2
Difficulty Following Instructions (1 = Never, 5 = Always)



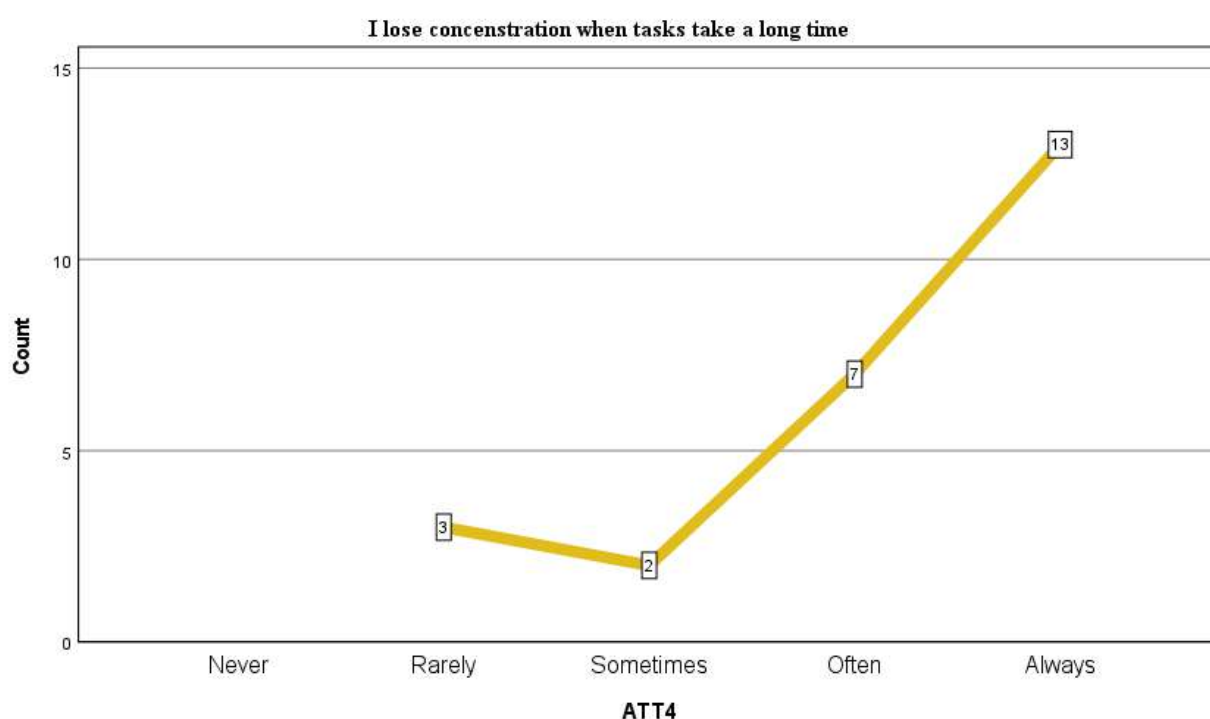
A similar pattern can also be observed in sustained attention during longer tasks.

3.1.2.4 Loss of Concentration during Prolonged Tasks

Figure 3 shows that among the 25 pupils, none reported “never” losing concentration during prolonged tasks. The majority of participants (80%) experienced this difficulty frequently, with 52% selecting “always” and 28% selecting “often.” These findings indicate that sustaining attention during long classroom activities is a persistent challenge for almost all participants.

Figure 3

Concentration loss during Lessons (1 = Never, 5 = Always)



3.1.3 Vocabulary challenges

3.1.3.1 Remembering New English Words from Class

Table 3 presents pupils’ responses regarding their ability to remember new English words learned during classroom lessons. Nearly half of the participants (48%) reported that they never experience difficulty remembering new vocabulary during classroom activities, while 24% selected rarely. In contrast, 16% stated that they sometimes face this difficulty, and 12% reported experiencing it often. No participant selected always. These findings suggest that many pupils are

able to remember new vocabulary during the lesson itself. However, some pupils still experience occasional difficulties in vocabulary retention, particularly after classroom activities. This indicates that immediate understanding of vocabulary may not always lead to long-term retention.

This issue becomes more evident when examining vocabulary retention after lessons.

Table 3
Difficulty Remembering New English Words from Class

		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	12	48.0	48.0	48.0
	Rarely	6	24.0	24.0	72.0
Valid	Sometimes	4	16.0	16.0	88.0
	Often	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

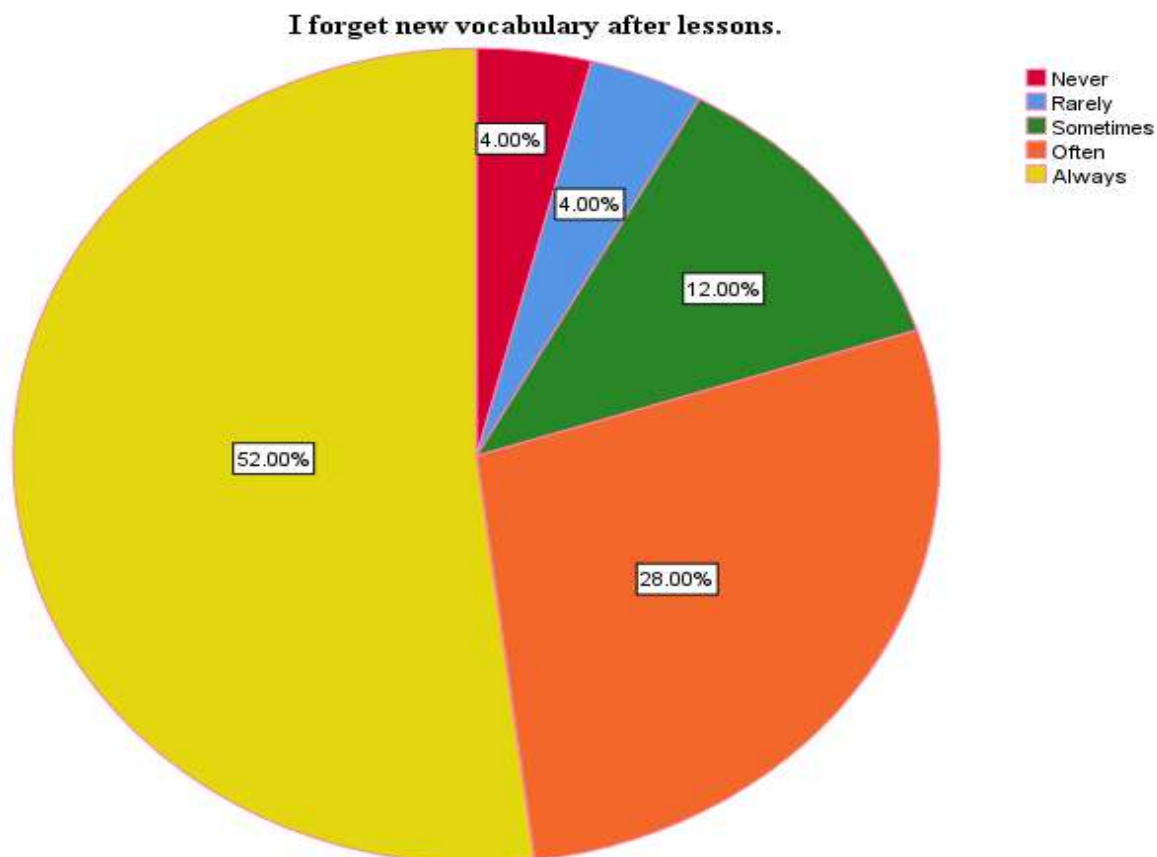
3.1.3.2 Forgetting New Vocabulary after Lessons

As illustrated in Figure 4, most participants reported difficulties remembering new vocabulary after lessons. More than half of the pupils (52%) stated that they always forget new English words after class, while 28% reported experiencing this problem often. In addition, 12% indicated that they sometimes forget vocabulary after lessons, whereas only 4% selected rarely and another 4% selected never. The responses demonstrate that retaining new vocabulary after lessons remains a major challenge for many pupils.

Although some pupils appear able to understand vocabulary during classroom activities, maintaining this vocabulary in long-term memory seems more difficult. This suggests that immediate understanding does not always result in long-term retention.

Figure 4

Pupils' levels of vocabulary forgetting after lessons (1 = Never, 5 = Always)



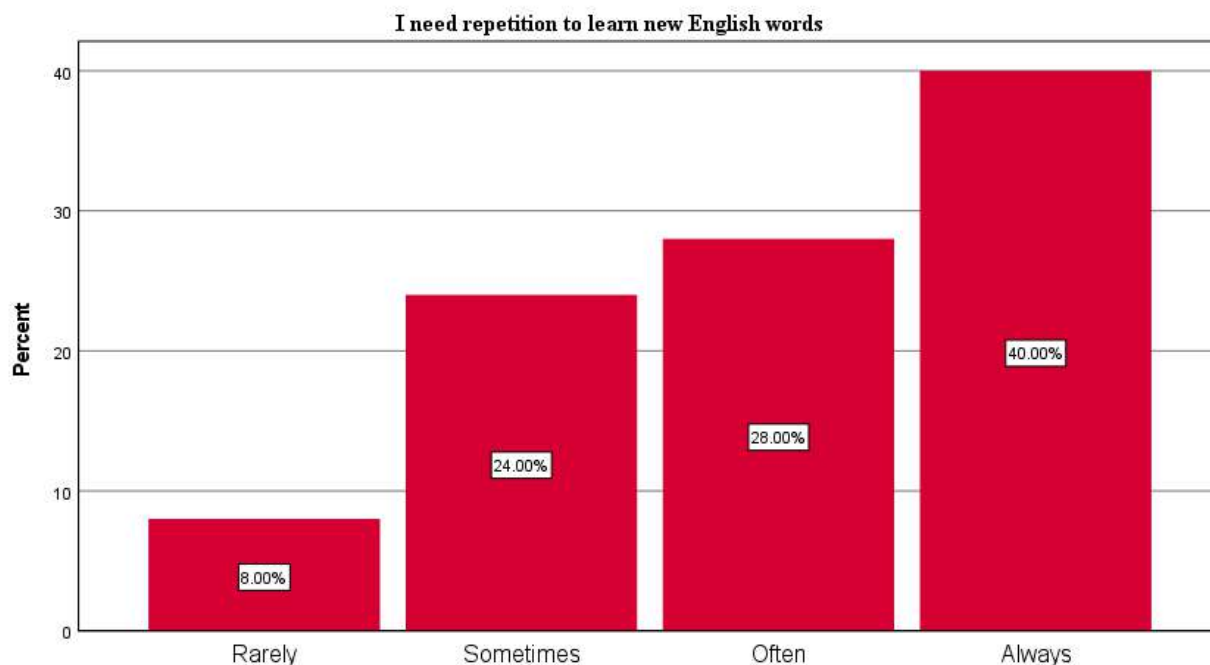
3.1.3.3 The Need for Repetition to Learn New English Vocabulary

The results from Figure 5 indicate that pupils depend heavily on repeating actions to master their English vocabulary learning process. The majority of respondents reported a high need for repetition, with 40% selecting always and 28% often. The data shows that more than two-thirds of participants use repetition as their main learning method to acquire vocabulary. About one-fourth of participants (24%) reported occasional use of repetition as a learning strategy. A minority (8%)

rarely require repetition and none of the participants selected ‘Never,’ which further supports the observed pattern.

Figure 5

Need for Vocabulary Repetition (1 = Never, 5 = Always)



3.1.3.4 The Ability to Use English Words Correctly in Speaking and Writing

Table 4 presents pupils’ responses regarding their ability to use new English vocabulary correctly in speaking and writing tasks. Most participants reported moderate performance, as 32% selected sometimes and 24% selected often. In contrast, 28% stated that they rarely use new vocabulary correctly, while only 8% reported always being able to do so. Another 8% selected never, indicating that a small group of pupils experience serious difficulty applying new vocabulary accurately. The results show that many pupils can use new English words correctly to some extent, but consistent and accurate use remains challenging for several pupils. These challenges become clearer when examining overall vocabulary learning difficulties.

Table 4
Pupils' Ability to Use New Vocabulary Correctly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	8.0	8.0	8.0
	Rarely	7	28.0	28.0	36.0
	Sometimes	8	32.0	32.0	68.0
	Often	6	24.0	24.0	92.0
	Always	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

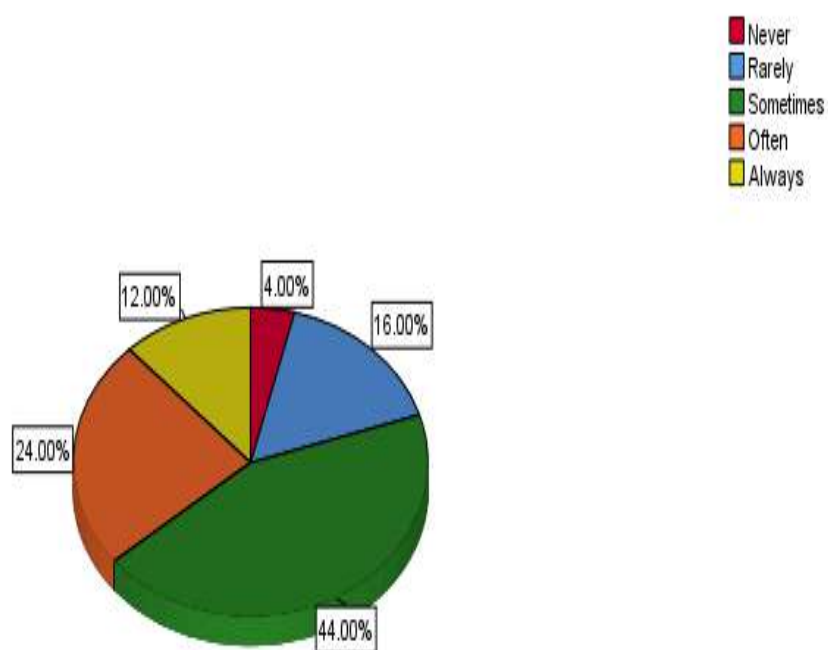
3.1.3.5 Difficulty of Learning New English Language Vocabulary

Figure 6 reveals that the majority of respondents (44%) stated they face vocabulary difficulties at times which shows that vocabulary problems occur frequently but not all the time. A group of 24% participants revealed they experience difficulties on a regular basis while 12% participants declared they must deal with these challenges all the time which shows that a smaller group of pupils reported frequent difficulty learning new vocabulary. The study showed that 16% of participants reported they rarely experienced problems while 4% participants said they never faced any difficulties. The results show that vocabulary difficulties are not the same for all pupils. Some pupils face them occasionally, while others experience them more often. This difference may be related to how well pupils stay focused during learning activities these vocabulary-related challenges also influence writing performance.

Figure 6

Difficulty of Learning English Vocabulary (1 = Never, 5 = Always)

I find learning new English vocabulary is difficult



3.1.4 Writing Challenges

3.1.4.1 Drafting Before Starting a Writing Task

Table 5 shows the responses regarding planning before writing. The results indicate that 44% of pupils never plan before starting a writing task, while only 4% always plan. Additionally, 32% reported planning rarely or sometimes, whereas only 8% indicated they do so often. The results indicate that the majority of pupils do not engage in pre-writing planning, which may impact the structure and coherence of their written work.

Table 5
Frequency of Planning Before Starting a Writing Task

	N	%
Never	11	44.0%
Rarely	6	24.0%
Sometimes	5	20.0%
Often	2	8.0%
Always	1	4.0%
Total	25	100.0%

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

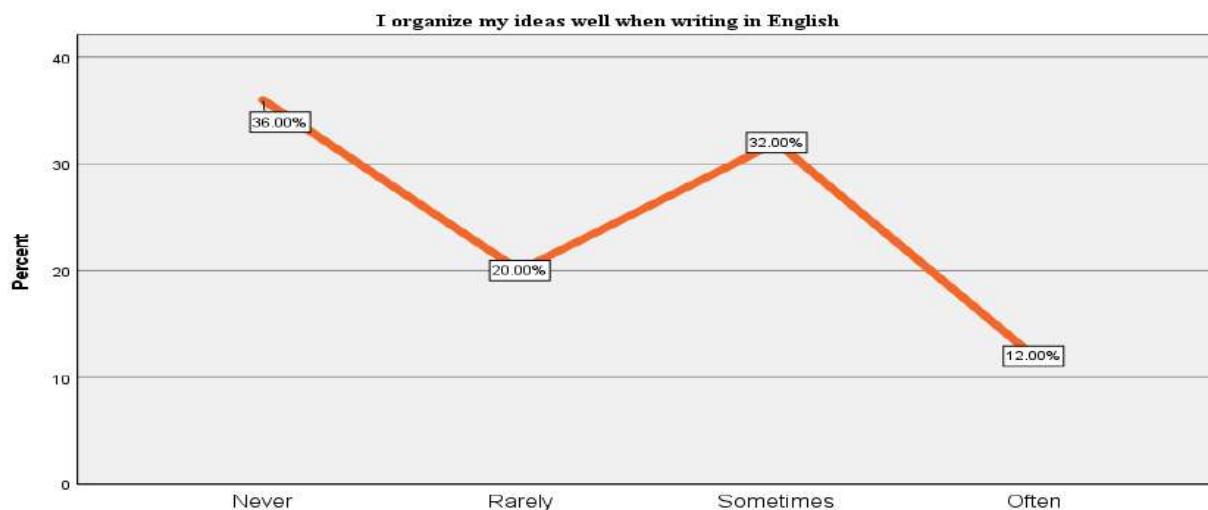
3.1.4.2 Organization of Ideas During English Writing

Figure 7 presents pupils' responses to the statement, "I organize my ideas well when writing in English." The responses show that 36% of the participants selected never, indicating that they experience serious difficulties organizing their ideas during writing tasks. In addition, 32% selected **sometimes**, while 20% reported rarely being able to organize their ideas effectively. Only 12% of the participants chose often. Overall, the data indicate that many pupils experience difficulty organizing their ideas during English writing activities.

The findings in Table 5 and Figure 7 appear to be related. Many pupils reported that they do not plan before writing, while others experienced difficulties organizing their ideas. This suggests that limited pre-writing planning may contribute to weaker organization in writing tasks.

Figure 7

Organization of Ideas during Writing Tasks (1 = Never, 5 = Always)

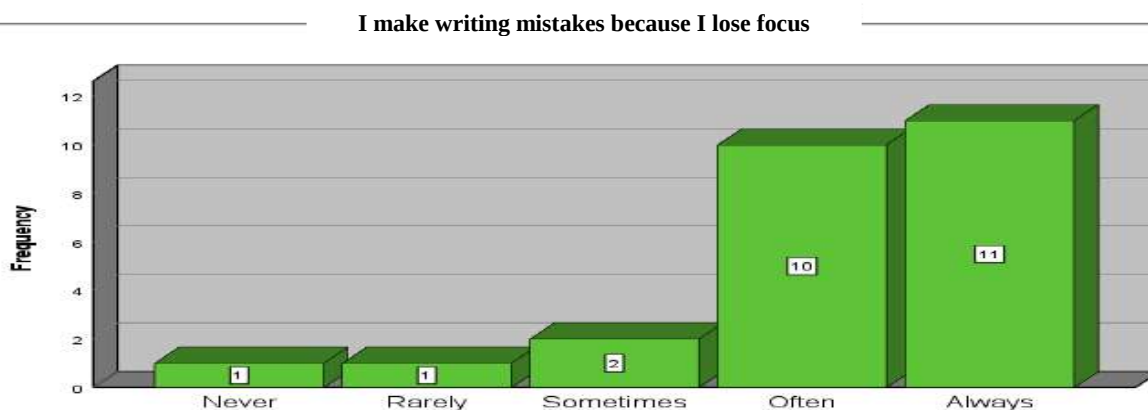


3.1.4.3 Loss of Focus Leading to Errors

Figure 8 demonstrates that most answers fall into the upper frequency categories because 11 respondents selected "Always" and 10 respondents selected "Often". Most pupils reported frequent writing errors caused by loss of focus, while only a few reported rare errors. The distribution mainly appears in the upper categories because the lower-frequency options received only a few responses.

Figure 8

Pupils' Responses on Making Writing Mistakes Due to Loss of Focus (1 = Never, 5 = Always)

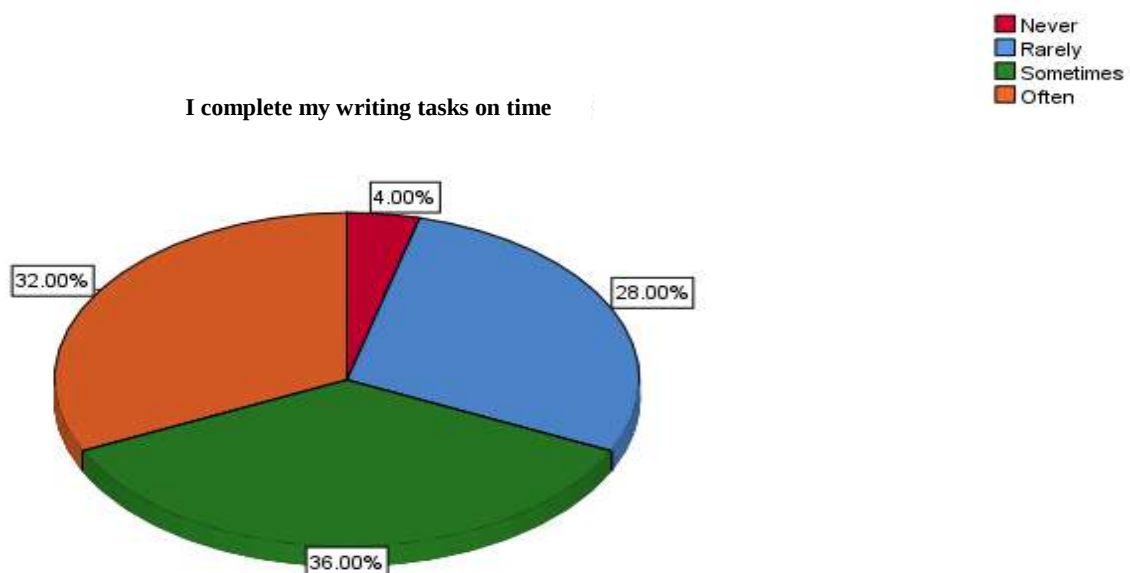


3.1.4.4 Timely Completion of Writing Tasks

Figure 9 presents pupils' responses regarding the completion of writing tasks on time. The results show that 36% of participants selected sometimes and 32% chose often. In contrast, 28% reported rarely, while only 4% selected never. This suggests that many pupils do not always complete writing tasks on time, and this may be linked to difficulties in staying focused during the task.

Figure 9

Percentage Distribution of Pupils' Responses on Completing Writing Tasks on Time (1 = Never, 5 = Always)



3.1.4.5 Difficulty to Structure English Writing

Table 6 shows that 16% of pupils never or rarely experience difficulty structuring their English writing, while 36% often experience difficulty. In addition, 20% of participants selected always, whereas 12% reported sometimes. Overall, Based on the results organizing and structuring written work remains a common challenge for many pupils with attention-related difficulties.

Table6
Difficulty in Structuring English Writing (N = 25)

	N	%
Never	4	16.0%
Rarely	4	16.0%
Sometimes	3	12.0%
Often	9	36.0%
Always	5	20.0%
Total	25	100.0%

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

3.1.5 The Overall Impact

The results presented in Table 7 show that all items recorded a mean score above 3.00, which is considered the midpoint of the scale. This indicates that most pupils believe that inattention issues affect different aspects of their English learning. The highest mean score was recorded for the statement ($M = 4.32$) “I perform better in English when I am fully focused”, showing that pupils strongly recognize the importance of attention in their learning process. In addition, participants reported that attention-related challenges affect their vocabulary learning ($M = 4.16$) and their overall English learning performance ($M = 3.92$). The impact on writing performance also remained above the midpoint of the scale ($M = 3.44$). These findings suggested that attentional problems negatively affect pupils’ English learning, although the effects vary across language skills. These findings relate directly to RQ3, which investigates how pupils perceive the relationship between their attention levels and their overall EFL performance.

Table 7*Mean Scores of the Overall Impact of Attention Difficulties on Pupils (N = 25)*

	N	Mean
My attention level affects my English learning performance	25	3.92
My attention affects my vocabulary learning in English	25	4.16
My attention affects my writing performance in English	25	3.44
I perform better in English when I am fully focused	25	4.32
Valid N (listwise)	25	

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

The quantitative findings provide insight into pupils' perceptions of attention-related difficulties. This understanding is further developed through an analysis of teachers' interviews.

3.2 Analysis of Teachers' Interviews

The qualitative data were analyzed using thematic analysis. All interview responses were read several times to ensure familiarity with the data. Initial codes were generated manually and later organized and visualized using NVivo, and then systematically organized into broader categories based on recurring patterns across participants' responses. These categories were further reviewed and refined into final themes that reflect the main issues related to attention in EFL classrooms. To enhance the credibility of the analysis, the coding process was revisited several times to ensure consistency and alignment between codes and themes. Theme development continued until no new significant patterns emerged, indicating thematic saturation in the dataset.

3.2.1 Teaching Background

Q1: How long have you been teaching English at the middle school level?

As Table 8 shows, answers given in response to Question 1 suggest that there is an array of teaching experience held by respondents, which ranges between four and sixteen years, thereby making it possible for the individuals to have been exposed to varied school environments. In their teaching career, it has always been a problem to deal with large classes and mixed abilities among pupils.

Table 8
Participant Profiles

Participant	Gender	Experience	Location	Levels Taught	Notes
(T1)	Female	16 years	Ouargla	1st-4th year MS	ENS graduate; experienced with curriculum changes over the years
(T2)	Female	9 years	Ouargla	All MS levels	Rural-urban teaching transition; broad perspective on EFL challenges
(T3)	Female	4 years	Ouargla	2nd-3rd year MS	Novice teacher; manages large classes (40+ pupils)

Only observations related to third-year pupils were considered in the analysis.

Table 9*NVivo Description Codes of Participant*

Participant	Codes
T1	long teaching experience; curriculum changes observed; multi-level teaching
T2	moderate experience; rural-urban transition; EFL challenges awareness
T3	novice teacher; large class sizes; mixed-ability classes

Q2: Have you noticed pupils with attention difficulties in your EFL classrooms?

Answering Question two revealed that inattention is a recurring issue in EFL classrooms, according to the participating teachers. Several possible causes for this problem are outlined through the analysis; one of them is the effect of technological influences on pupils' attention span. Day-time variations in the level of attention exhibited by pupils have also been found to be another contributing factor to the problem (see table10).

Table 10*Q2 Codes of Participant:*

Participant	Codes
T1	5-6 pupils per class affected; distraction sources; technology influence; increasing prevalence
T2	common problem; short attention span; fidgeting; afternoon fatigue
T3	disconnected pupils; instruction repetition; overcrowding impact

3.2.2 Attention and Classroom Learning

Q3: How do attention difficulties affect pupils' participation and engagement in English classes?

Table 11 illustrated the problems related to attention significantly hinder pupils' ability to participate and engage in English lessons because their voluntary involvement is reduced, and pupils are likely to exhibit passivity. Such attention problems often result in disruptive behavior due to disengagement, and they play a role in the increased achievement gaps among pupils. Furthermore, pupils who have attention-related problems may become overly reliant on others in group work tasks, which can limit their own achievements. This theme related directly to Research Question 1 concerning classroom participation and deficits in attention. This finding supported RQ1, which examines how attention difficulties associated with ADHD affect pupils' engagement and participation in EFL classes.

Table 11

Codes of Participant

Participant	Codes
T1	avoidance of participation; confusion when called upon; short task preference
T2	passive pupils; disruption; engagement gap; silent during oral tasks
T3	missed instructions; peer dependency; unrealized potential; boredom-driven disruption

Q4: What strategies do you use to help pupils stay focused during lessons?

From Question 4 answers, table 12 shows that teachers use several strategies to help pupils remain focused during classroom activities. They use a number of instructional approaches in order to maintain the pupils' interest and concentration. It is common for teachers to include various visual materials together with physical activities like TPR and others in order to cater for all types of pupils. Lessons are also broken down into smaller units to avoid overburdening pupils mentally. This theme provides data for RQ4, which explores effective pedagogical strategies for pupils with difficulties in maintaining concentrations.

Table12

Q4 Codes of Participant:

Participant	Codes
T1	Visual aids; games/competitions; teacher proximity; lesson segmentation; non-verbal signals.
T2	Engaging lesson openers; activity rotation; strategic seating; peer pairing; positive reinforcement.
T3	TPR activities; songs and chants; role assignment; colorful board work; clear task allocation.

3.2.3 Vocabulary Learning

Q5: How do attention difficulties affect pupils' ability to learn and remember new English vocabulary?

Results from table 13 suggested that problems with attention can negatively impact pupils' ability to acquire new words of English vocabulary as well as their memory of these words due to

poor retention rates and lack of deeper cognitive processing skills. Such issues have been shown to lead to restricted active vocabularies and difficulties linking the meanings of words. Nonetheless, the results also show that multisensory vocabulary teaching methods can overcome such barriers effectively. This theme addressed RQ2 concerning the impact of attention difficulties on vocabulary acquisition among pupils with ADHD-related behaviors in EFL settings.

Table 13
Q5 Codes of Participant

Participant	Codes
T1	Missed word presentations; shallow processing; poor retention; limited active vocabulary
T2	Receptive/productive vocabulary gap; surface-level copying; no deep engagement; limited revision benefit
T3	Word confusion; spelling struggles; multisensory benefit; long-term retention challenge

3.2.4 Writing Skills

Q6: How do attention difficulties affect pupils' writing performance in English?

Table 14 points out that attention problems have affected the writing skills of the pupils in English language through producing short and unfinished pieces of writing. The attention problems have also been revealed through making many grammatical mistakes, being careless, and lack of concentration while writing. Attention problems have also led to having poor handwriting and presentation skills. This theme also relates to RQ2, specifically regarding the impact of classroom attention problems on writing performance.

Table 14
Q6 Codes of Participant

Participant	Codes
T1	Short texts; incoherent writing; no connectors; careless mistakes; tense mixing
T2	Lack of planning; disorganized texts; grammar inconsistency; poor handwriting; messy notebooks
T3	Fragmented sentences; poor mechanics; premature task completion; sustained focus challenge

Q7: What are the most common writing problems you observe in these pupils?

Question 7 responses reveals that the major writing problems faced by these pupils are those of frequent spelling mistakes and writing of fragmented sentences. Table 3.8 demonstrates that there is also noted a lack of coherence and cohesion in the writing texts, as well as clear L1 interference in writing accurate English sentences. Another problem faced by the pupils is the inadequate vocabulary used while writing. The other problems reported include problems of letter recognition and handwriting.

Table 15
Q7 Codes of Participant

Participant	Codes
T1	spelling errors; tense inconsistency; capitalization errors; limited vocabulary; off-topic writing
T2	L1 transfer; grammatical errors; lack of cohesion; no linking words; poor handwriting
T3	Short responses; spelling mistakes; no paragraphing; idea repetition; letter confusion; copying from peers

3.2.5 Teaching Strategies

Q8: What teaching methods do you find most effective for supporting pupils with attention difficulties?

Table 16 displays that the teachers believe in a range of practices which can help in achieving success in educating pupils with attention problems. Specifically, they refer to the importance of using multisensory techniques in teaching to involve the senses in the process of learning. As far as promoting participation among pupils is concerned, task-based learning and the technique of communication have been mentioned as well as differentiated teaching to meet individual requirements of the pupils. Finally, the methods of scaffolding and cooperative learning are used to assist pupils, while the use of technology in teaching also appears important. This section addresses RQ4, which explores the strategies used by EFL teachers to support pupils with attention difficulties.

Table16

Codes of Participant

Participant	Codes
T1	Multisensory methods; graphic organizers; sentence frames; cooperative learning.
T2	Task-based learning; communicative approach; differentiated instruction; technology use.
T3	Songs and games; storytelling; scaffolding; step-by-step tasks; relevance to student lives.

3.2.6 Challenges and Solutions

Q9: What challenges do you face when teaching pupils with attention difficulties in EFL classrooms?

Table 17 provides an overview of several issues that arise when trying to work with ADHD-related behaviors pupils in EFL classes. First, there is the issue of crowded classes which hinders the ability to manage the classroom and attend to each individual learner. There are not enough resources available to help in working with pupils that have difficulties, and teachers have not been trained properly to handle such situations. Not having any support from staff also compounds the problem, whereas constant pressure from the curriculum limits the ability to change teaching methods. This theme also addresses RQ4 by highlighting the challenges teachers face when implementing supportive strategies in EFL classrooms

Table 17
Q9 Codes of Participant

Participant	Codes
T1	Large classes; curriculum pressure; no formal training; no psychological support
T2	Class size; lack of resources; parental unawareness; cultural reluctance; limited home support
T3	Overcrowding; insufficient training; behavior management; no identification system; no support staff; teacher burden

Q10: What improvements or strategies would you recommend to better support these pupils?

Answers to Question 10 reveal a number of critical changes and approaches to help pupils with attention problems in the EFL class better. First and foremost, Table 18 reports that the necessity of small classes is recognized by the participants since it will help attract the attention of pupils. Moreover, special teachers' training is needed to give them necessary tools to cope with attention problems in their classes. Educational psychologists must become actively involved in solving this issue. In addition, it is stressed that better access to teaching resources is needed. It is proposed to make the curriculum more flexible to meet the demands of pupils. In addition, parents should be more aware of attention problems among pupils.

Table 18

Q10 Codes by Participant

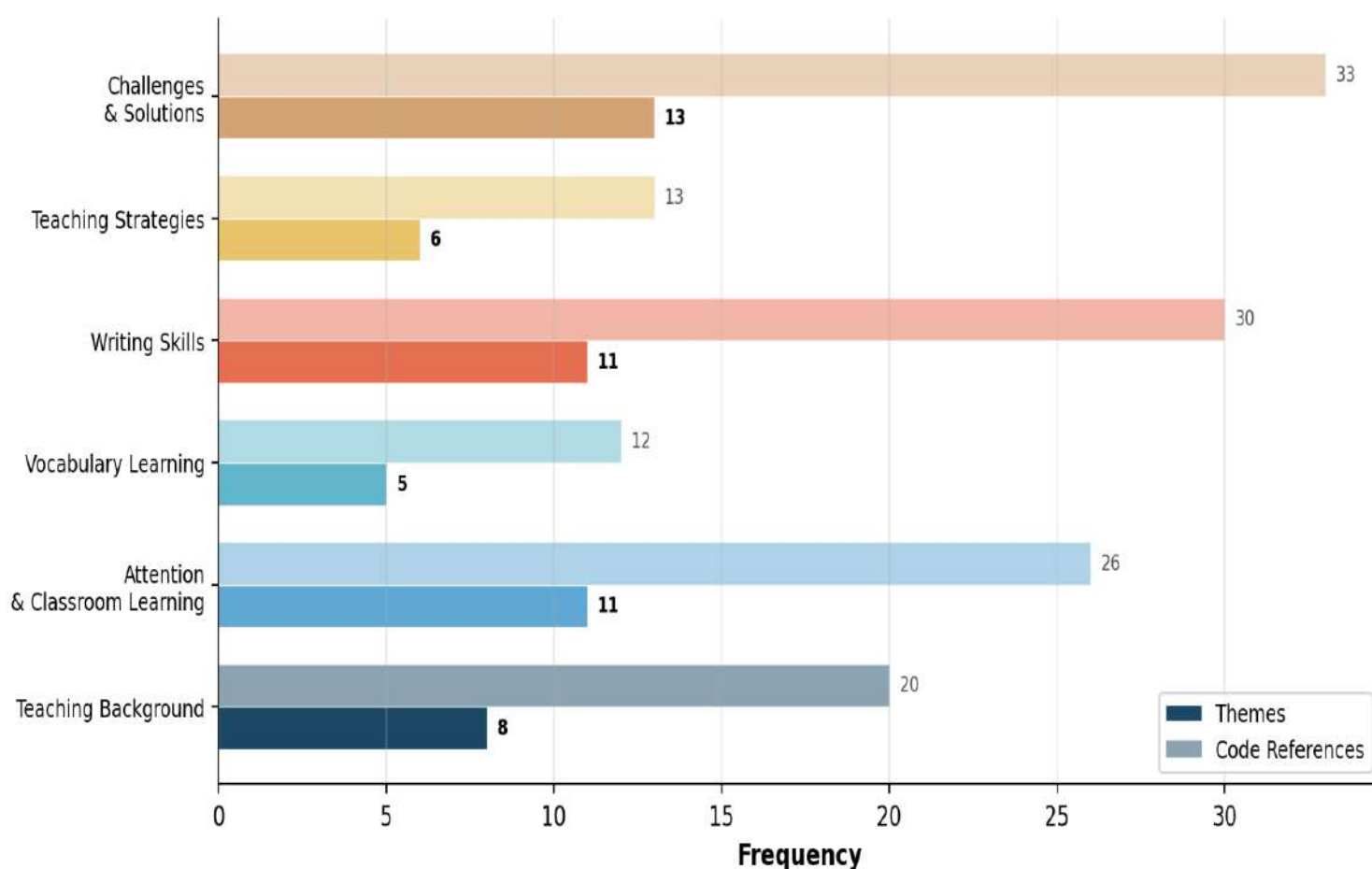
Participant	Codes
T1	Class size reduction; professional development; psychological support; curriculum flexibility; parent education
T2	Mandatory training; better resources; smaller classes; learning support assistants; multi-stakeholder collaboration; ministry guidelines
T3	Teacher training; workshops; class size reduction; technology investment; quiet spaces; mindset shift; systematic support

3.2.7 Results Visualizations

Coding frequency shown in Figure 10 below reveals that among the six thematic categories. Each bar shows the number of distinct themes and the number of coded instances for each category where darker bars represent the number of distinct themes and lighter bars show the number of code instances. Challenges and Solutions yielded the highest number of themes (13), followed by Writing Skills and Attention and Classroom Learning (11 each).

Figure 10

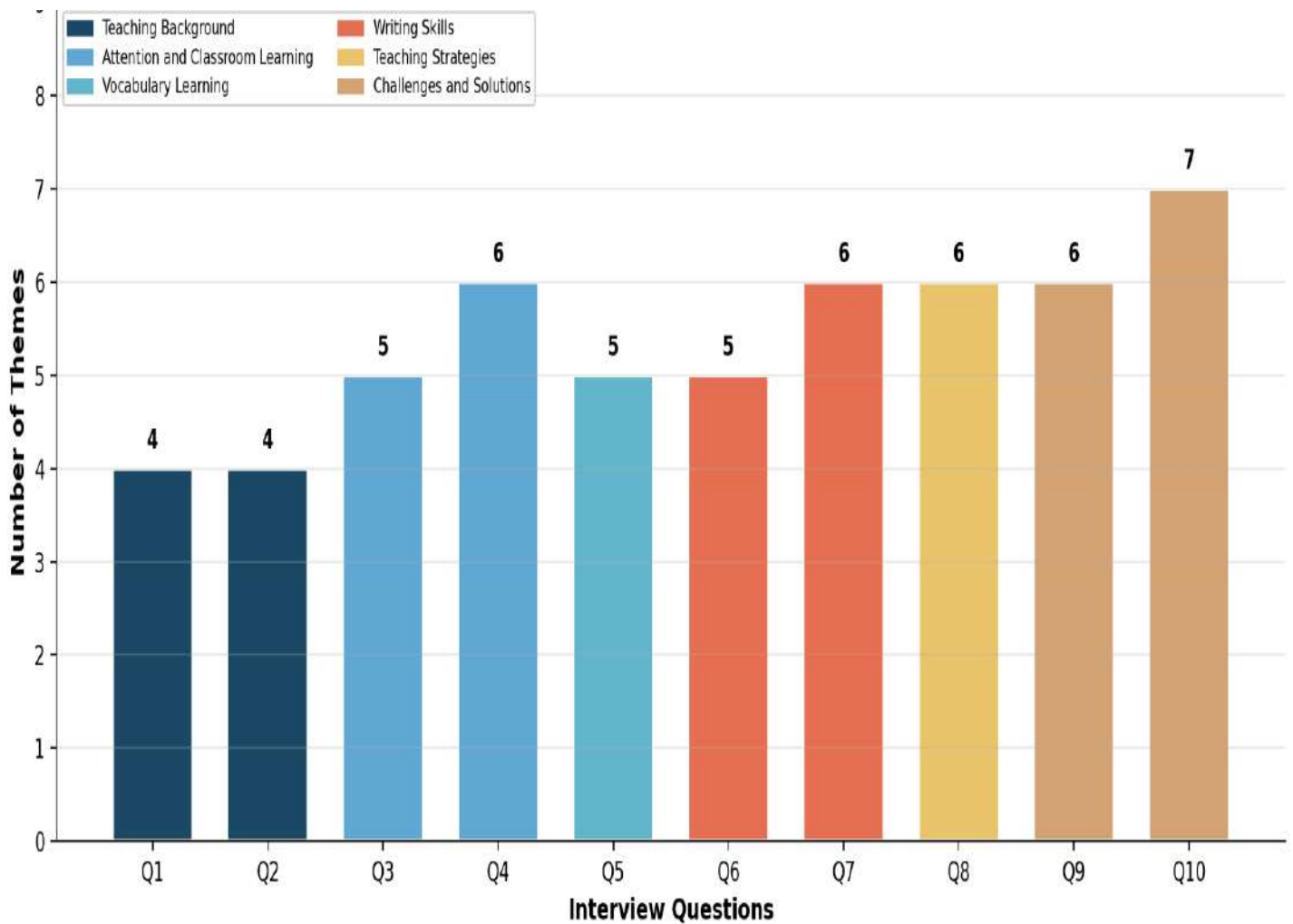
Coding Frequency by Thematic Category



Additionally, the figure represents the frequency distribution of themes per interview questions. Themes were more abundant in Q10 (Recommendations) with $n = 7$, showing the diversity of recommendations from the teachers. Six themes were identified for both Q4 (Focus strategies) and Q7 (Writing problems). Color coding indicates the thematic category of each question

.Figure11

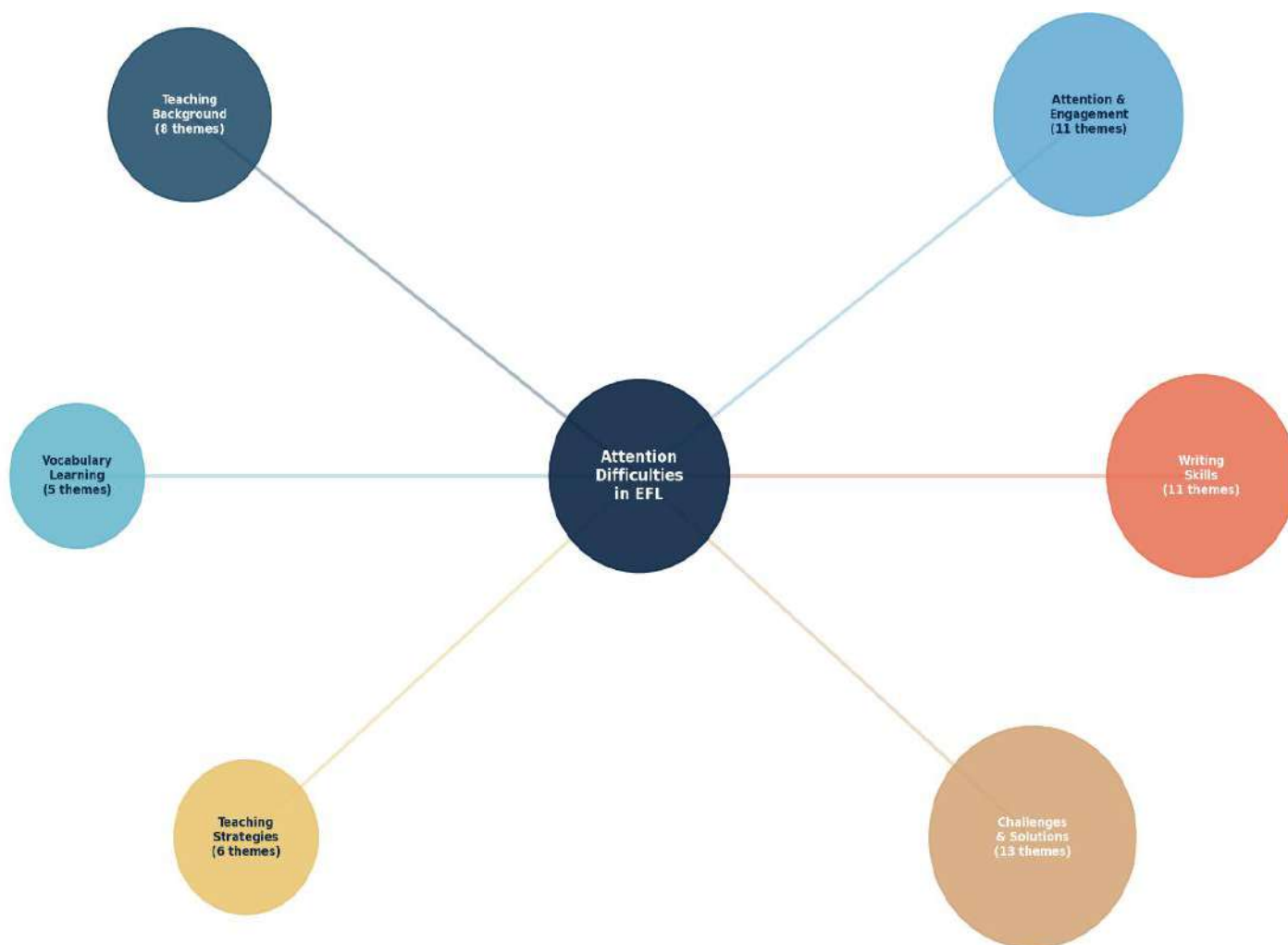
Theme Distribution Across Interview Questions



Moreover, Figure 12 displays the thematic map that demonstrates the connections between the core concept, Attention Difficulties in EFL, and the six thematic categories. On this map, the size of bubbles represents the quantity of themes under each category. This visualization replicates the NVivo project map functionality.

Figure12

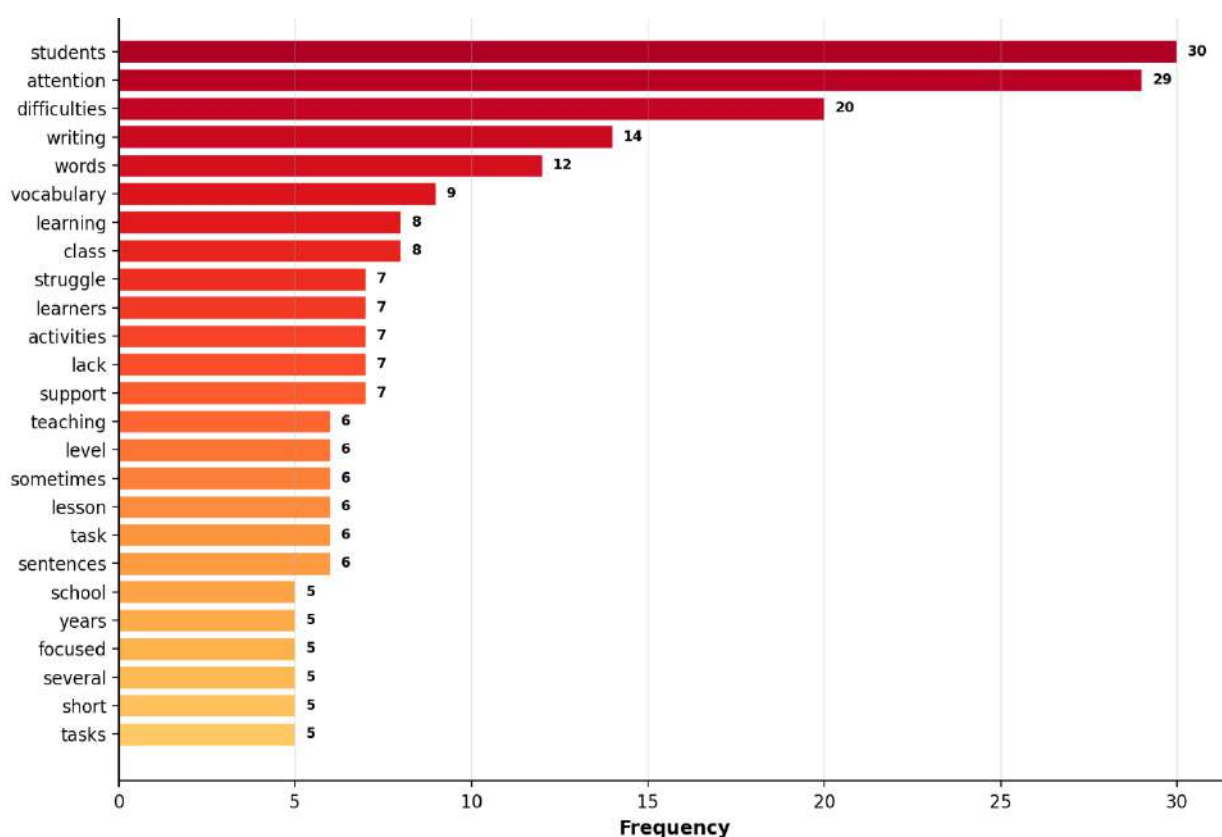
Thematic Map



Furthermore, Results from a frequency distribution test done on all the interviews are presented in Figure13 below. The chart shows the 25 highest ranking words that were identified from the text. Among the words are “pupils”, “attention”, “difficulties”, “writing”, and “classroom”. This indicates the centrality of these concepts in teacher discourse.

Figure 13

Word Frequency Query (Dominant 25 Words)



3.3 The Integration of Quantitative and Qualitative Findings

3.3.1 Attention Difficulties in EFL Classroom

Both pupils and teachers reported that inattention is a common issue in EFL classrooms. While pupils initially described their attention as moderate, the questionnaire results showed that 80% of participants experienced loss of attention during long tasks and many had difficulty

following instructions. This difference may be explained by the fact that general self-evaluations do not always reflect task-based attention difficulties.

Teachers also confirmed the presence of attention-related problems, linking them to factors such as technology use, fatigue, and short attention spans. Both sources show that pupils often become passive during lessons, participate less, and depend on peers during group work. In addition, repetitive or lengthy tasks tend to increase inattention.

3.3.2 Vocabulary Learning Challenges

The results indicate that attention difficulties are associated with weaker vocabulary learning. A large proportion of pupils reported difficulty retaining new English words, and teachers confirmed that pupils often forget vocabulary shortly after lessons due to limited attention during instruction.

As a result, vocabulary is not always transferred into long-term memory. Many pupils rely on repetition to support learning, but teachers noted that without sustained attention, pupils struggle to process vocabulary deeply and build meaningful connections. This affects their ability to use new words accurately in communication.

3.3.3 Writing Challenges

Writing performance is also affected by attention difficulties. Many pupils reported not planning before writing and experienced problems organizing their ideas, which results in poorly structured texts.

Pupils frequently make errors during writing tasks, including spelling, grammar, and punctuation mistakes. Teachers confirmed that these issues are mainly related to lack of focus

during task completion rather than lack of knowledge. In addition, some pupils produce incomplete texts or rely on copying, which reflects difficulties in independent writing and self-monitoring.

3.3.4 Pupils' Self-Awareness and the Overall Impact of Attention on EFL Learning

The results show that pupils are aware that attention influences their learning. Mean scores ($M = 3.44$ to 4.16) indicate that pupils recognize its impact on vocabulary, writing, and overall performance, with the highest agreement for better performance when fully focused ($M = 4.32$).

However, this awareness does not always translate into consistent self-regulation, as many pupils still experience frequent attention loss, vocabulary forgetting, and writing difficulties.

Overall, attention appears to play an important role in EFL learning, particularly in relation to information retention, writing organization, and classroom participation.

3.3.5 Teaching Strategies, Systemic Challenges, and the Path Forward

Teachers reported using strategies such as visual aids, repetition, task rotation, multisensory activities, and structured instructions to help maintain pupils' attention. These strategies are aligned with the difficulties observed in pupils' responses. However, their effectiveness is limited by large class sizes, lack of resources, insufficient training, and curriculum constraints. These factors reduce the ability of teachers to apply individualized or flexible instruction. Teachers suggested improvements such as smaller class sizes, professional training, better resources, psychological support, and stronger collaboration between stakeholders.

3.4 Findings

The findings indicate that attention difficulties are linked to reduced classroom participation, weaker vocabulary retention, and writing problems among pupils. Pupils frequently

lose focus during tasks, struggle to retain new vocabulary, and face challenges organizing written work. Teachers also reported that large class sizes and limited resources make it difficult to effectively support pupils with attention-related needs.

3.5 Discussion of the Results

The results indicate that attention difficulties are a major challenge in EFL learning. Both quantitative and qualitative results show that reduced concentration affects participation, vocabulary retention, and writing performance. These findings align with Kałdonek-Crnjaković (2022), who emphasized the role of attention in language learning success.

Vocabulary retention is particularly affected, as pupils struggle to remember new words and require repetition and simplified instruction, consistent with Indrawati (2023). Writing is also strongly impacted, with pupils experiencing difficulties in organization and task completion, supporting findings by Mohamed et al. (2024).

Although teachers use supportive strategies such as visuals and repetition, their application is limited by large class sizes and time constraints. Overall, improving outcomes requires both effective teaching strategies and better classroom conditions.

Conclusion

This study examined the impact of attention-related difficulties on EFL learning among middle school pupils in Ouargla, Algeria. The findings showed that difficulties with attention may negatively influence pupils' classroom participation, vocabulary retention, and writing performance. Many pupils struggled to maintain focus during lessons, which reduced their ability to remember vocabulary and complete writing tasks effectively. The study also revealed that

teachers are aware of these challenges and attempt to support pupils through strategies such as repetition, visual aids, and guided activities. However, large classrooms and limited instructional time often make it difficult to provide continuous individualized support.

The findings highlight the importance of using more inclusive teaching practices and improving classroom conditions to better support pupils with attention-related difficulties in EFL classrooms.

General Conclusion

General Conclusion

The present dissertation examined the impact of attention-related difficulties associated with Attention-Deficit/Hyperactivity Disorder (ADHD) on English as a Foreign Language (EFL) learning among middle school pupils at Al Mujahid Saqr Mohamed Middle School in Ouargla. A mixed-methods approach was adopted, combining both quantitative and qualitative data, in order to provide a comprehensive understanding of the challenges experienced by pupils in EFL classrooms.

The analysis of data collected from pupils' questionnaires and teachers' interviews addressed the research questions and clarified how such difficulties influence EFL learning among middle school pupils. The findings demonstrated that attention-related difficulties affected pupils' classroom engagement, vocabulary acquisition, and writing performance, thereby answering the main research questions of the study.

The results indicated that attention-related difficulties negatively affected pupils' engagement and participation in English classroom activities. Many pupils struggled to maintain concentration during lessons and to complete classroom tasks effectively.

Regarding vocabulary acquisition and writing performance, the results showed that these difficulties hindered pupils' ability to retain new vocabulary and organize their writing effectively. Pupils also had difficulty avoiding spelling and grammar mistakes in writing tasks.

The study further revealed that many pupils perceived a strong link between their level of attention and their overall English language performance. Questionnaire results confirmed that pupils performed better when they were fully focused during classroom activities.

Teachers' interviews also confirmed that pupils facing attention-related difficulties often required additional classroom support, such as simplified instructions, repetition, and continuous guidance. However, large classrooms and limited instructional time reduced opportunities for extended classroom observation and made the implementation of supportive teaching strategies more difficult and inconsistent. This highlights the importance of adapting classroom practices to pupils' attention needs in order to improve their participation and language learning outcomes.

Overall, this study contributes to a better understanding of attention-related learning difficulties in the Algerian EFL context. It highlights the need for more inclusive teaching practices and further teacher training to better support pupils with diverse educational needs in EFL classrooms.

Although the findings provide valuable insights into the impact of attention-related difficulties on EFL learning, the study has some limitations that may affect their generalizability.

Limitations of the Study

This study has some limitations that should be acknowledged.

First, the study was conducted with a small sample size consisting of 25 pupils from a single middle school, which limits the generalizability of the findings to all Algerian middle school EFL pupils.

Second, the study focused on pupils exhibiting attention-related difficulties based on teachers' observations and the SNAP-IV screening tool rather than formal clinical diagnoses of ADHD. Therefore, the findings reflect attention-related behaviors rather than medically diagnosed ADHD cases.

Third, the study relied mainly on self-reported questionnaires and interviews with only a limited number of teachers, which may have resulted in subjective or biased responses from participants.

Finally, time constraints and classroom conditions limited the possibility of conducting longer classroom observations or including a larger sample from different schools.

Suggestions for further studies

Several suggestions can be proposed for future research:

- Conducting similar studies with larger samples from different schools in Algeria
- Exploring the impact of attention-related difficulties on other English language skills such as reading, listening, and speaking
- Investigating teaching strategies that can better support pupils with attention-related difficulties in EFL classrooms
- Including classroom observations to gain a clearer understanding of pupils' classroom behavior and participation
- Using experimental designs to evaluate the effectiveness of specific teaching strategies for pupils with attention-related difficulties
- Conducting longitudinal studies to examine the long-term impact of attention-related difficulties on English language learning

Pedagogical Recommendations

Based on the findings, several recommendations are proposed. Teachers should use shorter, structured activities and divide tasks into smaller steps to support attention.

Visual aids, repetition, and interactive tasks can improve vocabulary retention and engagement. Writing instruction should include clear guidance and pre-writing support to improve organization and coherence. Pair and group work can increase participation and reduce dependence on peers. Finally, teachers need training in inclusive strategies, and reducing class sizes would improve learning conditions for attention-related difficulties.

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Appendices

Appendix A

Pupils' Questionnaire

Questionnaire: The Impact of ADHD on Language Learning Difficulties Faced by EFL Pupils

This questionnaire aims to understand how attention, memory, and learning behaviors affect English language learning among middle school pupils. Your responses will help identify challenges related to ADHD and how they influence vocabulary learning, writing performance, and classroom participation.

Please circle one option for each statement based on your English classroom experiences. All responses are confidential. This questionnaire focuses on learning experiences and does not aim to diagnose Attention-Deficit/Hyperactivity Disorder (ADHD).

Section One: Background Information

1. Age: _____
 2. Gender:
☐ Male
☐ Female
 3. Grade/Class: _____
 4. How long have you been learning English?
☐ 1 year
☐ 2 years
☐ 3 years
☐ More than 3 years
-

Section Two: Attention in English Class

1. I stay focused during English lessons.
☐ 1 Never
☐ 2 Rarely
☐ 3 Sometimes
☐ 4 Often
☐ 5 Always
 2. I get distracted during English class.
☐ 1 Never
☐ 2 Rarely
☐ 3 Sometimes
☐ 4 Often
☐ 5 Always
 3. I find it difficult to follow instructions in English class.
☐ 1 Never
☐ 2 Rarely
☐ 3 Sometimes
☐ 4 Often
☐ 5 Always
 4. I lose concentration when tasks take a long time.
☐ 1 Never
☐ 2 Rarely
☐ 3 Sometimes
☐ 4 Often
☐ 5 Always
-

Section Three: Vocabulary Challenges

1. I remember new English words from class.
☐ 1 Never
☐ 2 Rarely
☐ 3 Sometimes
☐ 4 Often
☐ 5 Always
2. I forget new vocabulary after lessons.
☐ 1 Never
☐ 2 Rarely
☐ 3 Sometimes
☐ 4 Often
☐ 5 Always

3. I need repetition to learn new English words.
 - ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always
 4. I can use new English words correctly in speaking or writing.
 - ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always
 5. I find learning new English vocabulary difficult.
 - ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always
-

Section Four: Writing Challenges

1. I plan my writing before starting a task.
 - ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always
2. I organize my ideas well when writing in English.
 - ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always
3. I make writing mistakes because I lose focus.
 - ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always

4. I complete my writing tasks on time.
- ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always
5. I find it difficult to organize my English writing.
- ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always
-

Section Five: Overall Impact

1. My attention level affects my English learning performance.
- ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always
2. My attention affects my vocabulary learning in English.
- ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always
3. My attention affects my writing performance in English.
- ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always
4. I perform better in English when I am fully focused.
- ☐ 1 Never
 - ☐ 2 Rarely
 - ☐ 3 Sometimes
 - ☐ 4 Often
 - ☐ 5 Always

APPENDIX B

Teachers' Interview

Interview: Teachers' Perspectives on ADHD and Language Learning

Difficulties in EFL Pupils

The purpose of this interview is to understand how pupils with attention difficulties, such as ADHD, experience challenges in learning English. Your insights will help identify effective teaching strategies and ways to support these pupils.

1. How long have you been teaching English at the middle school level?
2. Have you noticed pupils with attention difficulties in your EFL classrooms?
3. How do attention difficulties affect pupils' participation and engagement in English classes?
4. What strategies do you use to help pupils stay focused during lessons?
5. How do attention difficulties affect pupils' ability to learn and remember new English vocabulary?
6. How do attention difficulties affect pupils' writing performance in English?
7. What are the most common writing problems you observe in these pupils?
8. What teaching methods do you find most effective for supporting pupils with attention difficulties?
9. What challenges do you face when teaching these pupils?
10. What improvements or strategies would you recommend to better support these pupils?

Résumé

Cette étude examine l'impact des difficultés attentionnelles liées au Trouble Déficitaires de l'Attention avec ou sans Hyperactivité (TDAH) sur l'apprentissage de l'anglais comme langue étrangère (ALE) chez les élèves du cycle moyen à Ouargla, en Algérie. Elle analyse la manière dont ces difficultés affectent la participation en classe, la mémorisation du vocabulaire et la performance en expression écrite. Une méthodologie mixte parallèle convergente a été adoptée, à travers un questionnaire administré à vingt-cinq élèves d'anglais langue étrangère et des entretiens semi-directifs menés auprès de trois enseignants d'anglais.

Les résultats quantitatifs ont montré que les élèves éprouvent des difficultés à maintenir leur attention lors des activités de classe prolongées et rencontrent des difficultés importantes à retenir le nouveau vocabulaire après les cours. L'expression écrite a été identifiée comme l'une des compétences linguistiques les plus difficiles, de nombreux élèves ayant des difficultés à organiser leurs idées et à éviter les erreurs d'orthographe et de grammaire lors des tâches d'écriture.

Les résultats qualitatifs issus des entretiens avec les enseignants ont révélé que les élèves présentant des difficultés attentionnelles ont souvent besoin de consignes répétées, d'explications simplifiées et d'un soutien continu afin de rester engagés dans les activités d'apprentissage. Les enseignants ont également souligné l'importance d'adapter les pratiques pédagogiques aux besoins spécifiques de ces élèves.

Cette étude met en évidence l'importance de l'adoption de pratiques pédagogiques inclusives et de l'amélioration de l'environnement de la classe afin de mieux soutenir les élèves présentant des difficultés attentionnelles dans les contextes d'enseignement de l'anglais langue étrangère.

Mots-clés : *Trouble Déficitaires de l'Attention avec ou sans Hyperactivité (TDAH); élèves d'ALE; difficultés attentionnelles; rétention du vocabulaire; performance en expression écrite.*

المستخلص

تتناول هذه الدراسة أثر صعوبات الانتباه المرتبطة باضطراب فرط الحركة ونقص الانتباه على تعلم اللغة الإنجليزية كلغة أجنبية لدى تلاميذ المرحلة المتوسطة في ورقلة، الجزائر. وتهدف إلى استكشاف كيفية تأثير هذه الصعوبات على المشاركة داخل القسم، والاحتفاظ بالمفردات، والأداء في مهارة الكتابة. وقد اعتمدت الدراسة على التصميم المختلط المتوازي التقاربي، من خلال استبيان وُزِعَ على خمسة وعشرين تلميذاً يدرسون الإنجليزية كلغة أجنبية، بالإضافة إلى مقابلات شبه موجهة أجريت مع ثلاثة أساتذة للغة الإنجليزية.

أظهرت النتائج الكمية أن التلاميذ يواجهون صعوبة في الحفاظ على التركيز أثناء الأنشطة الصفية المطولة، كما يعانون من صعوبات ملحوظة في الاحتفاظ بالمفردات الجديدة بعد انتهاء الدروس. كما تبين أن الكتابة تُعد من أكثر المهارات اللغوية تحدياً، حيث يواجه العديد من التلاميذ صعوبات في تنظيم أفكارهم وتجنب الأخطاء الإملائية والنحوية أثناء إنجاز مهام الكتابة.

وكشفت النتائج النوعية المستخلصة من مقابلات الأساتذة أن التلاميذ الذين يعانون من صعوبات الانتباه يحتاجون في كثير من الأحيان إلى تكرار التعليمات، وتبسيط الشروحات، وتوفير دعم مستمر من أجل الحفاظ على اندماجهم في أنشطة التعلم. كما أكد الأساتذة أهمية تكييف الممارسات التعليمية بما يتناسب مع احتياجات هؤلاء التلاميذ.

وتؤكد هذه الدراسة أهمية تبني ممارسات تربوية دامية وتحسين البيئة الصفية من أجل تقديم دعم أفضل للتلاميذ الذين يعانون من صعوبات الانتباه في سياقات تعلم اللغة الإنجليزية كلغة أجنبية.