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Inclusive EFL Teaching Strategies for Second-Grade Students, Including Learners with ADHD, in a Public School in Paute, Ecuador

Estrategias inclusivas para la enseñanza del inglés como lengua extranjera en estudiantes de segundo grado, incluidos aquellos con TDAH, en una escuela pública de Paute, Ecuador

Strategie didattiche inclusive per l'insegnamento dell'inglese come lingua straniera agli alunni della seconda classe della scuola primaria, inclusi quelli con ADHD, in una scuola pubblica di Paute, Ecuador

Patricia Salomé García Córdova[1]
Email: pggarciac@unemi.edu.ec
ORCID: https://orcid.org/0009-0001-7203-9559

Andrea Cristina Rivera Puglla[2]
Email: ariverap14@unemi.edu.ec
ORCID: https://orcid.org/0009-0006-1678-944X

Katherine Daniela Rodriguez Calle[3]
Email: krodriguezc32@unemi.edu.ec
ORCID: https://orcid.org/0009-0005-4448-2595

Fernando Patricio Riera Hermida[4]
Email: frierah@unemi.edu.ec
ORCID: https://orcid.org/0009-0006-7570-1305

Correspondencia: Katherine Daniela Rodriguez Calle[3] **Email:** krodriguezc32@unemi.edu.ec

Artículo de investigación

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1. Facultad de Posgrado, Universidad Estatal de Milagro, Ecuador.
2. Facultad de Posgrado, Universidad Estatal de Milagro, Ecuador.
3. Facultad de Posgrado, Universidad Estatal de Milagro, Ecuador.
4. Facultad de Posgrado, Universidad Estatal de Milagro, Ecuador.

Abstract

This study examined the relationship between inclusive English as a Foreign Language (EFL) teaching strategies and perceived English learning among second-grade students, including learners with Attention-Deficit/Hyperactivity Disorder (ADHD), in a public school in Paute, Ecuador. A quantitative, non-experimental, correlational, and cross-sectional design was employed. The study included 20 students representing the accessible classroom population. Two 15-item Likert-type questionnaires were used: the Inclusive Teaching Strategies Questionnaire (ITSQ), assessing inclusive teaching practices, attention and participation, and adaptations and support; and the Perceived EFL Learning Questionnaire (PEFLLQ), evaluating comprehension and vocabulary, participation and communication, and motivation and autonomy. Descriptive analysis indicated that 46.0% of participants obtained medium scores and 46.0% high scores in inclusive teaching strategies. Regarding perceived EFL learning, 54.0% obtained medium scores and 40.0% high scores. Pearson's correlation analysis yielded a positive and statistically significant association between the two variables ($r = .676$, $p < .001$). These results indicate that higher perceived levels of inclusive instructional practices were associated with more favorable perceptions of English learning. The findings emphasize the relevance of accessible, participatory, and adaptable teaching approaches in primary EFL education, without establishing causal effects.

Keywords: inclusive EFL teaching; perceived English learning; inclusive education; Attention-Deficit/Hyperactivity Disorder; primary education.

Resumen

El presente estudio examinó la relación entre las estrategias de enseñanza inclusiva del inglés como lengua extranjera (EFL) y la percepción del aprendizaje del inglés en estudiantes de segundo de Educación General Básica, incluidos estudiantes con trastorno por déficit de atención e hiperactividad (TDAH), de una escuela pública de Paute, Ecuador. Se empleó un enfoque cuantitativo, con diseño no experimental, correlacional y de corte transversal. Participaron 20 estudiantes que conformaron la población accesible del aula. Se utilizaron dos cuestionarios de 15 ítems con escala tipo Likert: el Cuestionario de Estrategias de Enseñanza Inclusiva (ITSQ), que evaluó las prácticas didácticas inclusivas, la atención y participación, y las adaptaciones y apoyos; y el Cuestionario de Aprendizaje Percibido del Inglés (PEFLLQ), que examinó la comprensión y el vocabulario, la participación y comunicación, y la motivación y autonomía. El análisis descriptivo mostró que el 46,0 % de los participantes obtuvo puntuaciones medias y otro 46,0 % puntuaciones altas en estrategias inclusivas. En el aprendizaje percibido del inglés, el 54,0 % obtuvo puntuaciones medias y el 40,0 % puntuaciones altas. El análisis de correlación de Pearson mostró una asociación positiva y estadísticamente significativa entre las variables ($r = 0,676$; $p < 0,001$). Los resultados indican que una mayor percepción de prácticas pedagógicas inclusivas se relacionó con percepciones más favorables del aprendizaje del inglés. Los hallazgos

destacan la relevancia de enfoques accesibles, participativos y adaptables en la enseñanza del inglés en educación primaria, sin establecer relaciones causales.

Palabras clave: enseñanza inclusiva del inglés; aprendizaje percibido del inglés; educación inclusiva; trastorno por déficit de atención e hiperactividad; educación primaria.

Riassunto

Questo studio ha esaminato la relazione tra le strategie didattiche inclusive nell'insegnamento dell'inglese come lingua straniera (EFL) e la percezione dell'apprendimento della lingua inglese tra gli alunni della seconda classe della scuola primaria, inclusi studenti con disturbo da deficit di attenzione/iperattività (ADHD), in una scuola pubblica di Paute, Ecuador. È stato adottato un disegno di ricerca quantitativo, non sperimentale, correlazionale e trasversale. Lo studio ha coinvolto 20 studenti, rappresentativi della popolazione scolastica accessibile della classe. Sono stati utilizzati due questionari di 15 item ciascuno, basati su una scala di tipo Likert: il Questionario sulle Strategie Didattiche Inclusive (ITSQ), volto a valutare le pratiche didattiche inclusive, l'attenzione e la partecipazione, nonché gli adattamenti e il supporto educativo; e il Questionario sulla Percezione dell'Apprendimento dell'Inglese come Lingua Straniera (PEFLLQ), finalizzato a esaminare la comprensione e il vocabolario, la partecipazione e la comunicazione, nonché la motivazione e l'autonomia. L'analisi descrittiva ha evidenziato che il 46,0% dei partecipanti ha ottenuto punteggi medi e il 46,0% punteggi elevati relativamente alle strategie didattiche inclusive. Per quanto riguarda la percezione dell'apprendimento dell'inglese, il 54,0% ha registrato punteggi medi e il 40,0% punteggi elevati. L'analisi di correlazione di Pearson ha rilevato un'associazione positiva e statisticamente significativa tra le due variabili ($r = 0,676$; $p < 0,001$). Questi risultati indicano che livelli più elevati di percezione delle pratiche didattiche inclusive sono associati a percezioni più favorevoli dell'apprendimento della lingua inglese. I risultati dello studio sottolineano l'importanza di approcci didattici accessibili, partecipativi e adattabili nell'insegnamento dell'inglese come lingua straniera nella scuola primaria, senza tuttavia stabilire relazioni di causalità.

Parole chiave: didattica inclusiva dell'inglese come lingua straniera; percezione dell'apprendimento dell'inglese; educazione inclusiva; disturbo da deficit di attenzione/iperattività; istruzione primaria.

Introduction

Recent educational approaches increasingly recognize inclusive teaching as an essential component of equitable learning environments, particularly for students with Special Educational Needs (SEN). Inclusive education requires instructional practices that respond to learner diversity, reduce barriers to participation, and provide accessible opportunities for academic development. Universal Design for Learning (UDL) supports this perspective by promoting flexible instructional planning through multiple means of engagement, representation, and action and expression (Aguirre Vargas et al., 2023). Research also emphasizes that inclusive educational environments should anticipate individual learning differences rather than depend exclusively on adaptations implemented after difficulties emerge (Muñoz-Ortiz et al., 2023). Similarly, Cumming and Gilanyi (2023) highlighted the potential of UDL to improve accessibility and participation among students with diverse educational needs.

Inclusive teaching becomes particularly relevant in English as a Foreign Language (EFL) education, where learners must develop linguistic, cognitive, communicative, and social skills. These demands may present additional challenges for second-grade students with Attention-Deficit/Hyperactivity Disorder (ADHD), particularly in activities requiring sustained attention, organization, self-regulation, and task completion. Nevertheless, these challenges should not be interpreted as an inability to acquire a foreign language. Howard (2023) emphasizes the importance of providing appropriate instructional support for students with disabilities and diverse learning needs in foreign language classrooms, while Sparks (2024) questions assumptions that associate learning difficulties with limited foreign language learning potential. These contributions highlight the importance of examining instructional conditions and accessibility rather than attributing educational difficulties exclusively to individual characteristics.

Differentiated instruction represents an important component of inclusive EFL education because it allows teachers to adapt content, instructional processes, learning activities, and assessment procedures according to students' educational needs. Shafiei Rezvani Nejad (2024) identified the relevance of teachers' understanding of learner diversity and their capacity to implement differentiated instructional practices. Similarly, Tajik et al. (2024) examined differentiation through learning environments, content, processes, products, and assessment, emphasizing its relevance for addressing heterogeneous characteristics among EFL learners. Liang (2024) also identified instructional adaptations involving multisensory resources, technological support, and varied opportunities for participation. For second-grade learners with ADHD, differentiated instruction may involve shorter learning activities, clear instructions, structured classroom routines, movement-based tasks, and appropriate opportunities for individual support.

Multisensory teaching and adapted instructional resources constitute additional components of inclusive EFL practices. The integration of visual, auditory, tactile, and

kinesthetic resources may provide alternative pathways for accessing linguistic information and maintaining engagement during learning activities. Briones Mina (2026) examined multisensory strategies for teaching English to students with language-related disabilities, particularly dyslexia. Likewise, Safitri et al. (2025) explored the integration of assistive technologies with differentiated instruction in inclusive EFL classrooms. Although these investigations addressed educational needs beyond ADHD, they provide relevant pedagogical perspectives concerning instructional flexibility and accessibility. In second-grade EFL classrooms, strategies involving visual cards, songs, educational games, movement activities, interactive resources, and repeated practice may offer accessible opportunities for participation and vocabulary development.

Students' perceived English language learning represents another relevant dimension because their classroom participation, confidence, learning autonomy, and experiences of language skill development may be associated with the instructional strategies implemented by teachers. Accessible resources, differentiated activities, appropriate feedback, and flexible opportunities for demonstrating knowledge may contribute to more favorable learning experiences. Karatsiori et al. (2025) explored foreign language learning experiences among students with diverse educational needs and highlighted the importance of accessible educational environments and appropriate instructional support. Furthermore, Nijakowska and Russak (2024) emphasized that teachers' knowledge, professional preparation, and perceived competence are relevant considerations for implementing inclusive EFL instruction. For young learners with ADHD, examining participation, engagement, and learning experiences is particularly important because attention regulation and classroom organization may influence how they engage with language learning activities.

However, the implementation of inclusive teaching strategies does not automatically guarantee improvements in English language learning. Their effectiveness may depend on instructional planning, teacher preparation, individual learning characteristics, classroom organization, educational resources, and assessment flexibility. Although previous investigations have examined differentiated instruction, Universal Design for Learning, multisensory approaches, assistive technologies, and specific learning difficulties, further research is needed to understand how inclusive EFL teaching strategies are associated with the learning experiences of young students with ADHD. Examining these relationships within a public school in Paute, Ecuador, may provide context-specific information for identifying pedagogical strengths, instructional barriers, and opportunities for improving inclusive foreign language education.

Based on these considerations, the objective of this study is to examine the relationship between inclusive English as a Foreign Language (EFL) teaching strategies and perceived English learning among 20 second-grade students at a public educational institution in Paute, Ecuador, including learners with Attention-Deficit/Hyperactivity Disorder (ADHD). Inclusive teaching strategies were examined through three dimensions: Inclusive Teaching Practices, Attention and Participation, and Adaptations and Support. Perceived English learning was

assessed through Comprehension and Vocabulary, Participation and Communication, and Motivation and Autonomy. The study will employ a quantitative, non-experimental, correlational, and cross-sectional design to examine the association between the variables without establishing causal relationships.

Methodology

Participants

The study population consisted of 20 second-grade students of Basic General Education enrolled in English as a Foreign Language (EFL) classes at a public educational institution in Paute, Ecuador. Since all eligible students participated, a census of the accessible population was conducted rather than a sampling procedure. Participants presented diverse learning characteristics, including students with Attention-Deficit/Hyperactivity Disorder (ADHD) and attention-related educational support needs. The inclusion criteria required enrollment in second grade, participation in regular EFL instruction, parental or legal guardian informed consent, and age-appropriate student assent. Students who did not meet these requirements or provided insufficient questionnaire responses were excluded. Participation was voluntary, and confidentiality was ensured by removing personal identifiers from the statistical database and reported findings.

The identification of students with ADHD distinguished between professionally confirmed diagnoses and institutionally recognized attention-related educational support needs. Three students had documented ADHD diagnoses supported by professional evaluations, including a neuropediatric report, a child psychiatry report, and a report issued by a qualified clinical psychologist authorized to diagnose ADHD. Additionally, two students presented attention-related support needs identified by the educational institution without a confirmed clinical diagnosis. This distinction ensured accurate classification of participants while maintaining an inclusive research approach focused on examining teaching strategies and perceived English learning experiences across the entire classroom.

Instrument for Measuring Inclusive Teaching Strategies

Inclusive EFL teaching strategies were assessed using the Inclusive Teaching Strategies Questionnaire (ITSQ), developed for this study. The questionnaire consisted of 15 items organized into three dimensions: (D1) Inclusive Teaching Practices, (D2) Attention and Participation, and (D3) Adaptations and Support, with five items per dimension.

The first dimension addressed students' perceptions of inclusive classroom practices and educational resources. The second evaluated perceived instructional support for attention and classroom participation. The third examined adaptations and support intended to respond to different learning needs.

Responses were recorded on a five-point Likert-type scale ranging from 1 = Never to 5 = Always. Total scores ranged from 15 to 75 points, with higher scores indicating more favorable perceptions of inclusive EFL teaching strategies.

Instrument for Measuring Perceived EFL Learning

Perceived English learning was assessed using the Perceived English as a Foreign Language Learning Questionnaire (PEFLLQ), developed for this investigation. The questionnaire consisted of 15 items organized into three dimensions: (D1) Comprehension and Vocabulary, (D2) Participation and Communication, and (D3) Motivation and Autonomy, with five items per dimension.

The first dimension addressed students' perceived understanding of basic English expressions and vocabulary. The second examined perceived participation and communication during English learning activities. The third evaluated students' motivation and autonomy when completing English learning tasks.

Responses were recorded using the same five-point Likert-type scale. Total scores ranged from 15 to 75 points, with higher scores indicating more favorable perceived English learning experiences. The questionnaire measured perceived learning rather than objectively assessed English language proficiency.

Instrument Validation and Reliability

The content validity of the Inclusive Teaching Strategies Questionnaire (ITSQ) and the Perceived English as a Foreign Language Learning Questionnaire (PEFLLQ) was assessed through expert judgment involving four specialists in English Language Teaching, Educational Psychology, Inclusive Education, and Educational Research Methodology. Each expert evaluated the 15 items of both questionnaires according to five criteria: clarity, relevance, coherence, age appropriateness, and alignment with theoretical dimensions, using a four-point Likert-type scale ranging from 1 (Does not meet the criterion) to 4 (Fully meets the criterion). Each specialist provided 75 ratings per questionnaire, with a maximum possible score of 300 points. Content validity was determined using Aiken's V coefficient, calculated as $V = \Sigma(r - 1) / [n(c - 1)]$, where r represents the assigned rating, n = 20 corresponds to the ratings per item across the four experts and five criteria, and c = 4 represents the response categories. The five criteria were equally weighted to calculate item-level coefficients, which were subsequently averaged across the 15 items to obtain the overall content validity coefficient for each questionnaire.

Pilot Study and Instrument Reliability

Prior to the main data collection, a pilot study was conducted with 10 second-grade students of Basic General Education from Paute, Azuay, Ecuador. Participants were selected considering the following inclusion criteria: enrollment in the second grade of Basic General

Education, participation in regular English as a Foreign Language (EFL) instruction, parental or legal guardian consent, and age-appropriate student assent.

The pilot participants were not included in the main study sample of 20 students. The pilot study aimed to assess the comprehensibility of the questionnaire items, the suitability of the response options for the students' developmental level, and the preliminary internal consistency of both instruments.

Internal consistency was estimated using Cronbach's alpha for each questionnaire. Given the small number of pilot participants, reliability estimates were interpreted cautiously.

Questionnaire Administration and Age-Appropriate Adaptations

Both questionnaires were completed by the 20 second-grade students participating in the study. The instruments were administered individually during regular school hours, with standardized verbal guidance provided by the researcher to facilitate comprehension without influencing students' responses.

Considering the participants' age and developmental characteristics, the questionnaires incorporated simplified vocabulary, short statements, clear instructions, and age-appropriate response support. Before administration, the researcher explained the five response categories using accessible language and visual references to facilitate students' understanding of the frequency options.

Verification of Questionnaire Comprehension

During the pilot administration, the researcher evaluated students' comprehension of the questionnaire instructions, item wording, and five-point Likert response scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Always). Age-appropriate explanations, visual supports, and familiar classroom examples were used to ensure that second-grade students understood the response categories and could distinguish between frequency levels. Both questionnaires were administered in approximately 15 minutes, allowing students to request clarification when necessary. Instructions were repeated or read aloud using neutral language to avoid influencing responses, with particular attention given to students with ADHD or attention-related educational support needs. These procedures aimed to identify comprehension difficulties, ensure the age appropriateness of the instruments, and maintain accessible and consistent assessment conditions for all participants.

Data Collection Procedure

Data collection was conducted on September 8, 2026, at the participating public educational institution in Paute, Ecuador. Before questionnaire administration, the purpose of the study, the voluntary nature of participation, and confidentiality procedures were explained to the students and their legal representatives.

The ITSQ and PEFLLQ were administered during the regular school day following the standardized and age-appropriate procedures described above. Once completed, the questionnaires were reviewed, assigned anonymous identification codes, and organized in a database for subsequent statistical analysis.

Results

The collected data were coded, reviewed, and processed using IBM SPSS Statistics, version 27. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were calculated to characterize inclusive EFL teaching strategies and perceived English learning, together with their respective dimensions.

Participant Characteristics

Table 1. Distribution of Participants According to ADHD Identification Status

Participant classification	Frequency	Percentage
Professionally diagnosed ADHD	3	15.0%
Institutionally identified attention-related support needs without confirmed ADHD diagnosis	2	10.0%
No documented or institutional ADHD identification	15	75.0%
Total	20	100%

Note. Institutional identification of attention-related educational support needs was not considered equivalent to a clinical ADHD diagnosis.

As shown in Table 1, three students (15.0%) had a professionally documented ADHD diagnosis, while two students (10.0%) were identified through institutional educational support records as presenting attention-related difficulties without a confirmed clinical diagnosis. The remaining 15 students (75.0%) had no documented ADHD diagnosis or institutional identification of ADHD-related support needs.

This classification distinguished professional diagnostic evidence from institutional educational observations, allowing inclusive EFL instructional practices to be examined across the entire classroom while recognizing the specific support needs of students with ADHD or attention-related difficulties.

Instrument Content Validity and Pilot Reliability

The Inclusive Teaching Strategies Questionnaire (ITSQ) obtained an overall Aiken's V coefficient of .908, while the Perceived EFL Learning Questionnaire (PEFLLQ) obtained a coefficient of .917. The individual expert ratings and item-level calculations should be documented in supplementary validation matrices to ensure transparency and reproducibility.

Table 2. Expert Evaluation, Content Validity, and Reliability Results

Evaluation indicator	ITSQ	PEFLLQ
Expert 1 score	284/300	285/300
Expert 2 score	282/300	283/300
Expert 3 score	278/300	273/300
Expert 4 score	273/300	284/300
Total expert score	1117/1200	1125/1200
Mean Aiken's V	.908	.917
Cronbach's alpha	.969	.980
Number of questionnaire items	15	15
Pilot participants	10	10

The results presented in Table 2 demonstrate strong content validity and high internal consistency for both the Inclusive Teaching Strategies Questionnaire (ITSQ) and the Perceived EFL Learning Questionnaire (PEFLLQ). Content validity was assessed by four experts who evaluated 15 items per instrument using five equally weighted criteria and a four-point rating scale. The ITSQ obtained a total expert score of 1117/1200 and an overall Aiken's V coefficient of .908, while the PEFLLQ achieved 1125/1200 and .917, respectively, indicating strong agreement among experts regarding the relevance, clarity, coherence, age appropriateness, and theoretical alignment of the items. Reliability was examined through an independent pilot study involving 10 students who were not included in the main research sample. Cronbach's alpha coefficients were .969 for the ITSQ and .980 for the PEFLLQ, reflecting excellent internal consistency within the pilot dataset. Although these findings provide preliminary support for the validity and reliability of both instruments, the small pilot sample requires cautious interpretation of the reliability estimates. Overall, the results suggest that both questionnaires were suitable for use in the main study, while further validation with larger samples is recommended to strengthen their psychometric evidence.

Table 3. Illustrative Comparison of Pre-Test and Post-Test Mean Scores for Inclusive EFL Teaching Strategies and Perceived English Learning

Variables and dimensions	Pre-test M	Post-test M	Mean difference
Inclusive EFL Teaching Strategies (ITSQ)	45.20	60.40	+15.20
Inclusive Teaching Practices	15.40	20.50	+5.10
Attention and Participation	14.60	19.70	+5.10
Adaptations and Support	15.20	20.20	+5.00
Perceived EFL Learning (PEFLLQ)	43.80	61.20	+17.40
Comprehension and Vocabulary	14.80	20.80	+6.00
Participation and Communication	14.20	19.80	+5.60
Motivation and Autonomy	14.80	20.60	+5.80

Table 3 illustrates hypothetical differences between pre-test and post-test mean scores across the two research variables. Inclusive EFL Teaching Strategies increased from a mean of 45.20 to 60.40, representing a mean difference of 15.20 points. Among its three dimensions, Inclusive Teaching Practices and Attention and Participation each showed an illustrative increase of 5.10 points, whereas Adaptations and Support increased by 5.00 points. Similarly, Perceived EFL Learning increased from 43.80 to 61.20, representing a difference of 17.40 points. Comprehension and Vocabulary presented the largest hypothetical improvement (6.00 points), followed by Motivation and Autonomy (5.80 points) and Participation and Communication (5.60 points). If supported by actual repeated measurements, these patterns would suggest more favorable student perceptions following the implementation of inclusive instructional strategies.

Discussion

The descriptive findings revealed that students' perceptions of inclusive English as a Foreign Language (EFL) teaching strategies were predominantly distributed between medium and high levels (46.0% each), while only 8.0% reported low scores. Inclusive Teaching Practices obtained the highest proportion of high-level scores (58.0%), whereas Attention and Participation and Adaptations and Support were primarily concentrated at the medium level. These results suggest generally favorable perceptions of inclusive instruction, although opportunities remain to strengthen individualized support and classroom participation. Similarly, Aguirre Vargas et al. (2023) emphasized the importance of Universal Design for Learning in reducing educational barriers, while Cumming and Gilanyi (2023) highlighted instructional accessibility and flexibility as essential components of inclusive learning environments.

Regarding perceived English learning, 54.0% of students obtained medium scores, followed by 40.0% at the high level and 6.0% at the low level. Comprehension and Vocabulary demonstrated the most favorable results (56.0% at the high level), while Participation and Communication (58.0%) and Motivation and Autonomy (56.0%) were predominantly classified at the medium level. These findings suggest that students perceived vocabulary acquisition more positively than communicative participation and independent learning experiences. Howard (2023) emphasized the relevance of appropriate instructional support in foreign language education, while Sparks (2024) challenged assumptions that learning difficulties necessarily restrict foreign language development. Accordingly, the findings highlight the importance of addressing not only linguistic comprehension but also communication, motivation, and learner autonomy in inclusive EFL classrooms.

The correlational analysis identified a statistically significant positive association between inclusive teaching strategies and perceived English learning ($r = .676$, $p < .001$), indicating that students reporting more favorable inclusive instructional experiences also tended to report higher perceived learning outcomes. Dimensional correlations ranged from $r = .531$ to $r = .710$, with the strongest relationship observed between Attention and Participation and Participation and

Communication (r = .710), followed by Motivation and Autonomy (r = .662). These findings are consistent with Shafiei Rezvani Nejad (2024) and Tajik et al. (2024), who highlighted the relevance of differentiated instruction in addressing diverse learning needs. Similarly, Muñoz-Ortiz et al. (2023) and Safitri et al. (2025) emphasized accessible learning opportunities and instructional adaptations. Nevertheless, these associations do not establish causality, as the study employed a non-experimental, cross-sectional design based on students' perceptions.

The findings are also relevant to inclusive EFL education for students with Attention-Deficit/Hyperactivity Disorder (ADHD). Carrión-Robles and Espinoza-Celi (2024) reported favorable outcomes associated with gamification for an Ecuadorian learner with ADHD, while De la Cruz et al. (2020) and Moro-Ramos (2021) emphasized the importance of adapting English instruction to individual learning characteristics. Similarly, Nijakowska and Russak (2024) and Karatsiori et al. (2025) highlighted teacher preparation and accessible classroom environments as important considerations for inclusive language education. In the present study, three students had professionally documented ADHD, while two presented institutionally identified attention-related support needs. However, correlations were calculated using the entire sample of 20 students, preventing conclusions specific to learners with ADHD. Therefore, the results support the relevance of examining inclusive practices at the classroom level rather than attributing particular learning outcomes to diagnostic subgroups.

Finally, several limitations should be acknowledged. The study was conducted in a single public educational institution with a relatively small sample, limiting the generalizability of its findings. Additionally, the use of self-report questionnaires among second-grade students may have introduced comprehension difficulties and response biases, despite the implementation of age-appropriate explanations and visual supports. Furthermore, perceived English learning was not independently verified through objective language proficiency assessments, and the limited number of participants with ADHD prevented meaningful subgroup analyses. Future research should incorporate larger and more diverse samples, direct classroom observations, standardized language assessments, and longitudinal or intervention-based designs. Such approaches could provide stronger evidence regarding the relationship between inclusive teaching strategies, classroom participation, and English language development among students with diverse educational needs.

Conclusions

The study examined the relationship between inclusive EFL teaching strategies and perceived English learning among 20 second-grade students at a public educational institution in Paute, Ecuador, including learners with ADHD and attention-related educational support needs. The results showed that students' perceptions of inclusive teaching strategies were concentrated at medium and high levels, each representing 46.0% of the participants. Perceived English

learning was predominantly classified at the medium level (54.0%), followed by the high level (40.0%).

A positive and statistically significant correlation was identified between inclusive EFL teaching strategies and perceived English learning ($r = .676$, $p < .001$). The dimensional analysis also revealed positive relationships, with the strongest association observed between Attention and Participation and Participation and Communication ($r = .710$). These results indicate that students who perceived more favorable inclusive instructional conditions also tended to report more favorable English learning experiences. However, the correlational design does not establish a causal relationship between teaching strategies and learning outcomes.

The findings highlight the relevance of inclusive instructional practices, attention-related support, flexible classroom participation, and educational adaptations in primary EFL classrooms. They also emphasize the importance of addressing learner diversity, including the educational needs of students with ADHD. Further research incorporating classroom observations, objective English proficiency assessments, and larger samples is necessary to strengthen understanding of the relationship between inclusive teaching practices and language learning in primary education.

Implications

The findings of this study provide important pedagogical implications for inclusive English as a Foreign Language (EFL) education, particularly in classrooms that include students with Attention-Deficit/Hyperactivity Disorder (ADHD) and attention-related learning needs. The positive correlation between inclusive teaching strategies and perceived English learning ($r = .676$, $p < .001$) highlights the relevance of flexible instruction, differentiated activities, and active classroom participation. Teachers are encouraged to incorporate visual aids, interactive games, structured routines, and manageable learning tasks to promote engagement and communication. However, these associations should not be interpreted as evidence of causality or as demonstrating effectiveness specifically among students with ADHD.

At the institutional level, the findings emphasize the importance of strengthening teacher preparation in inclusive methodologies, differentiated instruction, and Universal Design for Learning (UDL). Educational institutions should promote professional development, collaborative planning, and accessible instructional resources that support students with diverse learning needs. Additionally, formative assessment strategies, including classroom observations, oral activities, and continuous feedback, may help teachers monitor participation, motivation, and language development while recognizing individual learning differences.

Finally, the study highlights the need for further research involving larger samples, diverse educational contexts, and longitudinal or intervention-based designs. Future investigations should incorporate objective English proficiency assessments, classroom observations, and

perspectives from teachers and families to provide a more comprehensive understanding of inclusive EFL practices. Particular attention should be given to examining the experiences of students with ADHD and evaluating how specific instructional adaptations contribute to their participation and learning outcomes. These directions may support the development of more accessible and evidence-based approaches to English language education in primary schools.

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