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The Challenges in teaching communication skills to students with ADHD in Libyan primary schools

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Abstract

The main aim of this study is to draw attention to the importance of raising awareness about the difficulties faced by English language teachers in teaching communication skills to students who suffer from ADHD from the teachers' point of view. The study is based on data collected from 30 male and female teachers who have spent many years in education, and also by 2 specialists in psychological disorders who are involved in education. Data were collected via questionnaire and personal interviews. The results showed that the participants had mostly similar opinions about the difficulties they face, and also about the lack of awareness that affects the student's academic performance due to this disorder. The participants believe that this category of students faces clear neglect in taking care of it and the lack of adequate awareness programs from the concerned authorities about ADHD in schools. While the opinions of the specialists from the personal interviews were also similar about the strategies that the teacher can apply in the classroom to ensure that the educational process proceeds in a safe way for all the students equally.

Dedication

    This research project is dedicated to the sake of Allah, our Creator and Master and to our great teacher and prophet, Mohammed (May Allah bless and grant him), who taught us the purpose of life. Besides, we certainly could not have finished this study without full support of our beloved families. Their love, encouragements and continuous prayers have made us stronger each and every day on accomplishing this study. Additionally, we would like to express our sincere gratitude to our supervisor, Mrs. Enas Bellou, for her time, generous guidance, patience as well as encouragement throughout the whole study project, from which we have learned a lot regarding our topic. At last, we would like to extend our profound appreciation to all the staff members in the Department of English for their kind support and help all throughout our college journey.

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Chapter 1

Introduction

1.1 Background of the Study

Teaching communication skills to students with Attention-Deficit/Hyperactivity Disorder (ADHD) poses significant challenges for primary school teachers, as these skills are crucial for academic and social development, and understanding the difficulties faced by Libyan English teachers in instructing ADHD pupils in this area is of utmost importance. Attention-Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by persistent patterns of inattention, hyperactivity, and impulsivity that significantly impact daily functioning and development (National Institute of Mental Health, 2021). English and its communication skills count among the areas of academics and social lives where students with ADHD usually struggles. Understanding the challenges primary school teachers encounter in instructing these skills to pupils with ADHD is necessary, where primary education is highly important in determining a child's development. The purpose of this background is designed to give an overview of the difficulties Libyan English teachers come across when instructing ADHD pupils in communication skills.

ADHD is a widespread disorder that affects youth all over the world, including our country. Although the precise quantity of ADHD individuals living in Libya is unknown, studies done in comparable cultural and region conditions suggest that the disorder may be far more common in Libyan primary schools. For instance, a study applied out in Tripoli, Libya, discovered that 13.7% of elementary school students experienced this frequency (Elshafie et al., 2016). Understanding the widespread prevalence of ADHD in this country is essential to recognizing the scope of the problem and creating effective solutions for dealing with the challenges faced by instructors in primary schools.

1.2 Statement of the Problem

In Libyan primary schools it is crucial for teachers to effectively teach students, with attention deficit/hyperactivity disorder (ADHD) the skills needed for English communication. The classroom should be inclusive. Provide support to help students with ADHD improve their language proficiency. Teachers should have the knowledge, skills and resources to create a learning environment that encourages the active participation and progress of students with ADHD in English communication activities. This would contribute to their success and emotional well-being.

However the Libyan primary school teachers face challenges when teaching English communication skills to students with ADHD. Their limited awareness and understanding of ADHD as a condition and its impact on learning make it difficult for them to meet the needs of these students effectively. Furthermore the lack of training and professional development opportunities tailored towards supporting students with ADHD hinders teachers effectiveness. Additionally the absence of teaching materials, resources and classroom accommodations specifically designed for students with ADHD, in learning communication skills can hinder their language development.

The main objective of this project is to increase awareness, about ADHD in schools and the difficulties that teachers face in assisting students with this condition. By promoting an understanding of ADHD among educators and other stakeholders the project aims to spark discussions on strategies for meeting the unique needs of these students. Additionally the project wants to provide training to empower teachers with the knowledge and techniques to support students with ADHD in their classrooms. Through these initiatives, the project strives to enhance experiences and outcomes for primary school students, with ADHD in Libya.

1.3 Aims of the Study

The aims of this study are to increase awareness among primary school teachers in Libya about the challenges they face when teaching English communication skills to students with attention-deficit/hyperactivity disorder (ADHD). By understanding these difficulties, the study aims to promote a supportive and inclusive learning environment. It will investigate the specific obstacles encountered by teachers in this context, gathering valuable insights through research and data collection. By

analyzing current literature and best practices, the study aims to identify practical approaches and accommodations for teaching English to students with ADHD. The findings will inform recommendations for professional development and the implementation of evidence-based techniques. Ultimately, the study strives to empower primary school teachers in Libya with the knowledge and resources to enhance the English communication skills of their students with ADHD.

1.4 Research Questions

This research is based on the following questions :

1. What particular difficulties do primary school teachers in Libya have while instructing pupils with ADHD in English communication skills?

2. What methods, techniques and strategies could help Libyan primary school teachers help their ADHD student?

1.5 Significance of the study

Primary school teachers suffering from the lack of specific training and support needed to effectively meet the special care of students with ADHD. "Teachers often lack the specific training and support needed to effectively address the unique needs of children with ADHD" (Raggi & Chronis-Tuscano, 2015). This misunderstanding might end up in unjust guidance and not enough help. Also Having no awareness of ADHD's effects on language can result in the use of ineffective learning support techniques and more important of which is the severe lack of research related to this topic in the region, which caused some difficulties related to data collection. As it stands up, teachers at primary schools in Libya run into several challenges when instructing students with ADHD in English language communication skills. Clearly, the prevalence of ADHD in primary schools in Libya is higher than currently recognized, and although the extent of the issue needs to be understood in order for us to develop appropriate strategies, it goes without saying children with ADHD have very advanced language skills. (Kessler et al., 2015). raising awareness and appropriate strategies, primary school teachers can better support the academic and social development of students with ADHD in Libya.

1.6 Methodology of the Study:

This research project utilizes a mixed methods approach, incorporating both questionnaire surveys and personal interviews with psychologists Dr. Saleh Al-Hawaij and Elham Al-Hajj. The questionnaire surveys collect quantitative data from a sample of primary school teachers, exploring their experiences and perspectives on communication challenges when teaching English to students with ADHD. The interviews with the psychologists provide invaluable insights and recommendations, drawing from their extensive expertise in children's mental health and hyperactivity-related issues. Their input enhances the project's credibility and enriches the understanding of the difficulties faced by teachers, offering practical strategies to address these challenges effectively. Overall, the combination of these methods strengthens the project's quality and ensures that the findings and recommendations are grounded in both quantitative data and professional knowledge.

1.7 Limitation of the study

This study focuses on drawing the attention to some potential limitations; as it is based on the investigations applied on some mixed-gender participants at a number of primary schools in the capital Tripoli, and two child psychologists who are directly concerned with the ADHD disorder. The information of this study was obtained from 30 teachers according to an online questionnaires to identify how difficult or challenging it is do deal with ADHD students on a daily basis, and how that effect their learning proficiency, and why most teachers have a lack of information about the strategies and techniques to help them dealing with this problem. And although we knew that the classroom observation method would have been an excellent option ,but because of the time it required, we were unable to implement it. These samples were taken from an English primary school teachers on Monday, 1 January; Tuesday, 2 January; Wednesday, 3 January, 2024.

1.8 Organization of the study

This project is systematically divided into four chapters. The following is a short description of what each chapter contains:

First and foremost, the first chapter offers an introduction to the topic of the project, a brief background of the study, the statement of the problem, the aims of the study, followed by the research questions. It also explains the significance of the study, the methodology of the study and the limitation of the study. Furthermore, it shows the structure/organization of the project. Secondly, chapter two clarifies the definition of the ADHD, its impacts and causes as well as a brief review of the related studies. Thirdly, chapter three describes the participants of the study, the research methods, the interviews, the questionnaires and the process/procedure of data collection and analysis. Last but not least, the final chapter, which is number four, includes the findings, the discussion and the conclusion of the study. In addition, it also suggests a number of recommendations for further future studies.

Chapter two

Literature Review

2.1 Introduction

This chapter primarily presents the different researches and other literature for foreign researchers, which have significant bearings on the variables included in the research. It focuses on several aspects that will help in the development of this study. This chapter also focuses on a greater understanding of this disorder in its various aspects, as there is no basis for any solutions or research without a deep understanding of those suffering from this disorder, and this is what the chapter presents, from the dates of its origin and its characteristics. In addition, it explains the underlying causes and potential strategies for treating such conditions. The literature of this study comes from books, journals, articles, electronic materials such as PDF or E-Book, websites, and other existing theses and dissertations that are believed to be useful in the advancement of awareness concerning the study.

2.2 The Definition of ADHD

Attention Deficit Hyperactivity Disorder, is a psychological disorder of the type of delayed nerve development that begins in childhood. It causes a pattern of behavior that makes the child unable to follow orders or control his actions, or he finds it extremely difficult In paying attention to the rules, he is constantly distracted by small things (American Psychiatric Association,2013,p.59) . People with this condition have difficulty participating into school classes and learning from their educators, and do not obey to class rules, which leads to a weakening in school performance in these children owed to their inability to concentrate and not because they are not intelligent, so the majority of people believe that they are naturally disobedient.

Our discovery of this disorder has evolved with the passage of time and the development of science, and has now included many contributions from some of the most prominent names in the field, including researchers and specialists. Knowing that it is almost impossible to attribute all of these achievements to a specific person,

there are prominent names that have shined more than others and made understanding this symptom an easier task.

One influential figure in the early recognition of ADHD was Sir George Still, an English pediatrician, who published a series of lectures in 1902 describing a group of children with "defects of moral control" and "abnormal instability of attention" (Still, 1902). Still's work laid the foundation for recognizing the core symptoms of ADHD.

During the 1960s and 1970s there was a growing understanding of disorder which eventually led to the establishment of criteria for what we now call ADHD. Notable contributions were made by psychiatrist Fritz Redl and American psychiatrist Charles Bradley during this time. Redl conducted research, on hyperactivity, in children (Redl, 1957) while Bradley explored the use of medication to alleviate symptoms (Bradley, 1937).and it significantly advanced our understanding of ADHD.

The Diagnostic and Statistical Manual of Mental Disorders (DSM), published by the American Psychiatric Association (APA) in the 1980s, provided standardized criteria for the diagnosis of ADHD DSM-III (1980) used the term "". Attention Deficit Disorder" (ADD). they are done in different subtypes. Subsequent editions DSM-III-R (1987) and DSM-IV (1994) revised the diagnostic criteria and recognized the importance of hyperactivity, introducing the term "ADHD" as the umbrella for calling the problem.

ADHD is now increasingly recognized and studied by researchers and clinicians around the world. Its diagnostic criteria are still being refined, the latest being the DSM-5 (2013). The DSM-5 recognizes three types of ADHD: primary inattentive presentation, primary hyper expression /involvement, and integrated presentation.

It should be noted that despite the historical contributions and tremendous progress made in understanding ADHD, the specific causes and mechanisms believed to contribute to the disorder are still under investigation ADHD occurs with many factors including genetic, environmental and neurological influences.

In conclusion, ADHD is a neurological disorder characterized by inattention, hyperactivity, and impulsivity. While the exact diagnosis of ADHD cannot be attributed to one person, notable figures such as Sir George Still, Fritz Radl, and Charles Bradley have contributed significantly to our better understanding of the

disorder Diagnostic criteria and terminology have evolved over time, a The DSM is used to diagnose ADHD Important contexts. It continues the ongoing research that is deepening our understanding of ADHD and its impact on individual lives.

2.2.1 HISTORY

The history of ADHD is the culmination of the contributions that various researchers and clinicians have made to our current understanding of the disorder. English pediatrician Sir George Still played a key role in the early diagnosis of ADHD when in his influential lectures in 1902 he described a group of children with "moral incontinence" and "intellectual" instability firmly unusual" (Still, 1902)). The foundation was laid. The concept of hyperkinetic disorder emerged in the 1960s and 1970s as a result of the groundbreaking work of the Swiss psychiatrist Fritz Riedel and the American psychiatrist Charles Bradley Riedel on hyperactive children (Reidel, 1957) and Bradley's pioneering experiments using stimulants to alleviate therefore symptoms). greatly advanced our understanding of ADHD and their contributions provided valuable insight into the nature of the disorder. The Statistical Manual of Mental Disorders (DSM) published by The Diagnostic and American Psychiatric Association (APA).The term attention deficit hyperactivity disorder " (ADD) and subdivided into the III-R (1987) and DSM-IV (1994) versions (American Psychiatric Association, 1980;American Psychiatric Association, 1987; American Psychiatric Association, 1994).). These definitions identified important points in establishing the diagnostic criteria for ADHD. Today, the DSM-5 (2013) recognizes three types of ADHD: primary and inattentive presentations, primarily hyperactive/impulsive presentations, and combined presentations (American Psychiatric Association, 2013). Research and awareness around ADHD is growing.

2.2.2 The Causes of ADHD

Attention Deficiency Hyperactivity complaint (ADHD) is a complex neurodevelopmental complaint characterized by patient patterns of inattention, hyperactivity, and impulsivity. While the exact causes of ADHD aren't yet completely understood, exploration indicates that it's a multifactorial condition told by a combination of inheritable, environmental, and neurological factors and the goes as follows:

1-Inheritable Factors:

multitudinous studies have suggested a strong inheritable element in ADHD. Family, binary, and relinquishment studies indicate that ADHD tends to run in families, with a advanced threat of inheriting the complaint if a natural parent or stock has ADHD. Genome-wide association studies(GWAS) have linked several inheritable variations associated with ADHD, particularly in genes involved in neurotransmitter regulation, dopamine signaling, and brain development(Franke etal., 2012). still, it's important to note that genetics alone don't determine the development of ADHD, as environmental factors also play a significant part.

2- Environmental Factors:

colorful environmental factors have been intertwined in the development of ADHD. Antenatal exposure to substances similar as tobacco bank, alcohol, and certain medicines during gestation has been associated with an increased threat of ADHD in children (Linnet etal., 2003; Rodriguez etal., 2019). Complications during gestation and parturition, including punctuality, low birth weight, and motherly stress, have also been linked to a advanced liability of ADHD (Talge etal., 2010; van Lieshout etal., 2018). also, early exposure to environmental poisons like lead and fungicides has been suggested as implicit threat factors for ADHD (Braun etal., 2006; Shelton etal., 2014). still, while these environmental factors contribute to the threat, they don't solely beget ADHD.

3- Neurological Factors:

Neurological differences and dysfunctions in certain brain regions have been observed in individualities with ADHD. Neuroimaging studies have revealed structural and functional abnormalities in the prefrontal cortex, rudimentary ganglia, and other brain regions involved in attention, impulse control, and administrative functions (Cortese etal., 2012). These differences may affect the regulation of neurotransmitters, especially dopamine, norepinephrine, and serotonin, which play significant places in attention and cognitive processes (Volkow etal., 2009). still, it's important to note that these neurological differences aren't specific to ADHD and can be observed in individualities without the complaint as well.

In instant, ADHD is a complex complaint with multifactorial causes. inheritable factors contribute significantly to the threat of developing ADHD, with specific gene variations associated with neurotransmitter regulation and brain development. exposures, complications during Environmental factors, including antenatal gestation, and early exposure to poisons, also contribute to the threat. Neurological differences in brain structure and function, particularly in regions involved in attention and impulse control, further contribute to the development of ADHD. It's important to fete that ADHD isn't caused by a single factor but results from the interplay of inheritable, environmental, and neurological factors.

2.2.3 The Types of ADHD

ADHD, additionally called Attention Deficit/Hyperactivity Disorder is a condition that influences the manner the brain develops. It is characterized via styles of inattention, hyperactivity and impulsivity. Through studies and medical observations professionals have diagnosed three kinds of ADHD; Inattentive Presentation (ADHD PI) Predominantly Hyperactive Impulsive Presentation (ADHD HI) and Combined Presentation (ADHD C). Having an knowledge of these styles of ADHD is important, for making correct diagnoses presenting personalized interventions and providing powerful help.

1- Predominantly Inattentive Presentation (ADHD-PI):

The ADHD-PI subtype is primarily characterized by challenges in maintaining attention, committing careless errors, and following instructions. Countless studies have underscored the widespread occurrence of this subtype, its continuation into adulthood, and the resulting hindrances in academic and occupational performance.

2- Predominantly Hyperactivity-Impulsive presentation (ADHD-HI):

Conversely, the ADHD-HI presentation is characterized by hyperactive behavior, impulsivity, and behavioral obstacles. Research has revealed that this subtype is more frequently diagnosed in boys and is linked to long-term impairments including a heightened vulnerability to substance abuse and academic struggles.

3-Combined presentation (ADHD-C):

ADHD-C symptoms are characterized by a combination of symptoms of marked inattention, hyperactivity, and impulsivity, making it the main subtype of ADHD. People with ADHD-C may experience difficulties in many aspects of life, including academic performance, social interactions, and executive function. An accurate diagnosis and a comprehensive understanding of the various forms of her ADHD are important to developing personalized interventions and providing appropriate support to individuals. Ongoing research and clinical evaluation play an important role in expanding our understanding of ADHD and improving treatment for children and adults.

to sum up, ADHD is a disorder with a broad spectrum of symptoms that affect people in many ways. For example, distinguishing between "mainly inattentive" behavior ("ADHD-PI" or "ADHD-HI") reveals different problems with attention, concentration, excessive restlessness, and recklessness. On the other hand, ADHD-C is characterized by a combination of multiple symptoms that emphasize the complexity of the disorder. To accurately diagnose and manage the needs of individuals living with ADHD, we need to identify the different types. By continuing to conduct research and clinical evaluations, we can advance our understanding of ADHD and improve the treatment of ADHD in children and adults.

2.2.4 Age Group and Percentage

ADHD is frequently detected in children, although incidence numbers different throughout research. The Diagnostic and Statistics Manual of Mental Disorders (DSM-5) published by the American Psychiatric Association states that between 5% and 10% of children are thought to have ADHD (APA, 2013). Certain studies have, however, shown marginally different percentages. For example, Polanczyk et al. (2007) revealed that the pooled prevalence of ADHD in children was roughly 5.29% in a mete-analysis. Comparable numbers from various studies (Froehlich et al., 2007; Visser et al., 2014) showed a range of 5% to 9%.

The prevalence of ADHD tends to be constant into teenage years, while there may be shifts based on diagnostic standards and evaluation techniques. According to a research by Merikangas et al. (2010), 7.3% of teenagers are thought to have ADHD.

In a similar manner Willcutt et al. (2012) found that teenagers between the ages of 12 and 17 had a prevalence rate of almost 6.3% in a large-scale community research. These results imply that a significant proportion of the teenage population is still impacted by ADHD.

Contrary to previous beliefs, ADHD isn't exclusively kept to childhood and puberty but can hold on into adulthood. Inquire about demonstrates that ADHD predominance rates in grown-ups are lower than in children and teenagers but are still noteworthy. An efficient audit by Simon et al. (2009) found the predominance of ADHD in grown-ups to be around 2.5%. Be that as it may, other ponders have detailed higher figures. For occasion, a large-scale ponder by Fayyad et al. (2017) evaluated the predominance of ADHD in grown-ups to be around 4.4%. These varieties may be ascribed to contrasts in demonstrative criteria, evaluation strategies, and test characteristics.

In assumption, ADHD influences people over distinctive age groups, with changing predominance rates. In children, the assessed predominance ranges from 5% to 10%, while in teenagers, it is around 6% to 7.3%. In grown-ups, the predominance is detailed to be lower, extending from 2.5% to 4.4%. These figures highlight the centrality of ADHD as a predominant neurodevelopmental clutter that can endure into adulthood. Precise distinguishing proof and conclusion of ADHD over age groups are vital for giving fitting mediations and back to influenced people.

2.3 The characteristics of an ADHD students

Understanding the characteristics of students with Attention Deficit Hyperactivity Disorder ADHD is significant for teachers, parents, and experts to supply suitable support and interventions. One of the primary characteristics of ADHD students is carelessness. They frequently battle to sustain attention, effortlessly becoming distracted or losing focus. These students may have trouble organizing assignments, following instructions, and completing assignments (DuPaul & Stoner, 2014). Also, they may display poor time management skills and frequently forget or lose important materials. (Barkley, 2015). Inattention can altogether affect academic performance, driving to lower efficiency and achievement. Hyperactivity is another noticeable characteristic of ADHD under studies. They tend to be excessively active, restless and

anxious these students. They have trouble remaining seated during lessons, always moving or squirming in their seats. (Barkley, 2015). Hyperactivity can interfere with classroom routines and disturb the learning environment, influencing both a student and their peers. Impulsivity is 1/3 characteristic commonly seen in ADHD students. They frequently act without considering the results, shouting out answers before a question is done, or making rush choices. (DuPaul & Stoner, 2014). These students may battle with self-regulation and show impatience interrupting other discussions or exercises. Impulsivity can ruin social interactions and lead to conflicts with peers and authority figures. ADHD students also encounter challenges in executive working skills, which are fundamental for arranging, organizing, and overseeing assignments. They may battle with prioritizing assignments, breaking assignments into manageable steps, and starting or completing long term projects. (Barkley, 2015). These challenges can result in academic under achievement and frustration. Furthermore, ADHD students frequently show weaknesses in working memory, which affects their ability to hold and control information in mind. (Willcutt et al., 2012). This may lead to troubles following multistep instructions, recalling information and applying already learned concepts. Working memory shortages can affect learning over different subjects and prevent academic progress. It is important to note that the characteristics of students with ADHD may change in severity and presentation, as well as interact with other factors such as comorbidities or environmental impacts. Therefore, a comprehensive understanding of each student's individual profile is essential for effective intervention and support strategies.

2.4 Community treatment

The way the community views students with ADHD has a significant impact on both their general well-being and academic achievement. It's essential to create a welcoming, encouraging atmosphere that understands their particular requirements and offers helpful interventions.

Increasing knowledge and lowering stigma is a crucial part of community treatment for ADHD adolescents. Negative assumptions and misconceptions regarding ADHD can be dispelled by educating the public about the disorder and the difficulties it presents. The community can help ADHD students feel more supported by

encouraging empathy and understanding. Community events, parent and educator training, and public awareness programs can all support this effort (Zuvelek, 2014).

Effective treatment of students with ADHD also requires collaboration amongst other parties. To guarantee a complete approach to therapy, the community should promote collaboration between parents, educators, healthcare providers, and support services. The creation and execution of customized intervention programs for every ADHD student can be facilitated by regular information exchange and communication among various stakeholders (Wigal et al., 2011). This cooperative strategy aids in more successfully addressing behavioral, social, and academic difficulties.

In order to assist students with ADHD in the community, it is imperative to provide appropriate academic accommodations. Individualized education plans (IEPs) and 504 plans are two ways that schools can use to comply with the specific requirements of each student. They specify adjustments and modifications that must be made (DuPaul & Stoner, 2014). Preferred seating, more time for exams or assignments, and access to assistive technology are a few examples of these adjustments. Through balanced educational opportunities, the community can enable students with ADHD to realize their full potential.

An additional important component of community treatment for ADHD students is behavioral interventions. Access to evidence-based treatments like behavioral therapy and social skills training can be facilitated by the community. According to Evans et al. (2018), these interventions concentrate on imparting self-regulation tactics, organizational skills, and problem-solving techniques, all of which can improve social relationships and academic achievement. Students with ADHD and their families can also benefit greatly from the resources and assistance provided by community-based organizations and support groups.

Furthermore, supporting an inclusive and pleasant school environment is essential for the well-being of students with ADHD. Students can learn in an atmosphere that embraces variety and promotes tolerance and understanding throughout the community. Fostering a safe and welcoming environment that allows ADHD students to flourish can be achieved through putting anti-bullying programs into place, encouraging peer support, and offering social-emotional learning initiatives (Murray et al., 2018).

In summary, the community is vital to the treatment and support of ADHD students. Effective community treatment includes several essential elements, such as increasing awareness, lowering stigma, encouraging cooperation amongst stakeholders, offering academic accommodations, putting behavioral interventions into practice, and creating an inclusive school environment. Through the adoption of these strategies, the community can establish a setting that caters to the special requirements of students with ADHD, facilitating their academic and social success.

2.5 Classroom behavior

The behavior of ADHD children in the classroom can be greatly impacted by these symptoms. In order to offer the right assistance and interventions to students with ADHD, educators must have a thorough understanding of their behavior. This essay looks at the typical behaviors that children with ADHD show in the classroom and talks about ways to make the setting more favorable for them to study in. utilizing pertinent research and sources.

One of the primary behavioral challenges faced by ADHD students in the classroom is inattention. They often struggle to sustain attention on tasks. Leading to difficulties with task completion and following instructions, (Barkley, 2015). These students may appear easily distracted, Daydream, or have trouble organizing their materials and thoughts. To address in attention, teachers can implement strategies such as breaking down tasks into smaller, manageable steps, providing visual cues. And using timers or reminders to keep students on track. track (Power et al., 2018).

Another common trait seen in ADHD students is hyperactivity. Their increased motor activity is generally evident in the form of restlessness, fidgeting, and trouble sitting seated (American Psychiatric Association, 2013). These actions can interfere with peer and teacher learning as well as disturb classroom routines. Instructors may want to think about introducing activity breaks or offering different seating arrangements, like standing desks, to assist students release their surplus energy in a more controlled way. (Daly and others, 2014).

Impulsivity is third challenging behavior exhibited by ADHD students. They may act without thinking, blurting out answers, or interrupting others during class discussions. Impulsivity can also lead to difficulties with self-regulation, emotional

control and decision making. (Barkley, 2015). Teachers can employ strategies like providing clear expectations. Modeling appropriate behavior and Teaching self-regulation techniques. (Evans, Alan 2016}. Additionally, incorporating social emotional learning programs into the curriculum can enhance impulse control and overall emotional well-being for ADHD students. (Durlak et al., 2011). Creating a supportive and structured classroom environment is essential for managing the behavior of ADHD students. Clear and consistent classroom rules routines. And expectations can provide a sense of predictability and help students with ADHD better understand what is expected of them (DuPaul et al., 2016).

   Progressive reinforcement strategies, such as praise and rewards for appropriate behavior, can also be effective in motivating and shaping the behavior of ADHD students. (Fabiano et al., 2009). Collaboration between teachers , parents. And other professionals is vital in addressing the behavior of ADHD students. Open lines of communication allow for the sharing of observations, strategies and progress monitoring. Developing individualized behavior, intervention plans, (BIPs) that target specific behavioral goals can further enhance support for ADHD Students (Power et al., 2018).

   To sum up, students with ADHD have unique behavioral patterns in the classroom that may affect their ability to learn and engage with others. by being aware of these tendencies and using the proper tactics. Teachers can establish a welcoming and inclusive learning atmosphere for kids with ADHD. techniques including breaking down tasks, using visual clues, taking breaks, and setting clear expectations. Positive reinforcement is also useful in controlling impulsivity, hyperactivity, and inattention. Working together, stakeholders such as professionals, parents, and educators, can further improve the efficacy of treatments. Teachers can support ADHD kids' academic progress by addressing their behavioral issues. as well as general health.

2.6 Teachers interactions in class

   Students with ADHD may unfortunately encounter instances of hostile or unfavorable interactions with teachers, which could significantly impact their educational experience. When working with students who have ADHD, teachers may unknowingly employ some harmful strategies that have been recognized by research.

One way to address this is when educators show signs of impatience, annoyance, or a lack of awareness of the difficulties that children with ADHD encounter. (Evans & Allen, 2016). Another problematic approach is when teachers repeatedly reprimand or punish their students for behaviors that are indicative of their condition, which can unintentionally reinforce negative self-perceptions and lower student motivation (Du Paul et al., 2016). Additionally, discriminating against students with ADHD and undermining their self-esteem and participation in the classroom might result from the use of disparaging words such as calling them "disruptive" or "lazy." (Power et al., 2018). When working with kids who have ADHD, teachers must be mindful of these possible traps and make an effort to use constructive and encouraging methods in order to support their academic success and general well-being.

2.7 The way of communication

Students with ADHD may have difficulties communicating because of problems with impulsivity, self-control, and focus. These challenges may show up in several of forms. For example, students with ADHD could find it difficult to listen carefully and actively during discussions. This makes it harder to comprehend spoken information clearly or to follow directions. [DuPaul et al., 2016].

Their impulsivity may also cause them to frequently interrupt or speak out of turn. It may cause a communication breakdown. (Barkley, 2015). Furthermore, students with ADHD may struggle with expressive language, such as structuring their ideas, Speaking coherently or remaining on topic. (Allen & Evans, 2016). It's critical that teachers understand these communication challenges and use techniques that help them communicate effectively with pupils who have ADHD.

Providing clear and concise instructions, using visual aids or written cues, and allowing sufficient processing time can help enhance understanding and engagement in communication (Power et al., 2018). Encouraging active listening skills and teaching strategies for turn taking and self-regulation can also contribute to more effective communication interactions. (DuPaul et al., 2016). By understanding and addressing the communication challenges faced by ADHD students, educators can foster a supportive and inclusive classroom environment.

2.7.1 speaking

ADHD students may display specific behaviors in an English-speaking class that can be attributed to their condition. These behaviors can include difficulty sustaining attention during language instruction, being easily distracted by external stimuli or their own thoughts. Impulsive Interruptions while Others are Speaking and Challenges with Self-Regulation. (Evans & Allen, 2016). Students with ADHD may also struggle with maintaining focus on listening tasks. Following multi step instructions, organizing their thoughts and ideas for verbal expression, and staying on topic during discussions (DuPaul et al., 2016). These challenges can impact their active participation and overall language learning experience. In an English-speaking classroom, teachers can help kids with ADHD by employing techniques like giving clear directions, utilizing textual or visual clues, and introducing scheduled activities. provide regular chances for active participation and extra assistance with time management and organizing (Power et al., 2018). by being aware of the difficulties ADHD adolescents encounter and using the right techniques. Teachers have the power to build a welcoming and encouraging environment for language acquisition.

2.7.2 listening

In a listening class, students with ADHD may display particular behaviors that are influenced by their condition. These behaviors can include issues with maintaining focus, being quickly sidetracked by ideas or outside stimuli, and having trouble with active listening and comprehension (Barkley, 2015). It could be difficult for them to pay attention during long listening exercises, follow spoken instructions, and weed out extraneous material. ADHD children may also exhibit impulsive behaviors like talking over other people or answering questions without waiting their turn. Teachers can use techniques including giving clear and brief directions, using aids such as pictures to reduce difficult content down into segments, and incorporating interactive activities to benefit students with ADHD in listening classes. furthermore provide chances for movement breaks to improve engagement and focus. (Barkley, 2015). Teachers can establish an inclusive learning environment that fosters excellent listening skills by taking into account the specific needs of children with ADHD.

2.7.3 Reading and comprehension

In a reading class, students with ADHD may exhibit specific behaviors that are influenced by their condition. These behaviors can include difficulties with sustained attention, easy distractibility, and challenges in maintaining focus while reading (Hallowell & Ratey, 2011). ADHD students may struggle with staying engaged during extended reading tasks, comprehending and retaining information. And managing impulsiveness. They may also face difficulties in organizing their thoughts and expressing ideas effectively, which can impact their ability to discuss or summarize texts. Teachers can use techniques like breaking down reading assignments, introducing visual aids or graphic organizers that provide movement breaks, to benefit students with ADHD in reading classes. and promoting interactive conversations to raise understanding and involvement (Hallell & Ratey, 2011). Teachers can establish an encouraging educational atmosphere that supports the development of reading abilities in students with ADHD by being aware of their specific requirements and implementing strategies that are appropriate for them.

2.7.4 writing

Teachers face various challenges when working with ADHD students in a writing class. Firstly, ADHD students often struggle with sustaining attention and maintaining focus on writing tasks. (Evans & Allen, 2016). They may find it difficult to stay engaged for extended periods leading to incomplete or unfinished written assignments. Secondly, ADHD students may exhibit impulsivity which can manifest as impulsive writing without proper planning or organization. (Barkley, 2015). This impulsivity can result in disorganized and incoherent written work additionally. ADHD students may struggle with self-regulation and time management. Making it challenging to meet writing deadlines (DuPaul et al., 2016). They might struggle with setting desired outcomes, efficiently using their time, and finishing the writing process. These difficulties may make it more difficult for them to write well. Teachers can use techniques like giving clear instructions and expectations to overcome these problems. creating graphic organizers or visual supports to help divide writing assignments into manageable steps. Incorporating structured brainstorming and planning activities. And offering additional support for self-regulation skills. (DuPaul et al., 2016). By understanding and accommodating the specific needs of ADHD

students in the writing class, teachers can create a supportive environment that fosters their writing skills development.

2.8 Cure and strategies

People of all ages can suffer from attention-deficit/hyperactivity disorder, or ADHD. It is typified by symptoms such as impulsivity, hyperactivity, and trouble focusing. Regretfully, ADHD has no recognized treatment. Nonetheless, a number of techniques and programs can be very beneficial in assisting students with ADHD and assisting them in efficiently managing their symptoms. Together, both approaches—medication and non-medication—can help educators and other professionals establish a supportive learning environment for individuals with this disease that will help them succeed academically and feel better overall. We will go over several of these tactics and treatments below, emphasizing evidence-based methods that have produced favorable outcomes.

To help students with ADHD, non-pharmacological treatments are just as important as pharmacological interventions. The main objective of behavioral interventions is to change the environment of school while teaching students techniques to enhance their executive functioning and self-regulation. Individualized education plans (IEPs) or 504 Plans may be implemented, behavior management strategies, academic accommodations, and other strategies (DuPaul et al., 2016). Another helpful strategy that aids in the development of adaptive techniques for coping, self-awareness, and problem-solving abilities in students is cognitive behavioral therapy, also called CBT (Solanto, 2011). Successful treatment for children with ADHD also requires cooperation between parents, educators, and other professionals. Consistency and a comprehensive approach to intervention are supported by regular information exchange and communication (Evans & Allen, 2016).

Although there isn't a cure for ADHD yet, children with the disorder can achieve far better social and academic results when they combine pharmaceutical and non-pharmacological therapies. Through the implementation of various tactics including academic accommodations, behavioral interventions, cognitive-behavioral therapy, and parent-teacher cooperation, educators may provide supportive settings that improve the academic performance and general well-being of children diagnosed with

ADHD. Ensuring continual development in the support of children with ADHD requires that interventions be tailored to the specific requirements of each student and that their efficacy be routinely assessed.

2.9 Previous studies

The difficulties faced by elementary school teachers when assisting students with ADHD with their English communication skills have been brought to light by earlier research. These difficulties cover a wide range of topics, such as social interactions, impulsivity, language acquisition, and attention span. Comprehending these challenges is essential to formulating beneficial approaches to assist educators and learners in this area.

According to research by Arnold et al. (2018), students with ADHD frequently have difficulty with language skills like grammar, vocabulary acquisition, and expressive language. These challenges may make it difficult for them to communicate in English effectively, which could cause frustration and lower self-esteem. Additionally, students with ADHD may have trouble maintaining focus and have shorter attention spans, which makes it difficult for them to participate completely in language learning activities (Arnold et al., 2018).

Another characteristic of ADHD is impulsivity, which can further impede one's ability to communicate in English. ADHD students may have trouble controlling their emotions, interrupting others in class, and learning how to appropriately take turns. Such impetuous actions can impede classroom communication and make it challenging for teachers to provide productive language practice (Lynch & Macari, 2020).

Additionally, in the context of English communication abilities, peer relationships and social interactions can present difficulties for students with ADHD. According to research by Buendía-García et al. (2019), students with ADHD may have trouble reading and interpreting social cues, which may hinder their capacity to participate in meaningful peer conversations. These social obstacles may cause them to feel alone and undermine their confidence when speaking in English.

Various strategies have been proposed by previous studies for primary school teachers to address these challenges. For example, using multimodal teaching strategies like visual aids and interactive exercises can improve students with ADHD's language acquisition (Arnold et al., 2018). Students with ADHD can improve their attention and self-regulation skills, as well as their understanding of expectations, by implementing structured routines and giving clear instructions (Lynch & Macari, 2020).

Furthermore, it's essential to establish a welcoming and inclusive classroom atmosphere that encourages constructive social interactions. Instructors can help students with ADHD communicate more effectively by encouraging peer cooperation and implementing social skills training (Buendía-García et al., 2019).

To sum up, primary school teachers encounter various difficulties when assisting students with ADHD with their English communication skills. These barriers include issues with language acquisition, attention span constraints, impulsivity, and social interaction. However, teachers can offer invaluable support and improve the English communication skills of students with ADHD by implementing efficient tactics like interactive teaching techniques, structured routines, and encouraging positive social interactions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 introduction

The research methodology is a way to solve the problem systematically. Hall stated, "Methodology is an essential part of any research" (2003,p.1). In addition, it is necessary for the researcher to know not only the research methods and techniques, but also how to design an appropriate methodology for the study. Therefore, this chapter provides the methodology that has been adopted to investigate the main concern of the study. It also explains how the participants were selected and the procedures by which the data of the research were collected. Moreover, it demonstrates the procedure that this research went through when gathering date. At last, it illustrates how data were analyzed.

3.2 ethical consideration

Before asking any of the targeted teachers and professionals, the researchers first took permission and explained the purpose of the current study. In addition, before distributing the questionnaire, preparing interview questions, and setting objectives, the research was clearly explained to the participants, and the researchers offered to present the results to them after analyzing the data. While distributing the questionnaire and conducting the interviews, the researchers checked the participants' need to ensure that everything was clear and understandable. Teachers were assured that the results of the study would remain confidential and that providing their names was optional, while we informed specialists to mention their names as references.

3.3 Representative Samples

3.3.1 The Sample of the Questionnaire

This case study contains questionnaire for teachers only. The participants recruited were 30 (male and female) English primary school teachers. The researchers chose to

conduct an online questionnaire for their project with 30 teachers from different regions in Libya due to its convenience and accessibility. The online format allows participants to easily complete the survey from any location with internet access, eliminating logistical challenges. It also ensures Anonymity and confidentiality, promoting honest responses. Additionally, the online method enables efficient data collection and Analysis, saving time and effort. overall, the online questionnaire is practical and effective choice for gathering data from geographically diverse group of participants.

3.3.2 The Sample of the Interviews

As a researchers ،we chose to conduct interviews with specialists in ADHD, namely Eham Al-Haj and Dr. Saleh Al-Huwaij, due to their expertise and knowledge in the field. As University professor and specialist at (Sai care center), Elham Al-Haj possesses a deep understanding of ADHD and its impact on students. Her extensive experience in working with individuals with a DHD equips her with invaluable insights into how teachers can effectively address the specific needs of these students in the classroom. Additionally ،Dr. Salah Al-Hwaij, as clinical specialist and founder of Al-safa center for Children Mental Health, brings a wealth of practical expertise in the diagnosis and treatment of ADHD. His unique perspective can provide valuable guidance on how educators can create an inclusive and supportive learning environment tailored to the needs of ADHD students. By interviewing these esteemed specialists, we aim to uncover essential tips and strategies that can empower teachers to better understand and effectively engage with ADHD students ،ultimately enhancing their educational experience and overall well-being.

3.4 Data Collection Methods

3.4.1 The Questionnaires

Newby (2014) describes questionnaires as, "A structured format that generates a response by asking individuals specific questions about a specific topic with the involvement of the researcher." The questionnaire is the first method that the researchers utilized for the sake of data collection in order to answer the research questions which inquire about the difficulties that teachers face with ADHD students

inside the schoolrooms, as well as the impacts of this disorder on the learners' educational sentiments and attainments.

This method was chosen since it is one of the most common data collecting instruments in educational researches. In addition, it can generate a lot of data, and apparently they are practical and applicable. Also, it can be conducted by any number of people with limited effects on its validity and reliability. Moreover, the results obtained can be quantified and analyzed readily.

In this study, one questionnaire was held; and it was submitted to teachers. The questionnaire launch with closed-ended multiple choices questions and end with open-ended questions. Regarding the multiple choices questions, the participants can tick more than one option which is suitable and most applicable to them. However, the researchers have decided to include open-ended questions at the end to allow both teachers and students liberty to express more potential options, and to provide the questionnaires more rigor and details.

3.4.2 The interviews

The interview method was chosen as a valuable approach in our research due to its ability to gather in-depth insights and perspectives. According to Smith and Osborn (2008), interviews provide an opportunity for open-ended discussions, allowing participants to freely express their thoughts and experiences. In the study, we conducted one-on-one interviews with two specialists in the field of ADHD, asking each specialist five targeted questions. This method allowed for a comprehensive exploration of the challenges faced by teachers when working with students with ADHD. The advantages of interviews include the flexibility to probe further into specific areas of interest and the opportunity to clarify responses, leading to a deeper understanding of the subject matter. The insights gained from these interviews will contribute to a better understanding of the difficulties faced by teachers and inform recommendations for supporting them in addressing the needs of students with ADHD (Smith & Osborn, 2008).

3.5 The Procedure of Data Collection

The first data collecting technique was to design a questionnaire to investigate the level of familiarity among teachers regarding ADHD and the difficulties they face in relation to this condition. The questionnaire was conducted online using Google forms. The form consisted of 10 well-crafted questions aimed at gathering insights and understanding the teachers' perspectives. The questions were wisely designed to capture relevant information about their knowledge of ADHD and the specific challenges they come across when working with students diagnosed with ADHD. The questionnaire was managed over 3-day period from January 1st to January 3rd 2024. By employing the online platform, we aimed to reach a larger number of participants and safe the time to facilitate the data collection process. The collected responses will serve as valuable insights into the level of familiarity and the specific difficulties faced by teachers when working with students with ADHD, contributing to a better understanding of this important educational context.

The second data collecting technique was to employ the interview method as a valuable approach to gain comprehensive insights from specialists in the field of ADHD. The procedure involved conducting two interviews with experts in the field: Dr. salah Al-Hwaij on November 3rd ،and the specialist Elham Al-Haj on the 15th. By engaging in direct conversations with these Specialists, we obtain firsthand perspectives, knowledge, and experiences related to the challenges faced by teachers working with students with ADHD. The interview method allowed for targeted questions and in-depth discussions, enabling a thorough exploration of the topic. The data collected through these interviews will contribute to a more comprehensive understanding of the difficulties faced by teachers and inform recommendations for Effective support in addressing the needs of students with ADHD.

3.6 Data Analysis

The quantitative data from the questionnaires of both teachers and students were analyzed and processed by utilizing Microsoft Office Excel. Each question was placed on a column and each answer was given a specific code. The answers were calculated according to the total number of respondents. The results are shown on graphs with comments and discussion underneath. The qualitative data that had been collected

through the interviews were analyzed through coding, and categorizing any patterns or themes emerged from the data.

CHAPTER FOUR

RESULTS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

4.1 Introduction

This chapter will present our concluding remarks on the major statistical treatments of the research findings, followed by recommendations based on the analysis of the results. There will be a discussion of the study's strengths and limitations. Furthermore, the chapter will end with some recommendations for future research studies and a final reflection on the research process.

4.2 Results and Interpretations

The prime aim of this study is to investigate the level of awareness among teachers and also the difficulties they face when teaching primary school students with ADHD. Stake (1995) says, "There are two strategic ways that researchers gain meaning about cases. One is through direct interpretation and the other, through aggregation of instances until something can be said about them as a class" (p. 74). The author purports that both of these strategies are necessary with case study analysis with the most important meanings, coming from reappearance over and over. The data, collected through research instruments, is bar-graphed, analyzed and interpreted in the light of the objectives of the study. Results with their interpretations are presented in the following subtopics.

4.3 The Results of the Teachers' Questionnaire
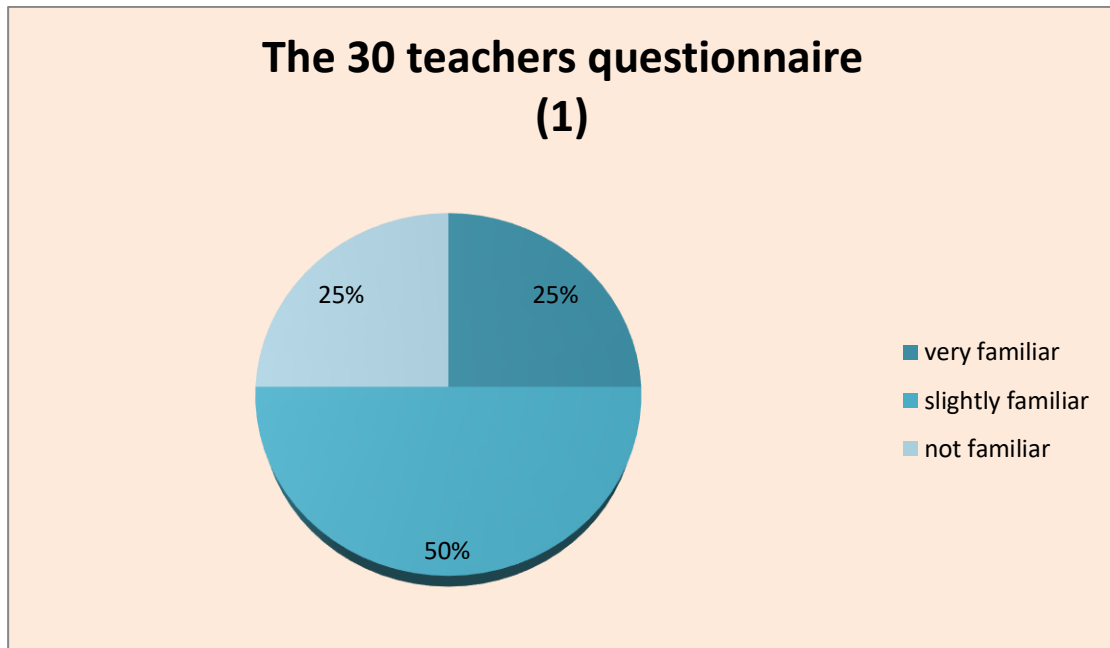
The 30 teachers questionnaire (1)

- 25% very familiar
- 50% slightly familiar
- 25% not familiar

1) How familiar are you with attention-deficit/hyperactivity disorder (ADHD) as a medical condition?

Based on a survey of 30 teachers, the results indicate that 50% have a slight familiarity with ADHD, while 25% reported having no knowledge about it. Interestingly, the remaining 25% indicated a high level of understanding regarding ADHD.

- 60% never or rarly
- 3% occasionally
- 37% frequently
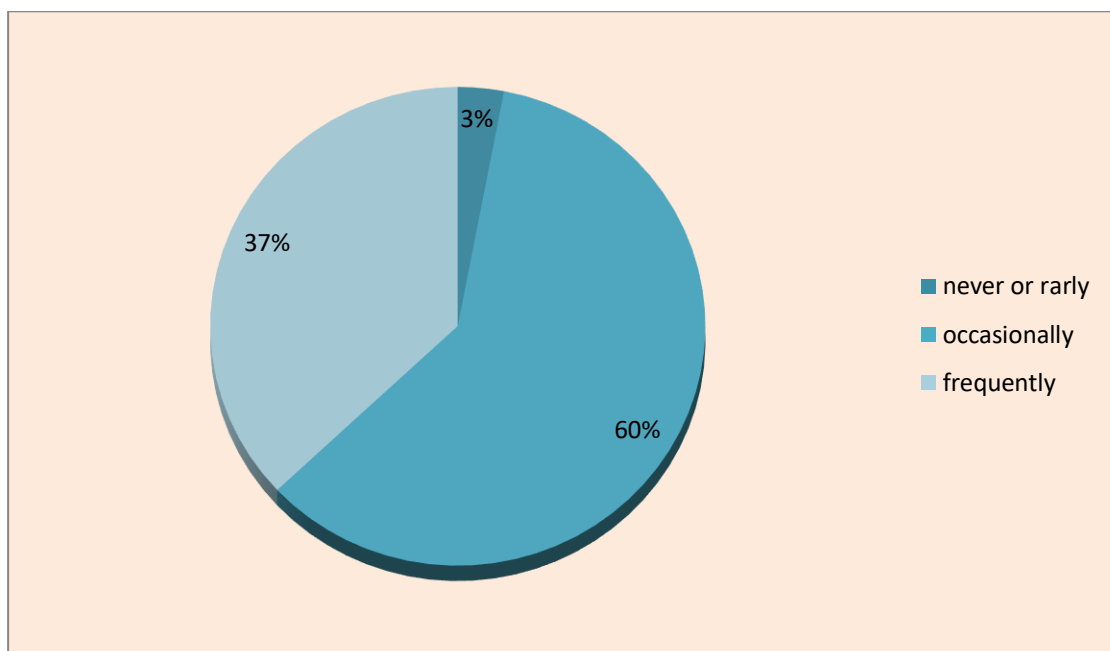
2) Have you encountered students in your classroom who exhibit difficulties with ADHD that impact their learning?

This bar chart reflects the average percentage of the answers on this enquiry. It shows that 37% of teachers frequently encountered students who had difficulties with ADHD and affected their learning, while it shows it was occasionally for 60%, and only 3% who had never dealt with this situation .
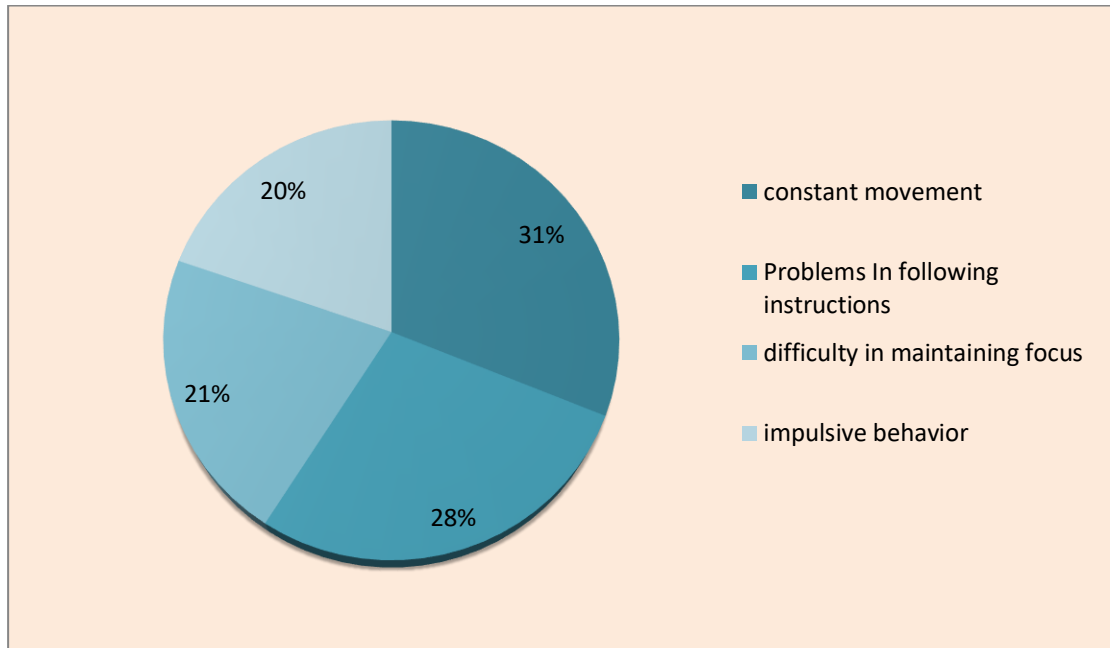

3) What challenges have you observed in students who struggle with ADHD?

In this question, we asked teachers about the particular challenges they face when teaching students with ADHD. We also gave them the option to choose more than one answer if necessary. The results shows that the restlessness and constant movement came first with 31%, Problems In following instructions and completing tasks was the second with 28%. Next comes the difficulty in maintaining focus during class with 21%. Finally, impulsive behavior disrupts the classroom with 20%.
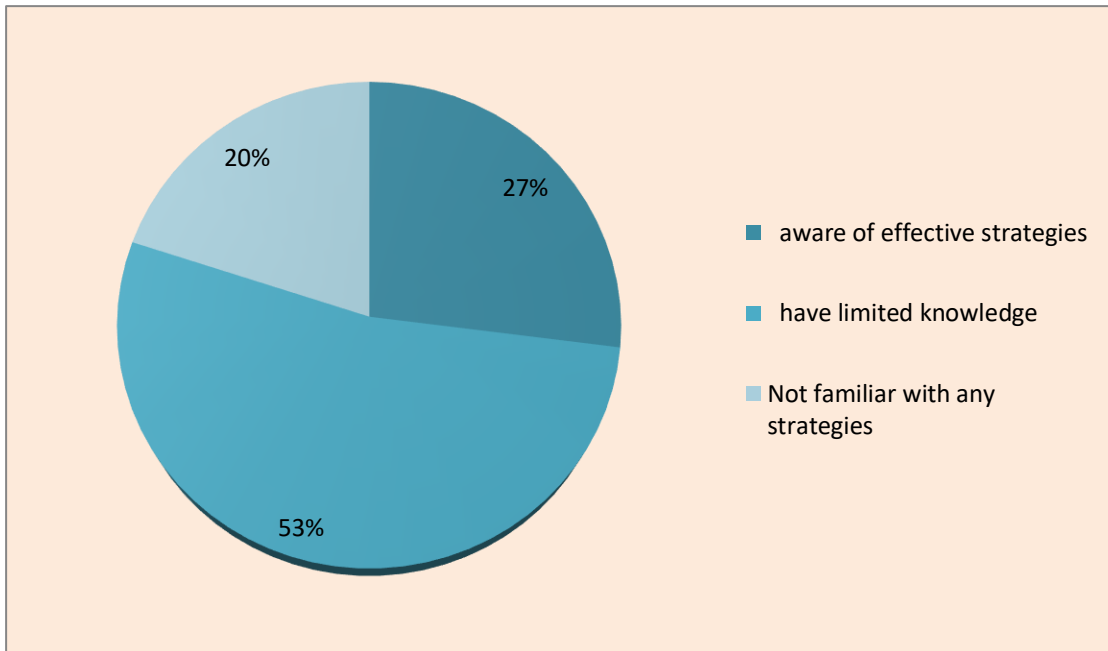
## 4) Are you familiar with any classroom accommodations or strategies that can support students with ADHD?

   From the survey conducted, the findings reveal that 53% of teachers have limited knowledge about strategies and classroom accommodations, while 27% acknowledged having knowledge of the strategies. Notably, the remaining 20% showed that they had no familiarity of any strategies.
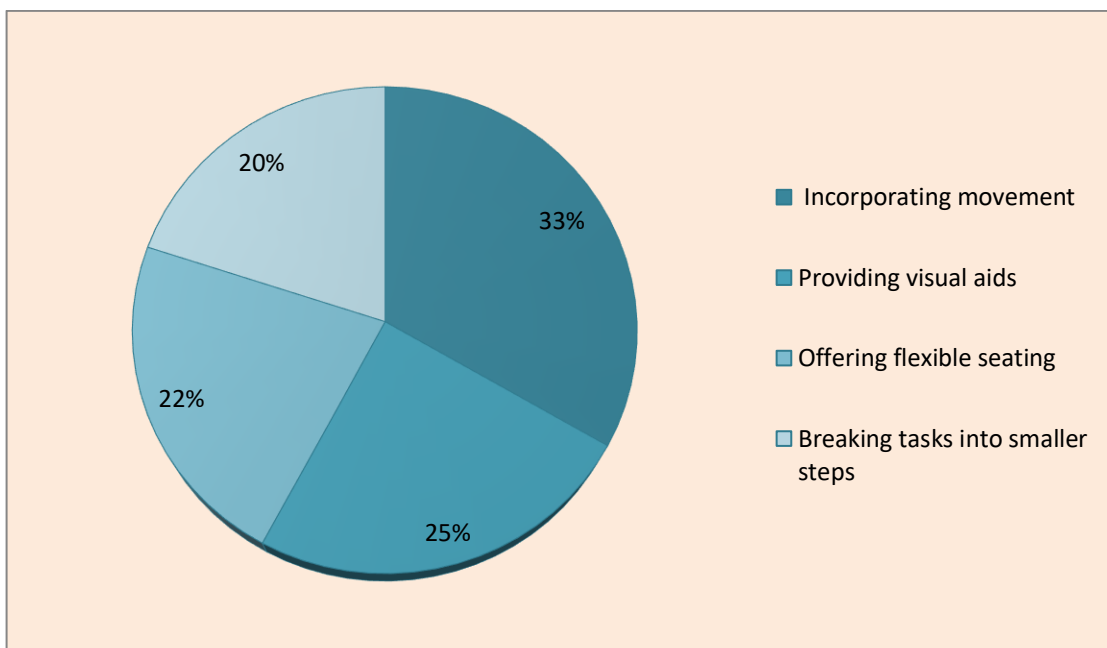
5) What are some strategies or techniques you believe may help students with ADHD in the classroom?

Also in this question we gave the teachers to select all that apply, and the results came as follows , incorporating movement with 33%, providing visual aids had 25% , the next was offering flexible seating which had 22%, and the last one breaking tasks into smaller steps with only 20% .
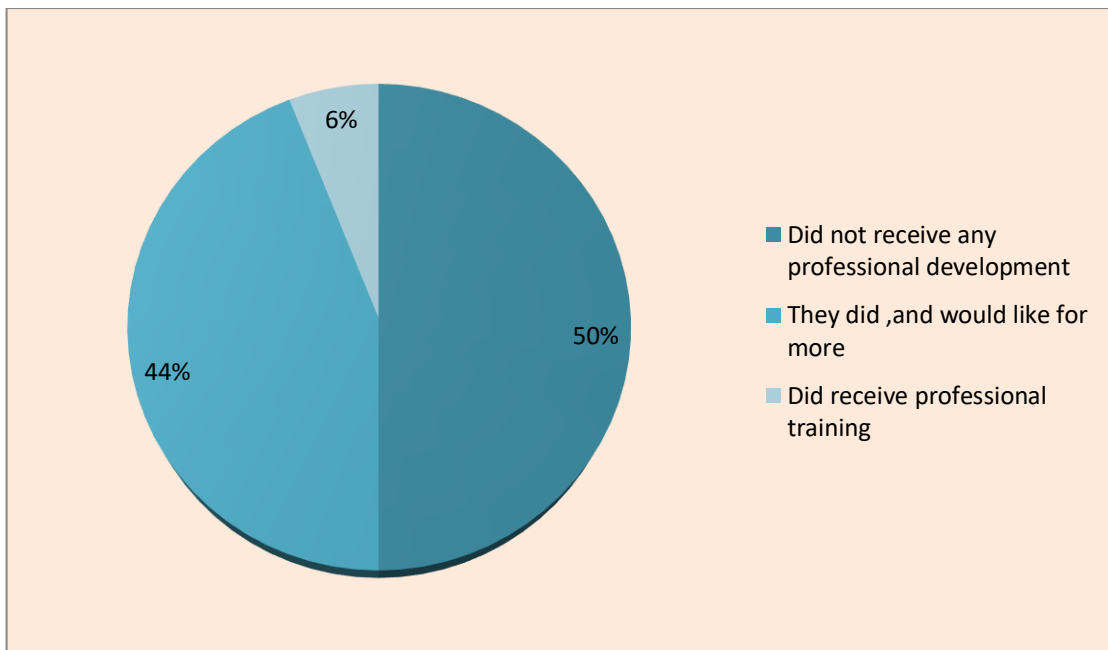
6) Have you received any professional development or training related to supporting students with ADHD in the classroom?

The result here shows that only 6% received professional training, while 50% didn't received any training, and the remaining 44% said they did have some ,but they would like more.
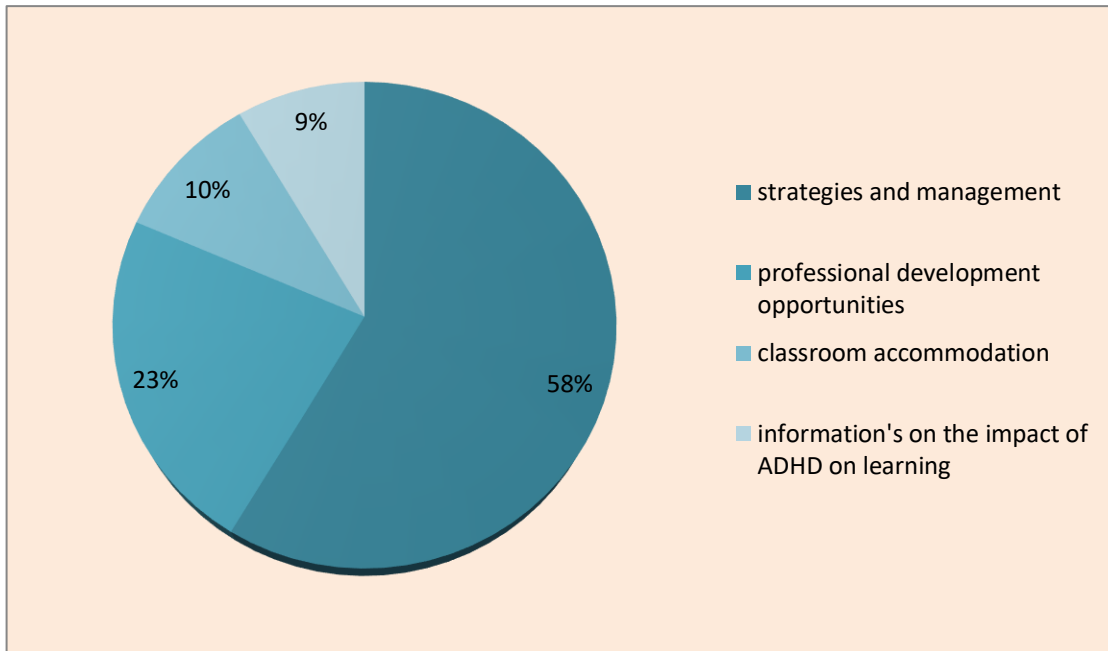
strategies and management

professional development opportunities

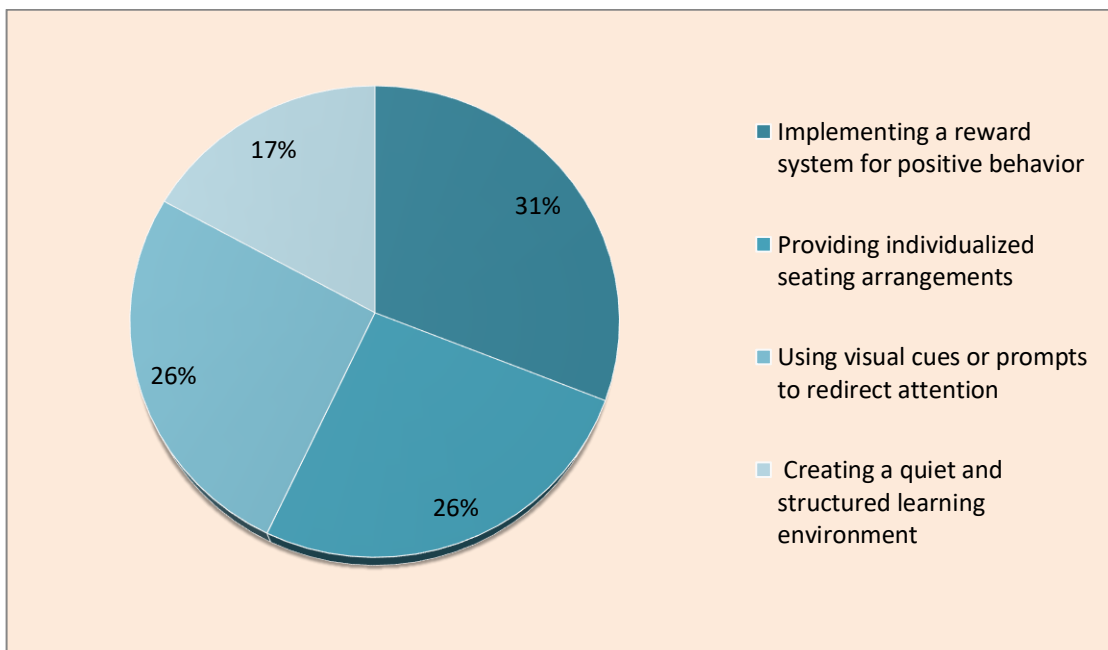classroom accommodation

information's on the impact of ADHD on learning

7) What resources or information would be helpful for you to better understand and support students with ADHD in your classroom?

In this question we gave the teachers the option to choose more than one answer if it applies , and the results came as follow, strategies and management had 59%, then we had the professional development opportunities with 23%, the classroom accommodation had 10%, the last option was information's on the impact of ADHD on learning with 8%.

Implementing a reward system for positive behavior

Providing individualized seating arrangements

Using visual cues or prompts to redirect attention

Creating a quiet and structured learning environment

8) How do you currently manage classroom distractions to help students maintain focus and attention?

This bar chart shows what teachers do to keep class under control , the teachers also had the option to select more than answer if it applies. The reword system came first with 14 vote , then using visual cues to redirect the attention with 12 votes, also providing individualized seating arrangements came with 12 votes, and the last one was creating quiet learning environment with only 8 votes.

9) Are there any specific challenges or questions you have regarding students with attention, impulsivity, or hyperactivity in your classroom that you would like assistance with?

Regarding the question that has been asked to 30 teachers on difficulties or questions encountered in students following attention, impulsivity, or hyperactivity, is a good number of them registered severe problems in combating against students who cannot just stay still in class. Most of the polled teachers showed great annoyance to the movement of learners, as it constantly distracts their teaching schedules. They noted that the instructional strategies used within a certain period begin to be repetitive and monotonous, hence no longer remain effective for such learners.

Teachers talked about the importance of using methods to support students who struggle with attention, impulsivity or hyperactivity. They mentioned wanting strategies that encourage hands on learning include breaks, for movement and allow students to let out their energy in a controlled way. Some teachers recommended switching up teaching techniques to keep students engaged and avoid boredom. They also pointed out how crucial it is to set rules follow routines and create organized classrooms to assist students with attention challenges in staying focused, on their work.

Many teachers have mentioned the need, for tools, training and support, in managing classrooms effectively for students facing attention related issues. They highlighted the significance of working with education teachers and counselors to create personalized approaches that cater to the unique requirements of these

students. In general the teachers who participated in the survey expressed a worry, about handling the energy and active behavior often seen in students dealing with attention, impulsivity or hyperactivity challenges. Their combined experiences highlight the importance of having support systems, specific training and an adaptable teaching method that recognizes and caters to the learning requirements of these students.

10) Are there any specific strategies or resources you would like to learn more about to better support students with attention, impulsivity, or hyperactivity in your classroom?

After asking 30 teachers, about the strategies or tools they would like to learn 10 about to help students with attention, impulsivity or hyperactivity a common theme emerged; a lack of understanding and knowledge when it comes to ADHD. The teachers expressed an interest in receiving training and gaining strategies to effectively support these students in the classroom.

They emphasized the importance of development opportunities that focus on ADHD and its associated challenges. The teachers showed keenness in learning proven strategies that cater to the learning styles and requirements of students facing attention related issues. Many teachers admitted that their current training and resources are inadequate for assisting these students expressing frustration, over the attention given to ADHD in educational environments.

Teachers although eager to enhance their skills shared concerns, about the limited prospects of obtaining training and resources. They voiced frustration over the awareness and comprehension of ADHD, within government officials school leaders and society at large. Teachers stressed that without an acknowledgment and focus on ADHD as a concern it proves challenging to implement the fundamental changes needed to better assist students affected by the condition.

They also have mentioned the need, for training programs that offer methods for managing classrooms adapting instruction and creating personalized support plans. They have also stressed the significance of working with experts, like special education professionals, psychologists and counselors to better grasp ADHD and how it affects students' academic and social well-being.

the feedback, from the teachers who participated in the survey highlights a need for awareness, comprehension and training to assist students dealing with attention, impulsivity or hyperactivity in class. The teachers showed a willingness to improve their expertise and capabilities understanding the significant positive impact it could have on their students' academic performance and overall well-being. However they also recognized the challenges they face such as resources and societal awareness which impede their ability to offer support to students, with ADHD.

4.4 Result of the specialists interviews

4.4.1 First interview

Dr. Saleh Al-Hawaij is a clinical psychologist and founder of Al-Safa Center for Children's Mental Health said:

Teachers must understand that students with ADHD struggle to focus, behave impulsively, and are hyperactive. They will be supported in the classroom by having clear routines and the use of visual aids like schedules and checklists. Engaging them in hands-on activities and breaking tasks down into smaller steps can help them focus. They can stay focused by reducing distractions by providing a quiet environment, thoughtfully placing seats, and offering resources like noise-canceling headphones. Task management can be aided by encouraging the use of planners or digital tools for assignments, as well as by teaching organizational skills like color-coding and checklists. Effective strategies for promoting appropriate behavior and self-control include positive reinforcement, compliments, and prompt feedback. Working together with parents and support staff to create a welcoming and positive learning environment, and offering ongoing support are vital for helping students with ADHD thrive.

4.4.2 Second interview

Ms. Elham Al-Hajj is a psychologist at the PsyCare Center and university professor said:

As an expert in inclusive education, teachers have to be aware of the key components of ADHD that impact their children in the classroom. These characteristics include

impulsivity, hyperactivity, and inattention, and they can negatively affect students' capacity to focus, regulate their behavior, and complete assignments. Several tactics need to be implemented in order to create a conducive learning atmosphere in the classroom. Implementing disciplined routines, utilizing visual aids like timetables and checklists, and incorporating interactive activities can old help to engage ADHD students and enhance their learning experience. By arranging seats in a way that best suits their needs, providing sensory AIDS like noise-canceling headphones and overall establishing a common orderly environment, teachers can lessen both Visual and auditory distractions in the classroom. Teaching organizational strategies can assist students with ADHD in keeping their assignments, materials, and tasks organized, using visual signals and promoting the use of digital apps and planners, among other things. It is essential for teachers to reinforce positive behaviors and self-regulation abilities. They can do this by giving specific praise, incentives, and fast feedback. Furthermore, creating a welcoming and inclusive learning environment, working with parents and other professionals, and providing continuous support are essential to guaranteeing that students with ADHD receive the help they need to excel academically and acquire useful self-regulation skills in the classroom.

4.5 Discussion

Teaching communication skills to students with ADHD is a major challenge for teachers. In this section, the researchers' main findings and interpretations, limitations, and suggestions are outlined. It also highlights the lack of awareness and misunderstanding of ADHD, highlighting the difficulties and the need to increase understanding and develop effective strategies that can be implemented in the classroom to improve the communication skills of students with the disorder.

The first outcome of this study was the result of testing the extent of teachers' awareness of ADHD and their backgrounds on the matter, and since the researchers' focus was on clarifying this issue, and since it was The first question in the questionnaire directed to teachers about the extent of their awareness of attention deficit hyperactivity disorder and the answers were as follows: 50% of the participants chose (they are a slightly familiar), and 25% (not familiar), while 25% chose (very familiar), and since the 50% who have little information about such a disorder shows

in one way or another, that prior damage might been occurred, as Evans and Allen (2016) said, When working with students who have ADHD, teachers may unknowingly employ some harmful strategies that have been recognized by research. One way to address this is when educators show signs of impatience, annoyance, or a lack of awareness of the difficulties that children with ADHD encounter. Also discriminating against students with ADHD and undermining their self-esteem and participation in the classroom might result from the use of disparaging words such as calling them "disruptive" or "lazy." (Power et al., 2018).

It also showed that when it comes to the spread of the ADHD among students and it's negative effect on their educational level is quite concerning , especially when the majority of the society's in the region doesn't even consider the ADHD an issue that needs to be highlighted. furthermore , and in order to have a clue of such information , one of the questions that we gave our participants was if they ever encountered with students who suffer from ADHD which had an impact on their academic performance , 60% of them said they had which it goes with "One of the primary behavioral challenges faced by ADHD students in the classroom is inattention. They often struggle to sustain attention on tasks. Leading to difficulties with task completion and following instructions"(Barkley, 2015).

Another study conducted by DuPaul and Stoner stated that one of the primary characteristics of ADHD students is carelessness. They frequently battle to sustain attention, effortlessly becoming distracted or losing focus. These students may have trouble organizing assignments, following instructions, and completing assignments (DuPaul & Stoner, 2014), . Furthermore, ADHD students frequently show weaknesses in working memory, which affects their ability to hold and control information in mind. (Willcutt et al., 2012), which goes directly with what we have found when we asked the teachers about what particular challenges that students struggle with which they have , their answers showed the difficulty to follow instructions and the constant movement where the most common, then comes the difficulties of staying focused and the impulsive behavior.

The results show that the difficulties teachers face when teaching communication skills to students with ADHD are not due to the main symptoms of the disorder but to ignorance and misunderstanding about ADHD. Educators must be trained in ADHD

and its effects on communication to develop effective strategies to promote understanding, empathy, and inclusion in the classroom.

These findings have two aspects. First, there is a need to increase awareness and understanding of ADHD among educators, policy makers, and the general public. By promoting accurate information and correcting misconceptions, you can create a supportive environment that understands the unique needs and challenges that students with ADHD face. This can reduce bullying and promote inclusive classroom practices. Second, addressing the lack of understanding and misunderstanding about ADHD has direct implications for developing effective strategies for teaching communication skills. Educators should receive training and professional development opportunities focused on evidence-based practices to support students with ADHD. These strategies may include creating a structured learning environment, providing visual aids, breaking tasks into manageable parts, implementing behavior management techniques, and promoting skills. Using these strategies, educators can enhance the development of communication skills and improve the academic and social experiences of students with ADHD.

4.6 Limitations

Despite its contributions, this study has several limitations that should be acknowledged. Firstly, the generalizability of the findings may be limited as the study focused on a specific age group, educational setting, or geographical region. Therefore, caution should be exercised when applying the findings to diverse populations. Additionally, the sample characteristics may not fully represent the entire population of students with ADHD, and individual differences within the ADHD population, such as comorbid conditions or varying levels of symptom severity, were not thoroughly examined. The reliance on self-report measures or subjective accounts introduces the possibility of recall biases or social desirability biases. To enhance the robustness of future research, the use of objective measures or triangulation with multiple data sources is recommended. Moreover, the study's cross-sectional design provides a snapshot rather than a longitudinal understanding of the challenges faced by instructors. Longitudinal studies tracking the progress and development of students over time would provide a more comprehensive understanding of the impact of interventions and long-term outcomes. Additionally, while the study addressed

challenges faced by instructors, it may not have fully explored their perspectives, attitudes, and experiences. Future research should consider gathering more in-depth qualitative data from instructors. Lastly, it is important to consider potential confounding factors such as classroom size, teacher-student ratio, available resources, and support systems that were not extensively explored in this study. Addressing these limitations will contribute to a more comprehensive understanding of effective classroom strategies for teaching communication skills to students with ADHD.

4.7 CONCLUSION

Teaching communication skills to students with ADHD must address the uncertainty and misunderstandings associated with the disorder. By promoting appropriate communication, promoting awareness, and implementing effective classroom strategies, educators can create a supportive and inclusive learning environment that enhances the development of communication skills in students with ADHD. Increasing awareness and targeted interventions are critical to overcoming the problem and ensuring the academic and social success of students with ADHD in the classroom. Additional research and collaborations aim to improve strategies, disseminate knowledge and promote inclusive practices in academic settings**.**

4.8 Recommendation

1- Conduct qualitative research using interviews and focus groups to gather insights from teachers and students regarding effective classroom strategies for teaching communication skills to students with ADHD.

2- Seek collaboration between researchers, educators, and mental health professionals to provide accurate information about ADHD and develop workshops, seminars, and professional development programs aimed at raising awareness and dispelling misconceptions.

3- Evaluate the effectiveness of interventions and strategies for supporting communication skill development in students with ADHD through longitudinal studies.

4- Explore the perspectives of students with ADHD on their academic performance, social life, and the impact of effective classroom strategies.

5- Develop policy recommendations based on research findings to promote awareness and understanding of ADHD within educational systems.

6- Provide practical strategies and resources for instructors to support the communication skill development of students with ADHD.

7- Consider the implementation and effectiveness of interventions in real-world educational settings, taking into account contextual factors such as classroom size, teacher-student ratio, and available resources.

8- Investigate the long-term benefits of interventions on students' self-esteem, self-efficacy, and overall quality of life.

9- Encourage interdisciplinary collaboration to integrate knowledge from various fields, such as psychology, education, and mental health, to inform evidence-based practices.

10- Implement teacher training programs: Develop and implement specialized teacher training programs that focus on effective classroom strategies for teaching communication skills to students with ADHD. These programs can provide educators with the necessary knowledge, skills, and resources to create inclusive and supportive learning environments for students with ADHD.

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List of Appendices (A)

specialists' interview questions:

1) What are some of the key characteristics associated with ADHD that teachers should be aware of when working with students with the disorder?

2) From your personal experience, what strategies do you find to be effective in creating a supportive classroom environment for students with ADHD?

3) How can teachers effectively manage and reduce distractions in the classroom to help students with ADHD maintain focus?

4) What are some practical strategies or interventions that teachers can implement to help students with ADHD organize their tasks, assignments, and materials?

5) How can teachers encourage and reinforce positive behaviors and self-regulation skills in students with ADHD within the classroom?

List of Appendices (B)

The questionnaire's questions:

1) How familiar are you with attention-deficit/hyperactivity disorder (ADHD) as a medical condition?

2) Have you encountered students in your classroom who exhibit difficulties with attention, impulsivity, or hyperactivity that impact their learning?

3) What challenges have you observed in students who struggle with attention, impulsivity, or hyperactivity?

4) Are you familiar with any classroom accommodations or strategies that can support students with attention, impulsivity, or hyperactivity?

5) What are some strategies or techniques you believe may help students with attention, impulsivity, or hyperactivity in the classroom?

6) Have you received any professional development or training related to supporting students with attention, impulsivity, or hyperactivity in the classroom?

7) What resources or information would be helpful for you to better understand and support students with attention, impulsivity, or hyperactivity in your classroom?

8) How do you currently manage classroom distractions to help students maintain focus and attention?

9) Are there any specific challenges or questions you have regarding students with attention, impulsivity, or hyperactivity in your classroom that you would like assistance with? Please provide details if applicable.

10) Are there any specific strategies or resources you would like to learn more about to better support students with attention, impulsivity, or hyperactivity in your classroom?