

English Teacher' Strategies to Teach Listening of ADHD in Senior High School

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ABSTRACT

This study investigated the strategies used by an English teacher to improve the listening skills of a student with Attention Deficit Hyperactivity Disorder (ADHD) in an inclusive senior high school classroom. Using a qualitative case study design, data were collected through semi-structured interviews and classroom observations involving one English teacher who taught a student with ADHD. The data were analyzed using thematic analysis. The findings revealed six major themes: the teacher's adaptation process, the student's characteristics and responses during listening activities, the use of simple and repetitive instructions, the use of visual media and animation, challenges in managing distractions, and the development of the student's focus skills. The teacher implemented various adaptive strategies, including individual guidance, repeated instructions, simplified explanations, audio-visual materials, and supportive teacher and student interactions. These strategies helped increase the student's engagement and participation in listening activities despite ongoing attention difficulties. The study also found that the teacher relied primarily on personal teaching experience rather than formal training in inclusive education. The findings highlight the importance of adaptive teaching practices and the need for professional development programs to better prepare teachers to support students with ADHD in inclusive EFL classrooms.

Kata Kunci:

ADHD; Keterampilan Menyimak; Pendidikan Inklusif; Strategi Guru; Kelas Bahasa Inggris sebagai Bahasa Asing (EFL).

ABSTRAK

Penelitian ini bertujuan untuk mengkaji strategi yang digunakan oleh seorang guru bahasa Inggris dalam meningkatkan keterampilan menyimak (*listening*) seorang siswa dengan *Attention Deficit Hyperactivity Disorder* (ADHD) di kelas inklusif tingkat sekolah menengah atas. Penelitian ini menggunakan desain studi kasus kualitatif. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas yang melibatkan seorang guru

bahasa Inggris yang mengajar siswa dengan ADHD. Data dianalisis menggunakan analisis tematik. Hasil penelitian mengungkapkan enam tema utama, yaitu proses adaptasi guru, karakteristik dan respons siswa selama kegiatan menyimak, penggunaan instruksi yang sederhana dan berulang, pemanfaatan media visual dan animasi, tantangan dalam mengelola gangguan perhatian, serta pengembangan kemampuan fokus siswa. Guru menerapkan berbagai strategi adaptif, seperti bimbingan individual, pemberian instruksi secara berulang, penyederhanaan penjelasan, penggunaan materi audio-visual, serta interaksi yang suportif antara guru dan siswa. Strategi-strategi tersebut terbukti membantu meningkatkan keterlibatan dan partisipasi siswa dalam kegiatan menyimak meskipun siswa masih mengalami kesulitan dalam mempertahankan perhatian. Penelitian ini juga menemukan bahwa guru lebih banyak mengandalkan pengalaman mengajar pribadi daripada pelatihan formal mengenai pendidikan inklusif. Temuan penelitian ini menegaskan pentingnya praktik pembelajaran yang adaptif serta perlunya program pengembangan profesional bagi guru agar lebih siap mendukung siswa dengan ADHD dalam pembelajaran bahasa Inggris sebagai bahasa asing (*English as a Foreign Language/EFL*) di kelas inklusif.

INTRODUCTION

Listening skills are one of the most fundamental competencies in learning English as a Foreign Language (EFL), because these skills serve as the main channel for learners to receive language input before they are able to actively produce language. Listening is not a passive skill; rather, it is an active process that requires learners to interpret spoken input by integrating their linguistic knowledge and cognitive strategies (Graham, 2017). In classroom teaching practice, the success of listening instruction depends heavily on the teacher's ability to design and implement appropriate strategies. Effective listening instruction involves guiding learners through the stages of planning, monitoring, and evaluating their comprehension (Vandergrift & Goh, 2012). Therefore, the strategies used by English teachers play a very important role in helping students capture information, interpret meaning, and respond accurately to spoken English.

In the context of EFL, teachers generally conduct listening learning through structured pedagogical stages, such as pre-listening, listening, and post-listening activities. These stages aim to activate learners' prior knowledge, focus students' attention during the listening process, and reinforce understanding after the listening activity is complete (Rahma & Anugerahwati, 2023). In addition, teachers often combine bottom-up and top-down strategies to facilitate understanding of spoken texts. These approaches are complementary because they allow learners to decode linguistic elements while constructing meaning based on their prior knowledge (Field, 2018). A number of studies have also confirmed that explicitly teaching

listening strategies has a positive impact on student learning outcomes, including improved listening comprehension and overall English language proficiency (Hilly & Hasan, 2017; Hilly & Hasan, 2024).

However, the increasing diversity in classrooms requires teachers to adapt their instructional strategies to accommodate various learning needs, particularly for students with ADHD. ADHD is characterized by persistent patterns of inattention, hyperactivity, and impulsivity that interfere with an individual's functioning and development (National Institute of Mental Health, 2024). These characteristics can create significant challenges in listening activities that require sustained attention and concentration. Students with ADHD often struggle to maintain focus during extended listening tasks, especially when they are required to interpret implicit information or follow complex verbal instructions. Such difficulties are frequently associated with limitations in verbal and spatial working memory, which can affect their ability to process and retain auditory information effectively (McInnes et al., 2003).

Several of studies show that although students with ADHD may have intellectual abilities comparable to their peers, they tend to show lower academic achievement due to attention deficits. This condition has a negative impact on their engagement and motivation to learn and increases the risk of academic and behavioral problems at school (Zendarski et al., 2017). In the context of language learning, listening skills are one of the most affected aspects, as these skills require sustained focus and simultaneous information processing. Therefore, conventional listening instruction designed for regular students often fails to adequately accommodate the learning needs of students with ADHD.

In this context, the role of teachers is crucial. Teachers' knowledge, attitudes, and pedagogical practices not only influence how students with ADHD engage in learning, but also have a direct impact on their academic and behavioral outcomes. The strategies implemented by teachers serve as educational interventions that can help minimize attention barriers and maximize the learning potential of students with ADHD (Ohan et al., 2008; Sherman et al., 2008). Empirical studies show that strategies such as peer tutoring, task modification, and learning strategy training can improve attention-related behavior and academic performance, which indirectly supports students' listening skills. In addition, teachers' understanding of ADHD, including the possibility of misconceptions, significantly affects their confidence in teaching and the learning methods they apply (Alkahtani, 2013; Anderson et al., 2012).

Recent studies have begun to explore instructional strategies for teaching students with ADHD, particularly in relation to language learning and listening comprehension. For instance, Moore et al. (2019) found that structured and multimodal instructional approaches, such as breaking tasks into smaller segments and using audio-visual supports, significantly improve attention and engagement among students with ADHD. Similarly, DuPaul et al. (2017) highlighted that instructional modifications, including repetition, guided listening tasks, and explicit instruction, can enhance academic performance in students with ADHD.

In the context of language learning, Cuchiye Cunuhay (2018) specifically examined listening instruction for students with ADHD and found that the use of focused listening strategies, such as segmented audio input and repeated exposure, helps improve comprehension and maintain students' attention. Furthermore, McDougal et al. (2022) emphasized that students with ADHD benefit from interactive and engaging learning environments, including the integration of digital media and varied listening activities. These strategies not only support attention regulation but also enhance students' ability to process auditory information effectively.

Although behavioral interventions have strong empirical support in reducing inattentive behavior, academic and pedagogical strategies specifically oriented toward developing listening skills for students with ADHD are still limited in terms of empirical evidence (DuPaul & Weyandt, 2006). Most research on ADHD in an educational context focuses on behavior management or is conducted at the elementary school level, while research at the high school level tends to neglect specific language skills such as listening (Moore et al., 2021). Meanwhile, research on listening strategies in an EFL context is generally conducted on regular student populations without considering special educational needs (Nurpahmi, 2020).

Previous studies have extensively discussed listening learning strategies in the context of EFL among the general student population. For example, research shows that metacognitive strategies and structured listening stages can improve students' listening comprehension. However, most of these studies do not specifically consider the characteristics of students with special needs, such as ADHD. On the other hand, studies focusing on students with ADHD tend to examine learning in general or other language skills, and are more often conducted at the elementary education level or in inclusive classroom contexts in elementary schools.

Thus, there is a significant research gap regarding the lack of studies that specifically explore how English teacher adapt listening learning strategies for students with ADHD at the high school level. In fact, at this level, academic demands are increasingly complex, while the attention regulation abilities of students with ADHD remain a major challenge. Furthermore, previous studies have mostly emphasized the effectiveness of strategies in general, but have not explored in depth the actual practices, pedagogical considerations, and experiences of teachers in applying listening strategies for students with ADHD. Based on these research gaps, this study addresses the following research questions: (1) What strategies are used by English teachers to teach the listening of students with ADHD in senior high school? (2) What challenges do teachers face in teaching listening to students with ADHD?

To provide a theoretical foundation for the present study, several key concepts related to English as a Foreign Language (EFL) teaching, listening instruction, ADHD, and inclusive education are discussed. These concepts are important for understanding the challenges experienced by students with ADHD and the strategies that teachers may employ to support their participation and learning in listening activities.

1. Teaching English as a Foreign Language (EFL) in Senior High School

Teaching English as a Foreign Language (EFL) at the senior high school level aims to develop students' communicative competence so that they can use English functionally in various academic and social contexts. At this level, learning no longer focuses solely on mastering language structures but also on understanding and producing meaning in context. König et al. (2017) emphasize that EFL teaching requires the integration of linguistic and pedagogical knowledge to address students' increasingly complex learning needs.

In the Indonesian EFL context, English is positioned as a foreign language that is rarely used outside the classroom setting. Consequently, students rely heavily on classroom instruction as their primary source of language input. Richards (2017) states that in EFL contexts, teachers play a strategic role as providers of meaningful language input and as facilitators of linguistic interaction. Therefore, the success of EFL instruction is strongly influenced by teachers' ability to design effective and learner-responsive strategies.

At the senior high school level, diversity in student characteristics becomes more apparent, including differences in language proficiency, learning styles, and special educational needs. This condition requires teachers to adopt flexible and adaptive instructional approaches. Rahma and Anugerahwati (2023) highlighted that EFL teachers at the senior high school level need strong pedagogical sensitivity to ensure that instruction reaches all learners, including those who require additional support in language learning.

2. Listening Skills in English Language Learning

Listening skills are fundamental to English language learning, as they serve as a gateway to language acquisition. Through listening, students receive linguistic input that forms the basis for developing their speaking, reading, and writing skills. Graham (2017) explains that listening is an active process involving meaning construction, information processing, and the simultaneous use of cognitive and metacognitive strategies.

In EFL learning contexts, listening is often considered the most challenging skill for students to master. These difficulties arise from factors such as native speakers' speech rates, accent variations, limited vocabularies, and insufficient exposure to authentic English input. Field (2018) argues that without targeted instructional strategies, students tend to hear sounds without truly comprehending the intended message. Therefore, listening instruction requires a systematic and staged approach. Teachers need to support students through pre-, while-, and post-listening activities. Vandergrift and Goh (2012) emphasize that effective listening instruction focuses not only on comprehension outcomes but also on the processes through which students understand spoken texts. This approach is particularly relevant to qualitative research that seeks to explore listening instruction practices in depth.

3. Students with ADHD in Educational Contexts

ADHD is a neurodevelopmental disorder characterized by difficulties in sustaining attention, hyperactive behavior, and impulsivity. In educational contexts, these characteristics often negatively affect students' learning processes, particularly in activities that require prolonged concentration. McInnes et al. (2003) note that students with ADHD tend to experience difficulties in processing auditory information due to limitations in attention and working memory.

In English language learning, particularly in listening instruction, students with ADHD face more complex challenges than their peers. They often lose focus during listening activities, especially when audio materials are lengthy or are presented without variation. Perold et al. (2010) found that executive function deficits in students with ADHD significantly affect their ability to comprehend and retain spoken information.

Nevertheless, students with ADHD can develop effectively when provided with appropriate pedagogical support. DuPaul and Eckert (1997) assert that adaptive, student-centered instructional approaches can enhance engagement and learning outcomes for students with ADHD. Therefore, understanding the characteristics of students with ADHD is essential for teachers to design inclusive and effective instructional strategies.

4. Inclusive Education in Senior High School

Inclusive education is an educational approach that emphasizes equal learning opportunities for all students, including those with special needs, in regular classroom environments. At the senior high school level, inclusive education aims to ensure that all students actively participate in learning processes without discrimination. UNESCO (2017) affirms that inclusive education is a fundamental human right and serves as the foundation for creating fair and sustainable educational systems.

In English language instruction, inclusive education requires teachers to accommodate diverse abilities and learning needs of students. Teachers are expected to deliver content and create learning environments that support student engagement. McDougal et al. (2022) argue that the success of inclusive education largely depends on teachers' readiness to implement instructional differentiation.

However, the implementation of inclusive education at the senior high school level continues to face challenges, particularly in EFL instruction. Ohan et al. (2008) found that many teachers feel inadequately prepared and trained to teach students with ADHD in regular classrooms. This indicates that inclusive education requires not only supportive policies but also contextual and sustainable pedagogical practices.

5. English Teachers' Strategies in Teaching Listening

Teaching strategies are key components of successful listening instruction. English teachers act as designers of learning activities that help students to effectively comprehend spoken input. Vandergrift and Goh (2012) emphasize that listening instruction strategies should encompass cognitive, metacognitive, and social dimensions to actively engage learners in the listening process.

In EFL classroom practice, teachers commonly apply pre-, while-, and post-listening stages. These stages help students build context, focus their attention, and reflect on their comprehension of audio materials. Masruroh and Mubarak (2024) demonstrate that systematic implementation of listening stages significantly improves students' understanding of spoken texts.

Additionally, the use of digital media and authentic materials has become an integral part of listening instruction. Angkasa and Farida (2025) suggested that audio-visual media can enhance students' motivation and engagement in listening activities. These strategies are particularly relevant to qualitative research as they reflect teachers' actual classroom practices.

6. Teaching Strategies for Students with ADHD

Teaching strategies for students with ADHD are designed to address difficulties related to attention and behavioral regulation. Teachers must provide clear instructions, structured activities, and varied teaching methods to maintain students' focus. DuPaul et al. (1998) emphasize that structure and consistency are critical components of effective instruction for students with ADHD.

In listening instruction, strategies such as breaking tasks into shorter segments, incorporating pauses, and repeating audio materials have been shown to help students with ADHD process spoken information more effectively than students without ADHD. Cuchiye Cunuhay (2018) found that these strategies improved students' focus and comprehension in English language learning.

However, the implementation of such strategies largely depends on teachers' readiness and their competence. Alkahtani (2013) reported that many teachers lack confidence in teaching students with ADHD due to limited specialized training. This finding highlights the importance of further exploring teachers' pedagogical practices in inclusive EFL contexts.

Previous studies have examined listening instruction strategies in EFL contexts as well as teaching approaches for students with ADHD. These findings indicate that structured, strategy-based listening instruction can improve students' comprehension of spoken English. In addition, the use of metacognitive strategies plays an important role in helping students develop their listening skills more effectively.

Conversely, research on ADHD in education has predominantly focused on behavioral management and has largely been conducted at the elementary school level. Sherman et al.

(2008) note that studies on ADHD at the senior high school level remain limited, particularly in foreign language learning contexts. Furthermore, Zendarski et al. (2017) highlighted the lack of research specifically addressing listening skills among students with ADHD.

These limitations indicate a significant gap in the literature. Therefore, qualitative research exploring English teachers' strategies for improving the listening skills of students with ADHD at the senior high school level is essential. This study is expected to provide both theoretical and practical contributions to developing more inclusive and responsive EFL instruction.

METHODOLOGY

Research Design

This study used a qualitative approach with a case study design to gain an in-depth understanding of the strategies used by English teachers to improve the listening skills of students with ADHD in senior high school. A qualitative approach was chosen because this study did not focus on numerical measurements or statistical testing, but rather explores pedagogical processes, teacher experiences, and learning practices as they occur in an authentic classroom context. As stated by Setia (2017), qualitative research is very suitable for examining educational phenomena holistically and contextually. Specifically, this study adopted a qualitative case study design in which one case was examined intensively to describe and interpret learning practices in a real-life context.

This design allowed the researcher to investigate in detail how listening learning strategies are applied and adapted to meet the learning needs of students with ADHD, as well as how these practices take place in the daily dynamics of the classroom. In line with this, Rosenthal (2018) emphasizes that case studies enable researchers to capture the complexity of teaching practices that cannot be adequately explained through quantitative approaches, making this design highly suitable for presenting a comprehensive and in-depth picture of the pedagogical practices of English teachers in listening instruction in inclusive classroom settings.

Research Site and Time

This study was conducted at a senior high school in Medan, North Sumatra. The research site was selected because the school implements inclusive education and has students with ADHD who learn in regular classroom settings. This inclusive school context provides a relevant setting for exploring how English teachers adapt listening instruction strategies to meet diverse learning needs.

The study is conducted over a two-month period, from February to March. This timeframe allowed the researcher to conduct continuous observations of teachers' instructional practices, examine the consistency of listening strategy implementation, and observe classroom

interaction dynamics involving students with ADHD. This duration is considered sufficient to generate rich and in-depth qualitative data.

Participants

The participant in this study was an English teacher at the selected senior high school. The teacher was selected using purposive sampling based on the criteria that the participant has experience teaching a student who had been formally diagnosed with ADHD by a licensed psychologist and is actively involved in teaching listening skills in an inclusive classroom setting. The inclusion of a teacher who directly teaches a professionally diagnosed student with ADHD was intended to ensure the relevance and credibility of the data obtained regarding instructional strategies for supporting listening development. The selection of a single participant aligns with qualitative research principles that prioritize data depth over participant numbers. Setia (2017) explains that purposive sampling enables researchers to select participants who are most relevant to the research objectives.

The English teacher served as the primary data source, providing information regarding lesson planning, instructional strategies, challenges encountered, and pedagogical reflections related to teaching listening skills to students with ADHD. Focusing on one teacher allows for an intensive and in-depth exploration of instructional practices, consistent with the characteristics of a case study design.

Instruments and Data Collection Tools

This study employed two main data collection instruments, namely classroom observation and semi-structured interviews, to obtain rich and in-depth qualitative data. These instruments were selected to capture both the actual classroom practices and the teacher's perspectives regarding listening instruction for students with ADHD at the senior high school level.

Classroom observations were conducted twice, once in February and once in March, using a non-participant observation approach. The observations aimed to document how English teachers implement listening instruction strategies in authentic classroom settings, how listening activities are managed, and how students with ADHD respond and engage during the learning process. Specifically, the observations focus on teacher behavior, the implementation of listening strategies, classroom management, and the level of focus and participation demonstrated by students with ADHD. As noted by Rosenthal (2018), classroom observation is a vital instrument in case study research as it allows researchers to examine the alignment between reported practices and actual classroom behavior. The data obtained from observations are used to identify the strategies employed by teachers, the consistency between lesson planning and classroom implementation, and the dynamics of teacher and student interaction.

The observation instruments consisted of an observation checklist and field notes. These instruments were developed based on theoretical frameworks related to listening instruction

strategies and the learning characteristics of students with ADHD. The indicators in the observation checklist are derived from theories of listening strategies in the EFL context, which emphasize the stages of pre-listening, while-listening, and post-listening, as well as the use of metacognitive, cognitive, and socio-affective strategies proposed by Vandergrift and Goh (2012). In addition, aspects related to students' learning behavior, such as attention span, response to audio stimuli, and engagement during listening activities, are developed based on the theory of attention regulation and the behavioral characteristics of students with ADHD. Field notes were used to complement the checklist by providing descriptive accounts of the classroom context, teacher and student interactions, and learning dynamics that cannot be fully captured through structured observation.

In addition to classroom observation, semi-structured interviews were conducted twice with the English teacher. The first interview focused on exploring the teacher's educational background, their understanding of the characteristics of students with ADHD, and their planning of listening instruction strategies. The second interview aimed to elicit deeper insights into the teacher's reflections on the implementation of the strategies, the challenges encountered during instruction, and their perceptions of the effectiveness of the strategies used. Each interview consists of approximately 3–5 open-ended questions, allowing flexibility for probing and follow-up questions to gain a deeper understanding of the teacher's experiences and perspectives. As emphasized by Peters and Halcomb, semi-structured interviews provide sufficient flexibility to explore participants' views in depth while maintaining a focused research direction. The interview data are used to complement and validate the findings from classroom observations through triangulation.

Data Analysis

Data obtained from interviews and observations were analyzed using thematic analysis, a qualitative analysis method that focuses on identifying patterns and themes within the data. The data analysis followed several systematic stages. The first stage involved data familiarization, during which the researcher repeatedly reads the interview transcripts and observation notes to gain an overall understanding of the data. This stage aimed to identify preliminary patterns related to teachers' strategies and students' responses.

The next stage involved coding, in which the data were categorized into initial codes relevant to the research focus. Observational data are analyzed to identify types of listening instruction strategies and classroom interaction patterns, while interview data are analyzed to explore pedagogical considerations, experiences, and teachers' perceptions of the same. The related codes are then grouped into overarching themes. Busetto et al. (2020) explain that thematic analysis allows researchers to organize and interpret qualitative data in a flexible and in-depth manner.

In the final stage of data analysis, the process of interpretation and drawing conclusions was carried out by linking identified themes with relevant theoretical frameworks. The compilation and development of themes in this study methodologically follow the principles of thematic analysis as proposed by Braun and Clarke (2021), which emphasize the systematic identification of patterns of meaning from qualitative data. The themes that emerge were then mapped and interpreted based on the theory of listening learning strategies in the context of EFL, specifically the metacognitive, cognitive, and socio-affective strategy framework developed by Vandergrift and Goh (2012). In addition, the interpretation of themes is also linked to Barkley's theory of characteristics and attention regulation in students with ADHD, particularly those related to attention focus, impulse control, and learning engagement. Through the integration of the thematic analysis framework and theoretical basis, the identified themes are used to answer the research questions and provide a comprehensive understanding of how English teachers' strategies support the development of listening skills in students with ADHD at the high school level. Throughout the research process, ethical considerations are maintained by ensuring voluntary participation, participant confidentiality, and respect for the rights and dignity of participants in accordance with qualitative research standards (Laryeafio & Ogbewe, 2023).

RESULT AND DISCUSSION

Result

This study aims to explore the strategies used by English teachers to improve the listening skills of a student with ADHD at the high school level, as well as the challenges faced during the listening learning process. Based on the analysis of interview and observation data, six main themes were identified: (1) teachers' adaptation process in supporting a student with ADHD, (2) characteristics and responses of the student with ADHD in listening instruction, (3) the use of simple and repetitive instructions, (4) the use of visual media and animation to maintain students' focus, (5) teachers' challenges in managing students' attention difficulties, and (6) the development of ADHD students' focus skills in listening instruction.

1 Teachers' Adaptation Process in Supporting a Student with ADHD

Based on the interview results, the teacher explained that she initially felt uncertain and worried when supporting a student with ADHD during listening lessons. Since this was her first experience as a support teacher for an inclusive student, she admitted that she still had limited knowledge about the characteristics, learning needs, and appropriate teaching approaches for students with ADHD.

The teacher stated:

"At first, I was hesitant and afraid I wouldn't be able to adapt to an inclusive student because this was indeed my first experience as a support teacher, but over time I began to understand how and what I needed to do."

The teacher's statement showed that understanding the needs of the student with ADHD developed gradually through direct teaching experience. Continuous classroom interaction helped the teacher recognize the student's learning characteristics, particularly difficulties in maintaining attention during listening activities.

The classroom observation supported the interview data. During listening activities, the student was observed to experience difficulties sustaining attention, especially when the activity required longer concentration. In response to this situation, the teacher adjusted the learning process by simplifying instructions, dividing activities into smaller steps, repeating important information, and providing individual guidance when the student experienced difficulties.

The observation also showed that the teacher continuously monitored the student's attention and provided verbal prompts when the student became distracted. These findings showed that several adjustments were made to support the student's participation during listening instruction.

2 Characteristics and Responses of The Student with ADHD in Listening Activities

The interview results indicated that the student with ADHD responded positively to listening activities, especially when learning involved music, audio, or visual images. The teacher explained that the student appeared more excited and enthusiastic compared to other learning activities.

The teacher stated:

"Usually, he shows excitement or is more enthusiastic because, fundamentally, he likes listening to songs, so he's happy when lessons use audio."

However, the teacher also explained that the student's focus isn't always stable during listening activities. At the start of the lesson, the student appears very interested, but once he starts feeling bored, he easily gets distracted and engages in other activities like drawing or singing.

The teacher explained:

"At the beginning, he's excited because he naturally loves things related to music and pictures, but if he gets bored midway through the lesson, he gets distracted, he'll draw, or sing."

The observation results showed a similar pattern. The student demonstrated positive responses when listening materials included songs, audio, and visual support. The student paid attention to the materials, followed instructions, and showed interest during the beginning of the listening activity.

However, the observation also showed that the student's attention decreased after a certain period. When the activity became longer or repetitive, the student shifted attention to other activities, such as drawing or singing. The teacher needed to provide reminders to redirect the student's attention back to the listening task.

3 Using Simple and Repetitive Instructions

Based on the interview results, one of the main strategies teachers used in listening instruction is to provide clear, simple, and repeated instructions. The teacher explained that before playing the audio, they first explain the steps the student must follow.

The teacher stated:

"First, I give instructions on what to do, and if they still don't understand, I repeat them 2 or 3 times, or sometimes I rephrase the explanation using language they can easily understand."

The teacher also adapted the language used to make it easier for the student with ADHD to understand. Instructions are repeated to ensure the student understands the assigned tasks and do not lose their way during the lesson.

The observation results supported this finding by showing that the teacher consistently provided structured guidance before and during the listening activities. During classroom observation, the teacher did not immediately ask the student to complete the listening task but first explained the learning steps clearly. The teacher gave short and specific instructions about what the student needed to focus on while listening to the audio. When the student appeared confused or did not respond to the instruction, the teacher repeated the explanation and simplified the sentences to make the task easier to understand.

Furthermore, the observation showed that repeated instructions helped the student remain involved in the listening activity. When the student lost focus or forgot what needed to be done, the teacher provided reminders and redirected the student back to the task without interrupting the learning process. The teacher also checked the student's understanding by asking simple questions before continuing to the next activity. These practices showed that clear, simple, and repeated instructions were used by the teacher to help the student with ADHD follow the listening process more effectively.

4 The Use of Visual Media and Animation to Maintain Focus

The interview results showed that teacher used engaging learning media, such as animations and visual images, to help the student with ADHD stay focused during listening activities.

The teacher stated:

"I use media that supports the learning activity at that moment, such as animations, so the student is more interested in paying attention."

The teacher explained that previously, they had used audio without additional visual media. However, that strategy made it easier for the student to get bored and lose focus.

"Because I used to use audio alone, that's what caused them to lose focus, maybe because they found it boring. So then I tried adding animations or images to make them interested and willing to pay attention from the beginning to the end of the lesson, and they became more active participants in class."

The observation results supported this finding by showing that the use of visual media helped attract the student's attention during listening activities. During the classroom observation, the teacher presented listening materials using a combination of audio and visual elements rather than relying only on sound. The student showed more interest when the listening activity included pictures and animations related to the topic being discussed. The visual support helped the student understand the context of the audio more easily and encouraged the student to pay attention to the learning material.

The observation also revealed that the student became more actively involved when audio-visual media were used in the lesson. The student responded to the teacher's questions, observed the displayed images, and followed the listening activity with fewer distractions compared to activities that only required listening to audio. Although the student still occasionally lost focus, the presence of animations and visual images helped the teacher redirect the student's attention back to the lesson more effectively. These observations showed that engaging media was used by the teacher to maintain the student's attention and support participation during listening activities.

5 Challenges Teachers Face in Managing Distractions Among Students with ADHD

Although the student showed enthusiasm for listening activities, the teacher noted that the biggest challenge was when the student became distracted during the lesson.

The teacher explained:

"Sometimes when he gets distracted, he starts singing, and his voice can be louder than the video or audio, which disturbs the other students."

This behavior not only affects the ADHD student's own focus but also disrupts the concentration of other students in the class. To address this situation, the teacher used a calm and non-confrontational approach.

The teacher stated:

"I first remind them to stay quiet; if they're hard to reason with, I ask them to recite the istighfar prayer. After that, they comply and refocus on the lesson. If it happens again, I repeat the process but gently, using language that won't hurt their feelings."

The observation results supported this finding by showing that the student with ADHD sometimes experienced difficulties maintaining attention throughout the listening activity. During classroom observation, the student initially participated in the lesson and paid attention to the audio or video materials. However, after a certain period of time, the student began to show distracted behaviors, such as shifting attention away from the task, singing, or doing other activities unrelated to the lesson. These behaviors occasionally interrupted the learning atmosphere because the student's actions attracted the attention of other classmates.

The observation also revealed that the teacher managed these situations using a patient and supportive approach rather than directly criticizing the student's behavior. When the student became distracted, the teacher calmly approached the student, gave gentle reminders, and redirected the student's attention back to the listening activity. The teacher avoided using negative words or punishment and used supportive communication when redirecting the student's behavior. After receiving guidance from the teacher, the student was able to return to the activity and continue participating in the lesson.

6 Development of Focus Skills in Students with ADHD

Based on the interview results, the teacher believed that the strategies used so far have been quite helpful in developing the listening skills of the student with ADHD. The teacher observed gradual changes in behavior and improvements in the students' ability to focus.

The teacher stated:

"I think it helps, because day by day he shows steady progress, such as being able to stay focused while listening or watching a video. Even if he gets distracted and starts singing or drawing, he regains his focus quickly, or if his name is called, he immediately pays attention and continues listening."

The observation results supported the teacher's statement by showing that the student demonstrated positive changes during the listening activities. During classroom observation, the student was able to follow the listening process with the support of strategies provided by the teacher, including repeated instructions, audio-visual materials, and individual guidance.

Although the student still occasionally experienced distractions, such as drawing or singing during the lesson, the observation showed that these distractions did not last for a long time. When the teacher provided verbal reminders or called the student's name, the student was able to redirect attention back to the listening activity and continue participating in the task.

Furthermore, the observation showed that the student became more responsive to the teacher's guidance. The student showed improvement in following instructions, completing listening tasks, and maintaining involvement during classroom activities.

DISCUSSIONS

The findings of this study indicate that improving the listening skills of students with ADHD requires adaptive teaching strategies that consider students' attention difficulties, learning characteristics, and emotional needs. The results show that effective listening instruction depends not only on learning materials but also on how teachers adjust their strategies to support students with ADHD in inclusive EFL classrooms.

The teacher's adaptation process was found to be an important factor in supporting listening instruction for a student with ADHD. Although the teacher initially experienced uncertainty due to limited experience, continuous interaction with the student helped the teacher understand the student's characteristics and select more appropriate teaching approaches. This finding suggests that teacher adaptation is a continuous process that involves recognizing students' needs and modifying teaching approaches based on classroom situations. This supports Anderson et al. (2012), who explain that teachers' direct experiences with students with ADHD can improve their confidence, awareness, and ability to provide effective support in inclusive education.

The findings also revealed that the student with ADHD showed positive responses toward listening activities involving audio, songs, pictures, and animations. These learning materials increased the student's interest and encouraged participation during listening tasks. However, maintaining attention throughout the lesson remained challenging because the student experienced difficulties in sustaining focus for extended periods. This finding indicates that engaging and multimodal learning materials can support student participation, although attention-related challenges may still influence the learning process. This is consistent with Ning and Wang (2021), who found that multimodal interventions provide more effective support for learners with ADHD by increasing engagement and facilitating learning through the use of multiple forms of stimulation. The use of audio-visual materials in the present study similarly appeared to help the student remain interested and actively involved during listening activities.

To address these challenges, the teacher applied structured listening strategies by providing simple and repetitive instructions. Repeating information, simplifying explanations, and giving clear guidance helped the student understand listening tasks and participate more effectively. Moore et al. (2019) state that clear and simplified instructions can improve students' engagement because they reduce difficulties in processing classroom information. The findings suggest that structured guidance plays an important role in helping students with ADHD remain engaged and follow listening activities more successfully.

In addition, the use of visual media and animation played an important role in supporting the student's attention during listening activities. The combination of audio and visual elements created a more engaging learning experience and helped the student connect

listening materials with meaningful contexts. This finding supports McDougal et al. (2023), who explain that interactive learning environments can help students with ADHD maintain attention and involvement. Furthermore, Angkasa and Farida (2025) state that audio-visual media can increase students' motivation and participation in EFL listening activities. In the context of EFL listening instruction, audio-visual media can serve not only as motivational tools but also as strategies to support students' attention and comprehension.

Although several strategies supported the student's engagement, managing distractions remained a challenge in the listening learning process. The student still experienced difficulties in maintaining attention and sometimes displayed distracting behaviors during activities. However, the teacher's use of gentle reminders, positive communication, and emotional support helped the student redirect attention without creating negative learning experiences. This finding is consistent with recent studies highlighting the importance of positive teacher and student relationships in supporting students with ADHD. Staff et al. (2023) found that a close teacher and student relationship can serve as a protective factor by reducing the need for corrective feedback and supporting more positive classroom interactions. Furthermore, MacLean et al. (2023) reported that students with ADHD tend to experience better classroom outcomes when relationships with teachers are characterized by greater closeness and lower levels of conflict. These findings suggest that supportive teacher and student interactions play an important role in helping students with ADHD regulate their behavior and remain engaged in learning activities.

Overall, the findings show that the strategies implemented by the teacher contributed to the gradual development of the student's focus skills during listening instruction. Although these strategies did not completely eliminate ADHD-related attention difficulties, they helped the student manage distractions and re-engage with learning activities. This supports Cuchiye Cunuhay's (2018) findings that structured and interactive listening strategies can improve attention and comprehension among students with ADHD. Therefore, this study extends previous research by showing that effective listening instruction for students with ADHD in EFL classrooms requires a combination of structured guidance, engaging media, adaptive teaching strategies, and supportive teacher-student interactions.

CONCLUSION

This study investigated the strategies used by an English teacher to improve the listening skills of a student with ADHD in a senior high school. The findings revealed that supporting students with ADHD in listening activities requires teachers to understand students' characteristics and adapt their teaching approaches based on individual learning needs. The teacher's adaptation process developed through direct teaching experience, which helped the teacher become more confident in selecting appropriate strategies to support the student during listening instruction.

The findings also showed that the teacher applied several strategies during listening activities, including providing individual guidance, giving simple and repetitive instructions, using audio-visual media, and maintaining the student's attention through supportive interactions. These strategies helped create a more accessible and engaging learning environment that encouraged the student with ADHD to participate more effectively in English listening activities. Although the student still experienced difficulties in maintaining attention, the strategies implemented by the teacher helped the student manage distractions and remain involved in the learning process.

Based on the findings of this study, further investigation is recommended to examine the effectiveness of different teacher strategies in improving the listening skills of students with ADHD across various educational contexts. Subsequent studies may also compare the strategies used by multiple English teachers to identify best practices for supporting students with ADHD in listening activities. In addition, researchers could explore how digital learning tools, classroom accommodations, and teacher-student interactions influence the listening performance and engagement of students with ADHD. Such investigations may contribute to a more comprehensive understanding of inclusive listening instruction and provide practical guidance for English teachers working with students with diverse learning needs.

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