

**Exploring Scaffolding Strategies for Teaching English to ADHD Learners
in EFL Contexts**

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**Licenciatura en Lenguas Extranjeras Inglés Decanatura de División de
Educación Abierta y a Distancia**

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Abstract

This study examines the impact of scaffolding strategies on the participation of a student diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) in a Level D English course at a private institution in Barranquilla. Using a qualitative action-research approach, classroom observations, a semi-structured interview, and a student survey were used to identify changes in the student's attention, participation, and autonomy. The results show that scaffolding strategies—such as breaking down instructions, modeling tasks, using visual supports, providing guided practice, and gradually fading assistance—improved the student's attention, task initiation, and independence. These strategies also strengthened emotional regulation and academic self-confidence. However, social participation did not progress at the same pace; the student preferred working individually and showed low willingness to collaborate with peers, possibly due to limited class frequency and a lack of stable social bonds. Overall, the study demonstrates that scaffolding is an effective pedagogical tool for supporting students with ADHD in English as a Foreign Language (EFL) context, especially when adapted to their cognitive and emotional needs.

Keywords: ADHD, scaffolding strategies, participation, self-regulation, self-efficacy.

Resumen

Este estudio analiza el impacto de las estrategias de andamiaje en la participación de un estudiante con Trastorno por Déficit de Atención e Hiperactividad (ADHD) en un curso de inglés Nivel D en una institución privada de Barranquilla. A través de un enfoque cualitativo de investigación-acción, se emplearon observaciones de clase, una entrevista semiestructurada y una encuesta para identificar cambios en la atención, la participación y la autonomía del estudiante. Los resultados muestran que las estrategias de andamiaje —como segmentar instrucciones, modelar tareas, usar apoyos visuales, ofrecer práctica guiada y retirar gradualmente la ayuda— mejoraron la atención, el inicio de actividades y la independencia del estudiante. También fortalecieron su autorregulación emocional y su confianza académica. Sin embargo, la participación social no avanzó al mismo ritmo; el estudiante prefirió el trabajo individual y mostró poca disposición a colaborar con sus compañeros, posiblemente por la baja frecuencia de clases y la falta de vínculos sociales estables. En general, el estudio demuestra que el andamiaje es una herramienta pedagógica eficaz para apoyar a estudiantes con ADHD en contextos de inglés como lengua extranjera, especialmente cuando se adapta a sus necesidades cognitivas y emocionales.

Palabras clave: ADHD, estrategias de andamiaje, participación, autorregulación, autoeficacia.

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CHAPTER 1: CONTEXTUALIZATION, RESEARCH STATEMENT, RESEARCH QUESTION, OBJECTIVES

1.1 Contextualization

This study was conducted at a private binational institution in Barranquilla, Colombia that is dedicated to English language teaching and cultural exchange between Colombia and the United States. The institution follows a communicative approach to language instruction and provides authentic teaching experiences for pre-service teachers. In addition to promoting communicative competence, it offers a supportive educational environment through its Psychology Department, Academic Coordination, and teacher training services, which work collaboratively to address students' learning needs and foster inclusive educational practices.

The research was carried out in the Basic English Program for Children, specifically in Level D, which forms part of an eight-level curriculum (A–H) designed to develop students' listening, speaking, reading, and writing skills through interactive and communicative activities. The participants consisted of 25 students between the ages of eight and ten who attended English classes once a week on Saturdays. Although the study involved the entire class, it focused on one student formally diagnosed with attention deficit hyperactivity disorder (ADHD).

Within the institution, students with ADHD receive continuous support through a collaborative process involving parents, psychologists, teachers, and the training department. The intervention generally begins when parents report a formal diagnosis, after which the psychologist interviews the student and informs the assigned teacher about the learner's specific needs. Based on this information, teachers are encouraged to adapt their classroom management and instructional practices to better support the student. Throughout the process, psychologists provide ongoing guidance, while the training department offers pedagogical support to help teachers refine their instructional strategies whenever additional adjustments are required. This coordinated

approach ensures that students receive individualized support while promoting an inclusive and responsive learning environment.

The institution serves students from socioeconomic strata three to five and, as a binational center endorsed by the U.S. Embassy in Bogotá, provides English language instruction and cultural programs to the community. Its experienced teaching staff, solid pedagogical framework, technological resources, and appropriate facilities create favorable conditions for implementing instructional innovations. Consequently, this educational context provided an appropriate setting for exploring the use of scaffolding strategies to enhance the participation of a student with ADHD in an English as a Foreign Language (EFL) classroom.

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental condition characterized by persistent patterns of inattention, impulsivity, and hyperactivity that may interfere with daily functioning and academic performance (Sroubek, 2013). According to the American Psychiatric Association (2013), ADHD is classified into three presentations: predominantly inattentive, predominantly hyperactive-impulsive, and combined. Students with ADHD frequently experience difficulties sustaining attention, following instructions, organizing tasks, regulating their behavior, and controlling impulsive responses (Tapar, 2013). These characteristics can significantly affect language learning because acquiring a foreign language requires sustained attention, working memory, and executive functions to process linguistic input, retain vocabulary and grammatical structures, recognize language patterns, and communicate effectively (Ellis, 2006). As a result, learners with ADHD may face challenges understanding complex texts, following grammatical structures, and actively participating in communicative classroom activities.

Considering these challenges, the present study focuses on the implementation of scaffolding strategies as a means of supporting students with ADHD during the language learning process. Scaffolding is an instructional approach that provides temporary and structured assistance to help learners accomplish tasks they are initially unable to complete independently. Borrowed from the field of construction, where

scaffolds support buildings until they become self-sustaining, educational scaffolding gradually withdraws assistance as students develop confidence, competence, and autonomy (Wood, 1976). Likewise, Josel (2021) argues that scaffolding is particularly beneficial for students with ADHD because it offers individualized support that addresses executive functioning difficulties while promoting skill development and learner independence.

In this regard, scaffolding strategies can reduce cognitive demands by providing clear guidance, structured activities, and gradual support, thereby facilitating students' attention, organization, and active participation in classroom tasks. These strategies also contribute to creating a more inclusive learning environment in which students are progressively encouraged to assume greater responsibility for their own learning. Therefore, this research examines the effectiveness of scaffolding strategies in enhancing the classroom participation and learning process of a student with ADHD in an EFL context. By exploring the implementation of these strategies within a private educational institution, the study seeks to contribute practical evidence that may support teachers in addressing the diverse learning needs of students with ADHD while enriching current pedagogical practices in English language teaching. Although scaffolding has been recognized as a promising instructional approach, discussions continue regarding its implementation across different educational settings, highlighting the need for further research on its effectiveness and adaptability.

1.2 Research Problem

The research problem emerged from classroom observations and a semi-structured interview with the academic coordinator of the inclusion program at the participating institution. Although the student demonstrated a genuine interest in learning English and showed enthusiasm during lessons, he experienced persistent difficulties maintaining attention, staying focused, and completing classroom tasks consistently. These challenges negatively affected his participation, as he was easily distracted, required frequent teacher redirection, and engaged less actively in

communicative activities, reducing his opportunities for meaningful interaction and language practice.

According to the academic coordinator, these difficulties were not related to a lack of motivation or interest in English but rather to the student's need for instructional support that would help him remain engaged throughout the learning process. Classroom observations further revealed that the student responded positively to lessons that incorporated clear instructions, visual resources, structured activities, and continuous guidance. These findings suggested that providing appropriate pedagogical support could enhance both the student's participation and overall learning experience. Consequently, scaffolding was selected as the intervention strategy because it offers structured assistance that is gradually withdrawn as learners become more independent. Through this approach, the study sought to improve the student's attention, motivation, classroom participation, and autonomy in the English as a Foreign Language (EFL) classroom.

The interview also provided valuable information about the institution's inclusive practices. The coordinator explained that the inclusion program is designed to support and motivate students with physical or cognitive disabilities by promoting equal learning opportunities. However, several factors may limit students' academic and emotional development, including insufficient family involvement and the lack of instructional strategies specifically adapted to diverse learning needs. Despite the student's hyperactivity and frequent distractions, the coordinator emphasized that his positive attitude toward learning English represented an important strength that could be fostered through appropriate instructional support. Therefore, the pedagogical intervention implemented throughout the semester was designed to provide gradual guidance, allowing the student to accomplish learning tasks with increasing confidence and independence.

The need for adaptive teaching strategies extends beyond the individual case examined in this study and reflects a broader challenge within English language education. Despite increasing efforts to promote educational inclusion, many

classrooms continue to lack practical methodologies that effectively address the cognitive and emotional needs of students with ADHD. As a result, these learners often experience limited opportunities for active participation and meaningful learning. This gap highlights the importance of developing learner-centered instructional approaches that respond to students' diverse characteristics while fostering equitable access to quality education.

From this perspective, education should not only promote academic achievement but also recognize and respond to students' emotional and cognitive diversity. Educational practices and curricula must be designed to meet learners' individual needs while fostering inclusive environments where every student feels valued, supported, and capable of participating actively. In this regard, Reardon (1988) argues that education should be grounded in human dignity, social justice, empathy, critical thinking, and democratic participation, emphasizing that inclusion is both a pedagogical responsibility and a fundamental educational value. Similarly, UNESCO (n.d.) and Kekkonen (1981) highlight the importance of inclusive educational systems that contribute to equity, personal development, and peaceful societies.

Furthermore, previous research supports the implementation of scaffolding as an effective strategy for addressing these challenges. Park (2020) emphasizes that emotional scaffolding plays an essential role in helping students feel supported and valued throughout the learning process. Although its effectiveness depends on thoughtful implementation, emotional and instructional scaffolding can strengthen students' engagement, confidence, and participation by creating learning environments where they feel secure enough to take academic risks and gradually develop independence.

In this context, the present study addresses a relevant gap in English language teaching by examining how scaffolding strategies can support the classroom participation of a student with ADHD. By exploring a learner-centered instructional approach within an inclusive educational setting, the research contributes practical evidence that may guide teachers in adapting their pedagogical practices to meet

diverse learning needs. Ultimately, addressing this problem is essential for promoting more equitable, accessible, and inclusive EFL classrooms, where all students have meaningful opportunities to participate, learn, and succeed.

1.3 Research Questions and Objectives

How do scaffolding strategies impact the participation of one student with ADHD in level D at a private English language teaching institution in Barranquilla?

Research Objectives:

General objective:

To examine the effectiveness of scaffolding strategies in enhancing the participation of a student with ADHD during English language classes.

Specific objectives:

1. To identify and analyze the specific challenges faced by ADHD student in Level D during English language learning.
2. To explore and propose scaffolding strategies that support ADHD learner's engagement in English classes.
3. To assess the implementation and effectiveness of scaffolding strategies in English lessons and their effect on ADHD learner's engagement and participation.

CHAPTER 2: LITERATURE REVIEW

As part of the research reviewed for this project, some studies were found that, while not focused directly on improving participation among students with ADHD in second-language learning, offer useful ideas that can be adapted to this specific context.

The First study *Tracing unique trajectories of participation for a 'girl with ADHD': from 'unwilling student' to 'agentive learner'. Emotional and Behavioral*

Difficulties by Evaldsson and Svahn (2019) focuses on understanding how students with prolonged academic difficulties, particularly a 13-year-old girl diagnosed with ADHD, develop unique participation trajectories in special education contexts. Through long-term ethnographic and video ethnographic work in a Swedish special support school, the researchers analyzed how, through scaffolding practices designed to enhance her abilities, the student transitioned from being reluctant and disruptive to becoming proactive and cooperative. The theoretical framework draws on a sociocultural view of learning, in which participation, identity, and agency are interrelated.

The multimodal analysis of the interactions between teacher and student shows that scaffolding involves not only speech but also resources such as body posture, gaze, gestures, and mutual alignment in tasks. These collaboratively organized participation frameworks fostered shared attention and common reference points for meaning-making. The study highlights how the emotional and relational dimensions of scaffolding are crucial for the student to develop confidence and recognize herself as an active agent in her learning, promoting changes in her social and academic identification.

The findings emphasize that, in special educational needs contexts, building learning relationships based on mutual trust and sustained emotional support helps overcome school resistance and facilitates integration into the cultural and communicative practices of school life. Furthermore, the research shows that teaching interventions, aimed both at mastering responses and developing abilities, must continuously adapt to the student's knowledge level and affective disposition, raising new challenges on how to foster active participation and the formation of positive identities in students with prolonged experiences of academic failure.

Evaldsson and Svahn (2019) examines how students with prolonged academic difficulties—specifically a 13-year-old girl diagnosed with ADHD—develop unique participation trajectories in special educational needs contexts. It seeks to understand how such trajectories can transform a learner's identity from that of a “reluctant

student” to a “proactive learner” through the implementation of emotional and relational scaffolding practices. These practices are shown to play a central role in fostering engagement, building trust, and supporting the student’s active participation in school life.

Within a sociocultural framework, the study conceptualizes *participation* as a situated process that interweaves learning and identity formation. The *student’s agency* is defined as the ability to act intentionally and take an active role in educational activities, while *emotional and relational scaffolding* refers to teacher-led practices that support participation through affective guidance, trust-building, and the multimodal orchestration of classroom interactions. In turn, *identity formation* is understood as the development of a self-image as a competent and proactive learner, shaped through meaningful educational exchanges.

The research is grounded in the sociocultural theory of learning and identity, which frames learning as participation in social practices. Methodologically, it applies multimodal interaction analysis, inspired by Goodwin’s notion of cooperative action, to capture the complex interplay of verbal, gestural, spatial, and affective elements in classroom life. This is complemented by long-term ethnographic fieldwork and extensive video recordings, following the student’s participation across an entire school year. Such an approach combines well-established theoretical models with an innovative application, as it examines a unique ADHD case within a Swedish special support school that explicitly promotes student participation.

Findings reveal that the student transitioned from being disruptive and resistant to becoming cooperative and proactive. This change was driven by sustained engagement in scaffolding practices that nurtured her agency and supported active participation. Crucially, building and maintaining trusting relationships emerged as essential for identity transformation, with emotional and relational scaffolding proving as important as cognitive strategies in supporting students with histories of prolonged school failure.

In relation to existing literature, this study complements previous research on scaffolding and participation by focusing on the emotional and relational dimensions, a less-explored area in studies of ADHD and special educational needs. In doing so, it expands the understanding of learning and participation, showing that identity and agency shifts are not achieved solely through academic strategies but require affective bonds and multimodal scaffolding to sustain meaningful engagement.

The research's strengths include its longitudinal and in-depth focus on a single case, its integration of multimodal analysis encompassing verbal, gestural, and spatial aspects, and its incorporation of emotional and relational dynamics into the theoretical model. However, its limitations stem from the inherent constraints of a single-case study, the absence of comparative analysis with other students or contexts, and the potential for bias due to the researchers' prolonged engagement with the participant.

The Second study *Do cognitive interventions for preschoolers improve executive functions and reduce ADHD and externalizing symptoms? A meta-analysis of randomized controlled trials. European child & adolescent psychiatry* by Pauli-Pott shows Interventions targeting multiple executive functions and employing interpersonal cognitive scaffolding approaches have demonstrated broad and statistically significant effects on ADHD symptoms, with cognitive scaffolding interventions proving to be the most effective in reducing such symptoms (Pauli-Pott, Mann, & Becker, 2021). The authors identified four distinct types of interventions for preschool children, including programs emphasizing cognitive scaffolding, such as the *Tools of the Mind* program. The study examined the effectiveness of an intervention designed to enhance executive functions in preschool and kindergarten children, primarily through a cognitive approach—one of the four types of interventions distinguished by Diamond and Lee.

Findings indicated that cognitive scaffolding programs yielded large effect sizes, whereas programs focusing on direct executive function training or incorporating only minor executive function components showed negligible effects (Pauli-Pott et al., 2021). Cognitive scaffolding programs typically target multiple executive functions, incorporate elements that facilitate the transfer of skills to daily life, and are

implemented within everyday interpersonal contexts. Consequently, these programs may be better suited to address the likely multiple executive function deficits observed in children with ADHD and Oppositional Defiant Disorder (ODD), while more accurately reflecting the real-life settings in which symptoms manifest. Among children with ADHD and ODD, cognitive scaffolding interventions emerged as the most effective for reducing ADHD symptoms (Pauli-Pott et al., 2021).

Pauli-Pott, Mann, and Becker (2021) investigates whether cognitive interventions for preschool-aged children improve executive functions (EF) and reduce symptoms of Attention-Deficit/Hyperactivity Disorder (ADHD) and externalizing problems, while evaluating which type of intervention is most effective. Executive functions are defined as a set of cognitive skills—including working memory, inhibitory control, and cognitive flexibility—that enable self-regulation and the management of complex tasks. Interpersonal cognitive scaffolding refers to supportive strategies that guide the development of executive functions through everyday interactions and interpersonal contexts. ADHD symptoms are characterized as persistent patterns of inattention, hyperactivity, and impulsivity that interfere with daily functioning and development. The research is informed by developmental models of executive functions and their relationship to self-regulated behavior in children, employing the intervention classification proposed by Diamond and Lee, which distinguishes between direct EF training, programs with a minor EF component, and cognitive scaffolding programs. Methodologically, the study adopts a meta-analysis of randomized controlled trials (RCTs) assessing interventions for preschool and kindergarten children, allowing a comparison of effect sizes across the different intervention types.

Grounded in the established framework of Diamond and Lee's classification, the research applies an innovative approach by systematically comparing the effectiveness of each intervention type through a focused meta-analysis involving children with ADHD (Pauli-Pott et al., 2021). The results indicate that interpersonal cognitive scaffolding interventions are the most effective for reducing ADHD

symptoms and improving executive functions. Programs targeting multiple executive functions within interpersonal contexts demonstrated broad and statistically significant effects, whereas interventions based on direct EF training or those with only minor EF components yielded negligible outcomes. The evidence suggests that cognitive scaffolding may be better suited to addressing the multiple EF deficits observed in children with ADHD and to reflecting the natural contexts in which symptoms emerge. This study extends previous research on the role of executive functions in ADHD by providing comparative quantitative evidence on the effectiveness of distinct intervention approaches in early childhood, integrating findings from multiple RCTs to identify the most promising strategies for intervention (Pauli-Pott et al., 2021).

In doing so, the research confirms existing knowledge that enhancing executive functions is a key element of ADHD intervention, while expanding it by demonstrating that the most effective approach is interpersonal cognitive scaffolding within natural contexts rather than isolated direct EF training. This finding highlights the importance of ecological validity in intervention design. Notable strengths of the study include the use of meta-analysis, which enhances the reliability of the conclusions, the systematic comparison of intervention types, and its focus on a specific population—preschool children with ADHD. However, limitations include the potential heterogeneity of programs within each category, the limited information on the long-term sustainability of effects, and reliance on prior studies that may contain methodological biases.

The Third study *Integrating Scaffolding Techniques into Listening Comprehension Activities for English Language Learning in Students with ADHD* by Cuevas examines the effectiveness of scaffolding techniques in addressing the listening comprehension challenges faced by learners with Attention-Deficit/Hyperactivity Disorder (ADHD) in the process of learning English within a Caribbean context (Cuevas, Carreño, & Gamboa, 2024). Conducted as a qualitative study with participants from a public school on Colombia's Caribbean coast, it evaluates the impact of personalized, scaffolded lesson plans on students' confidence and motivation, revealing significant improvements in both areas. Grounded in Bruner's (1975) concept

of scaffolding—rooted in Vygotsky’s sociocultural theory—and aligned with the Gradual Release of Responsibility instructional framework, the study underscores the potential of tailored educational approaches to foster independence and enhance receptive listening skills in learners with ADHD. The research specifically focuses on two secondary students formally diagnosed with ADHD, exploring how scaffolding strategies, including feedback, visual aids, and personalized support, contribute to improved task completion, reduced need for repetition, and increased engagement during listening activities.

Findings indicate a positive association between the implementation of scaffolding techniques and enhanced listening comprehension performance, as evidenced by shorter activity completion times, reduced interruptions, and greater vocabulary retention (Cuevas et al., 2024). Observations during both sample and regular lessons suggest that incorporating selective resources, such as visual aids and personal audio devices, can help maintain attention and sustain student interest. These results reinforce prior evidence that adaptive instructional strategies, combined with resource adjustments, can optimize learning environments for students with ADHD in English as a Foreign Language (EFL) classrooms. Consequently, the study highlights the importance of equipping teachers with appropriate training and resources to address the diverse needs of ADHD learners, while also calling for further research into context-specific, personalized approaches that can be effectively applied in similar educational settings.

This study investigates how the use of scaffolding techniques can enhance English listening comprehension among students with Attention-Deficit/Hyperactivity Disorder (ADHD) in a public school in Barranquilla, addressing the attentional and auditory-verbal processing challenges inherent to the disorder (Cuevas, Carreño, & Gamboa, 2024). The research is guided by the question: *How can the use of scaffolding techniques improve the listening skills in English of two students with ADHD in a public school in Barranquilla?*

The key concepts underpinning this research include scaffolding, defined as the temporary support provided by the teacher to enable students to complete tasks and develop new skills, based on Bruner's concept rooted in Vygotsky's theory (Bruner, 1975; Vygotsky, 1978); listening comprehension, understood as the ability to understand, retain, and process information received orally in a second language; the Gradual Release of Responsibility framework, an instructional model that progressively shifts learning control from the teacher to the student (Pearson & Gallagher, 1983); and ADHD, a neurodevelopmental disorder characterized by inattention, hyperactivity, and impulsivity, which can hinder foreign language acquisition (Cuevas et al., 2024).

The study is grounded in Vygotsky's sociocultural theory, which emphasizes learning through social interaction, and Bruner's scaffolding theory, complemented by the Gradual Release of Responsibility model. Methodologically, it employs a qualitative approach involving interviews, classroom observations, lesson plans, and sample lessons with two students formally diagnosed with ADHD, allowing for an in-depth exploration of their learning processes and responses to scaffolding strategies (Cuevas et al., 2024).

While the research draws on established theoretical frameworks such as those of Vygotsky, Bruner, and the Gradual Release of Responsibility model, it adapts them innovatively to the teaching of English as a Foreign Language (EFL) in a Caribbean context. This adaptation incorporates personalized adjustments to address the specific learning needs of students with ADHD, making the approach both contextually relevant and pedagogically innovative (Cuevas et al., 2024).

Findings reveal that scaffolding improved listening comprehension performance by reducing the time required to complete activities and minimizing the need to replay audio recordings. The inclusion of visual and auditory aids, such as personal headphones, enhanced students' concentration and motivation, while fostering greater confidence, independence, and the use of more complex vocabulary. The results also highlight the importance of teacher training and the provision of resources to personalize instruction for learners with ADHD (Cuevas et al., 2024).

This study complements prior research on scaffolding and ADHD by focusing specifically on a single language skill—listening comprehension—in an underexplored EFL context, namely the Colombian Caribbean. It broadens existing knowledge by demonstrating that scaffolding, when combined with adapted resources, can support not only general academic achievement but also specific linguistic abilities in students with ADHD (Cuevas et al., 2024).

Among its strengths, the research offers a contextualized application in a real-world setting with diagnosed students, employs multiple qualitative data collection techniques, and incorporates personalized lesson plan adaptations. However, its limitations include a very small sample size of only two students, the absence of long-term follow-up to determine the persistence of improvements, and the inability to generalize findings without additional complementary studies (Cuevas et al., 2024).

The Fourth study *attention deficit hyperactivity disorder: towards an inclusive approach in the management of ADHD in South African classrooms by Loedolff (2019)* examines how Attention Deficit Hyperactivity Disorder (ADHD) is managed in mainstream South African classrooms from an inclusive-education perspective, focusing on the implications of ADHD for learning, behaviour, and language deficits, and on how these factors shape the organisation of educational practices (Loedolff, 2019). Key concepts articulated in the work include ADHD—as a condition that affects students’ learning, conduct, and social interaction; inclusive education—as an approach that seeks to integrate students with ADHD into regular classrooms through adapted practices and supports; Vygotsky’s sociocultural theory—which frames learning as a socially mediated process involving interaction with a “more knowledgeable other”; and the processes of internalization, automatization, and fossilization of knowledge—stages through which learners attain mastery and autonomy. Methodologically, the study is a systematic review of the literature designed to synthesise existing knowledge and to decipher implications for classroom organisation, teacher practice, student support, and inclusive policies (Loedolff, 2019).

Loedolff (2019) grounds the analysis in established theoretical frameworks—Vygotsky’s mediated learning, constructivist pedagogy, and theories of social mediation—and applies these frameworks to the specific context of South African classrooms with inclusive needs. The study argues that language and social interaction are essential to cognitive and academic development and that deficits in these domains constrain the potential of students with ADHD. Consequently, Loedolff highlights teacher training and class-size reduction as key strategies for improving inclusion and for reducing the incidence of misdiagnosis or overdiagnosis. By doing so, the publication reinforces prior research that emphasises the importance of social and linguistic scaffolding and aligns with studies recommending interventions at the levels of teacher practice and school organisation (Loedolff, 2019).

The work therefore confirms the central role of language and social interaction in learning, as proposed by Vygotsky, while extending this theoretical insight into practical, context-specific recommendations for South African classrooms (Loedolff, 2019). Its primary strengths lie in a robust theoretical foundation, a well-argued inclusive orientation, and a contextualised application to a particular educational system; however, limitations include the absence of primary empirical data—since it is a literature review—and the fact that some recommendations depend on structural reforms (e.g., reducing class sizes) that may be difficult to implement in the short term. Loedolff (2019) thus calls for empirical investigations and practical interventions to test and operationalise the proposed strategies so that students with ADHD can receive effective, contextually appropriate support.

The purpose of this study is to provide a systematic understanding of the literature on attention deficit hyperactivity disorder (ADHD) and its implications for the regular classroom environment, as well as to identify knowledge that could inform specific professional practices, such as teaching and learning in the classroom, student support, and inclusive practices within educational institutions (Loedolff, 2019). The research also examines the impact of ADHD on learning in relation to behavioral issues and associated language deficits. From a Vygotskian perspective, learning can only

occur in a socially interactive environment where the learner actively engages with a more knowledgeable individual. According to Vygotsky's theory, learning takes place when knowledge has been internalized, automatized, and fossilized by the learner, leading to a sense of mastery of the subject matter. Vygotsky further asserts that cognitive development results from the internalization of language, positioning it as a central element in both educational and social contexts. Consequently, children's cognitive growth must be recognized as emerging through interactions with more knowledgeable members of their society, who mediate intellectual activity, particularly through the use of language.

Grounded in a constructivist framework, Vygotsky's theory emphasizes the importance of knowledge construction, where language and social interactions are essential to the processes of internalization, fossilization, and automatization. This implies that if language and social interactions are underdeveloped, students may not reach their full academic potential, with underachievement as a likely consequence. Loedolff (2019) highlights that if teachers were better trained to manage diverse behaviors in the classroom and to interact appropriately and sensitively with children with ADHD, the rates of misdiagnosis and overdiagnosis could decrease. While creating a more supportive learning environment is a step in the right direction, the study argues that without adequate teacher training and institutional support—such as reducing maximum class sizes—students with ADHD will continue to be disadvantaged by the current educational system.

The fifth and last study we found *Different methods and strategies to aid reading for pupils affected by ADHD* by Feldt & Mekkelholt, 2020. Investigated the use of diverse methods and strategies to support reading skills in students with Attention Deficit Hyperactivity Disorder (ADHD), particularly focusing on children aged 9 to 12, including those learning in a second or foreign language context (Feldt & Mekkelholt, 2020).

The study addresses two primary research questions: which methods and strategies are most effective in assisting reading for students with ADHD, and what are the advantages and disadvantages of these approaches. The authors describe the

START framework (Students and Teachers Actively Reading Texts), which models and scaffolds specific reading comprehension strategies through active teacher guidance, with the aim of fostering independent application by students. Key tools within this framework include tracking sheets to maintain focus, graphic organizers to structure information, and story mapping to visualise key narrative elements such as characters, setting, problems, and solutions. These strategies, when combined with structured and consistent instruction, aim to enhance metacognitive skills, retention, and comprehension, particularly by connecting textual information to students' prior knowledge and lived experiences.

The results reported of the last study Different methods and strategies to aid reading for pupils affected by ADHD by Feldt and Mekkelholt (2020) indicate measurable gains in reading comprehension and engagement among participating students. For example, the use of story mapping, integrated into the curriculum and supported by active teacher involvement, was associated with improvements in comprehension scores across multiple assessments, such as the STAR, McMillan and McGraw Hill, and Accelerated Reader tests. Students in the intervention group outperformed their peers not only in comprehension but also in classroom engagement, task completion, and positive behaviour. The authors note that while some strategies, such as changing font colour or size, directly address attentional and perceptual difficulties, the broader success of these methods lies in their ability to foster active participation, logical thinking, and meaningful connections between prior and new knowledge. By aligning reading strategies with students' interests and experiences, teachers can create a more accessible, motivating, and effective learning environment for students with ADHD.

The study conducted by Feldt and Mekkelholt (2020) aims to identify effective methods and strategies to enhance reading comprehension among students with ADHD, with a focus on their advantages and disadvantages, particularly in the context of second or foreign language learning. The research specifically addresses the challenges that ADHD presents in reading—such as the omission of letters, words, or

entire sentences—leading to misinterpretations or incomplete understanding of the main ideas of a text. Key concepts discussed include the ADHD-related reading difficulties, the START framework (Students and Teachers Actively Reading Texts) as an instructional model incorporating teacher modeling and scaffolding to develop student autonomy, the use of graphic organizers as visual tools to structure and connect textual information, and story mapping as a method to identify narrative elements such as characters, problems, goals, actions, and outcomes. The study employs the START model alongside visual scaffolding techniques like graphic organizers and story maps, integrating multisensory strategies such as read-alouds, audio support, highlighting, and font modification in size and color to sustain attention and comprehension. This approach combines established pedagogical tools with innovative adaptations, emphasizing structured reading practices, active participation, and consistent feedback.

Findings revealed significant gains in reading comprehension: a 16% improvement on the Mcmillan and McGraw Hill test, a 20% increase on the Accelerated Reader (AR) test, and average scores 84% higher than those of non-participating peers. Additionally, 82% of students reported a positive perception of the strategies, alongside improvements in classroom behavior, engagement, and enthusiasm for reading.

The integration of story mapping into the curriculum facilitated connections between prior and new knowledge, enriching students' understanding and making the material more meaningful. The study aligns with existing research on inclusive pedagogical strategies and differentiated instruction for students with ADHD, contributing empirical evidence supporting the effectiveness of visual tools and structured reading activities.

It extends prior knowledge by demonstrating that strategies such as story mapping not only improve reading comprehension but also enhance motivation, active participation, and positive behavior. Strengths of the research include clear quantitative results, the integration of visual, auditory, and kinesthetic strategies, and adaptability to diverse linguistic and curricular contexts.

Limitations involve the absence of long-term follow-up data, potential motivational bias given the voluntary participation of students, and the narrow age range (9–12 years), which may limit generalizability. Overall, effective strategies identified include repeated reading, the START framework, graphic organizers and story mapping, multisensory approaches, and direct, guided instruction—each with distinct benefits and potential challenges for implementation.

CHAPTER 3: THEORETICAL FRAMEWORK

This section provides a comprehensive understanding of essential concepts such as scaffolding strategies, participation, and ADHD within educational contexts. These elements are explored to establish a solid theoretical foundation, crucial for interpreting research results effectively. Furthermore, their significance and application in the field of Teaching English as a Foreign Language (EFL) and foreign language instruction are highlighted.

3.1 ADHD

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental condition marked by persistent patterns of inattention, hyperactivity, and impulsivity that affect academic and social functioning (Dipeolu, 2023; Chen, 2025). ADHD manifests in various types: inattentive, hyperactive-impulsive, or combined presentations, often accompanied by social and learning difficulties (Cheng, 2020). Recent research underscores the importance of adopting student-centered approaches, where the perspectives of ADHD students are prioritized to foster a more inclusive and supportive learning environment (Gibbs et al., 2023).

According to the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5), attention deficit hyperactivity disorder (ADHD) is defined as “a persistent pattern of

inattention and/or hyperactivity-impulsivity that interferes with functioning or development, characterized by inattention, hyperactivity, and impulsivity” (American Psychiatric Association, 2013, as cited in TDAHYTU, 2020). This manual classifies three presentation types: predominance of inattention, prevalence of hyperactivity, or a sustained combination of both symptoms.

In the educational field, ADHD is understood as “a series of changes in students’ neurological processes, whose origin is often unknown but which manifest in episodes of impulsivity and inability to maintain attention” (Orteso, 2019). In this regard, Treviño (2017) warns that, if left untreated, ADHD can have “a significant adverse impact on the process of family integration and adaptation to the educational environment, causing numerous problems in interactions with other children, parents, and teachers”.

From a neuropsychological perspective, Soroa et al. (2016) reinforce that ADHD is characterized by two main elements: inattention and hyperactivity. Inattention may be expressed in both social and academic contexts, and in some cases, it is detected through an analysis of family or school interactions. Hyperactivity, in turn, is manifested in “movements or actions with little control and coherence, that is, not proportional to what is expected to occur” (Soroa et al., 2016), which in children and adolescents may result in high dispersion and difficulty in staying focused or remaining in one place.

From a medical-psychiatric perspective, Attention Deficit Hyperactivity Disorder (ADHD) is defined as a neuropsychological developmental disorder characterized by the presence of inattention, hyperactivity, and impulsivity. The condition typically manifests before the age of seven, although its symptoms may be difficult to detect in early childhood, and its etiology is primarily attributed to organic factors associated with neurological functioning (Miramontes, Vázquez, & Vázquez, 2020).

Within the educational context, ADHD has become a commonly used term, sometimes applied indiscriminately, to label children who present behavioral problems or academic difficulties, a practice that can lead to stigmatization. This widespread usage is supported by the estimated prevalence in Latin America, which ranges from 5.7% to 26.8% of the school population, as well as by the dissemination of its officially recognized symptomatology (Miramontes et al., 2020).

In school settings, the diagnosis or labeling of ADHD often arises from observations of behaviors such as difficulty sustaining attention for extended periods, poor concentration, and challenges in academic performance. When these characteristics are interpreted within the ADHD framework, they frequently result in treatment consistent with the notion of the individual as a “sick person,” both by teachers and by peers and family members. Such perceptions can contribute to reinforcing the condition and deflecting responsibility for its origins and maintenance (Miramontes et al., 2020).

3.2 Scaffolding strategies

Scaffolding refers to the support provided to learners during the learning process to help them accomplish tasks they cannot achieve independently. This support can take various forms, including dynamic scaffolding, which involves interactive, real-time conversations and teacher-student interactions; static scaffolding, which consists of pre-planned materials or frameworks designed to guide learners; and collaborative scaffolding, which engages students in group work and peer support (Haruehansawasin & Kiattikomol, 2018).

Dynamic scaffolding refers to instructional support that adapts in real time based on learners’ evolving needs. It involves continuous monitoring of performance and providing timely prompts, questions, or feedback to bridge knowledge gaps, gradually reducing support as students gain competence (Vygotsky, 1978; Lin, 2023). While Haruehansawasin and Kiattikomol (2018) do not explicitly use the term

“dynamic scaffolding,” their problem-based learning approach incorporated teacher guidance and interaction, which aligns with this concept’s emphasis on real-time adjustment to learner performance.

Static scaffolding consists of pre-designed, unchanging supports such as worksheets, templates, or visual organizers. These tools are prepared before instruction and are intended to guide learners in a structured, predictable way without adaptation during the task (Lin, 2023). In Haruehansawasin and Kiattikomol’s (2018) study, the worksheet used in the problem-based learning environment functioned as a static scaffold by offering consistent, predetermined guidance to all participants, regardless of their progress during the activity.

Collaborative scaffolding is support that emerges from peer interaction and cooperation in group tasks. Learners work together to share knowledge, co-construct meaning, and monitor each other’s understanding, often with the teacher facilitating the process (Gillies, 2016). Haruehansawasin and Kiattikomol’s (2018) semi-collaborative approach reflects this principle, as it engaged students in structured group work, enabling them to provide mutual support while solving problems in a problem-based learning setting.

Scaffolding in education refers to the temporary support provided to learners to help them accomplish tasks they could not complete independently, a concept rooted in Vygotsky’s zone of proximal development (ZPD) and illustrated through the construction metaphor (Shin, 2023). Lin (2023) classifies these supports into soft scaffolds, which are flexible, interaction-based strategies such as teacher prompts, feedback, or guiding questions that can be adapted in real time, and hard scaffolds, which are concrete, pre-designed tools like worksheets, graphic organizers, or step-by-step instructions that provide structured guidance. Both types work together to create a balanced learning environment, with soft scaffolds offering adaptability and immediate support, while hard scaffolds ensure consistency and clear direction. The ultimate goal is to gradually reduce teacher involvement, fostering learner autonomy as students become more proficient.

Soft scaffolds are flexible, interaction-based supports—such as teacher prompts, guiding questions, or personalized feedback—that are delivered in real time and tailored to learners’ immediate needs (Lin, 2023). These scaffolds operate dynamically, adjusting on the fly based on student responses and current challenges. They require ongoing diagnosis of learners’ understanding and timely, situation-specific intervention (Saye & Brush, 2002). For example, a teacher might notice a student struggling with a concept and immediately offer a clarifying question or hint, embodying the responsiveness characteristic of soft scaffolds.

Hard scaffolds, in contrast, are concrete, pre-designed tools—like worksheets, graphic organizers, or step-by-step instructions—embedded or prepared ahead of instruction to guide learners through anticipated challenges (Lin, 2023). These static supports are intentionally designed during planning, providing consistent structure and background information without requiring real-time adaptation (Saye & Brush, 2002; ScienceDirect, 2023). The ultimate goal is to foster learner autonomy by gradually withdrawing support as proficiency improves.

In EFL, scaffolding is essential to help learners navigate the complexities of acquiring new linguistic structures and vocabulary. For example, scaffolding can be applied in language classrooms through modeling language use, providing sentence starters, or facilitating peer collaboration. Tailored scaffolding addresses diverse learner needs and promotes gradual independence in language production (Mahan, 2022; Li et al., 2024). Given the linguistic and cultural challenges foreign language learners face, effective scaffolding enhances comprehension and engagement, critical for successful language acquisition.

Scaffolding strategies have been widely discussed in educational research as essential tools to support learners with diverse needs. Haruehansawasin (2014), in her study *Scaffolding in Problem-Based Learning for Low-Achieving Learners*, found that structured scaffolding—specifically the combination of semi-collaborative learning and worksheet support (S-PBL-W)—was the most effective in helping low-achieving students improve in a problem-based learning (PBL) environment. Students in this

group were more engaged, asked more questions, and demonstrated better learning outcomes compared to those in groups without structured scaffolding.

This evidence is particularly relevant for teaching English to learners with ADHD in EFL contexts, as these learners often struggle with attention, organization, and task initiation. The use of worksheets and step-by-step instructions provides the kind of explicit guidance that ADHD learners need. As Kirschner et al. (2006) argue, minimal guidance is less effective than well-structured support, and Raes et al. (2012) emphasize that learners make more progress when given just enough guidance to work independently.

Moreover, Haruehansawasin (2014), observed that teacher facilitation alone was not enough to ensure improvement. Learners in groups with worksheets received better feedback and needed less direct teacher intervention, making scaffolding a valuable tool not only for students but also for teachers in managing instruction. These findings are consistent with Simon and Klein (2007), who noted that worksheets enhance learning when combined with limited soft scaffolding.

Emotional scaffolding is a highly effective approach for enhancing the learning experiences of students with ADHD, particularly in the context of learning English as a foreign language. Meyer and Turner (2002) describe emotional scaffolding as the creation of a supportive environment where students feel understood and motivated to take ownership of their learning. This method is especially beneficial for ADHD students, as it fosters a sense of security and promotes active engagement in their studies, ultimately leading to better academic outcomes. Furthermore, emotional scaffolding plays a key role in addressing the emotional challenges ADHD students often face, which can hinder their learning. By offering temporary, targeted support, teachers help these students stay focused and engaged. Stuhlman and Pianta (2001) further emphasizes the connection between positive teacher-student relationships and academic success, highlighting that when ADHD students feel emotionally supported, their involvement in learning significantly improves.

Scaffolding strategies are particularly effective for supporting ADHD students learning a second language (SLL), as these students often face challenges with attention and organization. By employing specific strategies that aid in comprehension and task completion, teachers can make a significant impact on their learning experience. Maybin, Mercer, and Stierer (1992) highlight the importance of connecting new material to students' prior knowledge, which is especially helpful for ADHD students. Linking new information to what they already know helps them stay engaged and improves their understanding of lessons.

Additionally, the use of supportive materials, such as visual aids and graphic organizers, is essential for ADHD students. Gibbons (2015) notes that these tools offer extra assistance, particularly when learning complex concepts. Visual elements like diagrams or videos provide a concrete focus, making lessons more engaging and reducing distractions. Teaching metacognitive skills, or "learning to learn," is another critical aspect of scaffolding for ADHD students. Gaskins et al. (1997) suggest that by helping students reflect on their learning processes, teachers can promote independence. Combining emotional support with practical strategies enables ADHD students to take control of their learning and achieve better outcomes.

Teaching metacognitive skills—often referred to as “learning to learn”—involves guiding students to become aware of their own thinking processes and equipping them with strategies to plan, monitor, and evaluate their learning. This includes developing **metacognitive knowledge** (understanding one’s strengths, weaknesses, and strategies) and **metacognitive regulation** (planning tasks, checking progress, adjusting strategies, and evaluating outcomes). For students with attention deficit hyperactivity disorder (ADHD), such instruction is crucial because it provides structured approaches to overcome difficulties with attention, organization, and self-monitoring.

Research highlights the positive impact of metacognitive regulation interventions for ADHD learners. For example, Zheng et al. (2021) found that training students to regulate their cognitive processes significantly improved their scientific

knowledge, motivation, and metacognitive ability. Similarly, Knouse and Anastopoulos (2012) emphasized that when adults with ADHD are explicitly taught self-regulated learning strategies, they are better able to compensate for deficits in attention and working memory. These findings suggest that scaffolding through metacognitive instruction directly addresses the executive functioning challenges common in ADHD, while empowering learners to take more control over their academic progress.

Furthermore, teaching metacognitive skills can be complemented by experiential and reflective activities. Uzunur and Şahin (2021), for instance, demonstrated that orienteering activities helped children with ADHD strengthen their attention, metacognitive awareness, and problem-solving skills, particularly in contexts requiring sustained focus. Such findings reinforce the idea that teaching “learning to learn” is not only an essential scaffolding strategy but also a pathway to increased autonomy and confidence in ADHD students, including those learning in a second or foreign language.

3.3 Engagement & Participation

Participation is another critical category in educational research, encompassing not only academic engagement but also social integration, inclusion, and active interaction within the classroom (Hashim, 2023). Nancy Fraser’s concept of parity-of-participation highlights the need for equitable access to resources and social interactions. In educational settings, participation involves themes such as friendships, acceptance, and self-perception (Tang, 2023). However, studies indicate that students with learning or behavioral challenges, such as ADHD, often face reduced participation compared to their peers, despite positive classroom climates (Zurbriggen et al., 2023).

These students, especially from diverse or disadvantaged backgrounds, may struggle to participate equally. Creating welcoming and inclusive environments is vital to ensuring that all students, particularly those with special educational needs, have a fair chance to engage in the learning process and achieve their goals. Efforts must focus

on fostering positive classroom climates and implementing strategies to enhance social participation for all students, which is crucial for their overall success (Zurbriggen et al., 2023).

By interweaving these key categories, this research aims to address the specific challenges ADHD students face, providing practical scaffolding strategies to improve participation and learning outcomes. The theoretical framework integrates insights from scaffolding, participation theory, and ADHD-related research to ensure that all aspects of the study are well-defined and aligned with the research goals.

In EFL, participation is critical for language practice and confidence building. Strategies such as group discussions, collaborative tasks, and scaffolded questioning encourage active learner involvement and increase motivation (Haruehansawasin & Kiattikomol, 2018). Creating an inclusive classroom environment that supports diverse learners—including those with ADHD—ensures equitable opportunities for participation and language development.

Child participation involves the active incorporation of children into their daily lives through the design of shared and meaningful projects, the gradual assignment of responsibilities, the creation of spaces for constructive dialogue, and the promotion of learning by participating. This approach recognizes children as responsible for the present and requires adults to commit to creating opportunities that foster their personal and civic development, based on shared democratic principles (Novella Cámara, 2012).

From this perspective, participation not only enhances the child's competencies but also enables them to build their identity as an autonomous and active person, capable of defining personal projects and engaging in collective ones. This process is grounded in a complex and multidimensional concept that results from the interaction of several dimensions: the representation of childhood, educational experience, the principle that drives development, the construction of democratic values, the educational content of Citizenship Education, political practice and training, and participation understood as passion and emotion (Novella Cámara, 2012).

Chapter 4: Research Design

Research Methodology provides the researcher with a set of decisions, guidelines, and rules that allow them to efficiently and mainly focused direct the research process toward excellence. In this context, methodology is essential to ensure that each phase of the research is carried out in a systematic and organized manner (Alvarado, 2018). In this way, the most appropriate procedures and designs for a qualitative study in educational research are selected, allowing each stage to be directed and oriented, thus supporting reliable results that point to the purpose of the research process. Consequently, the methodological aspects that describe the chosen research model, its type and phases, the population and sample, and the types of study are described in the following paragraphs.

Thus, in this research, a comprehensive understanding of key categories and concepts such as scaffolding strategies, participation, and ADHD as well as the methodological aspects that describe the chosen research model, its type and phases, the population and sample, and the types of study are essential. These elements are explored within the framework of relevant theories and previous research to ensure clarity and coherence throughout the study. By defining these categories, the research establishes a solid foundation, which aids in interpreting and presenting the results in a meaningful way.

This study is based on a qualitative design, in which is necessary to start with the ideas, experiences and conceptions of the participants. The qualitative research through the hypothesis character focuses its attention on the participants' voices and supports the idea that there is a reciprocate collaboration between the researcher and the participants, in order to exchange relevant and pertinent information that permits to improve the ideas of the participants and not only to develop the researcher career (Noble & Smith, 2015).

This type of research gives a reflection space in which the researcher has the opportunity to identify her/his mistakes and in this way, accepting that this opportunity

lets him/her know the quality of his/her work (Oxford University Press, 2019) and also facilitates the interpretation, characterization and analysis of the reality and the context of the study, showing the more significant and relevant aspects that allow to identify the conceptions of the individuals about the teaching and learning processes; it also includes a reflective stance that provides the opportunity for the researcher to examine her or his biases. Accepting the responsibility for examining oneself increases the possibility that the research processes will not be oppressive for the participants.

Consequently, this study is based on a qualitative research design, requiring the participants' ideas, experiences and conceptions to begin with. Moreover, this approach allows research to be carried out based on observational practices and materials to explore and understand the object of study. Thus, qualitative researchers immerse themselves in the natural environment of study and seek to understand the phenomena from the perspective of the people involved (Hernández Sampieri et al., 2006), a role assumed by the researchers of the present study, using tools such as:

Action research is a systematic, practitioner-driven and cyclical process of inquiry conducted within a specific educational context with the purpose of improving practice and generating contextualized knowledge. Grounded in real classroom challenges, it involves identifying a problem, planning an intervention, implementing deliberate actions, systematically collecting and analyzing data, and reflecting on the outcomes to inform subsequent cycles of improvement. In this sense, action research integrates theory and practice by transforming “ideas-in-action” into evidence-based decisions, allowing teachers to critically examine the impact of pedagogical strategies on student learning. As stated by Koro-Ljungberg et al. (2009), action research is a process for improving educational practice whose methods are fundamentally based on action, evaluation, and reflection, emphasizing its iterative and transformative nature.

4.1 Data Collection Instruments

Data collection techniques are defined as the methods and procedures used to gather the necessary information relevant to the research tasks. Instruments, on the other hand, are the means by which these procedures acquire the information necessary for the research project. This research paper is framed in a qualitative interpretation, in which the points of view of the students and teacher (participants), as well as their ideas and conceptions are expressed in order to facilitate the description and analysis of this study. For that reason, it was necessary to implement the following strategies of data collecting.

4.1.1 Observation (CO)

“Observation is an instrument that facilitates access to a group's cultural knowledge by recording personal actions in their everyday environment” (Abarca, et al, 2013, p. 76). This research method, given its observational focus, is typically more time-consuming than quantitative research, but the sample size used for research is usually much smaller. This type of research method is typically extensive and much more personal.

The application of the observation technique in qualitative research is not limited simply to the act of observing, but encompasses a more comprehensive notion of contemplating social dynamics and processes. This is pointed out by Flick (2012) when they state that:

“In addition to the speaking and listening skills used in interviews, observing is another everyday skill that is methodologically systematized and applied in qualitative research. Not only visual perceptions are integrated, but also those based on hearing, touch, and smell (Flick, p. 150)’’.

Observation, in this project was used to see the interaction between students and teachers, the way in which the teacher gives the class and to describe in more detail the

students' learning process, which words they use for talking with their teachers, also to find information about the strategies that students and teachers use in class.

4.1.2 Interview (IT)

An interview is defined by Diaz-Bravo (2013) as "a conversation intended for a specific purpose other than simply conversing." It is a highly useful technical tool for qualitative research, used to collect data. The interview is very advantageous mainly in descriptive studies and in the exploration phases, as well as to design data collection instruments (the interview in qualitative research is characterized by the following elements: its purpose is to obtain information in relation to a specific topic; the information collected is sought to be as precise as possible; the aim is to obtain the meanings that the informants attribute to the topics in question; the interviewer must maintain an active attitude during the development of the interview, in which the interpretation is continuous in order to obtain a deep understanding of the interviewee's speech).

In this study, a semi-structured interview will be conducted, which combines predetermined open-ended questions with the flexibility to explore emerging ideas during the conversation. This approach maintains focus on the main topics while allowing for deeper exploration of relevant issues that may arise, thereby obtaining richer and more nuanced qualitative data.

4.1.3 Student's survey (SS)

One of the most common tools in educational research is the student survey, a method that allows researchers and teachers to collect direct feedback from learners. Surveys are often used to assess student perceptions, attitudes, and experiences related to instruction, classroom climate, and learning outcomes. According to Cohen, et al (2018), surveys are "systematic methods of collecting data by asking people questions"

(p. 256). When applied to education, student surveys can include closed-ended items or open-ended questions that encourage detailed responses (Creswell & Creswell, 2018). In the classroom context, they serve as an essential tool to gain insight into the subjective perspectives of students.

Surveys are quintessential instruments due to their cost-effective, relatively easy to administer, and capable of collecting data from large groups in a short time (Dörnyei & Taguchi, 2010). Besides, they empower students by giving them a voice in the educational process, fostering a sense of agency.

The student was given a survey of seven multiple choice questions which had as goal to investigate the students' experiences through their own English learning process. It consisted of the different opinions or activities students do when learning English; they had to answer YES or NOT and justify their answers.

4.2 Data Collection Procedures

A scaffolding strategy is an instructional approach that provides temporary support to learners to help them achieve a higher level of understanding or skill, gradually removing the support as they become more competent. It often involves guidance, hints, or prompts that assist learners in bridging the gap between their current abilities and learning goals (Chen, 2025).

To collect the information for this qualitative action research project, I worked with a group of 25 students; however, only one of them was diagnosed with ADHD, and he became the main focus of my study. Although all students participated in the regular English classes, I applied the research instruments exclusively with this student to better understand his learning process and the impact of scaffolding on his performance.

First, I gave him a short survey to explore his opinions, attitudes, and experiences when learning English. **(Student survey- SS)** Then, throughout the lessons, I carried out systematic classroom observations, carefully noting his behavior,

participation, and reactions to the scaffolding activities I implemented (**Class Observation- CO**). Finally, I conducted an informal interview to gather more personal reflections about how he felt during the classes and how the support strategies helped him stay focused and engaged (**Interview Transcription- IT**). These instruments allowed me to analyze his progress closely, reflect on my teaching practice, and understand how scaffolding can be an effective tool to support students with ADHD in the EFL classroom.

4.3 Ethical Consent (EC)

The study will inform the parent about its objective, which is to gather information to support the development of better educational strategies for the child. The parent will be invited to participate in a semi-structured interview lasting approximately 15 minutes which may be audio-recorded with their permission to ensure accuracy in data collection. Participation will be entirely voluntary, and the parent will be free to skip any question or stop the interview at any point without any negative consequences.

There are no known significant risks associated with participation. The information obtained will remain strictly confidential; the parent's name and any identifying details will be replaced with a code or pseudonym in any reports or publications. Data will be stored securely and will only be accessible to the researcher.

Before participating, the parent will be clearly informed of these terms and will have the opportunity to ask questions. Agreeing to participate will indicate that they have understood the purpose and procedures of the study, are aware of their right to withdraw at any time, and consent to take part under these conditions. You can check the document in annex (**EC**)

4.4 Pedagogical Intervention (Class Observation)

Class	Main Topic	Scaffolding Guide (Class)	Scaffolding Guide (Home)	Student Response & Notes	Specific Scaffolding Activities and Implementation Instructions
1	Games vocabulary & present continuous	The lesson was introduced through visual presentation and modeling. Instructions were segmented into short, clear steps. Vocabulary was reinforced using images and repetition. Individual support was provided before each activity to ensure comprehension.	Simple reinforcement tasks were assigned to review vocabulary through visual association. Support from family members was encouraged for clarification.	The student showed distractibility during whole-class instruction but completed tasks when guided individually. Expressed that activities were “easy,” but avoided peer interaction (“No me gustaba mucho”).	Activities were implemented by first modeling (I do), then guiding (We do), and finally allowing independent work (You do). Pair work was adapted into individual rehearsal before participation. Visual tools (Wordwall) functioned as attention anchors.
2	Sports vocabulary & present continuous	Vocabulary and grammar were introduced using visual aids and contextualized examples. Instructions were simplified and repeated. Constant comprehension checks were incorporated.	Practice activities focused on repetition and reinforcement of vocabulary. Family support helped clarify instructions when needed.	Increased attention span and faster task initiation were observed. The student maintained focus longer and participated more actively, though still limited in peer interaction.	Scaffolding included visual input, repetition, and guided oral practice. Abstract grammar explanation was replaced with contextual examples. Support was gradually reduced during activities.
3	Review & speaking interaction	Oral interaction was scaffolded through step-by-step modeling. Dialogues were first practiced individually before attempting pair work. Emotional support was prioritized.	Reinforcement tasks focused on practicing structures orally in a familiar environment (home).	The student resisted group work and preferred working alone. Participation increased only after individual rehearsal. Social discomfort remained evident.	Instead of immediate group work, scaffolding followed a gradual exposure approach. Individual practice → guided participation → limited peer

					interaction. Emotional safety was prioritized over forced collaboration.
Class	Main Topic	Scaffolding Guide (Class)	Scaffolding Guide (Home)	Student Response & Notes	Specific Scaffolding Activities and Implementation Instructions
4	Places in the city & prepositions	New content was introduced through videos and visual aids. Instructions were consistently segmented. Prior knowledge was activated to support comprehension.	Activities reinforced vocabulary through repetition and visual association. Practice at home supported retention.	Improved independence and better adherence to instructions were observed. Reduced need for teacher prompts.	Scaffolding emphasized continuity and cognitive load reduction. Visual input supported comprehension, and assistance was gradually faded during practice activities.
5	Daily routines & telling time	Concepts were explained through step-by-step modeling and visual support (videos, slides). Guided practice preceded independent tasks.	Home activities reinforced routines and time concepts through repetition and personal connection.	The student remained focused and calm (“Tranquilo”), completed tasks successfully, and showed improved emotional regulation.	Scaffolding included modeling → guided practice → independent production. Tasks were connected to the student’s daily life to increase relevance and motivation.
6	Possessions & review (independent performance)	Previously learned content was reviewed with minimal support. Instructions were provided once, expecting independent execution.	Independent reinforcement tasks consolidated learning. Minimal external support was required.	The student demonstrated autonomy: followed instructions, completed tasks independently, and succeeded in	Scaffolding reached the “fading” stage. Support was intentionally withdrawn. Activities required independent application of

				the quiz without supervision.	knowledge, demonstrating internalization and self-regulation.
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4.4.1 Expanded Explanation of Progress and Analysis

The pedagogical intervention was implemented across six structured lessons, integrating a traditional PPP (Presentation–Practice–Production) approach with systematic scaffolding adaptations. Each session was intentionally designed to respond not only to linguistic objectives but also to the attentional, behavioral, and socio-emotional profile identified through classroom observation and the semi-structured interview. A critical contextual factor throughout the intervention was the student’s limited social engagement, explicitly expressed in the statement “No me gustaba mucho.” This perception was not interpreted as mere reluctance, but as a consequence of the instructional context: classes were held only once a week, restricting opportunities for meaningful peer interaction. In contrast, the student reported feeling socially comfortable in the school environment, where daily exposure allows the formation of stable friendships. From the perspective of the literature review, this distinction is particularly relevant, as it problematizes Vygotsky’s assumption that social interaction naturally mediates learning, suggesting instead that the quality and continuity of relationships are essential conditions for its effectiveness.

Class 1 – Vocabulary of Games and Introduction to Present Continuous

The lesson followed a traditional PPP structure, beginning with a warm-up activity aimed at activating prior knowledge and establishing rapport. Vocabulary related to games was introduced through visual slides and reinforced using interactive tools such as Wordwall. The practice phase included controlled activities such as miming games, textbook exercises, and story-based comprehension tasks. For students without ADHD, this structure proved effective, as participation was active and instructions were followed without difficulty, particularly during pair work.

For the ADHD student, however, the traditional structure revealed initial challenges. Attention fluctuated during whole-group explanations (*CO, Class 1*), and task initiation was delayed (*CO1, Class 1*). In response, scaffolding strategies were incorporated reactively. Instructions were segmented into smaller steps, visual reinforcement was emphasized, and individual clarification was provided before each activity. For instance, prior to the miming task, the target structure was rehearsed individually to ensure understanding. These adaptations align with Wood, Bruner, and Ross (1976), particularly in terms of reducing task complexity and providing contingent support.

Despite these efforts, the student demonstrated clear resistance to collaborative work (*CO1, Class 1*), preferring individual participation. This behavior is consistent with the interview data and highlights a key limitation in the application of Vygotsky's framework. While the expected linguistic outcome was achieved—the student recognized vocabulary and perceived tasks as “Eran fáciles” (*Interview Transcription – IT*)—the social objective was not fulfilled. This suggests that scaffolding was effective at a cognitive level but insufficient to overcome socio-emotional barriers rooted in contextual factors.

Class 2 - Sports Vocabulary and Introduction to Structure

In the second lesson, scaffolding was more intentionally integrated from the beginning rather than applied as a corrective measure. Vocabulary related to sports was introduced through visual input, followed by repetition activities and contextualized grammar presentation. For students without ADHD, the lesson maintained high levels of engagement and participation.

For the ADHD student, scaffolding strategies included the systematic use of visual aids, repetition, and simplified language. Grammar was introduced through contextual examples instead of abstract explanations, aligning with Woolfolk's (2014) emphasis on meaningful learning and adaptation to learner needs. Additionally, comprehension checks were conducted individually, and instructions were consistently

repeated and clarified. These strategies are also supported by Barkley (2015), who underscores the importance of structured and predictable instruction for sustaining attention in learners with ADHD.

As a result, notable improvements were observed. The student initiated tasks more efficiently and maintained attention for longer periods. The expected outcome—comprehension and initial production of vocabulary and structure—was achieved both cognitively and behaviorally. However, social interaction remained limited. Although participation increased, it did so primarily within a controlled or individual context. This reinforces the idea that while scaffolding can enhance engagement, it does not automatically translate into collaborative participation when social bonds are weak.

Class 3 - Consolidation and Controlled Interaction

This lesson emphasized communicative competence through role-plays and pair work, aligning with sociocultural and communicative language teaching approaches. Students without ADHD responded positively, engaging actively in collaborative tasks and demonstrating both linguistic and social competence.

For the ADHD student, resistance to group work persisted, reflecting the interview findings. In response, scaffolding was adapted to include a stronger socio-emotional component. Activities were restructured to allow individual rehearsal before gradual exposure to peer interaction. Dialogues were first practiced independently, followed by limited participation in pairs. This approach reflects an attempt to scaffold not only cognitive processes but also emotional readiness.

The expected outcome—oral production within a collaborative context—was only partially achieved. While the student demonstrated the ability to produce language accurately in individual settings, participation in group interaction remained minimal. From a theoretical standpoint, this outcome challenges the assumption that peer interaction inherently facilitates learning. While Vygotsky emphasizes the role of social mediation, this case suggests that such mediation requires a foundation of trust and

familiarity, which was not present in this context. Scaffolding successfully supported language production but had limited impact on social engagement.

Class 4 – Transition to New Content and Integration

This lesson introduced new content (places in the city and prepositions of place) while integrating previously learned structures. Instruction was delivered through videos, visual aids, and guided practice activities. Students without ADHD adapted smoothly and participated actively.

For the ADHD student, scaffolding focused on maintaining continuity and minimizing cognitive overload. Visual input served as a primary support, and instructions were consistently segmented. Importantly, scaffolding began to transition toward reduced support, as the student demonstrated increased familiarity with classroom routines. Pair activities were again adapted to allow initial individual processing before participation, acknowledging the persistent social discomfort identified in the interview.

The student showed increased independence, completing tasks with fewer prompts and demonstrating improved attention. The expected outcome—comprehension and application of new content—was achieved. This progression aligns with the “fading” phase of scaffolding and supports Bandura’s concept of self-efficacy, as repeated success contributed to greater confidence. However, as in previous lessons, social participation remained secondary, reinforcing the idea that cognitive and social development do not always progress simultaneously.

Class 5 – Daily Routines and Time Expression

This lesson integrated linguistic content with personal relevance, focusing on daily routines and telling time. Instruction was structured through videos, guided explanations, and interactive activities. Students without ADHD demonstrated consistent engagement and successful task completion.

For the ADHD student, scaffolding was implemented through explicit modeling, step-by-step instruction, and guided practice. Activities were connected to the student's personal experiences, increasing motivation and facilitating comprehension. Visual and interactive tools supported sustained attention, while predictable routines reduced cognitive and emotional demands.

The student demonstrated notable improvements in both attention and emotional regulation, remaining focused and calm throughout the lesson. The expected outcome—describing routines using time expressions—was successfully achieved. The student's calm demeanor aligns with the interview response “Tranquilo,” suggesting that structured and supportive instruction contributed to emotional stability. This finding supports the perspectives of Barkley and Woolfolk, emphasizing that scaffolding not only enhances cognitive performance but also supports self-regulation.

Nevertheless, social interaction continued to be limited. Even in communicative tasks, participation was more effective when structured individually or with minimal peer dependency. This reinforces the importance of considering contextual factors when implementing collaborative methodologies.

Class 6 – Possessions, Review, and Independent Performance

The final lesson functioned as a culmination of the intervention, emphasizing integration, consolidation, and independent performance. Activities were designed to require minimal external support, including vocabulary review, oral production, and a unit quiz. This lesson represented the “fading” stage of scaffolding, where instructional support is intentionally withdrawn to assess internalization.

The ADHD student demonstrated significant progress. Tasks were initiated independently, instructions were followed accurately, and attention was sustained throughout the session. The unit quiz, completed without continuous supervision, provided clear evidence of cognitive achievement. These results indicate that scaffolding strategies implemented throughout the intervention were successful in

facilitating the transition from guided to autonomous learning, consistent with Wood, Bruner, and Ross (1976) and Vygotsky's concept of internalization.

However, the student's social behavior remained consistent with previous observations and interview data. Despite demonstrating full cognitive competence, participation in peer interaction continued to be limited. This reinforces the interpretation that social reluctance is not a result of linguistic difficulty but rather a contextual factor linked to the limited frequency of classes and the absence of stable peer relationships.

From a theoretical perspective, this lesson highlights both the strengths and limitations of scaffolding. While it proved highly effective in promoting autonomy, attention, and academic performance—aligning with Barkley (2015), Woolfolk (2014), and Bandura's concept of self-efficacy—it was less effective in fostering social interaction, as predicted by Vygotsky's framework. This suggests that scaffolding must be complemented by broader contextual conditions to fully support collaborative learning.

4.4.2 Social Context and Peer Relationships

Despite the academic progress observed during the intervention, the survey findings reveal that the student does not feel fully socially integrated in this English class due to the limited frequency of meetings. The absence of stable friendships affected his willingness to participate in collaborative tasks. This situation contrasts with his regular school environment, where daily interaction with classmates allows stronger peer relationships to develop over time.

From a sociocultural perspective, Lev Vygotsky emphasizes that learning occurs through social interaction and mediated participation within a community (Vygotsky, 1978). However, the findings from this project suggest that the effectiveness of collaborative learning also depends on the frequency and continuity of

social interaction. When interaction opportunities are limited, learners may not develop the relational trust required for productive collaboration.

Consequently, although collaborative scaffolding is widely supported in the literature, the present intervention demonstrates that contextual factors—such as class frequency and peer familiarity—can significantly influence students’ willingness to participate in peer-based activities. In this case, individualized scaffolding strategies proved more effective than immediate collaborative work.

4.4.2 Overall Pedagogical Outcomes and Theoretical Reflection

The pedagogical intervention provided substantial evidence regarding the effectiveness of scaffolding as a structured and responsive approach to teaching English as a foreign language to a learner with ADHD. Across the six lessons, a clear developmental trajectory was observed, moving from initial dependence on highly mediated instruction toward progressively autonomous performance. This progression confirms the central premise of scaffolding theory as articulated by Wood, Bruner, and Ross (1976), particularly the principle of contingency and the gradual withdrawal of support. The consistent use of strategies such as segmentation of instructions, visual reinforcement, guided practice, and the gradual release of responsibility facilitated not only the achievement of linguistic objectives but also improvements in attention regulation, task initiation, and persistence.

From a cognitive and behavioral perspective, the results strongly align with the contributions of Barkley (2015) and Woolfolk (2014), who emphasize the importance of structured, explicit, and adaptive instruction for learners with ADHD. The intervention demonstrated that when instructional input is carefully organized and tailored to the learner’s needs, it is possible to significantly enhance engagement and learning outcomes. Moreover, the progressive reduction of scaffolding in later sessions, culminating in independent performance during the final lesson, provides evidence of successful internalization, consistent with Vygotsky’s theoretical framework.

However, the findings also reveal important limitations that nuance the application of sociocultural theory within this specific context. While Vygotsky highlights social interaction as a fundamental mechanism for learning, the present intervention suggests that the effectiveness of peer-mediated learning is highly dependent on contextual and relational factors. The student's consistent reluctance to engage in collaborative activities, as expressed in the interview ("No me gustaba mucho"), cannot be understood solely as an individual preference, but rather as a consequence of the limited frequency of the classes. The once-a-week instructional setting did not provide sufficient time for the development of stable peer relationships, in contrast to the student's regular school environment, where daily interaction fosters a sense of belonging and social confidence.

This distinction is pedagogically significant, as it indicates that the social dimension of learning cannot be assumed as inherently present in all instructional contexts. While scaffolding effectively supported cognitive and behavioral development, its impact on social interaction was constrained. In this sense, the intervention highlights a divergence between theoretical assumptions and practical realities: although sociocultural theory positions interaction as central to learning, this case demonstrates that meaningful interaction requires continuity, trust, and familiarity among learners.

Furthermore, the intervention underscores the importance of integrating socio-emotional considerations into instructional design. The student's increased sense of calm and confidence, reflected in responses such as "Tranquilo," suggests that scaffolding contributed not only to academic performance but also to emotional regulation. This aligns with Bandura's concept of self-efficacy, as repeated successful experiences appeared to strengthen the learner's belief in their own capabilities, ultimately supporting independent performance.

In conclusion, the intervention confirms that scaffolding is a highly effective pedagogical strategy for supporting learners with ADHD in EFL contexts, particularly when it is implemented systematically and responsively. At the same time, it reveals

that the success of collaborative and socially mediated approaches is contingent upon broader contextual conditions. Therefore, future pedagogical implementations should consider not only the cognitive demands of tasks but also the social ecology of the classroom, ensuring that opportunities for interaction are supported by sufficient time and relational continuity. This study thus contributes to the literature by emphasizing the need for a more context-sensitive application of scaffolding and sociocultural principles in real educational settings.

CHAPTER 5: DATA ANALYSIS AND DISCUSSION

Data Analysis

The qualitative analysis of the data followed a systematic process aimed at identifying patterns related to the participation of the student during the scaffolded English lessons. The analysis was conducted using multiple sources of qualitative data, including a semi-structured interview with the student, classroom observation checklists, and the teacher-researcher's reflective field journal. The use of multiple instruments allowed the researcher to examine the student's behavior, perceptions, and participation from different perspectives.

The first step of the analysis involved a careful reading of all the collected data in order to become familiar with the information and identify meaningful segments related to the research focus. During this stage, relevant excerpts from the interview transcript, observation notes, and reflective journal entries were highlighted and organized for further examination. This familiarization stage allowed the researcher to identify preliminary patterns associated with attention, participation, and emotional responses during the learning activities.

To organize the data systematically, the researcher implemented a coding process following qualitative research procedures. Coding refers to the process of assigning labels to segments of textual data in order to identify patterns, concepts, and themes that emerge during analysis. According to Johnny Saldaña (2016), coding is a fundamental step in qualitative research because it allows researchers to categorize data

and identify relationships among different concepts present in the collected information. Similarly, John W. Creswell (2014) explains that coding helps researchers transform raw qualitative data into meaningful analytical categories that represent broader patterns related to the research questions.

In this study, two complementary coding strategies were applied. The first strategy was *in vivo* coding, which involves using the participant's own words as codes in order to preserve the authenticity of the participant's voice. According to Saldaña (2016), *in vivo* codes are derived directly from participants' own language and are particularly useful for capturing their perspectives and experiences using their original expressions. The second strategy was descriptive coding, which was used to summarize the general topic of specific segments of data and group them into broader conceptual categories.

To facilitate the organization of the coded data, the researcher implemented a color-coding strategy. Color coding is a qualitative analysis technique that consists of assigning different colors to excerpts of textual data that represent similar ideas or conceptual categories. According to Saldaña (2016), color coding allows researchers to visually organize large volumes of textual data and facilitates the identification of patterns across multiple sources of information. Similarly, Creswell (2014) explains that coding strategies such as color-coding help researchers categorize textual information systematically, making it easier to identify relationships between codes and emerging themes during qualitative analysis.

In this study, color coding was applied manually in a digital matrix in which interview excerpts, observation notes, and reflective journal entries were highlighted using distinct colors corresponding to emerging analytical categories. This visual system allowed the researcher to classify relevant segments of data according to recurring patterns related to the student's attention, social interaction, and emotional responses during scaffolded instructional activities.

Three different colors were assigned to the analytical categories that emerged during the analysis process. Segments related to Attention and Task Engagement were highlighted in yellow, excerpts referring to Social Interaction and Classroom Participation were marked in blue, and statements associated with Self-Efficacy and Emotional Regulation were highlighted in green. This visual organization facilitated the comparison of patterns across the interview responses, observation notes, and journal reflections.

The color-coding process also supported the implementation of methodological triangulation, which was used to increase the credibility and validity of the findings. Triangulation refers to the use of multiple data sources or methods to examine the same phenomenon and confirm the consistency of interpretations. According to Norman K. Denzin (1978), triangulation strengthens qualitative research by reducing the risk of bias associated with relying on a single data source and by allowing researchers to compare evidence obtained from different perspectives.

In this study, triangulation was achieved by comparing information obtained from three instruments: the semi-structured interview with the student, the teacher-researcher's reflective field journal, and the structured classroom observation checklists. These instruments provided complementary perspectives on the student's participation and engagement during the scaffolded lessons. While the interview offered insights into the student's personal perceptions of the learning activities, the observation checklists documented behavioral indicators of attention and participation, and the reflective journal captured the teacher's observations regarding instructional strategies and classroom dynamics.

By analyzing convergences among these sources, the researcher was able to identify consistent patterns related to the student's attention span, willingness to participate, emotional reactions to classroom tasks, and ability to complete activities independently. The comparison of evidence across these instruments strengthened the reliability of the emerging findings and supported the interpretation of the data.

One of the emerging dimensions during the analysis was related to the student's sense of confidence when completing classroom tasks. This concept can be understood through the theoretical framework of self-efficacy, which refers to an individual's belief in their ability to successfully perform specific tasks or achieve desired outcomes. According to Albert Bandura (1997), self-efficacy plays a central role in motivation, persistence, and emotional regulation during learning processes. Students with higher levels of self-efficacy tend to approach tasks with greater confidence, demonstrate persistence when facing difficulties, and show more positive emotional responses to academic challenges.

Within the context of this study, several excerpts from the student interview suggested the development of emerging self-efficacy, particularly when the student expressed confidence in his ability to complete activities independently after receiving structured instructional support. The student's positive reactions after successfully completing classroom tasks and his increasing willingness to engage in learning activities indicate that scaffolded instruction contributed to the development of academic confidence and greater independence during the learning process.

The qualitative analysis ultimately resulted in the identification of three main analytical categories related to the student's participation during the scaffolded lessons: Attention and Task Engagement, Social Interaction and Classroom Participation, and Self-Efficacy and Emotional Regulation. These categories represent the primary dimensions through which the impact of scaffolding strategies on the student's classroom participation was examined throughout the study.

The analysis resulted in the identification of three main analytical categories related to the student's participation during the scaffolded lessons.

Category	Description	Codes
Attention and Task Engagement	- Student responds better when tasks are divided into steps. - Participation increases after teacher modeling	- Student follows segmented instructions. - Student completes task after guided example
Social Interaction and Classroom Participation	- Student avoids group collaboration. - Few opportunities for peer engagement	- Student prefers individual work. - Limited interaction with classmates
Self-Efficacy and Emotional Regulation	- Positive emotional response to success. - Emotional control improves with support.	- Student shows confidence after completing task. - Reduced frustration during activities.

Table 1: Coding Process and Emerging Categories

Note: Codes were identified from classroom observations and student survey responses.

Table 2: Color Coding System Used in Data Analysis

Color	Code	Analytical Category	Data Source	Example Excerpt
	- Task comprehension - Independent task completion	Attention and Task Engagement	Interview (IT); Classroom Observation (CO); Student Survey (SS)	“They were easy” (IT); “I did them by myself” (IT); “Para mi es fácil aprender otro idioma y entender cuando otros hablan y leo” (SS-Q2); “Fuera de clase veo videos y lecturas en inglés con mi hermana” (SS-Q3).
	- Preference for individual work - Limited peer interaction	Social Interaction and Classroom participation	Interview (IT); Classroom Observation	“I didn’t like it much” (IT); “I prefer working alone” (IT);

			(CO); Student Survey (SS)	“Prefiero aprender inglés de forma individual...” (SS-Q4); “...no conozco muchos amigos y me cuesta un poco hacer relaciones fácilmente” (SS-Q4).
	- Positive emotional response - Intrinsic motivation	Self-Efficacy and Emotional Regulation	Interview (IT); Classroom Observation (CO); Student Survey (SS)	“Very good” (IT); “Because I like English” (IT); “Disfrutas aprender inglés: Sí... clases dinámicas y divertidas” (SS-Q1); “Me siento motivado... porque las actividades son divertidas” (SS-Q5); “Me gusta aprender inglés con actividades como juegos...” (SS-Q7); “Será útil para viajar... y para mi trabajo” (SS-Q6).”.

Note: Color coding was used to identify recurring patterns across the different data sources.

Table 3: Data Triangulation of Research Instruments

Category	Classroom Observation	Student Survey	Student Interview
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Attention and Task Engagement	Student maintained focus when instructions were divided into steps	Student reported understanding activities better with clear instructions	Student mentioned that step-by-step explanations helped complete tasks
Social Interaction and Participation	Limited participation in group activities	Student expressed preference for working individually	Student reported feeling less comfortable collaborating with peers
Self-Efficacy and Emotional Regulation	Student showed more confidence during later lessons	Student indicated feeling more capable of completing tasks	Student described feeling satisfied after successfully completing activities

Note: The triangulation process allowed the researcher to compare patterns identified across the three data sources.

Category 1: Attention and Task Engagement

One of the most consistent patterns observed during the intervention was the improvement in the student's attention and task engagement during the scaffolded activities. Several excerpts highlighted in yellow during the coding process corresponded to patterns related to the student's ability to remain focused and successfully complete structured tasks. Classroom observations and entries from the teacher-researcher's reflective field journal revealed that the student showed greater concentration when instructions were segmented and supported by visual guidance. Evidence from the observation checklist indicated that the student was able to remain engaged during structured activities and complete tasks that previously required constant redirection. According to Lev Vygotsky's sociocultural theory, learning occurs most effectively when students receive structured support within their Zone of Proximal Development, which allows them to accomplish tasks that would otherwise be difficult to complete independently. In a similar perspective, Wood, Bruner, and Ross explain that scaffolding involves structuring tasks in ways that reduce cognitive overload while guiding learners toward independent performance. In the context of this

study, strategies such as breaking instructions into smaller steps and providing guided practice appeared to support the student's ability to sustain attention during the lessons.

This interpretation is further supported by the student's responses in the semi-structured interview. When the teacher asked, "*Why didn't you like working with classmates?*" and "*When you finished activities quickly, did you do them by yourself or because someone helped you?*", the student indicated that the activities "were easy" and that he "did them by myself" (IT).

These statements suggest that the structured guidance provided during the lessons facilitated comprehension of instructions and increased the student's capacity to complete tasks independently. Through triangulation of the observation notes, field journal reflections, and the student interview, it became evident that the scaffolding strategies implemented during the intervention positively influenced the student's ability to initiate tasks, maintain attention, and follow classroom routines.

The findings indicate a significant improvement in the student's attention and task engagement throughout the intervention. Initially, in Class 1, the student demonstrated distractibility during whole-class instruction; however, task completion was achieved when individualized support and segmented instructions were provided. This aligns with the principles of scaffolding, where complex tasks are broken down into manageable steps to support learner comprehension (Wood, Bruner, & Ross, 1976).

As the intervention progressed, particularly in Class 2, the student exhibited increased attention span and faster task initiation. The use of visual aids, repetition, and continuous comprehension checks facilitated sustained engagement. By Class 4, the student showed greater independence, requiring fewer prompts to follow instructions. Finally, in Class 6, the student demonstrated full autonomy, successfully completing tasks and assessments without external support.

These findings support Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), where learners gradually move from assisted to independent

performance. The structured implementation of scaffolding strategies—such as modeling (I do), guided practice (We do), and independent work (You do)—enabled the student to internalize learning processes and reduce cognitive load (Sweller, 1988).
(CO)

The analysis of the student's responses indicates a high level of attention and task engagement, particularly reflected in task comprehension and independent task completion. The student expresses that learning English is easy for him, especially in terms of understanding spoken and written input (“Para mi es fácil aprender otro idioma y entender cuando otros hablan y leo” [SS- Q2]), which suggests strong receptive skills and effective comprehension of learning tasks. Additionally, his engagement extends beyond the classroom, as he reports practicing English through videos and readings with his sister (“Fuera de clase veo videos y lecturas en inglés con mi hermana” [SS- Q3]), demonstrating autonomy and initiative in his learning process. These responses reveal not only consistent cognitive involvement but also a capacity for independent task completion, indicating that the student is actively constructing knowledge and reinforcing learning through self-directed practice. (SS)

Category 2: Social Interaction and Classroom Participation

Another relevant dimension that emerged from the data was related to the student's social interaction and participation in collaborative activities. Data segments highlighted in blue during the coding process represented themes associated with social interaction and classroom participation. These excerpts emerged primarily from the interview responses, where the student described his experiences with collaborative tasks and expressed a clear preference for individual work. During the interview, when asked, “*Why didn't you like working with classmates?*”, the student explained that he “didn't like it much” when referring to group activities and stated that he preferred “working alone” (IT).

These responses suggest that peer interaction was not perceived as a motivating factor for participation during the lessons. While the scaffolded lessons supported academic engagement, the student did not report feeling fully integrated socially within

the English class. This perception may be related to the limited frequency of the classes, which were conducted once a week, reducing opportunities for consistent peer interaction and the development of stable social relationships. From a sociocultural perspective, Vygotsky emphasizes that learning is inherently social and that interaction with others plays a crucial role in the construction of knowledge. However, the findings of this study suggest that the effectiveness of collaborative learning may depend on the continuity and stability of classroom relationships. Because the student did not interact frequently with the same peers, opportunities to build trust and collaborative dynamics were limited. As a result, peer scaffolding appeared to be less effective than teacher-guided scaffolding in promoting participation. Data triangulation between the interview responses and classroom observations confirmed that although the student participated actively in structured teacher-led activities, his involvement in peer interaction remained more limited. These findings highlight the influence of socio-emotional factors and classroom dynamics in the effectiveness of collaborative learning strategies.

In contrast, the category of social interaction and classroom participation showed limited progress. From the initial stages, the student expressed a clear preference for individual work and discomfort with peer collaboration, as reflected in responses such as “I didn’t like it much” and “I prefer working alone.” This tendency persisted throughout the intervention.

Although participation increased in Class 2, it remained primarily individual rather than collaborative. In Class 3, the student continued to resist group work, engaging only after individual rehearsal. To address this, a gradual exposure approach was implemented, moving from individual practice to guided participation and eventually to limited peer interaction.

Despite these efforts, social interaction remained a challenge, suggesting that scaffolding strategies alone may not fully address interpersonal or affective barriers. According to Vygotsky (1978), social interaction plays a fundamental role in learning; however, this case highlights that emotional readiness and confidence also influence participation. These findings are consistent with studies indicating that learners with

lower social confidence may require additional affective support to engage in collaborative learning environments (Bandura, 1997). (CO)

The analysis of the student's responses in relation to social interaction and classroom participation reveals a clear preference for individual work and limited peer interaction. The student explicitly states, "Prefiero aprender inglés de forma individual..." (SS-Q4), and further explains that "...no conozco muchos amigos y me cuesta un poco hacer relaciones fácilmente" (SS- Q4), indicating that difficulties in forming social connections influence his learning preferences. This suggests that his participation style is shaped more by social factors than by academic challenges, which may reduce opportunities for collaborative learning despite his overall engagement with the subject. (SS)

Category 3: Self-Efficacy and Emotional Regulation

The third category that emerged during the analysis relates to the student's developing sense of confidence and emotional regulation when completing academic tasks. Excerpts coded in green corresponded to expressions of self-efficacy and emotional responses associated with the learning activities. Several observations indicated that the student demonstrated increasing independence and expressed positive emotions after successfully completing tasks. This phenomenon can be understood through the concept of self-efficacy, which Albert Bandura defines as an individual's belief in their capability to successfully perform specific tasks or achieve desired outcomes. According to Bandura, self-efficacy plays a crucial role in motivation, persistence, and emotional regulation during learning processes. Students who develop higher levels of self-efficacy tend to approach tasks with greater confidence, demonstrate persistence when facing difficulties, and respond more positively to academic challenges.

Further evidence of the student's developing self-efficacy emerged when the teacher asked, "*When you finished activities quickly, did you do them by yourself or because someone helped you?*", to which the student responded that he "did them by myself" (IT). Moreover, when discussing assessment outcomes, the student reported

feeling “very good” when obtaining a good grade, indicating a positive emotional response to academic achievement. This is reinforced by his explanation that he was able to complete tasks independently “because I like English,” which reflects intrinsic motivation toward the subject **(IT)**.

These responses indicate that the scaffolded instructional support provided during the lessons contributed to the development of academic confidence and greater independence in task completion. Observational data also showed that the student exhibited fewer signs of frustration when tasks were clearly structured and when expectations were explained step by step. According to Bandura’s theoretical framework, successful task completion reinforces students’ beliefs in their own abilities, which in turn promotes greater motivation and persistence in future learning tasks. The triangulation of interview responses, classroom observations, and the teacher’s reflective journal suggests that the scaffolded instructional strategies implemented during the intervention supported not only the student’s linguistic performance but also the gradual development of emotional regulation and self-confidence throughout the learning process.

One of the most notable outcomes of the intervention was the improvement in the student’s self-efficacy and emotional regulation. In the early stages, the student’s confidence was closely linked to task difficulty, expressing positive attitudes when activities were perceived as easy. However, as scaffolding strategies were implemented, a gradual increase in confidence and emotional stability was observed.

By Class 5, the student demonstrated a calm and focused attitude, successfully completing tasks and showing reduced signs of anxiety. In Class 6, the student exhibited autonomy and confidence, completing activities and assessments independently. These results suggest that scaffolding not only supports cognitive development but also contributes to emotional growth.

This aligns with Bandura’s (1997) theory of self-efficacy, which emphasizes the role of successful task completion in building confidence. Additionally, the reduction

of anxiety and frustration can be linked to the supportive learning environment created through scaffolding, where tasks are adjusted to the learner's level and gradually increase in complexity (Hammond & Gibbons, 2005). **(CO)**

In terms of self-efficacy and emotional regulation, the student demonstrates a positive emotional response and strong intrinsic motivation toward learning English. He reports enjoying the learning process (“Disfrutas aprender inglés: Sí... clases dinámicas y divertidas” [SS- Q1]) and feeling motivated to participate in class activities (“Me siento motivado... porque las actividades son divertidas” [SS-Q5]). Additionally, he expresses a preference for interactive learning experiences (“Me gusta aprender inglés con actividades como juegos...” [SS-Q7]), which further supports his engagement. The student also recognizes the future value of English (“Será útil para viajar... y para mi trabajo” [SS-Q6]), reflecting both intrinsic enjoyment and instrumental motivation. Together, these responses indicate a high level of self-efficacy and emotional engagement that positively supports his learning process.**(SS)**

Overall Pedagogical Outcomes and Theoretical Reflection

Across the six lessons, the intervention achieved measurable improvements in attention span, task initiation, compliance with structured routines, emotional regulation during assessment, and independent task completion. These results strongly align with scaffolding principles as defined by Wood, Bruner, and Ross (1976), particularly the gradual reduction of support and structured assistance.

The strategies that proved most effective during the intervention included segmented instructions, visual and procedural supports, guided practice before independent performance, gradual withdrawal of assistance, and emotional preparation before assessment activities. These strategies allowed the student to better understand the tasks and maintain attention during classroom activities.

However, collaborative learning without prior socio-emotional preparation appeared to be less effective. This finding suggests that peer scaffolding may require

stable social relationships and consistent interaction in order to function effectively. In this sense, the results highlight the importance of contextual variables when applying Vygotsky's (1978) sociocultural framework in classroom settings.

Overall, the findings of this study demonstrate that the implementation of scaffolding strategies had a meaningful impact on the student's participation and learning process in English lessons. The structured support provided through segmented instructions, guided practice, and the gradual release of responsibility contributed to significant improvements in attention and task engagement (■), as well as in self-efficacy and emotional regulation (■). These developments reflect the student's progression toward greater autonomy and confidence when completing academic tasks.

Nevertheless, social interaction and classroom participation (■) remained a persistent challenge throughout the intervention. This suggests that, while scaffolding effectively supports cognitive and emotional aspects of learning, additional and more targeted strategies may be required to foster collaborative skills and peer interaction, particularly in students with ADHD.

In conclusion, this study highlights the value of scaffolding not only as an instructional strategy to enhance academic performance but also as a pedagogical approach that supports students' emotional development. By gradually transferring responsibility from teacher to learner, scaffolding facilitates the development of independent learning behaviors while promoting a more confident and supportive learning experience.

CHAPTER 6

6.1 Summary of Findings

The purpose of this study was to examine how scaffolding strategies impacted the participation of one student with ADHD in a Level D English course at a private language teaching institution in Barranquilla. The analysis of the qualitative data collected through classroom observations, the teacher-researcher's reflective field journal, and the student interview revealed several important patterns regarding the student's engagement and participation during the scaffolded lessons.

The findings suggest that scaffolding strategies played a significant role in supporting the student's attention and task engagement during classroom activities. When instructions were presented in segmented steps and accompanied by guided practice, the student demonstrated greater focus and was able to complete tasks with less need for redirection. These results align with sociocultural learning theory, which emphasizes the importance of structured support to help learners successfully perform tasks within their Zone of Proximal Development.

Another relevant finding relates to the student's social participation in the classroom. While the scaffolded lessons supported individual engagement and task completion, the student expressed a preference for working independently rather than participating in collaborative activities. The interview responses suggested that the limited frequency of the classes may have reduced opportunities for consistent peer interaction and the development of stable social relationships. As a result, teacher-guided scaffolding appeared to be more effective than peer scaffolding in promoting the student's participation during the lessons.

Finally, the findings also indicate the emergence of greater academic confidence throughout the intervention. The student demonstrated increasing independence when completing classroom activities and reported positive emotional responses after successfully finishing tasks and assessments. These observations suggest that scaffolded instructional support may contribute not only to improved academic

engagement but also to the development of self-efficacy and emotional regulation during the learning process.

Overall, the results of this study indicate that scaffolding strategies can positively influence the participation and engagement of learners with attention-related challenges when instructional support is carefully structured and adapted to the student's needs.

6.2 Limitations of the Study

Despite the valuable insights obtained in this research, several limitations must be acknowledged. First, the study focused on the experience of a single student within a specific educational context, which limits the possibility of generalizing the findings to other learners or educational settings. However, the purpose of this action research study was not to produce generalizable results but rather to explore and understand the impact of specific instructional strategies within a particular classroom environment.

Another limitation relates to the frequency and duration of the lessons. Because the classes were conducted once a week, opportunities for consistent observation and peer interaction were limited. This factor may have influenced the level of social participation observed during collaborative activities.

Additionally, the availability of data sources presented certain constraints during the analysis process. While the study relied on multiple instruments, including classroom observations, a student interview, and the teacher-researcher's reflective journal, the limited number of participants reduced the diversity of perspectives that could be included in the analysis.

These limitations should be considered when interpreting the results of the study.

6.3 Pedagogical and Recommendations

The findings of this study offer several pedagogical implications for teachers working with students who present attention-related learning characteristics such as

ADHD. One important implication is the value of structured instructional support in maintaining student engagement during classroom activities. Strategies such as breaking tasks into smaller steps, providing clear instructions, modeling expected outcomes, and offering guided practice can help students sustain attention and successfully complete academic tasks.

Another recommendation is the importance of creating supportive learning environments that promote students' confidence and independence. When students experience successful task completion through scaffolded guidance, they may develop stronger beliefs in their own abilities and demonstrate greater motivation to participate in future activities.

Additionally, teachers may benefit from considering the social dynamics of the classroom when implementing collaborative learning strategies. For students who may feel less comfortable interacting with peers, teacher-guided scaffolding may initially provide a more effective form of support before gradually introducing peer-based collaborative tasks.

Overall, the results highlight the importance of flexible teaching strategies that respond to the cognitive and emotional needs of learners.

6.4 Suggestions for future Research

Future research could expand on the findings of this study by exploring the impact of scaffolding strategies with a larger group of students presenting similar learning characteristics. Studies involving multiple participants would allow researchers to examine whether similar patterns of engagement and participation emerge across different learners and contexts.

Additionally, future studies could investigate the role of peer scaffolding in environments where students interact more frequently and have greater opportunities to develop stable social relationships. This could provide further insights into how collaborative learning strategies may support participation for students with attention-related challenges.

Another potential direction for research would be to explore the long-term effects of scaffolded instruction on students' academic confidence and self-regulation skills. Understanding how these strategies influence learners over extended periods of time could contribute to the development of more effective instructional practices in language education.

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Annexes

Ethical Consent

CONSENTIMIENTO INFORMADO

Yo, Angelica Morales Rodriguez, identificada con cédula de ciudadanía No. 22494184, madre del niño Samuel Niebla M., manifiesto que he sido informada(o) de manera clara y suficiente sobre el proyecto de investigación titulado:

"Exploring Teaching English as a Foreign Language to Children with ADHD using Scaffolding Strategy", que se desarrolla en el marco de un proyecto con enfoque de investigación-acción.

He comprendido que:

1. Objetivo del estudio: Explorar e implementar estrategias pedagógicas de enseñanza del inglés a estudiantes con necesidades de aprendizaje específicos, utilizando la estrategia de andamiaje (scaffolding).
2. Participación: La participación de mi hijo(a) consiste en asistir a clases de inglés donde se aplicarán diferentes actividades pedagógicas, observaciones y evaluaciones propias del proceso investigativo.
3. Voluntariedad: La participación es totalmente voluntaria. Puedo retirar a mi hijo(a) del estudio en cualquier momento sin que esto genere consecuencias académicas, institucionales ni personales.
4. Confidencialidad: Toda la información recopilada será tratada de manera confidencial y utilizada únicamente con fines académicos e investigativos. En ningún momento se revelará el nombre de mi hijo(a) ni se publicarán datos que permitan identificarlo.
5. Riesgos y beneficios: No existen riesgos físicos ni emocionales asociados a la participación. El beneficio esperado es la implementación de nuevas estrategias que favorezcan el aprendizaje y motivación de mi hijo(a) en el área de inglés.
6. Derechos: Como acudiente, tengo derecho a recibir información sobre los avances del proceso investigativo y a resolver cualquier duda en el momento que lo requiera.

Con base en lo anterior, declaro que he comprendido toda la información, que mis dudas fueron aclaradas y que doy mi consentimiento libre, informado y voluntario para que mi hijo(a) participe en el presente estudio.

Firma del acudiente: [Firma]

Nombre completo del acudiente: Angelica Morales Rodriguez

Teléfono de contacto: 3223454684

Firma del encargado: Paula Wright

Interview Transcription (IT)

Semi-Structured Interview with the Student. It was realized in Spanish.

Docente: ¿Cómo te sentiste durante las clases en el Colombo? ¿Te gustaron?

Estudiante: Más o menos.

Docente: Durante las clases, ¿qué momento disfrutaste más? ¿Cuándo jugábamos, cuando hacíamos actividades de escucha o cuando leíamos?

Estudiante: El descanso.

Docente: ¿Y de las actividades de clase, ¿cuál fue la más divertida para ti?

Estudiante: El descanso.

Docente: Cuando di instrucciones para una actividad, ¿fueron difíciles o fáciles?

Estudiante: Fueron fáciles.

Docente: Cuando estabas en clase, ¿sentías que querías estar en otro lugar o podías concentrarte en lo que hacíamos?

Estudiante: Sí.

Docente: ¿Te gusta el inglés?

Estudiante: Más o menos.

Docente: Entre tus clases de inglés en el colegio y las del Colombo, ¿cuáles son más fáciles o divertidas?

Estudiante: Las del Colombo.

Docente: ¿Por qué?

Estudiante: Son más fáciles.

Docente: ¿Te gusta participar en clase o prefieres quedarte sentado y hacer tu trabajo?

Estudiante: Me gusta participar.

Docente: Si el docente no te da la palabra, ¿levantarías la mano para participar?

Estudiante: Ambas.

Docente: Cuando terminabas actividades rápido, ¿las hacías solo o porque alguien te ayudaba?

Estudiante: Las hacía yo solo.

Docente: ¿Por qué crees que podías hacerlas solo?

Estudiante: Porque me gusta el inglés.

Docente: Cuando sacabas una buena nota en un examen, ¿cómo te sentías?

Estudiante: Muy bien.

Docente: ¿Te sentías orgulloso de ti mismo?

Estudiante: Sí.

Docente: ¿Cómo te sentías cuando tenías que trabajar con compañeros?

Estudiante: No me gustaba mucho.

Docente: ¿Por qué no te gustaba trabajar con compañeros?

Estudiante: Prefiero trabajar solo.

Docente: Cuando hacías tareas en casa, ¿las hacías solo o con alguien?

Estudiante: Con mi hermana.

Docente: ¿Ella te explicaba la tarea?

Estudiante: A veces me la explicaba otra vez y a veces la hacía solo.

Docente: Cuando tenías exámenes en clase, ¿te sentías nervioso o tranquilo?

Estudiante: Tranquilo.

Docente: ¿Y en el colegio?

Estudiante: Me siento más nervioso allá.

Docente: ¿Por qué?

Estudiante: Porque son más largos, más estructurados y más difíciles.

Docente: ¿Qué haces para evitar distraerte en clase?

Estudiante: No sé.

Docente: Si comparas mis clases con las de otros docentes, ¿qué cambiarías?

Estudiante: Nada.

Docente: ¿Notaste algo diferente?

Estudiante: No.

Docente: Cuando tienes un docente nuevo, ¿cómo te sientes?

Estudiante: Normal. Me acostumbro.

Docente: ¿Te gusta la forma en que se enseña inglés en el Colombo?

Estudiante: Sí.

Class Observation (CO)

Class	Main Topic	Scaffolding Guide (Class)	Scaffolding Guide (Home)	Student Response & Notes	Specific Scaffolding Activities and Implementation Instructions
1	Games vocabulary & present continuous	The lesson was introduced through visual presentation and modeling.	Simple reinforcement tasks were assigned to	The student showed distractibility during whole-	Activities were implemented by first modeling (I do), then guiding

		Instructions were segmented into short, clear steps. Vocabulary was reinforced using images and repetition. Individual support was provided before each activity to ensure comprehension.	review vocabulary through visual association. Support from family members was encouraged for clarification.	class instruction but completed tasks when guided individually. Expressed that activities were “easy,” but avoided peer interaction (“No me gustaba mucho”).	(We do), and finally allowing independent work (You do). Pair work was adapted into individual rehearsal before participation. Visual tools (Wordwall) functioned as attention anchors.
2	Sports vocabulary & present continuous	Vocabulary and grammar were introduced using visual aids and contextualized examples. Instructions were simplified and repeated. Constant comprehension checks were incorporated.	Practice activities focused on repetition and reinforcement of vocabulary. Family support helped clarify instructions when needed.	Increased attention span and faster task initiation were observed. The student maintained focus longer and participated more actively, though still limited in peer interaction.	Scaffolding included visual input, repetition, and guided oral practice. Abstract grammar explanation was replaced with contextual examples. Support was gradually reduced during activities.
3	Review & speaking interaction	Oral interaction was scaffolded through step-by-step modeling. Dialogues were first practiced individually before attempting pair work. Emotional support was prioritized.	Reinforcement tasks focused on practicing structures orally in a familiar environment (home).	The student resisted group work and preferred working alone. Participation increased only after individual rehearsal. Social discomfort remained evident.	Instead of immediate group work, scaffolding followed a gradual exposure approach. Individual practice → guided participation → limited peer interaction. Emotional safety was prioritized over forced collaboration.
Class	Main Topic	Scaffolding Guide (Class)	Scaffolding Guide (Home)	Student Response & Notes	Specific Scaffolding Activities and Implementation Instructions

4	Places in the city & prepositions	New content was introduced through videos and visual aids. Instructions were consistently segmented. Prior knowledge was activated to support comprehension.	Activities reinforced vocabulary through repetition and visual association. Practice at home supported retention.	Improved independence and better adherence to instructions were observed. Reduced need for teacher prompts.	Scaffolding emphasized continuity and cognitive load reduction. Visual input supported comprehension, and assistance was gradually faded during practice activities.
5	Daily routines & telling time	Concepts were explained through step-by-step modeling and visual support (videos, slides). Guided practice preceded independent tasks.	Home activities reinforced routines and time concepts through repetition and personal connection.	The student remained focused and calm ("Tranquilo"), completed tasks successfully, and showed improved emotional regulation.	Scaffolding included modeling → guided practice → independent production. Tasks were connected to the student's daily life to increase relevance and motivation.
6	Possessions & review (independent performance)	Previously learned content was reviewed with minimal support. Instructions were provided once, expecting independent execution.	Independent reinforcement tasks consolidated learning. Minimal external support was required.	The student demonstrated autonomy: followed instructions, completed tasks independently, and succeeded in the quiz without supervision.	Scaffolding reached the "fading" stage. Support was intentionally withdrawn. Activities required independent application of knowledge, demonstrating internalization and self-regulation.

Student Survey (SS)

Encuesta sobre el Aprendizaje del Inglés

Nombre del estudiante: Samuel Niebles Morales

Instrucciones: Por favor responde cada pregunta seleccionando SÍ o NO, y escribe una breve justificación para tu respuesta.

1. ¿Disfrutas aprender inglés?

- ☒ SÍ
- ☐ NO
- ¿Por qué? Porque las clases con Miss Paula son dinámicas y divertidas

2. ¿Te parece difícil aprender inglés?

- ☐ SÍ
- ☒ NO
- ¿Por qué? Para mi es fácil aprender otro idioma y entender cuando otros hablan y leo, el hablar es algo que sigo trabajando

3. ¿Practicar inglés fuera del salón de clases (por ejemplo, con música, juegos, videos o lecturas)?

- ☒ SÍ
- ☐ NO
- ¿Cómo? Fuera de clase veo videos y lecturas en inglés con mi hermana

4. ¿Prefieres aprender inglés en grupo en lugar de hacerlo individualmente?

- ☐ SÍ
- ☒ NO
- ¿Por qué? Prefiero aprender inglés de forma individual porque en el Colombo no conozco muchos amigos y me cuesta un poco hacer relaciones fácilmente

5. ¿Te sientes motivado(a) para participar en las actividades de inglés en clase?

- ☒ SÍ
- ☐ NO
- ¿Por qué? En las clases con Miss Paula me siento motivado en participar en clase porque las actividades son divertidas

6. ¿Crees que aprender inglés será útil para tu futuro?

• ☒ SÍ

• ☐ NO

• ¿Por qué? Para viajar a otros lugares del mundo y para mi trabajo

7. ¿Te gusta aprender inglés a través de actividades interactivas como juegos, canciones o proyectos?

• ☒ SÍ

• ☐ NO

• ¿Por qué? Me gusta aprender inglés con actividades como juegos y porque me motivan más que las tareas tradicionales

Firma del acudiente:

Angelica

Nombre completo del acudiente: Angelica Morales Rodriguez

Teléfono de contacto: 3223454684

Firma del encargado: Paula Wright