


Chapter 9

The Use of ICTs Tools for Students With ADD/ ADHD in a Spanish EFL Classroom

Isabel María García Conesa

 <http://orcid.org/0000-0001-7005-2509>

Centro Universitario de la Defensa de San Javier, Spain

ABSTRACT

This chapter explores the implementation of Information and Communication Technologies (ICT) as teaching support for students with Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) in the context of a Spanish EFL classroom in Compulsory Secondary Education. The analysis focuses on a review of studies that use technological tools to enhance attention, concentration, and participation among students with ADD/ADHD in English language teaching. Overall, the chapter highlights the effectiveness of ICT in interventions with the learners studied. A comprehensive view is provided on these tools as a viable and effective solution for addressing the educational needs of students with ADD/ADHD in English language learning. The purpose of this chapter is to conduct a literature review on the use of ICT in the English as a Foreign Language (EFL) classroom for learners with ADD/ADHD.

INTRODUCTION

One of the challenges faced by any secondary education teacher is how to help and support students with neurobiological attention deficit disorders (ADD) not

DOI: 10.4018/979-8-3373-1190-6.ch009

to hinder their learning and participation in the classroom, given that during this educational stage students are developing and acquiring fundamental knowledge for their social and educational evolution. For this reason, it is important to provide teachers with skills and strategies to help all students to learn in the best possible way.

Attention Deficit Disorder (ADD) is a disorder characterised by inattention, impulsivity and hyperactivity. It is a neurobiological disorder, caused by an alteration in the functioning of two brain neurotransmitters: dopamine and noradrenaline. These substances are released more slowly in the prefrontal cortex, an area involved in the control of attention, concentration and impulsivity. The development of the disorder may be due to environmental factors such as prematurity, genetic factors and may be aggravated using drugs, alcohol or tobacco during pregnancy (Alanazi & Al Turki, 2021).

Attention Deficit Hyperactivity Disorder (ADHD) is an important issue in the field of conduct disorders in children and adolescents, not only because it is one of the most common diagnostic categories in school-age clinical populations, but also because the school-age period has the greatest impact on children and adolescents in terms of morbidity and functional impairment.

As an educational strategy for students with attention disorders, this chapter proposes the use of ICT in the English classroom within the framework of Compulsory Secondary Education, to improve their attention span, organisation, planning and impulse control. Different guidelines to follow and solutions will help not only students in the classroom, but also teachers who are constantly challenged to adapt their teaching to meet the individual needs of each student. As Pilamunga Valla et al. (2021) mention, to educate for the future, it is important to break away from the rigidity of educational patterns and opt for a flexible school that adapts to the environment and the needs of every student.

According to some estimates, in Spain it affects between 5% and 8% of school-children and almost 50% of them have other associated pathologies. According to the Flores Nieves et al. (2024), 20% of children with ADHD experience specific learning disorders in reading and writing, resulting in poor school performance. However, it is not only school performance that is affected, but also behavioural problems in the classroom, grade repetition, school dropout or even expulsion of some students.

According to Estrella Quintana et al. (2024), it is one of the most important disorders within Child and Adolescent Psychiatry, constituting nearly 50% of its clinical population. ADHD is chronic and begins to reveal before the age of 7. It is estimated that more than 80% of children will continue to present problems into adolescence, and between 30-65% into adulthood, and it tends to be an under-diagnosed and under-treated disorder.

The use of ICT in an ADHD case can be applied along three different lines (Fernández Gacho et al., 2020). First, they can be used to assess students at all

24 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/the-use-of-icts-tools-for-students-with-addadhd-in-a-spanish-efl-classroom/409071

Related Content

Hybrid Learning: Perspectives of Higher Education Faculty

Nahed Abdelrahman and Beverly J. Irby (2016). *International Journal of Information Communication Technologies and Human Development* (pp. 1-25).

www.irma-international.org/article/hybrid-learning/148652

Key Strategies for Communication

(2017). *Solutions for High-Touch Communications in a High-Tech World* (pp. 179-202).

www.irma-international.org/chapter/key-strategies-for-communication/174306

Digital Learning Management Systems Case Study: Instructors' Perspective

Abdeleh Bassam Al Amoushand and Kamaljeet Sandhu (2019). *International Journal of Information Communication Technologies and Human Development* (pp. 42-60).

www.irma-international.org/article/digital-learning-management-systems-case-study/242902

Computer Mediated Learning: Applying Burke's Pentad

Alison Ruth (2008). *Handbook of Research on Computer Mediated Communication* (pp. 73-86).

www.irma-international.org/chapter/computer-mediated-learning/19738

The Gender Gap in Online Shopping in Turkey

Ali Acilar (2022). *International Journal of Information Communication Technologies and Human Development* (pp. 1-13).

www.irma-international.org/article/the-gender-gap-in-online-shopping-in-turkey/299415