

## **Language learning strategies for an ADHD Student. CASE STUDY**

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### **Abstract:**

Twenty percent of the population is neurodivergent, including students on the autistic spectrum, students with learning disabilities, attention, and neurological disorders. In 2024, teachers are increasingly struggling with a loss of attention from students because we live in the digital era. Mark conducted research on attention span and noted that the average global attention span in 2004 was 2.5 minutes, which dropped to 75 seconds by 2012, and has decreased to 47 seconds in the past 5–6 years (Mark, 2023).

The starting point:

Amina, a 24-year-old student diagnosed with ADHD, has been studying English for 10 years. Starting at A1 level with a negative attitude, Amina viewed language learning as “torturous and tedious,” but she expressed a desire to watch original content.

Amina initially struggled with maintaining focus during 60-minute study sessions. However, she noted that our English classes uniquely captured her attention, allowing her to remain engaged throughout the lessons.

This observation aligns with research on cognitive load theory (Sweller, 1988), which emphasises the importance of managing information processing to enhance learning. It underscores the effectiveness of varied, well-paced instruction in maintaining student engagement, a key factor in motivation and successful language acquisition (Dörnyei, 2001). By implementing diverse, interconnected tasks, we can create a dynamic learning environment that sustains attention and promotes active participation, ultimately enhancing the overall learning experience.

Amina’s comment on the classes:

“I often disengage from another teacher’s instruction due to excessive input and prolonged activities lasting 15–20 minutes. In contrast, your classes kept me consistently active through rapid task transitions and seamless progression between activities.”