

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD) AND LANGUAGE ACQUISITION

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Definition of Attention-Deficit/Hyperactivity Disorder⁽¹⁾

Diagnostic and Statistical Manual of Mental Disorders (DSM-5, American Psychiatric Association [APA], 2013) states that ADHD is a learning difficulty rather than a behavioral one.

- The presence of ADHD is on average 5% worldwide.
- Approximately 5 to 10% of children who are school-age face some problems in their learning or social functioning because of ADHD in the United States and universally.
- ADHD is originally hereditary, and it is not gender-specific.
- Children are more likely to be diagnosed with ADHD than adults, but it is a lifelong condition.

Most noticeable symptoms are:

Inattention

Hyperactivity

Impulsivity

“The cognitive effects of ADHD on learning an additional language”⁽¹⁾

Learning an additional language

Specific learning difficulties affect working memory negatively, therefore people who have such difficulties will struggle developing certain additional language skills.

Inattention in additional language learning

- specific writing difficulties
- spelling mistakes in single-word writing
- difficulty in processing verbal material

Hyperactivity and impulsivity in AL learning

- they might struggle to acquire effective socio-pragmatic aspects of speaking skills
- incoherency in spelling, vocabulary and punctuation
- can influence production and social interaction in additional language

“Teaching English to children with ADHD”⁽²⁾

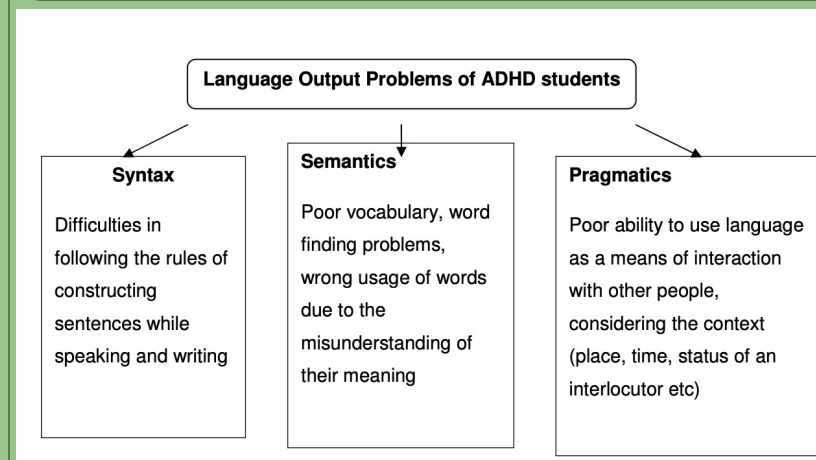


Figure 1. Language Output Problems of ADHD students

Research shows that people with learning disabilities' brains is capable of readjustment and evolving, with having stronger parts supporting the weaker parts. If children with ADHD, dyslexia and other learning disabilities are educated properly they might show sustainable growth over time.

REFERENCES

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