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## RETHINKING ENGLISH LANGUAGE TEACHING: EMBRACING NEURODIVERGENCE FOR EQUITABLE LEARNING OUTCOMES

### REPENSAR LA ENSEÑANZA DEL INGLÉS: ABRAZANDO LA NEURODIVERGENCIA PARA LOGRAR RESULTADOS DE APRENDIZAJE EQUITATIVOS

#### Abstract

In order to achieve equitable educational results, this study investigates how English Language Teaching (ELT) may rethink and embrace neurodivergence. Understanding the lived experiences of neurodivergent teachers and students was the goal, as was identifying opportunities and problems in language classes. Key informants from various educational contexts participated in in-depth semi-structured interviews, reflective journals, and classroom observations as part of an adapted qualitative design using a phenomenological method. Four main themes emerged from the analysis: the need to redefine success and equality in language learning; inclusive teaching methods as engagement boosters; technology as a challenge and a support; and systemic impediments in traditional ELT approaches. According to the findings, neurodivergent learners are frequently marginalized by strict curricula and standardized tests, but engagement and motivation are increased by inclusive teaching methods and flexible approaches. According to the study's findings, accepting neurodivergence enhances ELT by encouraging innovation, compassion, and teamwork.

**Keywords:** Neurodivergence, inclusive education, English language teaching, phenomenology, equity.

## Resumen

Este estudio explora cómo la enseñanza del inglés (ELT) puede reinventar y adoptar la neurodivergencia, promoviendo resultados de aprendizaje equitativos. El objetivo fue comprender las experiencias vividas por estudiantes y docentes neurodivergentes, identificando tanto los desafíos como las oportunidades en las aulas de idiomas. Se adaptó un diseño cualitativo con un método fenomenológico, que incluyó entrevistas semiestructuradas en profundidad, diarios reflexivos y observaciones de aula con informantes clave de diversos contextos educativos. El análisis reveló cuatro temas principales: barreras sistémicas en las prácticas tradicionales de ELT, pedagogías inclusivas como catalizadores de la participación, la tecnología como apoyo y desafío, y la necesidad de redefinir el éxito y la equidad en el aprendizaje de idiomas. Los hallazgos sugieren que los currículos rígidos y las evaluaciones estandarizadas a menudo marginan a los estudiantes neurodivergentes, mientras que las estrategias de enseñanza inclusivas y los enfoques flexibles mejoran la participación y la motivación. El estudio concluyó que adoptar la neurodivergencia enriquece la ELT al fomentar la creatividad, la empatía y la colaboración.

**Palabras clave:** Neurodivergencia, educación inclusiva, enseñanza del inglés, fenomenología, equidad.

## Introduction

Education has changed in recent years due to growing awareness of learner diversity and the need to create inclusive teaching, learning, and assessment strategies that value each student's uniqueness. However, English Language Teaching (ELT) has unavoidably been impacted by these changes as a global endeavor and a vital communication tool in today's global society. Standardized models of instruction and evaluation of outcomes have traditionally governed language teaching, often taking for granted that the cognitive, behavioral, and emotional characteristics of its students are homogeneous. However, it is indisputable that students in the twenty-first century have distinct brain compositions, learning preferences, and modes of cognitive processing.

Rethinking how we teach, learn, and assess English is necessary in light of the growing awareness of neurodivergence, which includes conditions like attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), dyslexia, dyspraxia, and other cognitive differences. Be aware that the neurodiversity movement popularized (and continues to popularize) the term "neurodivergence" which questions deficit-based theories of cognitive difference. According to Armstrong (2017), neurodiversity views disorders like dyslexia and ADHD as normal variations of the human mind, each with its own strengths, challenges, and contributions, rather than as obstacles that hinder learning.

This point of view has a significant effect on ELT. If language instruction is to uphold these ideals, it must become more egalitarian and learner-centered. This entails moving past the one-size-fits-all approach and discovering methods of instruction that are more in line with the

various realities both neurological and otherwise of our pupils. Speaking English is not only a pedagogical requirement but also an ethical one not just for me, but also for everyone in a world that is becoming more interconnected and where it is frequently a requirement to access educational, professional, and cross-cultural exchange opportunities.

Recent studies emphasize how urgent this change is. Neurodivergent learners are routinely excluded from mainstream language classrooms, according to studies. This is due to a rigid curriculum and syllabus that requires speed and accuracy and discourages creativity and critical thinking, as well as assessments that are not designed to take into account the diverse cognitive profiles of the students (Gkonou & Mercer, 2021).

For example, while an ADHD learner may perform well on fast-paced, interactive activities (such as debates) but struggle with lengthy silent reading assignments, a dyslexic learner may find written grammar tests difficult despite having strong oral proficiency. Without intentional educational change, these students may be unfairly assessed as inferior, which could lead to low self-esteem, disengagement, and subpar academic performance.

Meanwhile, there is a great deal of potential for completely rethinking English language instruction due to the unique characteristics of neurodivergent learners. For instance, studies have revealed that people on the autism spectrum frequently exhibit keen pattern recognition and a concentrated attention to detail, both of which are advantageous when learning a language's rules (Parsons et al., 2020).

Due to their propensity for creativity and unconventional thinking, students with ADHD may be especially well suited for problem-solving, group collaboration, and multimodal learning. Recognizing these strengths will shift the focus from remediation to empowerment, enabling neurodivergent learners to use their skills in ways that advance both their own language development and the learning community as a whole.

With an emphasis on Universal Design for Learning (UDL), culturally responsive teaching, and social-emotional learning, calls for increased inclusivity in ELT also mirror broader trends in education. In order to accommodate neurodivergent learners, UDL, for example, promotes the provision of diverse forms of engagement, representation, and expression (Meyer et al., 2014).

In ELT, this could entail the use of differentiated activities, multimodal materials, and assessment formats that allow students to demonstrate their knowledge in ways other than traditional testing. Teachers are better able to create learning experiences that are more inclusive

for neurodivergent students as well as for everyone else who thrives in settings where teachers are adaptable and caring when ELT was informed by UDL.

In many respects, the present gives this discussion even greater immediacy. A major turning point in the development of online and blended learning was the COVID-19 pandemic, which revealed both opportunities and inequalities in educational access. For neurodivergent students, technology has proven to be a double-edged sword. While digital platforms can be tailored to meet their needs with text-to-speech, pacing, and other multimodal tools, they can also overwhelm, confuse, or frustrate them with overstimulation, a lack of structure, or an inaccessible design.

As a result, as ELT keeps moving toward digital approaches, it is not only necessary to develop a new inclusive definition, but the time to do so is now. Applying technological affordances for accessibility and educating educators on how to recognize and support neurodivergent students in both virtual and traditional classroom settings are part of this.

A cultural shift in the definition of success is also required in order to embrace neurodivergence in ELT. Standardized scales, like the Common European Framework of Reference for Languages (CEFR), have been historically used to evaluate language proficiency. Despite their importance, these standards do not take into consideration the fact that neurodivergent learners rarely follow linear or customized learning paths. A dyslexic student, for example, may develop literacy skills more slowly but can achieve high levels of pragmatic competence and oral fluency.

It acknowledges that learners connect with language in a variety of ways by broadening the definition of success in ELT to include a greater range of progress indicators, such as communicative confidence, creativity, collaboration, and resilience. This redefinition matches current educational discourses promoting lifelong learning, flexibility, and learner well-being as the core to educational success.

The key players in education reform are teachers. A substantial amount of research indicates that the level of inclusivity in classrooms is strongly predicted by the attitudes and beliefs of teachers (Mercer & Gregersen, 2020). While a teacher who embraces neurodiversity creates a positive learning environment, one who adopts a deficit approach to neurodivergence is likely to unintentionally increase barriers.

Therefore, the main goal of professional development trainings should be to teach teachers how to relate to and teach neurodivergent students without becoming overwhelmed by

it or dismissing them. It should also encourage teachers to reflect on their own attitudes and beliefs. In doing so, teachers not only enhance the education of their neurodivergent students but also serve as role models for their students, demonstrating empathy, adaptability, and respect for diversity—all of which are critical abilities to acquire in a language classroom in a world growing more interconnected by the day.

Because of this, a neurodivergent perspective on ELT is a pedagogical and ethical requirement in today's educational environments. This calls for a shift away from strict, uniform practices and toward ones that value cognitive diversity as a strength rather than a weakness. ELT can be transformative and offer more equitable learning outcomes when viewed through the lens of neurodivergence. This means that all learners, regardless of their neurological profile, can become proficient, self-assured, and empowered English users.

Various theories and pedagogies, such as perspectives on the neurodiversity paradigm, inclusive education models, UDL principles, and recent applied linguistics research, inform the (re)conceptualization of ELT in the context of neurodivergence. Together, these viewpoints provide a theoretical framework for analyzing how to give neurodivergent students equal learning opportunities in EFL.

Singer's (1999) work served as the foundation for the neurodiversity paradigm, which Armstrong (2017) developed and critiqued. Conditions like autism, ADHD, dyslexia, and dyspraxia are reframed by neurodiversity as normal variations in human cognition rather than diseases. This is a deficit-based model that is racist and echoes the idea that students with different neurotypes must be pathologized or medicalized when they deviate greatly from neurotypical norms.

Rather, it demands that educational systems recognize and value neurological diversity. Adopting the neurodiversity paradigm in ELT entails moving away from remediation models, which "fix" students to get them to follow standardized teaching and learning procedures, and toward inclusive approaches that make use of learners' strengths and varied ways of thinking about language.

The global movement toward inclusive education, which emphasizes equal access and full participation for all students, has strengthened that perspective. According to UNESCO (2020), inclusive education is the process of effectively meeting each student's unique needs while minimizing exclusionary practices and enhancing their access to education, culture, and community.

In ELT, this entails creating curricula, approaches, and evaluations that are based on an understanding of the cognitive differences among learners rather than treating them all the same. Flexible grouping, multimodal resources, and various ways for students to demonstrate their learning are examples of inclusive practices that are more in line with the abilities of neurodivergent youth. That left-leaning vision for learning (UDL) is further supported by the Universal Design lens. Meyer, Rose, and Gordon (2014) created Universal Design for Learning (UDL), a principle-based method aimed at enhancing flexibility in instruction.

It is predicated on a minimum of three levels of differentiation: expression (how students exhibit learning), engagement (what drives students to learn), and representation (content delivery). It is feasible to employ an integrated approach in the context of UDL in ELT, in which students practice their language skills through a variety of channels, such as giving oral presentations, creating multimedia projects, or cooperating with others. They also receive multimodal input (such as text, audio, images, and kinesthetic activities). Because it reduces barriers and encourages equitable participation, that kind of flexibility is especially crucial for neurodivergent learners, increasing the effectiveness and inclusivity of language classrooms.

Learner diversity in language acquisition has gained a lot of attention in the field of applied linguistics. According to Gkonou and Mercer (2021), socio-emotional and psychological components of learning are essential for language acquisition, particularly for students who have unconventional thought patterns. Similarly, Mercer and Gregersen (2020) emphasize how crucial teachers' attitudes and beliefs are to creating inclusive classroom practices that empower and include every student. These viewpoints demonstrate that fostering empathy, adaptability, and respect in teacher-student interactions is just as important to becoming inclusive in ELT as changing the curriculum or tests.

What is deemed "now" in reference frames today is also influenced by technological advancements. For students who are neurodivergent, the proliferation of digital learning environments has brought both opportunities and challenges. According to Al-Azawei, Serenelli, and Lundqvist (2016), assistive technologies, such as text-to-speech software, visual organizers, and adaptive platforms, can increase accessibility and independence. However, poorly designed digital tools can also hinder learning and increase cognitive load. Therefore, the goal of using technology in ELT must be to enable inclusive methodology rather than to protect it.

The context is fundamentally impacted by the question of fairness in testing. One could argue that ELT has long classified its learning outcomes using a series of standardized tests connected to frameworks such as the Common European Framework of Reference for Languages (CEFR). Although these constructs have a purpose, they can alienate neurodivergent students by requiring accuracy, speed, and conformity instead of encouraging creativity, teamwork, and ease of communication to support students with particular learning differences, Kormos (2017) and other researchers propose reevaluating assessment through flexible grading schemes that take into account a wider range of language proficiency and tasks to complete.

In contrast to deficit, prescriptive, standardized teaching models, the theoretical underpinnings of this research study emphasize a shift towards an inclusive, adaptable, and strengths-based vision of ELT. The neurodiversity paradigm, UDL, research in applied linguistics, and frameworks for integrating students in linguistically diverse classrooms all emphasize how important it is to see cognitive diversity as a strength for language instruction. According to this frame of reference, creating learning environments where diversity is the norm rather than treating neurodivergent people as outliers is the way to achieve equitable learning outcomes.

#### Methodology

This study examined the experiences of neurodivergent students and their teachers in English Language Teaching (ELT) environments using a qualitative methodology grounded in phenomenological principles. Phenomenology is suitable since it seeks to extract the essence of the participants' experiences without placing their opinions and voices inside preconceived notions (Moustakas, 1994; Van Manen, 2016). To inform more equitable pedagogical options, this research uses meaning-making to identify how neurodivergence is manifested, negotiated, and enabled in ELT classrooms.

#### Scenery

The study was conducted at a semi-urban school where English is considered a foreign language. These include two diverse public schools. These contexts were selected because they are representative of the realities of inclusive classrooms—where neurodivergent students are frequently mainstreamed, however, do not always receive the best-fit supports. The scenery also permitted investigation of formal and non-formal learning contexts, demonstrating the role of contextual influences in shaping the opportunities and challenges of students and teachers.

## Informants

Participants were purposively sampled, and those who experienced the phenomenon of interest were included. Two studying groups were the informants. Neurodivergent English learners (12–14 years old) who have a diagnosis of autism spectrum disorder (ASD), dyslexia, and attention deficit hyperactivity disorder (ADHD). These learners are providing an unprecedented view of their language learning challenges, strengths, and strategies. ELT practitioners (teachers, tutors, coordinators) who have immediate experience of classroom teaching with neurodivergent students. Their voices are essential when considering teaching practices, institutional constraints, and the valorization of inclusivity. Ethical considerations were adhered to with informed consent secured from all the participants and assent and parental consent from minors. The anonymity and confidentiality were preserved in the whole of the study.

## Data Collection

The data was gathered through semi-structured, in-depth interviews of around 40 minutes. These interviews were conducted flexibly so that participants could tell their stories of their experiences, but the research themes—accessibility, teaching strategies, assessment, and learner identity—were all addressed. Teacher and student reflective journals were also collected in order to offer longitudinal views on lived experiences of ELT at the mainstream/special educational needs (SEN) interface. Some chosen classroom observations may enable other triangulation of the data by gaining contextualized insights into interaction and pedagogy.

## Analysis

Phenomenological reduction was utilized in the analysis (Moustakas, 1994). To start, the interviews and journals were transcribed verbatim. Subsequently, sets of significant statements were formed and grouped into clusters of meaning, which were integrated into themes. These themes encapsulate the shared core of the neurodivergent student and educator ELT experience. Furthermore, this iterative process of coding, clustering, and theme development ensured that the results were anchored in the participant voices and shed light on practice.

The phenomenological approach was utilized as it focuses on life experiences and provides an opportunity to listen to the voice of those who have been subjected to a collective marginalization in the field of educational research. Rather than looking for trends to generalize about, this work prioritizes depth, sensitivity, and genuineness in order to highlight the multifaceted and novel way(s) in which neurodivergence intersects with supervised English language learning. The insights gained were aimed at not only impinging on the pedagogical direction but also engaging in the bigger platform of equity and inclusive education.

## **Results and Analysis**

The phenomenological inquiry of the data collected through interviews, reflective journals, and classroom observations at once unveiled systemic barriers to traditional ELT practices and inclusive pedagogies, further reinforced by two intersecting themes that attended to engagement through the dynamic of (2) engagement in inclusive pedagogies, (3) technology as support/challenge, and (4) re-conceptualizing success and equity in language learning.

### **1. Rigid Systemic Barriers in ELT Established Practice**

A common thread throughout what the participants told us was the enduring existence of systemic barriers within inflexible, standardized ELT models. Neurodivergent students have said that the traditional focus on grammar drills, silent reading, and timed written exams frequently excludes their abilities. For instance, individuals with dyslexia face pressure and fear when required to read aloud in front of classmates, while those with ADHD have difficulty with long, sedentary activities that require them to focus for extended periods. Teachers shared these concerns, acknowledging that institutional policies, like following standardized testing protocols (the CEFR), constrained their ability to customize lessons. These results are consistent with Kormos (2017), who claimed that traditional forms of assessment do not take cognitive differences into account, thus reinforcing social inequalities. The impediments outlined demonstrate the critical importance of permeability in curriculum and assessment recommendations.

### **2. Introduction Education with Equity, Level 2**

Pedagogy and Engagement: Alongside these obstacles, a number of respondents spoke of the transformative nature of teaching inclusively. Teachers who practiced UDL principles

such as offering different modalities for input (visual, auditory, and kinesthetic) and providing multiple means for students to express their understanding (oral presentations, group plans, digital portfolios) observed higher participation from neurodivergent students. Students said they felt “seen” and “valued” when they were given an opportunity to show what they know in nontraditional ways.

For example, an autistic learner observed that role-play activities reduced social pressure and allowed him to speak English in real-life situations. These results align well with Meyer, Rose, and Gordon’s (2014) model, which advocates for multiple means of representation. The pattern also indicates that a more inclusive approach is of advantage to neurodivergent learners and positively influences the entire classroom by inspiring creative thinking, collaborative learning, and empathy.

### **3. Technology as a double-edged sword**

Growing use of digital learning tools has presented both the opportunity and the challenge. Some neurodivergent students have found that assistive tools—such as text-to-speech software, screen readers, and visual organizers—are vital supports that make learning more accessible. A dyslexic learner told how digital note-taking tools with visual mind maps favor her in sorting out vocabulary more than linear written ones.

Nevertheless, several respondents described sensory overload triggered by badly designed interfaces that throw too many pop-up notifications or demand multitasking. Teachers spoke too of the digital divide and how not all students had taken a device home or had reliable Internet, young people’s learning disrupted by COVID-19 sometimes exacerbating inequality. The inconsistencies in findings are consistent with Al-Azawei, Serenelli, and Lundqvist's (2016) argument that although technology can hold promise for catering to all students, it is a matter of intentional design and implementation. If it is to be more isolating or more inclusive.

### **4. Reimagining success and equity in ELT**

The most important issue identified was how success needs to be re-conceptualized in English language learning for neurodivergent individuals. Both students and teachers commented on frustration with the limited conceptions of proficiency, which are focused on accuracy, speed, and compliance with national or international standardized measures. Rather,

the participants, including communicative confidence, innovativeness in language use, persistence, and collaboration, raised alternative success indicators.

For example, one ADHD student wrote about her pride in constituting group discussions, in which she is unable to keep up with spelling tests. Teachers stressed the need for good whole-child assessment that appreciates a diversity of talents and that equity in ELT cannot be realized by squeezing all students through the same mold. This theme resonates with Mercer and Gregersen's (2020) suggestion that learner well-being, resilience, and agency should be viewed as integral pillars in language education.

### **Crosscutting Insights**

There are insights, though, that cut across each of the themes, and they reveal this pattern hasn't escaped notice, but the non-narrative overarching story the points to is this: the experiences of neurodivergent students in ELT were informed by a crystallization of seemingly opposite forces—systemic rigidity and transformative potentials of inclusive practice in the classroom. Traditional practices and assessments can be barriers to success, but new pedagogies, adaptable technologies, and expanded understandings of what success looks like can open the door to more equitable learning outcomes.

Most importantly, teachers' beliefs emerged as a crosscutting factor. Those who adopted the neurodiversity model believed that learners' difference was a strength, not a weakness, and this influenced their willingness to take inclusive approaches at the pedagogical level. Deficit-based perspectives also tend to bolster barriers and restrict opportunities for students.

### **Implications for ELT**

These results also highlight the need for systemic change in ELT. First, curricula and assessments should go beyond narrow constructs of proficiency to address a variety of learning paths and contexts of learning. Second, teacher professional development should include training on neurodiversity and inclusion to help teachers identify and support the learners' strengths. Third, digital interventions need to be thoughtfully chosen and modified to promote, rather than hinder, access. Here, the institution must cultivate a climate of caring for all with wisdom and equity and the belief that a diversified cognitive population makes the classroom better, not worse.

## **Findings**

The percentages in the table give a quantitative counterpart to the qualitative themes that emerged from the study. They illustrate what both neurodivergent students and teachers in ELT (English Language Teaching) have come to be aware of and prioritize so strongly in their lived experience. Systemic oppression embedded in traditional ELT practices (48% and 53%, respectively) was the theme most often reported: 75% of learners and 80% of teachers). This potentially supports qualitative evidence that inflexible curricula, standardized tests, and rigid teaching approaches still act as obstacles to fair participation. Both sides admitted that these systematic problems frequently obscure individual talents and stifle possibilities for sincere interaction.

Theme 3: Inclusive pedagogies as drivers of engagement was identified by 68% of learners and 70% of teachers, and theme 4: flexible and empathetic teaching was evident in both cohorts, demonstrating a widespread understanding of the benefits of adopting a flexible, compassionate approach to teaching. This means that as teachers use multimodal teaching methods and differentiate their instruction, neurodivergent students feel more appreciated and inspired, and teachers have more collaborative, engaging classrooms.

The double-edged sword of technology was raised with slightly less frequency, by 54% of students and 60% of instructors. While many applauded the convenience of digital instruments, there were also concerns about overstimulation and inequitable access. This is a reminder of the ambivalence of technology—it can be a great enabler, but it needs to be used with care, lest it further reinforce barriers.

Rethinking success and equity in ELT was raised by 72% of learners and 78% of teachers. This high figure suggests a common aspiration to move beyond limited test-based understandings of proficiency and toward more extensive ones that encompass students' confidence, creativity, and collaborative efforts in the learning experience. In summary, the percentages reflected a robust alignment between what learners and teachers thought, which may recommend that both recognize the inadequacies of current ELT but also that both see ways of moving towards more inclusive and just practices.

## **Final Considerations**

The difficulties and possibilities of creating classrooms that are genuinely inclusive and equitable are demonstrated by rethinking ELT from a neurodivergent viewpoint. The study's

conclusions indicate that traditional ELT (English language teaching) models, which are often rigid, prescriptive, and overly focused on linguistic correctness, fail to adequately take learners' varied contexts into account. Instead, they frequently help to maintain structural barriers that disadvantage students whose cognitive profiles deviate from the neurotypical. For many neurodivergent learners, this results in dissatisfaction, disengagement, and lost opportunities to succeed in language acquisition. However, the study also highlights a major cause for hope: the possibility that inclusive pedagogies will transform the character of classroom experiences.

Students report feeling empowered and validated when teachers use flexible teaching strategies that give them multiple ways to engage with the material and demonstrate what they have learned. They are valued for their diverse viewpoints and skills rather than being chastised for what they cannot accomplish in constrained spaces. This benefits not only neurodivergent students but also the classroom environment as a whole since it fosters empathy and teamwork while pushing both teachers and students to think creatively.

In this reflection, technology has shown itself to be a rather multifaceted aspect. On the one hand, self-paced learning, multimodal input, and support for students who might struggle in a traditional classroom setting are just a few of the opportunities that digital tools can provide. However, if technology is poorly thought out or implemented without considering the needs of students, it can make matters worse. Further layers of exclusion may be facilitated by overstimulation, unequal access, and the need to understand complicated platforms. Therefore, rather than avoiding technology, the challenge is to be more critical of our use of it and to insist that it assist us in removing barriers rather than creating new ones.

The study's most significant finding may be that success in English language instruction has been redefined. Historically, proficiency has been associated with strict standards for accuracy, speed, and adherence to preset guidelines. Even though these elements of learning are crucial, they may draw focus away from other equally important elements of language acquisition. These include having the guts to speak, being resilient in the face of difficulties, using creativity when learning, and being eager to engage with other language learners. That success can look very different for students who are neurodivergent.

In addition to benefiting these students, a more comprehensive approach to success aligns with the long-term goal of preparing all students for full engagement in a range of local and global contexts. One last observation regarding reflections is the crucial role that teacher

transformation plays. People who are neurodivergent and view neurodivergence as a strength are likely to be more successful in fostering environments where students can truly flourish. Indeed, teachers are not exempt from institutional demands, insufficient training, or a lack of resources. Teachers' professional growth, teamwork, and structural adaptability should be viewed as essential components for the long-term viability and influence of inclusive practice.

The goal of fostering neurodiversity acceptance in ELT is ultimately to drive changes in teaching and learning that are more sensitive to the overall diversity of all classrooms, not to maintain special accommodations for a small percentage of students. The results of this study suggest that systemic reform and grassroots innovation are the way forward: changing curricula and assessment frameworks at the policy level and empowering teachers and students to co-construct inclusive classroom practices. Cognitive diversity is universal in the human condition, and when education is developed around it, it will serve everyone, and all teachers and learners will benefit from it.

In summary, this article's reflections emphasize the necessity of adopting a more nuanced viewpoint on it as opposed to a one-size-fits-all strategy. It should come as no surprise that when educators and institutions acknowledge and value neurodivergence, they foster environments where equitable results are expected. The potential is astounding: classrooms where all students, regardless of their cognitive profiles, can develop the self-assurance, abilities, and pathways to success as English language learners in a connected world. However, a shift requires commitment, creativity, and collaboration.

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