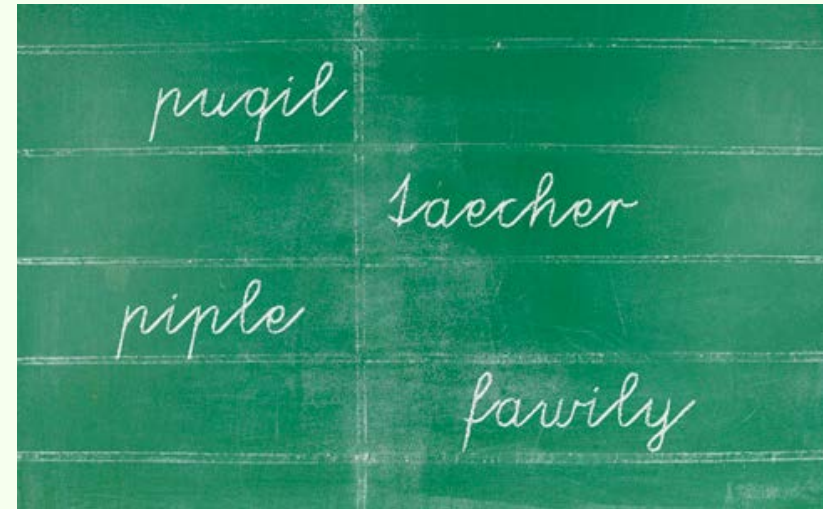




The language learning processes of students with specific learning difficulties

Prof. Judit Kormos
Lancaster University

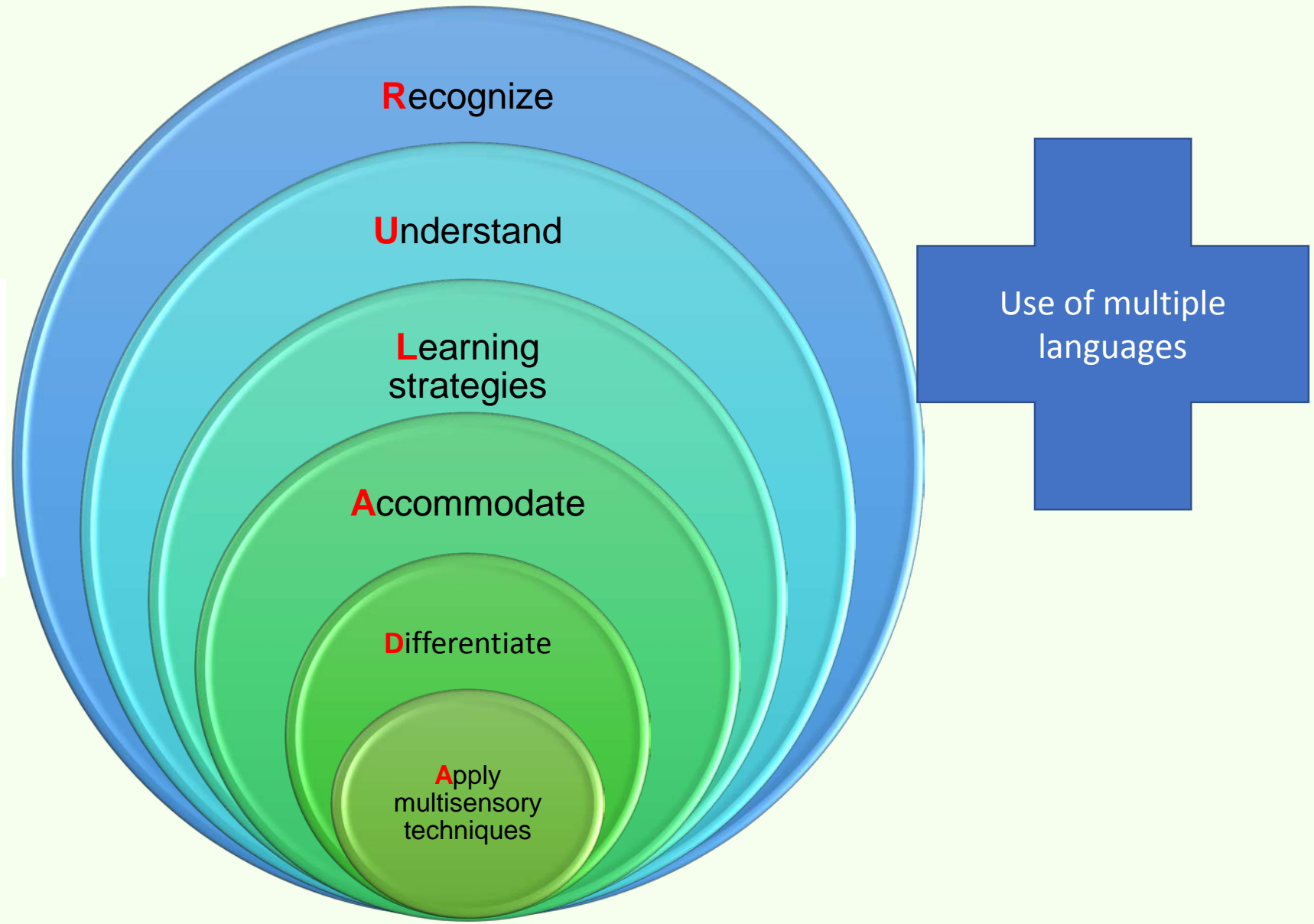


Dyslexia is like a 100 meter track race. In my lane I have hurdles but no one else does and it is unfair that I am the only one with hurdles. It's hard. It's like starting out, the gun shoots and then I take off and start running like my other classmates. Because we have all had the same education how to run, I hit the first hurdle and fall flat on my face. My parents and teachers are yelling at me at the sidelines, Try harder. The other kids are making it down the track. Okay, pulling myself up, I try running faster and fall even harder after hitting the next hurdle. Then someone takes the time to show me how to run hurdles. I can now catch up with my classmates. The key is that I have to do it differently, the way that works best for me.

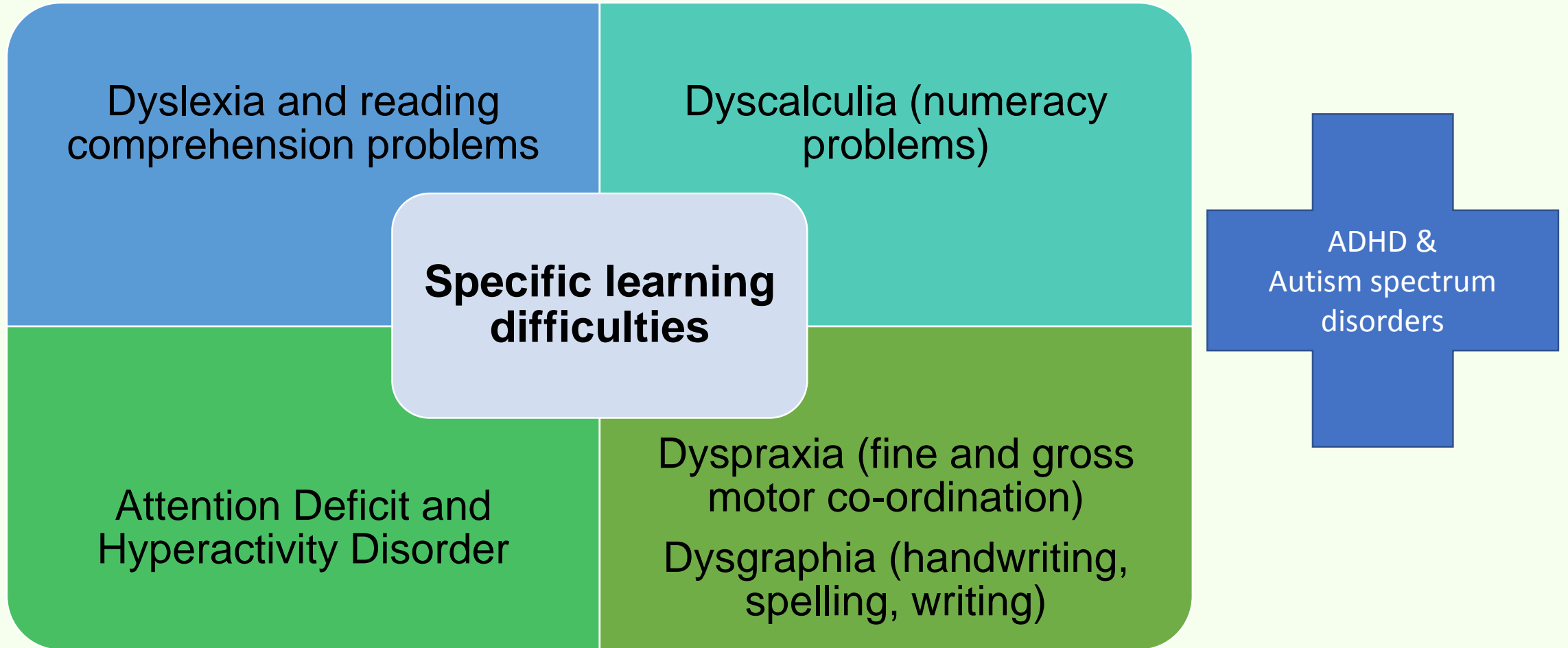
RULADA



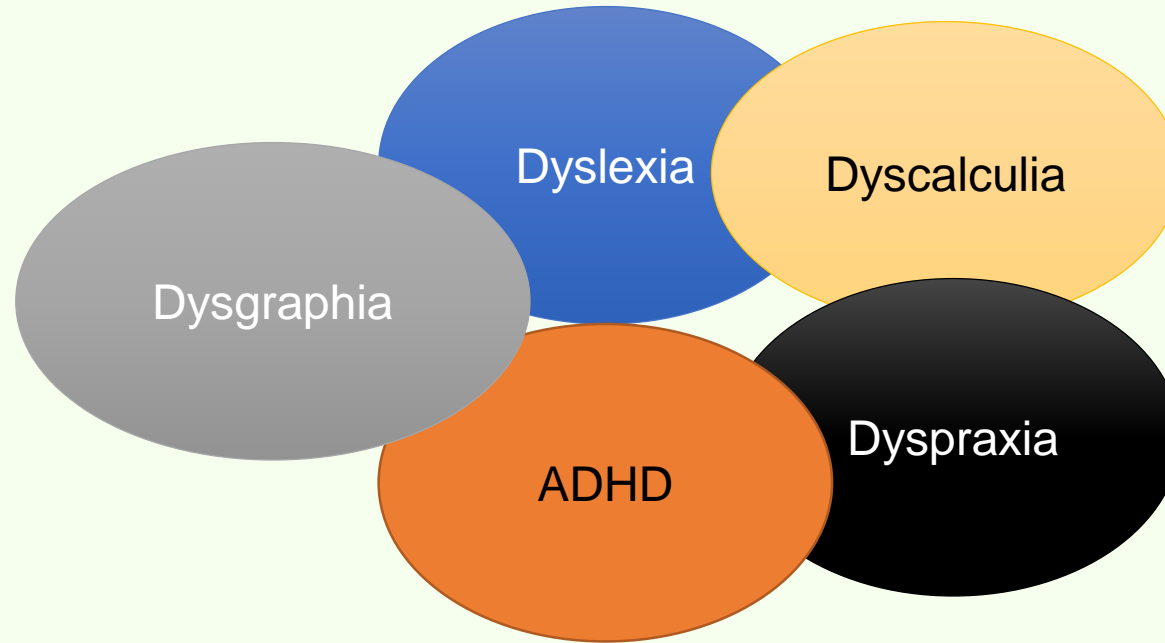
Six key elements of teaching language learners with SpLDs



What type of SpLDs are there?

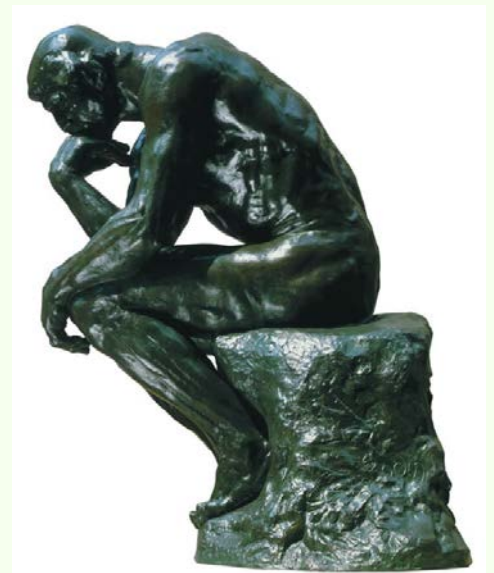
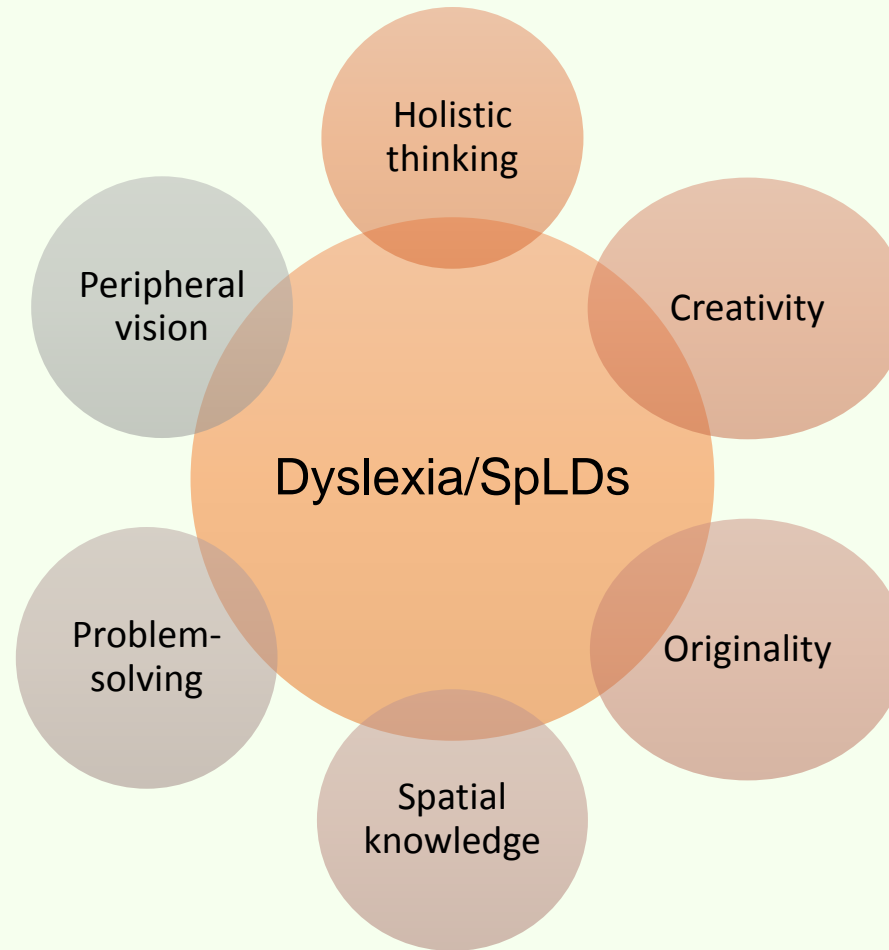
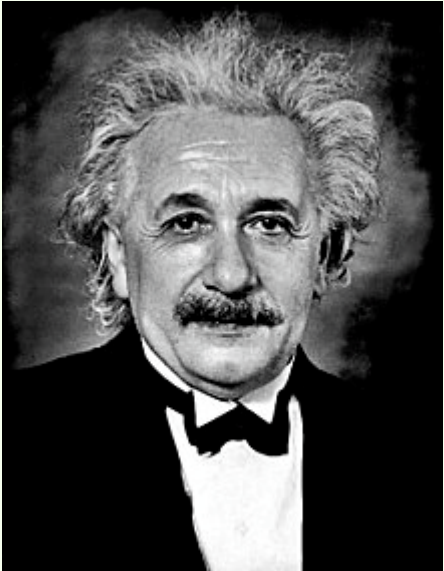


Specific learning difficulties



- SpLDs overlap.
- SpLDs are placed on a continuum: there are no clear cut-off points.
- SpLDs have different degrees of severity.

Strengths related to dyslexia/SpLDs









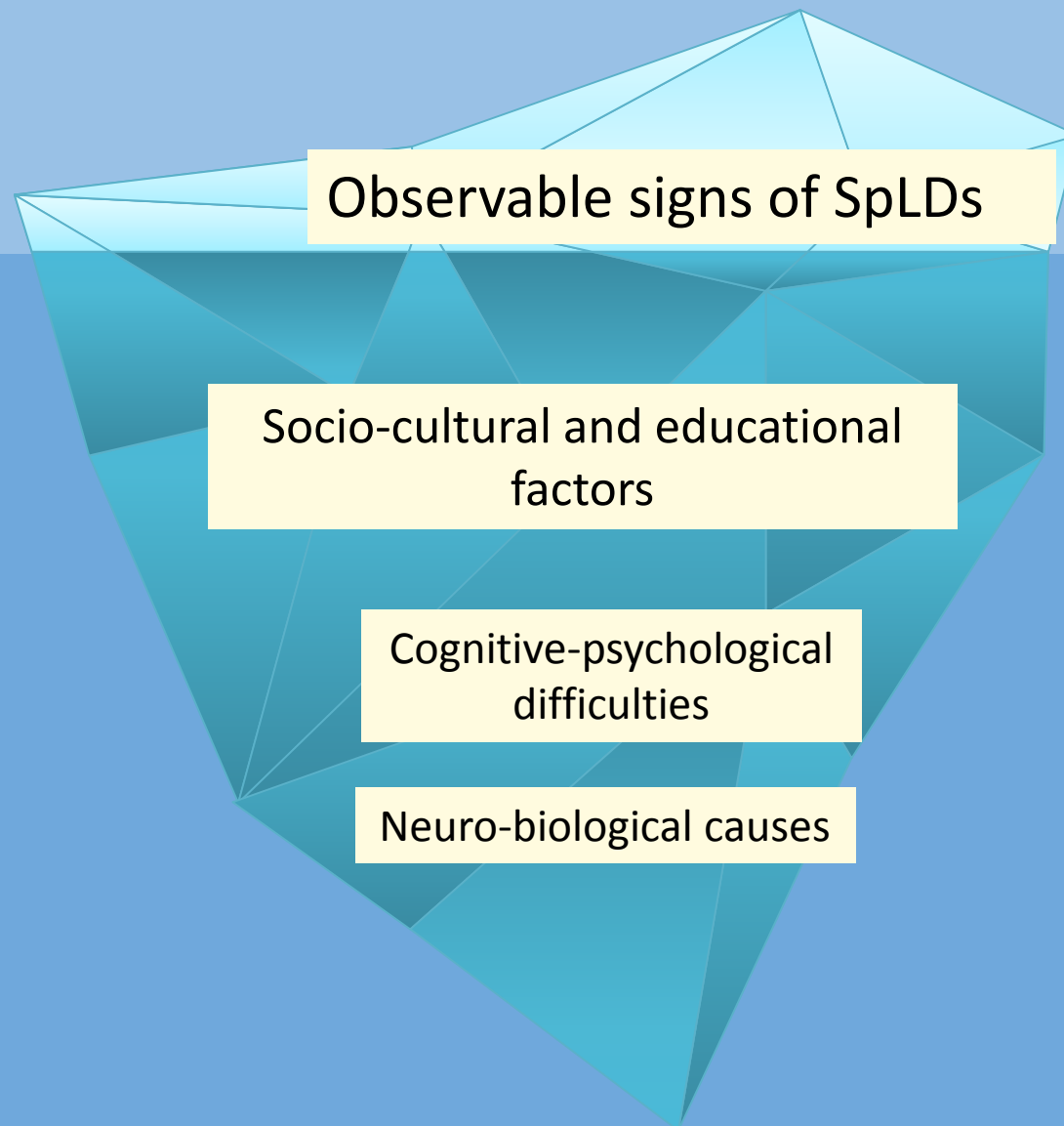
Common beliefs about learning difficulties

- Are there more children with learning difficulties now than there were 30 years ago?
- Are learning difficulties more common among boys than girls?
- Can learning difficulties be inherited?
- Can learning difficulties be cured?
- Is dyslexia a visual problem?
- Is it possible to have dyslexia only in English but not in German?

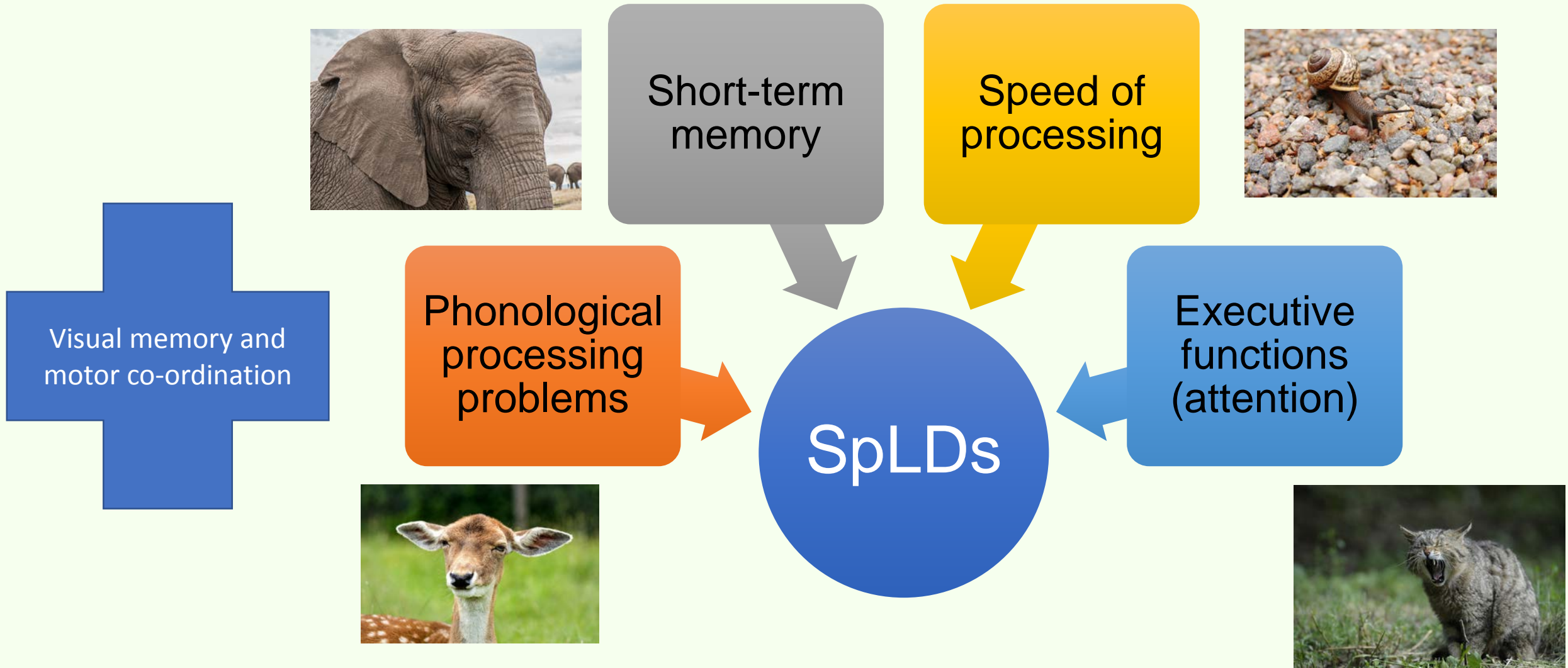


Common beliefs about learning difficulties

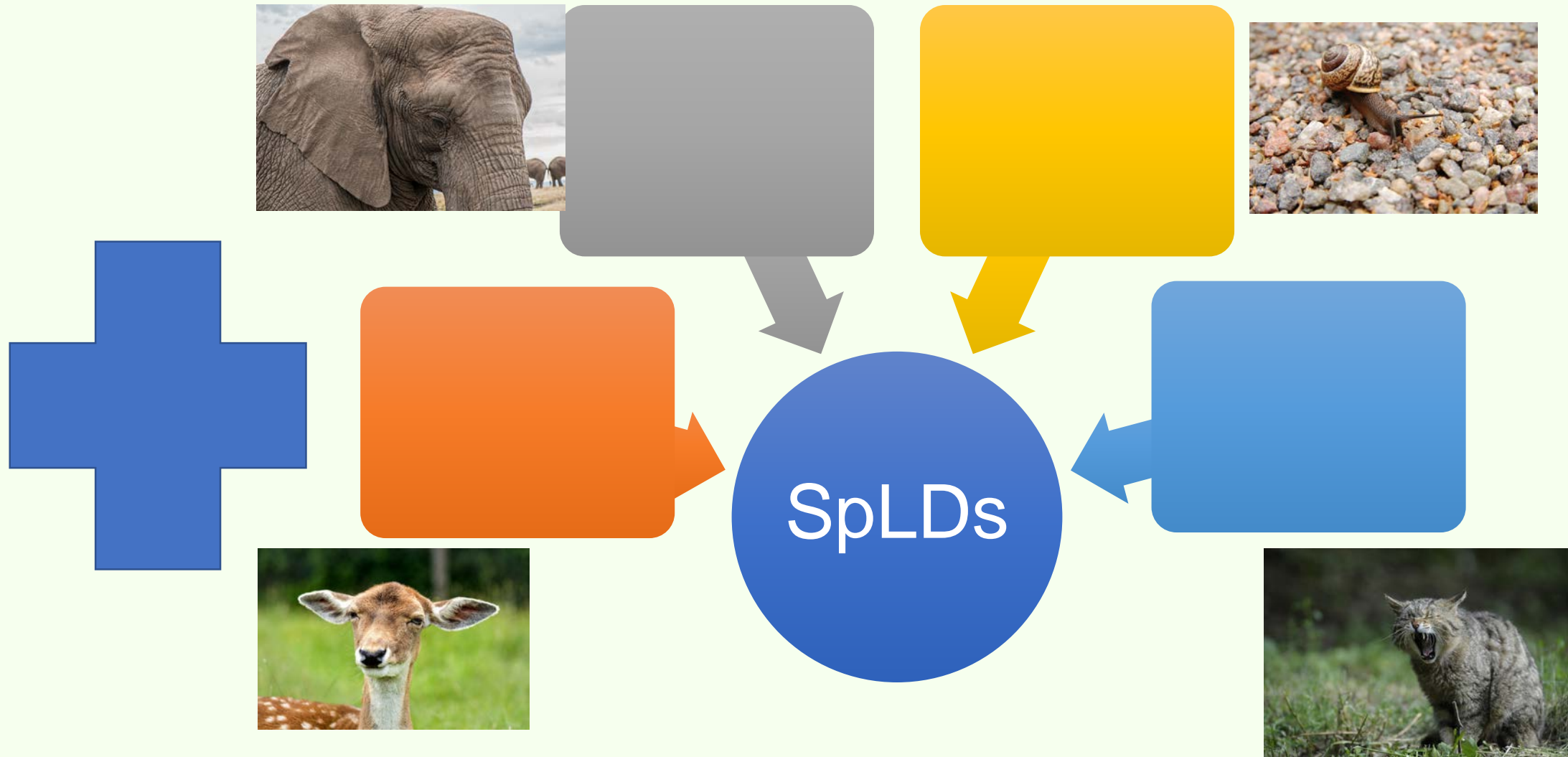
- Are there more children with learning difficulties now than there were 30 years ago?  No
- Are learning difficulties more common among boys than girls?  No
- Can learning difficulties be inherited?  yes
- Can learning difficulties be cured?  No
- Is dyslexia a visual problem?  No
- Is it possible to have dyslexia only in English but not in German?  No



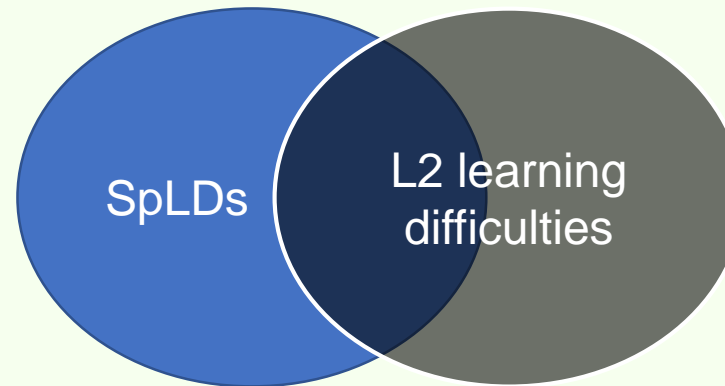
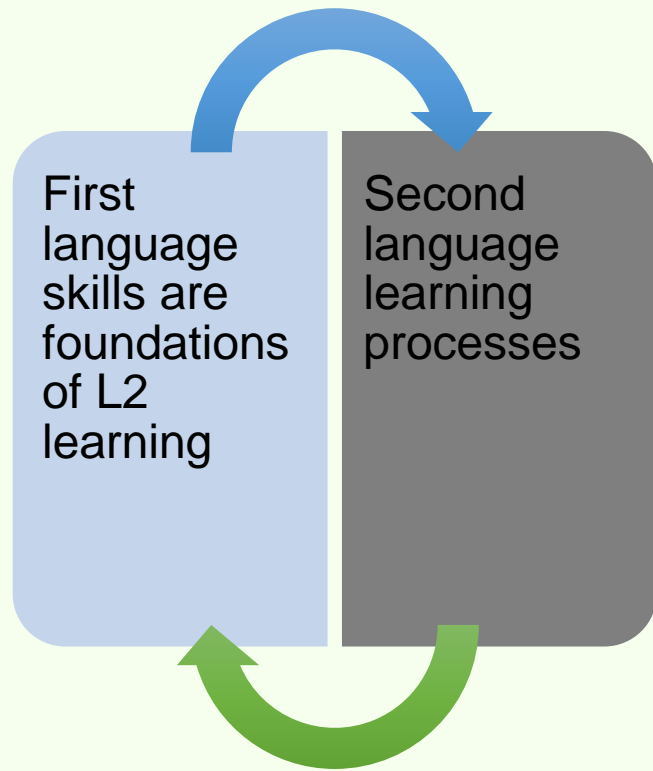
Cognitive causes of SpLDs



Causes of learning difficulties

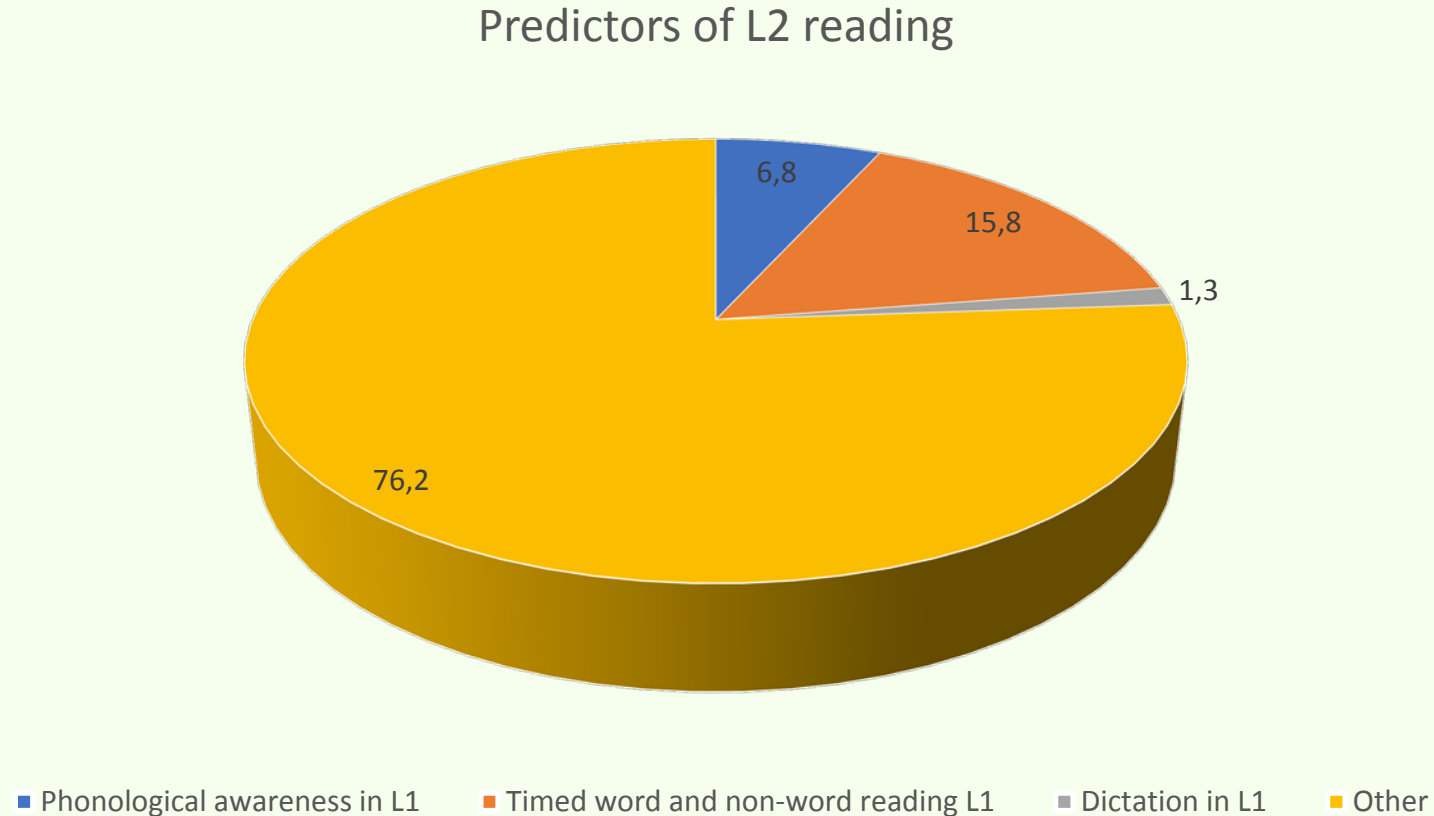


Link between first and second language difficulties



- Not every student with an SpLD will necessarily have difficulties in L2 learning.
- Not everyone who is struggling to learn an L2 has an SpLD.

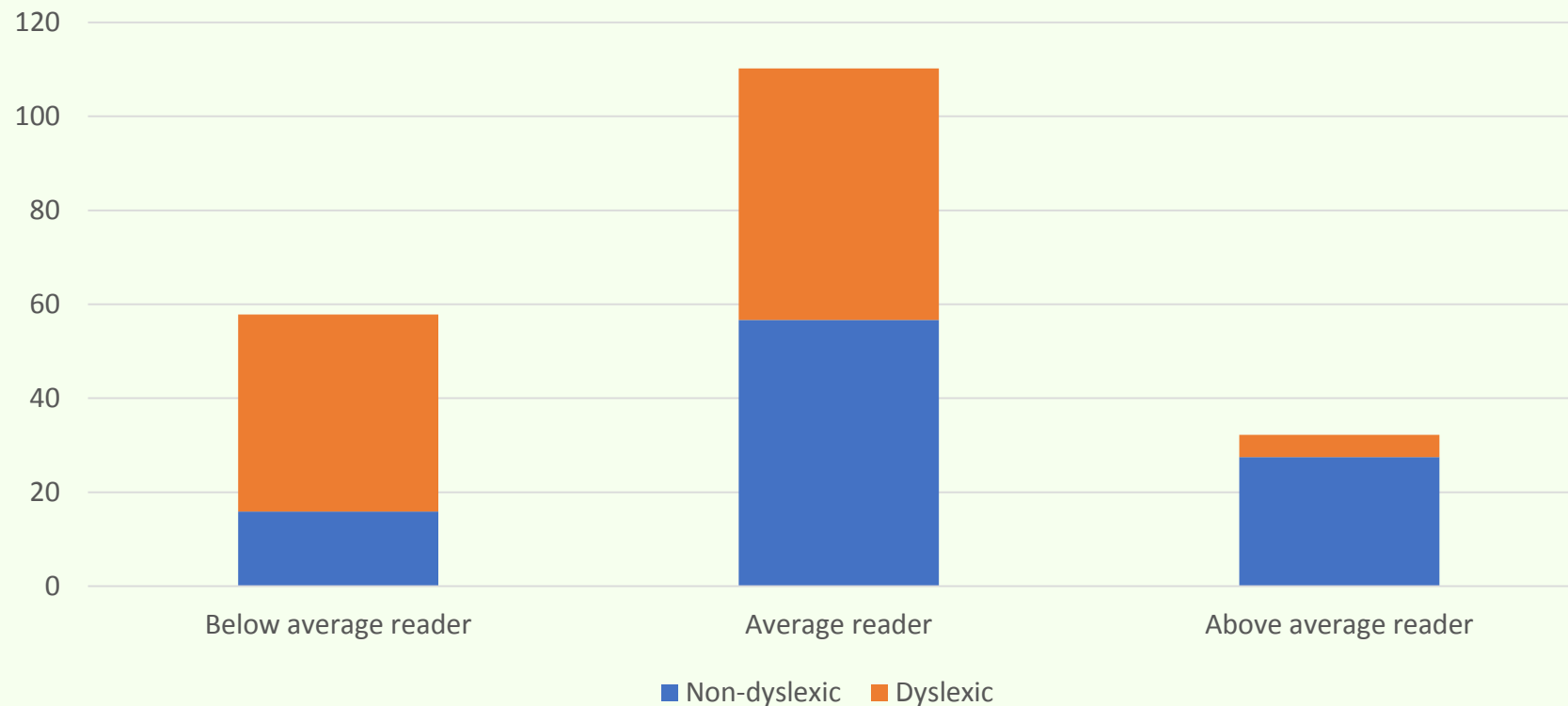
First language predictors of L2 reading performance of Slovenian learners of English (Kormos et al., 2018)



Kormos, J. Košak Babuder, M., and Pižorn (2018). The role of low-level first language skills in second language reading, reading-while-listening and listening performance: A study of young dyslexic and non-dyslexic language learners. *Applied Linguistics*

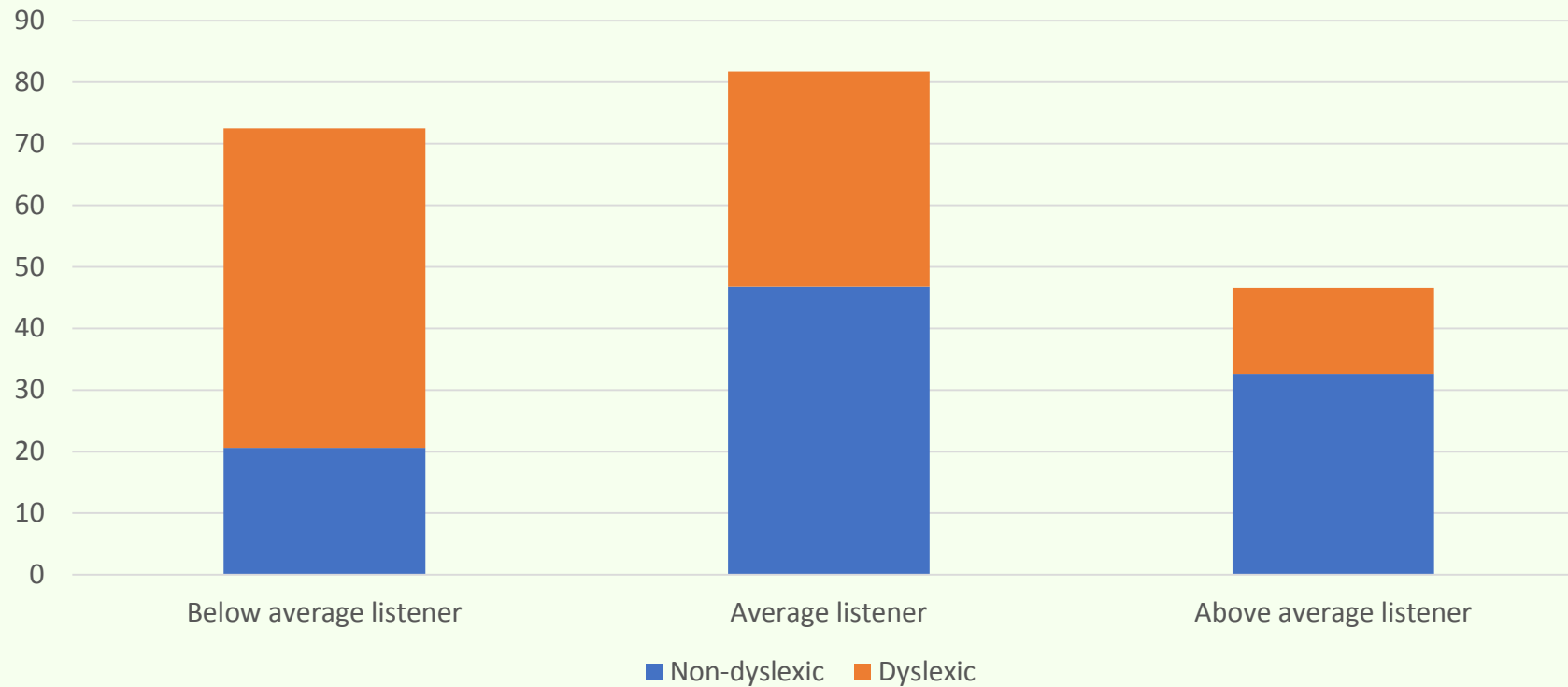
The reading difficulties of young dyslexic L2 learners

Percentage of dyslexic and non-dyslexic students in reading categories-
Slovenian language learners (Kormos et al., 2018)



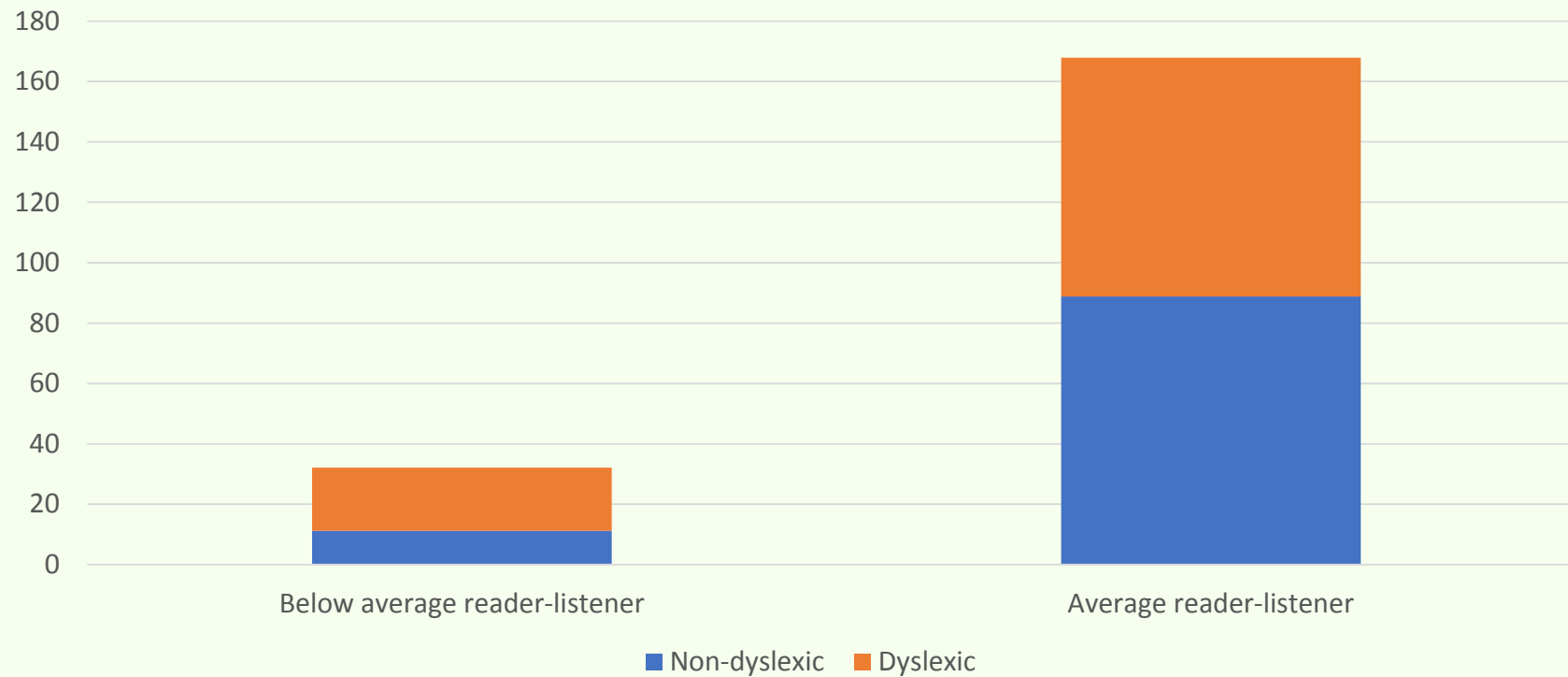
The listening difficulties of young dyslexic L2 learners

Percentage of dyslexic and non-dyslexic students in listening categories- Slovenian language learners (Kormos et al., 2018)



Multi-modal reading performance of young dyslexic L2 learners

Percentage of dyslexic and non-dyslexic students in reading- while listening categories- (Kormos et al., 2018)



Issues in assessing SpLDs in multilingual contexts

When can we
assess SpLDs?

What level of L2
proficiency is
needed for
assessment?

What level of
literacy is
needed for
assessment?

Can we use
monolingual
tests?

Can we use
monolingual
norms?

Answers to assessing SpLDs in multilingual contexts

When can we assess SpLDs?

As early as possible

What level of L2 proficiency is needed for assessment?

No need to wait until L2 proficiency develops

What level of literacy is needed for assessment?

Low level of literacy is not an obstacle.

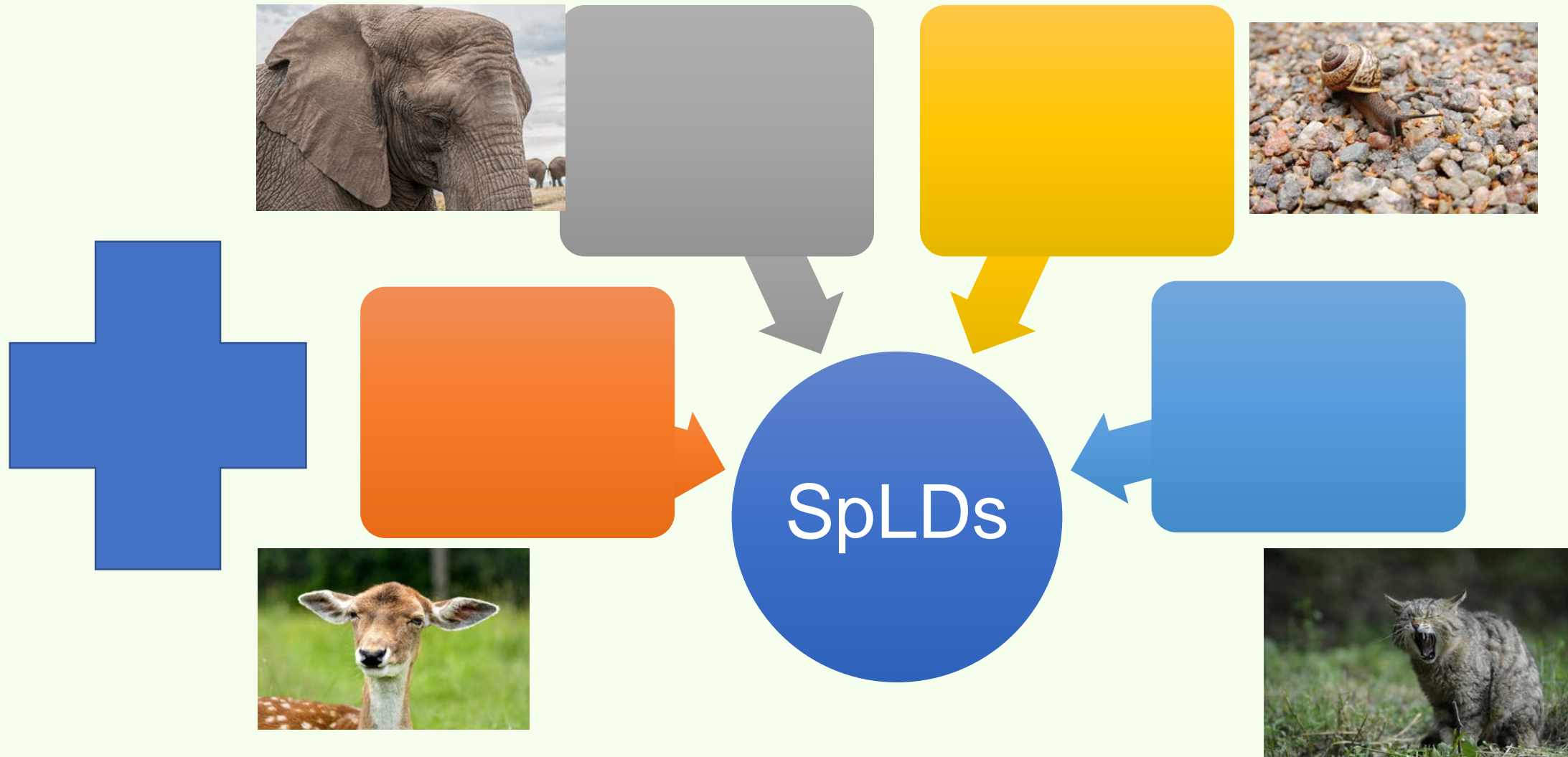
Can we use monolingual tests?

Yes, but bilingual or language independent tests are better.

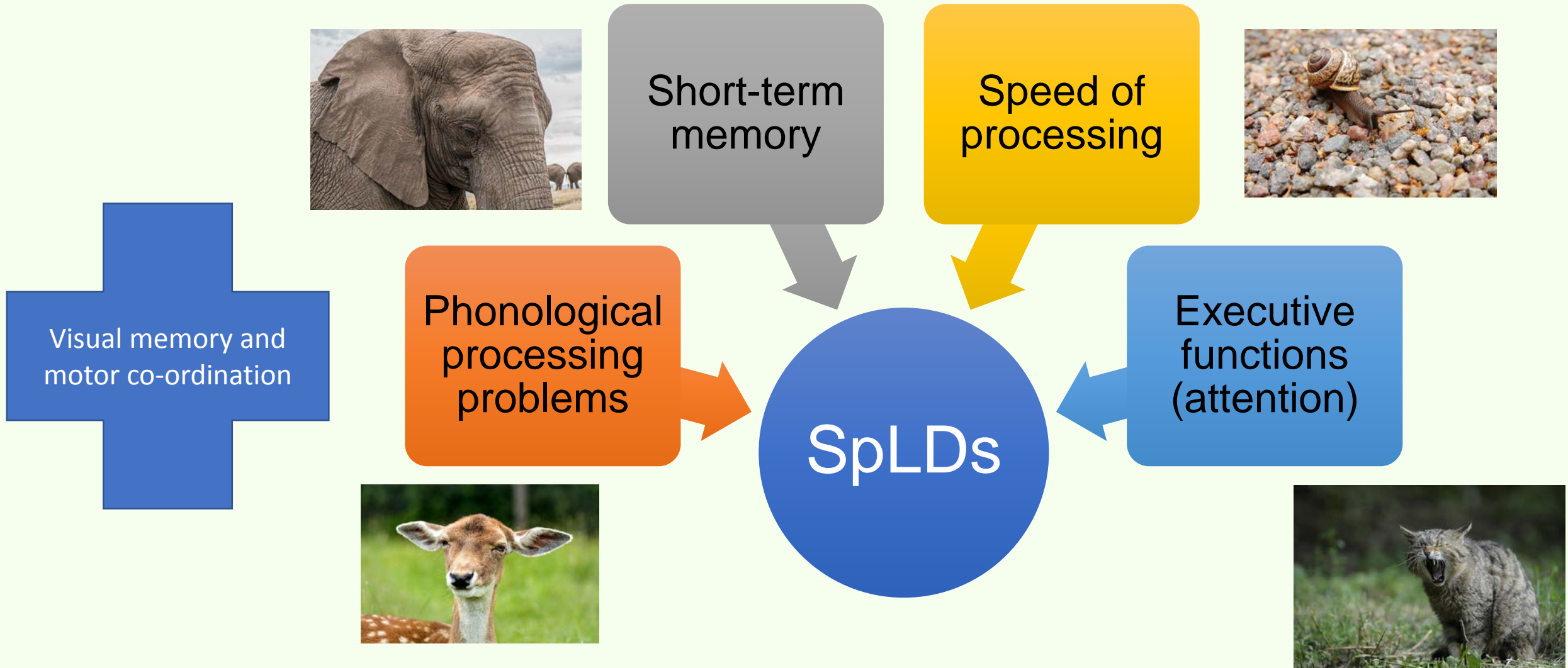
Can we use monolingual norms?

No.

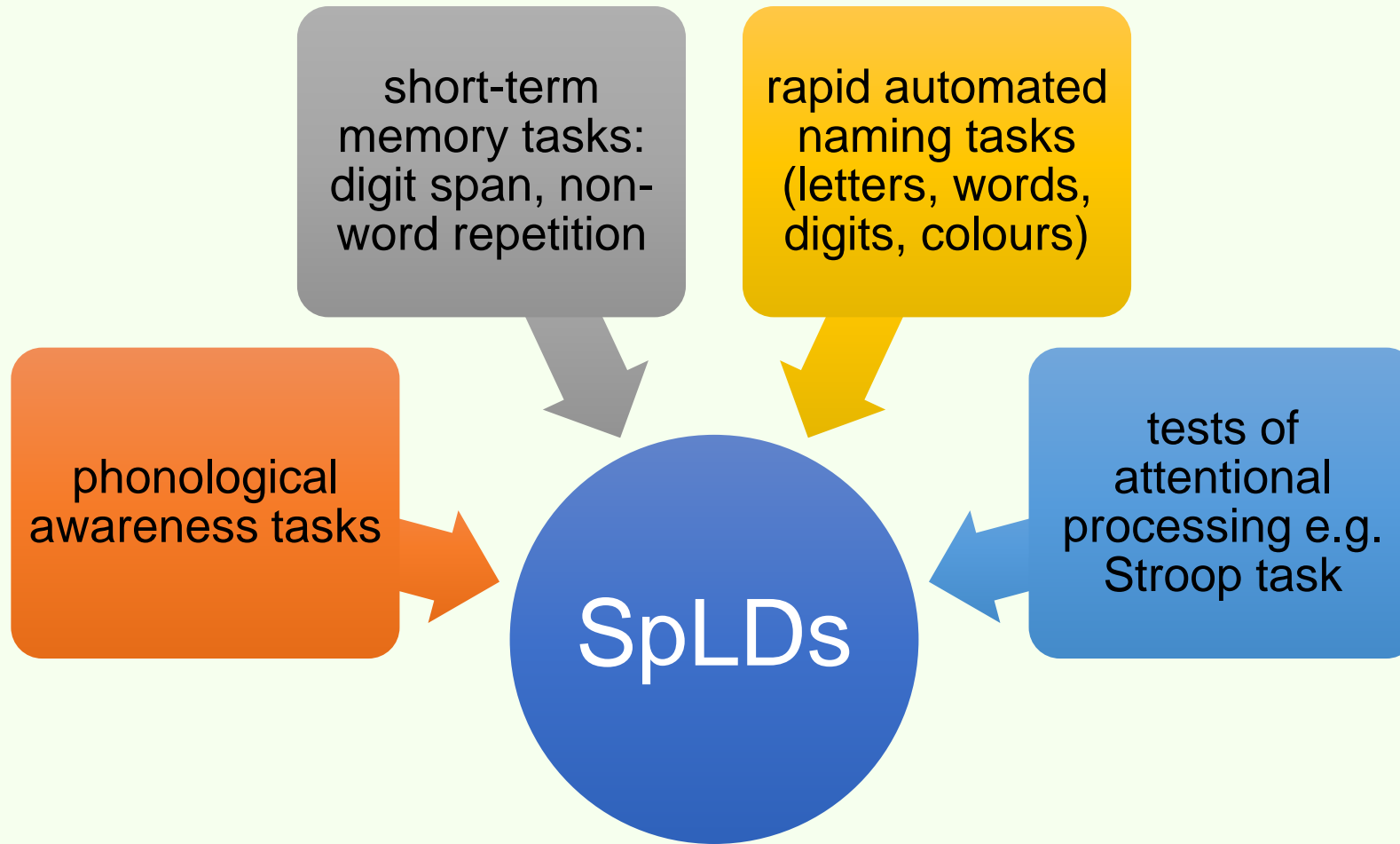
Causes of learning difficulties



Cognitive causes of SpLDs



Assessing underlying cognitive causes of reading-related SpLDs



Observational methods: Multilingual reading

Word-level reading

- Slow pace
- Inaccurate word recognition
- Difficulties pronouncing words while reading
- Difficulties inferring meaning of unknown words

Text level reading

- Difficulties understanding key and detailed information
- Difficulty inferring implicit meaning
- Paying attention to meaning while reading aloud

1. Ask students to read aloud – observe errors and speed in different languages
2. Check reading comprehension in first and second language



badge

magazine

postcard

From Geva & Ndlovu, 2008

One day elfins kam to a villis
and peopl got skud and gravt wufin.
The peopl ros and spurs at the elfins.
The elfins got skud and rut the peopl.
Sum uv the elfins run a wau
and sum peopl run a wau and mur
peopl stop runing and trd daek and
hupt and the elfins run daek to
and hupt the elfins.

Observational methods: Multilingual writing

Word-level writing

- Slow pace
- Inaccurate spelling

Text level writing

- Difficulties organizing ideas
- Coherence
- Accuracy
- Proofreading and revision

Observe the process of writing and the frequency and type of errors in free writing and in dictation in different languages

Observational methods: Multilingual listening and speaking

Listening

- Distinguishing similar sounding words
- Paying attention
- Remembering information
- Understanding implied meaning

Speaking

- Pronouncing words
- Accuracy
- Coherence of ideas

1. Read a story – ask comprehension questions
2. Give a series of instruction – how much they remember

Difficulties with words

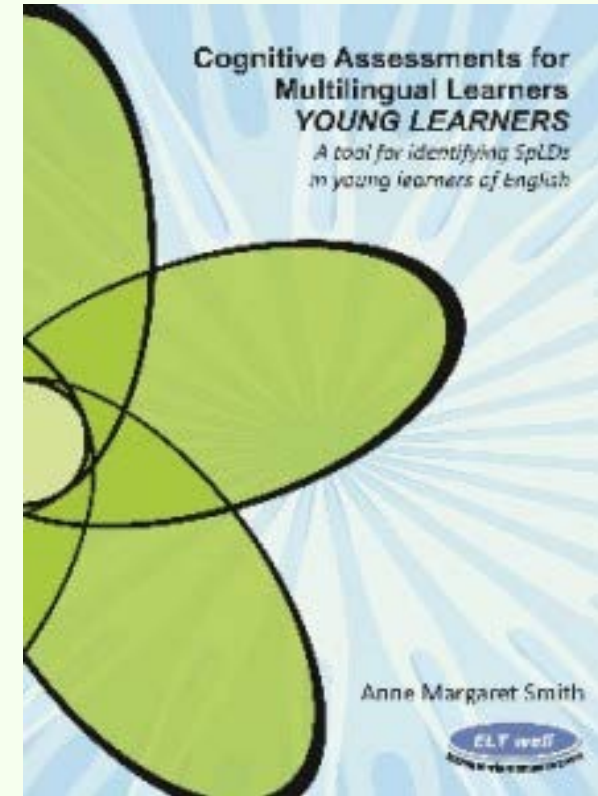
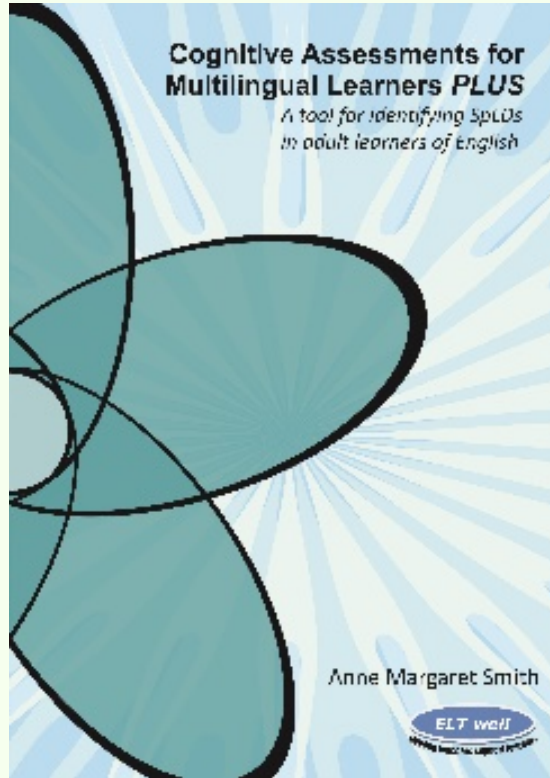
Memorizing words

- Learning form-meaning links
- Learning other information related to words (e.g. spelling, pronunciation, grammatical information)

Using words

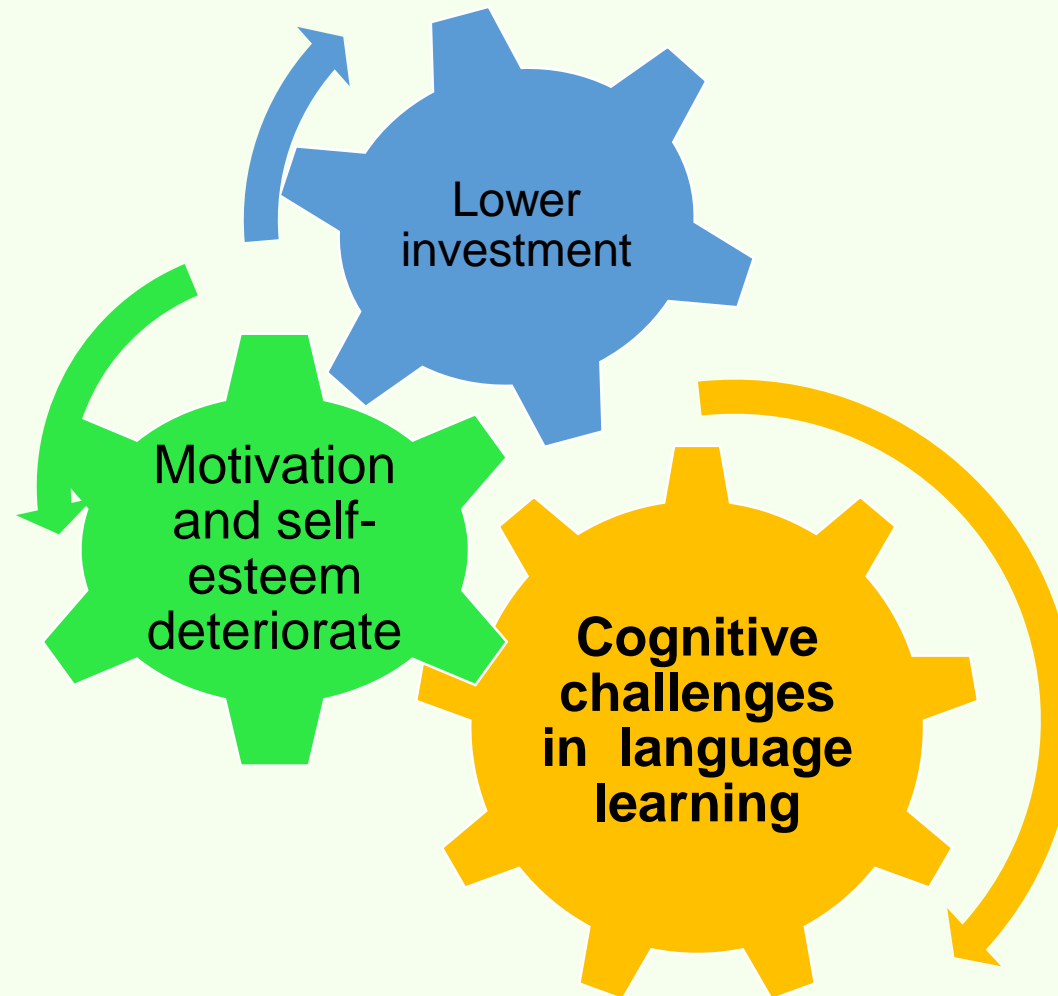
- Difficulty retrieving words
- Mixing up words

1. Ask students to repeat words, numbers, colours back to you – forward and backwards
2. Ask students to name colours, numbers, picture quickly
3. Ask them to list as many words starting with a particular sound as possible within a minute



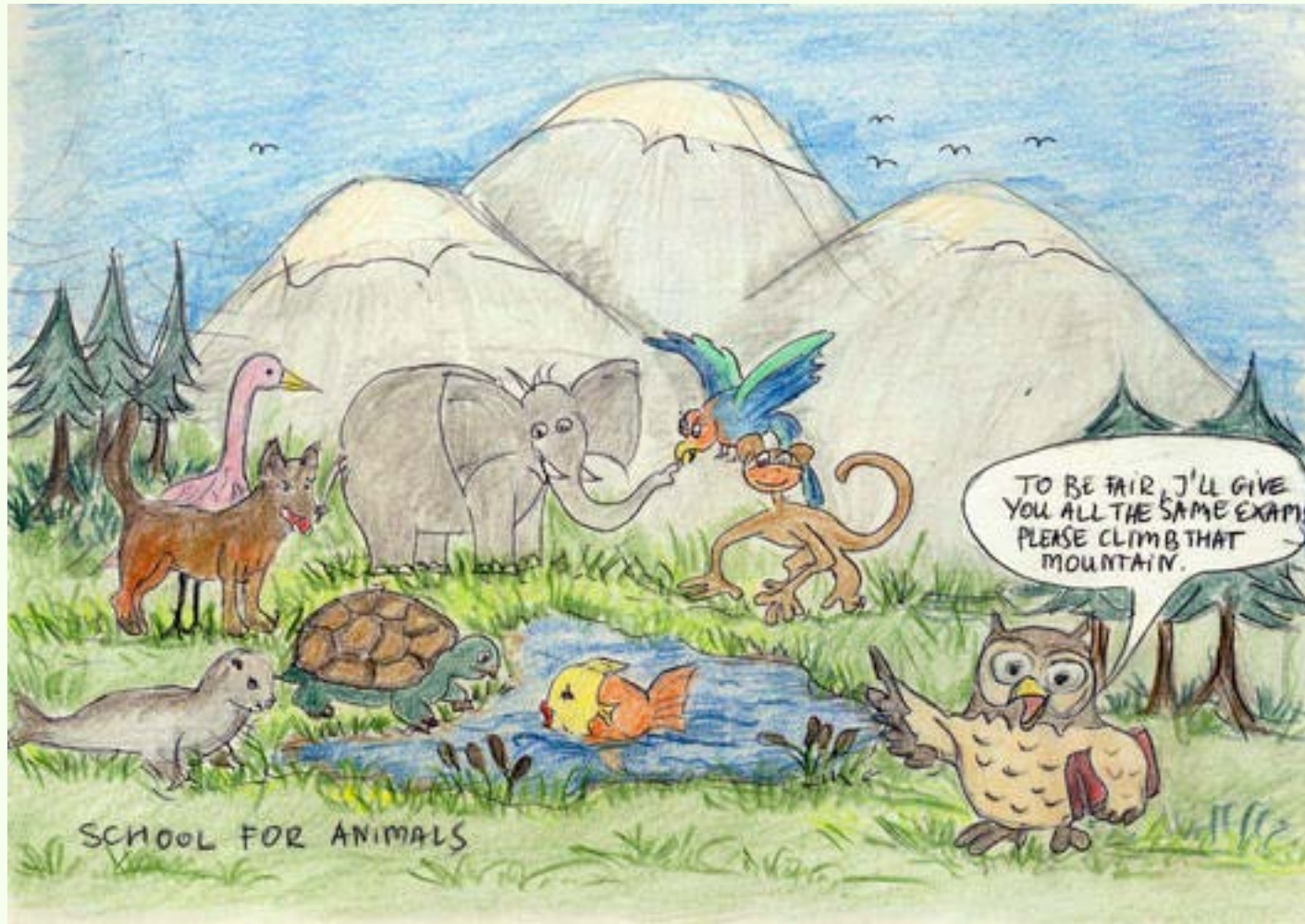
Helpful multilingual assessment tools

The effect of language learning difficulties on affective factors



Is successful language acquisition possible
for learners with SpLDs?

Yes!!!



‘Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid’ (Kelly, 2004: 82).

Key elements of inclusive language teaching



Learning strategies – Self-regulation of learning

Planning the learning process

- What?
- When?
- Where?
- How?

Regulating attention

- [Pomodoro technique](#)

Regulating feelings and motivation

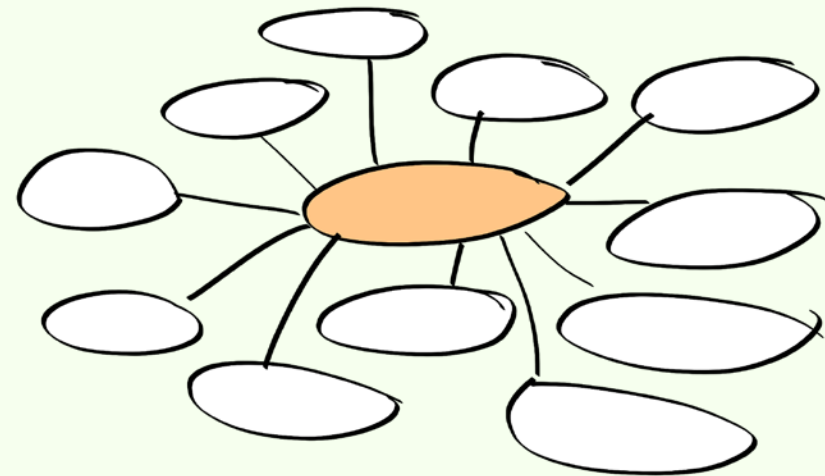
- Visualizing success
- Rewarding success
- Mistakes and failures are part of the learning process

Self-evaluation

- Testing oneself
- Diary, journal

Memory techniques

- Mnemonics – **B**ig **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants
- Keyword method
- Chunking
- Rhyme
- Drawing, tracing, moving
- Colours
- Visualization
- Mind-maps
- Other techniques here: <http://www.beatingdyslexia.com/memory-improvement-techniques.html>



Reading strategies

Activate background knowledge based on the title, sub-titles, headings, visuals

Use prediction and visualization

Monitor comprehension, make inferences

Reread

Subvocal reading

Reading while listening (text to speech software)

Annotate text, highlight, notes, charts, mind- and concept maps



Writing strategies

Plan (brainstorm, mindmap, outline, record)

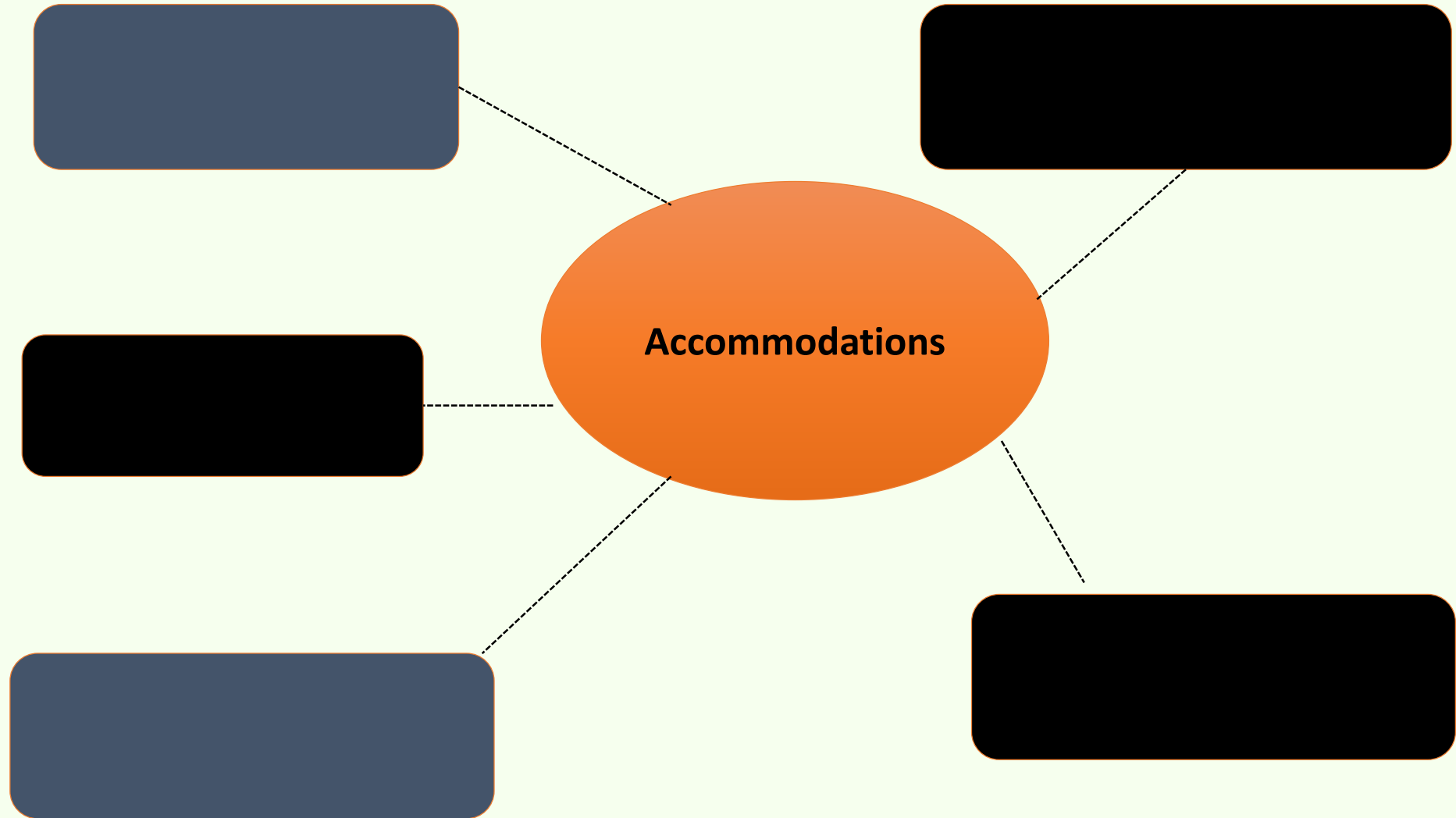
Use models

Write and expand

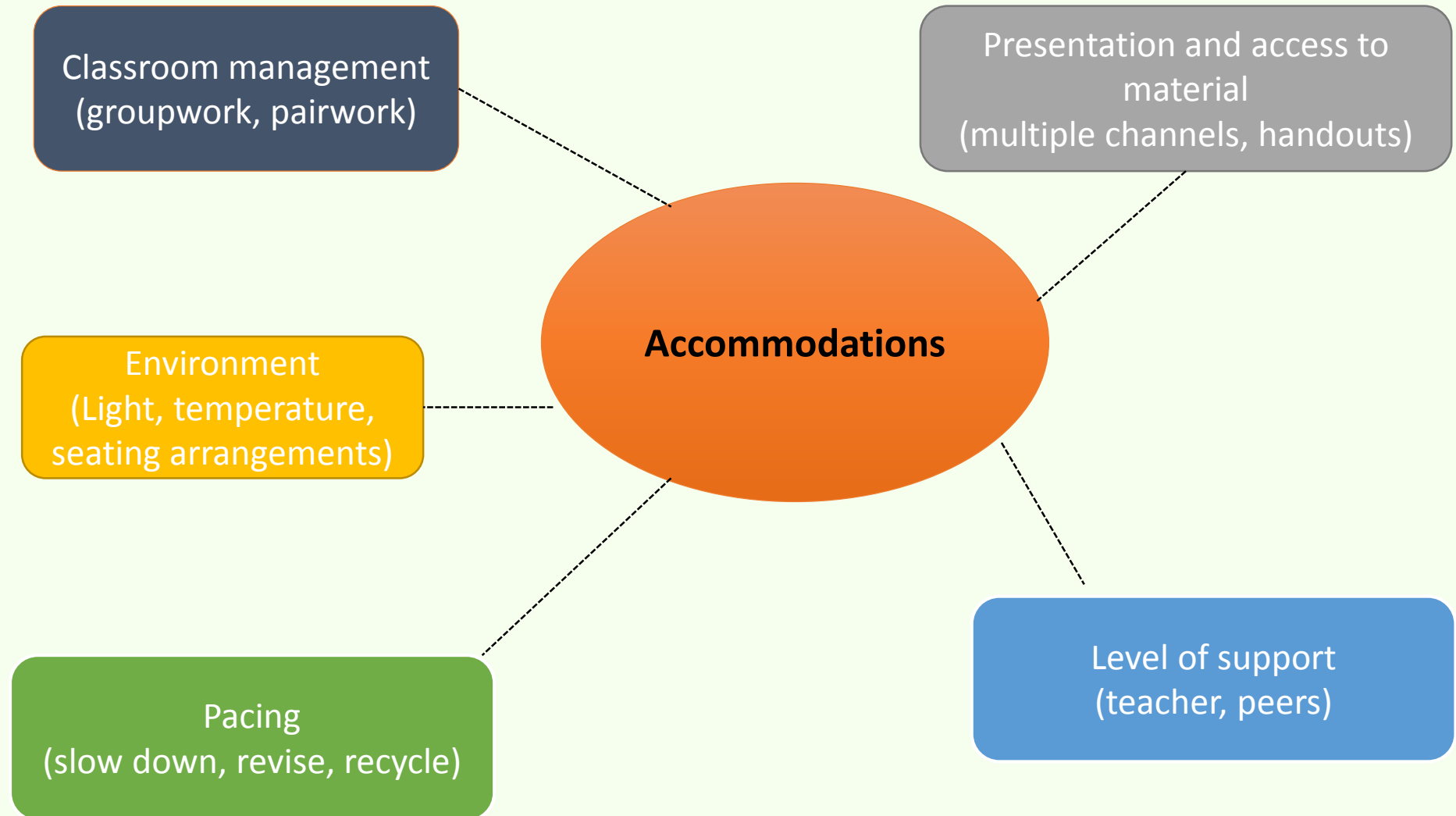
Edit: SCOPE- Spelling, cohesion, order of words, punctuation, expresses completeness of thought

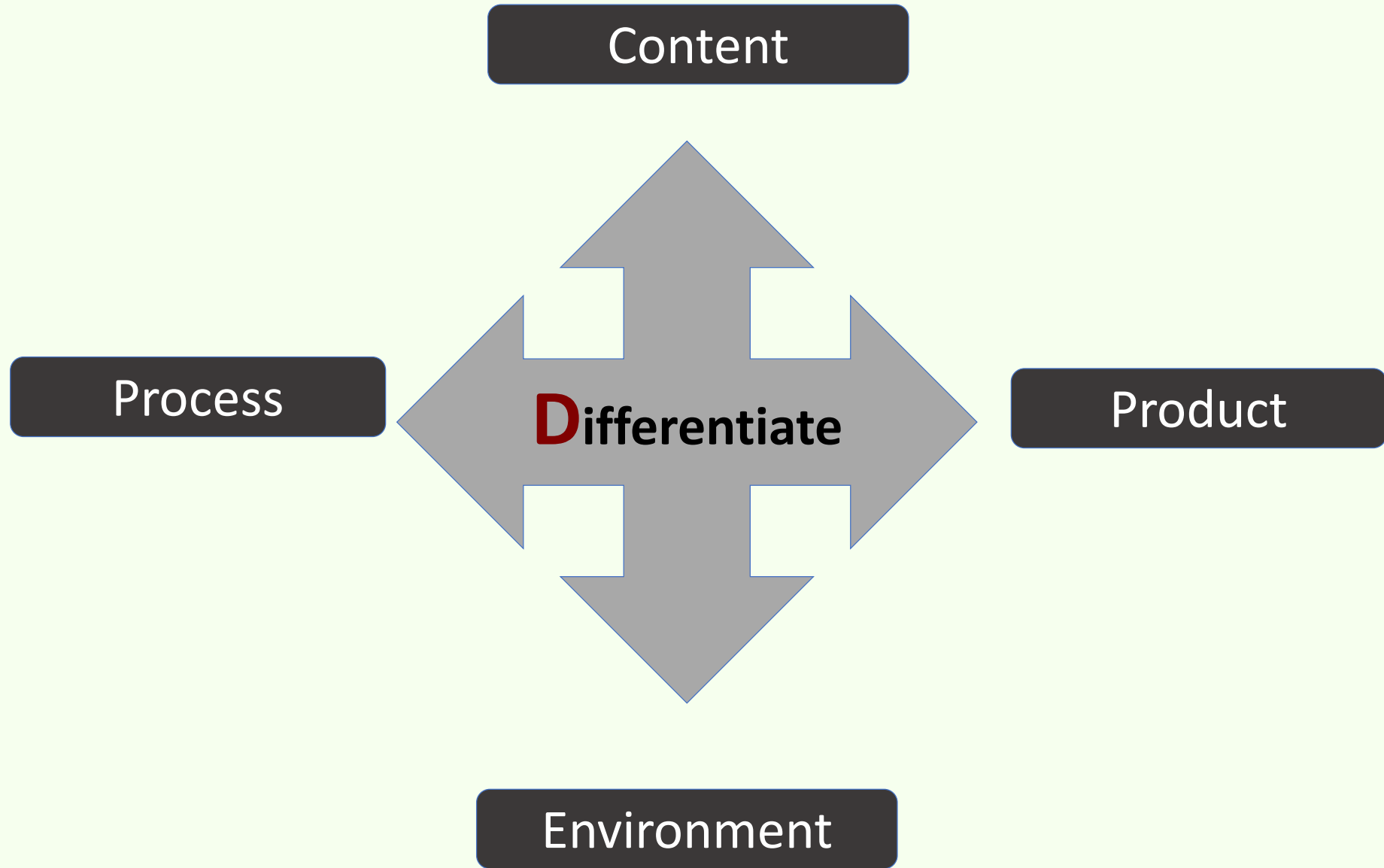


What can we **A**ccommodate/adjust?



What can we accommodate?





Differentiation within tasks

- Students complete only odd-numbered questions or specifically selected items
- Teacher provides responses to several items and the student completes the rest.
- Divide a worksheet into sections and student does a specific section only

Differentiation across tasks or task types

- Students listen to a text instead of/while reading it
- Students underline, match, select possible answers rather than writing down the answer
- Choice of presentation mode (e.g. spoken, written)



Multi-sensory teaching methods



Using multiple
sensory
channels



Components of multi-sensory teaching



Multi-modality

aids comprehension
(Liu & Todd, 2014)

helps remember
more information
(Kozan, et. al, 2015)

beneficial for L2
speakers with
dyslexia – if text is
difficult (Kosak-
Babuder et al., 2017)

assists vocabulary
acquisition
(Brown et al., 2008)

- facilitates accurate word recognition and the retrieval of semantic information,
- frees up working memory resources for higher level text comprehension,
- text is processed in both visual and auditory working memory

- Read-aloud
- Sub-titles
- Text-to-speech software
- Visualization
- Avoiding sensory overload

Explicit teaching and awareness raising

Incidental learning is slow and requires a lot of exposure

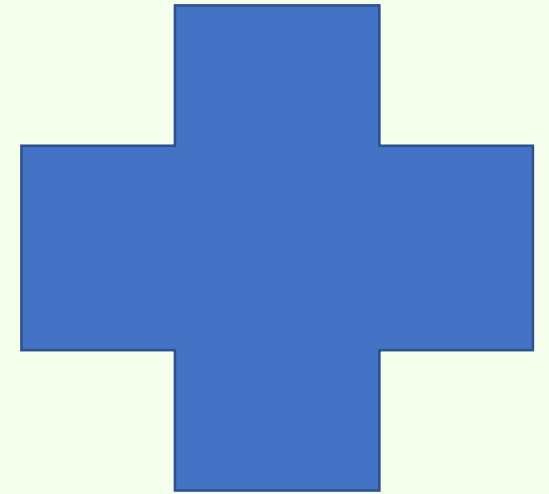
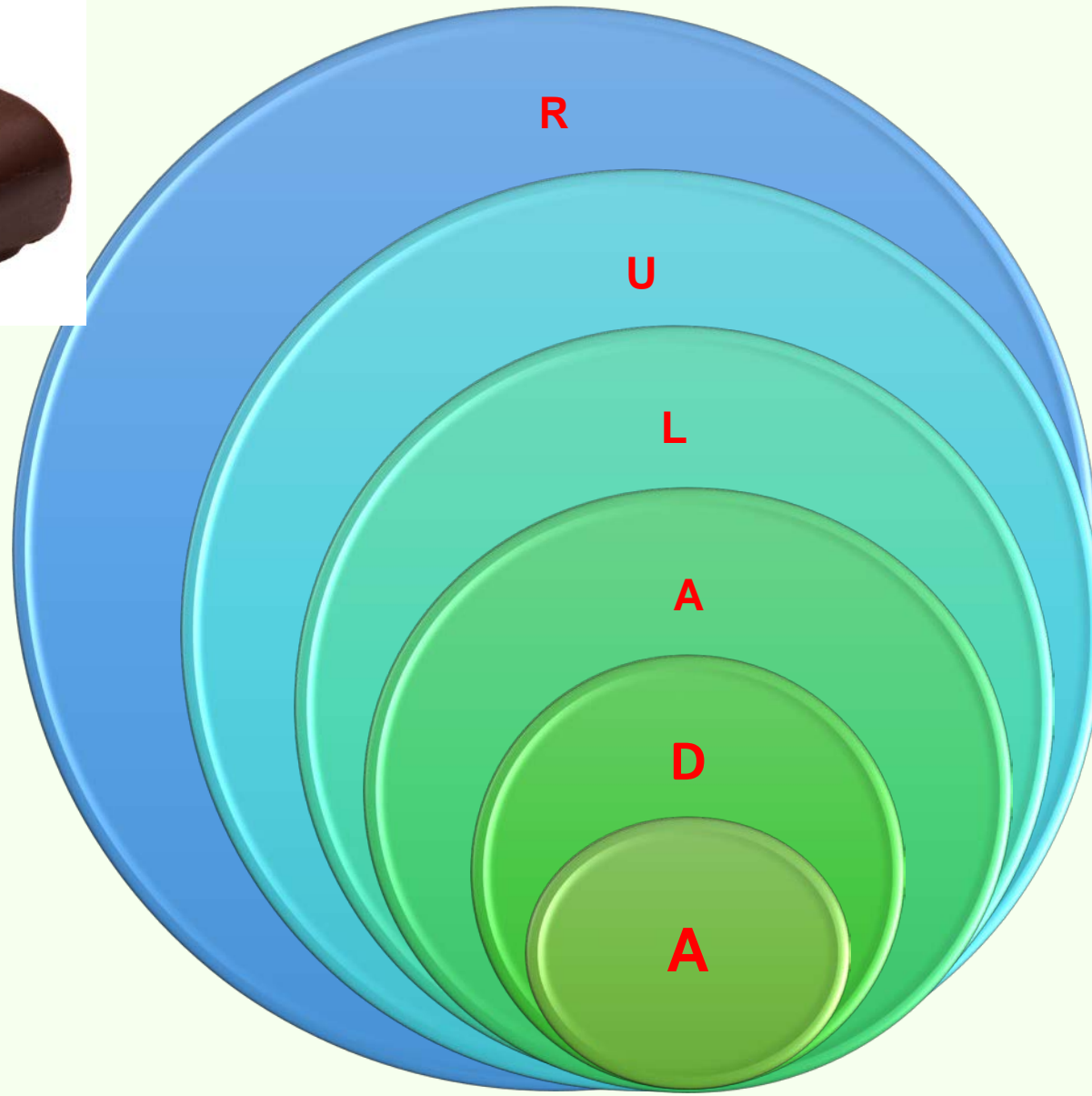
Attentional resources are strongly linked to working memory capacity (Indrarathne & Kormos, 2017)

Dyslexic students have difficulties with implicit learning especially if the material is complex

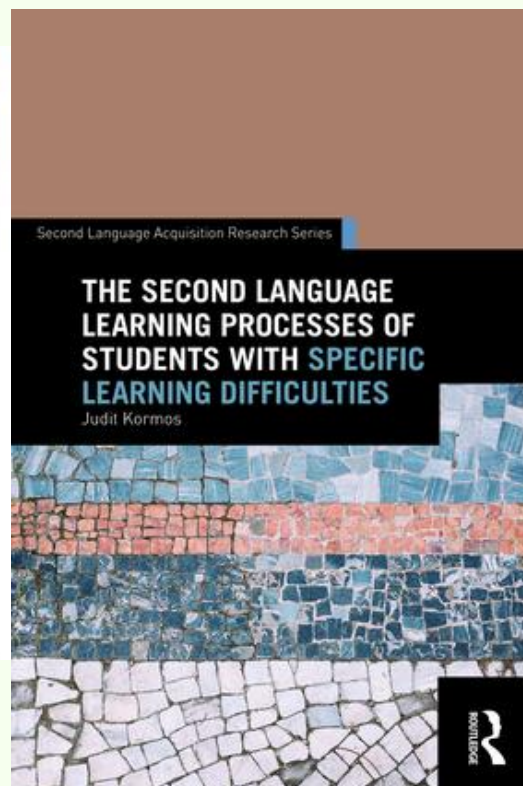
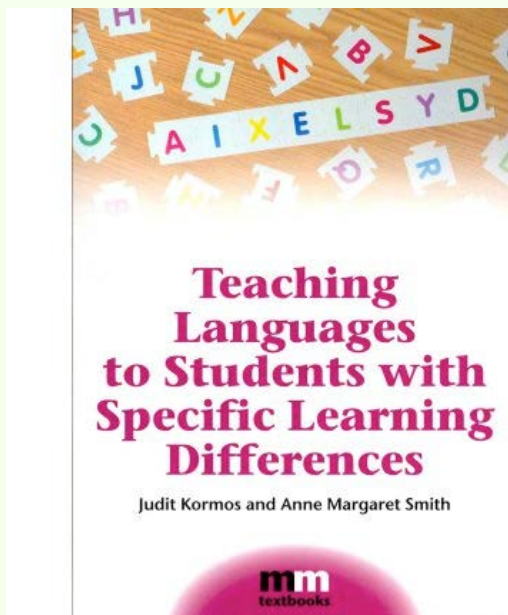
Important role of guided attention and discovery (Indrarathne et al., 2018)

- Phonological and orthographic awareness training
 - Morphological awareness
 - Syntactic awareness
 - Textual awareness (macro & micro-structure)
- both in L1 and L2 if possible

Key elements of inclusive teaching in multilingual classes



More resources



DYSLEXIA AND FOREIGN LANGUAGE TEACHING LANCASTER UNIVERSITY

20 Apr 2015 17 May 2015

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www.dystefl.eu

Dyslexia for Teachers of English as a Foreign Language

Dys TEFL

Home Project Products Course Partners Information Links

News

Newsletter 1

The first edition of the DysTEFL Newsletter is now online available. It presents the results of the Needs Analysis whereas a survey of relevant educational documents, legal regulations and teacher training courses on the topic of "Dyslexia for Teachers of English as a Foreign Language" was conducted in all project partner countries. more...

Information

Project flyers are online in five languages. more...

About the project

Dyslexia is a specific learning difficulty that has an effect not only on literacy skills in students' first language, but also on foreign language learning. In order to ensure that dyslexic students successfully acquire necessary levels of foreign language competence, they need additional support.

Foreign language teachers often lack sufficient understanding of the nature of dyslexia and the difficulties it causes in foreign language learning and are not familiar with the relevant teaching techniques and methods to further the language learning processes of dyslexic students.

Therefore the preparation of teacher training materials for this target group of language learners is both timely and highly needed.

Grab

engage.uni-miskolc.hu/index.php/engage-2/

ENGAGE

Digital English and German task bank for 4th to 8th class dyslexic learners

STARTSEITE HILFREICHE LINKS MATERIALIEN PARTNER PROJEKT SELBSTLERN TUTORIUM VERANSTALTUNGEN

ENGAGE

Herzlich Willkommen bei ENGAGE! Ziel unseres Projektes ist es, eine Alternative für den fremdsprachlichen Unterricht in Englisch und Deutsch für Grundschülerinnen und -schüler mit Lese-Rechtschreibstörung (LRS, oder Legasthenie) zu bieten. Das Projektteam umfasst Expertinnen und Experten von sieben Partnerinstitutionen in Polen, der Tschechischen Republik, Ungarn und dem Vereinigten Königreich. Sie alle werden ihr Wissen und ihre Erfahrung in den Bereichen

#DysGuild2018 or @juditkormos

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