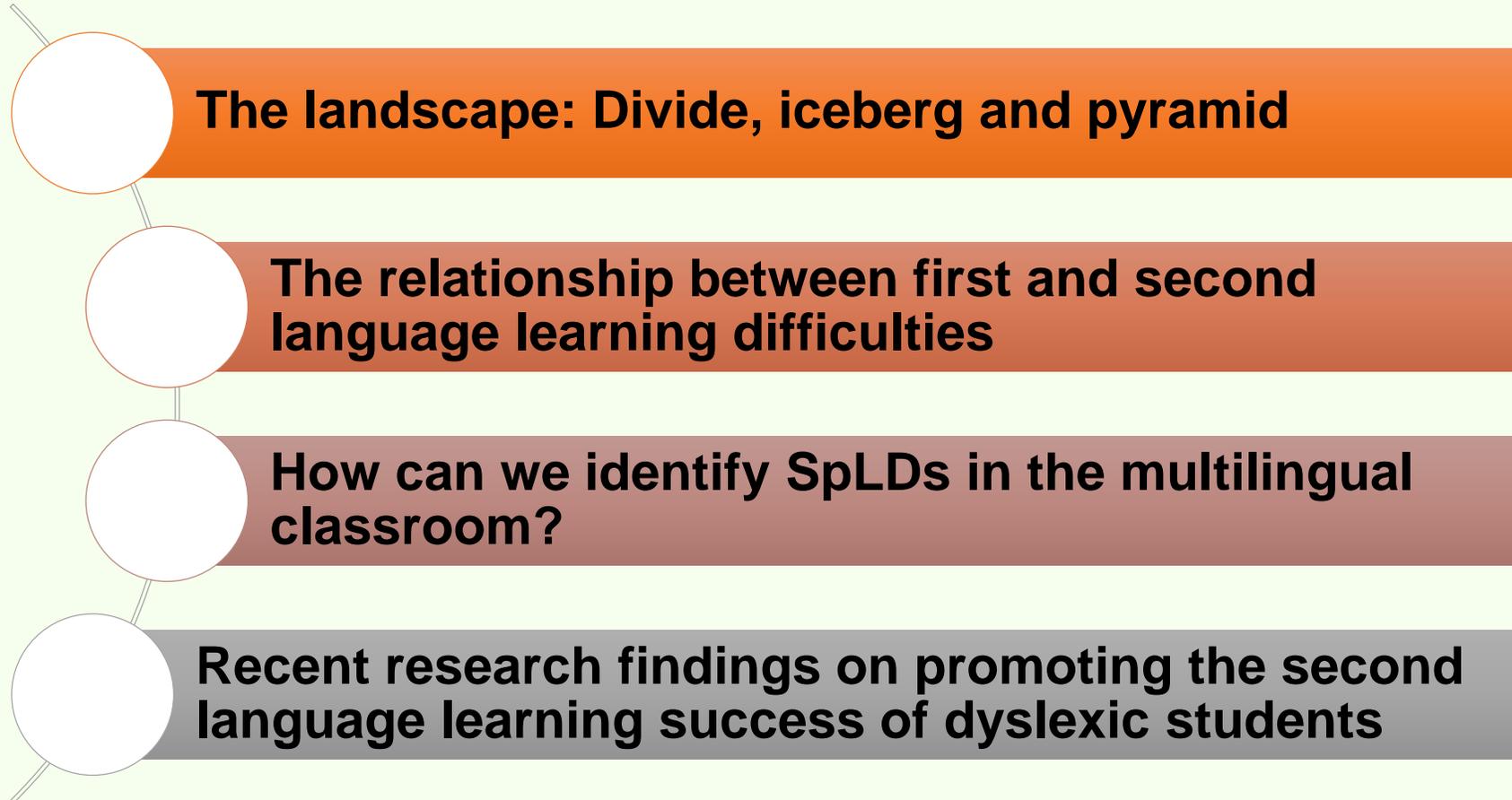




# The multilingual aspects of dyslexia and the learning of additional languages in classroom contexts

Prof. Judit Kormos  
Lancaster University  
Department of Linguistics and English Language

# Overview of the talk



# Multilingualism and diversity

2011 Census:

- 726,000 people in the UK could speak English but not well
- 138,000 people could not speak English at all

2017:

- **20 % in primary education and 16% in secondary children are EAL speakers**  
([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/650547/SFR28\\_2017\\_Main\\_Text.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/650547/SFR28_2017_Main_Text.pdf))
- **360 different languages spoken in UK classrooms** (<https://www.naldic.org.uk/research-and-information/eal-statistics/eal-pupils/>)



# Division and diversity

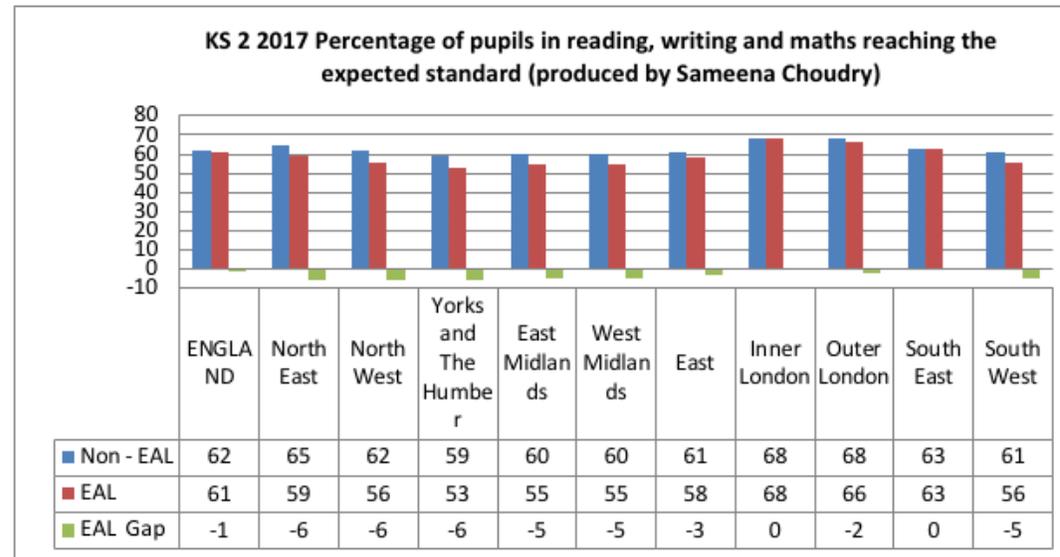


Education

Pupils who speak English as second language overtake native speakers, figures show



9



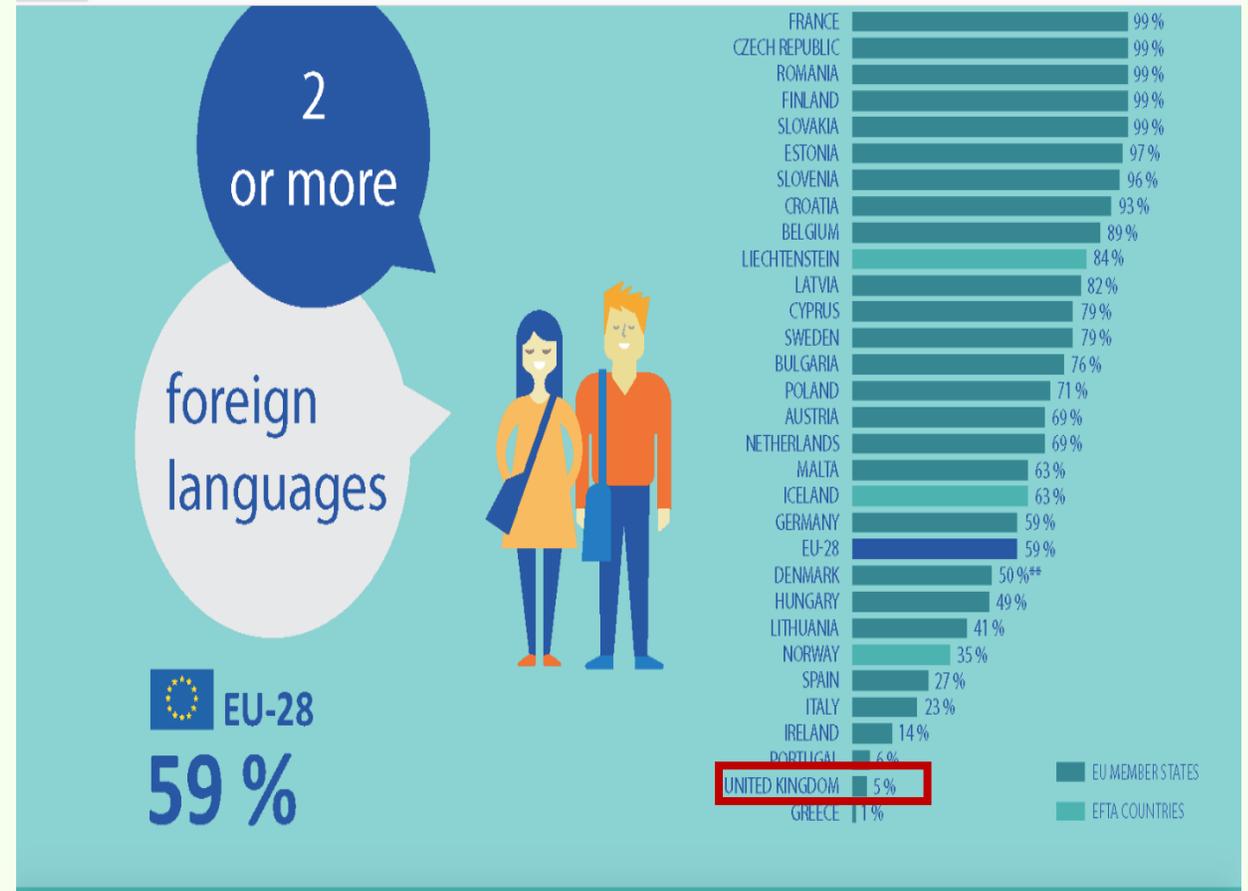
Source DfE KS2 2017 SFR69 \_2017 LA Tables

	Pupils learning English		Pupils learning French		Pupils learning German		Pupils learning Spanish	
	2010	2015	2010	2015	2010	2015	2010	2015
<b>EU-28 (1)</b>	92.7	95.8	23.0	23.2	21.6	18.9	17.5	22.1
<b>Belgium</b>	95.1	95.5	49.3	47.9	29.0	27.0	5.0	5.0
<b>Bulgaria</b>	87.4	90.3	13.9	12.2	35.1	35.8	8.6	9.7
<b>Czech Republic</b>	100.0	99.9	25.0	16.0	61.0	59.4	11.1	12.8
<b>Denmark (2)</b>	91.7	82.1	10.6	14.6	34.7	28.0	24.8	20.4
<b>Germany</b>	91.1	94.4	27.3	23.6	-	-	18.9	19.9
<b>Estonia (3)</b>	96.2	97.4	6.9	7.6	39.2	26.3	1.3	4.0
<b>Ireland</b>	-	-	58.2	58.5	16.4	18.9	11.1	16.6
<b>Greece (1)</b>	91.4	92.0	6.9	4.1	2.9	3.2	-	0.3
<b>Spain</b>	94.7	99.1	22.3	24.1	1.0	1.9	-	-
<b>France</b>	99.5	99.9	-	-	21.6	21.1	64.6	72.5
<b>Croatia</b>	98.9	99.6	3.8	4.0	61.2	61.7	2.6	3.7
<b>Italy</b>	97.7	98.6	19.5	16.0	6.9	8.6	6.8	13.2
<b>Cyprus</b>	93.7	88.6	40.0	36.3	2.5	6.9	15.9	15.7
<b>Latvia</b>	97.4	98.3	4.5	6.2	29.7	26.7	0.4	1.4
<b>Lithuania</b>	92.2	96.2	3.5	2.6	16.5	7.8	0.4	0.4
<b>Luxembourg</b>	97.6	97.7	100.0	100.0	100.0	100.0	5.1	3.9
<b>Hungary</b>	76.5	83.4	6.1	5.5	45.4	46.8	2.4	3.0
<b>Malta</b>	100.0	100.0	6.9	19.6	1.5	5.3	2.4	5.6
<b>Netherlands</b>	100.0	95.4	33.2	28.4	43.5	41.7	0.0	4.9
<b>Austria</b>	99.4	99.9	44.2	37.7	-	-	15.1	18.9
<b>Poland</b>	92.4	95.3	8.6	8.3	52.4	47.0	1.8	5.2
<b>Portugal</b>	39.2	63.7	3.7	2.8	0.7	1.7	5.9	7.0
<b>Romania</b>	98.7	100.0	86.3	82.8	11.8	13.6	2.2	2.9
<b>Slovenia</b>	98.2	97.8	10.3	10.6	68.9	64.5	11.0	12.5
<b>Slovakia</b>	98.5	98.8	16.4	11.3	64.8	58.5	7.9	10.9
<b>Finland</b>	99.1	99.9	17.4	10.8	25.7	16.7	13.8	13.3
<b>Sweden</b>	100.0	100.0	24.0	15.7	27.4	20.2	12.2	20.6
<b>United Kingdom</b>	-	-	27.4	-	10.3	-	9.0	-
<b>Iceland</b>	72.7	73.0	73.0	10.3	25.1	24.1	22.8	25.4
<b>Liechtenstein</b>	-	92.1	92.1	84.1	-	-	-	0.0
<b>Norway</b>	43.5	39.1	39.1	9.5	18.8	21.3	21.8	25.0
<b>Former Yugoslav Republic of Macedonia</b>	-	100.0	100.0	24.0	-	25.3	0.0	0.1
<b>Turkey</b>	81.9	-	0.9	-	10.1	-	0.0	-

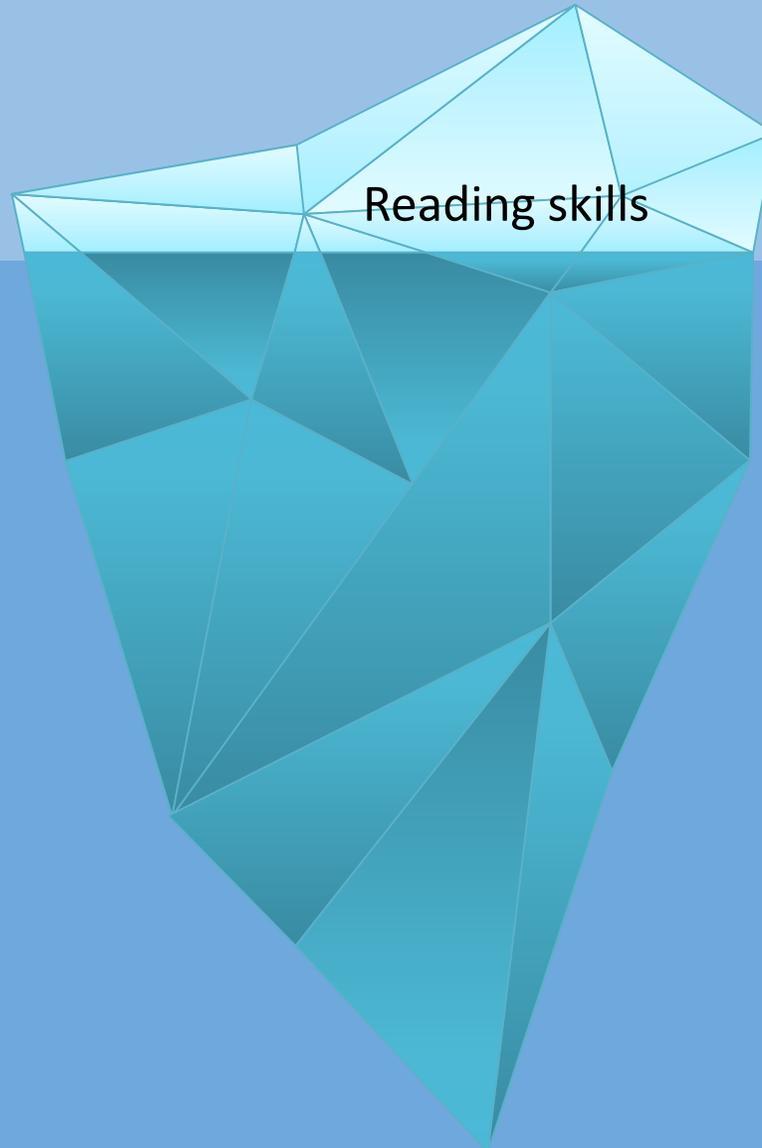
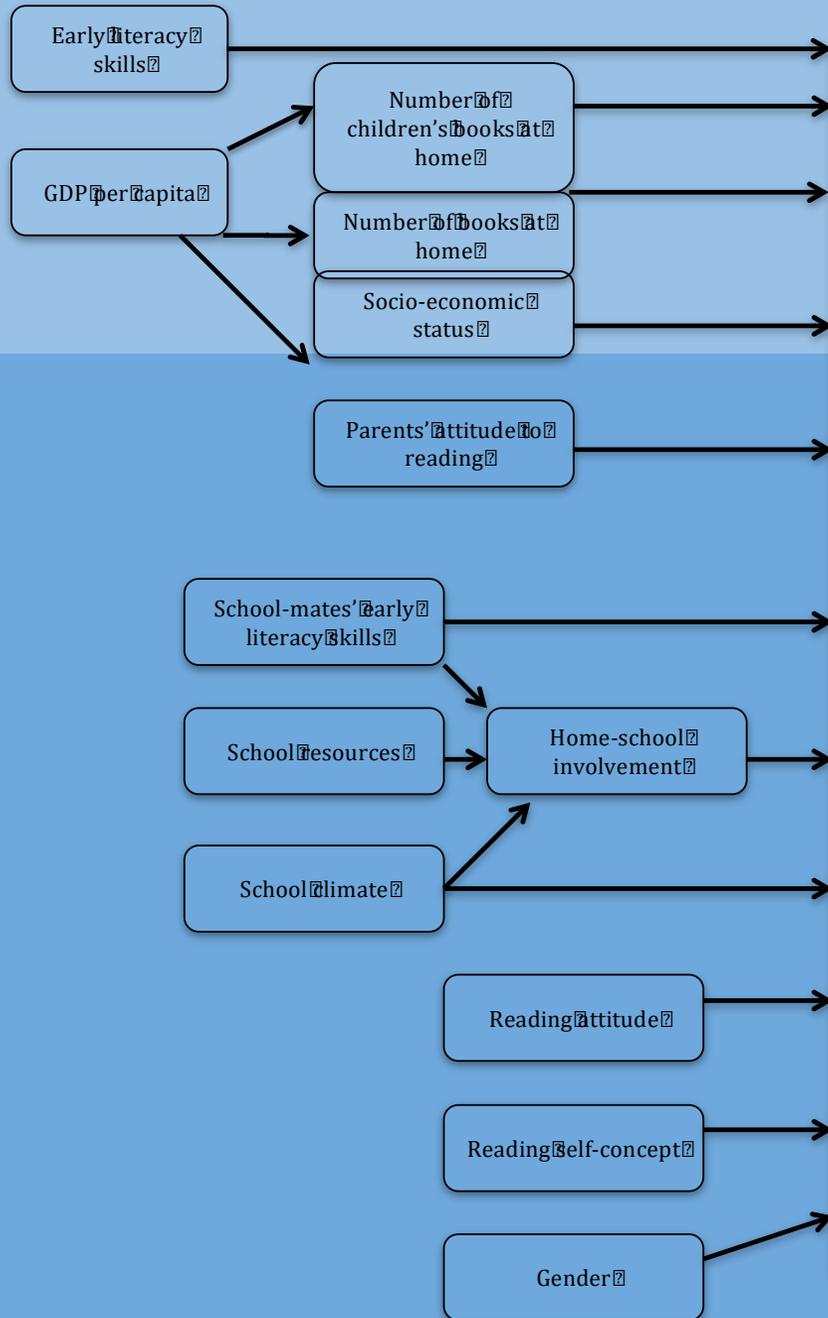
Note: refer to the internet metadata file ([http://ec.europa.eu/eurostat/cache/metadata/en/educ\\_uae\\_enr\\_esms.htm](http://ec.europa.eu/eurostat/cache/metadata/en/educ_uae_enr_esms.htm)).

- (-) not available
- (-) not applicable
- (1) 2015: definition differs
- (2) 2014 instead of 2015.
- (3) 2008 instead of 2010.

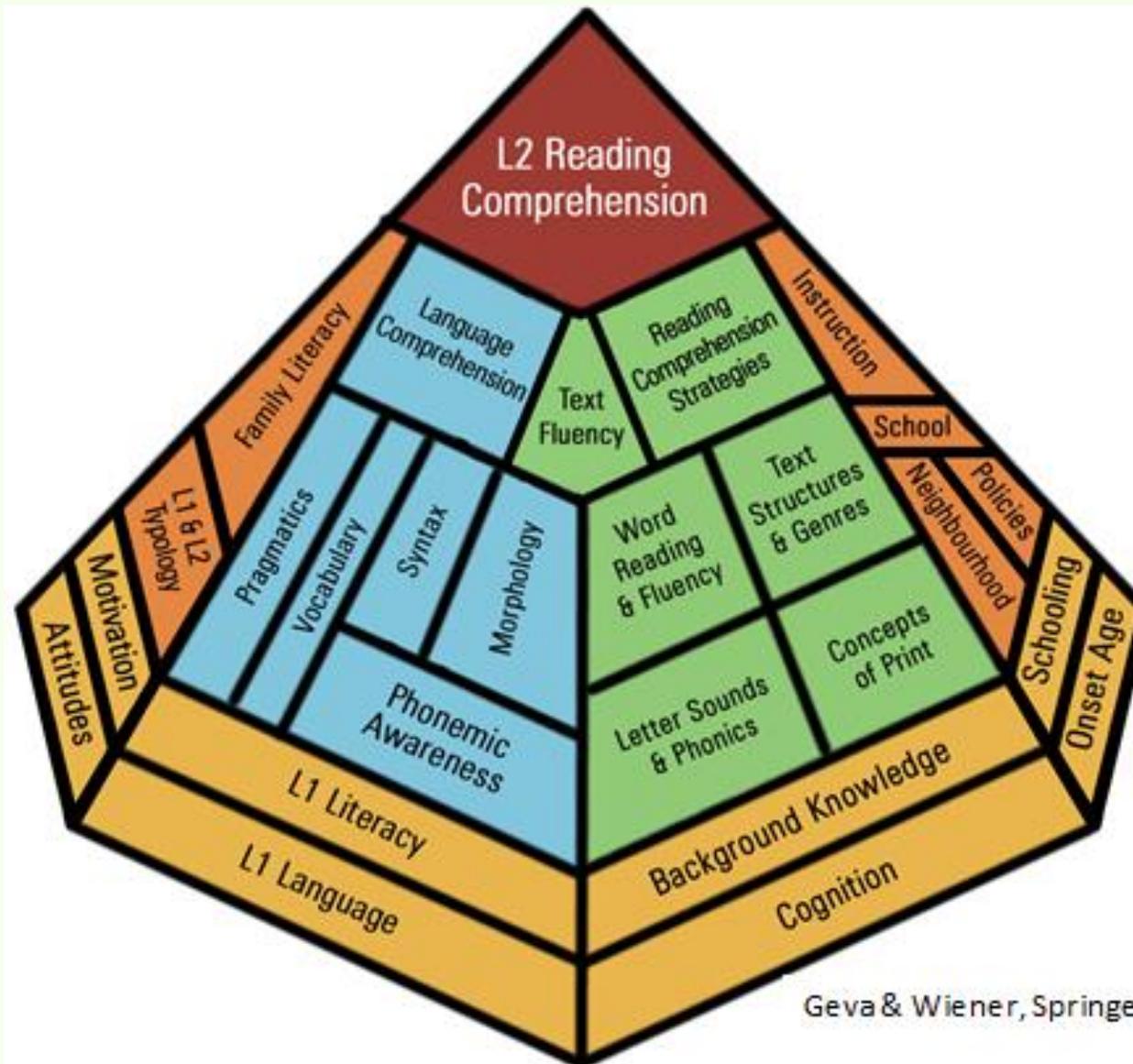
Source: Eurostat (online data codes: educ\_ilang and educ\_uae\_lang01)



Proportion of children learning other languages in the UK



Chiu, McBride-Chang Lin (2012).

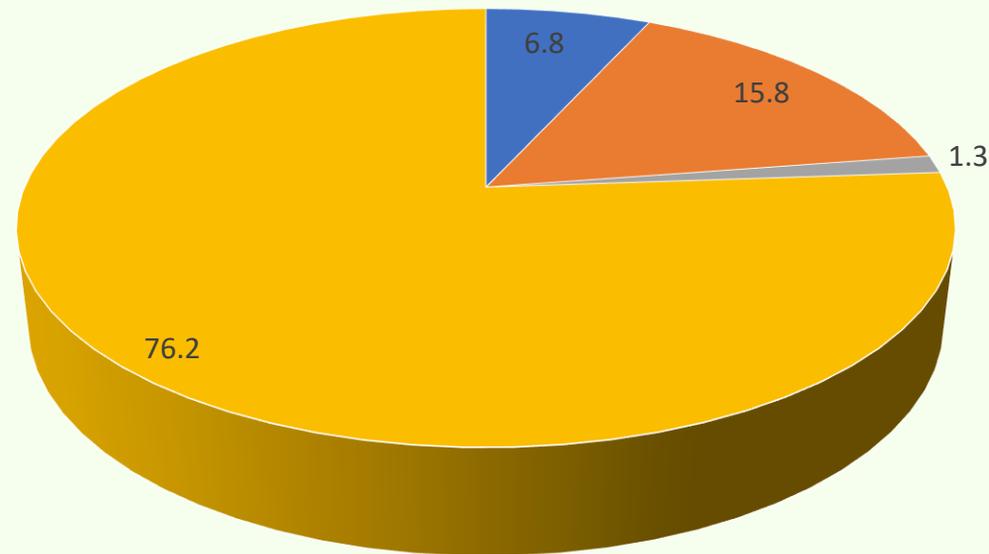


Geva & Wiener, Springer, 2015

Geva, E., & Wiener, J. (2014). *Psychological assessment of culturally and linguistically diverse children and adolescents: A practitioner's guide*. Springer Publishing Company.

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

Predictors of L2 reading

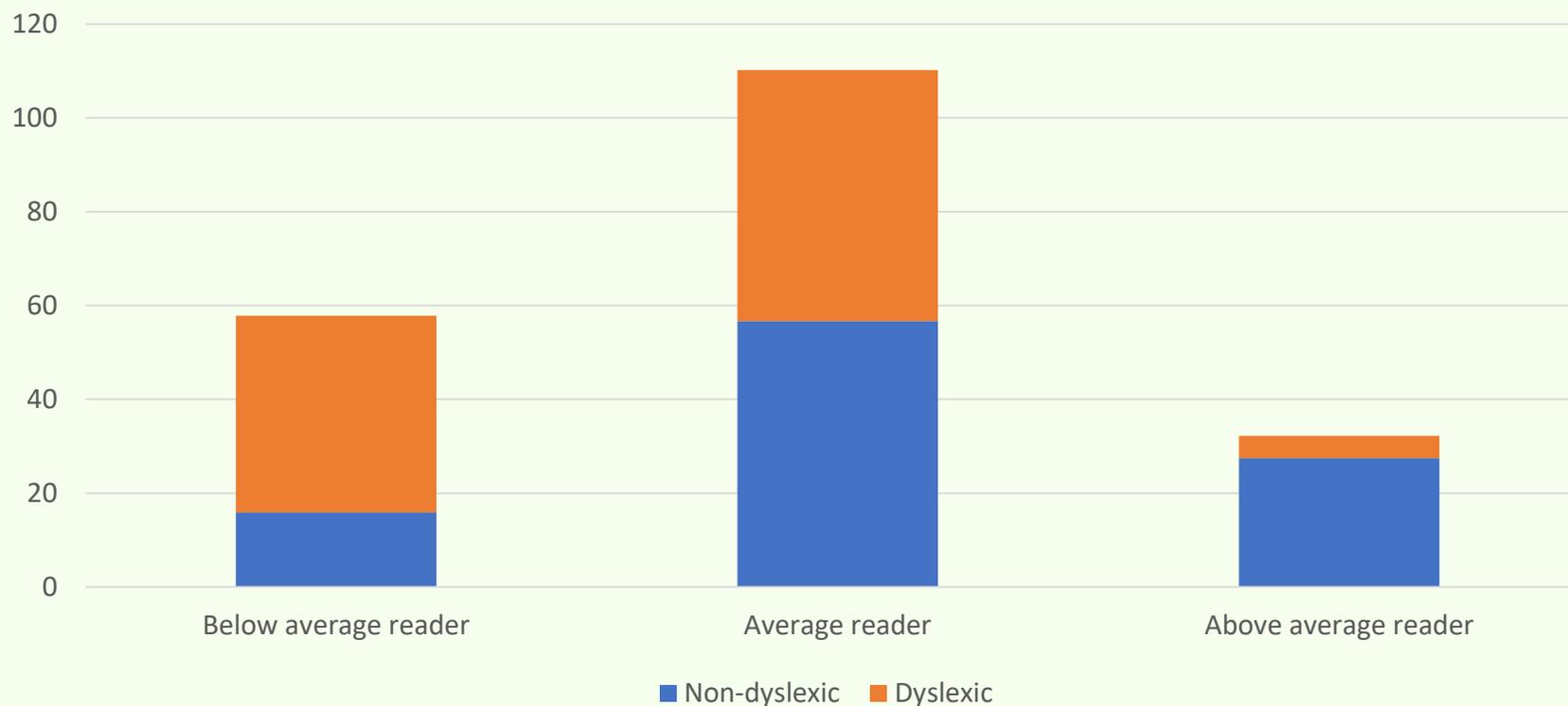


■ Phonological awareness in L1   ■ Timed word and non-word reading L1   ■ Dictation in L1   ■ Other

Kormos, J. Košak Babuder M., and Pižorn (in press). 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*

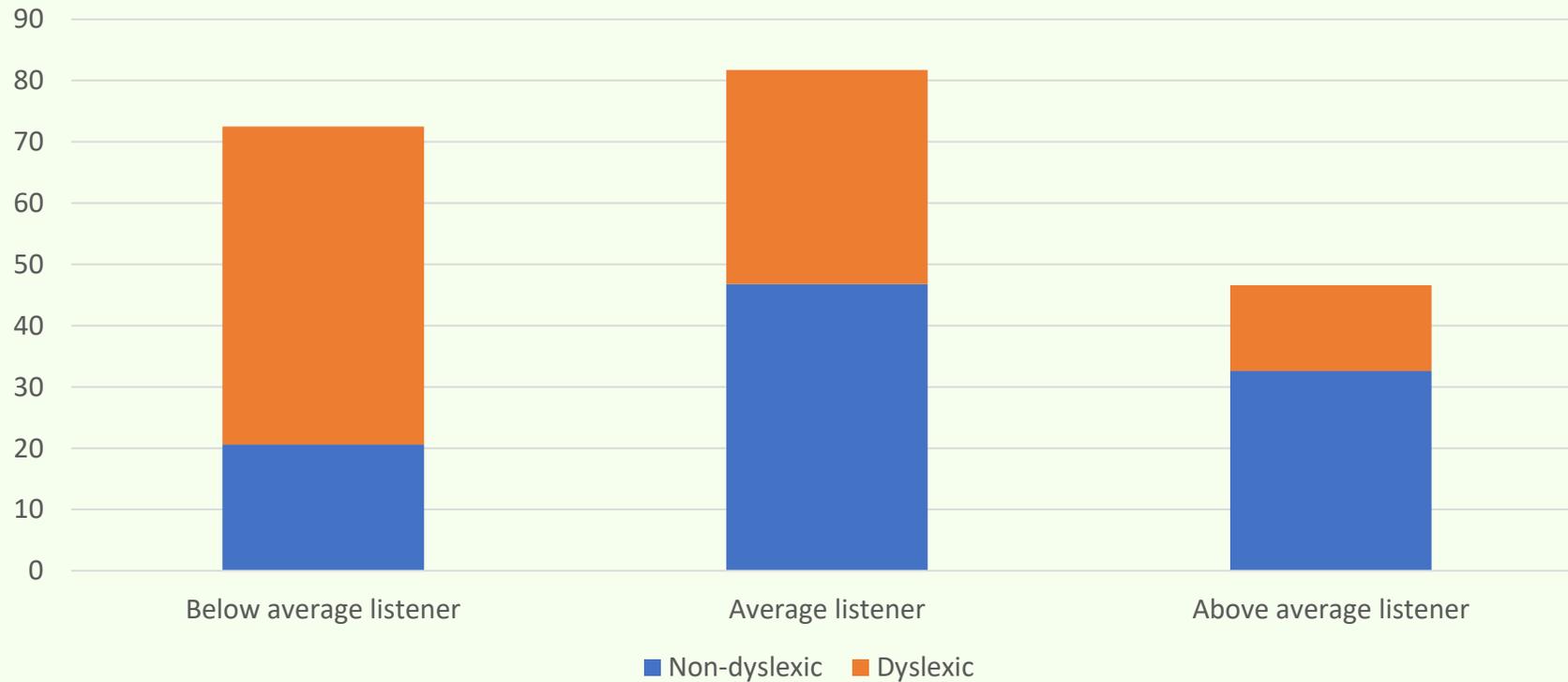
# The reading difficulties of young dyslexic L2 learners

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



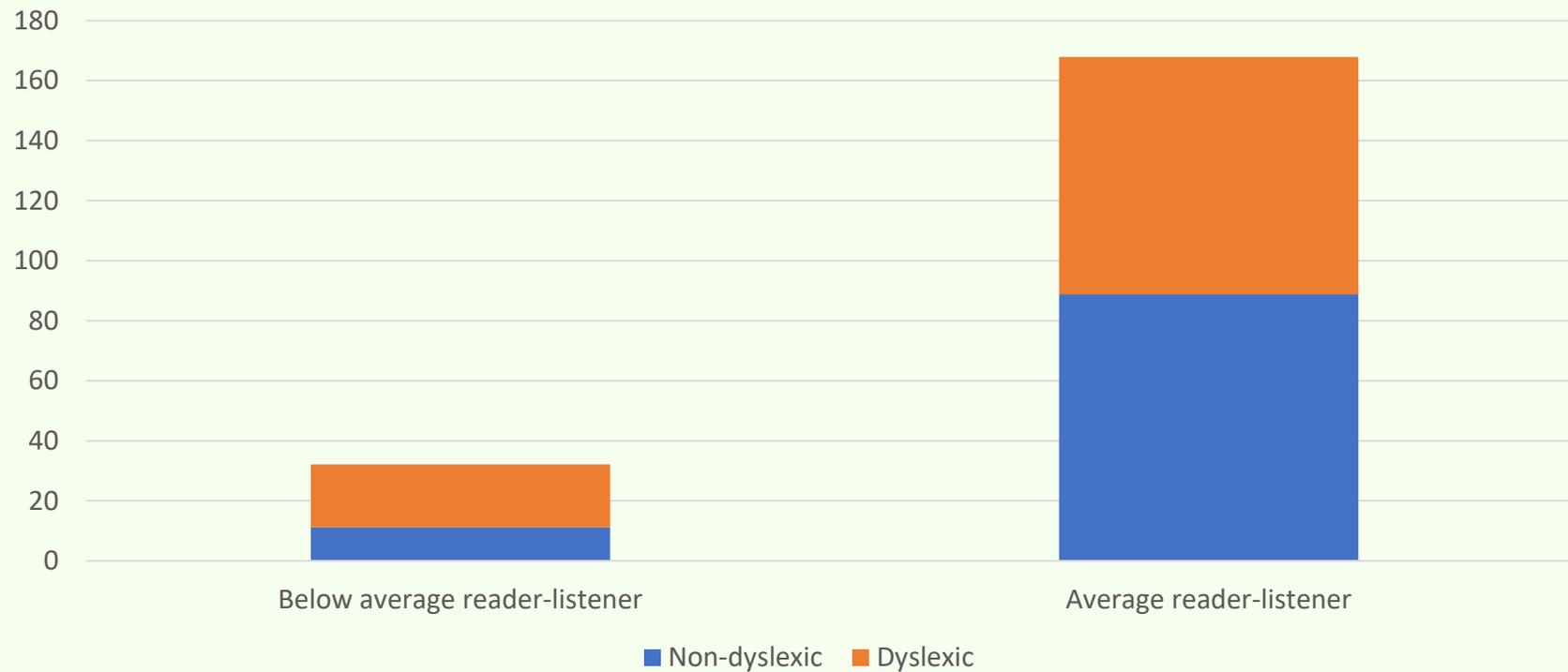
# The listening difficulties of young dyslexic L2 learners

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



# Multi-modal reading performance of young dyslexic L2 learners

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



# Myths

Someone can be dyslexic in one language but not in another.

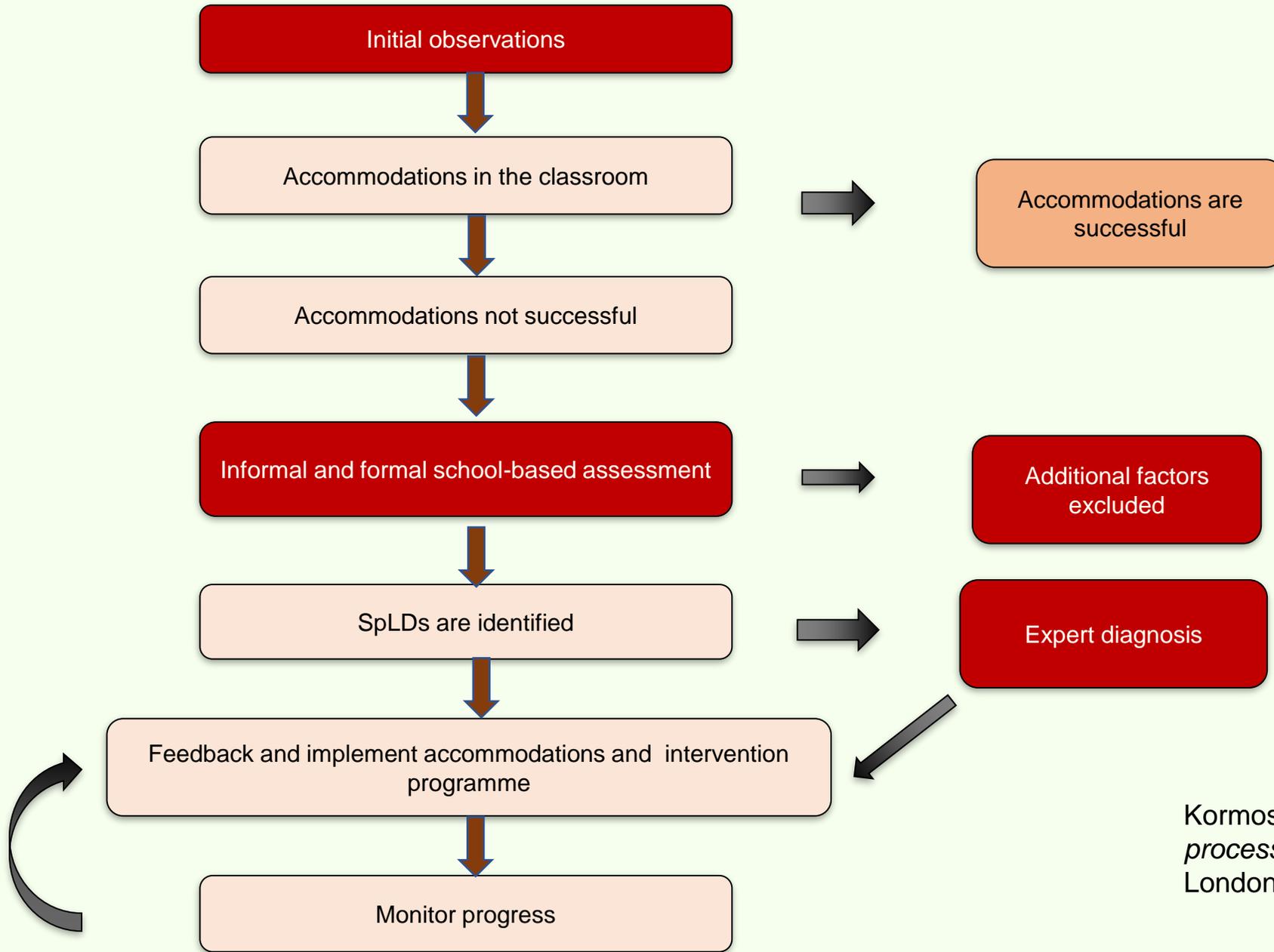
Dyslexic students will certainly have difficulties in learning other languages.

Students who have difficulties learning other languages are dyslexic.

EAL students with dyslexia should not learn additional languages.

We should abandon teaching reading in MFL for dyslexic students.

# The process of identification



Kormos, J. (2017). *The second language learning processes of students with specific learning difficulties*. London: Routledge.

# 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.

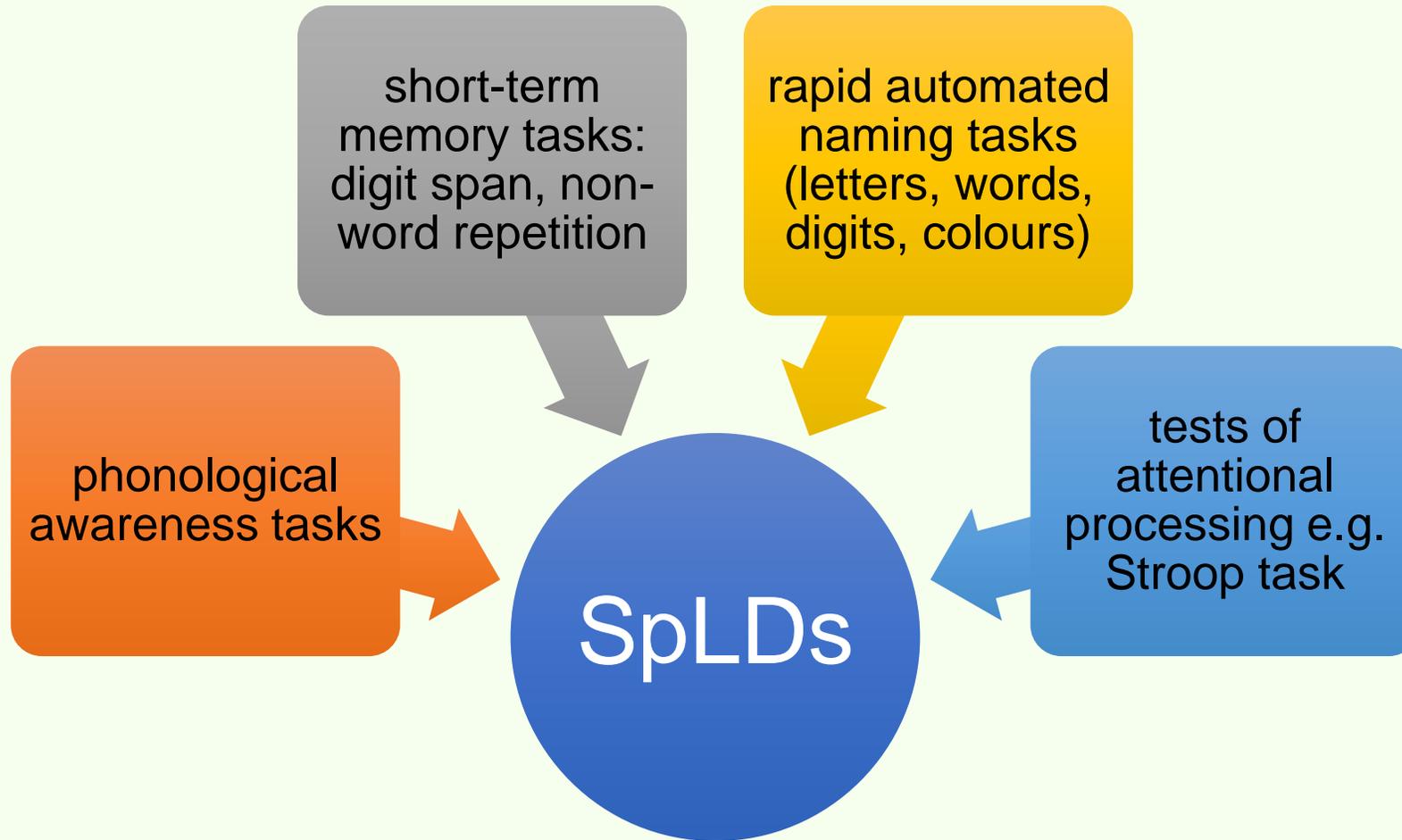
Can we use monolingual tests?

Yes, but bilingual or language independent tests are better.

Can we use monolingual norms?

No.

# 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



From Geva & Ndlovu, 2008

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

# 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

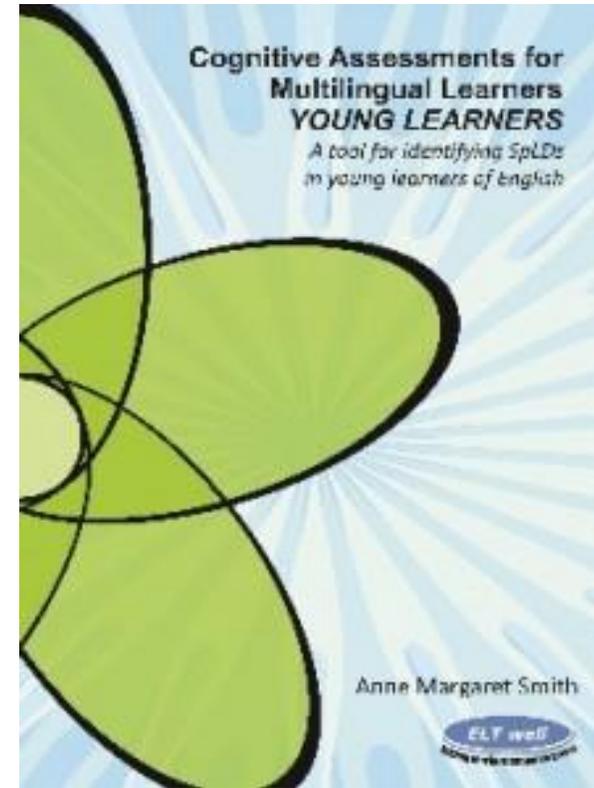
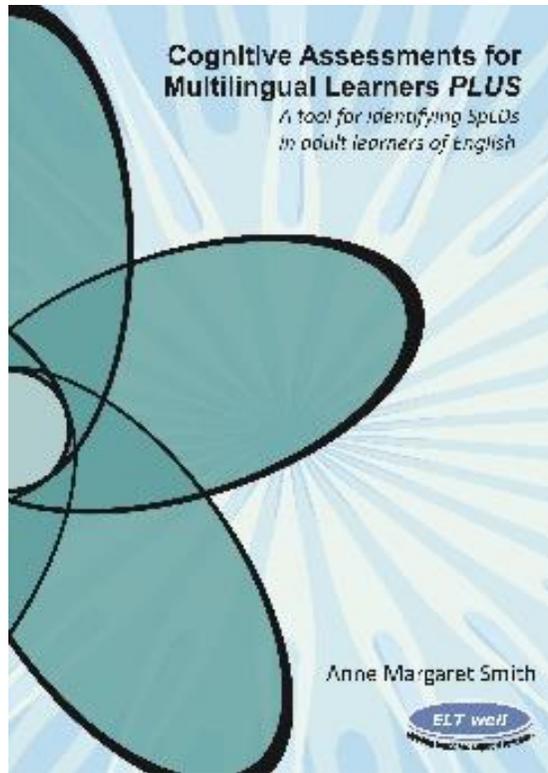
## Memorizing words

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

## Using words

- Difficulty retrieving words
- Mixing up words

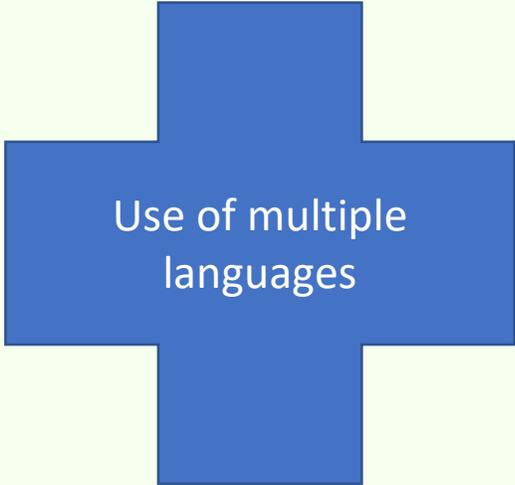
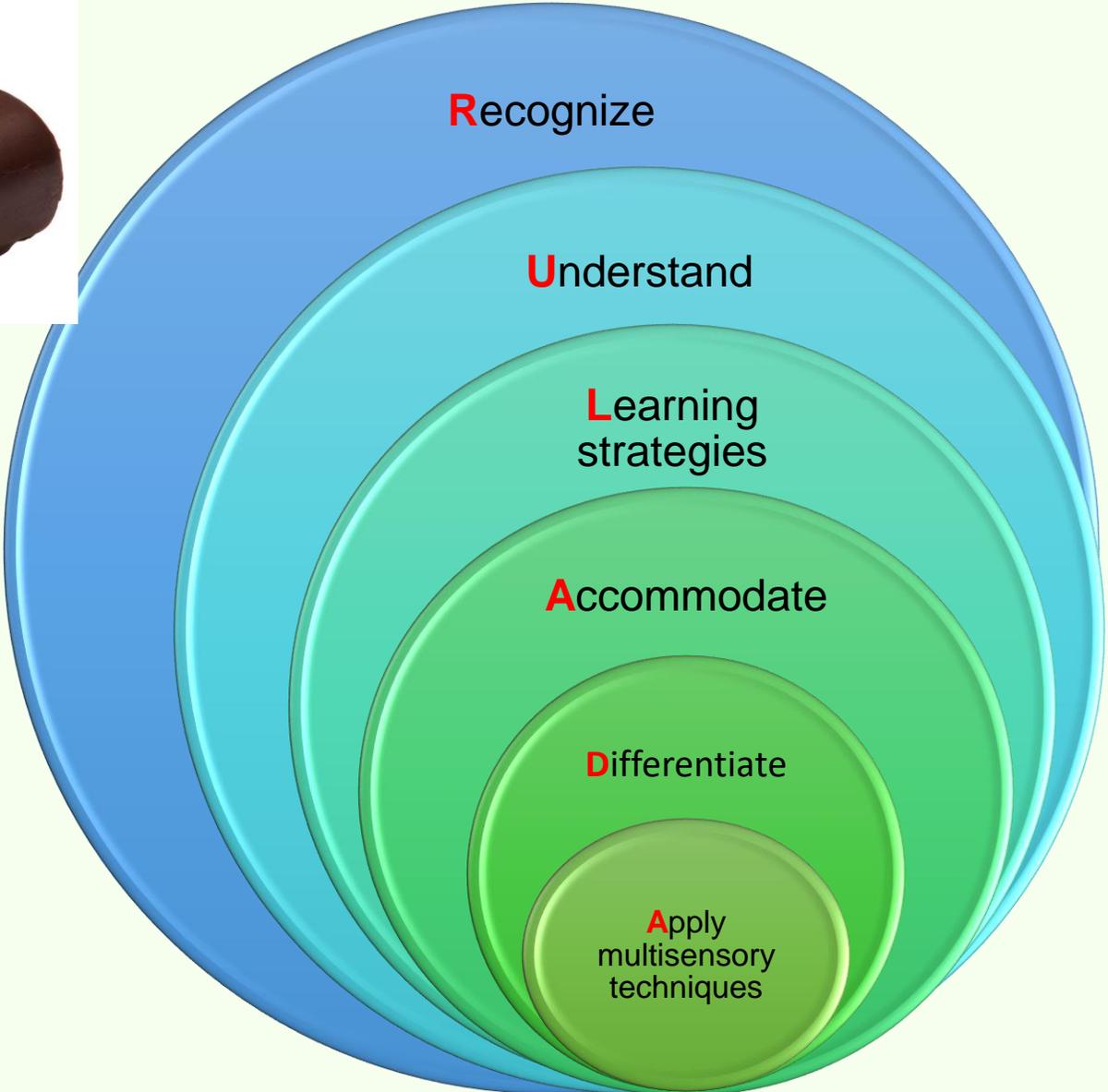
1. Ask students to repeat words, numbers, colours back to you – forward and backwards
2. Ask students to name colours, numbers, picture quickly
3. Ask them to list as many words starting with a particular sound as possible within a minute



Helpful multilingual assessment tools

---

# Key elements of inclusive teaching in multilingual classes



# Components of multi-sensory language and literacy 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

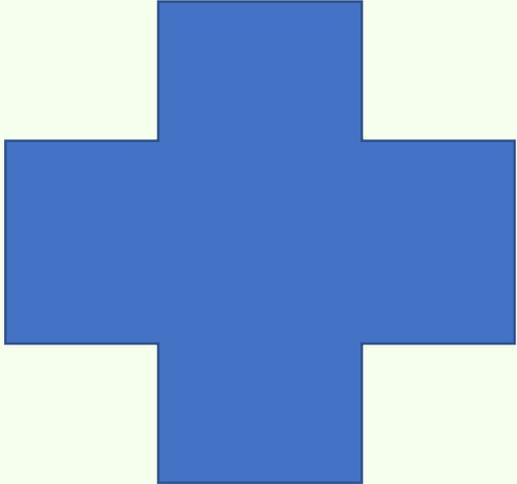
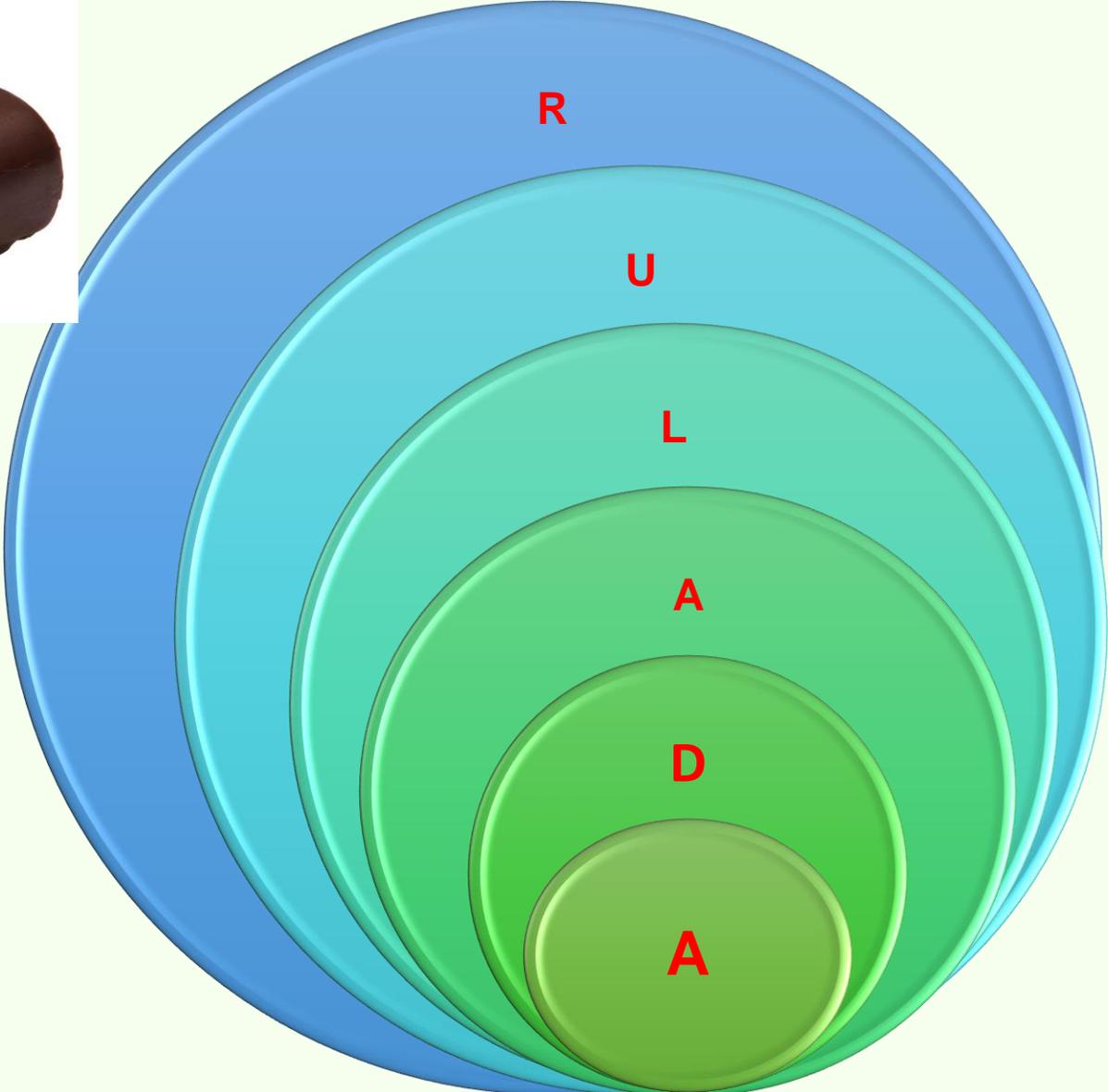
Attentional resources are strongly linked to working memory capacity (Indrarathne & Kormos, 2017)

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

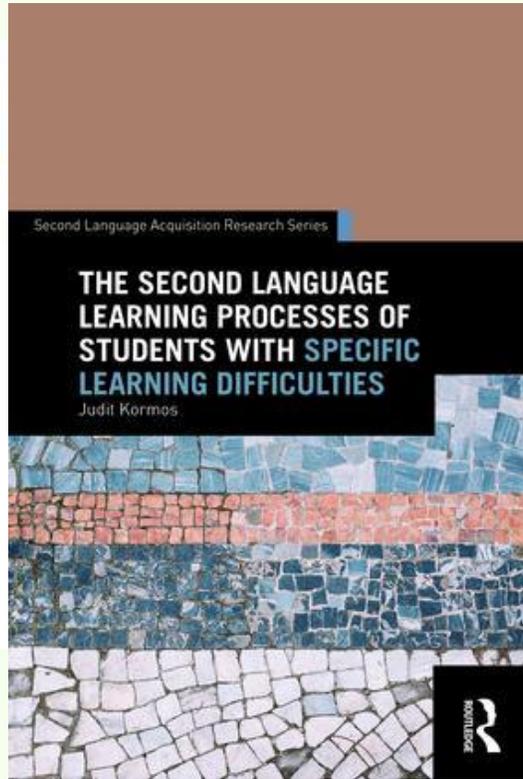
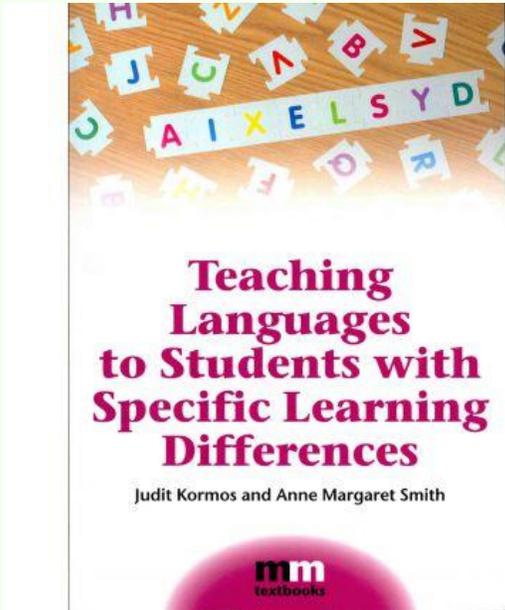
# Key elements of inclusive teaching in multilingual classes



# References

- Brown, R., Waring, R. & Donkaewbua, S. (2008). Incidental vocabulary acquisition from reading, reading-while listening, and listening to stories. *Reading in a Foreign Language*, 20 (1), 136-163.
- Chiu, M. M., McBride-Chang, C., & Lin, D. (2012). Ecological, psychological, and cognitive components of reading difficulties: Testing the component model of reading in fourth graders across 38 countries. *Journal of Learning Disabilities*, 45(5), 391-405.
- Indrarathne, B., & Kormos, J. (2018). The role of working memory in processing L2 input: insights from eye-tracking. *Bilingualism: Language and Cognition*, 21(2), 355-374.
- Indrarathne, B., Ratajczak, M., & Kormos, J. (2018). Modelling Changes in the Cognitive Processing of Grammar in Implicit and Explicit Learning Conditions: Insights From an Eye-Tracking Study. *Language Learning*.
- Košak-Babuder, M., Kormos, J., Ratajczak, M., & Pižorn, K. (2018). The effect of read-aloud assistance on the text comprehension of dyslexic and non-dyslexic English language learners. *Language Testing*, 0265532218756946.
- Kozan, K., Erçetin, G., & Richardson, J. C. (2015). Input modality and working memory: effects on second language text comprehension in a multimedia learning environment. *System*, 55, 63-73.
- Liu, Y. & Todd, A.G. (2014). Dual-modality input in repeated reading for foreign language learners with different learning styles. *Foreign Language Annals*, 47, 4, 684–706.
- Ndlovu, K., & Geva, E. (2008) Writing abilities in first and second language learners with and without reading disabilities. In J. Kormos and E. H. Kontra (Eds.), *Language learners with special needs: An international perspective* (pp. 36–62) Clevedon: Multilingual Matters.

# More resources



www.dvstefl.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

DYSLEXIA AND FOREIGN LANGUAGE TEACHING LANCASTER UNIVERSITY

20 Apr 2015 17 May 2015

1 2 3 4

Course info · Leave this course [Go to course](#)

