

# **Dyslexia and Foreign Language Learning**

**Elke Schneider and  
Margaret Crombie**

# Dyslexia And Foreign Language Learning

**Dijana Šmon, Karmen Pižorn**



## **Dyslexia And Foreign Language Learning:**

Dyslexia and Foreign Language Learning Elke Schneider, Margaret Crombie, 2012-07-26 Offering strategies and techniques for teaching modern foreign languages an often severely challenging subject for pupils with dyslexia this book is specifically designed to meet the needs of the busy subject specialist teacher looking for guidance on supporting pupils

Dyslexia in First and Foreign Language Learning Monika Lodej, 2016-08-17 According to International Educational Statistics 2008 there are total of 654 9 million school age children in the world If dyslexia affects 10 15% of these youth Fletcher et al 2007 this translates to approximately 65 98 million students with difficulties in reading and writing The EU strategic plan for education 2010 recognises the need for EU citizens to speak a foreign language As such foreign language courses are introduced on an obligatory basis at the primary level of education Dyslexic students are not exempt from this regulation and thus are confronted with different language systems that must be mastered The difficulty here escalates if the systems differ significantly in their levels of orthographic transparency Reading and writing are operationalised by the same biological functions that are defined by the universal perspective However language systems differ in terms of their transparency for example English and French are considered opaque scripts whereas Spanish and Italian are described as transparent orthographies These differences are discussed in this book as part of the language specific perspective which can in turn raise questions such as Is a dyslexic student equally impaired in any language they study and Is the type of difficulty primarily dependent on the language system or is it rather a dyslexia syndrome This volume provides answers through a synthesis of research on reading difficulties in first and foreign languages and existing taxonomies of dyslexia sub types

Dyslexia in the Foreign Language Classroom Joanna Nijakowska, 2010-06-23 This book addresses specific learning difficulties in reading and spelling developmental dyslexia Set in the cross linguistic context it presents issues surrounding dyslexia from the perspective of a foreign language teacher It is intended to serve as a reference book for those involved in foreign language teaching including experienced in service teachers and novice teachers as well as teacher trainers and trainees It offers an up to date and reader friendly study of the mechanisms of dyslexia and an overview of the current research on the disorder in theoretical and practical terms Its aim is to help teachers tackle one of the many challenges they face in the modern classroom the organization of an effective foreign language teaching process for students with dyslexia

**The Effects of Dyslexia on Second Language Learning** Hannah Maria Depaoli, 2016-05-12 Seminar paper from the year 2015 in the subject English Language and Literature Studies Linguistics grade 1 0 University of Graz Anglistik course Research Perspectives on Second Language Acquisition language English abstract After a general overview on Dyslexia defining it as an impairment of the ability to recognize and comprehend written language accompanied by difficulties in writing and spelling as well as slow reading and reduced reading comprehension general facts about the deficit are presented such as its prevalence and its official definition in the international ICD 10 catalogue With regard to the effects of

Dyslexia on foreign language learning the topic of orthographies is discussed and various examples for transparent and less transparent orthographies are provided as several studies have suggested that the transparency of an orthography determines the ease and speed of reading and writing in a language The orthography of the German and English language are discussed and differences in transparency are pointed out German having a rather transparent orthography i e clear cut grapheme phoneme correspondences is easier to adapt to than English which has a deep orthography with irregular grapheme phoneme correspondences The fact that English is an obligatory subject in most curricula makes it essential to find ways to deal with its inconsistency and to design helpful material for both normally developing and dyslexic students Several findings about the effects of Dyslexia on foreign language learning are relevant for the foreign language classroom Implications for teaching techniques material and lesson planning are discussed in this paper

**Teaching Languages to Students with Specific Learning Differences** Judit Kormos, Anne Margaret Smith, 2023-10-10 This book is intended to help language teachers to work effectively and successfully with students who have Specific Learning Differences SpLDs It enables teachers to gain a thorough understanding of the nature of SpLDs and how these affect both general learning processes and the mechanisms of second language acquisition In addition the book explores the particular inclusive methods and techniques of teaching and assessment that foster success in language learning Language teaching is embedded in a wider social and educational context and therefore the book also provides an in depth discussion of general educational issues related to identifying and disclosing disabilities and to making transitions from one institution to the other The content has been thoroughly updated and revised for the second edition particularly in the areas of inclusive pedagogies new evidence based methods and tools for identifying SpLDs and new conceptualisations of neurodiversity The book also includes the latest research on assessment transition and progression and the impact of SpLDs on additional language learning

The Impact of Multisensory Foreign Language Instruction on Self-efficacy in Students with Developmental Dyslexia Bogusława Gosiewska-Turek, 2025-07-02 This book investigates the effect of multisensory instruction on self efficacy among students with developmental dyslexia learning English as a foreign language The first three chapters of the book delve into theoretical aspects of developmental dyslexia multisensory instruction and self efficacy providing an overview of existing research in this domain The second part of the book reports empirical findings obtained from a case study supplemented by quantitative analysis These findings highlight the advantages of employing multisensory instructional techniques for teaching foreign languages to students with dyslexia Notably the application of multisensory instruction not only enhances dyslexic students foreign language competencies but also positively impacts their self efficacy The study underscores the importance of language instruction tailored to the special educational needs of students with dyslexia as well as its potential to foster self efficacy an essential factor for success in foreign language learning

**Language Learners with Special Needs** Judit Kormos, Edit H. Kontra, 2008 This book provides an overview of topics related to the language learning processes of learners

with special needs including students with learning disabilities as well as Deaf language learners and methods of teaching foreign languages to them The chapters written by authors in a wide variety of educational settings discuss individual learner characteristics and profiles diagnosis and assessment issues and instructional programs     The Second Language Learning Processes of Students with Specific Learning Difficulties Judit Kormos,2016-12-08 The Second Language Learning Processes of Students with Specific Learning Difficulties is the only recent book available to offer a detailed and in depth discussion of the second language learning processes of students with specific learning difficulties SpLDs It summarizes research advances in the fields of cognitive and educational psychology and integrates them with recent studies in the area of second language acquisition SLA Thus the book is relevant not only to readers who are particularly interested in the role of specific learning difficulties in learning additional languages but also to those who would like to understand how individual differences in cognitive functioning influence SLA The book focuses on four important areas that are particularly relevant for language learners with SpLDs the processes of SLA in general and the development of reading skills in particular the effectiveness of pedagogical programs the assessment of the language competence of students with SpLDs and identifying SpLDs in another language The book also views learners with SpLDs in their social and educational contexts and elaborates how the barriers in these contexts can affect their language learning processes This is an excellent resource for language teachers students and researchers in the areas of second language acquisition and applied linguistics     **Aspects of**

**Culture in Second Language Acquisition and Foreign Language Learning** Janusz Arabski,Adam Wojtaszek,2011-08-27 In recent years language learning has been increasingly viewed by some SLA researchers as an essentially social psychological process in which the role of a wider sociocultural context should not be marginalized This volume offers a valuable contribution to this growing body of research by providing theoretical considerations and empirical research data on themes such as the development of intercultural communicative competence the role of English as a lingua franca in intercultural communication and the place of cultural factors in SLA theorizing research second foreign language teaching and teacher training The volume also contains contributions which share the linguistic interest in the culture related concepts and constructs such as time modesty politeness and respect discussing the culture dependent differences in conceptualization and their reflection in particular language forms and linguistic devices     **Inclusive Language**

**Education and Digital Technology** Elina Vilar Beltrán,Chris Abbott,Jane Jones,2013-05-15 This edited book brings together chapters which collectively address issues relating to inclusive language education and technology It links a theoretical background to policy in Europe and uses theory to inform practical ideas and strategies for practising and aspiring language teachers and those in support roles     *Worlds Apart?* Tammy Berberi,Elizabeth C. Hamilton,Ian M. Sutherland,2008-10-01 *Worlds Apart* brings together scholars and teachers from around the world who examine foreign language education from general requirements through advanced literature and film courses to study abroad showing how to

enable the success of students with disabilities every step of the way

**Teaching Languages to Students with Specific Learning Differences** Judit Kormos, Anne Margaret Smith, 2012-01-18 This book is intended to help language teachers to work effectively and successfully with students who have specific learning differences SpLD such as dyslexia The book takes an inclusive and practical approach to language teaching and encourages teachers to consider the effects that an SpLD could have on a language learner It suggests strategies that can be implemented to enable learners to succeed both in the classroom and in formal assessment The book places issues of language teaching for learners with an SpLD in a broad educational context and in addition to practical advice on methodologies and classroom management also discusses discourses of the field the identification of SpLDs and facilitating progression

**Literacy and the Second Language Learner** JoAnn Hammadou Sullivan, 2002-04-01 The field of second language learning research has grown rapidly in recent years Educators have become increasingly aware that pedagogical knowledge varies significantly from one subject domain to the next and that findings from educational research in one domain are not necessarily applicable to the next Researchers in second language learning are adding to our understandings of secondlanguage specific pedagogy There exists a need therefore for an outlet for these ever improving understandings of this content specific pedagogy The new book series Research in Second Language Learning will provide just such an outlet The series invites articles from all methodological approaches to research The series will promote a research based approach to the decision making process in second language teaching learning

*Second or foreign language learning and cognitive development* Dingfang Shu, Jinfen Xu, Hui Zhang, 2024-01-11

[Learning foreign languages: experiences of persons with disabilities and special educational needs and their teachers](#) Ewa Domagala-Zysk, Jitka Sedláčková, Katarzyna Karpińska-Szaj, 2025-09-22 In many parts of the world it is not a person's native language but a foreign one which is used for education work or entertainment This is true for many European countries whose inhabitants need to learn English as a foreign language if they want to participate in education or among diverse fields in the workforce In other parts of the world it might be Spanish Hindi Mandarin Chinese Arabic or other languages which will be serving a similar role This need for learning a second language is understood well in many educational programs including those for students with special educational needs However to date there is not much research of the experiences of persons with diverse additional needs as learners of foreign languages The most robust literature covers the field of additional language acquisition among Deaf and Hard of Hearing DHH people cf Domagala-Zysk and Podlowska Moritz 2021 and others Goals methods and forms of teaching are fairly well described and DHH students needs have been documented extensively

**Recommended Practices for Teaching Foreign Language to Students with Dyslexia** Elizabeth Ann Trout, 2007 The research question addressed is What are the recommended practices for teaching foreign language to students with dyslexia This capstone documents one teacher's transition from traditional teaching methods to a more varied multi sensory approach to teaching to better reach her students with dyslexia The research

provided in this capstone discusses the challenges dyslexic students face in learning a foreign language the challenges teachers face in working with these students and the positive results that the multi sensory approach can provide to help dyslexic students learn and retain material Based on the research this teacher designed lesson plans that use the multi sensory approach and focus on three areas of learning a foreign language pronunciation vocabulary and subject verb agreement The capstone concludes with the author s personal reflection and recommendations for foreign language teachers working with dyslexic students

AFFECT IN FOREIGN LANGUAGE AND SECOND LANGUAGE LEARNING Dolly J. Young,1999 Affect in Foreign Language and Second Language Learning offers high school and college university second language teachers or teachers in training practical suggestions for creating activities that take into account learner anxieties frustrations or discomfort in the language learning process The objective of the book is to offer concrete instructional approaches for language learning that are rooted in second language acquisition research and at the same time that promote a low anxiety classroom environment The authors of each chapter are specialists in specific areas of language learning and their essays composed specifically for this volume lay the groundwork for continued research on affect in language learning This text is part of the McGraw Hill Second Language Professional Series edited by James F Lee and Bill VanPatten

*Dyslexia in the Foreign Language Classroom* Ilaria Ciccone,2015 The thesis consists of a theoretical and a practical part The first discusses dyslexia as a learning difficulty focusing primarily on its impact on writing skills and on foreign language learning This is followed by an overview of suggested approaches to an inclusive teaching of writing which aims at reaching the whole classroom while always being aware of the needs of students with learning difficulties especially dyslexic students The suggested approaches all derive from a process approach to writing Writing is understood as a skill that can be acquired through consistent practice and by following some essential steps From this premise derive a genre approach to writing a workshop approach to writing and a scaffolding approach to writing which stress different aspects of the writing process Alternative media such as graphic novels and blogs are also presented as an additional source of motivation and a way to acknowledge multimodal literacies and practice multiliteracy skills The practical part therefore suggests a possible rendition of a process approach to writing in English as a foreign language exploiting material from the textbook and workbook Itchy Feet 2 for students in the 8th grade and using blogs as the media The aim is to create an inclusive lesson plan for teaching writing

Dyslexia and Foreign Language Learning in Primary Schools Dijana Šmon,Karmen Pižorn,2014 *Inclusion of Special Needs Children in Foreign Language Learning Lessons* Özlem Arslan,2018-01-29 Seminar paper from the year 2017 in the subject Didactics for the subject English Pedagogy Literature Studies University of Wuppertal course Bilingual Studies Abroad language English abstract Diese Hausarbeit wurde f r ein Begleitseminar f r ein Auslandspraktikum in Wales zum Thema Inklusion im Fremdsprachenunterricht verfasst Dabei wurden ADHS und Legasthenie als Schwerpunkt ausgew hlt Ein anderer Schwerpunkt lag auf die Aussichten von einem inklusiven Klassenraum im Englischunterricht in Deutschland This

term paper aims to examine the future prospects for inclusive English classes in Germany. The paper will begin with the introduction of two different kinds of learning disabilities: ADHD and Dyslexia. The paper will only contain these two additional needs because special needs are a very broad topic. This part will also aim to introduce methods and approaches of how to deal with these learning needs in foreign language classrooms. The main part will contain a comparison between those methods and approaches and the experiences I made in the Welsh lessons during my stay abroad. The accentuation will be on the linking of the concepts with the experiences. The paper will also contain a conclusion where the future prospects of inclusive classrooms in Germany will be discussed and all results will be concluded.



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