

Language teachers' experience with  
teaching dyslexic language learners  
in mainstream education

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## Dyslexic students in mainstream education

Estimates 7-10% of the Hungarian population  
is dyslexic (Smythe & Everatt, 2000)

Education Act of 1993

- Total exemption from assessment
- Accommodations (guidelines are given in the diagnosis):
  - Exemption from the assessment of spelling
  - Extra time
  - Exemption from the assessment of written performance

## Previous research

Kontráné and Kormos (2007) 324 primary school language teachers

- most teachers consider dyslexia an important question, interested in getting more information about dyslexic language learners
- do not exhibit negative attitude towards dyslexic language learner
- no background knowledge about dyslexia and special teaching methods
- but not only mainstream teachers, and only primary school language teachers

Qualitative studies with dyslexic students (Mandják, 2008; Sarkadi, 2008)

- Language teachers are often unwilling to adapt syllabus to the needs of dyslexic students, sometimes they refuse to provide the accommodations dyslexic students are entitled to

## The aims of the study

- to get quantitative data about the assessment practices and the teaching methods of mainstream teachers working with dyslexic language learners
- to investigate the attitude of mainstream language teachers towards dyslexic students
- different sample:
  - only mainstream teachers
  - secondary and vocational school teachers as well

## Research design

The instrument: questionnaire Likert scale, 37 items

The sample:

- 167 teachers(78 primary school, 48 vocational school, 46 secondary school)

	1(P)	2(V)	3(S)	ANOVA F	Sequence <sup>a</sup>
Number of dyslexic students	2.25	1.79	1.41	7.90*	3,2<1

\*p<0.5, a Duncan

## Latent dimensions

Scale	Number of Q	Cronbach $\alpha$	Mean	Std. Deviation
Fulfillment of legal requirements	4	0.64	3.95	0.91
Knowledge about accommodations	3	0.74	2.92	1.13
Negative opinion	5	0.72	2.7	0.90
Active help	4	0.71	2.67	0.96
Training	3	0.61	1.79	0.92

## Differences between different groups of teachers

	1(P)	2(V)	3(S)	F	Sequence <sup>a</sup>
Fulfill.	3.97	3.90	3.98	0.11	
Knowl.	2.58	3.13	3.17	5.36*	1<2,3
Neg.op	2.79	3.01	2.44	4.98*	3<1,2
Act.help	3.12	2.58	2.71	5.68*	2,3<1
Training	2.07	1.67	1.49	6.53*	3,2<1

\*p<0.5, <sup>a</sup> Duncan

## Correlations

	Fulfillm.	Knowl.	Neg. op.	Act. help	Training
Fulfillm.					
Knowl.	0.33*				
Neg. op.	0.01	0.03			
Act. help	0.36 *	0.18*	-0.19*		
Training	0.72	0.73	-0.5	0.22*	

\*p<0.5

## Conclusion

The situation is far from being satisfactory:

- The majority of the teachers did not receive any training on dyslexia and dyslexic language learners
- At least 10% of the teachers do not provide the accommodations dyslexic students are entitled to –it is illegal
- 20-30% of the teachers have negative opinion about dyslexic students- *possible reasons?, how to change it?*
- Only 30% of the teachers make extra efforts to try to involve dyslexic students in language learning- *how to increase this number?*
- Interview studies with mainstream teachers
- It would be very important to mediate between language teachers and dyslexic students, and to inform language teachers about the problems of dyslexic language learners

## References

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