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| **Some Similarities Between LD and Language Acquisition** |
| ***Behaviors Associated w/ LD***  | ***Behaviors when Acquiring an L2***  |
| Difficulty following directions  | Difficulty following directions because the directions were not well understood; it can be harder to remember directions in a second language.  |
| Difficulty with phonological awareness  | Difficulty auditorily distinguishing between sounds not in one’s first language, or sounds that are presented in a different order.  |
| Slow to learn sound-symbol correspondence  | Confusion with sound-symbol correspondence when it is different than in one’s first language. Difficulty pronouncing sounds not in the first language.  |
| Difficulty remembering sight words  | Difficulty remembering sight words when word meanings are not understood.  |
| Difficulty retelling a story in sequence  | Difficulty retelling a story in English without the expressive skills to do so; yet the student might understand more than s/he can convey (i.e., receptive skills in English might be stronger than expressive skills).  |
| Confusion with figurative language  | Confusion with figurative language, idioms, pronouns, conjunctions, and words with multiple meanings.  |
| Slow to process challenging language  | Slow to process challenging language because it is not well understood.  |
| May have poor auditory memory  | May seem to have poor auditory memory if sounds or words are unfamiliar or not well understood.  |
| May have difficulty concentrating  | Learning in a second language is mentally exhausting; therefore, ELLs may seem to have difficulty concentrating at times.  |
| May seem easily frustrated  | Learning in a second language can be frustrating.  |

From the works of: JANETTE KLINGNER IN PARTNERSHIP WITH NYC DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT