

Zrinka and I are interested in investigating EFL teachers' knowledge about dyslexia and their dyslexia-friendly classroom practices. For the last two years we worked on a project that involved interviewing and observing EFL teachers in primary and secondary schools in Croatia. We managed to involve 16 teachers from around Croatia.

Since we gathered a vast amount of data from different sources, we had to divide the results into a few studies. In the Research-Round up we will focus on the data collected in the lesson observations. Overall, we found that the classroom practice of the EFL Croatian teachers is dyslexia-friendly, yet, only in some areas. To explain the findings from lesson observations, we will refer to the results of the interviews and the current methodology of teaching foreign languages.

### **Krista Court      International students with SpLDs in UK HEIs**

We report on a survey of English HE institutions' provision for international students with SpLDs. We have collected both quantitative and qualitative data, including numbers of international students who have disclosed SpLDs, points of disclosure in their academic journey, and aspects and uptake of provision. Our preliminary data analysis reveals varying amounts of information known about international students and also varying interpretations of our questions. In general, there seems to be low numbers of disclosure in terms of the proportion of students we'd expect to have SpLDs.

What's more, some institutions appear to be very good at collecting data, encouraging disclosures and engaging students with support, whilst others appear to have much lower levels of disclosure and lower rates of conversion from disclosure to uptake of support. In our session, we'll highlight the common themes, look at some of the discrepancies and extreme cases, evaluate our questionnaire and look at next steps.

### **Fiona Boyd and Christine Davies      Assessing ESOL learners for Specific Learning needs**

We work in a large FE college in Glasgow which has a sizeable ESOL department. There are 1200 students enrolled on part time ESOL courses, as well as a number of students on 'mainstream' courses for whom English is an additional language.

Our experience has been that there are students whose reading and writing skills do not appear to develop at the same rate as their peers and are unexplained in terms of their ability. However these students who are displaying persistent literacy difficulties are unable to access the additional support that native speakers can access, as there is an assumption that these difficulties are a consequence of the language learning process and not a Specific Learning Difference (SpLD).

In order to develop equitable additional support for ESOL students we designed a pilot study using the Cognitive Assessment for Multilingual Learners (CAML +) writing task, developed by Anne Margaret at ELT well to highlight students who may have a specific learning difference.

In this presentation we will explain how we designed the study, the findings and the way forward.