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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. |

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