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Gödöllő, 2020. 05. 15.

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.....

a hallgató aláírása

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Diszlexiás nyelvtanulók a magyar oktatásban
Dyslexic Language Learners in Hungarian School
Education

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1. Abstract

This case study investigates the situation-specific factors that exert influence on a 13-year old dyslexic student's language learning motivation and emotions in connection with the English language and learning it. It provides an overview of the literature on the effects of dyslexia on learning and the teaching and assessing methods that promote the success of these students in language learning. It discusses the results of three semi-structured interviews conducted with the learner, his mother and his current primary school English teacher. The results indicate that the main factors in shaping the students' motivation and emotions are certain elements of the learning environment: the teacher, the applied teaching materials and learning tasks and the parents' views on language learning. The study concludes that the most crucial influencing factor of the observed aspects was the environment's (teachers, parents, peers) attitude to dyslexia and the message they communicated to the learner about learning difficulties.

Key words: dyslexia, language learning, motivation, emotions

Table of Contents

1. Abstract	1
2. Introduction	4
3. Review of Literature	5
3.1 Dyslexia and its effects on reading skills	5
3.2 Effects of dyslexia on learning in general	9
3.3 Effects of dyslexia on the language learning process	12
3.4 Principles of teaching language learners with dyslexia	14
3.5 Principles of assessing language learners with dyslexia	16
3.6 Motivation and emotions of language learners with dyslexia	18
3.7 The status of dyslexic learners in Hungary	24
4. Research Design and Method	25
4.1 Context	25
4.2 Participants	25
4.3 Instruments and Procedures	26
5. Results and Discussion	28
5.1 Language learning history and getting a diagnosis	28
5.2 Motivation	30
5.2.1 Current L2 Self and self-esteem	30
5.2.2 Ought-to L2 Self	32
5.2.3 Future L2 Self	34
5.2.4 L2 Learning Experience	36
5.2.4.1 Teacher-student relationship	37
5.2.4.2 The teachers' attitudes towards learning difficulties and using accommodation and their knowledge on dyslexia	37
5.2.4.3 Teaching methods and student engagement with teaching materials and learning tasks	41
5.2.4.4 Assessing methods	45

5.2.4.5 The influence of peers.....	47
5.3 Emotions	48
6. Conclusion	50
7. References.....	54
8. Appendices	56
8.1 Learner interview questions.....	56
8.2 Teacher interview questions.....	57
8.3 Parent interview questions	58

2. Introduction

Research has shown that dyslexia can negatively affect learners' motivated behaviour, attitudes, self-concept and self-esteem (Csizér, Kormos, & Sarkadi, 2010; Glazzard, 2010; Kormos & Csizér, 2010). These factors have a great role in the success of the language learning process (Reid, 2005); therefore, the unfavourable influence of dyslexia on them needs to be balanced in order to protect students' right to acquire a foreign language (Kontráné, Dóczy-Vámos, & Kálmos, 2012; Kontráné & Kormos, 2007). In Hungary, it is particularly important to provide equal opportunities for language learning, because the lack of foreign language skills and certificate can be a serious disadvantage in higher education and on the job market (Csizér et al., 2010). A relatively high number of individuals (7-10% of the population) can get into this disadvantageous situation if their special needs are not taken into account (Csizér et al., 2010; Kontráné et al., 2012). Previous research has discovered the differences between the motivational patterns of dyslexic and non-dyslexic students (Kormos & Csizér, 2010) and the dynamic nature of dyslexic learners' motivation (Csizér et al., 2010) but Csizér (2012) mentioned that special needs students are still underrepresented in Hungarian studies on language learning motivation. She also said that the existing studies conducted in the country concentrated on generalizable patterns and further research is needed to investigate the effect of situation-specific factors within the micro-context in Hungarian education.

This qualitative interview study was aimed to explore these specific factors stemming from the immediate learning environment (Csizér, 2012) and their effect on the learner's motivation and emotions through the example of a Hungarian primary school-student with dyslexia. In order to gain a thorough understanding of all the facets of the issue, I interviewed the learner, his mother and his current primary school English teacher about the following questions:

1. What situation-specific factors affect the learner's goals, motivated behaviour and attitudes towards the English language and how do these factors exert their influence?
2. What kind of accommodation is used by the English teacher in terms of teaching and assessing methods? Which characteristics of the micro-context foster or hinder the usage of these methods?

3. Besides motivation or demotivation, what other feelings has the learner developed towards learning English? What causes these emotions? How do they affect his language learning success?

In the review of literature, I summarised the possible effects dyslexia can have on learning processes, the principles of teaching and assessing dyslexic language learners, two L2 motivation models: the L2 Motivational Self System (Dörnyei, 2009) and the Model of the Nested Systems in Motivation (Csizér et al., 2010), as well as the emotions dyslexia can evoke and the status of dyslexic learners in Hungary. The results of the interviews are discussed in line with Dörnyei's model (2009) starting with the description of the learner's current L2 self and self-esteem, followed by his Ought-to and Future L2 Self, different aspects of the learning environment and finally, his emotions in connection with the English language and learning this language.

Although Hungarian foreign language teachers claim to have positive attitudes towards learning difficulties and using accommodation instead of exempting the learner from learning English (Kontráné & Kormos, 2007), dyslexic learners often report about their negative experiences and the harmful effects resulting from the lack of tolerance and acceptance from the environment's side (Csizér et al., 2010; Glazzard, 2010; Kontráné & Kormos, 2007). I hope this study raises attention to the role of the immediate environment in shaping students' language learning motivation and in generating positive emotions about learning English.

3. Review of Literature

3.1 Dyslexia and its effects on reading skills

The term 'dyslexia' consists of two words with Greek origin: 'dys' which means difficulty, and 'lexicos' or 'lexis' which means words (Pollock, Waller, & Politt, 2004; Schneider & Crombie, 2003). Based on the etymology of the expression, a person with dyslexia has some kind of difficulty with words. The real meaning of the term is in fact much more complex, which makes it difficult to find a proper definition (Schneider & Crombie, 2003). Many authors started defining the term by pointing out that there exists a wide range of definitions trying to explain the phenomenon, and there can be considerable differences between these explanations. Kontráné, Dóczy-Vámos and Kálmos (2012) explained this variety with the fact that dyslexia is really complex regarding its symptoms and severity. One reason for its complexity can be that it affects more than one cognitive area (Reid, 2005). As a

consequence, different learning difficulties will be experienced by every student, which leads them to having “different patterns of strengths and weaknesses” (Schneider & Crombie, 2003, p. x).

According to Kontráné et al. (2012), the symptoms and exact origin of dyslexia is a matter of debate among researchers up to this day. Another characteristic of dyslexia that makes it difficult to define it is that it lies on a continuum regarding its severity (Reid, 2005; Schneider & Crombie, 2003). Reid (2005) pointed out that outer factors can influence how affected the learner by dyslexia is. Summing up what has been said, every learner with dyslexia is different. They have different strengths and weaknesses and the severity of difficulties dyslexia causes also varies, which makes it really challenging to find a definition that describes the term sufficiently. However, common characteristics can be found among the many different definitions (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). Kontráné et al. (2012) highlighted that it is widely accepted that dyslexia is a learning difficulty that is not caused by mental or physical deficiency or the lack of sufficient education. Other common features of different definitions on the term are that it affects the development of literacy and it is a condition that stays for a lifetime (Reid, 2005). It cannot be cured, but certain techniques can be learned to minimize the negative effects (Schneider & Crombie, 2003).

As mentioned above, dyslexia can cause different kinds of difficulties, many of them are directly related to literacy, other affecting factors have no, or just indirect connection to literacy skills (Kontráné et al., 2012; Reid, 2005). Depending on which aspect of dyslexia they consider important, experts use different expressions to refer to it. By observing the wording of the definitions, a difference can be noticed in the way how dyslexia is seen.

Reid (2005) summarized the important points of different definitions he read as the following:

Dyslexia is a processing difference experienced by people of all ages, often characterised by difficulties in literacy, it can affect other cognitive areas such as memory, speed of processing, time management, co-ordination and directional aspects. There may be visual and phonological difficulties and there is usually some discrepancy in performances in different areas of learning. (Reid, 2005, pp. 8–9)

Kontráné et al. (2012) used the website of the International Dyslexia Association (in the following: IDA) in which it is highlighted that dyslexia is a “learning disability” that affects

the phonological skills, it has neurobiological causes and cannot be explained by the influence of outer factors. It causes difficulties in reading and has an indirect effect on the development of vocabulary and background knowledge (website of the International Dyslexia Association as cited in Kontráné et al., 2012).

Reid called dyslexia a “processing difference” (p. 8). Schneider and Crombie (2003) also referred to it as a “specific language processing difficulty” (p. x), which highlights the effects of dyslexia on language skills. Pollock et al. (2004) mentioned that dyslexia is often labelled as a “specific learning disability” as in the definition of the IDA (as cited in Kontráné et al., 2012, p. 14). This reference raises the attention to the fact that dyslexia affects the learning process of individuals, but it has a slightly negative connotation because it suggests that a person with dyslexia is unable to learn. Another difference, between the two definitions, that tells the reader about how the authors look at dyslexia is that when referred to the phonological aspect, Reid (2005) used the word “difficulty” (p. 8) in contrast to the IDA definition in which “deficit” (as cited in Kontráné et al., 2012, p. 14) was used, which refers to the lack of something. Kontráné et al. (2012) and Gyarmathy (2015) emphasized that it is important not to look at dyslexia as the absence of something or as the disability to read. They said that dyslexia occurs because a certain part of these individuals’ brain works differently from the usual way, and it perceives and processes information differently. Kontráné et al. (2012) quoted Ranaldi’s (2003) idea that dyslexia is not even a difficulty, but a “learning difference” (p. 14). Kontráné et al. (2012) said, dyslexic persons are able to learn to read, but not the same way as the others.

Besides the different expression they use to talk about dyslexia, other similarities and differences can be observed in the two definitions. Both of them mentioned different areas that are likely to be affected by dyslexia. While the IDA (as cited in Kontráné et al., 2012) concentrated on skills that are connected to literacy, for example, word recognition, spelling, decoding or reading comprehension, Reid (2005) described other areas as well, for example, memory, time management, co-ordination or visual recognition skills. Both definitions mentioned that people with dyslexia often have difficulties with phonological processing. They are usually unable to match the sounds they hear with their written equivalents (Kontráné et al., 2012).

Although the definition of the IDA gives a detailed explanation on what areas of literacy can be affected by dyslexia, I find it important that teachers of all subjects are aware of the following facts:

- a) Dyslexia may affect areas other than literacy that can influence the learning process (Kontráné et al., 2012; Reid, 2005).
- b) Dyslexia is not a disability but a different ability and learners with dyslexia should not be treated as if they were not be able to accomplish certain tasks (Pollock et al., 2004).

For the reasons above I consider Reid's (2005) definition more suitable for a discussion about dyslexia in foreign language learning.

For those who have no difficulty with reading, it must be challenging to understand how a dyslexic person's brain works. Gyarmathy (2015) explained Frith's model (1985 as cited in Gyarmathy, 2015) to illustrate how reading acquisition happens. This model consists of three levels. On the first, the logographic level, the person learns to recognise a few words based on their physical appearance. They treat them as if they were pictures, not words consisting of individual letters that stand for different sounds. They only learn a few words this way. The second, alphabetic level is based on the grapheme-phoneme correspondence and requires good phoneme awareness. The person learns that the words consist of letters and their combinations and each unit stands for a specific sound. This way, they can read every word (even those they have never heard before) step by step by finding the sound that belongs to that particular letter or letter combination they want to read out at the moment. If they pronounce the sounds, they connected to the letters one by one, they will hear the word and will be able to understand the meaning after hearing it. On the orthographic level, individuals learn to recognise the words as whole units. They do not need to search for the phonological equivalents letter by letter because they gained some routine and they can find the word immediately only by looking at the written form. On this stage, the reader can derive the meaning of the word without having to pronounce it; this makes continuous reading possible for them. Gyarmathy (2015) pointed out that people with dyslexia have problems entering the second stage due to their poor phonological awareness and grapheme-phoneme correspondence skills. On the other hand, they can learn the words by memorizing their appearance (logographic level). Kormos (2016) compared this process with Ehri's model (2005 as cited in Kormos, 2016) in which two extra levels, the partial and full

alphabetic stages, appear. These two refer to the child's level of proficiency in phonological segmentation and sound-letter correspondence. As mentioned above, learners with dyslexia have difficulties in these areas, so entering these stages might be challenging for them. Kontráné et al. (2012) claimed that the orthography of a language makes a difference in how difficult it is to learn to read in that language. They stated that reading in languages with opaque orthography (for example, English) is more challenging for dyslexic learners, but they added that learning to read in English is easier if the person has previously acquired reading skills in an L1 with transparent orthography (for instance, Hungarian).

3.2 Effects of dyslexia on learning in general

In this section, I summarised the possible effects of dyslexia on learning processes in general. As Reid (2005) pointed out, besides literacy skills, other areas might be influenced as well, which can cause difficulties at school in certain subjects.

Because dyslexia influences skills that are connected to literacy, the learner can have difficulties with reading, spelling and writing (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). Whether the information is presented audially or visually, dyslexia makes the processing of language slower in both cases (Reid, 2005; Schneider & Crombie, 2003). Persons with dyslexia generally have poorer phonetic skills which can lead to difficulties in reading and writing. These people have less advanced grapheme-phoneme correspondence abilities which means that they find it hard to link the sounds they hear to their written equivalents and vice versa, finding the sound that belongs to a grapheme is a challenge for them (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). It can be due to the fact that perceiving speech sounds, discriminating and sequencing them are tasks that can be hard for dyslexic learners (Kontráné et al., 2012; Pollock et al., 2004; Reid, 2005; Schneider & Crombie, 2003). Reid (2005) mentioned that reading requires decoding skills, the ability to distinguish the constituent parts of a word from each other. He said, one has to know the speech sounds well in order to be able to separate them in a word, which means it requires phonetic awareness; a skill that belongs to the weaknesses of learners with dyslexia.

Besides difficulties with literacy, there can be other signs of dyslexia that affect the child's learning and success at school (Reid, 2005). Kontráné et al. (2012) said that teachers might notice the side effects earlier than the lack of good literacy skills. If a learner has problems with reading and writing, it can influence their success at school because the requirements

are heavily based on literacy skills (Kontráné et al., 2012). This is true for the Hungarian education as well. Really often, if the learners want to get access to the material that is being taught, they have to read what is written on the board or in the book and take notes in their exercise book, which can be challenging for children with dyslexia. When being assessed, writing and reading are also needed in most of the cases, and those who have problems with these activities might get bad grades because they cannot show what they learnt. (Schneider & Crombie, 2003) Without sufficient teaching and assessing methods the child will not be able to access the right amount of input and will not be able to produce sufficient output to be assessed. This leads to poor results at school. However, the bad grades really often represent not the child's poor cognitive abilities but the deficits of the teaching and assessing methods (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003).

There are other effects of dyslexia that makes it harder for learners to cope with school. They generally have poorer long-term and working memory (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). This can make it hard for them to follow instructions during the lesson, and to remember lists or texts (e.g., poems they have to learn by heart which is a common practice in Hungary when it comes to teaching literature) (Kontráné et al., 2012). What their teachers might notice as a consequence of poorer memory is that they are generally slower (Kontráné et al., 2012) and need a slower pace of presenting material to be able to follow the lesson (Schneider & Crombie, 2003). It is also more difficult for them to achieve automaticity compared to their non-dyslexic peers (Reid, 2005; Schneider & Crombie, 2003). They need to practice the same material many times in many different ways in order to successfully acquire it, otherwise they will forget it and have to learn everything again. (Kontráné et al., 2012).

Metacognition is another skill that can be a challenge for learners with dyslexia (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). Reid (2005) described metacognition as the activity of learning how to learn efficiently. Dyslexic children often need help in finding their learning style and the strategies that work for them the best when it comes to learning something. They need to be taught explicitly what methods are there and they need to be made aware of the importance of finding the right techniques for learning (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). They might need support in organizing their learning process regarding time-management, taking care of equipment and organizing their learning material (Kontráné et al., 2012; Reid, 2005).

Kontráné et al. (2012) said that dyslexic persons are better at things that are controlled by the right hemisphere. They are holistic thinkers which means they see things as a whole and not in details (Kontráné et al., 2012). They are also creative which makes them good at arts and they can benefit from it in a handful of situations, for instance, they might be really good at storytelling if they are not required to write the story down (Kontráné et al., 2012). Kontráné et al. (2012) also mentioned that the schools mostly require lineal thinking and skills for which the left hemisphere is responsible (e.g. writing, reading, memorizing things). Sequencing, for example, which is the ability to organize things in a lineal order is a frequently required skill at school, and it also belongs to the weaknesses of the majority of dyslexic learners (Kontráné et al., 2012; Reid, 2005). This can cause problems, among other areas, in reading and writing because these activities are based on the correct order of sounds/letters, words and sentences (Kontráné et al., 2012; Reid, 2005).

Differences in the coordination and motor development of dyslexic students are usually observable (Kontráné et al., 2012; Reid, 2005). Kontráné et al. (2012) pointed out that more and more children have difficulties with these skills because of the changes in the way of bringing up children. They explained that physical contact such as hugging is less common between parents and children which makes them less aware of their body image. Games that require moving and coordination skills such as climbing on trees are less common. Playing on musical instrument is also losing its popularity. These are all activities that contribute to the development of coordination and fine motoric skills (Kontráné et al., 2012). Gyarmathy (2015) also argued that digital technology changes the ways children spend their free time and has an enormous impact on their development. Underdeveloped fine motoric skills can lead to problems for instance in handwriting, poor coordination can affect reading skills (Kontráné et al., 2012; Reid, 2005).

Kontráné et al. (2012) highlighted that dyslexic people often have difficulties with focusing their attention. Schneider and Crombie (2003) also noted that dyslexic students usually have shorter concentration span. As a result, it is really easy to lose their attention during the lesson if the activity they are doing requires them to focus on the same thing for longer than 5-10 minutes (Schneider & Crombie, 2003). If a student has problems with focusing their attention, they can often be caught on daydreaming during the lesson, they have a hard time keeping up with their peers and they might give the impression that they are not even trying to follow the lesson (Kontráné et al., 2012). Kontráné et al. (2012) wrote that teachers might interpret this behaviour as a lack of persistence and being lazy which is a misconception.

They are indeed trying really hard, but they need much more energy to stay focused (Kontráné et al., 2012).

Kontráné et al. (2012) also indicated that attention problems are often accompanied by hyperactivity. Hyperactive learners tend to fidget much during the lesson and they often need to move to be able to concentrate (Kontráné et al., 2012). They said teachers have to provide these learners with constant and powerful stimuli to keep them focused, but once they manage to concentrate on the work, their attention can be extremely strong. The authors suggested that teachers should be able to engage the attention of these learners and they should help them controlling their energies. They also gave practical pieces of advice on how to carry this out. These suggestions will be discussed in the chapter 'Principles of teaching language learners with dyslexia'.

3.3 Effects of dyslexia on the language learning process

Dörnyei (2009) pointed out that foreign languages are learned differently than other subjects; therefore, it is important to examine what similarities and differences are there in the ways dyslexia affects the foreign language learning process compared to learning in general.

Linan-Thompson (2014) compared two hypotheses in her article about the areas of language-processing that transfer across languages. In the linguistic interdependence hypothesis, it was stated that no matter what kind of structure the languages have, the knowledge and difficulties present in the L1 will be the same in the FL as well (Cummin, 1979 as cited in Linan-Thompson, 2014). As opposed to this, the script-dependent hypothesis assumed that the nature of the orthographic system of each language influences the degree of difficulties experienced in that language (Lindgren, DeRenzi & Richman, 1985 as cited in Linan-Thompson, 2014). She also cited that dyslexia in general, especially decoding and phonology-related difficulties are more common in languages with opaque orthography, while reading rate and processing speed cause more difficulties in the case of languages with transparent orthography (Wimmer, 1993; Landerl, Wimmer & Firth, 1997; Paulesu et al., 2001; Wimmer & Mayringer, 2001 as cited in Linan-Thompson, 2014). Kontráné et al. (2012) also suggested that choosing a language with consistent letter-sound correspondence will make language learning with dyslexia easier. However, they added that it is worth trying English because it may have an opaque orthography, but its grammatical structure is simple and easier to acquire. They also highlighted the importance of English as a lingua franca which makes it beneficial choosing this language.

Schneider and Crombie (2003) also think that some skills and difficulties transfer. They referred to Le Ganschow and Sparks' years of research during which they proved their linguistic coding difference hypothesis. They identified three processing skills which transfer to the FL and therefore influence foreign language learning. These are the phonological-orthographic processing skills which have the strongest impact on foreign language learning; the syntactic processing skills and finally, the semantic processing skills which have the weakest influence on it. Linan-Thompson's list (2014) is really similar to this, she said phonological awareness and word identification skills, difficulties in distinguishing and isolating sounds, syntactic awareness and knowledge of writing conventions and reading comprehension strategies can all influence the L1 and FL similarly. She added that these areas cause the most difficulties for dyslexic language learners making language learning an extreme challenge for them. Kontráné et al. (2012) also wrote that dyslexic learners can experience problems during FL-learning because of poor sound-letter correspondence skills, difficulties in understanding sentence and grammar structures and having poor vocabulary. They also pointed out that their hardship in sequencing makes it more difficult to acquire FL orthography and grammar skills (which they understand as the right order of letters in a word and words in a sentence), as well as the usage of dictionaries and lexicons.

Schneider and Crombie (2003) and Kontráné et al. (2012) all listed non-language-related characteristics of dyslexia that can hinder the FL-learning process. The slower pace of information processing as well as the poor working and long-term memory can result in falling behind non-dyslexic peers if accommodation is not used in instruction. Kontráné et al. (2012) said that dyslexia is often identified only when students start learning a foreign language, because they develop coping strategies for the L1 which can work good enough to make dyslexia unrecognised, but these strategies are not always applicable in the FL. For instance, Linan-Thompson (2014) mentioned that these students often rely on their good oral comprehension skills to balance the difficulties in the L1. When they start learning a new language, they cannot speak yet and cannot apply this method. Kontráné et al. (2012) also stated that as a result of the unnoticed dyslexia, the child will not develop sufficient language awareness to build upon during the foreign language class. Similarly, Schneider and Crombie (2003) pointed out that underdeveloped automaticity in the usage of L1 grammar structures leads to poor grammar skills in the FL.

3.4 Principles of teaching language learners with dyslexia

Knowing a foreign language is an essential skill in today's world, and therefore, it is important that every student is provided with equal chances to acquire English during the FL-classes. (Kontráné et al., 2012; Schneider & Crombie, 2003). In order to make the most of students' abilities, teachers should carefully design their methods of teaching English language (Kontráné et al., 2012; Pollock et al., 2004; Reid, 2005; Schneider & Crombie, 2003). This section summarises practical pieces of advice on how teachers can accommodate their teaching methods to their (dyslexic) students' needs.

Because not every learner is the same, constant communication among students, teachers and parents is needed to find the strategies and methods that are most suitable for the student's learning style (Reid, 2005; Schneider & Crombie, 2003). For better results, the effectiveness of the used methods needs to be constantly re-examined (Schneider & Crombie, 2003). Teachers also have to ensure that learners have an active role in the learning process by providing them with a range of strategies to choose from (Kontráné et al., 2012). There is no need to completely alter the curriculum or to choose a new course book to make language learning with dyslexia a successful experience; it is enough to apply certain kinds of accommodation (Kontráné et al., 2012; Schneider & Crombie, 2003). Several sets of lists have been created about how teachers can adapt the curriculum and their teaching to their students' needs (e.g. (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). Here, I collected a list of the most important principles based on the literature.

Multi-sensory teaching techniques help students with dyslexia to rely on their strengths and compensate for their weaknesses (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). As the authors pointed out, the more senses are involved, the better it is. Students with dyslexia can benefit mostly from visually presented information and learning methods that involve touching and moving (kinaesthetic-tactile) (Kontráné et al., 2012; Schneider & Crombie, 2003). We can apply visual support, such as colour-coding, pictures and mind maps (Kontráné et al., 2012). An example for kinaesthetic-tactile learning would be writing in the air or in sand (Kontráné et al., 2012; Schneider & Crombie, 2003).

Another important point is that everything has to be taught explicitly; that is, teachers should not make their students discover the rules of the language or the connection to previous knowledge by themselves because discovering language patterns belongs to their

weaknesses (Kontráné et al., 2012; Schneider & Crombie, 2003). Linan-Thompson's (2014) and Schneider and Crombie's (2003) examples for explicitness from the field of phonology is demonstrating how exactly the speech organs are moving while pronouncing a certain sound and making learners practice that in front of a mirror. Kontráné et al. (2012) suggested that involving the L1 of the learners contribute to making the explanations more explicit.

The importance of overlearning was also highlighted by several authors. Kontráné et al. (2012), Schneider and Crombie (2003) and Reid (2005) stated that because dyslexic students have problems with automatization, they need various ways and contexts in which they can practice the same knowledge over and over again. An example of Schneider and Crombie (2003) for learning vocabulary in multiple ways is creating colour-coded vocabulary cards, (same colour for same parts of speech) then sorting these out in boxes according to how well the student knows them or keeping the cards in items that remind them of the meaning of those words or other information about them.

Teachers also have to support their learners' metacognitive skills by providing them with learning techniques, making them be conscious about their thinking process and by always showing them the connection to the previous material (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). Kontráné et al. (2012) and Schneider and Crombie (2003) all emphasised the importance of mnemonics that are great learning tools for students with dyslexia.

Kontráné et al. (2012) also gave advice on how to deal with attention problems and hyperactivity. They said that short exercises that promote focusing attention; for instance, finding all consonants in a sentence can be included in the lesson plan. They explained that the short attention span and possible hyperactivity of dyslexic students should be taken into account during lesson planning by preparing shorter activities and extra tasks to occupy them. They also mentioned that certain arrangements can be concluded with the hyperactive student to help them stay focused and to avoid the disturbance of others. For instance, they can stand up and walk around or leave the classroom or they can listen to music which occupies their right hemisphere, the one that is responsible for ramifying and unfocused attention.

Finally, everything (the learning process, teaching materials, the structure of the lessons, the explanations) needs to be carefully organized (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). Consistency, small and logical learning steps, moving gradually from

simple to difficult in the curriculum and during the lesson support the success of dyslexic students' learning process (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003).

3.5 Principles of assessing language learners with dyslexia

In this section suggestions on assessing dyslexic learners' English language proficiency are summarised.

Schneider and Crombie (2003) pointed out that traditional task types and test-taking conditions often lead to failure in the case of dyslexic learners. Glazzard (2010) said that students with dyslexia will always experience failure if the assessing methods are not appropriate for measuring their achievements. If they cannot experience success, only constant failure, they will lose their motivation (Reid, 2005; Schneider & Crombie, 2003). Therefore, it is important to use appropriate assessing methods for measuring their foreign language abilities. According to Schneider and Crombie (2003) and Kormos (2016), strengths should be emphasised and students should be given the opportunity to show what they actually know.

Kormos (2016) highlighted the importance of test validity, which means that the test measures exactly what it has to measure (Henning, 1987 as cited in Kormos, 2016). She explained that a change in a test should not have an effect on validity. She raised attention to the difference between accommodation and modification. In the case of the latter one, the construct that is measured is altered, which means the validity is violated. In the case of accommodation, the test measures the same thing as before applying the changes, so the test remains valid (Kormos, 2016).

Based on the list of the Standards for Educational and Psychological Testing (AERA, 1999 as cited in Kormos, 2016) Kormos (2016) distinguished four kinds of test accommodation (she considered the last two on the original list modifications). The first one is modifying the presentation format which refers to the way the test questions are presented. In the case of written tests, she suggests that the visual appearance should be dyslexia-friendly, which means for example larger font-size and bigger spacing. Visual clues, such as pictures can also help students understanding the questions (Kontráné et al., 2012; Kormos, 2016; Schneider & Crombie, 2003). It can also be useful if the questions are read out loud for them, for example, by an assistant reader or a screen reader if the test is taken on a computer (Kormos, 2016). In the case of orally presented test questions, as Schneider and Crombie (2003) pointed out that the student should be given enough time to process the audial

information and to prepare a response. They added that visual clues, for instance seeing the speaker's mouth, are useful here, too. The usage of the student's native language also helps in the understanding of test questions (Kontráné et al., 2012).

The second type of accommodation is the modification of the response format which means giving the student opportunity to present their answers in different ways (Kormos, 2016; Reid, 2005; Schneider & Crombie, 2003). Instead of writing them down, which is an extreme challenge for dyslexic learners, they can be given orally or they can be dictated to a scribe who writes them down (Kormos, 2016; Schneider & Crombie, 2003). If the student gives written answers, an appropriate response sheet, (with big letters, picture clues...etc.) or the usage of computers with spell checker can also enhance the performance (Kormos, 2016; Schneider & Crombie, 2003). Using the mother tongue and picture clues are beneficial here, too (Kontráné et al., 2012; Schneider & Crombie, 2003).

The third type in Kormos' list (2016) is modifying the timing which, in the most cases, means providing the students with extra time. Giving the students enough time to process the information and to produce output is essential, therefore teachers should present the material in a slower pace and provide enough time for solving the tests (Kontráné et al., 2012; Schneider & Crombie, 2003). Extended time is one of the most popular type of test accommodation and it helps students compensate for their slow processing skills and provides opportunity for thorough planning and self-checking (Kormos, 2016). This accommodation only helps students if they own the necessary skills and knowledge for completing the tasks and only their dyslexia prevents them from achieving well (Kontráné et al., 2012; Kormos, 2016). Another type of time modification is providing more frequent breaks or organizing exams that last for several days (Kormos, 2016). This leads to the fourth type of test accommodation which is the modification of the test setting. It usually manifests in providing a separate room for the examinee which is free from distraction and where they do not disturb others if they apply certain test-taking strategies, such as reading the questions out loud, or going out for a break in different time slots (Kormos, 2016; Schneider & Crombie, 2003).

The last two elements of the original list are leaving out some parts of a test or using a completely different, alternative one. Schneider and Crombie (2003) pointed out that certain test types can prevent learners with dyslexia from showing their actual knowledge. They said that matching activities are better to avoid and writing in general should be reduced to

the possible minimum. Gap-filling activities also cause difficulties for dyslexic learners because the context clues are limited. (Kontráné et al., 2012; Schneider & Crombie, 2003). As an example for alternative tests, Kontráné et al. (2012) brought up the Norwegian English 2 Dyslexia Test, which was designed especially for the assessment of dyslexic learners' English proficiency.

Schneider and Crombie (2003) gave advice on how to give feedback during the lessons. They explained that dyslexic learners tend to be shy and they should not be called on spontaneously. They suggested that teachers should give the student a sign beforehand giving them opportunity to prepare their answer, or they should not be called on during the lesson at all, instead, the teacher can provide consultation slots where the learner can give answers individually. They also emphasised that teachers should avoid negative responses such as “wrong answer” and they should appreciate logical thinking even if they result in mistaken answers.

Kormos (2016) and Kontráné et al. (2012) argued that passing a language exam is often a requirement for obtaining university degree (in Hungary it is prerequisite for university applications as well) and therefore, it is the question of fair chance that language learners can pass a language exam. However, Kontráné et al. (2012) pointed out that there is no language exam in Hungary that entirely fits the needs of dyslexic language learners. Even the majority of international test centres fail to provide applicants with enough information on what kind of accommodation is available and how students can apply for them (Kormos, 2016).

3.6 Motivation and emotions of language learners with dyslexia

In this section I am going to describe the two models on language learning motivation that shaped this research, and how dyslexia can affect the learner's motivation by interfering with certain elements of these models. I am also going to discuss how dyslexia can exert influence through the learner's emotions.

The first model this study is based on, is the L2 Motivational Self System (Dörnyei, 2009), which has three components. The first one is the Ideal L2 Self which represents the “the person we would like to become” (Dörnyei, 2009, p. 29). In this component, the author incorporated the idea of the desired self from Marcus and Nuriou's (1986) theory about the possible selves, Gardner and Lambert's (1959) idea that integrativeness is the main driving force in L2 learning, and the self-discrepancy theory of Higgins (1987, 1996) (all theories

cited in Dörnyei, 2009). In Dörnyei's views, a motivated learner's ideal self from language learning point of view is a person who is competent in the foreign language. Because the learner wants to become similar to the speakers of L2 who are competent in the language, this kind of motivation can be considered integrative according to Dörnyei (2009). Based on the self-discrepancy theory, the learner would like to lessen the gap between the current L2 self and the Ideal L2 Self and this results in motivated behaviour. Dörnyei (2009) also highlighted the importance of imagination in this model and he said, a motivated learner is able to visualize their Ideal L2 Self. He also considered Deci and Ryan's self-determination theory (1985, as cited in Dörnyei, 2009), which modelled to what extent the external regulations can be internalised by the learner. They identified four stages and the motives of the more internalised stages (for instance, learning English because it is a societal value or because it is useful for the individual) belong to the Ideal L2 Self in Dörnyei's model. The second component of the L2 Motivational Self System is the Ought-to L2 Self which is the equivalent of the ought self in Higgins' theory, and represents the expectations of the learner's environment as perceived by the learner. The author considers the less internalised factors from Deci and Ryan's list (for instance learning English to avoid negative consequences or to get rewards) belonging to this component. The last element of the system is the L2 Learning Experience which includes the influence of factors associated with the learning environment (teachers, peers, methods and materials used and the sense of success). In a recent article, the author raised the issue that this component of the L2 Motivational Self System has not been defined precisely enough, even though empirical results show that it has great influence on motivated behaviour (Dörnyei, 2019). He attempted to fill in this niche by providing an extensive definition: "the L2 Learning Experience can be defined as the perceived quality of the learners' engagement with various aspects of the language learning process" (Dörnyei, 2019, p. 25). He also listed the aspects of the learning environment that can have a role in forming motivation, but he added that the list has not been justified by empirical research yet (Dörnyei, 2019). Nikolov (1999) investigated the motivation of 6-14 year olds in a longitudinal study between 1977 and 1995 in Hungary. She also found that learners are most motivated if they have positive attitudes towards the learning context, the teacher and the tasks and materials used. The study showed that these factors are more important in the motivation of these learners than the integrative motives.

The second model that influenced this research is the Model of the Nested Systems in Motivation (Csizér et al., 2010), which was created when the authors investigated the

motivation of 15 Hungarian language learners with dyslexia in an interview study. In their model, attitudes, goals and motivated behaviour form a system in which a change in one element influences the other two. Research has shown that dyslexic language learners are generally less motivated than their non-dyslexic peers (Csizér et al., 2010; Kormos & Csizér, 2010). Their attitudes towards the language are mainly negative; their main goals are instrumental (for instance, passing an exam or getting good jobs) and their motivated behaviour pattern shows that they either invest extra time and energy into learning to achieve the same results as their non-dyslexic peers or they simply give it up because they think that it is not worth putting any effort in learning, since success is impossible to achieve (Csizér et al., 2010; Kormos & Csizér, 2010).

Csizér et al. (2010) identified learner internal and learner external factors that affect the above mentioned three components. Among learner internal factors, students' self-perception, that is, their "views of themselves as language learners" (Csizér et al., 2010, p. 481) turned out to have a strong influence on motivation. Kormos and Csizér (2010) compared the language learning motivation of dyslexic and non-dyslexic learners in a questionnaire study and they found self-perception to be powerful in influencing the effort put in language learning in the case of both groups. 11 out of 15 learners with dyslexia made negative comments about themselves in Csizér et al.'s study (2010) and Kormos and Csizér (2010) also concluded that dyslexic learners have generally negative views of themselves as language learners. Another learner internal element includes the cognitive factors which have an effect on achievement (dyslexia in this case) (Csizér et al., 2010). Because of their difficulties caused by dyslexia, learners rarely experience success in the language classroom and this makes it difficult for them to imagine themselves as competent L2 speakers in the future (Csizér et al., 2010; Kormos & Csizér, 2010; Reid, 2005; Schneider & Crombie, 2003). If the Ideal L2 Self is perceived as impossible, the learner will lose their motivation (Dörnyei, 2009).

Learner external factors in Csizér et al.'s model (2010) include the milieu and the instructional setting. The milieu is the influence of the learners' immediate environment on shaping attitudes, goals and motivated behaviour, and reminds me of the Ought-to L2 Self in Dörnyei's (2009) model. Csizér et al. (2010) found that friends and family have a strong influence on dyslexic students' motivation and parents consider language learning really important. Glazzard's interview study (2010), conducted with nine secondary school students with dyslexia, also revealed that parents' behaviour is generally supportive. In

contrast to these findings, Kormos and Csizér results's (2010) showed that parental influence and encouragement have a less important role in shaping dyslexic students' motivation.

As for the instructional setting, it is equivalent to the L2 Learning Experience component of Dörnyei's model (2009), and includes factors associated with teachers' behaviour and attitudes, as well as with teaching methods and materials (Csizér et al., 2010). Learners with dyslexia often experience constant failures because of their difficulties which can result in the loss of intrinsic interests in language learning, and this makes external factors, for example, the instructional setting remarkably important in shaping their motivation (Csizér et al., 2010; Schneider & Crombie, 2003). In order to maintain their motivation, learners need to experience success (Csizér et al., 2010; Kontráné et al., 2012; Kormos & Csizér, 2010; Reid, 2005; Schneider & Crombie, 2003). Teachers can promote the sense of success by using the appropriate teaching methods and materials, and by using motivational strategies to encourage learners to invest extra time and effort into language learning (Kormos & Csizér, 2010). Classroom related factors were most frequently mentioned by the group of 11-14-year-olds when they were asked about why they learn English in Nikolov's study (1999). Kormos and Csizér (2010) also found an indirect link between the above mentioned factors and motivated behaviour. Csizér et al.'s study (2010) showed that the teacher's behaviour can bring about positive change in students' attitude towards L2 learning and at the same time, if the teacher fails to understand the nature of dyslexia and refuses to use accommodation in their teaching, the attitudes of learners will become worse. These findings show that teachers have a significant role in shaping students' motivation and it is important that they have sufficient knowledge on how to deal with dyslexia in the classroom (Kontráné & Kormos, 2007).

Burden and Burdett (2005) conducted an interview study with 50 dyslexic students who showed positive attitudes towards learning, and their results also supported the importance of teachers' expertise. The authors explained the results, among other factors, with the presence of "dedicated and well-trained staff" (p. 103). It is important to note that the study was conducted in a special school for students with dyslexia and according to the authors' assumptions, they would get different results in mainstream schools. A questionnaire study conducted with Hungarian language teachers revealed that the majority of teachers did not receive sufficient training on specific learning difficulties, although a simple university course or in-service training would be enough to acquire the needed knowledge (Kontráné

& Kormos, 2007). These results support Burden and Burdett's (2005) assumptions who implied that unpreparedness can negatively affect students' motivation.

The last element of Csizér et al.'s (2010) model is the social context which influences the learner indirectly through the milieu. In the Hungarian context, the international posture of English is a high motivating factor (Csizér, 2012; Nikolov, 1999). The reasons for this are that first, Hungary is a monolingual country and English language is a necessary tool for gaining more information about the world; second, since the EU-accession of the country in 2004, the international relationships in the economy and tourism increased and knowing English became an important pre-requisite for a successful career (Csizér, 2012). Although it is not compulsory, English is the foreign language that is taught in most schools in the country (the second most popular is German) (Csizér, 2012). Research has shown that Hungarian children (aged 6-14) have generally positive attitudes towards learning English and that it is among the three favourite subjects of learners (Nikolov, 1999). In the case of students with dyslexia, this factor works as external motivation because learners know that it is disadvantageous for them if they do not know the language, so they try to avoid the negative consequences (Csizér et al., 2010). Because of its international significance, dyslexic learners prefer English to German despite the fact that the latter is easier for them to learn, due to the transparent orthography (Csizér et al., 2010).

Not only the language learning motivation but also other emotions can be affected by dyslexia. The difficulties learners have to face have a negative effect on their self-concept and self-esteem (Csizér et al., 2010; Glazzard, 2010; Kontráné et al., 2012; Pollock et al., 2004; Reid, 2005). The constant sense of failure from an early age can lead to learned helplessness (Reid, 2005). In Glazzard's interview study (2010) many of the participants experienced this feeling, but Burden and Burdett's study (2005) showed contradictory results. They explained their findings with that the participants attended a special school for dyslexic learners and they compared themselves with peers who had similar strengths and weaknesses, so these learners experienced higher locus of control than the participants in the other study. Foreign language anxiety is also common among dyslexic learners (Kormos, 2016). Anxiety is a feeling of nervousness and worry (Spielberger, 1983 as cited in Kormos, 2016) and in the case of foreign learning anxiety, this worry is evoked by the possible threats the communication in a foreign language can bring (for instance, loosing face) (Horwitz, Horwitz and Cope, 1986 as cited in Kormos, 2016). Because of their difficulties, language learners with dyslexia have a set of other factors they might worry about during the English

class, for instance, being evaluated negatively (Eysenck, 1992 as cited in Kormos, 2016). According to the cognitive interference theory, this worry distracts the learner's attention from the task and leads to even poorer results in learning (Eysenck, 1992 as cited in Kormos, 2016). Other emotions that these learners might experience are frustration, disappointment and depression (Kontráné et al., 2012; Kormos, 2016; Reid, 2005). Because they work in a slower pace compared to peers, they often feel left out and isolated (Glazzard, 2010).

Glazzard (2010) identified five factors that can affect the self-esteem of dyslexic learners: comparison with others, impact of teachers, peers and family and the role of the diagnosis. As learners compare themselves with their peers they realise that they cannot keep pace and they often label themselves as different or not intelligent (Glazzard, 2010; Kormos, 2016; Reid, 2005). The participants in Glazzard's (2010) study had mixed feelings about their teachers and highlighted the importance of the teacher's understanding, willingness to accommodate and the effective relationship between students and teacher. 50 per cent of the participants experienced verbal bullying by peers, but everyone was supported by their families (Glazzard, 2010). The diagnosis can be a stigma and isolate the learners by emphasising their differences, but at the same time it can provide a sense of belonging to a specific group, an opportunity for getting sufficient help and also an explanation for the difficulties they face (Riddick, 1996 as cited in Kormos, 2016). One of Glazzard's (2010) main findings was that getting an official diagnosis affected the participant's self-esteem positively because they understood that the source of their difficulties can be attributed to dyslexia and not their lack of intelligence. The situation is less favourable in Hungary, where students and their families are often traumatised by the diagnosis and they try to keep it a secret to avoid the negative reaction of the environment (Kontráné & Kormos, 2007). This might be because they do not know enough about dyslexia. According to Pollock et al. (2004) and Reid (2005), it is important that the students and parents understand how dyslexia works to be able to maintain positive self-esteem.

Just like in the case of motivation, the negative influence of the above mentioned factors can be minimised if the learners have the opportunity to experience success and feel that they are a worthy member of the community (Reid, 2005). In order to realise this, the learners' needs have to be met by using appropriate teaching and assessing methods (Reid, 2005). The attitudes of the environment are also important in shaping students' self-worth. The whole school should set acceptance and tolerance as a norm and teachers should pay extra attention on building these student's self-esteem and on setting a good example to other students with

their attitudes towards learners with special educational needs (Burden & Burdett, 2005; Kontráné et al., 2012; Schneider & Crombie, 2003).

3.7 The status of dyslexic learners in Hungary

In this section summarises the characteristics of Hungarian school education that can affect dyslexic learners including the allowances guaranteed by the Hungarian laws and orders.

Approximately 7-10 per cent of the Hungarian population is dyslexic, however, the real ratio might be higher as many cases remain unrecognised due to the inconsistent diagnostic strategies and the common misconceptions which make learners and parents think that they should be ashamed of the difficulties and try to hide them (Csizér et al., 2010; Kontráné et al., 2012; Kontráné & Kormos, 2007). Many of these learners apply strategies which help them compensate for their weaknesses and this way they remain undiagnosed (Kontráné et al., 2012; Kontráné & Kormos, 2007). Even if they hold an official diagnosis, they might not get sufficient help due to financial reasons or because the teachers do not know how to deal with dyslexia in the classroom or they lack understanding and tolerance (Csizér et al., 2010; Kontráné & Kormos, 2007). Both Glazzard (2010) and Csizér et al. (2010) revealed instances for negative teacher attitudes when teachers held the view that dyslexia is not an important issue or does not exist at all. According to the Act CXC of 2011 on National Public Education learners with dyslexia count as ‘children/students with difficulties in integration, learning or behaviour’. The diagnosis can be stated by the committee of experts. According to the Act, these learners are entitled for developmental education which can be provided by education consultancy or the school. During entrance examinations they have the right for extra time, using the helping tools they are used to “and the organisation of the examination shall be adapted to their capabilities” (Act CXC of 2011 on National Public Education). The Act also enables students to be exempted from evaluation or from visiting lessons of certain subjects, such as foreign languages (Csizér et al., 2010). Experts strongly disagree with this solution because the lack of knowing foreign languages is a serious disadvantage for the individual in the job market and in higher education, especially in Hungary where the language exam certificate is a prerequisite of being accepted by universities (Csizér et al., 2010; Kontráné et al., 2012).

4. Research Design and Method

4.1 Context

For this qualitative case study, I conducted an interview with a dyslexic language learner, his mother and current primary school English teacher in order to map the student's motivational self-system, and to identify the specific factors that influence this system, as well as his emotions. I also intended to investigate the role and effect of dyslexia in shaping the learner's language learning motivation and emotions. My research questions were the following:

4. What situation-specific factors affect the learner's goals, motivated behaviour and attitudes towards the English language and how do these factors exert their influence?
5. What kind of accommodation is used by the English teacher in terms of teaching and assessing methods? Which characteristics of the micro-context foster or hinder the usage of these methods?
6. Besides motivation or demotivation, what other feelings has the learner developed towards learning English? What causes these emotions? How do they affect his language learning success?

The observed student attends a mainstream primary school which offers special English language classes with extended weekly hours of English. From the 1st until the 5th year the learner participated in this special English education in which they had five English lessons a week. After the diagnosis in the 5th grade, teachers advised the participant to change English study groups because of the difficulties caused by dyslexia. Since then, he has been attending the basic English lessons three times a week, instead of the more intensive form. Recently, a new teacher has arrived to this group who is the third person to teach English to the learner in this school. In addition to public education, for four years, the learner has been attending English lessons in a private language school which specialises in task-based language learning. They learn the language in groups of approximately ten here.

4.2 Participants

Three participants were interviewed for this study in order to investigate the issue from different viewpoints, that of the learner, his parents and school language teacher. My aim by the selection was to find a student between the age of 11 and 18 (since I am going to teach these age groups) who holds an official diagnosis of dyslexia and who is participating in

English classes. The main interviewee was a male learner who is in the 7th year of primary school and has been learning English since the first year. He was diagnosed with dyslexia in the 5th grade after the new class master suggested that he should be tested for dyslexia. The second participant was the learner's mother, and the third is the learner's current English teacher in the primary school.

4.3 Instruments and Procedures

For this study three semi-structured interviews were conducted with a learner, his mother and his current primary school English teacher. The interview questions were formulated by me based on relevant literature. The questions on motivation concentrated on the areas that were proposed in Dörnyei's L2 Motivational Self System (2009) and Csizér et al.'s Model of the Nested Systems in Motivation (2010). The concepts that were covered in Kormos and Csizér's questionnaire study (2010) also served as orientation in forming the interviews. Some questions on emotions were adapted from Glazzard's interview study (2010) which also raised my attention to the key role of self-esteem in the case of language learners with dyslexia. Some of the questions were aimed to collect background information about the learning context.

All interviews concentrated on the three main topics; the learner's motivation, emotions and the teaching and assessing methods applied by the English teacher. The three interviews included similar questions and some specific ones that were not asked from every participant. Questions about the background concerned the school type the learner is attending and the ways in which he is learning English (for example, weekly hours, extracurricular activities). The student and parent interviews contained questions about the diagnosis and its effect on the learner and the family. The part about motivation concentrated on three areas: the learner's current L2 self, the Ought-to L2 Self and the Ideal L2 Self based on Dörnyei's (2009) model. The current self was investigated by questions on the learner's views on himself as language learner, and in addition to that, the learner interview included specific questions on the learner's perceptions about the environment's views on him, as well as the effect of dyslexia on his performance. By asking about the expectations of the teacher and parents and the role of English in the school and in the study-group, it was intended to learn about the Ought-to L2 Self of the student. Questions on the Future L2 Self regarded the language learning goals and the learner's views on the importance of the English language. Another set of questions were aimed to investigate the L2 Learning

Experience by gaining information about the teaching and assessing methods and the learner's positive and negative experiences in connection with English classes. The teacher interview also included inquiries about the difficulties of applying accommodation. The parent and the teacher were asked about the learner's self-esteem and attitudes towards the language and the English lessons. In addition to that, the teacher was asked if any signs of negative emotions (anxiety, depression, frustration, disappointment) has been noticed on the learner during the lessons. The student interview also included questions about the learner's emotions felt during the lessons and concrete examples of instances when he felt himself particularly good or bad during English lessons.

There were several obstacles of finding an interviewee. In some schools where I asked for help, there were no diagnosed students in the whole institution, or they were exempted from the English classes. Some learners refused my request for the interview, because they did not feel comfortable talking about dyslexia. These instances reflect the Hungarian tendency of trying to avoid the diagnosis, and the common misconceptions about dyslexia that it is something to be ashamed of (Kontráné et al., 2012; Kontráné & Kormos, 2007). When I managed to find a learner, who was willing to participate, the parent and student interviews were conducted on the same day in Hungarian through a phone call. The interviews were conducted in April 2020 when citizens were advised to avoid personal contacts due to the Covid19 pandemic. After that, the parent connected me with the teacher and the third interview was conducted a few days later with the same method. Each interview lasted for about 30 minutes and were recorded and notes were taken about the answers afterwards. The data has been subjected to content analysis by carefully reading the notes looking for utterances about the situation-specific factors that affected the learner's motivation and emotions.

Since emotions, personal goals and dyslexia in general are sensitive topics, individuals might feel defenceless when being interviewed by a stranger on these issues and this can affect their answers. The fact that the interviews were not conducted personally might have helped to lessen the effect of the observer's paradox, and I assume, the participants concentrated less on keeping face in this situation. Moreover, they were willing to share their thoughts and the learner said that he does not think that dyslexia would negatively affect him as a language learner. The parent and the learner were in different rooms during the interviews so they could not hear each other's answers; however, the student's replies about the importance of language learning might have been influenced by the mother's opinion. The

credibility of the research can be justified by the facts that different theories were used for designing the interview questions and that the issues were observed from three different viewpoints.

5. Results and Discussion

5.1 Language learning history and getting a diagnosis

The first parts of the interviews were aimed to discover the background, the English learning history of the student, and the conditions of getting an official diagnosis, because I believe, this information is essential for understanding the current state of his motivation.

I learned that the student is attending a mainstream primary school and he is in the 7th grade. Officially, students in Hungary start learning a foreign language from the 4th year but depending on the school, foreign language classes can be offered earlier, too. In this institution, English is taught from the beginning and there are special groups in which students have extended weekly hours of English (five times a week). In the basic groups, students have three English lessons a week. Members of each class belong to either a basic or a special English study group, and they attend the lessons together with students from other classes of the same year. When I asked if the school specialises in something, the mother mentioned the special English classes as extra elements. She noted that the school promises successful B2-level language exams for their students by the end of the 8 years. The family found this appealing and they had the student enrolled in the special English group.

The learner attended classes there for four years and when he got diagnosed, his English teacher at that time saw the solution in placing the student in the basic English study group. The exact reasons will be discussed later. Since then, there has been a change of teachers in the new group so the learner has had three different English teachers in primary school. In addition to public education, he has been visiting extracurricular English classes in a private language school in the past four years. Both the parent and the child are satisfied with this school which he attends because the mother holds the view that acquiring a certain level of proficiency in English is of vital importance.

I asked the mother and the student about the circumstances of finding out about dyslexia, getting an official diagnosis and how it affected the family and the learner. The mother explained that because the student is their first child, they had no experience on how his

development should look like in the first years of school. They started noticing the problems when two years later, the younger brother went to school and he developed at a faster pace compared to his sibling. The mother reported that the older child's writing was getting more and more bad-looking and he had more and more problems with reading. Even though difficulties in forming letters and poor reading fluency are typical signs of dyslexia (Reid, 2005), the class master at the time told the parents that these were not serious problems and the learner would grow out of them. In the 5th grade, a new class master arrived in the learner's class, who also taught them Hungarian literature and grammar. This teacher spotted the characteristic signs of dyslexia and advised the parents to have the learner tested in an education consultancy centre by a committee of experts. This was when the learner got officially diagnosed.

The suggested types of accommodation according to the expert opinion in his case are extended time, preference of oral response format and exemption from the assessment of spelling. I noticed that these points are indicated only as 'suggestions' in these kinds of expert opinions. The Act CXC of 2011 on National Public Education states that the accommodation to the needs of 'children/students with difficulties in integration, learning or behaviour' and 'children/students with special education needs' and the promotion of their development in the most effective ways are considered some of the main tasks of public education. It is also stated that 'children/students with special education needs' have the right to receive special education, if they hold an official diagnosis and they have to be provided with the special treatment as suggested by the expert opinion. Interestingly, the other category, ('children/students with difficulties in integration, learning or behaviour') to which learners with dyslexia belong, is not mentioned in this paragraph. Allowance in their case is only mentioned in connection with entrance examinations (extra preparation time, helping tools) and their right for exemptions can only be enforced if the school principal gives allowance for it.

When I asked the student and the mother about the effect of the diagnosis on them, the mother said that the parents had been shocked by the fact that it has been only discovered in the 5th year. They were also worried because school teachers and experts told them that it was too late for special development and they "practically missed it". Class teachers have a key role in identifying dyslexia, especially in the early years of school and therefore, they should have enough knowledge on it (Reid, 2005). The fact that the learning difficulty

remained unnoticed in this case might be due to the incomplete knowledge of the teacher that reflects the deficits of teacher training in Hungary. This instance corresponds to the findings of Kontráné and Kormos (2007) who concluded that the participants of their representative study had received almost no information about dyslexia during their training.

The learner stated that the diagnosis had no special effect on him. Because the diagnosis can act as a stigma and trigger negative reactions of the environment, it is not unusual that it is kept in secret (Kontráné et al., 2012; Kontráné & Kormos, 2007), but during the interviews, I did not identify any signs of shame or embarrassment because of dyslexia neither from the mother's, nor from the student's part. On the other hand, some teachers treated the issue with care because they knew that many students and parents consider dyslexia a taboo (Kontráné et al., 2012). It turned out that the English teacher in the language school had already spotted the signs and started using accommodation in their teaching, but they had not notified the parents because, based on previous experience, they were afraid that it would lead to a conflict with the parents. The class master in the primary school deliberately does not talk about the learner's dyslexia in front of other students in the fear of negative reactions. Peers can treat learners with dyslexia badly if they lack understanding and acceptance of learning difficulties, and they can also get impatient because of the learner's slower pace of working (Kormos, Csizér, Sarkadi, 2009 as cited in Kormos, 2016; Reid, 2005), but in this case, the participants did not report teasing, abuse or exclusion by peers, like half of the students in Glazzard's study (2010). The mother explained this with the fact, that the learner has a leading role in the class and classmates "do not dare" to tease him.

5.2 Motivation

5.2.1 Current L2 Self and self-esteem

It was directly asked in all three interviews if the student is a successful language learner and what his strengths and weaknesses are. The learner was also asked how his environment (peers, parents, teachers) see him as a language learner and if he is satisfied with himself in this respect. Because I think that the student's answers on how he sees himself as a language learner reflect his level of self-confidence, I am going to discuss this area in this section. The parent and the teacher were directly asked about how they see the learner's self-esteem and besides, I identified some indirect remarks that reflected the participants' views on these topics.

According to the interviewees, reading, spelling and handwriting belong to the student's weaknesses. The learner also said that sometimes he has a hard time learning new vocabulary. However, they both mentioned that he usually gets good grades for word tests if they are administered orally. (Conclusions in connection with this will be discussed later.) Among strengths, the student mentioned grammar, and the mother also reported that the learner has high language aptitude and can learn easily (as an example, she mentioned learning texts by heart). The teacher added communication skills to the list of strengths. While the difficulties mentioned and the dominance of good oral skills are typical characteristics of dyslexia, one would expect grammar and remembering texts to be weak points based on the literature (Kontráné et al., 2012; Schneider & Crombie, 2003). This instance shows that every individual has different sets of strengths and weaknesses (Reid, 2005; Schneider & Crombie, 2003). Not being affected in some areas might have helped the participant experience more success throughout his language learning history. Appropriate accommodation could also contribute to positive experiences (Kormos, 2016).

The mother highlighted that although the student is learning differently and things might take a little longer for him, he is able to achieve everything that others can (passing a language exam, getting good grades). She added that his self-esteem is really low and it needs to be boosted by making him understand that he can do as good as others. She added that never being satisfied with himself is a general characteristic of his age and it is not in connection with dyslexia. Despite the mother's thoughts, the teacher said that the learner ranks himself among the good learners. The student's answers confirmed this: he considers himself between average and good in his age group. He expressed several times during the interview that he is doing good at English, he can follow the lessons and he finds the tasks at primary school easy. He thinks his current English teachers and peers also find him a successful learner and he compared himself with his primary-school-groupmates to his advantage, saying he knows more than them, and sometimes it happens that they seek help from him. It is also interesting that although he has a choice, he usually chooses to be tested in writing because he thinks he needs to practice that. He noted, however, that the tasks in the language school can be challenging for him, especially when they contain many unknown words, but with the teacher's support he can deal with them. When I asked him about the times when he attended the advanced English lessons, he admitted that he had more difficulties there, mainly because the way of presentation and assessment (which will be discussed later) was not adjusted to his needs.

It is clear that the mother is consciously trying to mediate a ‘can-do’ mindset to the learner to convince him that he is able to achieve his goals. The primary school teacher also holds the view (which she expressed at the end of the interview as a conclusion) that students should concentrate on the solutions instead of the problems and teachers should help them by showing techniques for that. The student’s views of himself as a language learner reflect the influence of these two adults. This corresponds with the findings of Csizér et al. (2010) whose model showed that the immediate environment affects the learner’s attitudes, goals and motivated behaviour. In this case, there is a positive shift in the student’s attitudes towards learning English, because the learner’s internal locus of control is being strengthened and this helps him avoid the state of learned helplessness (Glazzard, 2010). The participants also seemed to have a good understanding of dyslexia and how it affects learning. When I asked the student what message he would send to teachers who teach dyslexic learners, he replied that he cannot give general advice because it depends on the individual’s strengths and weaknesses. He also mentioned that dyslexia does not affect his success in language learning. He explained his lack of positive results in the past with external factors (not enough time). Understanding that weaknesses do not define us because success can be achieved by using the right learning and teaching methods is really important because self-understanding contributes to the enhancement of self-esteem (Pollock et al., 2004; Reid, 2005).

5.2.2 Ought-to L2 Self

In order to discover the student’s Ought-to L2 Self, I asked about the expectations of the teacher and the parents in connection with learning foreign languages and about the importance of English at the school level. The learner interview also contained a question about the learner’s views on why it is important to learn English. Besides, the mother commented on this topic indirectly several times throughout the interview.

First, she mentioned that they were happy to be able to have their son enrolled in a school that offers special English classes. Second, she expressed her dissatisfaction with the level of English that was taught in the basic English group when the student arrived there. As she put it with a critical tone: “They are by no means at the same level [as the advanced English group] (...) they were not learning anything, that is why he has to attend the private language school. At least, they keep his level there. What is more, the teacher is helping them make progress.” The learner’s thoughts on the study group at primary school reflected the parent’s

opinion as he said that his peers are below the level he is at. He said that it was a bad feeling when he had to change groups because before that he had been pretty good at English, and in the new group they are not making any progress.

When I asked the mother about the importance of languages in the family, she said that they hold the view that knowing foreign languages is fundamental and the learner “has to” acquire at least an intermediate level of knowledge and she hopes that he will be able to learn more in the future when he is ready for it. The mother also tries to send direct messages about her views on foreign languages to the learner, but he does not take it seriously yet, as the mother said. However, when I asked the learner why learning English is important, he answered: “because it is a world language and this is the language that most people understand”. This shows that he internalised the attitude of his parents to some degree. The teacher also emphasizes the role of English to students by reminding them that they are learning the language for themselves, because it is essential for successful communication outside of the country. She compared Hungarian education with other western countries where students speak two foreign languages and she added that English is one of the most important subjects and it should be taken as seriously, as for instance, mathematics. She claimed that English is considered essential by the members of this primary school. She highlighted the role of parents in shaping students’ attitudes in general and in the participating learner’s case, too. She said that parents choose this school because they attribute great importance to language learning and it is getting more and more significant in students’ lives, as well because of the globalising world where English became part of their everyday life (her examples: YouTube videos, films, video games). However, when I asked the learner about this, he said that he does not feel that English would be in the centre of students’ attention in the school. When asked about the study group, the teacher also mentioned that there are no set norms in connection with the values of English because the group is quite incohesive. Students of the primary school might not be as enthusiastic about foreign languages as the teacher realises it, or it can be that they consider English very important, but do not exhibit their views among each other. Nevertheless, it is clear that the attitudes of the parents and the teacher to the importance of the English language had a great impact on the learner’s opinion.

5.2.3 Future L2 Self

The Future L2 Self was intended to be discovered by questions about the reasons for the student learning English, his personal goals and the factors that motivate him to put effort in language learning. The mother expressed explicitly that the student does not have any personal goals yet, and the parents are the ones who set the goals (for example, passing a language exam or studying abroad in the distant future). First, the student also said that he does not have anything that directly motivates him, but later he added good grades with the remark that this is all he can list as a motivator. When the teacher was asked the same, no specific elements were mentioned, she just listed some factors that I would classify as part of the Ought-to L2 Self (for instance, the parents' opinion on the importance of English or the values she is trying to transmit to her students in general). These responses seem to be inconsistent with Nikolov's (1999) findings whose data showed that the category which she called "utilitarian purposes" (p.44) had greater importance in fostering the motivation of 11-14-year-olds than external reasons (for example, grades). The latter was found to be significant in driving younger learners' (age 6-8) motivated behaviour. However, the questions "What are your personal goals with learning English?" and "What motivates you?" might have been too direct and by answering them the student had to identify the motivating factors by himself which can be a difficult task.

The third question: "Why are you learning English?" seemed to be more effective in triggering valuable answers. Some other, indirect remarks also helped me identify the driving forces. The student said that he learns English to be able to communicate abroad. When I asked him why he would go abroad, he mentioned working and travelling. The mother listed online video games among the factors that make the learner want to know English. The teacher also mentioned that these games are popular among children of his age. Language is needed in online video games in order to understand the rules, and in multiplayer mode, they usually have a chat function where players from all over the world can communicate with each other. Interestingly the student has not talked about this factor during the whole interview. The explanation can be, that he is so involved in these games that he does not think of them as a means of learning English because the usage of the language in this context happens unnoticed. I also observed during the interview that the student tends to look at English learning as a form of challenge. He mentioned several times that he likes teachers who are demanding and tasks that are challenging. He also expressed his dislike

because the level of the average English group was too low for him and he mentioned two instances when he refused help because he wanted the task to be more demanding. I found no reference to this in the reviewed literature, but it seems to me that the opportunity for accomplishing challenges is a motivating factor in the case of this learner.

Dörnyei (2009) listed six conditions that influence the effectiveness of the future self-guides (ideal and ought selves). One of them is that there should not be a discrepancy between the ideal self (which is the Future L2 Self here) and the ought self (Ought-to L2 Self). In this case, the expectations mentioned by the mother and the teacher and the learner's own views on his attitudes, goals and motivated behaviour were similar. I found three main factors that exert influence on motivation, and these are congruent with those identified by Csizér et al. (2010): 1) the international posture of English, 2) living and travelling abroad and 3) cultural orientation, by which she means that the appreciation of the cultural products (by my participants films, videos and video games were mentioned as examples) of the target cultures fosters language learning motivation. Participants of Csizér et al.'s study (2010) attributed great importance to the international role of English and the authors found that dyslexic learners have mainly instrumental goals. The authors consider travelling abroad and using the language to be able to communicate there external motives, but this is slightly different in my participant's case. When I asked him if he could mention an expressly positive experience throughout his language learning career, he told me about a holiday abroad when he communicated with native speakers. He expressed that being understood by these people and understanding what they told him made him genuinely happy. In this case, the experience of successful communication in the language seems to be an intrinsic interest to me. Based on the self-determination theory (Deci and Ryan, 1985 as cited in Dörnyei, 2009) I found that the learner has motives with different levels of integrativeness. He mentioned good grades which belong to 'external regulation', the least internalised category on the continuum created by Deci and Ryan (1985 as cited in Dörnyei, 2009). The student holds the view that English is useful for communication while working and travelling abroad, and this falls to the category of 'identified regulation' (a more internalised category). Finally, knowing the language contributes to the successful communication in online video games, where gamers with different mother tongues (including native speakers of English) play and cooperate using English as the common language. The learner attributes great value to this, and being able to converse with natives in person also provides him with a sense

of joy. These elements can be classified as ‘integrated regulation’, the most internalised form of motivation.

5.2.4 L2 Learning Experience

Dörnyei (2019) pointed out that the learner has to be engaged with certain aspects of the learning environment in order to remain motivated. He suggested a list of these aspects and added that the elements need to be further examined in empirical research (Dörnyei, 2019). My data shows that four elements of this list influenced the participant’s motivation significantly: the teacher, the syllabus and teaching materials, the learning tasks and the student’s peers. The teacher exerts influence on the attitudes and motivated behaviour of the learner in different ways and several other elements of the list also depend on the teacher. I found the teacher-student relationship, the teacher’s attitude towards learning difficulties and using accommodation, and the teacher’s knowledge on dyslexia influential in this case. In addition, teachers also affected the motivation of the learner indirectly, by using different kinds of teaching material, learning tasks and assessing methods through which the learner experienced either success or failure, depending on to what extent his needs were taken into account. The student’s peers also seemed to contribute to the development of his motivation.

The learner has worked with four teachers during his language learning career and two of them are still teaching him. Because motivation has a dynamic nature, and the milieu and the instructional setting influence its fluctuation over time (Csizér et al., 2010), I consider the past experiences also important, therefore, included the answers in connection with all the teachers in the discussion. The learner expressed that he did not like the lessons with the first teacher in the advanced group and he classified the lessons with the second teacher average because of the lack of discipline during the lessons. Currently, he likes visiting the English lessons of the third teacher at primary school and he especially likes the private language lessons. Although it was not mentioned by Dörnyei (2019), the influence of parental involvement also played a role in this case. The fifth component, the school context, which is understood as “belonging to the school community, adopting school norms and developing general academic confidence” (Dörnyei, 2019, p. 25) turned out to be less influential. Although the teacher and the parent highlighted the special English classes offered by the school, the learner does not perceive putting effort into learning English to be a strong norm at the school level; therefore, I think the school context does not affect his language learning motivation significantly.

5.2.4.1 Teacher-student relationship

The learner was asked about his relationship towards his English teachers, and the mother and the teacher also talked about this aspect indirectly. The mother reported that the first teacher in the advanced English group created an unpleasant atmosphere where the learner felt bad. The student directly said: “The teacher did not like me and I did not like the teacher.” When I asked why, he admitted sadly that he cannot explain it. About his second, primary school English teacher he expressed positive thoughts, using the adjectives “kind” and “helpful”, but in the mother’s views, this educator did not care about the students. This negative comment might refer to her teaching methods which were not effective according to the mother. The student compared his current primary school English teacher to the previous saying that their relationship is much better because she can manage the group and they can learn faster. The mother also said that this educator is enthusiastic and determined to make her students love the language. The teacher commented on her relationship to her students, too, saying that she pays extra attention to the children and when it is needed, she asks them privately if they need help. She said that the students are not afraid to turn to her for help and this makes their relationship excellent. She also added that she does not believe in authoritarian education and she treats her students as partners. Finally, the learner talked about his teacher at the private language school enthusiastically, and he highlighted that they have a very good relationship, because he always gets help there and he is not looked down on if he does not know something.

The data suggests that the more effective the teacher-student relationship is, the more the learner likes to visit the English lessons. This instance corresponds to Glazzard's (2010) findings whose participants pointed out that maintaining a positive relationship with their teachers and being able to turn to them when they needed it, helped them significantly.

5.2.4.2 The teachers’ attitudes towards learning difficulties and using accommodation and their knowledge on dyslexia

Dörnyei (2019) included in his list that the personalisation of teaching materials probably affects motivation and therefore, I think it is important that the teacher recognises the significance of accommodation in teaching and is willing to apply certain techniques to adjust the teaching to the students’ needs. Kontráné and Kormos (2007) pointed out that positive attitude is not enough, educators also have to be well-informed about dyslexia in order to effectively help their students. I asked the participants about the teaching and

assessing methods used. The learner and mother were also asked to what extent the student's needs are taken into consideration and the teacher about the obstacles of applying accommodation.

The mother's answers suggested that the teacher of the advanced English group refused to use accommodation because it takes too much time and energy and there were too many children in the group. According to the mother, the teacher held the view that people with dyslexia cannot learn languages, so when the student was diagnosed, he was not welcome in the advanced group anymore. The mother added that most of the teachers of other subjects showed the same attitude. When she tried to talk to them, accommodations were applied for some weeks, but after that, the student's needs were ignored again. The learner said that having to change groups was quite disappointing for him because he had been trying to get better, but they made him give up and he was placed in a group where the level of English taught was too low for him. The second teacher's attitudes were not mentioned because the material and tasks were not demanding for the learner in this period, so there was no need for accommodation there.

The current English teacher is trying to make the students love the language in the first place. Her goal is to always make learning a positive experience, no matter if one has learning difficulties or not. She believes that teachers should build on students' strengths and they should not let them face their weaknesses. In her views, it should not be highlighted that accommodation has been used because of the learning difficulty, therefore she always provides the opportunity for every student to decide if they would like to give answers orally or in writing, and students can report their choice privately. She highlighted the importance of providing opportunities for experiencing success. She mentioned that students need to be praised, encouraged and made aware of their progress and they should get feedback in a way that it does not discourage them. She pointed out that dyslexia is not an obstacle in English teaching anymore, because digital technology offers several tools that build on students' strengths, and teachers just have to show them how to use them. In general, she reported that she does not use different methods in her teaching just because there are students with learning difficulties in her group, but she is flexible in terms of presenting material and assessing students and puts great emphasis on considering students' needs. For instance, she noted that she is not interested in the handwriting skills of students, but in their real knowledge. She emphasised her main goal, which is to make students love the language and

enjoy learning English. Although she claims not to use accommodation, many elements in her teaching practice correspond to the suggestions in the literature on how to teach students with dyslexia. For instance, she holds the view that students need to experience success, which is advised by most authors (Csizér et al., 2010; Kontráné et al., 2012; Kormos & Csizér, 2010; Reid, 2005; Schneider & Crombie, 2003). She also believes that the teaching and assessing methods should build on students' strengths instead of pointing out their weaknesses, which was also highlighted by several researchers (Kontráné et al., 2012; Kormos, 2016; Reid, 2005; Schneider & Crombie, 2003). She emphasised students' need for being praised and encouraged and the importance of making them notice their progress as if she read the relevant literature (Reid, 2005).

She also considers learner autonomy important. She said that she provides opportunity for private tutoring and it is the students' responsibility to decide if they would like to make use of it. Similarly, in the case of testing, students can choose the response format. She also expressed her views on expert opinions and diagnosis of learning difficulties saying that some learners use them as an excuse, and they demand accommodation even if it has already been applied. In a way, the diagnosis takes away the responsibility of their learning from students; therefore, she does not like to concentrate on them. Csizér et al.'s (2010) findings support the important role of agency in shaping motivation, because all the motivated learners with dyslexia in their study had the opportunity to exercise agency over their learning.

When I asked the teacher about the difficulties of differentiation, she mentioned that the group is quite heterogeneous in terms of needs and aptitude and for carrying out differentiation perfectly, she would have to divide the group into seven subgroups and work with every group differently, which is impossible in 45 minutes. She also noted that a pedagogical assistant would be helpful, which is also not provided. These are similar to the first teacher's reasons, who felt that among so many students there is no time for paying attention to special needs. Interestingly, the lack of knowledge was not mentioned among hardships of using accommodation. Even though the teacher said that she does not feel well-informed about dyslexia and she and her colleagues try to solve this question by themselves, she believes that educators treat the issue well, and it is not a problem anymore. In contrast to that, the mother sees the main obstacle of using accommodation in the teachers' attitude. She reported that she tried to ask the primary school teachers several times to be flexible in

teaching and assessing and she even gave them concrete examples on what the student needs but they were not willing to cooperate. She is satisfied with the current teacher's attitudes, but she expressed her concerns on how she will treat the learner in the long run. In contrast to that, using accommodation was considered evident in the private language school and the teaching had been adjusted to the student's needs even before he got diagnosed. The mother holds the view that it would not take too much energy to pay attention to the usage of these methods, but when they are used, their effect on the learner's achievement is significant.

Kontráné and Kormos (2007) found that teachers in Hungary generally have positive attitudes towards learners with dyslexia and using accommodation instead of exemption, but the authors pointed out that learner interviews often show different results. Later studies also showed that the lack of understanding and tolerance from the teachers' side and their refusal to use accommodation exerted negative effects on the dyslexic students' self-esteem and language learning attitudes (Csizér et al., 2010; Kormos & Csizér, 2010). Glazzard (2010) also identified cases when teachers humiliated students because of their difficulties and did not acknowledge the existence of dyslexia, but participants of the study reported about positive instances, too, when the teachers were supportive and helped them in different ways. In my participant's case, the constant support and understanding coming from the well-trained private tutor's side seem to have counterbalanced the previous negative experiences caused by less supportive teachers. The current primary school teacher's attitude also contributes to the enhancement of the student's self-esteem and enthusiasm towards learning English.

Although the current teacher is supportive, she explained that differentiation in the heterogeneous group is a big challenge for her and she would welcome a pedagogical assistant in the classroom. According to the mother, the learner's first primary school English teacher also had difficulties with adjusting the teaching and assessing methods to students' needs due to the big group size. This issue also appeared in Burden and Burdett's study (2005) who stated that small group sizes could have had a role in shaping the participants' positive attitudes to learning. The teacher also reported in the interview that individual developmental programmes are not provided by the school, which means that teachers have to organise the learning of students with learning difficulties completely alone, often without being sufficiently trained (Kontráné & Kormos, 2007). Csizér et al. (2010) noted that Hungarian primary schools often fail to provide dyslexic students with appropriate teaching

and assessing methods because no modified pedagogical programs are available and many schools cannot afford the employment of specialists. The participant teachers in Kontráné and Kormos' (2007) study also expressed that they miss those circumstances from Hungarian schools that would promote differentiation. For instance, they mentioned small study groups, developmental educational programs, personal development or modified syllabus and teaching methods. The examined learner in this study faced both negative and positive teacher attitudes, and the hindering circumstances of learning in the primary school, for instance, big study groups or the lack of special educational development, which held back his teachers from applying modification. However, the influence of supportive teachers seems to have compensated for the negative effects and they evoked positive attitudes in the learner towards learning English.

5.2.4.3 Teaching methods and student engagement with teaching materials and learning tasks

It is a recurring theme in the literature that with appropriate teaching methods, the self-esteem and motivation of learners with (and also without) dyslexia can be enhanced (Csizér et al., 2010; Kontráné et al., 2012; Kormos & Csizér, 2010; Schneider & Crombie, 2003). Dörnyei (2019) listed the syllabus, teaching materials and learning tasks among the factors with which a motivated learner needs to be engaged. Similarly in Csizér et al.'s model (2010), the instructional setting interacts with attitudes, goals and motivated behaviour. Therefore, I asked the learner to describe in details what he likes and dislikes about the English lessons and what methods are used there. The teacher was also asked to list concrete examples of teaching materials and learning tasks that she applies and the mother commented on the topic, as well.

From the learner's and the mother's description, I learned that the first teacher in the advanced English group usually made the students learn many words at once. According to the mother, it was common that they had to learn up to 50 new words in one day. The learner reported the same and he added that the way of presenting new vocabulary was not suitable for him. He said that the teacher wrote the English words with their Hungarian meaning on the board very quickly and he was not given enough time to copy them to his exercise book. He also noted that it is difficult for him to learn vocabulary if it is just written down. Another practice the learner talked about was that the teacher disciplined the class by giving them texts to learn by heart as a punishment for misbehaviour which the student also disliked.

These methods were not suitable for the learner's needs, as he expressed. The words were presented in writing and needed to be copied from the board. This requires good reading and writing skills, which is a disadvantage in the case of dyslexic learners (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). Students with dyslexia also need a slower pace of presentation which was not provided either (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). The learner was not given enough time to practice the words and the participants have not reported about the usage of multisensory techniques, however overlearning the material in various ways and contexts would have helped him achieve success more easily (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). I could not identify any signs of using accommodation and the answers regarding the teacher's attitudes also show that there was an unwillingness to apply them. The mother and the learner reported that the student did not enjoy these classes and according to the mother he was waiting for changing groups because the teacher deliberately made his situation more difficult with the refusal to adjust the teaching methods to his needs.

About the second teacher in the primary school, the mother holds negative views. She said that the learner did not like these classes because they were not exciting and only traditional teaching methods were used. She and the student both highlighted that "there was no learning" during the lessons because, as the mother thinks, the teacher was not interested in the development of the learners. The student highlighted several times that the most disturbing factor for him was the teacher's inability to manage the class. He compared the lessons to a "circus" and he pointed out that he always knew in advance that everyone would misbehave, which would result in chaos and he named this as the main reason why he did not like to visit these classes. A possible explanation for this can be that dyslexic learners have a hard time focusing their attention (Kontráné et al., 2012) and the misbehaving peers could be highly distracting factors for him.

I managed to collect the largest amount of data about the third primary school English teacher's methods, because I had the chance to ask her personally. As I mentioned before, in her teaching she strives for making learning English easy and engaging for students. The mother said that the results are visible because the teacher managed to make even those students work, who had shown no signs of motivated behaviour before. She added that the participant learner also visits the English classes with more enthusiasm since the new educator arrived. In the teacher's views, the learner is motivated and participates actively in

the lessons and he is also engaged with the assignments he receives during the online teaching. The learner confirmed that he likes these classes and when he was asked, he could not mention any negative factors about them.

Among advantages of the teaching methods, the student mentioned that this teacher has effective techniques for maintaining order, she is always well-prepared, takes teaching seriously and expects the students to try their best. He added that the teacher gives them proper tasks and exercises for homework and the group is making progress. Dörnyei's (2019) list contained goal-setting within learning tasks among factors that can influence student engagement. In this case, the learner reported that the teacher is demanding and wants students to take learning English seriously and the learner finds these expectations motivating. Highlighting these factors reflects that the student is more motivated if the material and tasks are demanding and the development is visible.

The student also likes that the teacher's explanation is clear and easy to follow which suggests that the presentation techniques are adjusted to his needs. I learned that in the teacher's views, language learning is based on listening and speaking, so she puts emphasis on these areas. As examples, she mentioned working with YouTube videos, Ted Talks, movies and making students give presentations, which requires only a little writing and much talking. She highlighted the role of presentations in maintaining language learning anxiety. She explained that earlier, students felt awkward when they had to talk in front of each other, but she managed to make them used to it by encouraging them. She said students' presentation skills have developed significantly. She added that when it comes to writing tasks, she always accepts typed pieces of work. The teacher emphasised that she is always trying to use authentic teaching materials that are part of students' everyday lives so that they feel the importance of the English language. For that purpose, she utilises the opportunities provided by modern technology and the Internet (for instance, learning applications, videos, Google Translator). She believes that digital technology helps students and teachers find ways to concentrate on students' strengths and she always gives them tips on how to exploit these opportunities. For instance, she explains to them how to use Google Translator to practise pronunciation.

Although the teacher claimed not to know much about dyslexia, she understands that spelling and writing can be challenging for these learners (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003) and she does not demand the usage of these areas during the

lessons. In connection with presentations, she expressed explicitly that during assessment she wants students to show their presentation skills and she is not interested in how they write in this case. She also provides the learners with metacognitive strategies which is useful for learners with dyslexia, because finding these techniques on their own is often difficult for them (Kontráné et al., 2012; Reid, 2005; Schneider & Crombie, 2003). This teacher also works on creating a safe atmosphere during her lessons, where students can make mistakes. This prevents the development of language learning anxiety in children which is a common companion of dyslexia (Kormos, 2016).

When I asked the student about the atmosphere of the lessons, he said that it is pleasant if the topic is interesting but sometimes, he can get bored. He added that it might be because the lesson is early in the morning and he is tired. Interest in the content can be found in Dörnyei's (2019) list as an example for syllabus and teaching materials. The student also highlighted that the teacher provides help and extra material to those who require them. He explained to me enthusiastically, that he got a graded novel from her which he is reading now. The teacher also talked about her habit of offering private tutoring and extra material and tasks for students and she highlighted that it is the students' responsibility to decide whether they need these. With this practice, the teacher applies differentiation and offers an opportunity for learners to exercise agency over their learning process, which is beneficial for maintaining motivation (Csizér et al., 2010). I think, by providing extra opportunities for practice, the teacher also managed to satisfy the student's need for challenging himself during language learning.

Although the learner likes the current lessons at primary school, the mother's and the learner's answers show that the student's enthusiasm for the private English lessons is even higher. I asked him what tasks there are in the language school that he would welcome in primary school as well. He said that he really misses the interactive tasks. He mentioned that in primary school they do speaking tasks and letter writing which he considers interactive, but he added that letter writing is to be completed at home, so it is less interesting for him. I assume, by "interactive" he meant task-based methods that require active participation from students. I asked him what kind of tasks they do during the private English lessons and he explained that his favourite part of the lessons currently is when the teacher reads out passages from the children's book 'The Fantastic Flying Journey' by Gerald Durrell and after reading, their understanding is challenged with online quizzes (using Kahoot). He

talked about this practice enthusiastically and he described it in great details which shows that he is really engaged with this activity. The mother also explained that the student likes these lessons because his attention is constantly maintained with interesting materials and engaging tasks. She highlighted the motivating effect of the usage of virtual tests and applications (for instance, Kahoot), too for which the learner can use his mobile phone.

Within learning tasks, the role of task-based language teaching methods is mentioned in Dörnyei's (2019) list. Nikolov (1999) also found that learners between the age of 6 and 14 are most motivated (among other factors) by activities, tasks and materials that evoke intrinsic interest in them. The private language school the student is attending puts great emphasis on task-based teaching methods and the results in the learner's attitudes towards the lessons are quite convincing. In contrast to that, the traditional language teaching methods (grammar-translation method, frontal teaching) are still common in Hungarian mainstream education (Intensive Language Preparation Research Group, 2004, 2005 as cited in Csizér, 2012). Although the current teacher said that she is trying to use innovative techniques instead of the traditional ones, which makes the learner like her lessons, the student still shows a clear preference towards the lessons held in the language school. There are several possible explanations for why the primary school teacher's lessons are less liked by the student. First, teachers in public education have to stick to the national curriculum which restricts their opportunities in choosing coursebooks and topics of teaching. This makes them less free in terms of adjusting the teaching topic to students' interests. Second, teachers are typically overwhelmed because they have many lessons and the group sizes of English lessons are also big. There are no pedagogical assistants or special educational developmental programmes in the school, that could help in making the teaching of students with learning difficulties more effective. These circumstances hinder the personalisation of teaching materials and the preparation for methodologically well-structured classes. Finally, the teacher reported that she received no training on how to deal with dyslexia in the language classroom and she needed to figure it out on her own, which also requires time and energy from her. In contrast to that, the private language school employs well-trained teachers who do not have to follow the national curriculum.

5.2.4.4 Assessing methods

Although all interviews contained questions about the assessing methods, I did not have to ask them because every participant started to talk about assessing indirectly, which shows

that it had a significant impact on the language learning and teaching process. The role of assessing was the most influential in the case of the first and the current primary school teachers. As I mentioned earlier, the first primary school teacher used to make students learn a huge amount of new vocabulary from one day to the next and their knowledge was tested, mostly in writing. The learner said that these words were difficult for him and he could not copy the words from the board properly which made his learning even harder. Even if he managed to write them down, he had difficulties with learning written material. The mother noted that despite the hardships, the student was capable of learning these words even within a short deadline, but he could not write them down because he mixed the letters. The learner also noted that it was the writing that caused him to do badly on tests. The teacher was resistant to let the learner give his answers orally, but due to the mother's pressure, this accommodation was applied for some time. However, even when the test was administered orally, the teacher made the student's situation harder by asking all the words, while in writing only part of the new vocabulary was questioned, according to the mother. The mother and the learner noted that the student always got much better grades when he was asked orally. Although the positive effects of oral testing were obvious, the teacher was still unwilling to apply this kind of accommodation.

When I asked the learner about his negative experiences in connection with learning English he mentioned the many bad grades and he expressed that the most negative feeling for him was the sadness and helplessness that he felt when he knew in advance that his test will be bad because it was administered in writing, but he still had to write it and he could not do anything to make the situation better. Even though the learner knew that he was able to learn the words, he perceived getting bad grades as a failure. This might have happened because irrespective of the quality of testing, Hungarian students tend to connect academic success to good grades (Nikolov, 1999) and constantly getting bad grades can evoke a sense of failure in them which can undermine motivation (Reid, 2005; Schneider & Crombie, 2003). Luckily, the insufficient assessing methods did not discourage the student completely from language learning, but they left their mark on his self-esteem. He puts the acquisition of new vocabulary among his weaknesses up to this day which might be due to the negative experiences and sense of failure he faced in this phase of his language learning career.

The current primary school English teacher's assessing methods are different. The amount of material she requires students to learn is reasonable according to the learner. When it comes to testing, she provides learners with the opportunity of choosing between oral or

written response formats. She agrees on this with each learner privately and the administration of oral testing also happens privately because the teacher does not want to stress anyone's weak points in front of the whole class. She noted, that surprisingly, many students choose to do the tests in writing. The learner also reported that he likes to challenge himself by not accepting the accommodation and he only chooses to answer orally when he feels that it is absolutely necessary. The teacher reported about her practices of giving instant feedback during the lessons, too. She emphasised that she always praises students and makes them aware of their development. She also pays attention to effective error correction in the case of oral presentations. She said it is important not to stop students every time they make a mistake, instead, teachers should collect the suggestions and give feedback after the presentation.

One common type of accommodation is the change of the response format, usually from writing to speaking (Kormos, 2016; Reid, 2005; Schneider & Crombie, 2003). This case shows that when this adjustment was applied the learner experienced success more often and this contributed to developing positive attitudes towards learning English. The current English teacher also gives students the opportunity to be tested privately which can be helpful for dyslexic students who are generally shy (Schneider & Crombie, 2003).

5.2.4.5 The influence of peers

Dörnyei's (2019) list suggested that one's peers can have an impact on motivation. I identified to ways in which the peers exerted a negative influence on the student's attitudes and motivated behaviour. First, the learner mentioned several times that his groupmates' undisciplined behaviour disturbed him and undermined his liking for visiting the English lessons. The classroom management, which is indicated in the list of Dörnyei (2019), proved to be influential in this case. Second, the student expressed that his peers' proficiency in English is below his level and this holds back his development, which is demotivating for him. The teacher also complained about the lack of group cohesiveness in terms of students' abilities, which makes teaching complicated for her. I also learned that the current study group at primary school is made up of students from two different classes of the same grade. The teacher reported that they form two hostile groups and separate themselves from each other even physically in the classroom. The teacher noted that no strong norms could develop in terms of learning English because of the incohesive nature of the group. Although Dörnyei (2019) indicated in his list that group dynamics and group cohesiveness might influence

student engagement, I could not identify any effects of the first on the student's attitudes towards learning English. Cohesiveness only exerted its influence in terms of language proficiency, but not in forming group norms. In contrast to the negative effects, social acceptance and tolerance (Dörnyei, 2019) turned out to have a great impact on the student's motivation through strengthening his self-esteem. The mother reported that the peers do not tease the student even though they have obviously noticed that he has difficulties in some areas of learning. The student also said that his peers hold positive views about him and consider him good in English. I also learned from the teacher that there are other students in the group with learning difficulties and special educational needs which might help the student feel less separated.

5.3 Emotions

I asked the teacher and the mother about the learner's self-esteem and his relationship with the language and learning the language to identify the effects of dyslexia on his motivation that are exerted through emotions. The learner also answered my detailed questions about his emotions towards English, learning English, the lessons and using the language in different contexts.

The mother stated that the student's self-esteem is really low and needs to be strengthened, but the learner considers himself a successful learner of English, especially compared to his peers who are below his level of knowledge in his views. He reported that thinking of the English language always evokes positive feelings in him and he feels positive about using the language both inside and outside of the classroom. He added that it particularly makes him happy when he manages to communicate with native speakers. In connection with learning the language, he said that his strengths (grammar) evoke positive feelings and his weaknesses (vocabulary) make him sad. When I asked about his emotions in connection with the English lessons, he gave four different answers depending on which teacher's classes were mentioned. He developed particularly negative emotions towards the lessons with the first primary school teacher. He said that the second teacher's lessons were just average because of the lack of discipline and he reported that he enjoys the current English lessons. He noted that he particularly likes the classes at the private language school where the material and tasks are engaging, and his needs are taken into account. When I directly asked about this, he could not recall any instances which made him particularly happy in the classroom during learning English, but later on, he reported that making himself understood

during a holiday in London was a significantly positive experience for him. When asked about particularly negative experiences and feelings he mentioned the cases when had no control over preventing himself from getting bad grades on tests. Although the mother said the atmosphere of the advanced English lessons was unpleasant for the learner and he wanted to change groups, the learner reported that it was disappointing for him when he was placed in another group despite his efforts to fulfil the requirements in the advanced group.

The teacher explained that the learner was reserved when she arrived in the group, but she consciously worked on developing a trustful relationship with the students by giving them personal attention. As a result, the learner became more extrovert and he is joyful and smiling during the lessons, as the teacher reported. She stressed that she puts emphasis on making language learning a positive experience and she finds it important to be able to imagine herself in students' place and understand their emotions and needs. As mentioned before, she is also working on preventing language learning anxiety.

It is common that the self-esteem of learners with dyslexia is negatively affected due to the difficulties they face (Csizér et al., 2010; Glazzard, 2010; Kontráné et al., 2012; Pollock et al., 2004; Reid, 2005), but in this case, the learner seemed to be confident which might be the result of the positive reinforcement he received from home and from the language school. He expressed that he does not think dyslexia would affect his language learning in any ways which shows that he understands that he is capable of learning foreign languages and his difficulties can be overcome by using the right teaching and learning methods. I have not discovered signs of learned helplessness (Reid, 2005) or foreign language anxiety (Kormos, 2016) that are both common among dyslexic language learners. A possible reason is that the current primary school teacher and the private tutor managed to create a safe and trustful atmosphere for learning and the methods they are using let the student take an active part in the learning process. Dyslexic students often experience feelings of disappointment, frustration, isolation or depression as a result of peer comparison (Glazzard, 2010; Kontráné et al., 2012; Kormos, 2016; Reid, 2005), but this learner considers himself better in English than his peers. I could identify disappointment and frustration which emerged in cases when the student thought that he could do better but no opportunity was provided for him to prove it (inappropriate assessing methods, having to change groups).

6. Conclusion

The results of this study suggest that the most crucial driving force in the motivated behaviour, goal setting and attitudes of the learner was the message his environment communicated to him about dyslexia. The mother, the private language tutor and the current English teacher convinced him that he is a successful learner of English and his possible difficulties can be easily overcome by applying the right teaching and learning methods. The student developed an understanding of what dyslexia is, how it might affect his learning and how the possible negative outcomes can be avoided. He learned that everyone has strengths and weaknesses and he can achieve success if he concentrates on his strong points. This self-understanding probably helped the learner develop strong self-esteem and a positive L2 self (Pollock et al., 2004; Reid, 2005). In Gyarmathy's (2015) views, the increase in the number of children with surface dyslexia is a response to the changes of the environment (the spreading of digital technology which displaces the analytical, sequential information processing) to which the education failed to adapt its methods and practices. She argued that the diagnosis is just an exemption for both students and teachers and simply identifying learning difficulties does not solve the problem. Kontráné et al. (2012) also stressed that a change is needed in the attitudes towards dyslexia and instead of exempting students from learning foreign languages effort should be put in finding the most effective teaching methods. The current primary school English teacher holds similar views because she highlighted that the fact that someone is dyslexic and holds an official diagnosis is unimportant for her. What counts in her opinion is finding the methods and techniques that best work for the student. The mother's and private tutor's attitudes also show that they do not concentrate on the problem but on finding the different ways of supporting the student's development. As a result, the learner considers himself a successful learner of English and he holds the view that dyslexia does not affect him as a language learner.

The data I collected suggests that the parents also have a great influence on the learner's goals and attitudes towards the English language. The mother influences the student's learning in three different ways. First, the importance and usefulness of the language are emphasised strongly in the family and the parents set concrete goals for him (passing the language exam, going abroad). Although these are just distant goals, the parents have clear expectations which form the student's Ought-to L2 Self. Based on his answers, he already internalised the parent's attitudes towards the language to some extent. Second, the mother plays an active role in shaping the learning environment by constantly consulting with

teachers and by having the learner enrolled in the private language school. Third, the student also receives direct academic and emotional support at home which probably contributed to his self-esteem and success in language learning. The learner's own motives in connection with the language include playing video games and communicating with natives. These are compatible with the environment's expectations and that match between the self-guides supports the development of motivated behaviour (Dörnyei, 2009). I also identified a motivator which was not referred to in the reviewed literature and probably derives from the student's personality. I noticed that challenging situations and demanding learning tasks evoke positive attitudes and motivated behaviour in the case of this learner. When the tasks and activities are below his level and he cannot see the development in his learning, his level of motivation decreases.

The results of the study proved three factors from the list suggested by Dörnyei (2019) to be particularly influential. First, the teachers, especially their attitudes towards dyslexia and their willingness to apply accommodations in their teaching and assessing seemed to exert great influence on the learner. The teacher who was reluctant to change the response format during assessment had the most demotivating effect on the learner's attitudes and self-esteem. The learner perceived getting bad grades as a sense of failure, which is typical in Hungarian education (Nikolov, 1999), and he considers these instances the most negative experiences in his learning career.

Based on the teacher's answers, I assume that the circumstances of Hungarian public education and teacher training hinder teachers in effectively applying accommodation. The educator gave an account of big, heterogenous groups where differentiation is a difficult task, she mentioned that she received no information on dyslexia during her training and she also noted that there is no pedagogical assistant or special educational developmental programs in the school which could contribute to the successful education of dyslexic language learners.

Teaching materials and learning tasks also influenced the learner's motivation based on the collected data. The learner most enjoyed learning English when communicative and task-based teaching methods (that were mentioned in Dörnyei's (2019) list as well) were applied which actively involved him in the learning process. The student also expressed his interest in learning tasks which require the application of modern technology (for instance, Kahoot quiz). The current primary school teacher mentioned that she lets students make decisions

about their own learning (choosing the response format in testing, private tutoring, getting extra learning material and tasks) and this could have contributed to the development of motivated behaviour too (Csizér et al., 2010). The learner reported that he enjoys listening to stories during the English lessons (for instance, Gerald Durrell's children's book) and he is currently reading a graded novel he received from his primary school English teacher which I see as an outstanding result regarding the fact that he is dyslexic.

In terms of emotions, the collected data suggests that the learner developed generally positive attitudes towards learning English and the English language. This might be the result of the family's views on the importance of the language. The learner understands the usefulness of foreign languages but he has not developed a solid Future L2 Self yet which is understandable considering his young age (Dörnyei, 2009). The currently present factors play a more important role in his motivation. His answers show that good grades, academically demanding tasks and the ability to be able to use the language for real communication with native speakers evoke positive emotions in him. I could also identify feelings of frustration and disappointment caused by placing the student in a study group below his level and by the application of inappropriate assessing methods that inevitably lead to bad grades. However, I think, the effect of these negative emotions on motivation was successfully balanced by the above-mentioned positive factors.

The results of this case study suggest that in addition to using accommodation in teaching and assessment, the attitudes of the learner's immediate environment towards learning difficulties are also important. Tolerance and acceptance are not enough, learners should be supported without highlighting their difficulties and suggesting that they would not be able to perform well without help. Using accommodation should not be considered an extra service in education, it should be a natural part of teaching. Although, knowing more about dyslexia and other learning difficulties would probably help the situation as Kontráné and Kormos (2007) suggested, but in my views teachers can also help by simply listening to their learners and putting effort into finding out about their needs. Well-trained teachers (for instance, the learner's private tutor) can, without doubt, contribute to the development of positive attitudes and motivated behaviour, but the example of the learner's current primary school English teacher illustrates that educators can effectively motivate dyslexic learners even without being trained on learning difficulties if they develop a trustful relationship with them in which the students can communicate their needs towards the teacher.

Possible limitations of this study are that I could only learn about the methods and attitudes of some teachers through the report of the mother and the learner who might have presented the information by adding their own opinion and interpretation. More precise data could be collected by interviewing more participants, observing classes or studying the applied teaching materials. This study revealed factors that motivate a 13-year old boy with dyslexia, but further research is needed to map other age groups' motivational systems as well.

7. References

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8. Appendices

8.1 Learner interview questions

1. Mesélj magadról, mit kell tudni rólad?
 - a. Hányadikos vagy? Milyen iskolában, milyen osztályban tanulsz? (iskola profilja, tagozat, specializáció)
 - b. Hogyan tanultok angolt? (Heti hány órában? Csoportbontásban? Ha igen, mi alapján? Hol tartotok most angolból?)
 - c. Részt veszel tanórán kívüli nyelvtanulási tevékenységben? (Különóra, egyéni fejlesztés, szakkör...stb.)
 - d. Hogyan derült ki, hogy diszlexiás vagy? Milyen hatással volt rád, amikor megkaptad a szakvéleményt?
2. Mesélj az angoltanárodról!
3. Szerinted miért fontos angolt tanulni?
4. Te miért tanulsz angolt? Mik a személyes céljaid vele?
5. Mi az, amitől legjobban megjön a kedved az angoltanuláshoz? (Mivel tudod rávenni magad a gyakorlásra, tanulásra?)
6. Milyen szerepe van a nyelvtanulásnak iskolai szinten? (Mennyire fontos?)
7. Milyen elvárások vannak otthon az idegennyelv-tanulással kapcsolatban? A szüleid megértik, hogy milyen nehézségeid vannak a diszlexia miatt?
8. Milyen elvárásai vannak az angoltanárodnak a nyelvtanulással kapcsolatban? (Milyen célt szeretne, hogy elérjete?) A tanárod megérti, hogy milyen nehézségeid vannak a diszlexia miatt?
9. Mennyire tartják fontosnak a nyelvtanulást az osztálytársaid? (Mik a céljaik vele?) A társaid megértik, hogy milyen nehézségeid vannak a diszlexia miatt?
10. Milyen pozitív és negatív tapasztalataid vannak a nyelvtanulással kapcsolatban? (Az órán, otthoni feladatok során, máshol szerzett)
11. Mi az, amit szeretsz és mi az, amit nem szeretsz az angoltanulásban?
12. Hogyan jellemeznéd az angolórák légkörét? Te hogy érzed magad? Mit szeretsz az órán és mit nem?
13. Mennyire illeszkedik a te tanulási stílusodhoz... (Mennyire veszi figyelembe a diszlexia miatti nehézségeidet?)
 - a. az, amilyen formában az angoltanár leadja az anyagot
 - b. a feladatok, amiket órán szoktatok csinálni
 - c. a feladatok, amiket otthon kell megcsinálni
14. Mennyire illeszkednek az angoltanárod értékelési módszerei te igényeidhez? Mennyire veszi figyelembe a diszlexia miatti nehézségeidet? (hogyan kéri számon az anyagot, házi feladatot, hogyan reagál a jó és rossz válaszokra órán)
15. Ha minden nyelvtanárnak mondhatnál valamit arról, hogy mire figyeljen a diszlexiások tanításánál, mi lenne az? (Reid, 2005, p. 87)
16. Milyen érzéssel tölt el, amikor az angol nyelvre gondolsz?
17. Milyen érzéssel tölt el, amikor az angoltanulásra gondolsz?
18. Milyen érzéssel tölt el, amikor az angolórákra gondolsz?
19. Hogy érzed magad, amikor használnod kell az angol nyelvet
 - a. az osztályban
 - b. osztályon kívül mások előtt
 - c. anyanyelvi beszélők előtt (ha volt ilyenre példa)

20. (17-20. kérdés: Ez mindig így volt, vagy változott az idők során valami miatt?)
21. Tudsz példát mondani konkrét esetre, amikor nagyon rosszul érezted magad az angolórán? (Mit éreztél, mi váltotta ki?)
22. Tudsz példát mondani konkrét esetre, amikor nagyon jól érezted magad az angolórán? (Mit éreztél, mi váltotta ki?)
23. Van esetleg bármi más, amit szeretnél megosztani arról, hogy milyen diszlexiásként angolt tanulni?

8.2 Teacher interview questions

1. Mit kell tudni az iskoláról és az osztályról, ahol a tanulót tanítja?
 - a. iskola profilja, tagozatok
 - b. osztály típusa, specializáció
2. Hogyan tanulnak angolt? (Heti hány órában? Csoportbontásban? Ha igen, mi alapján? Hol tartanak most angolból?)
3. Részt vesz-e tanórán kívüli nyelvtanulási tevékenységben? (Különóra, egyéni fejlesztés, szakkör...stb.)
4. Mióta tanítja a tanulót? Volt már diagnózisa, amikor megismerte? (Ha nem, hogyan derült ki?)
5. Milyen nyelvtanulónak látja a tanulót?
 - a. Mik az erősségei és a gyengeségei?
 - b. Mennyire sikeres?
 - c. Mennyire vesz részt aktívan az órai tevékenységekben?
6. Milyen szerepe van a nyelvtanulásnak ebben az iskolában? (Mennyire fontos?)
7. Milyen elvárásai vannak a tanuló szüleinek az idegennyelv-tanulással kapcsolatban?
8. Milyen elvárásai vannak Önnek a nyelvtanulással kapcsolatban? (Milyen célt szeretne, hogy elérjenek a diákjai?)
9. Mennyire tartják fontosnak a nyelvtanulást a gyerekek osztályszinten?
10. Ön szerint mennyire tartja fontosnak a tanuló a nyelvtanulást? Mik a személyes céljai?
11. Mivel lehet a tanulót a nyelvtanulásra motiválni?
12. Mennyire érzi magát tájékozottnak a diszlexiás nyelvtanulókkal kapcsolatban? Honnan származnak az ismeretei? (Egyetemi tanulmányok, továbbképzés...stb.)
13. Milyen kihívásokkal jár az Ön számára a tanuló tanítása? Mennyire érzi magát felkészültnek a feladatra?
14. Rajta kívül tanít más diszlexiás diáknak is angolt?
15. Hogyan oldja meg a differenciálás kérdését? (a többi diákkal együtt dolgozik, vagy külön feladatokat kap...stb.)
16. Ön szerint mire kell odafigyelni a diszlexiások nyelvtanítása során a
 - a. az anyag prezentálásakor
 - b. az órán végzett és otthonra feladott feladatok megtervezésekor
 - c. az értékelés során
17. Vannak olyan tanítási/értékelési módszerek, amiket azért alkalmaz, hogy segítse a tanuló tanulását? Ha igen, mik?
18. Vannak nehézségei az ilyen módszerek alkalmazásának? Ha igen, mik?
19. Ön szerint, hogy érzi magát az órákon? Milyen a viszonya az angol nyelvhez?
20. Tapasztalt rajta különösen pozitív, vagy negatív érzelmeket?
21. Mennyire tartja magát jó tanulónak a diák angolból? Milyennek látja az önbizalmát, önbecsülését az angoltanulás során? (Ez miben nyilvánul meg?)

8.3 Parent interview questions

1. Hogyan derült ki, hogy a tanuló diszlexiás? Milyen hatással volt ez rá és Önökre?
2. Mi alapján választották ki ezt az iskolát, ezt az osztályt?
3. Részt vesz egyéb nyelvtanulási tevékenységekben is? (különóra, egyéni fejlesztés, szakkör...stb.)
4. Miért kezdett angolul tanulni?
5. Milyen nyelvtanuló a diák? Mik az erősségei, mi okoz neki nehézséget?
6. Milyen elvárásokat támaszt az iskola a nyelvtanulással kapcsolatban?
7. Milyen elvárásokat támaszt az angoltanár a nyelv tanulásával kapcsolatban?
8. Milyen elvárások vannak otthon az angoltanulással kapcsolatban? Mennyire tartják fontosnak? Miért?
9. Mennyire tartja fontosnak a diák az angoltanulást? Mik a személyes céljai vele?
10. Mennyire motivált az angoltanulásra? Mi az, ami leginkább motiválja őt?
11. Mennyire tartja magát jó tanulónak angolból? Milyen az önbizalma, önbecsülése?
12. Milyen a viszonya az angol nyelvhez? Ez miben nyilvánul meg? (Szereti, nem szereti...stb.)
13. Ön szerint mennyire veszi figyelembe az angoltanár a tanuló diszlexia miatti nehézségeit tekintve a...
 - a. leadott anyag formáját
 - b. az órán végzett feladatokat
 - c. az otthonra feladott feladatokat
 - d. az értékelés módját?