



## “YOU LEARNED THE LANGUAGE WITHOUT EVEN REALISING”: RESILIENCE AND CHALLENGES OF SECOND-LANGUAGE LEARNING FOR LEARNERS WITH DYSLEXIA IN IMMERSION EDUCATION

Learners with dyslexia can experience challenges in second language (L2) learning, given how their brain interprets language and processes vocabulary. This study explored the experiences of learning Irish as an L2 in Irish-medium (IM) and English-medium (EM) primary schools in the Republic of Ireland. Semi-structured interviews were conducted with four young adults (undergraduates, aged 19-22) with dyslexia who reflected on their L2 Irish language learning experiences in primary school. The findings indicate similar experience for learners with dyslexia in IM schools and EM schools. The experiences of these learners as they engaged with L2 learning was nuanced, including cognitive and emotional challenges as well as strengths across language learning, such as the use of decoding strategies. The findings highlighted the importance of educational resilience - positive attitudes towards, and personal identification with, the Irish language. Perseverance was also important trait within these learners, as it helped them to learn and engage with the L2 despite the language and literacy challenges that dyslexia can bring.

**Keywords:** Educational resilience, dyslexia, immersion education, second language learning

**EMMA CRAVEN** was a student of the Bachelor of Arts Joint Honours (BAJH) and studied Irish and Human Development as part of this degree at Dublin City University. **DR ASHLING BOURKE** is an Associate Professor in Psychology and Human Development at the Institute of Education, Dublin City University.

**Corresponding author:** ashling.bourke@dcu.ie, emma.craven6@mail.dcu.ie

### INTRODUCTION

Theorists of second-language learning (L2) have typically diverged in terms of the strength of influence of internal (cognitive) and external (social) factors in the learning process (Saville-Troike and Barto, 2017). Sociocultural perspectives of L2 learning operate from the assumption that there is a significant relationship between culture and mind, and that all learning is, first social, then individual (Saville-Troike and Barto, 2017; Vygotsky, 1987). Thus, social factors and the context of learning, including the culture of the school and the language of instruction, can impact on L2 learning similar to cognitive factors.

Dyslexia is a neurodevelopmental condition that primarily impairs an individual's reading ability, language comprehension, spelling, and phonological processing (Nijakowska, 2020; Snowling, 2014; Reina et al., 2024). At the core of dyslexia is a difficulty in learning to decode and to spell (Snowling et al., 2020). The cognitive difficulties experienced by learners with dyslexia include delayed central processing, poor automatization, impaired phonological processing, and a lower level of working memory and short-term memory (Nijakowska, 2020). Given these difficulties, dyslexia impacts on how the brain interprets language and processes vocabulary, which can impact on both L1 and L2 learning (Helland & Kaasa, 2005; Lundberg, 2002). Although dyslexia is defined by such problems, some individuals with dyslexia can compensate for their difficulties, such as strengthened morphological awareness (Law et al., 2015), and dyslexia may only be disabling if the individual remains unable to cope with the literacy demands despite appropriate intervention (Snowling et al., 2020). While students with dyslexia may be at greater risk of developing negative self-perceptions of themselves as learners, this does not necessarily translate to their overall self-worth, and positive attitudes towards dyslexia and neurodiversity can promote such positive perceptions (Gibby-Leversuch et al., 2021).

### Irish immersion education

Immersion education refers to education in which linguistically homogeneous students, who are typically dominant in the majority language when they start school, attend a school which operates through a minority immersion language. Immersion education is an additive program, enriching the learner's linguistic repertoire without negatively affecting the first language (L1) (Lambert, 1975). It aims to develop additive bi/multilingualism and bi/multiliteracy,

as well as ensuring that learners achieve academically and foster the development of intercultural understanding (Tedick et al., 2011). In Ireland, approximately 8% (n = 256) of primary schools in the Republic of Ireland are Irish-medium schools, where classes are taught through Irish and school business is held through Irish. These include Gaelscoileanna - schools outside the Irish-speaking regions, and schools in the Gaeltacht (Irish-speaking regions).

Immersion education supports bilingualism, which has been shown to accelerate children’s development of metalinguistic awareness, particularly in tasks that require high levels of executive control (Bialystok et al., 2014). However, the oft cited advantages in executive function for bilingual children has been questioned, particularly in terms of publication bias, and the bilingual advantage may only be marginal (Gunnerud et al., 2020).

The suitability and outcomes of immersion education for students with Special Education Needs (SEN) is an area of contention (Kay-Raining Bird et al., 2016; Nic Aindriú et al., 2020). The proportion of individuals with SEN enrolled in immersion schools is lower than that of the general school population (Fortune, 2008; McCoy & Banks 2012; Nic Aindriú, 2020; Zehrbach, 2011). Evidence suggests that parents with children who have been diagnosed with SEN may be privately discouraged from enrolling in immersion education due to professionals’ concerns about delays in language acquisition and additional cognitive demands on the child (Fortune, 2011; Kay-Raining Bird et al., 2016). Nonetheless, research indicates that for the most part children with SEN in IM education have a positive experience (Nic Aindriú, 2021a). While students with an SEN encounter challenges when learning through Irish as an L2, specifically spellings, grammar, and phonics, these challenges were similar to their monolingual peers (Nic Aindriú, 2021a; Nic Aindriú, 2021b). Furthermore, many of the challenges apply to the broader context such as teacher education, access to bilingual services (Nic Aindriú & Ó Duibhir, 2023), difficulties in relation to parents helping their child with homework (MacIntyre-Coyle & Nic Aindriú, 2023; Nic Aindriú, 2020), and the lack of standardised assessments for dyslexia in the Irish language or students of immersion education (Barnes, 2017).

### **Learning Irish in English-medium education**

In EM schools, the English language is the working language of the school and Irish is taught as a subject. Irish is one of the core subjects on the primary and post-primary school curriculum in Ireland. Learners in IM and EM schools follow the same Primary Language Curriculum which supports teaching and learning in English and Irish. The amount of time for teaching Irish in EM primary schools was 3.5 hours when the current participants attended school. In Ireland, all students must study Irish unless they qualify for an exemption. Students in English-medium primary and post-primary schools may access an exemption from studying the subject of Irish due to their SEN.

The aim of the current research is to add to this growing field of research and explore the experiences of learners with dyslexia in L2 learning in Irish-medium and English-medium primary schools.

## **METHODOLOGY**

### **Design**

A qualitative approach was taken when conducting this research, using semi-structured interviews. This research received ethical approval from the Dublin City University Research Ethics Committee. The research questions explored were as follows:

1. What were the experiences of learners with dyslexia in learning Irish in IM and EM schools?
2. What challenges and supports did individuals with diagnosed dyslexia experience while learning Irish in either an IM or EM primary school?

### **Sample**

Purposive and convenience sampling was used for this study. The sample consisted of four female majority language (English) speaking participants who were dyslexic and learned Irish as an L2 in IM or EM schools. The intention of the study was not to examine the experiences of L2 learning to be generalised to all learners with dyslexia, but to examine the lived experiences of this sample in the learning of Irish in both contexts. All participants were of a similar age to explore the experiences of individuals with a relatively recent experience of formal primary and post-primary education. All four participants had been diagnosed with dyslexia in their later primary school years (approximately 10-13 years). Participant 1 was 19, attended an IM primary school, and was studying Irish in university. Participant 2 was 21, grew up in a Gaeltacht area, attended an IM primary school, and was also studying Irish in university. Participant 3 was 21, attended an EM primary school, and was studying Law in university. Participant 4 was 22, attended an EM school, and was studying Engineering in university. Both IM participants (P1 and P2) were not offered an exemption from Irish in primary school or secondary school. Participant 3 was offered the exemption from Irish in secondary

school but did not take it due to her love and passion for the language. Participant 4 was encouraged not to study Irish in secondary school despite her wish to do so. She studied it externally to the school up to Junior Certificate level (age 15 approximately) and availed of an exemption for her Leaving Certificate (age 16-18 approximately). All student participants were diagnosed in their later primary school years.

### Procedure

We conducted one-to-one semi-structured interviews over Zoom. Each interview lasted for 10-15 minutes as the researcher asked a set of 10 structured questions from an interview schedule tailored to the participant's medium of education attended. All interviews were conducted by the first author.

### Data analysis

The data were thematically analysed (Braun & Clarke, 2006; Clarke & Braun, 2017). The first author carefully transcribed the data and read through the interviews several times for familiarisation. An inductive coding technique was employed (Braun & Clarke, 2006). The first author generated initial codes by reading through the transcriptions line by line and identifying codes in the data. The codes were then sorted into initial themes based on similarity and broad relationships to each-other. The first author then reviewed the existing themes in relation to the coded data and entire data set. The first and second author then reviewed, refined and named the themes. The final step was the production of this report as outlined in the findings below.

## FINDINGS

The findings included in this section include the following themes, educational resilience in L2 learning, challenges of L2 learning, and learning strengths.

### Theme 1: Educational resilience in L2 learning: Positive attitudes and perseverance

Resilience is defined as the ability to overcome adversity and positively adapt to challenging life circumstances (e.g., Rutter, 1979). Within the educational context, "resilient" students are those who succeed in school despite the presence of adverse conditions (Waxman et al., 2003). In this context of SEN, we conceptualise it as the ability to cope with and overcome the challenges that dyslexia may bring with regard to learning and engagement with school. Both IM and EM participants reported having positive attitudes and motivation in their L2 learning despite the challenges of dyslexia. Participant 2 reported "*I was constantly surrounded by the language, so I've always had a really positive outlook.*" (P1-IM). Participant 4 reported a sustained positive attitude despite the challenges of L2 learning "*I've always kind of had quite a positive attitude towards the Irish language even though I struggled with it.*" (P4-EM), highlighting the resilience shown throughout this L2 learning process, such that the participant's interest and positive attitude towards the language helped them overcome some of the challenges of L2 learning.

While previous research indicated that challenges with language comprehension tend to create feelings of discouragement (Snowling, 2014), participants still showed high levels of motivation "*I still like speaking Irish even though it just means I have to put in more work than everyone else.*" (P2-IM). Participant 3 stated "*I really enjoyed the subject, so I just powered through and just tried to learn how to spell.*" (P3-EM). The interest in Irish also supported the resilience of both EM and IM participants; "*Although I still struggle with Irish, I'll continue to use it throughout my life*" (P1-IM). "*After the Junior Cert, I was told to drop it...but I didn't because I love the language*" (P3-EM). Of note here is that only one of the participants availed of the exemption from studying Irish, and she availed of this for senior cycle only. She had previously studied it outside of school for Junior Cycle but found it "*too stressful*" to continue it for Senior Cycle. Not availing of the exemption from Irish is a possible reflection of the participants' positive attitudes towards the language.

All four participants indicated considerable commitment and persistence in their L2 learning. One participant noted "*obviously like you feel that practice and persistence is very important*". (P2-IM). Strategies of persistence included "*just sticking to it even when you're feeling like you're not getting anywhere*" (P4-EM).

Participant 1 reflected on the positive impact attending an IM school had on her as a learner with dyslexia.

*It's only had a positive effect... When I was attending the Gaelscoil (IM school), I didn't really see it as you know, having to learn the language...you learned the language without even realising* (P1-IM)

This illustrates some of the benefits of immersion education that has been identified previously in the literature (e.g., Bialystok et al., 2014; Nic Aindriú, 2021a). On the other hand, Participant 2's responses were mixed. She noted that "*It was difficult like with the grammar and everything*" while also stating "*I've always had a really positive outlook*" (P2-IM). While this quote revisits the positive attitudes to the language, it also illustrates the challenges she experienced in learning her L2.

## **Theme 2: Challenges of L2 learning**

L2 learning was noted as a challenge by the participants in both mediums of instruction.

### *Subtheme 1 – Academic challenges*

Dyslexia impacts a person's ability to read, write, and spell (Snowling, 2014) and this was reflected in both the IM and EM participants' responses. *"I would know the subject material, but I kept not getting them right because I couldn't spell them properly."* (P2-IM). Nic Aindriú (2021) argues that although the orthographic rules are different across both languages, students with and without a diagnosis may struggle with the same difficulties in both languages (e.g., syntax and grammar). Hickey and Stenson (2011) found for the Irish language, while the most frequent words show a high level of regularity, underlying rules are very complex. This was reflected by Participant 3: *"Spelling is really hard in Irish as you don't know if it's the actual spelling based on what it sounds like"* (P3-EM). *"I think that the spelling with all the 'fadas' was really difficult."* (P2-IM).

Participants also noted challenges in word recognition and vocabulary in Irish and subsequent reading comprehension, which reflects the typical comprehension, spelling, and phonological processing difficulties associated with dyslexia (Nijakowska, 2020; Snowling, 2014; Reina et al., 2024) *"I wouldn't be able to read big texts obviously because it's so many letters just mashed in together.... I could not comprehend what this word is even if I read the whole thing over and over again"* (P3-EM).

### *Subtheme 2: Emotional impacts*

Both EM and IM participants noted some adverse emotional impacts of their experience in L2 learning. One participant reflected on the feelings of unfairness associated with failing an Irish exam – *"It felt unfair when you would fail an exam even though you knew the material"* (P1-IM). Snowling (2014) notes that negative feelings for a student with dyslexia can create problems concerning self-belief and decreased motivation. This was reflected in participants' recollection of the negative impact their academic performance had on them *"I just thought that I was just not as smart as them."* (P3-EM). *"I suppose it impacted me in a negative way because it didn't seem as fun for me"* (P2-IM).

These emotional impacts were seen in the adverse impact of a late diagnosis of dyslexia on participants' self-belief. Nijakowska (2020) argues that dyslexia diagnoses allow people to understand their challenges with language, and late diagnosis can have a significant emotional and cognitive impact. Participant 4 noted *"as a child, it probably affected me in a more negative way as I didn't know what was wrong"* (P4-EM). Participant 1 expressed the feeling of being "behind" peers at school *"I didn't know I had dyslexia, so I just felt like I was behind everyone else"* (P1-IM). This reflects the lower self-perceptions regarding their abilities of themselves as learners (Gibby-Leversuch et al., 2021)

## **Theme 3: Learning strengths**

Being a learner with dyslexia brings several strengths (Kannangara, 2018) and participants identified the strengths of dyslexia. *"Being dyslexic helped me think of other ways around things."* (P1-IM). Participants noted how they developed strategies to support L2 learning, including orthographic mapping and the use of the chunking decoding strategy *"I used to break spelling and grammar into small easy chunks that made more sense for me"* (P4-EM). This process of 'thinking of ways around things' seems to be a pattern in people with dyslexia, and may reflect some of the compensatory strategies such as strengthened morphological awareness found in previous research (e.g., Laws et al., 2015). Participant 1 referred to the different ways of thinking that dyslexia brings *"you look at things differently and yeah, I think it's really good."* (P1-IM). This reflects some of the benefits of bilingualism, which may be linked to executive control development (Bialystok et al., 2014).

## **DISCUSSION**

These findings indicate very similar experiences of L2 Irish learning for learners with dyslexia in IM and EM schools. The challenges experienced were both cognitive and emotional. The cognitive challenges included writing, spelling, and reading comprehension, which was found across both IM and EM schools. This echoes previous research (Nic Aindriú, 2021a; Nic Aindriú, 2021b) and suggests that intervention programmes that support such skills should be applied similarly in both learning contexts and ideally the benefits would transfer across L1 and L2 learning (Nic Aindriú, 2021b). Schools and teachers should also pay sufficient attention to the emotional impact of dyslexia given the critical role of self-efficacy on learners' agency (Bandura, 1982; Code, 2020). The negative emotional impacts were likely moderated by the late diagnosis of all the participants. Participants reported the negative emotional impact of poor academic performance in L2 learning, including feeling behind their peers and the absence of an explanation for difficulties, such as a formal diagnosis. Given the importance of early identification in mitigating some of the adverse secondary consequences of dyslexia including poor self-belief (Battistutta et al., 2018; Sanfilippo et al., 2020), it is imperative that schools are proactive in terms of screening and referrals and teachers are well-educated in the area to identify suspicions, particularly in struggles with L2 learning, from a young age. Teacher education plays a key role

here as has been previously identified (Nic Aindriú, 2020) as well as the need for standardised assessments for dyslexia in the Irish language or students of immersion education (Barnes, 2017; Patton & Mathews, 2020).

A crucial finding was the resilience the participants reported in the face of the challenges posed by dyslexia in L2 learning. Indeed, the challenges noted above were frequently referenced in the context of resilience - participants indicated thriving at Irish in school despite the challenges of dyslexia – this is a core element of educational resilience (Waxman et al., 2003). Positive attitudes towards, and a strong level of identity with, the Irish language, as well as perseverance, were the sites of resilience in this study. This echoes previous research on the positive experience of children with SEN in IM education (Nic Aindriú, 2021a). These findings emphasise the importance of school culture in fostering such attitudes and identity in both IM and EM schools (Garza & Crawford, 2005). These resilience findings reflect the notion of grit – a non-cognitive trait that combines passion and perseverance for long-term goals (Duckworth et al., 2007). Grit entails working strenuously toward challenges, maintaining effort and interest despite failure and adversity, and is associated with educational, professional, and personal success (Fernández Martín et al., 2020).

There are strengths and limitations to the study. Participants were recruited through purposive and convenience sampling and a small sample was employed. Such a sample is prone to bias due to its characteristics that depends on the judgment of the researcher (McEwan, 2020). With only two participants in each of the groups, we do not aim to generalise this to all learners with dyslexia in IM and EM education. Nonetheless, it is important that the voices of learners with dyslexia are heard more prevalently in this space. This research adds to the relatively small but developing body of research on SEN in L2 learning and challenges the monolingual bias that tends to shape educational policy and practice towards monolingual students (Fortune, 2011). Research on educational resilience in L2 learning for students with SEN is relatively new and in need of further exploration, potentially through a longitudinal study tracking a larger group of students through their educational journey.

The findings from this small-scale study indicate that the experiences and challenges of the participating learners with dyslexia are similar across both educational contexts. The findings reflect the socio-cultural view of language learning where the social context, such as the school, individual variables, such as attitudes towards the language and perseverance, and cognitive variables, such as phonological awareness and working memory, all interact to affect how L2 learning is experienced (Saville-Troike and Barto, 2017).

## ACKNOWLEDGEMENTS

We thank the participants who gave generously of their time and their experience. Emma Craven would like to express her heartfelt gratitude to her family for their unwavering support, with a special acknowledgement to her mother whose endless love and encouragement has been the cornerstone of her educational journey. This work is a reflection of her constant faith in her potential from day one, and it is with immense gratitude that she dedicates this paper to her. Ashling Bourke dedicates the paper to Oisín.

## REFERENCES

- Barnes, E. (2017). *Dyslexia Assessment and Reading Intervention for Pupils in Irish-Medium Education: Insights into Current Practice and Considerations for Improvement*. [Doctoral dissertation. Trinity College Dublin].
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122.
- Battistutta, L., Comissaire, E., & Steffgen, G. (2018). Impact of the time of diagnosis on the perceived competence of adolescents with dyslexia. *Learning Disability Quarterly*, 41(3), 170-178.
- Bialystok, E. (2011). Reshaping the mind: the benefits of bilingualism. *Canadian Journal of Experimental Psychology/Revue Canadienne de Psychologie Expérimentale*, 65(4), 229.
- Bialystok, E. & S. Majumder. (1998). The relationship between bilingualism and the development of cognitive processes in problem-solving. *Applied Psycholinguistics* 19, 69–85.
- Clarke, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology*, 12(3), 297-298.
- Code, J. (2020). Agency for learning: Intention, motivation, self-efficacy and self-regulation. *Frontiers in Education*, 5, 19.

- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087.
- Fernández-Martín, F. D., Arco-Tirado, J. L., & Hervás-Torres, M. (2020). Grit as a predictor and outcome of educational, professional and personal success: A systematic review. *Psicología Educativa*, 26(2), 163-173.
- Fortune, T.W. (2011). Struggling learners and the language immersion classroom. *Immersion Education: Practices, Policies, Possibilities*, 83, 251.
- Garza, A. V., & Crawford, L. (2005). Hegemonic multiculturalism: English immersion, ideology, and subtractive schooling. *Bilingual Research Journal*, 29(3), 599-619.
- Gibby-Leversuch, R., Hartwell, B. K., & Wright, S. (2021). Dyslexia, literacy difficulties and the self-perceptions of children and young people: A systematic review. *Current Psychology*, 40(11), 5595-5612.
- Gunnerud HL, Ten Braak D, Reikerås EKL, Donolato E, Melby-Lervåg M. (2020). Is bilingualism related to a cognitive advantage in children? A systematic review and meta-analysis. *Psychological Bulletin*, 146(12), 1059-1083.
- Helland, T., & Kaasa, R. (2005). Dyslexia in English as a second language. *Dyslexia*, 11(1), 41-60.
- Hickey, T. M. & Stenson, N. (2011). Irish orthography: what do teachers and learners need to know about it, and why? *Language, Culture and Curriculum*, 24, 1, 23-46.
- Kay-Raining Bird, E., Trudeau, N., & Sutton, A. (2016). Pulling it all together: The road to lasting bilingualism for children with developmental disabilities. *Journal of Communication Disorders*, 63, 63–78. 10.1016/j.jcomdis.2016.07.005
- Lambert, W.E. (1978). Some cognitive and sociocultural consequences of being bilingual. In J.E. Alatis (Ed.), *International Dimensions of Bilingual Education*. Washington, DC: Georgetown University Press, 1978.
- Law, J. M., Wouters, J., & Ghesquière, P. (2015). Morphological awareness and its role in compensation in adults with dyslexia. *Dyslexia*, 21(3), 254-272.
- Lundberg, I. (2002). Second language learning and reading with the additional load of dyslexia. *Annals of Dyslexia*, 52(1), 165–187. <https://doi.org/10.1007/s11881-002-0011-z>
- MacIntyre-Coyle, F. & Nic Aindriú, S. (2023). Supporting the Parents of Students with Irish Literacy Difficulties in Gaeltacht Schools. *REACH: Journal of Inclusive Education in Ireland*, 36(2).
- McCoy, S., & Banks, J. (2012). Simply academic? Why children with special educational needs don't like school. *European Journal of Special Needs Education*, 27(1), 81-97.
- McEwan, B. (2020). Sampling and validity. *Annals of the International Communication Association*, 44(3), 235-247.
- Ní Chiaruáin, M. (2009). *An examination of how children with dyslexia experience reading in two languages in a Gaelscoil* (Doctoral dissertation, Dublin City University).
- Nic Aindriú, S. (2020). *The additional supports required by pupils with special educational needs in Irish-medium schools*. [Doctoral dissertation, Dublin City University].
- Nic Aindriú, S. (2021a). The experiences of pupils with special educational needs in Irish-medium schools. *REACH: Journal of Inclusive Education in Ireland*, 33(2), 101-112. <https://reachjournal.ie/index.php/reach/article/view/3>
- Nic Aindriú, S. (2021b). The Challenges of Irish Language Acquisition for Students with Special Educational Needs in Irish-medium Primary Schools. *TEANGA, the Journal of the Irish Association for Applied Linguistics*, 28, 176-201.
- Nic Aindriú, S., & Ó Duibhir, P. (2023). The Challenges Facing Irish-Medium Primary and Post-Primary Schools When Implementing a Whole-School Approach to Meeting the Additional Education Needs of Their Students. *Education Sciences*, 13(7), 671.
- Nic Aindriú, S., Ó Duibhir, P., & Travers, J. (2020). The prevalence and types of special educational needs in Irish immersion primary schools in the Republic of Ireland, *European Journal of Special Needs Education*, 35(5), 603-619. <https://doi.org/10.1080/08856257.2020.1732109>

- Nijakowska, J. (2020). Dyslexia in the context of second language learning and teaching. *Pragmalingüística, Monográfico 2*, 257–271. <https://doi.org/10.25267/pragmalinguistica.2020.iextra2.15>
- Ó Duibhir, P. (2018). Immersion education: Lessons from a minority language context (Vol. 111). *Multilingual Matters*.
- Patton, R. and Mathews, E. (2020). Principals' attitudes towards the suitability of Irish language immersion education for children with dyslexia. *TEANGA, the Journal of the Irish Association for Applied Linguistics*, 27, 22-43.
- Reina, R., Soto, M., Marques, J., & Reina, M. (2024). Dyslexia, Bilingualism and Education: Influence on Reading Processing in L1 and L2. *Ilha do Desterro*, 76, 251-278.
- Rutter, M. (1979). Maternal deprivation, 1972-1978: New findings, new concepts, new approaches. *Child Development*, 283-305.
- Sanfilippo, J., Ness, M., Petscher, Y., Rappaport, L., Zuckerman, B., & Gaab, N. (2020). Reintroducing dyslexia: Early identification and implications for paediatric practice. *Pediatrics*, 146(1).
- Saville-Troike, M. and Barto, K. (2017). *Introducing second language acquisition*. Cambridge University Press.
- Snowling, M. J. (2014). Dyslexia: A language learning impairment. *Journal of the British Academy*, 2. <https://doi.org/10.5871/jba/002.043>
- Tedick, D. J., Christian, D., & Fortune, T. W. (Eds.). (2011). *Immersion education: Practices, policies, possibilities*. Multilingual Matters.
- Tijms, J. (2004). Verbal memory and phonological processing in dyslexia. *Journal of Research in Reading*, 27(3), 300–310. <https://doi.org/10.1111/j.1467-9817.2004.00233.x>
- Vygotsky, L.S., (1987). *The collected works of LS Vygotsky: The fundamentals of defectology* (Vol. 2). Springer Science & Business Media.
- Waxman, H. C., Gray, J. P., & Padron, Y. N. (2003). Review of research on educational resilience. Center for research on education, diversity & excellence.
- Zehrbach, G. (2011). Two-way immersion charter schools: An analysis of program characteristics and student body compositions. *Immersion education: Practices, policies, possibilities*, 58-78.