

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
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DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

***LANGUAGE LEARNING STRATEGIES USED BY STUDENTS WITH
DYSLEXIA WHEN LEARNING ENGLISH AS A FOREIGN LANGUAGE***

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POSTGRADUATE
THESIS

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ABSTRACT

Although a lot of researchers have underlined the possible benefits of the use of the language learning strategies by students with dyslexia, there is an absence of relevant research concerning the strategic profile of this type of student and the variables that affect them. This study examines the frequency and type of the learning strategies used by students with dyslexia learning English as a second language, as well as the effect that gender, school type, school grades, motivation, age and students perceived competence in the foreign language have on them. 61 students diagnosed with dyslexia, living in the area of Attica, aged from 9 – 15 years old who learn English as a foreign language participated in this study.

Students reports were recorded using an adapted and reduced Greek version of the Strategy Inventory for Language Learning 7.0 (Oxford, 1990), which includes 29 items. The students also answered a background questionnaire aimed at collecting information about the students' age, motivation for learning English, their perceived competence in the foreign language and other family and personal parameters.

In this study students report medium Language Learning Strategies (LLS) use. There was no significant effect of gender, age, level of education and school grades on LLS use. On the other hand, motivation and perceived competence seem to affect the LLS use to a degree.

Keywords: dyslexia, language learning strategies (LLS), Greek education, English language learning

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