

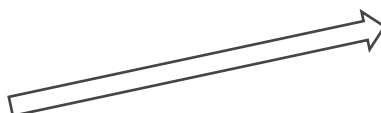
### 3<sup>rd</sup> Roundtable on ADHD in Applied Linguistics

13:15-17:00, 24<sup>th</sup> October 2025

Room 2.130, II floor

55 Dobra St., 00-312 Warsaw

Registration for **online participation**



13:15-13:30

#### ***Welcome / Opening***

Agnieszka Kałdonek-Crnjaković, Faculty of Modern Languages, University of Warsaw

Agnieszka Błaszczak, Faculty of Applied Linguistics, University of Warsaw

13:30-14:00 ***Learning on their terms: Retrospective accounts of extramural***

#### ***English experiences among students with ADHD***

Alexandra Schurz-Vogelsang, University of Vienna

14:00-14:30 ***A mixed-methods study evaluating the impact of extended time accommodations in English language testing on university students with ADHD***

Wiktoria Allan, Berlin School of Economics and Law

14:30-15:00 ***The Impact of Multilingualism and Immigration Background on Attention Difficulties and ADHD Diagnoses: Findings from a Large Norwegian Cohort Study***

Franziska Köder, Curtis Sharma, Maria Garraffa & Merete Glenne Øie, University of Oslo

15:00-15:30 Coffee break

15:30-16:00 ***Multilingual Exposure as a Protective Factor in the Link Between Early Hyperactivity/Inattention and Adolescent Risk Behaviours: Evidence from the UK Millennium Cohort Study***

Roberto Filippi, Steven Papachristou, Maggie McAvoy, University College London

Agnieszka Kałdonek-Crnjaković, Faculty of Modern Languages, University of Warsaw

16:00-16:30 ***One Size Does Not Fit All: Examining the Impact of ADHD Traits on Variability in Language Gains using Input Flooding and Structured Input***

Tanja Angelovska, University of Kassel

Magdalena Walenta, Faculty of Modern Languages, University of Warsaw

16:30-17:00 Discussion / Closing

## Abstracts

### ***Learning on their terms: Retrospective accounts of extramural English experiences among students with ADHD***

Alexandra Schurz-Vogelsang, University of Vienna

Although cognitive and behavioral characteristics associated with attention deficit hyperactivity disorder (ADHD) can influence language learning, little is known about how learners with ADHD engage with extramural English (EE), i.e., English-mediated recreational activities. This study explored how twelve university students diagnosed with ADHD reflected on their EE use during secondary school. Three themes emerged: reasons for EE use, including accessing communities and cultures beyond their own, pursuing narrative escapes, and enhancing English proficiency; activity preferences, with a favoring of audiovisual and multisensory activities over single-input formats; and EE-instruction interactions, with EE fostering feelings of mastery but instruction being perceived as comparatively inauthentic. Considering and validating EE practices in instruction holds the potential to accommodate attentional differences and interest-based needs for learners with and without ADHD.

Alexandra Schurz-Vogelsang is a postdoctoral researcher in the Department of English and American Studies at the University of Vienna. Her research focuses on implicit and explicit grammatical knowledge, extramural English, and cross-national comparisons of English language teaching. She has published in journals such as *Language Learning*, *Applied Linguistics*, and *Language Teaching Research*. Her current projects examine the role of extensive audiovisual input in early language education and the interaction of extramural English, language skills, and attentional resources (e.g., as affected by ADHD) among teenagers in different countries.

### **A mixed-methods study evaluating the impact of extended time accommodations in English language testing on university students with ADHD**

Wiktoria Allan, Berlin School of Economics and Law

This work in progress investigates the impact of extended time accommodations on the performance of university students with attention deficit hyperactivity disorder (ADHD) in an integrated reading-and-listening-to-write (RLW) English language test. Most of the research to date has found limited or no positive effects of extended time for test-takers with ADHD, despite its frequent use (Jansen et al., 2019; Lovett & Leja, 2015; Lovett & Nelson, 2021; Miller et al., 2015). By examining both quantitative and qualitative data, the current PhD study aims to contextualize the previous research in the second language (L2) testing domain and address the following questions: What is the impact of extended time on the outcomes of an integrated RLW language test on students with and without ADHD, and how do these two groups make use of and perceive the extended time?

To answer these questions, a sample of German university students with and without ADHD will be recruited to complete an ADHD screening questionnaire, followed by the TOEFL iBT Writing section in two time conditions: standard and extended. Quantitative analysis will examine the effect of extended time on test scores, linguistic accuracy, and text quality, compared across groups and

time conditions. Qualitative data from post-test questionnaires and semi-structured interviews will explore students' perceptions of and strategies for utilizing additional time. The findings of this study will contribute to a better understanding of the (in)effectiveness of extended time accommodations for L2 learners with ADHD and inform future research, policy, and pedagogical practices.

Wiktoria Allan has over ten years' experience teaching English in Germany. She is currently the Interim Head of the Language Centre as well as English lecturer and Coordinator at the Berlin School of Economics and Law. Vicky is also pursuing her PhD in Linguistics at Lancaster University on the topic of testing accommodations for students with ADHD. She is joint-treasurer for IATEFL's Inclusive Practices & Special Educational Needs SIG, sits on IATEFL's Scholarship Committee, and is the Coordinator for the International Language Testing Association (ILTA) EDI Working Group. Her course book, *English for Logistics*, was published in 2025 by Cornelsen Verlag.

### **The Impact of Multilingualism and Immigration Background on Attention Difficulties and ADHD Diagnoses: Findings from a Large Norwegian Cohort Study**

Franziska Köder, Curtis Sharma, Maria Garraffa & Merete Glenne Øie

**Objective:** This study aims to investigate whether children's multilingualism and immigration background affect attention difficulties and ADHD diagnosis.

**Methods:** Questionnaire data on 70,102 children from the Norwegian Mother Father and Child Cohort Study (MoBa), including parental ratings of attention difficulties (Child Behaviour Checklist, Parent/Teacher Rating Scale for Disruptive Behavior Disorders) and multilingual language use, was linked with registry data on ADHD diagnoses from the Norwegian Patient Registry.

**Results:** Our results indicate higher parental ratings of attention difficulties among multilingual compared to monolingual children, but ADHD prevalence was not affected by multilingualism or immigration background. However, there are indications that children with mothers from Africa and Asia are at risk of being under-diagnosed for ADHD. Children with an immigrant mother received an ADHD diagnosis significantly later than children with a Norwegian-born mother.

**Conclusion:** Parental questionnaires such as the Child Behaviour Checklist might not be valid tools to assess attention difficulties across diverse cultural or linguistic backgrounds. The study indicates potential inequalities in the Norwegian healthcare system, disadvantaging neurodiverse children with an immigration background.

Franziska Köder is a researcher at the University of Oslo, Norway. She leads a project on communication abilities in (multilingual) individuals with ADHD, funded by the Research Council of Norway.

### **Multilingual Exposure as a Protective Factor in the Link Between Early Hyperactivity/Inattention and Adolescent Risk Behaviours: Evidence from the UK Millennium Cohort Study**

Roberto Filippi, Steven Papachristou, Maggie McAvoy,  
Agnieszka Kałdonek-Crnjaković

Using data from 11,649 participants in the UK Millennium Cohort Study, this study examined whether multilingual exposure (MLE) in early childhood moderates the link between hyperactivity/inattention and adolescent risk behaviours. Hyperactivity/inattention was assessed at age 5 with the Strengths and Difficulties Questionnaire, and MLE was based on parental reports. At age 14, outcomes included having tried smoking, alcohol, cannabis, or other illegal drugs, as well as self-harm and affective decision-making measured with the Cambridge Gambling Task (CGT). After adjusting for socioeconomic status, sex, ethnicity, and cognitive ability, early hyperactivity/inattention predicted a greater risk of having tried substances, self-harm, and poorer decision-making on the CGT. Interaction analyses showed that MLE moderated the association between early hyperactivity/inattention and adolescent risk behaviours, predicting lower odds of having tried illegal drugs ( $OR = 0.81, p = .01$ ) and marginally lower odds of having tried cigarette smoking ( $OR = 0.88, p = .05$ ), though no significant effects emerged for CGT outcomes. These findings suggest that early multilingual exposure may serve as a modest protective factor, attenuating the behavioural - but not cognitive - risks associated with early hyperactivity/inattention. Multilingual environments might support socioemotional resilience and self-regulatory skills in children at risk for later maladaptive behaviours.

Roberto Filippi is a Professor at UCL - Institute of Education (London, UK) and directs the Multilanguage and Cognition Lab (MULTAC). His research focuses on the cognitive impacts of multilingualism, particularly examining how multiple language acquisition influences cognitive control, memory, and metacognitive processes across the lifespan. Professor Filippi explores the developmental trajectory of children in multilingual settings and investigates lifelong cognitive benefits associated with multilingualism. His academic achievements include over 60 peer-reviewed publications, numerous keynote lectures, and prestigious awards such as the Ampersand 2023 Best Article Award.

Steven Papachristou is an Associate Professor of Psychology at UCL with a primary research interest in the identification of social, cognitive, and biological precursors of mental ill-health. He has a long-standing interest in applying advanced quantitative methods to lifecourse research and much of his work involves using longitudinal secondary data. He leads and teaches on several postgraduate and undergraduate modules at UCL's Institute of Education, and is currently serving as programme leader for the MSc Child Development.

Margaret McAvoy is currently training as a primary school teacher with University College London. She holds a Master's degree in Child Development from UCL and a Bachelor's degree in Psychology from the State University of New York at Buffalo. As an undergraduate research assistant, she examined neuroinflammation, diet, and bypass surgery in animal models, which led to a co-authored publication. More recently, she has collaborated with researchers at UCL and the University of Warsaw on a longitudinal study investigating links between multilingualism and impulsive behaviour. She is particularly interested in research exploring how early environmental contexts shape development and lifelong behaviour.

Agnieszka Kałdonek-Crnjaković, PhD, is an assistant professor at the Institute of English Studies (Faculty of Modern Languages, University of Warsaw, Poland), where she teaches courses on additional language learning and teaching in the context of special educational needs and neurodiversity. She is the founder and coordinator of the faculty research group Neurodiversity in Language Education (NEED, [www.need.uw.edu.pl](http://www.need.uw.edu.pl)). Her current research interests include the effect of ADHD on additional language skills development and inclusive language use in dyslexia and ADHD research contexts. Before joining academia in 2018, she worked as a foreign/second language teacher and special needs teacher in Croatia, Poland, and the UK. She held a qualified teacher status and obtained the Oxford Cambridge and RSA Examinations Level 5 and 7 Diploma in assessing and teaching learners with dyslexia/specific learning difficulties. She also acted as a Special educational needs coordinator (SENCo) in an all-through state school in London, UK.

## **One Size Does Not Fit All: Examining the Impact of ADHD Traits on Variability in Language Gains using Input Flooding and Structured Input**

Tanja Angelovska, University of Kassel

Magdalena Walenta, Faculty of Modern Languages, University of Warsaw

This study investigates whether ADHD-related traits influence variability in language learning gains in two types of form-focused instruction: Structured Input (SI) and Input Flooding (IF). Conducted in a content-based university EFL course, the study involved 105 participants randomly assigned to SI, IF, and a control group (which received no form-focused instruction). Using a split-block design, the study measured gains in English verb patterns (try, remember, and forget with to-infinitive and -ing complements) through timed control production tasks across four stages: pre-test (week 1), instruction (week 2), post-test (week 3), and delayed post-test (week 9). Participants also completed the Adult ADHD Self-Report Scale (ASRS-v1.1).

Findings indicate that total ADHD scores do not significantly predict overall instructional effectiveness, nor does hyperactivity independently influence language learning gains. The SI group significantly outperformed both the IF and the control group on post-tests, regardless of participants' ADHD traits. However, inattention showed a small negative relationship with learning gains.

Interestingly, results varied by instructional type. In the IF group, hyperactivity was linked to slightly better gains, suggesting that impulsivity-driven engagement may enhance learning when the focus on form is covert. In contrast, both hyperactivity and inattention hindered learning in the control group, which received no form-focused training, with inattention having the strongest negative impact. In the SI group, ADHD traits had no significant effect on learning gains, though a slight negative influence of inattention was observed, reinforcing the focal role of attention in structured input intervention.

These findings suggest that while ADHD-related traits do not directly determine learning success, they shape how learners engage with different instructional approaches. This underscores the need for tailored instructional strategies that accommodate individual cognitive profiles, as no single approach is universally effective.

Magdalena Walenta is an assistant professor at the Institute of English Studies, Faculty of Modern Languages, University of Warsaw, where she teaches courses on EFL didactics, bilingualism, and syntax. She is the founder and coordinator of the University of Warsaw research group EMERGE (English Medium Education Research Group for Excellence) [emerge.uw.edu.pl](http://emerge.uw.edu.pl). She has published on English-Medium Education (EMI), Content-and-Language Integrated Learning (CLIL), processing instruction, and the intersection of linguistic theories and classroom practice. In addition to a degree in linguistics from the University of Warsaw, she holds an M.Arch. in Architecture from Warsaw University of Technology. Straddling both fields, she serves as an assistant professor at the Faculty of Architecture, Warsaw University of Technology, where she supports and coordinates EMI programs.

Tanja Angelovska is a Full Professor and Chair of & Research on foreign language learning and teaching at the Institute for English/American Studies at the University of Kassel in Germany. Her research areas include psycholinguistics and L2/L3 acquisition and teaching. She is an associate editor of *Ampersand: An Interdisciplinary Journal of Language Sciences and Bilingualism* (Elsevier) and has published research in several journals, including *Applied Linguistics Review*; *International Journal of Bilingualism*; *International Review of Applied Linguistics in Language Teaching*; *Instructed Second Language Acquisition*; *Languages*;

Language Awareness; Studies in Second Language Learning and Teaching, among others. She is co-author of Second Language Acquisition: A Theoretical Introduction to Real World Applications (Bloomsbury, 2016) and co-editor of L3 Syntactic Transfer (Benjamins, 2017).