

**2<sup>nd</sup> Roundtable on ADHD**  
10:30-14:00, 18<sup>th</sup> October 2024  
Strefa Współpracy



Registration for **online participation**

[https://docs.google.com/forms/d/e/1FAIpQLSdtk\\_0-reRdtl5VJIYQ7UoRk1MIHwdrgIbB5JLdngMJYkLStA/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSdtk_0-reRdtl5VJIYQ7UoRk1MIHwdrgIbB5JLdngMJYkLStA/viewform?usp=pp_url)

10:30-10:45

***Welcome / Opening***

Agnieszka Kałdonek-Crnjaković, Faculty of Modern Languages, University of Warsaw  
Agnieszka Błaszczak, Faculty of Applied Linguistics, University of Warsaw

10:45-11:15

***The impact of multiple language exposure on inattention and hyperactivity/impulsivity trajectories during childhood: Results from a UK birth cohort***

Roberto Filippi, Steven Papachristou Maggie McAvoy, University College London, UK  
Agnieszka Kałdonek-Crnjaković, Faculty of Modern Languages, University of Warsaw

11:15-11:45

***Learning and using multiple languages with ADHD: insights from a self-report questionnaire***

Franziska Köder, Cecilie Rummelhoff & Maria Garraffa, University of Oslo, Norway

11:45-12:15

***Predicting communicative competence in English as a foreign language acquisition on the basis of ADHD teachers' assessment of school-age language learners***

Tanja Angelovska, University of Kassel, Germany  
Dietmar Roehm, University of Salzburg, Austria

12:15-12:30 *Break*

12:30-13:00

***Is ADHD my friend or foe in language learning? Voices of multilingual individuals with ADHD in Poland***

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

13:00-13:30

***Adult Second/Additional Language Learning with ADHD: The Role of Memory Systems***

Marina Ridchenko & Kara Morgan-Short, University of Illinois Chicago

13:30-14:00 *Discussion*

## **The impact of multiple language exposure on inattention and hyperactivity/impulsivity trajectories during childhood: Results from a UK birth cohort**

Roberto Filippi, Steven Papachristou Maggie McAvoy, University College London, UK  
Agnieszka Kałdonek-Crnjaković, Faculty of Modern Languages, UW

This study explores the impact of multilingual exposure (MLE) on inattention and hyperactivity/impulsivity trajectories from early childhood to pre-adolescence using data from the Millennium Cohort Study (MCS), which followed 13,175 UK children. The trajectories were identified through growth mixture models, revealing four distinct classes: Typically Developing, Improvers, Deteriorators, and Troubled. Multilingual exposure at age 3 was found to predict a higher likelihood of belonging to the Improvers class, suggesting a beneficial role of early MLE on inattention and hyperactivity/impulsivity management. This association remained significant even after adjusting for cognitive abilities and various socio-demographic factors.

## **Learning and using multiple languages with ADHD: insights from a self-report questionnaire**

Franziska Köder, Cecilie Rummelhoff & Maria Garraffa  
Department of Linguistics and Scandinavian Studies, University of Oslo, Norway

Attention-Deficit/Hyperactivity Disorder (ADHD) is associated with pragmatic language impairments in children, but less is known about the communicative abilities of adults with ADHD, especially when using a second (L2) or third language (L3). We developed a questionnaire to collect self-report measures of a set of pragmatic skills in a person's first, second and third language, comparing adults with ADHD (N = 91) to those without (N = 88). As predicted, adults with ADHD reported overall more pragmatic difficulties than the control group. Pragmatic impairments were most pronounced in expressive communicative behaviours, evident in, for instance, excessive talking and frequent interruptions. Speaking in an L2 or L3 had positive effects on hyperactivity and impulsivity symptoms in communication but led to more difficulties related to attention and non-literal language understanding. The qualitative analysis revealed great heterogeneity in language learning experiences and pathways in adults with ADHD. This research contributes to a better understanding of how ADHD impacts second language learning and has important implications for the clinical practice.

## **Interactional competence in English as a foreign language acquisition: Comparing typically developing school-age language learners with ADHD – teachers’ diagnosed peers**

Tanja Angelovska, University of Kassel, Germany  
& Dietmar Roehm, University of Salzburg, Austria

Attention deficit hyperactivity disorder (ADHD) is related to interactional competence (Cain & Bignell, 2014) with pragmatic challenges (Green, Johnson & Bretherton, 2014), such as frequent excessive talking, difficulty waiting for one’s turn, frequent interruption of others, and seeming not to listen when being talked to directly (Camarata & Gibson, 1999). There is a lack of studies investigating the relationship between ADHD and the conversational competence of language learners. The participants of the study are 40 school-age (age 12-13) EFL learners at a pre-intermediate proficiency level.

Using the Vanderbilt assessment scale (Wolraich et al. 2013), two teachers assessed the ADHD. Conversation pairs were formed in such a way that a learner with a higher ADHD score matches a learner with a lower ADHD score, balancing for gender. Learners were given an in-class speaking activity with 4 minutes per pair. The recordings were evaluated according to Bishop & Baird (2001)’s communication checklist (CC).

This study investigated the relationship between sex, ADHD severity, and CC scores. The analysis revealed significant sex differences in ADHD scores, with males exhibiting higher mean scores compared to females. Regression analyses demonstrated that ADHD significantly predicted communication skills (individual CC scores). These findings suggest that ADHD is a significant factor influencing communication abilities of EFL learners.

Bishop, D. V. M., & Baird, G. (2001). Parent and teacher report of pragmatic aspects of communication: Use of the Children’s Communication Checklist in a clinical setting. *Developmental Medicine and Child Neurology*, 43(12), 809–818.  
Camarata, S. M., & Gibson, T. (1999). Pragmatic language deficits in Attention-Deficit Hyperactivity Disorder (ADHD). *Mental Retardation and Developmental Disabilities Research Reviews*, 5, 207–214.  
Cain, K., & Bignell, S. (2014). Reading and listening comprehension and their relation to inattention and hyperactivity. *British Journal of Educational Psychology*, 84(1), 108–124.  
Green, B. C., Johnson, K. A., & Bretherton, L. (2014). Pragmatic language difficulties in children with hyperactivity and attention problems: an integrated review. *International Journal of Language & Communication Disorders*, 49(1), 15-29.  
Wolraich, M. L., Bard, D. E., Neas, B., Doffing, M., & Beck, L. (2013). The psychometric properties of the Vanderbilt attention-deficit hyperactivity disorder diagnostic teacher rating scale in a community population. *Journal of developmental and behavioral pediatrics : JDBP*, 34(2), 83–93. <https://doi.org/10.1097/DBP.0b013e31827d55c3>

## **Is ADHD my friend or foe in language learning? Voices of multilingual individuals with ADHD in Poland**

Agnieszka Kaldonek-Crnjaković, Faculty of Modern Languages, UW

This study aimed to investigate the beliefs of adult individuals with ADHD about their experience with language learning. Participants were recruited via social media. The final sample consisted of 226 participants. Data were collected via an online questionnaire. In the first part, the participants were asked to answer demographic questions, questions regarding their ADHD diagnosis, and questions on their language learning experience. The second part consisted of 12 questions that asked the participants about their views on the effect of ADHD on their language learning on a 7-point Likert-like scale (with six statements presenting a negative view and six a positive one). The participants also could leave comments regarding their responses in Part Two. Findings show that overall, the participants regard ADHD as a negative contributing factor in their language learning ( $p < .001$ ). ASD was an additional contributory factor to this view, unlike the hyperactivity/impulsivity presentation.

## **Adult Second/Additional Language Learning with ADHD: The Role of Memory Systems**

Marina Ridchenko & Kara Morgan-Short  
University of Illinois Chicago

Previous research has shown that individual differences in memory (e.g., Morgan-Short et al., 2022; Linck et al., 2014) can influence second/additional language (L2/A) learning in adults with neurotypical cognition. However, relatively little is known about the role of memory in L2/A in adults with ADHD. Our study examined this question by asking participants with or without self-reported diagnosed ADHD ( $N=116$ ) to complete (a) L2/A training and testing with an artificial language with analogical and affixation rules; (b) cognitive measures of working, declarative, and procedural memory; and (c) ADHD and depression scales. Results demonstrated that learners with ADHD did not perform differently than neurotypical controls. Also, working memory played a role in L2/A learning of affixed forms, and this did not interact with ADHD symptomatology. Considering the lack of evidence for differences in L2/A learning in ADHD and in neurotypical learners, we tentatively discuss implications for theory, practice, and future research.