

# Supporting Multilingual Children with Developmental Language Disorder in DaZ-Classrooms

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Having developmental language disorder is often compared to learning a foreign language. What if you are both multilingual and speech impaired? Although developmental language disorder (DLD) is equally distributed within the multilingual population as in the monolingual, most facilities in the education and therapy sector are designed for only one language. Based on literature research, this bachelor thesis investigates how the process of diagnosis can be sensitized for multilingualism while exploring how German-as-a-second-language classes (DaZ-Lessons) can be ameliorated to appeal to multilingual children with DLD.

At the beginning multilingualism and DLD, being the two crucial parameters in this study, are examined from the perspective of regular language acquisition. The diagnosis of DLD is discussed in the context of the disorder, with the diagnostic tools Lise-DaZ and HAVAS-5 being particularly emphasized. Unlike others, these procedures adjust for the factor of multilingualism and thus reduce the risk of over- or underdiagnosis.

Concerning DaZ-Lessons, different teaching approaches are discussed that can be applied to adapt the lessons to children with DLD. One of the most important aspects to keep in mind is to not ban the children's first languages from German-classes, but to represent them in the form of multilingual teaching materials. Furthermore, specific teaching contexts are discussed that have a positive impact on the children's linguistic and emotional development. Since children with DLD have limited abilities to automatize what they learn, it is important to incorporate a variety of these exercises in the classroom.

The results suggest that it is possible to include the aspect of speech impairment in German-as-a-second-language-classes by offering playful exercises that not only improve the linguistic abilities but also help ameliorate their reflective awareness.