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Dyslexia for
Teachers of English
as a Foreign Language

DysTEFL – Dyslexia for Teachers of English as a Foreign Language

11 October 2013, Łódź, Poland

CONFERENCE PROGRAMME

09:45-10:00	<p style="text-align: center;"><u>Conference opening</u> Room: Festiwalowa</p>
10:00-11:00	<p style="text-align: center;"><u>Plenary lecture</u> MARGARET CROMBIE (OPEN UNIVERSITY, SCOTLAND, UK) <i>Sounds like gibberishwell not for me!</i> <i>Approaches and strategies to help with language learning for those with dyslexia</i></p> <p style="text-align: center;">Chair: Joanna Nijakowska Room: Festiwalowa</p>
11:00-12:00	<p style="text-align: center;"><u>Expert panel discussion</u> JANET ENEVER (Umeå University, Sweden) MARINA MATTHEOUDAKIS (Aristotle University of Thessaloniki, Greece) DINA TSANGARI (University of Cyprus, Cyprus) KARMEN PIŽORN (University of Ljubljana, Slovenia) MARGARET CROMBIE (Open University, Scotland, UK) ANNE MARGARET SMITH (ELT WELL, UK) DYSTEFL PROJECT PARTNERS <i>DysTEFL materials: Dyslexia in the EFL teacher training across Europe</i></p> <p style="text-align: center;">Moderators: Joanna Nijakowska and Judit Kormos Room: Festiwalowa</p>
12:00-12:30	<p style="text-align: center;"><u>Coffee break</u></p>

12:30-13:30	<p><u>Plenary lecture</u> ANNE MARGARET SMITH (ELT WELL, UK) <i>Inclusive language teaching:</i> <i>Principled practice for teaching English to dyslexic learners</i></p> <p>Chair: Judit Kormos Room: Festiwalowa</p>				
13:30-15:00	ROOM: Pałacowa	ROOM: Przemysłowa	ROOM: Bankowa	ROOM: Fabryczna	ROOM: Piotrkowska
	Unit 1: The nature of dyslexia ORSOLYA SZATZKER (HUNGARIAN ACADEMY OF SCIENCES, HUNGARY)	Unit 2: Specific learning difficulties associated with dyslexia ELŻBIETA SZYMAŃSKA-CZAPŁAK (THE SOCIETY FOR ALTERNATIVE EDUCATION, POLAND)	Unit 3: Identification of dyslexia BARBARA JAROSZEWICZ (THE SOCIETY FOR ALTERNATIVE EDUCATION, POLAND)	Unit 4: The effect of dyslexia on foreign language learning ANETA BOJARSKA (REGIONAL EDUCATIONAL CENTRE FOR FOREIGN LANGUAGES IN OPOLE, POLAND)	Unit 5: Accommodations of dyslexic learners in the foreign language classroom and overview of teaching techniques JOANNA NIJAKOWSKA (UNIVERSITY OF ŁÓDŹ, POLAND)
15:00-16:30	<p><u>Lunch</u></p>				
16:30-18:00	ROOM: Pałacowa	ROOM: Przemysłowa	ROOM: Bankowa	ROOM: Fabryczna	ROOM: Piotrkowska
	Unit 6: Phonological and orthographic awareness in English as a foreign language MAGDALENA SZYSZKA (OPOLE UNIVERSITY, POLAND)	Unit 7: Techniques for teaching vocabulary and grammar AGNES IMRENE SARKADI and BORBALA KALMOS (HUNGARIAN ACADEMY OF SCIENCES, HUNGARY)	Unit 8: Techniques for teaching listening and speaking SVETLANA HANUSOVA (MASARYK UNIVERSITY, CZECH REPUBLIC)	Unit 9: Techniques for teaching reading and writing NADA VOJTKOVA (MASARYK UNIVERSITY, CZECH REPUBLIC)	Unit 10: The Assessment of Dyslexic Language Learners JUDIT KORMOS (LANCASTER UNIVERSITY, UNITED KINGDOM)
18:00-18:15	<p><u>Conference closing</u> Room: Festiwalowa</p>				

KEY NOTE SPEAKERS – BIO NOTES AND ABSTRACTS

DR. MARGARET CROMBIE

is an experienced teacher and lecturer, formerly Support for Learning Manager and Quality Improvement Officer for Highland Council, Scotland, is now an Educational Consultant specialising in Dyslexia. She is an Associate Lecturer for the Open University and co-chairs the Open University panel for associate membership of the British Dyslexia Association (AMBDA). She has considerable experience in working with children and adults with dyslexia.

Margaret has researched into the learning of a foreign language in schools. She has co-authored the book, 'Dyslexia and Foreign Language Learning' with Elke Schneider, and written several articles and chapters on various aspects of literacy and dyslexia.

Margaret currently chairs a working group in Scotland that has produced an online toolkit, funded by Scottish Government, to guide teachers through the process of identifying dyslexia and supporting children with literacy difficulties and dyslexia in the classroom situation. This toolkit is freely available at www.addressingdyslexia.org

DR. ANNE MARGARET SMITH

has been teaching English for over 20 years in the UK, Kenya, Sweden and Germany, having studied Linguistics at York University, and Language Studies and Educational Research at Lancaster University. She has taught large groups and individuals across all age ranges. For the last 12 years she has also been a dyslexia specialist tutor and through her company, *ELT well*, she aims to bring these two fields of education closer together, by sharing good practice from both sides.

Anne Margaret works as a freelance assessor, teacher trainer, researcher and author, offering bespoke workshops and inclusive teaching and assessment materials to teachers and assessors. She currently also works at the University of Cumbria, with both dyslexic learners and international students. Her latest book, 'Teaching Languages to Students with Specific Learning Differences' (co-authored with Judit Kormos of Lancaster University) was published in 2012.

ABSTRACT

SOUNDS LIKE GIBBERISHWELL NOT FOR ME!

APPROACHES AND STRATEGIES TO HELP WITH LANGUAGE LEARNING FOR THOSE WITH DYSLEXIA

Learning another language is for most, an exciting and worthwhile experience, and one from which they can gain much satisfaction, win friendships and make business connections. For those with literacy difficulties and dyslexia however, it can be challenging for both teachers and learners. For a very long time, there has been little or no research on which to base recommendations. Recent years have brought some interesting developments in the foreign language learning area, and the research base for making recommendations for learning and teaching is now growing.

For some learners, listening to the language they are trying to learn feels like listening to someone speaking Gibberish – a totally unknown vocabulary and meaning. In her lecture, Margaret Crombie will examine the reasons why some children and adults find language learning hard. She will consider her own research into dyslexia and foreign language learning, and look at how recent advances in research and technology throw added light on effective methodologies to help learners with dyslexia and other literacy difficulties. Margaret will consider the impact that new technologies are having on language learning and suggest ways in which the old methods and new technologies can complement one another to produce success in language learning.

ABSTRACT

INCLUSIVE LANGUAGE TEACHING:

PRINCIPLED PRACTICE FOR TEACHING ENGLISH TO DYSLEXIC LEARNERS

Learning a language is not easy for everybody, and for learners with specific learning differences, like dyslexia, it can be a very great challenge indeed. However, learning English is so important in our global society, that we do our students a great injustice if we do not give them every chance to succeed at becoming competent users of English.

This presentation outlines four teaching principles that can help English language teachers to meet the needs of their dyslexic learners. Firstly, presenting new language points in a multisensory format allows all learners to access the material, working to their strengths, but also developing those areas that are weaker. Secondly, dividing the material into manageable chunks prevents students from feeling overwhelmed by new structures or vocabulary. Thirdly, it is important to offer many opportunities to recap and review, so that students can make links with what they already know, and thus retain new information. Finally, explicit instruction and discussion of the way language works is important to make learning English much more accessible not only for dyslexic learners but for all members of the class. Practical examples of how these principles can be implemented in the English language classroom will be demonstrated, alongside the theoretical rationale for their use.

EXPERTS – BIO NOTES

Janet Enever is Professor of Language Teaching and Learning at Umeå University, Sweden specialising in the fields of early foreign language learning, language globalisation and language policy. She holds a doctoral degree from Bristol University, UK in Primary Foreign Languages Policy, having initially trained and worked as a generalist primary teacher in England. During the early 1990s she spent time working on the newly established licenciate EFL degrees in Krakow, Poland before moving to Hungary to work as a national primary EFL advisor. Subsequently, she moved to London Metropolitan University, spending 11 years as a senior lecturer, developing and teaching on MA TESOL courses before accepting her current post in Sweden. She has advised on language policy, early language learning and teacher education for ministries in a number of Asian, Latin American and European countries. She currently contributes to the first phases of a project for the introduction of early English in the Ukraine, Kazakhstan and Uzbekistan. Present research includes tracking the development of a bilingual primary school established as a pilot study by the Department for Education in England, whilst recent publications include: the edited books 'ELLiE. Early Language Learning in Europe' (2011) and 'Young Learner English Language Policy and Implementation: International Perspectives' (2009).

Marina Mattheoudakis is an Associate Professor at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki. She holds an M.A. in TEFL from the University of Birmingham, U.K. and a Ph.D. in Applied Linguistics from the Aristotle University of Thessaloniki. She teaches courses in second language acquisition and language teaching methodology at both the undergraduate and graduate levels. She participated for two years in a European project aiming at the social and educational inclusion of immigrants in Europe (2001-2003) and was the coordinator of a European Research Project for teachers of modern languages (2003-2007). She is one of the designers and compilers of the Greek International Corpus of Learner English (GRICLE, University of Louvain, Belgium). Her main research interests lie in the areas of second language learning and teaching, the application of innovative approaches in ELT, corpora and their applications. She has presented her research work at several national and international conferences and has published in international journals, books and conference proceedings.

Karmen Pizorn is an Assistant Professor of English Language Teaching Methodology at the University of Ljubljana, Faculty of Education, Slovenia. She has been actively involved in setting up and running national English language assessment schemes. She has also been a member of the Advisory Board to the European Commission on the European Survey of Language Competences. She has written a number of articles and books on language teaching and assessment.

Dina Tsagari is a lecturer in Applied Linguistics/TEFL at the Department of English Studies at the University of Cyprus. Prior to this she taught on the MEd in TESOL, Hellenic Open University and the state school system in Greece an EFL teacher and trainer. Her main interests are EFL/ESL testing and assessment, teaching/learning, teacher training, materials design and evaluation. She has conducted research in Hong Kong, Cyprus, Greece and other European countries and is the author of several edited volumes, articles and book chapters. She has given papers and plenary presentations in several countries and has organized workshops in various aspects of EFL/ESL for numerous tertiary institutions in Europe and beyond. She is also the coordinator of the Classroom-based Language Assessment SIG – EALTA. At the moment she is working on an edited volume entitled: 'Assessing L2 Students with Learning and Other Disabilities' (co-editor G. Spanoudis).

UNIT ABSTRACTS

**ORSOLYA SZATZKER
(HUNGARIAN ACADEMY OF SCIENCES, HUNGARY)**

UNIT 1: THE NATURE OF DYSLEXIA

In this unit you will learn about the nature of dyslexia and gain a thorough understanding of the strengths and weaknesses of dyslexic individuals.

Aims of the unit

- to give you an overview of basic theories of dyslexia and
- to help you gain awareness of the specific characteristics of dyslexic individuals

**ELŻBIETA SZYMAŃSKA-CZAPŁAK
(THE SOCIETY FOR ALTERNATIVE EDUCATION, POLAND)**

UNIT 2: SPECIFIC LEARNING DIFFICULTIES ASSOCIATED WITH DYSLEXIA

In this unit you will learn about some of the other specific learning differences (SpLDs) that very often co-occur with dyslexia, and explore how they affect language learning. The main focus is on dyspraxia, attention deficit and hyperactivity disorder (ADHD) and Asperger's Syndrome, as these have the most impact on language learning. Some of the materials also make reference to other SpLDs such as dyscalculia.

Aims of the unit

- to offer you an overview of the characteristics of the most commonly co-occurring specific learning differences
- to provide an insight into how they might affect language learning

**BARBARA JAROSZEWICZ
(THE SOCIETY FOR ALTERNATIVE EDUCATION, POLAND)**

UNIT 3: IDENTIFICATION OF DYSLEXIA

In this unit you will learn about identifying dyslexia and the common indicators of this learning difference observed among dyslexic learners.

Aims of the unit

- to help you gain awareness of typical manifestations observed among dyslexic learners
- to give you insight on how dyslexia can be identified
- to help you find out about the steps undertaken in the diagnostic procedure in your national context

ANETA BOJARSKA
(REGIONAL EDUCATIONAL CENTRE FOR FOREIGN LANGUAGES IN OPOLE, POLAND)

UNIT 4: THE EFFECTS OF DYSLEXIA ON FOREIGN LANGUAGE LEARNING

In this unit you will learn about the effects of dyslexia on foreign language learning. You will find out how important native language skills are in the process of learning a foreign language and you will become familiar with the types of difficulties that dyslexic students encounter in learning a foreign language.

Aims of the unit

- to help you gain awareness of the importance of native language skills in the process of learning a foreign language
- to help you find out what effects dyslexia has on foreign language learning
- to provide you with the information about the types of difficulties that dyslexic students encounter when learning a foreign language

JOANNA NIJAKOWSKA
(UNIVERSITY OF ŁÓDŹ, POLAND)

UNIT 5: ACCOMMODATIONS OF DYSLEXIC LEARNERS IN THE FOREIGN LANGUAGE CLASSROOM AND OVERVIEW OF TEACHING TECHNIQUES

In this unit we will define the concept of inclusive education and discuss the kinds of accommodations that can be offered to dyslexic language learners. We will also explore the principles of Multisensory Structured Language (MSL) learning.

Aims of the unit

- to raise awareness of the importance of inclusive education and of the accommodations that assist dyslexic learners to acquire a foreign language
- to explore the ways dyslexic learners can be successfully accommodated in the foreign language classroom
- to learn about principles of Multisensory Structured Language (MSL) learning

MAGDALENA SZYSZKA
(OPOLE UNIVERSITY, POLAND)

UNIT 6: PHONOLOGICAL AND ORTHOGRAPHIC AWARENESS IN ENGLISH AS A FOREIGN LANGUAGE

In this unit you will gain understanding of the importance of phonological awareness and knowledge of sound-letter relationships (orthographic awareness) for successful reading and spelling. You will also learn how to develop phonological and phonemic awareness and how to teach sound-letter relationships to dyslexic learners of English as a foreign language.

Aims of the unit

- to gain an understanding of the importance of phonological awareness and knowledge of sound-letter relationships for skilful reading and spelling in the students' first language and in a foreign language
- to explore the principles of developing phonological awareness and teaching sound-letter relationships

**AGNES IMRENE SARKADI AND BORBALA KALMOS
(HUNGARIAN ACADEMY OF SCIENCES, HUNGARY)**

UNIT 7: TECHNIQUES FOR TEACHING VOCABULARY AND GRAMMAR

In this unit you will gain an understanding of the difficulties dyslexic students face while learning vocabulary and grammar. You will also become familiar with useful techniques and methods recommended for teaching grammar and vocabulary for dyslexic students. You will try out these techniques for helping dyslexic students to acquire specific structures of grammar and lexical items. You may notice that some of the difficulties and mistakes outlined in this unit may occur with any language learner, but are especially persistent in case of dyslexic students. The same is true for the methods and techniques; they may be useful to all learners, but are especially beneficial for dyslexic students.

Aims of the unit

- to raise awareness of the difficulties dyslexic students may encounter in learning vocabulary and grammar
- to make participants familiar with techniques recommended for teaching vocabulary and grammar to dyslexic students

**SVETLANA HANUSOVA
(MASARYK UNIVERSITY, CZECH REPUBLIK)**

UNIT 8: TECHNIQUES FOR TEACHING LISTENING AND SPEAKING

You will learn about the problems dyslexic learners can encounter when they develop listening and speaking skills in English. You will choose, evaluate and adapt suitable listening materials and design activities that can accommodate dyslexic learners' needs. You will also plan activities that encourage spoken production and interaction.

Aims of the unit

- to provide information and resources on developing listening and speaking in classes with dyslexic learners
- to raise awareness of principles of teaching in classes with dyslexic learners and to apply those principles in designing listening and speaking activities for different age groups
- to provide examples of effective techniques of class management to accommodate all learners
- to provide support while developing listening and speaking skills

NADA VOJTKOVA
(MASARYK UNIVERSITY, CZECH REPUBLIK)

UNIT 9: TECHNIQUES FOR TEACHING READING AND WRITING

In this unit you will investigate how you can teach reading and writing to learners with specific learning differences (SpLD). You will learn how to choose and adjust texts for reading and how to accommodate learners with SpLD in reading and writing activities.

Aims of the unit

- to raise awareness of difficulties that learners with SpLD can encounter while reading and writing in English
- to learn how to choose and adapt texts for reading
- to investigate the steps that reading and writing lesson should include
- to suggest accommodations for learners with SpLD in reading and writing activities

JUDIT KORMOS
(LANCASTER UNIVERSITY, UNITED KINGDOM)

UNIT 10: THE ASSESSMENT OF DYSLEXIC LANGUAGE LEARNERS

In this unit you will learn about what kinds of assessment methods and tasks can help dyslexic language learners to display their foreign language knowledge and what types of accommodations are useful to provide a fair assessment of the abilities of dyslexic language learners. You will also consider the basic criteria for the reliability and validity of language tests and how they interrelate with concepts of fairness in language testing.

Aims of the unit

- to gain an understanding of basic concepts of test fairness
- to raise awareness of the types of accommodations that might be useful for dyslexic test takers
- to apply knowledge of the nature of dyslexic difficulties and concepts of language testing to designing and evaluating assessment tasks

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