Dys TEFL

Dyslexia for Teachers of English as a Foreign Language

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Trainee's Booklet

www.dystefl.eu

Introduction

Dyslexia is a specific learning difficulty that has an effect not only on literacy skills in students´ first language, but also on foreign language learning. In order to ensure that dyslexic students successfully acquire necessary levels of foreign language competence, they need additional support.

Foreign language teachers often lack sufficient understanding of the nature of dyslexia and the difficulties it causes in foreign language learning and are not familiar with the relevant teaching techniques and methods to further the language learning processes of dyslexic students. Therefore the preparation of teacher training materials for this target group of language learners is both timely and highly needed.

In this Comenius Project, seven partners from Poland, Hungary, the United Kingdom, the Czech Republic, Germany and Austria developed a training course, self-study materials and a Moodle course for pre- and in-service teachers of English as a foreign language in order to raise their awareness of the foreign language learning needs of dyslexic students.

The training materials consist of ten units that cover a variety of theoretical and practical issues. Each unit comprises several tasks, further divided into steps, which acquaint foreign language teachers with a wide repertoire of useful teaching methods, techniques and tools so that the quality and effectiveness of foreign language teaching to students with dyslexia can be enhanced.

The present training course materials consist of a Trainee`s Booklet, a Trainer`s Booklet as well as a CD with additional materials.

For the self-study materials and information about the DysTEFL project, please visit: www.dystefl.eu.

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Content

UNIT 1 — The nature of dyslexia

Introduction

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 gain awareness of the specific characteristics of dyslexic individuals

Tasks you will do:

- complete a survey on your beliefs about dyslexia

- read about the nature of dyslexia and the strengths and weaknesses of dyslexic students

- evaluate and reflect on different definitions and conceptualizations of dyslexia

- design an information sheet about dyslexia for your colleagues

Task 1   Awareness raising task

STEP 1   Work individually and complete this brief Dyslexia Perceptions Survey below.

Dyslexia Perceptions Survey

1. Do you agree with the statement that dyslexia is more frequent among boys than girls?

    ☐ yes   ☐ no   ☐ I do not know

2. Do you agree with the statement that dyslexia is caused by visual perception problems?

    ☐ yes   ☐ no   ☐ sometimes   ☐ I do not know

3. Do you agree with the statement that children can grow out of dyslexia?

    ☐ yes   ☐ no   ☐ I do not know

4. Do you agree with the statement that dyslexic people always have serious difficulties in reading?

    ☐ yes   ☐ no   ☐ I do not know

5. Do you agree with the statement that dyslexia can be inherited?

    ☐ yes   ☐ no   ☐ I do not know

6. Do you agree with the statement that dyslexia is more frequent among those who are socially disadvantaged?

    ☐ yes   ☐ no   ☐ I do not know

STEP 2   Compare your answers in groups and discuss in what ways they are similar or different. Select a spokesperson who is going to summarize the main points of your discussion to the whole group.

Task 2 — Reading and discussing dyslexia

STEP 1   Work individually now. Read the Dyslexia factsheet of the International Dyslexia Association (available from 🖼 http://www.interdys.org/FactSheets.htm). Compare your answers to the dyslexia perceptions survey with the information provided in this text. Reflect on what you learned from this brief text and think about what else you would like to know about dyslexia.

STEP 2   In groups discuss how the information you gained from this text might be useful for your teaching and educational context. Please also compile a list of questions you would like to ask your tutor about the nature of dyslexia.

For homework you can also read 📖 Frith, U (1999). Paradoxes in the definition of dyslexia. *Dyslexia*, 5, 192 – 214, or an informative article written by a group of experts (🖼 http://www.readingrockets.org/article/14907/) and watch this video on dyslexia: 📺 http://www.dystalk.com/talks/31-what-is-dyslexia

Task 3   Comparing definitions of dylexia

STEP 1   Work individually and note down your personal definition of dyslexia. Consider how your educational, social and cultural context might influence your own personal definition.

STEP 2   Now read the following international definitions of dyslexia and compare them with your own personal definition. If you are familiar with the definition of dyslexia in your country, you can also add that definition to this list.

British Dyslexia Association (2007)

Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be life-long in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities. It tends to be resistant to conventional teaching methods, but its effect can be mitigated by appropriately specific intervention, including the application of information technology and supportive counseling.
(Source: http://www.bdadyslexia.org.uk/about-dyslexia/further-information/dyslexia-research-information-.html)

International Dyslexia Association (2002)

Dyslexia is a specific learning disability that is neurological in origin.
It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.
(Source: http://www.interdys.org/FAQWhatIs.htm)

International Classification of Disorders (2010)

The main feature is a specific and significant impairment in the development of reading skills that is not solely accounted for by mental age, visual acuity problems, or inadequate schooling. Reading comprehension skill, reading word recognition, oral reading skill, and performance of tasks requiring reading may all be affected. Spelling difficulties are frequently associated with specific reading disorder and often remain into adolescence even after some progress in reading has been made. Specific developmental disorders of reading are commonly preceded by a history of disorders in speech or language development. Associated emotional and behavioural disturbances are common during the school age period. (Source: http://apps.who.int/classifications/icd10/browse/2010/en#/F81.0)

In analyzing the definitions please pay attention to the following:

- the terms used to describe dyslexia and learning difficulties

- the causes of dyslexia mentioned

- the relationship between educational methods and dyslexia discussed in these definitions

STEP 3   Work in groups and describe to each other your own personal definition of dyslexia and how it differs from various international definitions and critically evaluate the definitions of dyslexia you read about in Step 2.

Task 4   Writing an information sheet

In this task you will work in small groups and will write a brief information sheet about the characteristics and difficulties of dyslexic students in general academic domains for a group of teachers in your school.

Please write an information sheet of approximately 200-300 words in which you summarize what strengths and weaknesses dyslexic students might have. The audience for your information sheet should be a group of colleagues you might work with and who do not know enough about dyslexia.

List of resources

Frith, U (1999). Paradoxes in the definition of dyslexia. *Dyslexia*, 5, 192-214.
A highly useful and very clearly written academic article outlining a definition of dyslexia that provides good grounding for understanding dyslexic difficulties and the concept of dyslexia.

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning difficulties.* Clevedon: Multilingual Matters. Chapters 1 and 2.
The first two chapters of this teachers' handbook give an overview of the terminologies used to describe dyslexia and specific learning difficulties and provide a summary of the different definitions of dyslexia and the theories relating to the causes of dyslexia.

Nijakowska, J. (2010). *Dyslexia in the foreign language classroom.* Bristol: Multilingual Matters. Chapters 1 and 2.
The first two chapters of this monograph discuss different theories and causes of dyslexia with particular reference to dyslexia in different languages.

http://www.readingrockets.org/article/14907/
A reader-friendly and clear informative article written by a group of experts on the nature of dyslexia.

UNIT 2 — Specific Learning Difficulties Associated with Dyslexia

Introduction

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

Tasks you will do:

- take part in an experiential activity to explore how it might feel to have a SpLD
- read about the nature of the co-occurring SpLDs and the impact they have on language learning
- produce a visual representation of the overlaps and differences between these SpLDs
- consider how best to accommodate these SpLDs in the language learning classroom
- reflect on previous experiences of working with learners who may have had SpLDs

Task 1   Experiential learning task

STEP 1   Follow the instructions your tutor will give you and copy a text from the board.

STEP 2   Compare your experiences in groups of 3 or 4 and discuss how the task made you feel and why you felt like that. Make a list of the strategies you used to accomplish it, to share with the rest of the class.

Task 2   Finding out about SpLDs

STEP 1   First, work individually and read the page on the British Dyslexia Association website called 'What are Specific Learning Difficulties?' (Available from http://www.bdadyslexia.org.uk/about-dyslexia/schools-colleges-and-universities/what-are-specific-learning-difficulties.html)

STEP 2   Work with one other student and discuss what you have found out about the most commonly cooccurring SpLDs. Consider the following questions:

- What are the main distinguishing features of the SpLDs?

- Where are the overlaps between the SpLDs?

- How easy does it seem to differentiate between the SpLDs mentioned here?

For homework you can also read Kormos & Smith (2012) Chapter 3: 'Associated Learning Differences' (pp. 41-57).

Task 3   Making a visual representation of the commonly co-occurring SpLDs

STEP 1   With your partner from Task 2, produce a diagram showing how you understand the particular and shared characteristics of these SpLDs.

STEP 2   Share your diagram with another pair of trainees and look carefully at theirs.
Consider how they are similar and/or different. Discuss the approaches you took and explain your thinking behind the way you chose to represent the overlaps between the SpLDs.

Task 4   Accommodating language learners with SpLDs

In this task you will work in three groups and each group will look at a different area of language learning. Try to decide how the various SpLDS might impact on a learner's progress in developing speaking and listening / reading and writing / vocabulary and grammar proficiency. Use the grid your tutor will give you to help focus your thinking.

Once you have had a chance to discuss your language area, you will work with people who have considered the other areas, to share your ideas, and come up with any solutions you can suggest for the language classroom. Complete the final column of the grid.

Task 5   Reflection on Learning

Work on your own. Think about any students you have already taught, or who you went to school with, who exhibited any of the characteristics that have been highlighted here.
Consider the following questions:

- What was your initial reaction to these students?

- How did their peers respond to them?

- What effect might these responses have had on the learners?

- Is there anything you could have done differently, knowing what you now know?

List of resources

ADHDpro59 (2010) *What is ADHD?*
Available at: ▶ http://www.youtube.com/watch?v=bPctgWW3ki4.
This is a very informative factual short video.

Arbs, J. (2011) *How ADHD feels.*
Available at: ▶ http://www.youtube.com/watch?v=UeozSycgbNo&feature=fvwrel.
'JubaJer' shares his personal experiences of living with ADHD and OCD – this video offers a real insight into the world of the learner with SpLDs.

AspergersGuide (2010) *Does Your Child Have Asperger's Syndrome?*
Available at: ▶ http://www.youtube.com/watch?v=OMlqIogZ2Yw.
A short informative video covering the main characteristics of Asperger's Syndrome (from the American Asperger's Society).

British Dyslexia Association (2012) *What are specific learning difficulties?*
Available from ▣ http://www.bdadyslexia.org.uk/about-dyslexia/schools-colleges-and-universities/what-are-specific-learning-difficulties.html.

DysTalk (2009) *What is dyscalculia?*
Available at: ▶ http://www.youtube.com/watch?v=jxloGUFR2Tk.
Jane Emerson discusses the characteristics that indicate dyscalculia.

DysTalk (2011a) *Dyslexia, Dyspraxia and Overlapping Learning Difficulties.*
Available at: ▶ http://www.youtube.com/watch?v=dXhO3-S1L-0.
Professor Amanda Kirby explaining co-occurring SpLDs

DysTalk (2011b) *What is Dyspraxia?*
Available at: ▶ http://www.youtube.com/watch?v=s832Yv-Dbwc.
Amanda Kirby on the main characteristics of dyspraxia.

ELT well (2012) *Specific Learning Differences.*
Available at: ▣ http://www.eltwell.co.uk/specific-learning-differences-splds.html.

▣ Kormos, J., & Smith, A. M. (2012). *Teaching languages to students with specific learning differences.* Clevedon: Multilingual Matters.
Chapter 3 of this teachers' handbook offers a brief overview of four SpLDs very commonly associated with dyslexia

UNIT 3 | Identification of dyslexia

Introduction

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

Aims of the unit

- to gain awareness of typical signs of dyslexia observed among dyslexic learners
- to learn how dyslexia can be identified
- to find out about the steps undertaken in the diagnostic procedure in the national context

Tasks you will do:

- brainstorm about possible signs of dyslexia
- read about early identification and the early signs of dyslexia
- design an observation sheet about the signs of dyslexia for your colleagues
- prepare a list to illustrate the steps undertaken in the diagnostic procedure in your country
- write a teacher diary entry

Task 1 | **Awareness raising task**

STEP 1 Refer back to what you learnt about the nature of dyslexia in Unit 1. Work in groups of three or four. Discuss possible signs of dyslexia that can be identified in a dyslexic learner. Consider areas such as reading, writing, spelling and more. Write down your ideas.

STEP 2 Work individually. Read through the extracts from teacher diaries and compare the signs described in the extracts with the ideas on your list. Discuss the differences in your groups.

Meeting Andy

When Andy's mother first brought him to me to consult regarding tutoring to help him improve his skills in reading and math, he was reading at kindergarten level despite being a Grade 3 student. When I asked him to read for me, he picked up a beginning reader and read it even though the book was upside down. When I tested his letter knowledge, he reversed b and d, p and q and c and f. The numbers 3 and 7 were also reversed. His formation of the letters r, n, and z was reversed, starting from the right to the left but the finished letter was corrvectly formed. Upon checking his ability to sequence letters, he could not say the alphabet but resorted to singing it and returning to „A" each time he lost his place. He inserted an „N" after „Y" and before „Z" in his alphabet song.

When reading, he experienced most difficulty with two and three letter words such as on, in, at, and saw. He experienced difficulties sequencing letters when spelling even though all the letters were there. When trying to decode words and when speaking, Andy often reverses syllables even though he knows what he wants to read or say. He prefers to print with his notebook sideways on the desk and actually has difficulty with the transition to cursive writing.

In math, he tends to add and subtract from the left column and from the bottom to the top. He needs constant repetition to retain his multiplication tables and sight vocabulary. His general knowledge is excellent and he can speak at length about a variety of topics. He is athletic, bright looking, and very artistic.

Andy has obvious difficulties with spelling. He is unaware that the spelling of certain words is not correct. The spellings of words he has not studied are not even close approximations and would be unable to be corrected using a spell check on his word processor, even though I have taught him the correct vowel sounds. Examples of misspelled words are:

snow - snoue

with - wach

friends - frens

do - dow

Andy finds copying from the teacher's board very frustrating. He said that he looks at a word on the board and then looks down to write it. When he looks up again to write the next word, he can't find where he was in the note and spends time searching the whole board for it. He said it's easy to copy

when there are just a few words on the board and when the teacher prints. It is easier for him when he is in a class with a black board and not a white board on which the teacher uses markers. A chalky, dusty board makes it hard to read because, "My eyes go different and I have to focus again."

Flora E. Gillis

Meeting Alice

Every morning, Alice will think of all means to avoid going to school by feigning sickness. This battle has been going on ever since she started school two years ago. Her mother has to walk her to school every day to ensure she goes into the classroom. Alice always sits at the back of the class, slouches on her chair and daydreams. Her book will be placed on the desk, unopened, as she felt confused looking at the letters jumping around.

She is convinced that she is beyond hope as her teacher and classmates have subtly labelled her as stupid. She dreads English and will lower her head and slide further down her chair, hoping the teacher will not notice her. A couple of times, she was asked to read aloud. She froze in her seat, perspired profusely and stammered as she tried to make out the words. The whole class burst into laughter.

The only activity she looks forward to is the music lesson as she feels good every time she gets to perform playing on the piano in front of the whole class.

Melanie Chong

Adapted from: http://www.dyslexia-teacher.com/t71.html

STEP 3   Work in groups of four. Discuss what you have found out about the signs of dyslexia. Select a spokesperson to report the outcomes of your discussion.

STEP 4   (Optional step - if time permits).

Watch the video diary of dyslexic students sharing their problems. Take notes about the following:

a. Which manifestations of dyslexia did these students talk about?

b. What were they good at?

http://www.youtube.com/watch?v=bCfoJOhPV64&feature=related

Task 2 Identification and signs of dyslexia

STEP 1 Work individually. Read one of the following texts. While reading focus your attention on the information about identifying dyslexia.

a. Common characteristics of dyslexia

http://www.interdys.org/ewebeditpro5/upload/IsMyChildDyslexic.pdf

b. How to identify dyslexia: British Dyslexia Association

http://www.bdadyslexia.org.uk/files/DFS%20pack%20English.pdf

STEP 2 Form groups of three with trainees who read different texts. Compare and discuss information you gained from reading the texts about identification of dyslexia.
Reflect on how the information might be useful for your teaching context.

For homework you can:

a. read about identification of dyslexia:

http://www.bdadyslexia.org.uk/files/Early%20Help%20Better%20Future.pdf

http://www.fss.is/media/namid/radstefna/Gavin1.pdf

http://www.etni.org.il/etninews/inter2d.htm

b. watch

■ a talk by Amanda Kirby who talks about what parents should look out for if their child has difficulties learning to read and write:

http://www.dystalk.com/talks/107-signs-of-dyslexia-and-who-to-see

■ short videos about the signs of dyslexia described by a teacher and by a dyslexic individual

http://www.youtube.com/watch?v=IOdZC5iBudM&feature=related

http://www.youtube.com/watch?NR=1&feature=endscreen&v=IEpBujdee8M

Task 3 — Diagnosis of dyslexia in national context

STEP 1
(homework)

Search the internet in order to find out how dyslexic learners are formally identified and diagnosed in your country. Look for legal documents and ministerial regulations. Consider the following questions:

- What is the age of students when a formal diagnosis takes place?

- Where does the diagnosis take place? Which institutions are responsible for the diagnosis?

- What specialists are involved in the diagnostic procedures?

- What are the specific steps undertaken in the diagnostic procedure?

- What kind of a document is prepared afterwards? What does the document contain?

- What adjustments are offered at school to dyslexic students once dyslexia is formally identified? (see Unit 5 for details about adjustments)

STEP 2
Work in groups of three. Share the information you found and discuss how dyslexia is formally diagnosed in your country. Use questions in Step 1 to help you.

STEP 3
Work individually. Write a list illustrating the steps undertaken in the diagnostic procedure in your country. Use the information you discussed in Step 1 to help you.

Task 4 — Applying the knowledge about the signs of dyslexia – preparing an observation sheet

STEP 1
Work in pairs. Please prepare an observation sheet that could help teachers identify signs of dyslexia for a chosen group of learners (younger learners, teenagers, adult learners). In your observation sheet, please refer to such areas as:

a. reading
b. spelling
c. writing
d. others: memory problems etc.

STEP 2
Print the observation sheet and visit a class in a school and use your observation sheet to observe and note down the signs of dyslexia in a chosen student. Your notes could be used to complete Task 5.

Task 5   Final reflection task

STEP 1   Work individually or with a partner. Write a teacher diary entry (see Task 1 for a model answer) of a hypothetical/real dyslexic learner. Describe your observations of his/her difficulties experienced in school. Relate your description to the observation sheet prepared in Task 4.

List of resources

Teacher diary entries. Available from:

http://www.dyslexia-teacher.com/t71.html

The video diary of dyslexic students sharing their problems. Available from:

http://www.youtube.com/watch?v=bCfoJOhPV64&feature=related

Common characteristics of dyslexia. Available from:

http://www.interdys.org/ewebeditpro5/upload/IsMyChildDyslexic.pdf

How to identify dyslexia. Available from: British Dyslexia Association

http://www.bdadyslexia.org.uk/files/DFS%20pack%20English.pdf

Identification of dyslexia. Available from:

http://www.bdadyslexia.org.uk/files/Early%20Help%20Better%20Future.pdf

http://www.fss.is/media/namid/radstefna/Gavin1.pdf

http://www.etni.org.il/etninews/inter2d.htm

A talk by Amanda Kirby about what parents should look out for if their child has difficulties learning to read and write. Available from:

http://www.dystalk.com/talks/107-signs-of-dyslexia-and-who-to-see

Short videos about the signs of dyslexia described by a teacher and by a dyslexic individual. Available from:

http://www.youtube.com/watch?v=IOdZC5iBudM&feature=related

http://www.youtube.com/watch?NR=1&feature=endscreen&v=IEpBujdee8M

Recommended extra resources:

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning difficulties.*
Clevedon: Multilingual Matters. Chapter 5.
(The fifth chapter of this teachers' handbook discusses the issues relating to identification and assessment of dyslexia. It also provides information on disclosing the information to students, family, class teachers and external bodies.)

Nijakowska, J. (2010). *Dyslexia in the foreign language classroom*. Bristol: Multilingual Matters. Chapter 4.(This chapter of the monograph discusses identification of dyslexia with particular indicators described and discussed.)

UNIT 4 · The effects of dyslexia on foreign language learning

Introduction

In this unit we will learn about the effects of dyslexia on foreign language learning. We will find out how important native language skills are in the process of learning a foreign language and we 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

Tasks you will do:

- read and discuss if it is possible for dyslexic learners to learn foreign languages

- read about Linguistic Coding Difference Hypothesis

- complete a matching activity to find out about the areas of difficulties dyslexic learners might experience in learning a foreign language

- prepare a set of questions for an interview with a dyslexic learner

- interview a dyslexic learner

- write a report to describe the dyslexic learner's experience and suggest ways to overcome the difficulties

Task 1   Modern foreign languages and dyslexia

STEP 1   Work in pairs. Refer back to what you learnt about the nature of dyslexia in Unit 1 and about the signs of dyslexia in Unit 3 and try to answer the following questions:

- Should students with specific learning differences learn foreign languages? Explain why/why not.

- Will their foreign language learning difficulties resemble the problems they encounter in their native language or will they be different?

Write your ideas down in the form of a short note.

STEP 2   Work individually. Please read the following text and check your answers:

Margaret Crombie's article: http://www.languageswithoutlimits.co.uk/resources/Dxa1.pdf

STEP 3   Work individually. Read through your note from Step 1 and check your ideas against the information you found in the text. Add any additional information to complete the notes.

Optional:

For additional information you may read:
"Can all children benefit from foreign language learning?" extract from: McColl, H. (2000). *Modern languages for all.* London: David Fulton Publishers. pp 5-10 available from:
http://www.languageswithoutlimits.co.uk/resources/Extract1.pdf

Task 2   Input task. Reading about the Linguistic Coding Differences Hypothesis – LCDH

STEP 1   Work individually. Read the following source:

a. the fragment of the article by Robin L. Schwarz (1997) Learning Disabilities and Foreign Language Learning from: http://www.ldonline.org/article/6065 : *What causes the difficulties?*

STEP 2   Work in groups of 3 or 4 and discuss answers to the following questions:

- What are the causes of foreign language learning difficulties in dyslexic learners?

- What does the Linguistic Coding Differences Hypothesis explain?

- Is there such a phenomenon as Foreign Language Learning Disability? What does the phenomenon describe?

STEP 3   Work in groups of 3 or 4 where you cooperate with trainees who work in a similar teaching context. Read the PowerPoint presentation about Linguistic Coding Differences Hypothesis and Foreign Language Learning Disability and check your answers to questions in Step 2. Discuss and share ideas about the difficulties you have observed among dyslexic learners you teach.

Task 3   **Learning about the areas of difficulties in foreign language learning.**

STEP 1   Work with a partner. Discuss and brainstorm about the possible problems that characterize dyslexic learners learning foreign languages. Put your ideas in a diagram provided by your trainer.

STEP 2   Present your diagrams and ideas to other pairs – compare and discuss similarities and differences between your diagrams.

STEP 3   Continue working with a partner. Read the following fragments from the article by L. Ganschow and E. Schneider: '*Assisting Students with Foreign Language Learning Difficulties in School*' http://www.ldonline.org/article/22725/:

Who may have difficulty successfully fulfilling a foreign language requirement in school?
What do research findings indicate about foreign language study and at-risk students?

and find out about more specific types of difficulties that dyslexic learners experience in modern foreign language study. Add ideas from the text to the diagram.

For homework you can:
Complete the matching activity in which you match the area of difficulty with the detailed description of the problems. Your trainer will provide you with the matching activity cards.

Task 4   Practical application task – writing interview questions

STEP 1   Work in a group of 3 or 4 with other trainees working in the similar teaching context. Read through and analyze the suggested questions for an interview with a dyslexic learner about his/her experience of learning a foreign language and the difficulties he/she encounters. Refer back to the areas of difficulty you read about in Task 3 Step 3. Add more questions or change the suggested ones. Your trainer will provide you with a suggested interview.

STEP 2   Work individually. Interview a dyslexic learner from your school or the school that you cooperate with in order to find out about his/her experience with modern language study. You may record or video record the interview or note down the learner's answers.

Alternatives:

For additional information you may read:
📖 Csizér, K., Kormos, J., & Sarkadi, Á. (2010) The dynamics of language learning attitudes and motivation: lessons from an interview study of dyslexic language learners.
Modern Language Journal, 94, 470-487.

Task 5   Final reflection task – sharing interview insights (optional)

STEP 1   Work in groups of 3 or 4 and cooperate with trainees who work in a similar teaching context. Share and discuss the learner's answers to your interview questions and write a short report (200 – 250 words) in which you describe experiences of your interviewees in learning a foreign language.

STEP 2   Work in groups again and present your reports to your group. Share and suggest possible ways to overcome the difficulties indicated by your interviewees.

List of resources

Margaret Crombie's article about foreign languages and dyslexia.
Available from : http://www.languageswithoutlimits.co.uk/resources/Dxa1.pdf

"Can all children benefit from foreign language learning?" extract from: McColl, H. (2000). *Modern languages for all.* London: David Fulton Publishers. pp 5-10.
Available from: http://www.languageswithoutlimits.co.uk/resources/Extract1.pdf

The fragment of the article by Robin L. Schwarz (1997) *Learning Disabilities and Foreign Language Learning.*
Available from: http://www.ldonline.org/article/6065 : *What causes the difficulties?*

Fragments of the article by L. Ganschow and E. Schneider: '*Assisting Students with Foreign Language Learning Difficulties in School'.* Available from: http://www.ldonline.org/article/22725/:
Who may have difficulty successfully fulfilling a foreign language requirement in school?
What do research findings indicate about foreign language study and at-risk students?

Recommended extra resources:

Csizér, K., Kormos, J., & Sarkadi, Á. (2010) The dynamics of language learning attitudes and motivation: lessons from an interview study of dyslexic language learners. *Modern Language Journal*, 94, 470-487. (This article provides an account of the dynamics of language learning motivation in Hungarian students with dyslexia. It discusses the results of qualitative interviews conducted with dyslexic students who studied foreign languages in a variety of educational settings).

Helland, T. and Kaasa, R. (2005) Dyslexia in English as a second language. *Dyslexia* 11, 41-60. (The article discusses the study focused on English as L2 in a group of Norwegian dyslexic 12 year olds, compared to an age and gender matched control group. The results show the differences among the studied groups in their L2 performance.)

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning difficulties.* Clevedon: Multilingual Matters. Chapter 4.(This chapter of the handbook discusses the processes involved in language learning as well as the language learning processes of students with SpLD.)

Nijakowska, J. (2010). *Dyslexia in the foreign language classroom.* Bristol: Multilingual Matters. Chapter 3. (This chapter of the monograph discusses the influence of native language skills onto the process of learning the foreign language as well as research outcomes in that field.)

Schneider, E.,& Crombie, M. (2003): *Dyslexia and foreign language learning.* London: David Fulton Publishers. (The book discusses difficulties that dyslexic learners experience while learning foreign languages and also presents teaching and assessment strategies for students with specific language processing difficulties.)

Sparks, R.L. and Ganschow, L. (1991) Foreign language learning differences: Affective or native language aptitude differences? *Modern Language Journal* 75, 3-16.(This article discusses affective factors that influence the process of foreign language learning among learners with specific language learning differences.)

UNIT 5 — Accommodations of dyslexic learners in the foreign language classroom and overview of teaching techniques

Introduction

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

Tasks you will do:

- discuss the concepts of inclusive education and educational accommodations
- find out how learners with dyslexia can be successfully accommodated in the foreign language classroom
- explore the principles of Multisensory Structured Language (MSL) learning
- watch the Power Point presentation on morphological awareness training following the principles of MSL learning
- create a list of possible adjustments to classroom management, teaching techniques and materials

Task 1   Inclusive education and educational accommodations

STEP 1   Work in groups of 3 or 4. Look at the picture (1) and the quotation (2). Try to answer the following questions: Can you see any analogy to your educational context? Have you ever felt the way any of the animals and the teacher in the picture may feel?

(1)
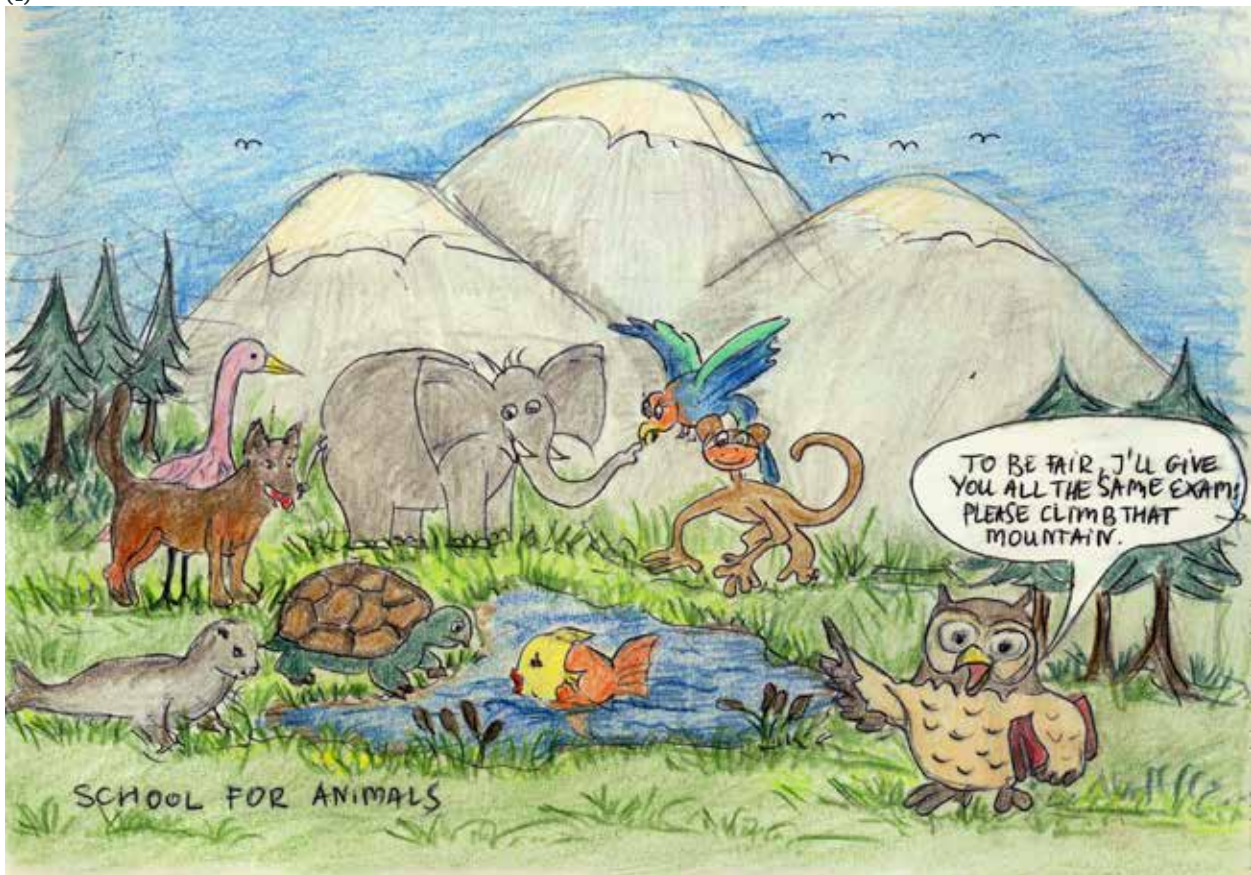
(2)

 'Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid' (Kelly, 2004: 82).

STEP 2   Continue working in groups. Try to answer the following questions: 1) How would you define *inclusive education*? 2) How does *inclusion* differ from *integration*? 3) How do you understand the term *accommodation* with reference to your educational context? Write your definitions of *inclusion, integration* and *accommodation* on three separate pieces of paper and stick them to the board under the appropriate heading – 'inclusion', 'integration' and 'accommodation'. Compare and discuss your answers with other trainees.

STEP 3   Optional step
Find out about the formal educational regulations and discuss the adjustments offered to dyslexic learners in the country you teach.

Task 2 | **Accommodations in the classroom**

STEP 1 Work in pairs. Look at a set of cards with descriptions of different ways you can accommodate learners with dyslexia in the foreign language classroom. Choose at least ten suggestions on how to accommodate learners with dyslexia which you think you could easily implement in your teaching context. Are there any suggestions which you find implausible or unfeasible in your teaching context? Which ones and why? Take notes of your thoughts. Justify your choice.

STEP 2 Optional step

Work in groups of 3 or 4. List some possible barriers to implementing changes in classroom management and teaching techniques to accommodate foreign language learners with dyslexia. Suggest ways to overcome them.

STEP 3 Optional step

Work individually. Read the International Dyslexia Association's fact sheet on at-risk students and the study of foreign language at school and write down the additional adaptations that a foreign language teacher can make to create a better learning environment for language learners with dyslexia.

STEP 4 Optional step

Watch two short videos on accommodating learners with SpLDs. Note down the described difficulties the learners experience and the corresponding adjustments which can be introduced to benefit them. Compare the notes with your partner.
- A teacher sharing a true story of earned wisdom
  http://www.youtube.com/watch?v=F9NEyfVIDmQ
- A cartoon giving suggestions for accommodations for learning differences
  http://www.youtube.com/watch?v=hM05suNUoKw&feature=related

Task 3 | Multisensory Structured Language (MSL) learning

STEP 1 Work with a partner. Read the text on Multisensory Structured Language (MSL) teaching. One of you identifies the principles of MSL, the other classifies the aspects of language which could be taught following these principles. Summarize and write the ideas you gained from the reading in the relevant part of the chart you receive from your trainer. Tell your partner what you have learned from the reading, then listen to your partner. Fill in the remaining part of the chart.

STEP 2 Watch the Power Point presentation on morphological awareness training following the principles of MSL learning. Complete micro tasks included in the presentation and reflect on how you could use similar activities in your context.

STEP 3 Optional step

Select a 45 minute lesson plan you designed to teach one of your classes. Think how the particular teaching techniques and materials might be adjusted so that they follow the principles of Multisensory Structured Language (MSL) learning approach.

Work in a group of 3 with other trainees who share your teaching context. Present your original lesson plan with all the adjustments marked. Read the adjusted lesson plans prepared by other trainees. Compare and comment on your own and your colleagues' suggestions.

Task 4 Accommodating learners with dyslexia – case studies

STEP 1   Work individually. Read a dyslexic child's account of trying to copy an assignment from the teacher's board. List the adjustments you could make to help this student. Work in groups of 3 or 4, compare and discuss your answers.

STEP 2   Think about one dyslexic learner you have taught or observed and note down your observations in the chart. In the left hand column of the chart make a list of the difficulties she/he experiences during foreign language learning. Take into account all aspects and areas which require adjustments (see Task 2 and Task 3) so that the learner can be accommodated, then fill in the right hand column with the corresponding adjustments you could introduce with regard to classroom management and the teaching techniques that would make a difference to this learner. Work in groups of 3 or 4 with other trainees who share your teaching context (e.g. primary school), discuss your case studies and provide feedback on suggestions for accommodations.

List of resources

Inclusion/integration: Is there a difference? by Bryan Harman. Available from:

http://www.cdss.ca/images/pdf/general_information/integration_vs_inclusion.pdf

From integration to inclusion. Available from:

http://openlearn.open.ac.uk/mod/oucontent/view.php?id=397669&section=3.3

Needs Analysis Report conducted by the DysTEFL project partners in their countries. Available from:

http://www.dystefl.eu/uploads/media/DysTEFL-Needs_analysis_report_01.pdf

International Dyslexia Association's fact sheet on accommodating students with dyslexia in all classroom settings. Available from:

http://www.interdys.org/ewebeditpro5/upload/AccommodatingStudentsWithDyslexiaInAllClassroomSettings10-02.pdf

International Dyslexia Association's fact sheet on at-risk students and the study of foreign language at school. Available from:

http://www.interdys.org/ewebeditpro5/upload/AtRiskStudentsForeignLanguage2012.pdf

A teacher sharing a true story of earned wisdom. Available from:

http://www.youtube.com/watch?v=F9NEyfVIDmQ

A cartoon giving suggestions for accommodations for learning differences. Available from:

http://www.youtube.com/watch?v=hM05suNUoKw&feature=related

International Dyslexia Association's fact sheet on Orton-Gillingham-based and/or Multisensory Structured Language (MSL) approaches. Available from:

http://www.interdys.org/ewebeditpro5/upload/OGBasedandMSLApproaches.pdf

International Dyslexia Association's fact sheet on Multisensory Structured Language (MSL) Teaching. Available from:

http://www.interdys.org/ewebeditpro5/upload/MSLTeaching.pdf

International Dyslexia Association's Matrix of Multisensory Structured Language Programs that have a strong track records of clinical and classroom success. Available from:

http://www.interdys.org/ewebeditpro5/upload/MSL2007finalR1.pdf

Accommodations for students with LD. Available from:

http://www.ldonline.org/article/Accommodations_for_Students_with_LD

Kelly, M. (2004). *The rhythm of life: Living every day with passion and purpose.* New York: Beacon Publishing.

Recommended extra resources:

📖 Bogdanowicz, M., & Sayles, H. A. (2004). *Rights of dyslexic children in Europe*. Gdansk: Harmonia. (The book presents the comparisons of accommodations and rights of learners with dyslexia across European countries on the basis of The European Dyslexia Questionnaire).

📖 Ganschow, L., & Sparks, R. (2001). Learning difficulties and foreign language learning: A review of research and instruction. *Language Teaching*, 34, 79–98. (The article reviews the research findings on the nature of foreign language learning difficulties of students with learning difficulties).

📖 Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning difficulties*. Clevedon: Multilingual Matters. Chapters 6 and Chapter 7. (Chapter 6 discusses the ways of accommodating learners with SpLD in the foreign language classroom setting. Chapter 7 describes the Multisensory Structured Learning approach as well as its application in teaching grammar and vocabulary and the four skills: reading, writing, speaking and listening).

📖 Nijakowska, J. (2010). *Dyslexia in the foreign language classroom*. Clevedon: Multilingual Matters. Chapter 5. (This chapter discusses the principles of the Multisensory Structured Learning approach and its application in foreign language learning; it presents different types of educational accommodations towards learners with dyslexia).

📖 Schneider, E., & Crombie, M. (2003). *Dyslexia and foreign language learning*. London: David Fulton Publishers. (This book discusses the nature of dyslexic difficulties as they affect foreign language learning; it offers a comprehensible guidance on how to accommodate learners with dyslexia in the foreign language classroom).

📖 Schneider, E., Ganschow, L., Sparks, R., & Miller, K. (2007). Identifying and teaching learners with special needs. In R. McCarthy (Ed.), *Best practices tool kit ¡Avanza! Avençemos!* (pp. A35–A42). Boston: McDougal Littell-Houghton Mifflin Division. (This chapter discusses the identification and teaching techniques which prove successful in teaching learners with special educational needs).

UNIT 6 — Phonological and orthographic awareness in English as a foreign language

Introduction

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
- to learn about teaching phonological awareness and sound-letter relationships to students with dyslexia

Tasks you will do:

- watch a video and listen to a short presentation on the differences between phonological awareness, phonemic awareness and phonics
- read a text about phonological awareness training
- complete a set of activities designed to practise spelling the /tʃ/ sound with the letters 'ch' and 'tch'
- design a set of three activities for teaching sound-letter relationships following the principles of the multisensory approach
- reflect on what you have learned in this unit

Task 1 — Awareness raising task – lecture

STEP 1 Work in groups. Discuss how you understand the following concepts: *phonological awareness, phonemic awareness, alphabetic principle, phonics*. Match the concepts to their definitions.

STEP 2 Work individually. Watch a video
(available from http://www.youtube.com/watch?v=McJldIFIpC8)
and listen to a short presentation on the differences between
phonological awareness, phonemic awareness and *phonics*. While listening to the presentation, cover the sections of the bingo board corresponding to a given point of the lecture with white cards. The first person to cover six squares in two rows says 'Bingo!' and wins the game. Continue covering relevant squares until the end of the presentation.

STEP 3 Check your answers from Step 1 against the video. Reflect on what you have learned from the presentation and suggest what else you would like to know about the concepts you discussed.

STEP 4 Optional step
Note down the answers to the questions printed on the bingo board.

Task 2   Reading and discussing stages and activities in phonological training

STEP 1   Work in pairs. Sort the types of activities in phonological awareness training so that they form the right sequence. Move from recognition to production, from simple to complex tasks.

STEP 2   Compare your answers with another pair of students, then check them against the information available in the text on tips for teaching phonological awareness
(available from: http://www.reading-tutors.com/tips/TH_Tips_PhonAware.pdf).

STEP 3   Optional step
In groups discuss how you could adapt and implement the activities you have read about in Step 2 in your teaching context.

Task 3   Sound-letter relationship (orthographic awareness) training

STEP 1   Watch a PowerPoint presentation. Try to infer the rules regarding the spelling of the /tʃ/ sound with the letters 'ch' and 'tch'. First analyse the slide with the first list of words. Can you see any common parts in them? When you look at the next slide, you will see these parts highlighted. Try to think of the spelling rule before you see it in the next slide. Repeat the procedure with three lists of words in which the /tʃ/ sound is spelled with the letters 'ch' and 'tch'.

STEP 2   Analyse and critically evaluate a set of activities designed to practise the spelling of the /tʃ/ sound with the letters 'ch' and 'tch' with reference to your teaching context.

STEP 3   Optional step
In groups discuss how you could adapt and implement the activities and teaching aids from Step 2 to better suit your teaching context.

Task 4   Designing teaching materials and aids

STEP 1   Following the principles of multisensory approach, design a set of activities (with movable tea-ching aids if applicable) for developing the awareness of sound-letter relationships (see Task 3 Step 2 for sample activities). Choose the spelling issue which is most relevant for your teaching context, e.g. short and long vowels; spelling a particular sound with different spelling choices – like the /k/ sound with the letters 'c', 'k', '-ck', '-ic' etc. or the /ei/ sound with the letters 'a-e', '-ay', 'ai'; silent letters; endings '-tion', '-sion'. In the cases where more than one spelling choice is possible, make sure you give your students a chance to infer/learn a spelling rule first.

STEP 2   Share and discuss your work with other trainees. Read and comment on the materials designed by other trainees.

STEP 3   Optional step
Ask a student with dyslexia to complete the activities you designed and get feedback from him/her.

List of resources

http://www.youtube.com/watch?v=McJldIFIpC8 - this video focuses on the definitions and distinctions between phonological awareness, phonemic awareness, and phonics

http://www.reading-tutors.com/tips/TH_Tips_PhonAware.pdf - tips for teaching phonological awareness

Recommended extra resources:

For Task 2, 3, 4

Chard, D. J. and Dickson, S. V. (1999). Phonological awareness: Instructional and assessment guidelines. Available from http://www.ldonline.org/article/6254/ or at http://www.readingrockets.org/article/6254/.

Nijakowska, J. (2010). *Dyslexia in the foreign language classroom*. Bristol: Multilingual Matters. Chapter 2 (Phonological Coding Deficit Hypothesis) and Chapter 6.

Nijakowska, J. (2006). Dyslexics – poor spellers. *The Teacher,* 5(39): 24-30.

Nijakowska, J. (2006). Why and how to teach phonological awareness? *The Teacher*, 11(43): 22-30.

Kessler, B. and Treiman, R. (2003) Is English spelling chaotic? Misconceptions concerning its regularity. *Reading Psychology* 24, 267–289.

Phillips, B.M., Clancy-Menchetti, J. and Lonigan, C.J. (2008) Successful phonological awareness instruction with preschool children. Lessons from the classroom. *Topics in Early Childhood Special Education* 28 (1), 3–17.

All the above publications offer short introductions and/or descriptions of sample activities and movable teaching aids used in phonological awareness and/or sound-letter relationships training.

For Task 3

IDA Fact Sheet on spelling

Available from http://www.interdys.org/ewebeditpro5/upload/SpellingRev.2011.pdf.

For Task 4

Payne, J. (1995). *English guides 8: Spelling*. London: HarperCollins Publishers.

Shemesh, R. and Waller, S. (2000). *Teaching English spelling*. Cambridge: Cambridge University Press.

A useful list of spelling rules with examples: http://www.dyslexia.org/spelling_rules.shtml

UNIT 7 Techniques for teaching vocabulary and grammar

Introduction

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 to 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

- raising awareness of the difficulties dyslexic students may encounter in learning vocabulary and grammar

- making participants familiar with techniques recommended for teaching vocabulary and grammar to dyslexic students

- initiate discussion about how to provide help to dyslexic students to overcome specific difficulties related to grammar and vocabulary

Tasks you will do:

- read interview excerpts about the difficulties dyslexic language learners face in studying grammar and vocabulary

- prepare a list of difficulties dyslexic students may encounter in acquiring vocabulary and grammar

- prepare a mind map of techniques recommended for teaching vocabulary to dyslexic students

- prepare a mind map of techniques recommended for teaching grammar to dyslexic students

- try out the above stated techniques to overcome specific problems dyslexic students may face in learning vocabulary and grammar

- think about what challenges a regular unit of a course book might present for dyslexic language learners in terms of vocabulary and grammar and think about what efforts you will have to make to help dyslexic students face these challenges

- write some teaching tips and advice for other teachers about how to present and practice the vocabulary and the grammar of a given course book unit in a dyslexia-friendly way

Task 1 — Learning vocabulary and grammar - interviews with dyslexic students

STEP 1 You will read some interview excerpts with dyslexic language learners about learning vocabulary and grammar. On the basis of the interview excerpts, make a list of the difficulties dyslexic language learners might face in these areas. You might add other items to this list based on your previous readings in the course and your teaching experience.

(1) Barbara, 17

"I hate exercises involving rules. When you have only one good answer and the main point is that you have to write down that good answer. "

(2) Gordon, 13

"I made some mistakes when I entered the new words in my vocabulary notebook and I memorized the misspelled form. So I could not get good marks when we were tested. It was like a vicious circle."

(3) Ingrid, 16

"I am good at understanding the concepts and rules, so in theory I am very good, but when I have to apply them, I am really insecure about it."

(4) Barbara, 17

"I often confuse similar words and what I say does not make any sense. Sometimes I confuse words visually, so I read something different, and the whole text means something else."

(5) Joe, 14

"I have never been successful in studying words, and I could never memorize them in an effective way."

(6) Joe, 14

"I'm good at grammar, I understand it in a second."

(7) Carla, 17

"As the pronunciation is very different from spelling, you have to memorize both of them and it is very difficult."

(8) Gabe, 17

"Everything related to grammar is difficult for me: tenses, rules, where to put which word. I have problems with understanding and memorizing grammar."

STEP 2   Optional step

Work in groups of four. Compare and discuss your lists with the others. Try to list the reasons for the difficulties.

STEP 3   Discuss the difficulties and the reasons with the whole group.

Task 2   Recommended methods for teaching vocabulary and grammar to dyslexic students

STEP 1   Optional step

Work in pairs. You will learn about how to teach grammar and vocabulary in a dyslexia-friendly way.

- Discuss with your partner what kind of recommendations you expect to learn about.

- Make a list of your expectations.

STEP 2   Work in groups of four. Decide which topic you would like to focus on: teaching grammar or teaching vocabulary. Read "Teaching vocabulary and Teaching grammar" form 📖 Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning difficulties.* (p.132-135). Clevedon: Multilingual Matters.
OR
Listen to this PowerPoint presentation in which Anne Margaret Smith summarizes the most important aspects of teaching vocabulary and grammar to dyslexic students:
📹 http://www.youtube.com/watch?v=5gfVTCkcQeA&feature=youtu.be
Take notes.

STEP 3   Work in groups of four. Choose one of the topics (teaching vocabulary or teaching grammar) and prepare a mind map about it.

STEP 4   Work in groups of eight combining one group who prepared a mind map about grammar and one that made a mind map about vocabulary in the previous step. Present your mind maps to each other.

STEP 5   Optional step

Display your mind maps on the board or around the room. Walk around and look at other groups' mind maps.

STEP 6   Optional step

Discuss the recommended methods with the other members of the group. Answer the following questions:

■ What is your opinion of the recommended methods? Would you use them? Do you think they are easy to incorporate into your teaching repertoire?

■ Mind maps are one of the methods recommended for teaching dyslexic students. Do you prefer linear lists to mind maps or vice versa?

Task 3   Techniques for teaching vocabulary and grammar - specific solutions

STEP 1   You and your partners will get a slip of paper describing a grammatical structure or a lexical item that might potentially cause problems to dyslexic students.

■ Try to think about why the student might face difficulties learning the given structure/lexical item.

■ Think about a number of different multisensory ways to practice these structures or words and design at least 5 activities.

A:

Your dyslexic student says sentences like:

'How is your best friend?' instead of 'Who is your best friend?'

'Where do you get up?' instead of 'When do you get up?'

Sometimes she simply cannot remember which Wh-word she should use at the beginning of a sentence.

B:

Your dyslexic student says sentences like:

'They dog is big.' instead of 'Their dog is big'.

'You house is nice.' instead of 'Your house is nice.'

C:

Your dyslexic student confuses Present Simple and Present Continuous, and has problems forming grammatically correct sentences in both tenses. He says sentences like:

'I wearing blue jeans.' instead of 'I wear blue jeans.'

'He like apples.' instead of 'He likes apples.'

D:

Your dyslexic student confuses Present Simple and Present Continuous, and has problems forming grammatically correct questions in both tenses. He says sentences like:

'Are you study?' instead of 'Do you study?'

'Where you live?' instead of 'Where do you live?'

Task 4	Teaching vocabulary and grammar using dyslexia friendly techniques: A unit of a course book

STEP 1 Work in groups. Choose a unit (or some pages of a unit) from a course book and think about how to introduce the new grammar and vocabulary in a dyslexia-friendly way. Identify lexical items and grammatical structures which may be problematic for dyslexic students. List ideas facilitating the acquisition of these items.

STEP 2 On the basis of your ideas write some teaching tips and advice for other teachers. You can use a note format and please write about 10-15 teaching tips.

STEP 3 Optional step
Present your teaching tips to the others.

List of resources

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning difficulties*. Clevedon: Multilingual Matters. Chapter 7.
Chapter 7 discusses useful principles and techniques in teaching vocabulary and grammar to dyslexic learners.

UNIT 8   Techniques for teaching listening and speaking

Introduction

You will learn about the problems dyslexic learners can encounter when they practise listening and speaking in English. You will choose, evaluate and adapt 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 on developing listening and speaking skills 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 classroom management to accommodate all learners in listening and speaking activities.

Tasks you will do:

- you will prepare a KWL (Know-Want to know-Learnt) poster concerning practising listening and speaking in classes with dyslexic learners

- you will watch an interview with a teacher who will talk about her classes with dyslexic learners

- you will analyse techniques that develop listening and speaking skills with dyslexic learners

- you will plan activities for developing listening and speaking skills in classes with dyslexic learners

- you will reflect on your learning using your own KWL poster

Task 1 KWL poster

STEP 1 Remember what you have learnt about the nature of dyslexia so far and think about how dyslexia might affect listening and speaking skills. Share your ideas with a partner in pairs.

STEP 2 Write down what you know about teaching listening and speaking to dyslexic students on yellow sticky notes and what you would like to learn on green sticky notes. Stick the sticky notes onto the poster/board in the appropriate field. You will use the orange ones at the end of the session to reflect on what you will have learnt in the session.

STEP 3 Look at the poster, read the sticky notes and decide whether it is possible to match any green ones with the yellow ones. Which questions remain to be answered in the session?

Task 2 Lead-in into a listening task

STEP 1 Pre-listening task: Look at the following pictures. Match the pictures to the expressions. Compare your matches with your peers and discuss which of those situations can help dyslexic learners develop their listening and speaking skills. This discussion will prepare you for listening to an interview with an English teacher who has had experience in teaching dyslexic learners in her classes.

Task 3   An interview with an English teacher

STEP 1 Listen to the interview and check whether your suggestions from the discussion in Task 2, Step 1 were similar or different from what the teacher says.

STEP 2   Work in three groups. Listen to the interview again. Pay attention to the content of the interview as well as the procedure of the whole Task 3. Each group will work on a different exercise (class management, ways of checking listening comprehension, developing speaking). Do the exercises on your worksheet.

STEP 3 Get into new groups of three. Each group member should have done a different exercise in Step 2. Discuss what you have learnt and how useful your exercise was.

STEP 4 Re-cap the stages of the listening and speaking activities in small groups. Say how they would help to accommodate dyslexic students in the lesson. Compare your ideas with the Checklist of principles.

Task 4 — **Planning a listening and speaking activity**

STEP 1 — Work in groups according to the level you want to focus on (pre-primary, primary, lower-secondary, upper-secondary). Choose an appropriate tapescript for your target group. Read and listen to the text and design pre-, while- and post-listening activities. Use the Checklist of principles to help you find ways to accommodate dyslexic learners. You should also integrate speaking activity/ies with the listening tasks. Write your plan in the Listening and Speaking Activity Template.

STEP 2 — Present the stages of your plan to the other groups, describe how you would accommodate dyslexic learners in the lesson and how you would adjust the stages of the teaching process so that they would suit dyslexic learners' needs.

Task 5 — **KWL poster reflection**

STEP 1 — Look back at the KWL poster/board, say which of your questions (green cards) have been answered in the session, write down what you have learnt on orange sticky notes and stick them onto the poster/board.

STEP 2 — Read all the orange sticky notes and share what you have learnt with your peers.

List of resources

Kormos, J., & Smith, A. M. (2011). *Teaching languages to learners with specific learning difficulties*. Clevedon: Multilingual Matters. Chapters 4 and 7.
Chapter 4 focuses on the cognitive and emotional aspects of language learning and includes information about the difficulties of learners with dyslexia with producing and understanding oral texts. Chapter 7 discusses useful principles and techniques in teaching listening and speaking to dyslexic learners.

Nijakowska, J. (2010). *Dyslexia in the foreign language classroom*. Bristol: Multilingual Matters. Chapter 5.
Chapter 5 introduces information concerning the principles of the Multisensory Structured Learning Approach and useful accommodation techniques.

Schneider, E., & Crombie, M., I. (2003) *Dyslexia and Foreign Language Learning*. London: David Fulton Publishers. Chapters 2 and 4.
Chapter 5 discusses barriers to foreign language learning for dyslexic learners. Chapter 4 introduces useful ideas that help teachers to offer learners with dyslexia opportunities of success in foreign language learning.

http://www.ldonline.org/article/5885/
LDonline is a useful webpage where teachers can find scholarly articles on learning disabilities and ADHD as well as tips and checklists for teachers. This link provides a checklist of suggestions for effective class management.

UNIT 9   Techniques for teaching reading and writing

Introduction

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 a reading and writing lesson should include

- to suggest accommodations for learners with SpLD in reading and writing activities

Tasks you will do:

- categorise the difficulties that learners with SpLD can encounter while reading and writing in English

- evaluate and adapt a reading text

- organize the stages of a reading lesson and suggest possible accommodations for learners with SpLD

- plan a writing lesson with adjustments for learners with SpLD

- reflect on what you have learnt

Task 1 — Categorization of difficulties experienced in reading and writing

STEP 1 — Categorize the following difficulties which learners with SpLD may experience when reading and writing in English. Decide whether they are experienced in

- READING

- WRITING

- BOTH

List of difficulties:

- limited L2 vocabulary

- problems with reading 'visually challenging' materials

- insufficient knowledge of syntax

- difficulties with ordering ideas

- slower speed

- insufficient knowledge of morphology

- lack of metacognitive strategies

- difficulties with establishing letter-sound correspondences

- problems with reading their own handwriting

STEP 2 — Compare your answers with the other members of the group and prepare a big Venn diagram on the board about the possible difficulties learners with SpLD may experience when reading and writing in English.

Task 2   Reading text evaluation and adaptation

STEP 1   Imagine that your class of 13-year-old, lower-intermediate learners, including four learners with SpLD, has a partnership with a class from a school in Brno (Czech Republic). You work on a project together and you are planning a visit to Brno. In one of the lessons you want to use a tale about Brno for initiating interest in the partners' city and developing reading skills with your learners. Look at the following webpage and read the tale.

http://www2.brno.cz/index.php?lan=en&navo1=2222&navo2=5&navo3=86&navo4=143

STEP 2   Work in pairs. Follow the presentation about the quality of a reading text that dyslexic learners can cope with. Look at your text after each slide and evaluate it in the area suggested. If necessary, adjust the text of the tale according to the criteria mentioned in the presentation.

Task 3   Stages of a reading lesson

STEP 1   Imagine you are using the text from Task 2 about the Wheel Bet for teaching reading. You can see the stages of the lesson in the mixed-up order below. Work in pairs and organize the stages so that they create a good lesson plan in which dyslexic learners can be accommodated.

A. Students read the text quickly to find out whether their predictions were correct.
    Dyslexic learners: Provide an adjusted version of the text, the glossary of words, highlight the words that are on the board in the text.

B. Learners read the text again and highlight all important verbs that describe the story line in the text.

C. Students talk about unusual bets they know about.

D. Bring visual representation of key expressions (*wheel, bet, wheelwright, to roll, city gate, town hall, thaler, mayor, devil*) and say them in English (check the meaning of the words through translation). Match the pictures with the written forms of the words on the board and practise reading them.

E. Students use the verbs and pictures to retell the story in their own words.

F. Ask students to speculate about the content of the tale they will read based on the expressions. Write their suggestions on the board.

G. Students work in groups, they get 4 cartoon pictures illustrating the events from the story (*neighbours chatting in a pub, wheelwright working hard, wheelwright rolling the wheel through the city gate and sad wheelwright sitting and doing nothing*). They read the story again and sort the pictures in chronological order.
    Dyslexic learners: provide scissors to cut the story into pieces so that they can match the pieces of text with the pictures.

H. Tell the learners that they are going to read a tale from the city where they have their partner school. Explain the word '*tale*' by giving examples from their context and ask them to share their favourite tales.

STEP 2   Compare your order with another pair. Justify why you have arranged the stages in this order. Watch the presentation about teaching reading and say how each stage of your lesson reflects the principles mentioned in the presentation. Would you change anything in the plan?

Task 4   Planning a writing lesson

STEP 1   Below are the stages of the writing lesson :

1. presenting the task

2. collecting ideas for the task

3. the process of writing

4. self-correction

5. feedback

Decide which of the following accommodation techniques or teaching tips you would use in the different stages. You may use one accommodation technique more than once and you can come up with accommodation techniques of your own as well:

A. text to speech software

B. voice recognition software

C. spell checker

D. mindmaps for brainstorming

E. pre-teaching of new words

F. do not use a red pencil to circle the mistakes

STEP 2   Plan a writing lesson that would be a follow-up after the reading lesson in Task 3. You should follow the stages of the writing lesson in Step 1.
First read the suggestions at the following link:
http://specialed.about.com/od/readingliteracy/a/improving-writing-dyslexia.htm

Use three more suggestions from the article to accommodate dyslexic learners.
Compare your lesson plans with other trainees.

Task 5   Final task – reflection on the Venn diagram

STEP 1   Look at the Venn diagram and say how many problems mentioned in it we have covered by our lesson plans with accommodations. Write down the accommodations on sticky notes and stick them on the poster/board.

STEP 2   What is your opinion on the accommodations? Are they easy to apply in a mainstream classroom? If not, do you have any practical ideas on how to overcome the difficulties with their application?

List of resources

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning difficulties*. Clevedon: Multilingual Matters. Chapter 7, parts – Teaching reading and Teaching writing, pp. 135-137, pp. 141 -143
The passages from Chapter 7 include a concise and clear summary of the principles that FL teachers should bear in mind while planning their lessons with SpLD learners.

Schneider, E., & Crombie, M. (2003). *Dyslexia and foreign language learning.* London: David Fulton Publishers.
Chapters 3 and 6 introduce useful tips for teaching reading and writing.

http://www.robobraille.org/AboutRoboBraille
This is a non-commercial webpage that helps teachers convert texts in different formats so that they can be used with learners with SpLD(s).
http://specialed.about.com/od/readingliteracy/a/improving-writing-dyslexia.htm
This is a webpage providing ideas for special education teachers.

Resources used:
http://www2.brno.cz/index.php?lan=en&nav01=2222&nav02=5&nav03=86&nav04=143
A city of Brno webpage.

Other resources to be used for inspiration:
http://www.readwritethink.org/classroom-resources/student-interactives/fractured-fairy-tales-30062.html
An inspiring webpage that provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials.

http://younglearners.eslreading.org/stories/writeastory/
A free webpage that compiles useful tips and materials for reading and writing with young language learners.

http://www.englishraven.com/Writing_workshopA_228953.pdf
A web-based collection of resources, materials and teaching ideas for EFL/ESL. The resources are practical and innovative. The activity will lead the learners through the process of writing.

UNIT 10 | The assessment of dyslexic language learners

Introduction

In this unit we will discuss 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. We 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

Tasks you will do:

- You will review a foreign language exam/test paper and discuss what kinds of difficulties dyslexic language learners might experience when taking the exam/test paper.

- You will listen to a lecture on the basic concepts of test fairness and accommodating dyslexic learners in high-stakes foreign language tests.

- You will design an assessment task for dyslexic language learners and present it to the class.

- You will review and discuss the suitability of the accommodations provided by a national/international exam board (optional task)

Task 1 | Analysis of an exam/test paper

STEP 1 Work in groups and make a list of the strengths and weaknesses of dyslexic language learners in the following areas:

- Time management and attention span
- Different foreign language skills (reading, writing, speaking, listening, spelling)

STEP 2 Read the exam/test paper given to you by your trainer.

STEP 3 Work in the same group as you did in Step 1. Based on the list you prepared in Step 1, fill in the Following table about the potential difficulties students might experience when taking this exam/test. If you think some aspects of the exam do not cause any difficulties for dyslexic students, please write NA (not applicable) in the relevant box.

Table 10.1. Potential difficulties of dyslexic students in taking exams/tests

	Difficulties dyslexic learners might experience
Time need to complete the task	
Formatting and layout of the exam/test	
Clarity and length of instructions of what to do in the task	
Types of tasks students have to do	
Length and type of response needed in the tasks	

Task 2   Lecture on the assessment of dyslexic language learners

STEP 1   Work individually. Based on the table you completed in Task 1, make a list of potential accommodations that might assist dyslexic language learners to display the best of their knowledge in a foreign language test/exam.

STEP 2   Please listen to the lecture on the basic principles of validity, reliability and test fairness and on accommodating dyslexic language learners in foreign language exams and classroom testing contexts.

STEP 3   Check the list you compiled in Step 1 and add additional accommodations based on the lecture.

Task 3   Designing a dyslexia-friendly assessment task

STEP 1   Work in groups and design one short language assessment task (a vocabulary quiz, a grammar test, a reading, speaking test etc.) that is suitable for dyslexic language learners at a selected level of proficiency and of a particular age. In designing the task, please consider the following:

Questions to consider in selecting and designing assessment tasks for students with dyslexia (based on Kormos & Smith, 2012, p.160)

- Does the task measure the targeted skill or knowledge?
- Is the task enjoyable and motivating?
- Is the task relevant for the students?
- Can the task be marked reliably?
- What kind of difficulties might students with dyslexia experience when doing the task?
- Is the time needed to complete the task sufficient for students with dyslexia?
- Are the instructions clear?
- Is the level of difficulty appropriate?

STEP 2   Present the task to another group and listen to the presentation of the other group.

STEP 3   Evaluate the task the other group designed based on the list of questions in Step 1. Give a brief feedback report to the group whose task you evaluated.

STEP 4   Based on the report you received, prepare a final version of the task.

STEP 5   Optional task: Try out the task and report on how it worked in the classroom.

Task 4   Accommodations in national and international exams (optional)

STEP 1   Select a national or an international foreign language exam that is relevant in your teaching context. Find out if there is any description of the accommodations offered by the exam board. As an example you might use the following document on accommodations issued by a major international exam board
(see http://www.cambridgeesol.org/exams/special-circumstances/learning-dyslexia.html).

Write a critical review of the accommodations provided by the exam board. Consider the following questions:

- Are the accommodations helpful for dyslexic learners?
- Do the students need any training in using these accommodations?
- Are there any practical constraints associated with using these accommodations?
- Are there any additional accommodations that could be offered that do not affect the validity of the exam?

List of resources

📖 Hansen, E.G., Mislevy R. J., Steinberg, L.S., Lee, M. J. And Forer, D. C. (2005) Accessibility of tests for individuals with disabilities within a validity framework. *System* 33, 107-133.
This research article discusses differences between accommodations and modifications and gives an overview of how changes introduced in exams to make them accessible to students with a variety of special needs influence test validity.

📖 McKay: (2006) *Assessing Young Language Learners.* Cambridge: Cambridge University Press.
This excellent book describes theoretical principles and considerations underlying the assessment of young language learners and gives advice on how to design test tasks for young learners. A number of the testing methods and the theoretical background is highly relevant for dyslexic language learners.

📖 Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning difficulties*. Clevedon: Multilingual Matters. Chapter 8.
This chapter provides an overview of basic concepts in language testing, discusses test-fairness and gives examples for accommodations in high stakes language testing. It also gives practical advice on classroom assessment.

Layout: LABOR 2 and Volkshochschule im Landkreis Cham e.V.