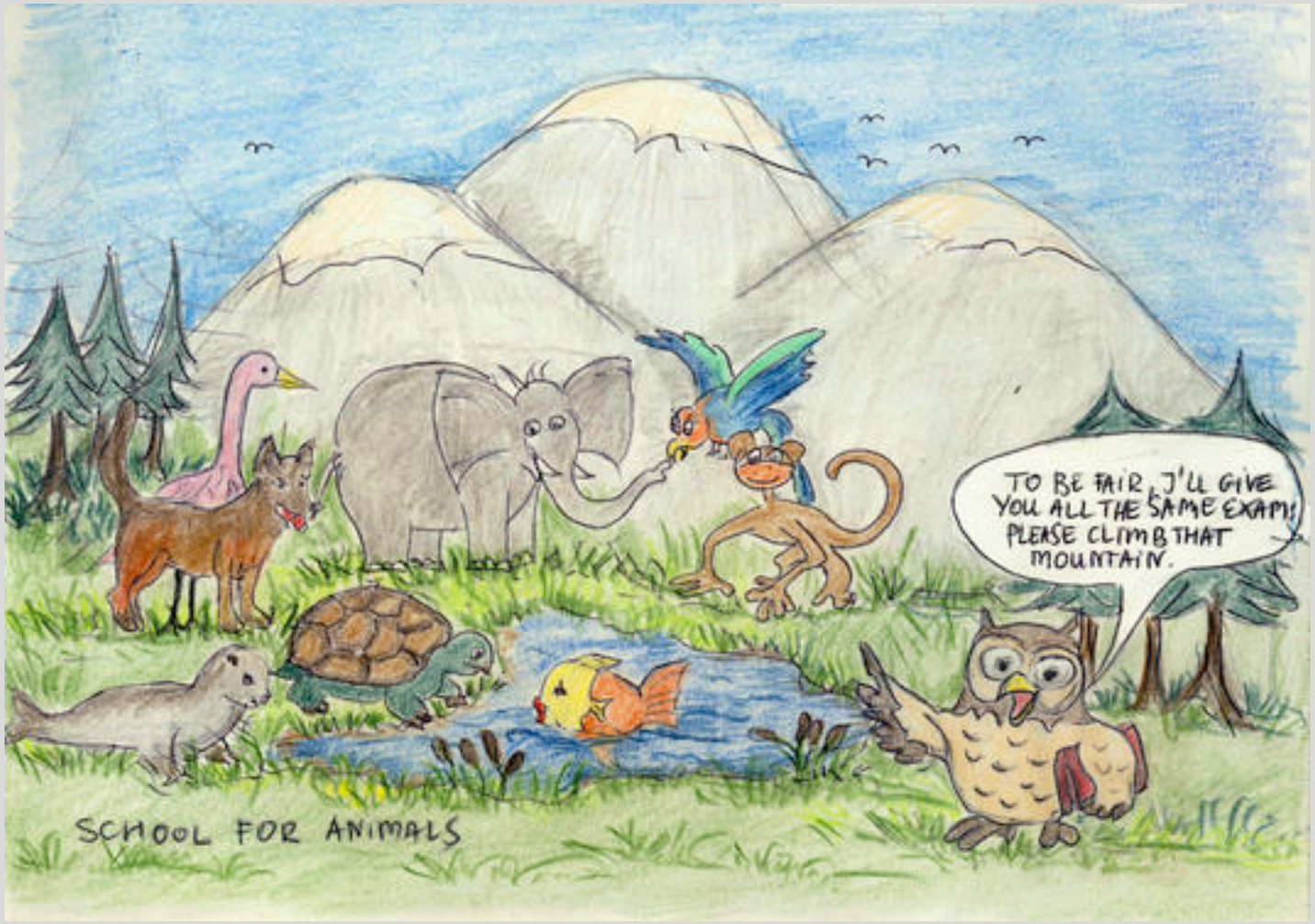
Principles of inclusive language teaching task design

Professor Judit Kormos

Lancaster University

Lancaster University



'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).

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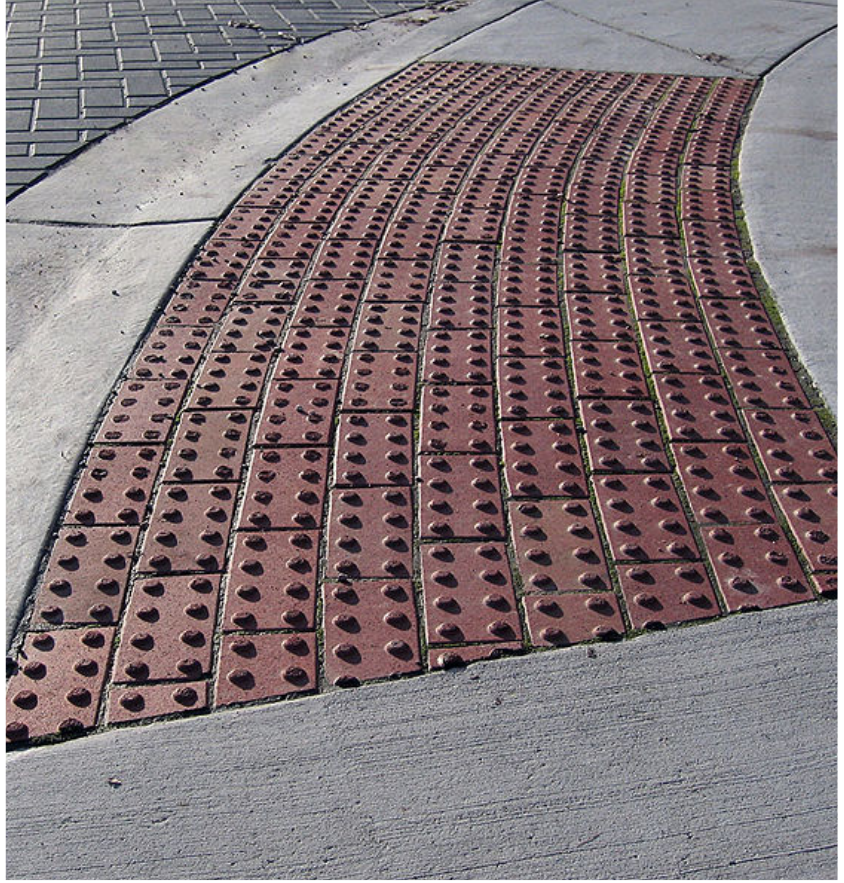
What is inclusive education?

- **Integration**: it is the individual's task to accommodate to the characteristics and demands of the institution
- **Inclusion**: it is the institution's responsibility to adapt to the students' needs
- Student is able to share the same physical space and facilities with other students, follow the same curriculum and participate in the same extra-curricular activities



Universal design

Outline of the talk

- Principles of universal design and multi-sensory language teaching
- Differentiation and accommodations
- Tips for task design
- Evaluating task design
- Obstacles

Universal design: Overview of 9 principles

Provide Multiple Means of Representation	Provide Multiple Means of Action and Expression	Provide Multiple Means of Engagement
• Provide options for **perception** • Provide options for **language** • Provide options for **comprehension**	• Provide options for **physical action** • Provide options for **expression and communication** • Provide options for **executive functions**	• Provide options for recruiting **interest** • Provide options for sustaining **effort and persistence** • Provide options for **self-regulation**

Based on Timpe-Laughlin and Laughlin (2018)

Principles of Universal Design

1. Provide options for perception	2: Provide options for language	3.Provide options for comprehension	4. Provide options for physical action
• Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	• Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, • Illustrate through multiple media	• Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing, visualization, and manipulation • Maximize transfer and generalization	• Vary the methods for response and navigation • Optimize access to tools and assistive technologies

Based on Timpe-Laughlin and Laughlin (2018)

Illustration of UD principles 1-4

ENGaGE
Digital English and German task bank for 4th to 8th class dyslexic learners

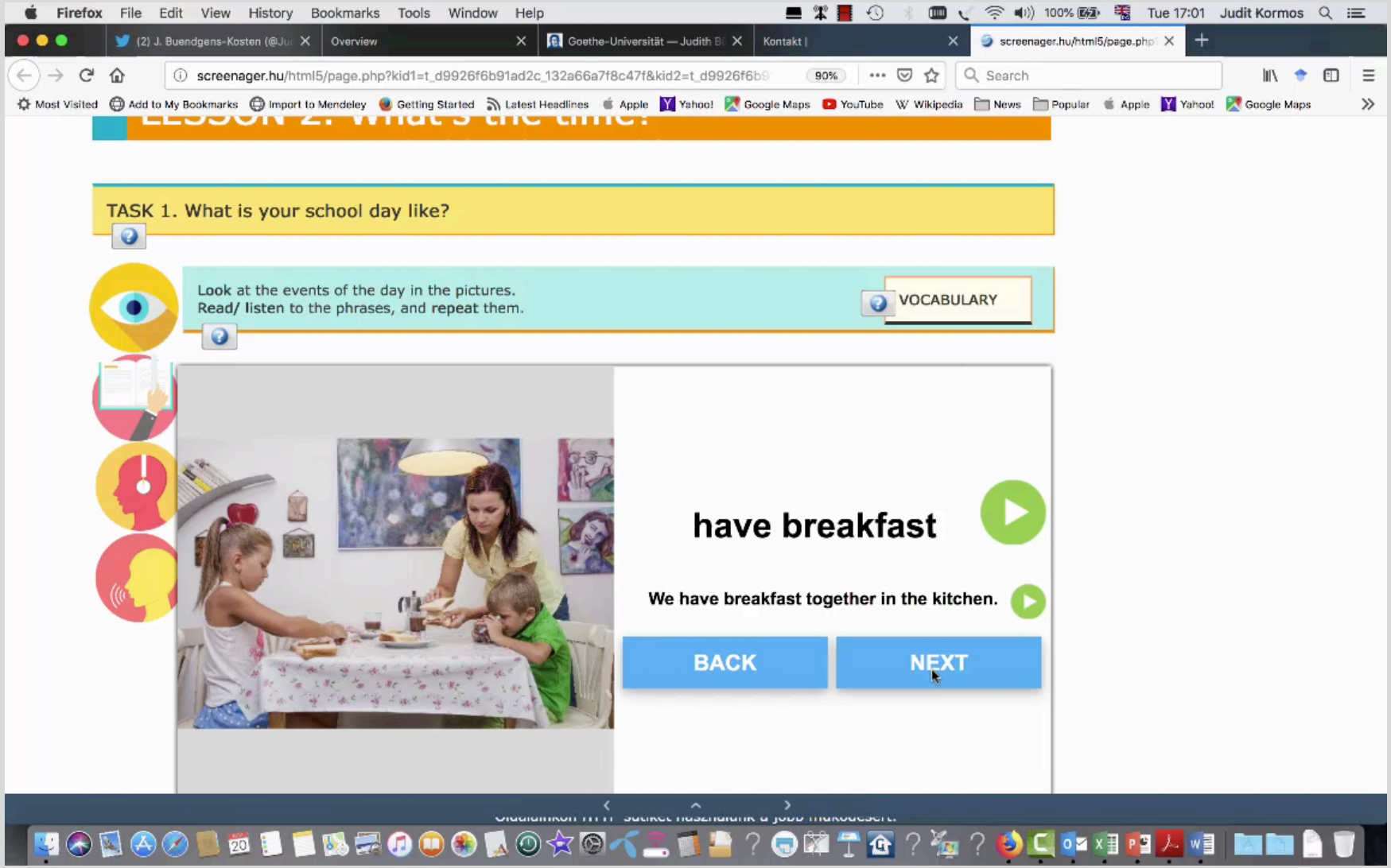


Illustration of UD principles 1-4

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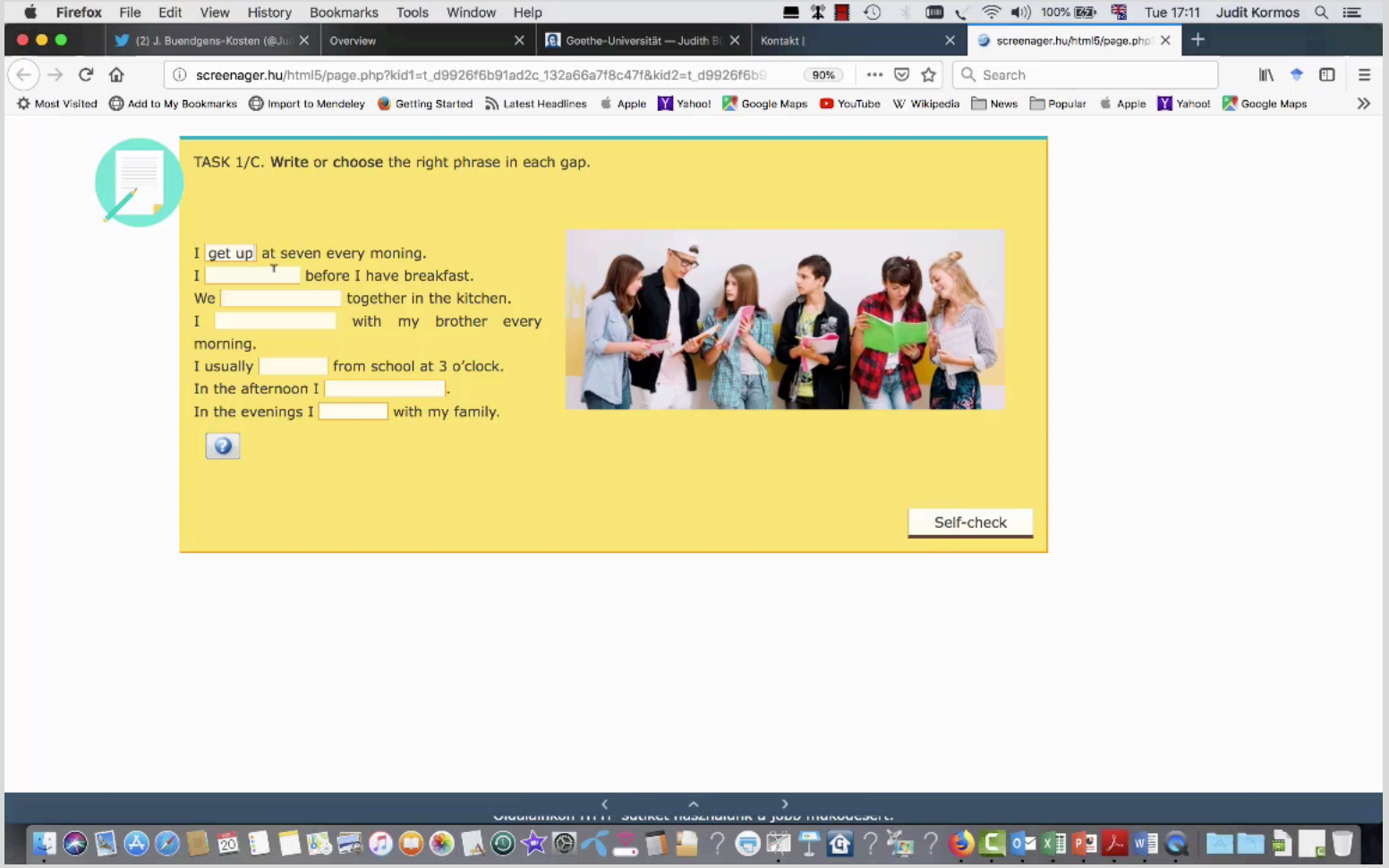

Illustration of UD principles 1-4

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Digital English and German task bank for 4th to 8th class dyslexic learners

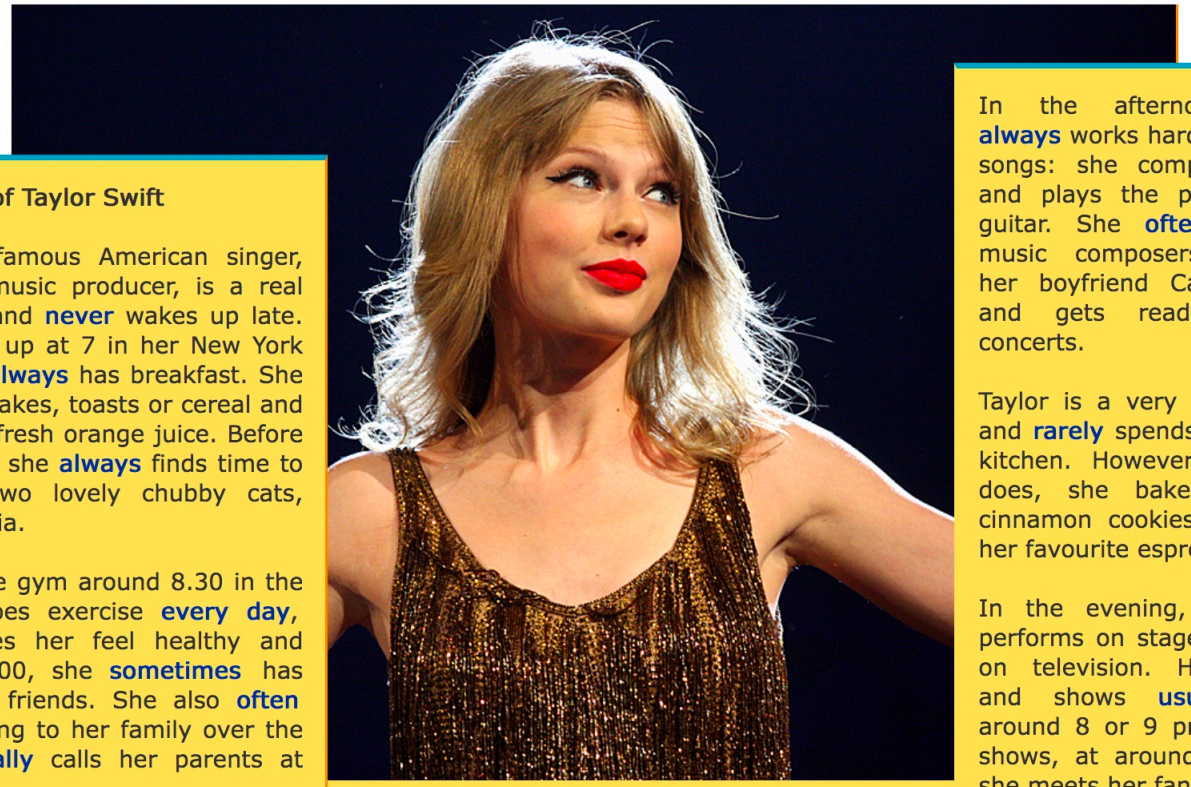
Listen to/Read the short text about a typical day in the life of Taylor Swift.
Do you think she is a hard-working person?

0:00 / 1:55

A day in the life of Taylor Swift

Taylor Swift, a famous American singer, songwriter and music producer, is a real morning person and **never** wakes up late. She **usually** gets up at 7 in her New York apartment. She **always** has breakfast. She **usually** eats pancakes, toasts or cereal and drinks a glass of fresh orange juice. Before she leaves home, she **always** finds time to play with her two lovely chubby cats, Meredith and Olivia.

Taylor goes to the gym around 8.30 in the morning. She does exercise **every day**, because it makes her feel healthy and beautiful. At 11.00, she **sometimes** has brunch with her friends. She also **often** spends time talking to her family over the phone. She **usually** calls her parents at noon.



In The Life Of Taylor Swift, From Hang-Outs With Th
Ca
(https://www.bustle.com/articles/99844-a-day-in-the-life-of-taylor-swift-
with-the-cats-

In the afternoon, Taylor **always** works hard on her new songs: she composes, sings and plays the piano or the guitar. She **often** talks to music composers, including her boyfriend Calvin Harris, and gets ready for her concerts.

Taylor is a very busy person and **rarely** spends time in the kitchen. However, when she does, she bakes her own cinnamon cookies and drinks her favourite espresso.

In the evening, she **often** performs on stage or appears on television. Her concerts and shows **usually** start around 8 or 9 pm. After the shows, at around 11.00 pm, she meets her fans.

After a long day, she finally goes to bed. She **usually** falls asleep shortly after midnight.

Universal Design principles cont.

5: Provide options for expression and communication

5.1 Use multiple media for communication

5.2 Use multiple tools for construction and composition

5.3 Build fluencies with graduated levels of support for practice and performance

Based on Timpe-Laughlin and Laughlin (2018)

Illustration of Principle 5

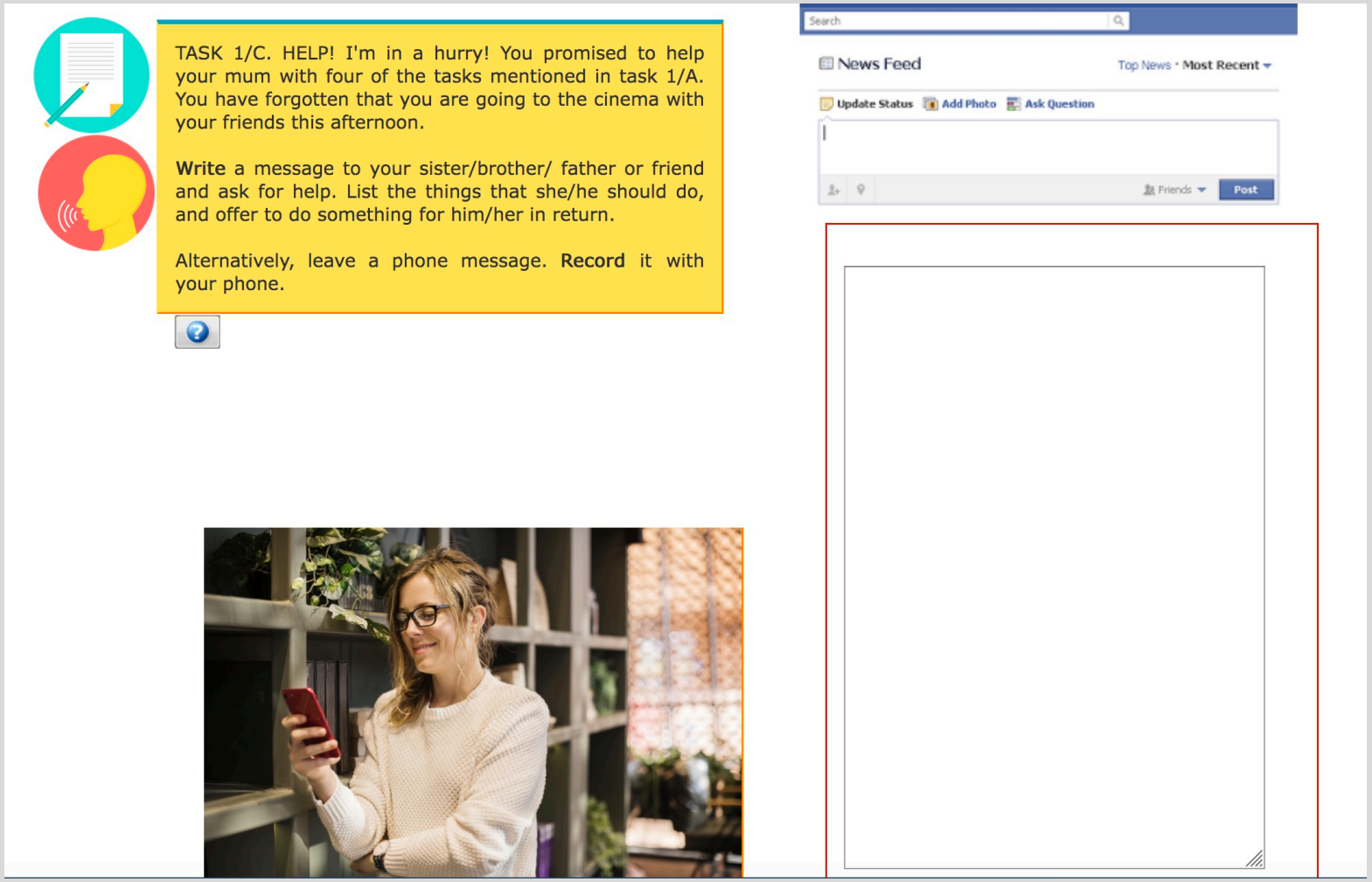


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Illustration of Principle 5

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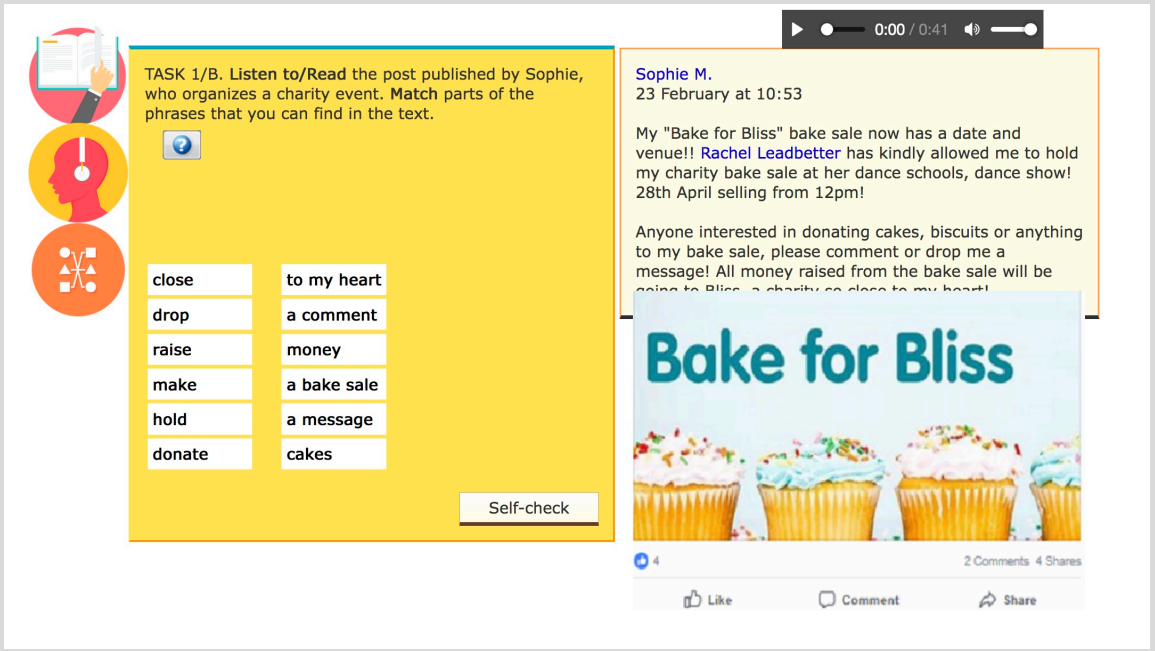
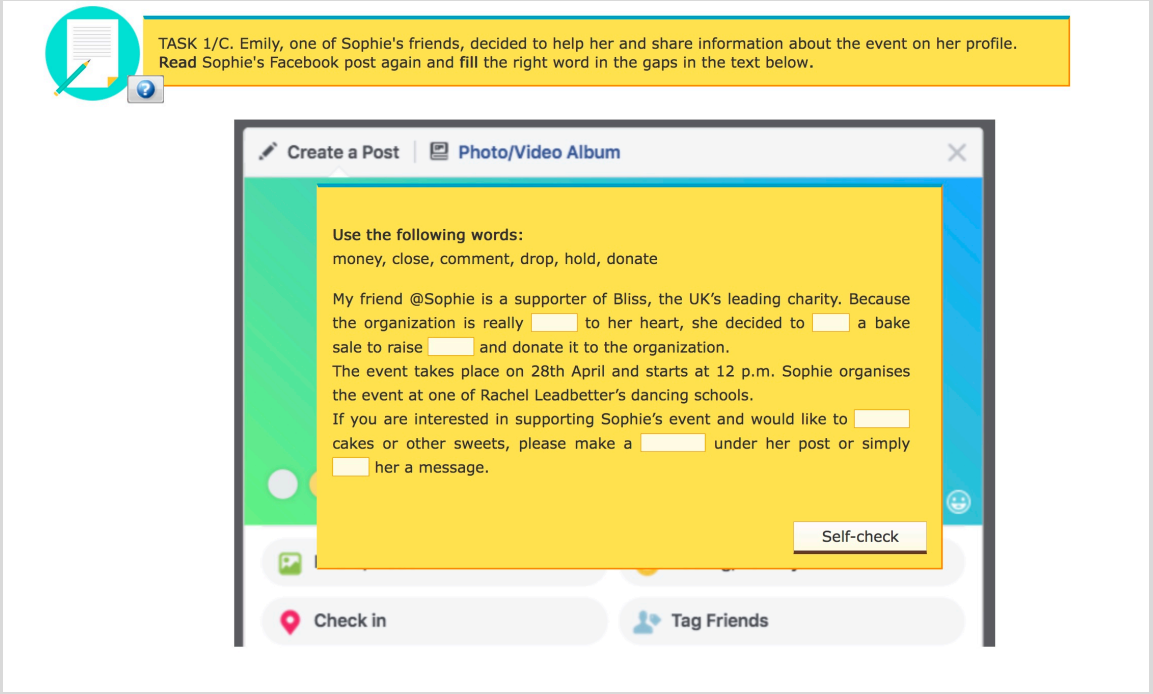
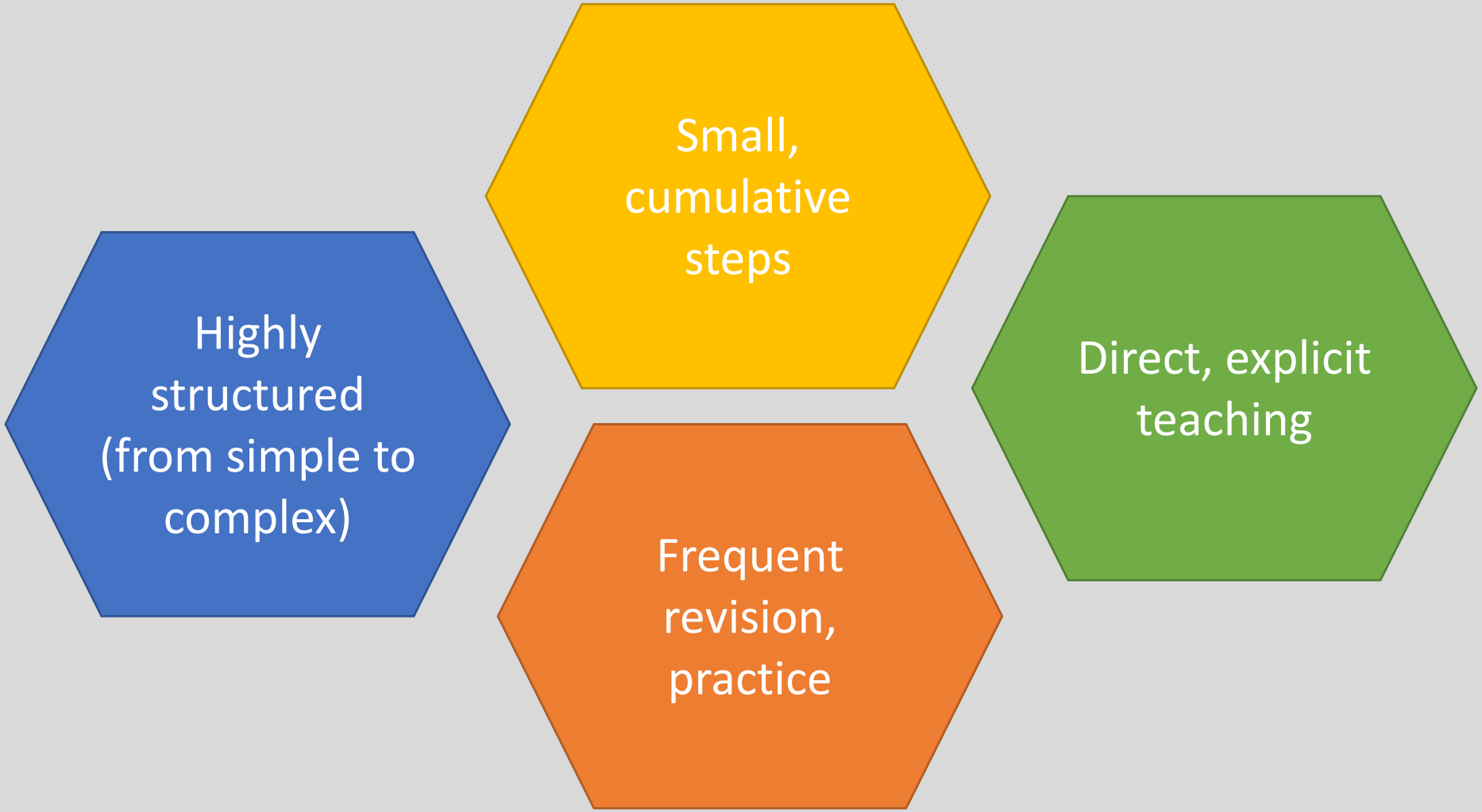




Multi-sensory teaching methods

Using multiple sensory channels

Components of multi-sensory teaching



Multi-modality

aids comprehension (Liu & Todd, 2014)

helps remember more information (Kozan, et. al, 2015)

beneficial for L2 speakers with dyslexia – if text is difficult (Kosak-Babuder et al., 2017)

assists vocabulary acquisition (Brown et al., 2008)

- facilitates accurate word recognition and the retrieval of lexical information,
- frees up working memory resources for text comprehension,
- text is processed both through visual and auditory channels

- Read-aloud
- Sub-titles
- Text-to-speech software
- Visualization
- Avoiding sensory overload

Explicit teaching and awareness raising

Incidental learning is slow and requires a lot of exposure

Attentional resources are strongly linked to working memory capacity (Indrarathne & Kormos, 2017)

Dyslexic students have difficulties with implicit learning especially if the material is complex

Important role of guided attention and discovery (Indrarathne et al., 2018)

- Phonological and orthographic awareness training
- Morphological awareness
- Syntactic awareness
- Textual awareness (macro & micro-structure)

both in L1 and L2 if possible

Illustration

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Digital English and German task bank for 4th to 8th class dyslexic learners

1
2
3

TASK 1/A. **Listen to/Read** the text again. Focus on the words in green. They answer the question: How often?
Order them according to frequency: from never to always.

She **usually** gets up at 7 ....

She **always** has breakfast.

Before she leaves home, she **always** finds time to play with her cats,...

She does exercise **every day**, ...

At 11.00 , she **sometimes** has brunch with her friends.

She also **often** spends time talking to her family over the phone.

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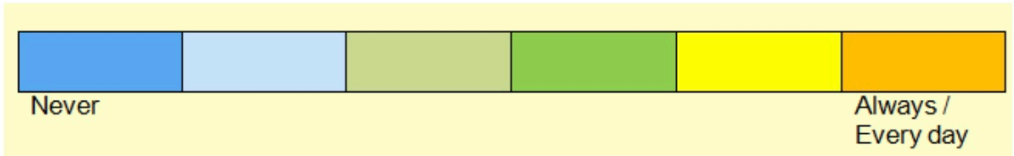

Self-check

Illustration

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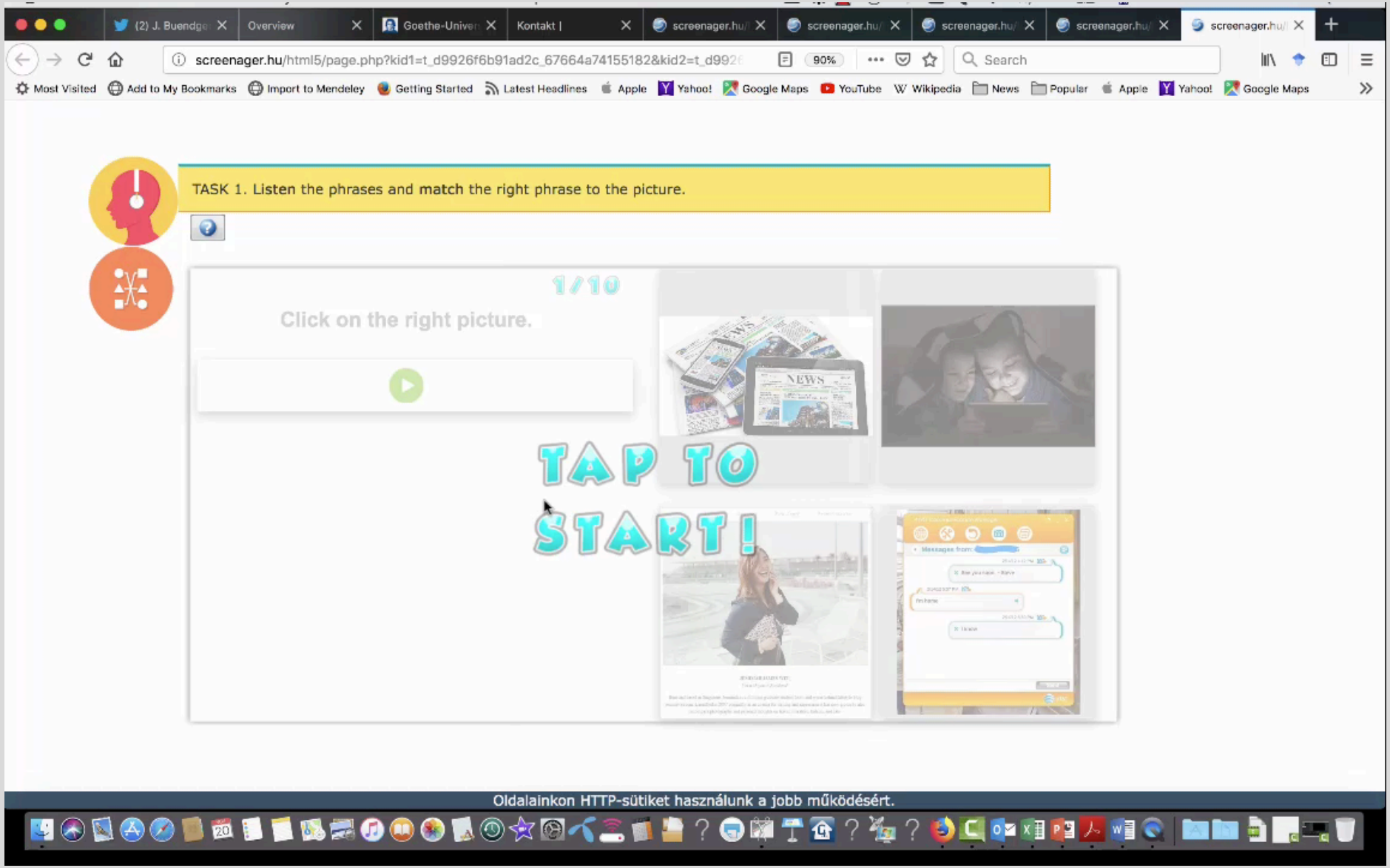


Remaining Principles of Universal Design

6: Provide options for executive functions	7: Provide options for recruiting interest	8: Provide options for sustaining effort and persistence	9: Provide options for self-regulation
6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress	7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 7.3 Minimize threats and distractions	8.1 Heighten salience of goals and objectives 8.2 Vary demands and resources to optimize challenge 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback	9.1 Promote expectations and beliefs that optimize motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection

Based on Timpe-Laughlin and Laughlin (2018)

Illustration

ENGaGE
Digital English and German task bank for 4th to 8th class dyslexic learners

GROUP PROJECT
Messy Friday board game

What is the aim of the project?

Design a *Messy Friday* board game.
It is Friday. The kids at Green Valley Primary School have a busy day. They have their regular classes in the morning, but the fancy dress ball is in the evening. They have a lot to do, but things always seem to go wrong somehow. Help them finish all their tasks and have a good time at the party. Play the game.

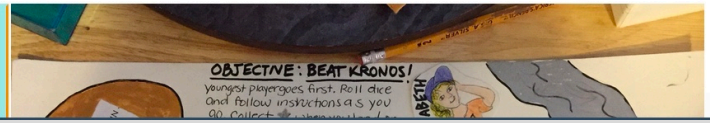
Madrona Independent School Board Game Project:
https://madronaschool.com/board-game-project/

What will you need?

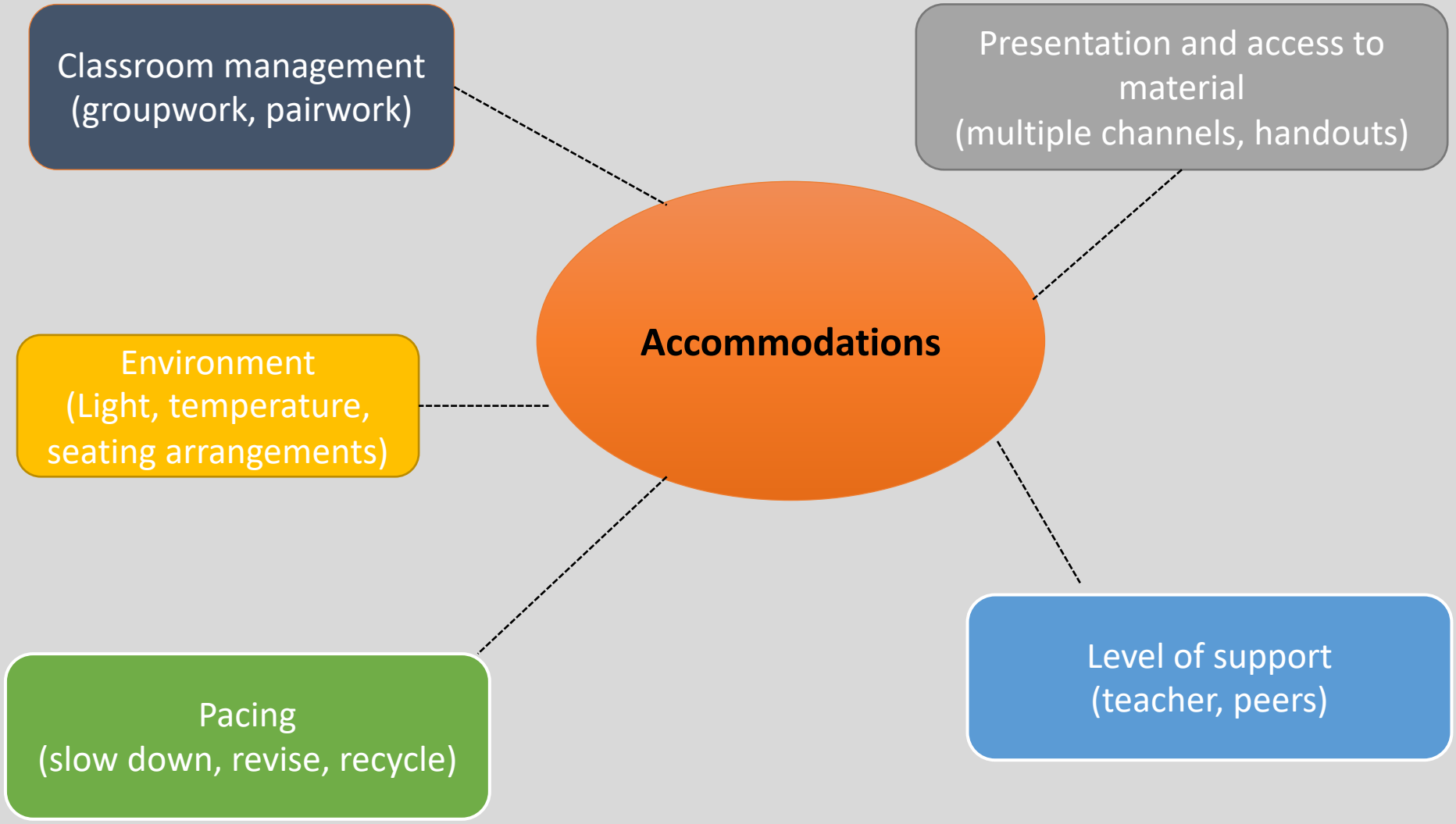
Cardboard paper, coloured post-it, stickers, permanent markers, scissors, pictures related to school life, boardgame pieces, dice

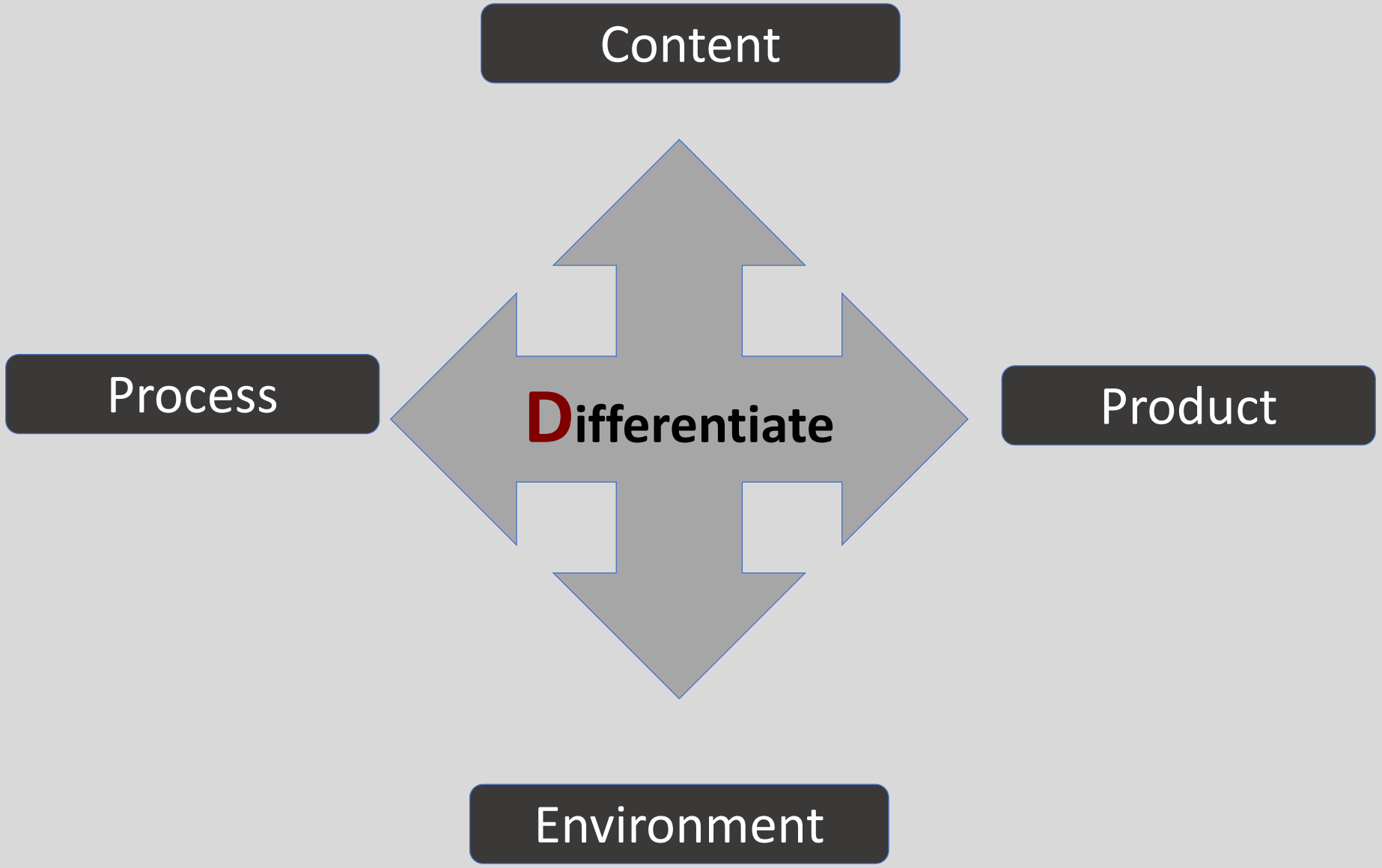
How should you go about it?

1. **Design the format** of the game board. It can be a round shaped clock with the hours indicating the fields. Or it can be square shaped regular game board.



What can we accommodate?



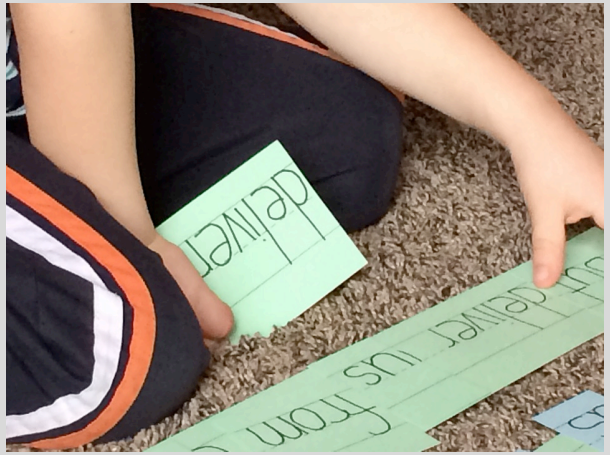

Content
Process
Differentiate
Product
Environment

Differentiation within tasks

- Students complete only odd-numbered questions or specifically selected items
- Teacher provides responses to several items and the student completes the rest.
- Divide a worksheet into sections and student does a specific section only

Differentiation across tasks or task types

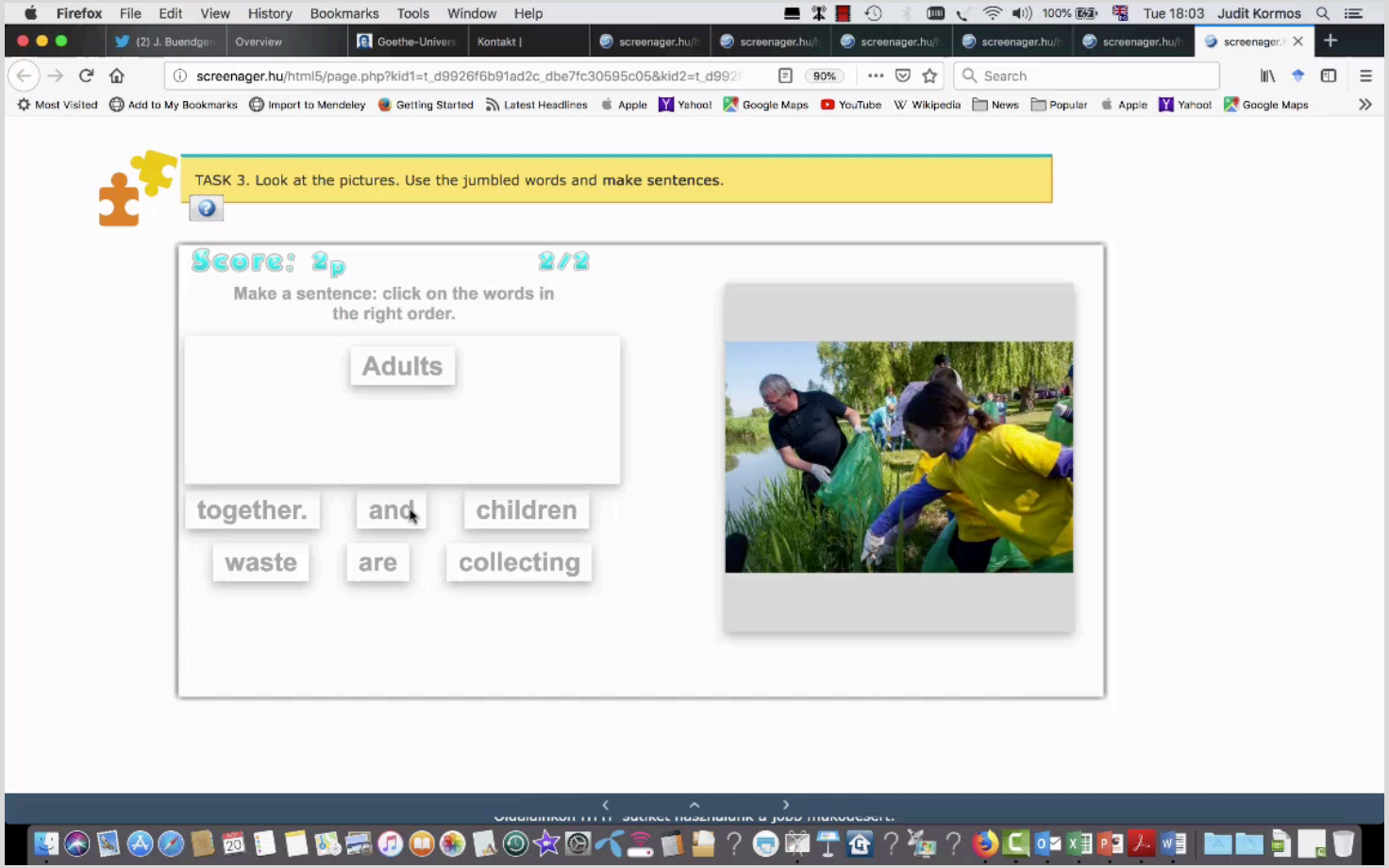
- Students listen to a text instead of/while reading it
- Students underline, match, select possible answers rather than writing down the answer
- Choice of presentation mode (e.g. spoken, written)



General tips for grammar and vocabulary task design

- Start by demonstrating meaning, use visual tools and auditory information
- Use col**ou**r cod**ing**
- Always move from recognition to production
- Initially use matching, underlining tasks, complement these by visualization, movement
- Then move on to production: production can start with arranging things in order (e.g. letters of a word, word order in grammar)

Illustration



Vocabulary teaching tasks

- Start by teaching meaning, then pronunciation and spelling
- Teach irregularities systematically but avoid teaching all the irregular forms in one block
- Break up longer words into smaller units
- Avoid teaching similar sounding words and words that can be easily confused together
- Consider how many words students can remember at a time and how much practice is needed. Concrete words, nouns, shorter words are easier to learn remember than abstract words, verbs, adjectives and longer words
- Approx. 10 exposures to remember meaning, and another 5-7 exposures to learn additional information

Vocabulary teaching tasks cont.

- Teach core meaning first, secondary and additional meaning should be taught once core meaning is acquired
- Use miming, tracing words in the air, on paper, use drawings, pictures
- Give students opportunity to create memory aids (e.g. similar sounding words in their first language, a story to aid recall etc.)

Grammar teaching tasks

- Present grammatical constructions in context and focus on what they mean first
- Use visual aids such as timelines, diagrams, highlighting, colour coding
- Use guided discovery and follow it up with explicit explanation and clarification.
- Need for practice: some traditional drills but vary them
- Spaced repetition, with interval between practice sessions
- Start with controlled practice such as matching, filling in words and then move on to free practice and creative use.
- Revise regularly

Illustration

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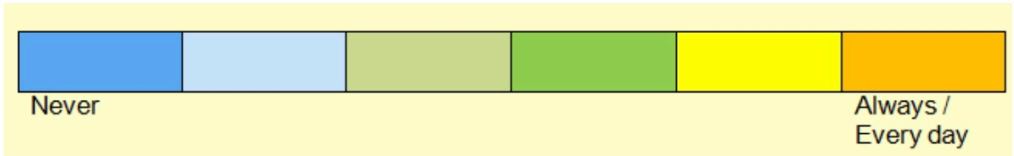


Self-check

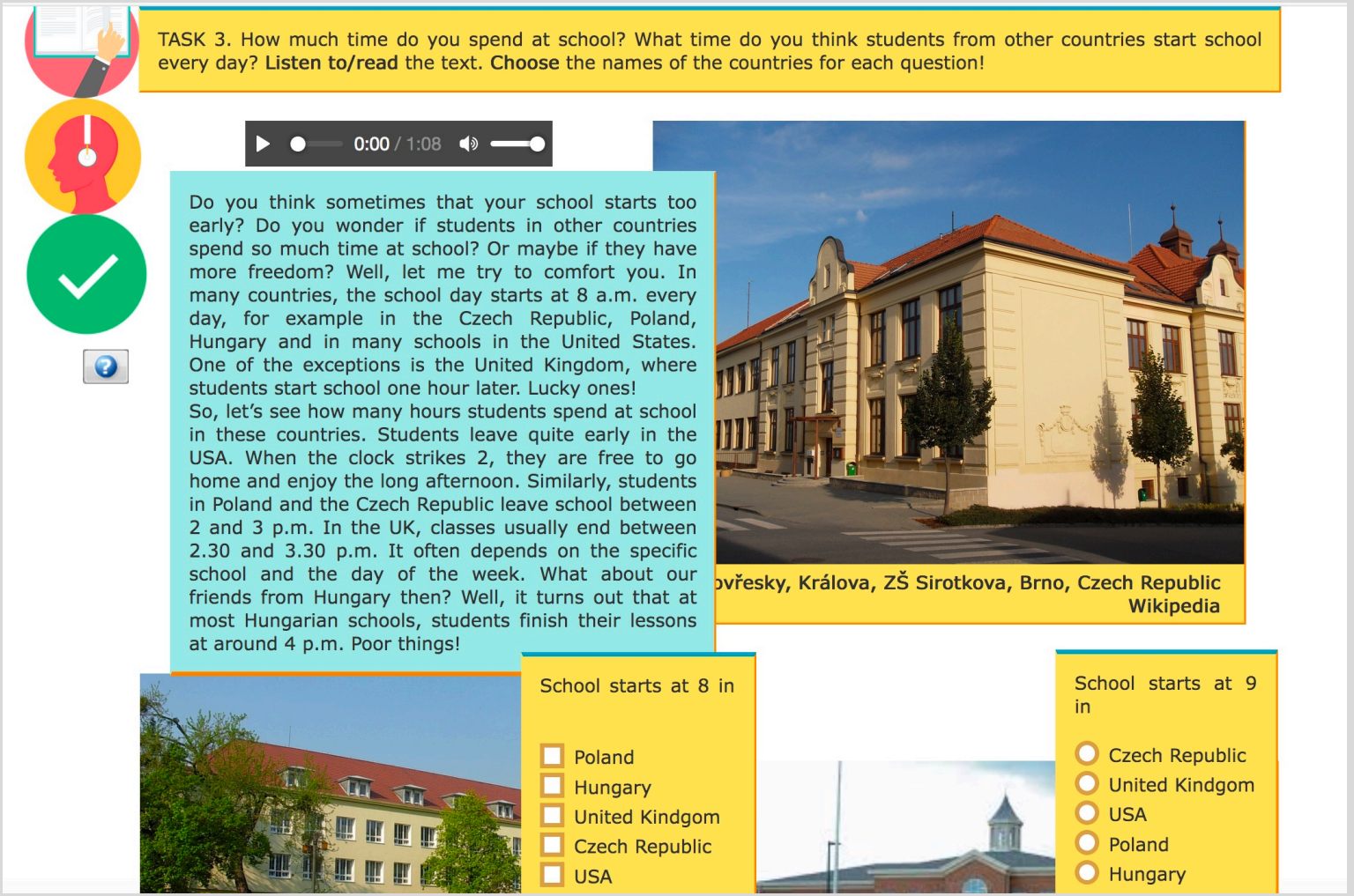
Recommendations for reading and listening task design

- Few unfamiliar words and grammar structures in the text
- Pre-teach some unfamiliar words; provide a gloss (either translation, picture illustration, definition in English)
- Increase the length of the text gradually
- Break down input texts into smaller sections and consider a follow-up task after each section
- Create a need for reading/listening by setting some meaningful task that students will do with what they heard or listened to
- Follow up tasks should be simple: e.g. short answers, underlining, filling in charts, diagrams
- Use multi-sensory tasks for follow up such as drawing

Tips for reading task design

- Pay attention the appropriate layout of the texts (font size, spacing, paragraphing) colours, add illustrations, pictures, diagrams
- Include pre-reading tasks (e.g. guessing from title; skimming or scanning to get main ideas)
- Include tasks that develop reading/listening strategies (e.g. predicting, finding/getting main idea, working out the meaning of unfamiliar words, inferring hidden meaning)
- Allow students to listen while they read

Illustration



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Digital English and German task bank for 4th to 8th class dyslexic learners

Tips for listening task design

- Add visual information
- Gradual increase in the speed and length of texts
- Give enough time to read tasks that check comprehension
- Don’t do a while-listening task on first listening.
- Set listening tasks for the second listening
- Make note-taking while listening optional

Illustration

Do you know the word "responsibility"? **Watch** the following video to see how teens describe it.

TASK 1/A. **Choose** the tasks that the teens in the video are responsible for. **Click** on the first circle, if they mentioned the task, and on the second circle if they didn't.

take care of animals around the house

Self-check

make the bed

Self-check

hoover the carpet

Self-check

do the washing up

Self-check

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Digital English and German task bank for 4th to 8th class dyslexic learners

Tips for speaking and writing task design

- Gradual development of response
- Build up confidence by allowing short responses at lower levels
- Give explicit and clear explanation of how to carry out tasks
- Provide a model of task (use colour coding in the model).
- Review vocabulary and syntactic structures before the task
- Use multimedia tools
- Include opportunities for sharing/showcasing
- Consider peer feedback or self-assessment

Tips for speaking task design

- Allow time to formulate response
- Allow students to rehearse in pairs/small groups
- Allow learners to use aids (e.g. note cards/vocabulary cards) while speaking

Illustration

TASK 1/C. Send a video message about your family to a Czech exchange student who is coming to stay with you.

Listen to Tom again. **Stop** the recording after each sentence. **Say** a sentence about your family. Then **record** the full video message at one go. **Upload** your video to the online class platform. The sample sentences can help you.

Hi, I am Tom. I am 11 now.
Hi, I am ..... and I am ..... now.

This is my family.
My father is ..... years old. His name is ..... My mother is ..... Her name is .....
I've got a sister and a brother.
I've got a sister.
I've got a brother.
I haven't got a brother or a sister.

My sister, ... is ..... years old.
My brother, ... is .....
And they are my grandparents.
Grandpa's name is .....
He is my father's father.
He is .....
My grandmother's name is .....
She is .....

0:00 / 0:33

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Tips for writing task design

- Gradual introduction of writing
- Include planning activities such as brainstorming, creating mind-maps, outlines
- Make planning multi-sensory e.g. organize ideas by manipulation of shapes and colours
- Enough time for writing
- Break up the task into smaller sub-tasks
- Allow students to use aids for writing
- Set a specific linguistic focus in the writing task (e.g. ask students to pay attention to the use of past tense)
- Consider the use of check-lists to guide learners and assist in self-evaluation

Materials design and evaluation

Learning and cultural principles:
Do the task develop targeted language, intercultural skills and social skills?
Do the targeted skills/knowledge match the level of proficiency of the students?
Topic content and activities
Comprehensibility of input texts
Enjoyability/interest
Age-relevance of tasks
Authenticity of the tasks
Motivating power
Are the tasks achievable and suitable for students with SpLDs?
Are the tasks flexible so that they can be adapted to the given context?
Are tasks sequenced logically?
Are tasks doable within the given time-frame?
Is there sufficient opportunity for revision?

Materials design and evaluation cont.

INSTRUCTIONS

CLARITY OF INSTRUCTIONS

DESIGN AND LAYOUT

CLARITY OF LAYOUT

QUALITY OF VISUAL INTERFACE/VISUAL APPEAL OF MATERIALS

EASE OF NAVIGATION

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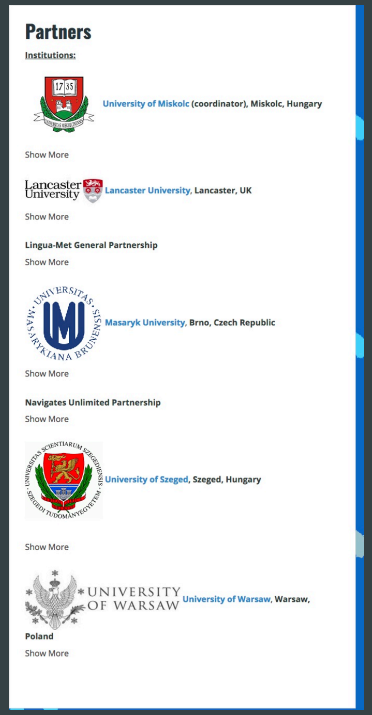
Based on Timpe-Laughlin and Laughlin (2018)

Obstacles

- **Practicalities:** issues with software, printing, projection, sound etc.
- **Resources**: financial and time
- **Large number of considerations** to take into account
- **Beliefs** about teaching
- **Lack of training** and practice
- Lack of opportunities for **collaboration**



Thank you for your attention

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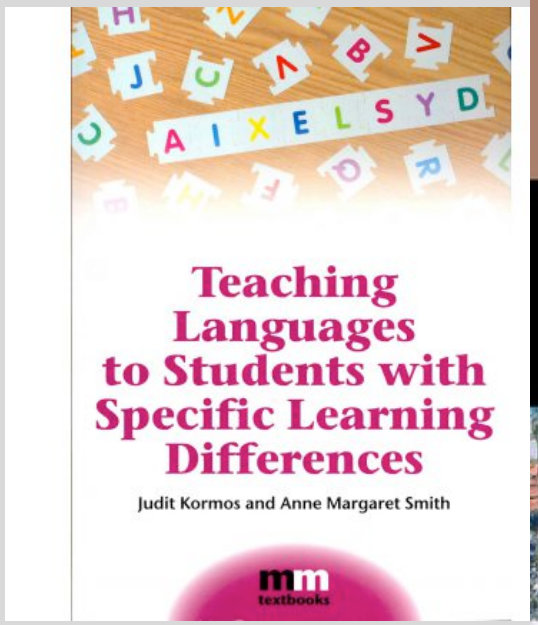
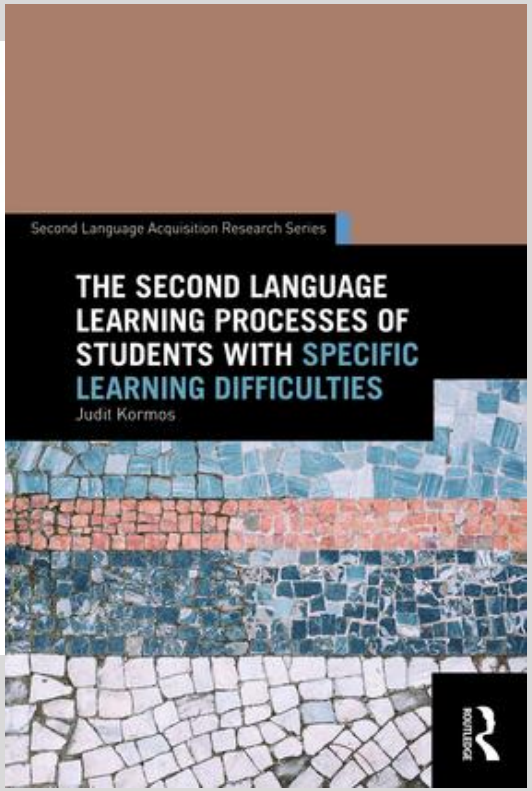
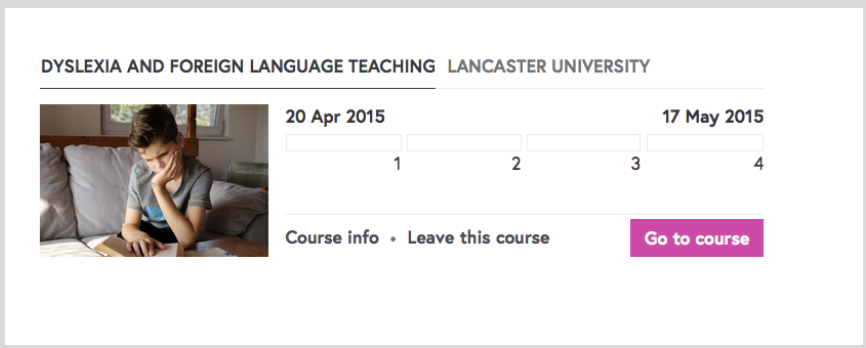
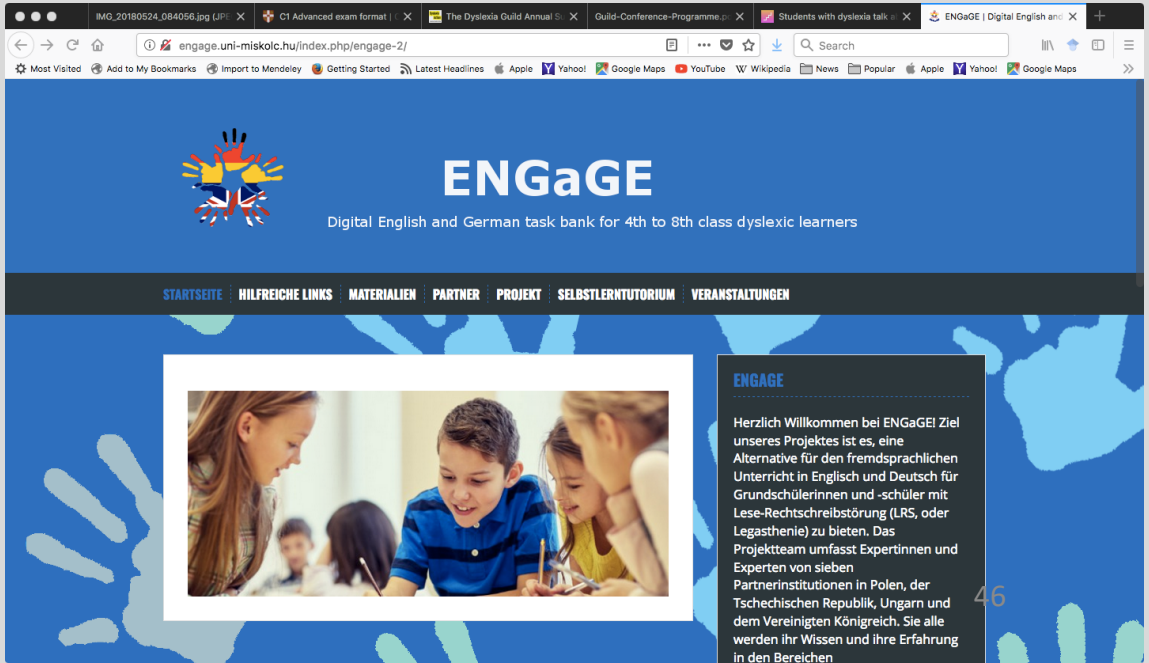
More resources









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