Pathways to success in developing writing skills in an inclusive classroom

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ENGaGE

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

Discussion question 1

- What difficulties do students when writing in English as an additional language?
- How about students with SpLDs?
- How about other disabilities?
- How about L1 literacy?
- How about ethnic background?

Discussion question 2

- What can you do to help students overcome these difficulties?

Tips and suggestions

- Consider the authenticity/relevance of tasks
- Creativity and engagement
- Real audience
- Gradual introduction of writing
- Multi-modal elements
- Genre choice
- Include planning activities such as brainstorming, creating mind-maps, outlines
- Make planning multi-sensory, e.g. organise ideas by manipulation of shapes and colours
- Break up the tasks into smaller sub-tasks
- Give enough time for writing
- Allow students to use aids for writing (e.g. spell checker, speech to text function, electronic dictionary)
- Consider the use of check-lists to guide learners and assist in self-evaluation
- Set a specific linguistic focus in the writing task (e.g. students to pay attention to the use of past tense)
- Be positive in your feedback
- Share/perform

Graduated levels of support

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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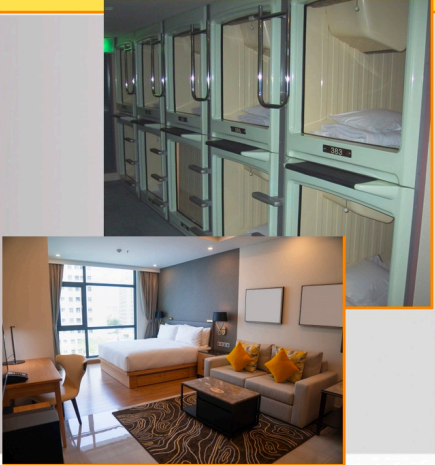
Authenticity and multi-modality
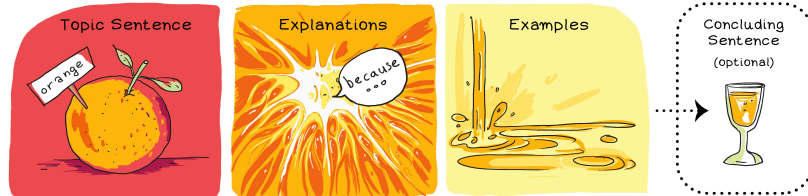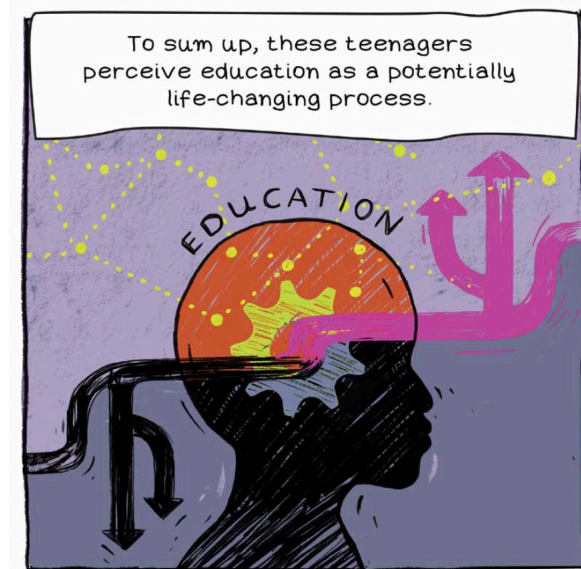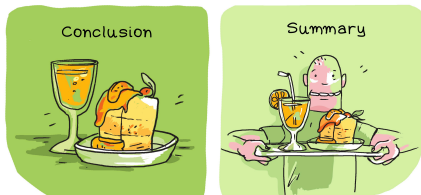
Comics for Inclusive English
Language Learning https://ciell.eu/

Discussion question 3

- Design one writing task with an inclusive theme that follows some of the guidelines for writing task development.
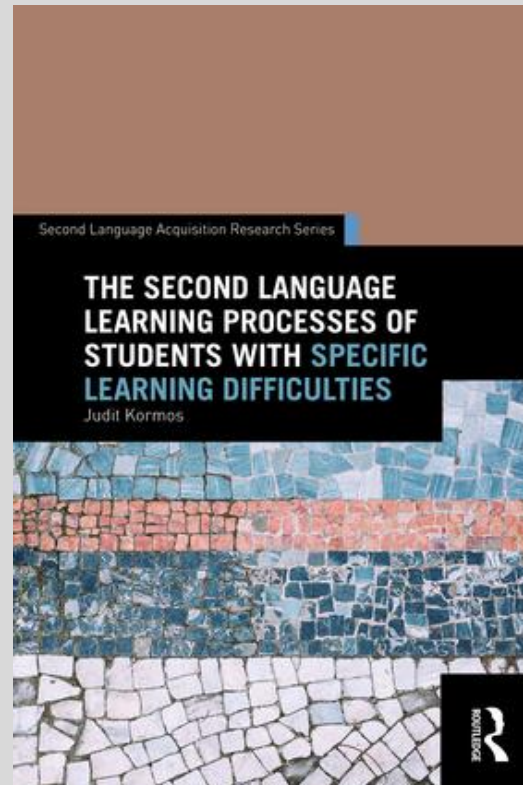
- Did you know that Walt Disney, Leonardo da Vinci and Albert Einstein were dyslexic? Many famous dyslexic people ended up being really successful! Search the internet for two stories of dyslexic people who have had or still have the perfect job and focus on what they achieved. Design a poster/PPT/write a song/story and tell us about what you have found!

- *WHAT WILL YOU NEED?*

- A computer, recorder or mobile phone.

- *HOW YOU SHOULD GO ABOUT IT?*

- **Search** the internet for two stories of famous dyslexic people.

- **Think** about how their dyslexia has helped them

- Prepare an outline using mindmapping or notes.

- **Record** your song/design your poster/PPT/write your story on those impressive stories focusing on what made them overcome these obstacles and how they became successful.

- **Share** your poster/PPT/song/story with the class and listen to the podcasts prepared by other students.

More resources

Teaching Languages to Students with Specific Learning Differences

Judit Kormos and Anne Margaret Smith

mm textbooks

Second Language Acquisition Research Series

THE SECOND LANGUAGE LEARNING PROCESSES OF STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

Judit Kormos

DYSLEXIA AND FOREIGN LANGUAGE TEACHING · LANCASTER UNIVERSITY

20 Apr 2015 · 17 May 2015

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http://dystefl2.uni.lodz.pl/

Dyslexia for Teachers of English as a Foreign Language

DysTEFL

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News

Newsletter 1

The first edition of the DysTEFL Newsletter is now online available. It presents the results of the Needs Analysis whereas a survey of relevant educational documents, legal regulations and teacher training courses on the topic of "Dyslexia for Teachers of English as a Foreign Language" was conducted in all project partner countries.
more...

Information

Project flyers are online in five languages.
more...

About the project

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.

engage.uni-miskolc.hu/index.php/engage-2/

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STARTSEITE | HILFREICHE LINKS | MATERIALIEN | PARTNER | PROJEKT | SELBSTLERNTUTORIUM | VERANSTALTUNGEN

ENGAGE

Herzlich Willkommen bei ENGaGE! Ziel unseres Projektes ist es, eine Alternative für den fremdsprachlichen Unterricht in Englisch und Deutsch für Grundschülerinnen und -schüler mit Lese-Rechtschreibstörung (LRS, oder Legasthenie) zu bieten. Das Projektteam umfasst Expertinnen und Experten von sieben Partnerinstitutionen in Polen, der Tschechischen Republik, Ungarn und dem Vereinigten Königreich. Sie alle werden ihr Wissen und ihre Erfahrung in den Bereichen

http://engage.uni-miskolc.hu/