



# 2 Dys TEFL 2

## Dyslexia for Teachers of English as a Foreign Language

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Trainer's Booklet  
Trainee's Booklet  
Test Booklet

# Dyslexia for Teachers of English as a Foreign Language

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.

We 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 Trainer's Booklet, a Trainee's Booklet, a Test Booklet as well as a CD.

©DysTEFL2 course training materials were developed in the DysTEFL project (co-financed by the European Commission within the Lifelong Learning Programme, project number: 518466-LLP-1-2011-PL-COMENIUS-CMP) and then updated and supplemented in the DysTEFL2 project (co-financed by the European Commission within the Erasmus+ Programme, project number: 2014-1-PL01-KA200-003578).

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For the information about the DysTEFL project, please visit: <http://dystefl.eu/index.php>, the DysTEFL2 project: <http://dystefl2.uni.lodz.pl> and for the self-study materials: [http://dystefl2.uni.lodz.pl/?page\\_id=1053](http://dystefl2.uni.lodz.pl/?page_id=1053).

DysTEFL course is the winner of the *ELTons 2014 Award for Excellence in course innovations*.

DysTEFL project was awarded the *European Label 2014 Award* and in 2016 it was selected as a "success story" by a panel of experts from the Directorate-General for Education and Culture of the European Commission.

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# Introduction

This course is designed to reflect the latest pedagogical principles in teacher training. Our intention was to develop a course that is built on the model of the teacher as a reflective practitioner (Wallace, 1991), who experiments with new learner-centered teaching methodologies, creatively adapts teaching methods, tasks and techniques to his/her context and then reflects on the outcomes of the learning and teaching processes. In this model, the trainer is neither a model nor a source of information, but a moderator and facilitator who helps to raise the trainees' awareness of the relevant issues, gives possible answers to questions and provides feedback on trainees' ideas and their output produced.

From these underlying principles it follows that our course takes a task-based approach to teacher training, which, as its name suggests, employs tasks to enhance learning and reflection. Therefore the course is not a simple depository of relevant information about dyslexia and language teaching as we believe such resources already exist in the form of books, journal articles and book chapters (e.g. Kormos & Smith, 2012; Nijakowska, 2010; Schneider & Crombie, 2003; Schneider & Evers, 2009). The teacher-training course in this booklet provides hands-on tasks and contributes to raising awareness of the needs of dyslexic students in foreign language classrooms.

Accordingly, each unit within the course follows the pattern of the reflective cycle, in which first trainees draw on their existing experiences, reflect on their current practices, attitudes, preconceptions and the context they work in. This is followed by an input-phase during which new ideas and relevant background information are presented. Next trainees perform a series of tasks evaluating existing tasks and materials, lesson plans etc., designing new instructional materials and aids that are appropriate for their own context, and finally they reflect on what they learnt in the course of the unit. Co-operation among trainees is encouraged through collaborative tasks. Through these tasks trainees are actively encouraged to reflect on their own experiences, attitudes and predispositions and at the same time gain input not only through materials and from the trainer but also from each other.

In language teacher education, the reflective approach is also used in pre-service teacher training with trainees who have limited teaching experience. We believe that in the reflective phase of each unit, trainees can draw on their previous experiences as language learners and they can critically evaluate their existing knowledge and pre-conceptions. Dyslexia is present in nearly every educational setting as the incidence of specific learning differences is approximately 10-15%. Therefore it can be assumed that trainees either know people around them who are dyslexic or have encountered dyslexic children/students in their classrooms. The language teaching methods recommended for teaching dyslexic students are also very similar to general „good practice“ in language teaching and to teaching young learners. This fact also underscores the viability of the reflective approach in our materials.



The materials in this booklet can be used in foreign language teacher education courses on site, including both preservice and in-service teacher training provided by institutions of higher education (undergraduate and post-graduate levels), teacher-training workshops, summer schools and commercial teacher training courses (certificate- and diploma level courses). The targeted student population with whom the teacher trainees would be working is primary, secondary and young post-secondary language learners. The course materials were planned to give examples of age- and context appropriate tasks for these learner groups.

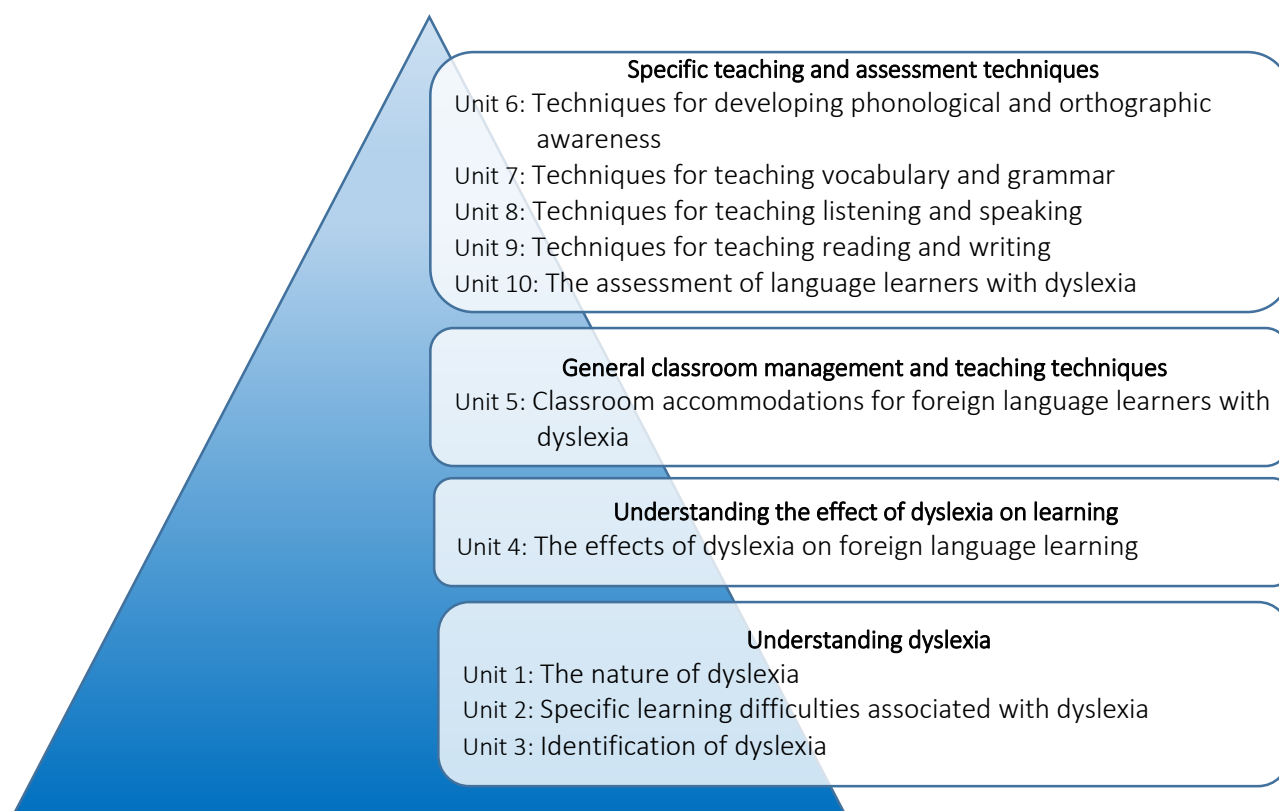
## The overall content of the course: Theory and practice

In order to raise the awareness of foreign language teachers of the needs of students with dyslexia when acquiring another language, to form positive attitudes to dyslexic language learners (in some contexts where negative attitudes prevail) and to facilitate the effective teaching of these students, foreign language teachers need both theoretical knowledge regarding dyslexia and need to acquire practical techniques for the classroom. Therefore we believe that successful teaching approaches cannot be developed without first laying the theoretical foundations and promoting the understanding of the nature of dyslexia and associated learning differences. Only by understanding the cognitive, emotional and social issues associated with dyslexia can informed pedagogical decisions be made.

Consequently, the course consists of four main topics (see Figure 1), which are covered in three modules. The first module consists of two topics; the first of which familiarizes teachers with the nature of dyslexia and the associated learning difficulties such as dyspraxia, attention deficit and hyperactivity disorder (ADHD) and dyscalculia and raises awareness of the strengths and weaknesses of dyslexic individuals. The second topic within the first module helps teachers understand the effect of dyslexia on the cognitive, emotional and social processes of language learning. The second module assists teachers in developing effective teaching approaches and classroom management techniques including the handling of behavioral problems that might be associated with Specific Learning Differences (SpLDs) and the course is concluded with the topic of specific teaching and assessment techniques.

Feedback loops from the second to the first and from the third to the previous two modules are included as specific pedagogical techniques and decisions need to be grounded in the understanding of the nature of SpLDs.

Figure 1. An overview of the content of the course



## The number, sequence and size of modules and time required to complete the course

The complete course is planned to cover a period of one semester or one term and is designed to be flexible to match academic terms in different European countries. Therefore, the course is planned to consist of 10 units that can be taught over 10 weeks in countries/institutions where a term lasts for 10 weeks but also in 15 weeks in countries/institutions where the typical academic semester consists of 15 weeks.

Each unit is planned to cover a 90-120 minute long face-to-face session and should provide an additional 4 hours of outside classroom study time.

The following units are included, which constitute three modules that are built on each other.

### I. Foundations module

1. The nature of dyslexia
2. Specific learning difficulties associated with dyslexia
3. Identification of dyslexia
4. The effect of dyslexia on foreign language learning

### II. General teaching principles module

5. Classroom accommodations for foreign language learners with dyslexia

### III. Specific teaching and assessment techniques module

6. Techniques for developing phonological and orthographic awareness
7. Techniques for teaching vocabulary and grammar
8. Techniques for teaching listening and speaking
9. Techniques for teaching reading and writing
10. The assessment of dyslexic language learners

The first six units of the course are logically built on each other, and hence their order is fixed. The last four units, however, can be taught or studied in any order once the first six units were covered.

Each of the units 6-10 can be divided into two sessions to accommodate 15 week long semesters. Units 6-10 include additional materials so that extra units can be formed in a way outlined below. Unit 15 can be a closing session where a final overview is provided and remaining issues are discussed. All the units have optional tasks which allow the adaptation of the course to form a longer programme. The last unit can also be used for assessment by means of presentations, peer-teaching or portfolio evaluation.

Unit 6. Techniques for developing phonological awareness

Unit 7. Techniques for developing orthographic awareness

Unit 8. Techniques for teaching vocabulary

Unit 9. Techniques for teaching grammar

Unit 10. Techniques for teaching listening

Unit 11. Techniques for teaching reading

Unit 12. Techniques for teaching writing

Unit 13. Techniques for teaching speaking

Unit 14. The assessment of dyslexic language learners

Unit 15. Review session

We hope that the users of these booklets will find the materials useful and enjoyable.

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# Trainer's booklet

UNIT 1

The nature of dyslexia

Notes for the trainer

*Introduction:*

The aim of this unit is to familiarize trainees with the nature of dyslexia and to raise awareness of different preconceptions and false beliefs about dyslexia. In this unit, trainees are also expected to develop an understanding of how the language used to describe dyslexia may express different conceptualizations of specific learning differences.

*Tasks the trainees will do:*

- complete a survey on beliefs about dyslexia
- read an information sheet about dyslexia and learn about the strengths and weaknesses of learners with dyslexia
- evaluate and reflect on different conceptualizations and definitions of dyslexia
- design an information sheet about dyslexia for a group of colleagues

*Learning outcomes:*

- trainees will be able to identify misconceptions and false beliefs about dyslexia
- trainees will be able to evaluate different conceptualisations and definitions of dyslexia
- trainees will be able to define dyslexia and describe strengths and weaknesses of students with dyslexia

Task 1

Awareness raising task

*Duration of the task:*

20-30 minutes

*Preparation:*

- photocopies of the dyslexia perceptions survey (Unit 1 Appendix 1)

*Classroom management:*

Individual work in the first half of the task and group-work task for 3-4 participants maximum in the second half of the task, but the second half of the task is also suitable for pairwork. It is suggested that trainees working in different contexts co-operate in this task.

*Task description:***STEP 1**

Trainees work individually and complete the Dyslexia Perceptions Survey. The survey contains items that include commonly known information about dyslexia and some misconceptions. The aim of the survey is to make trainees aware of their own preconceptions and activate existing knowledge about dyslexia.

*Dyslexia Perceptions Survey:*


1. Do you agree with the statement that dyslexia is more frequent among boys than girls?
2. Do you agree with the statement that dyslexia is caused by visual perception problems?
3. Do you agree with the statement that children can grow out of dyslexia?
4. Do you agree with the statement that people with dyslexia always have serious difficulties in reading?
5. Do you agree with the statement that dyslexia can be inherited?
6. Do you agree with the statement that dyslexia is more frequent among those who are socially disadvantaged?

**STEP 2**

Trainees compare their answers in groups and discuss in what ways they are similar or different.

**STEP 3**

Trainees watch the video entitled *What is Dyslexia* (available from:

 <http://www.dystalk.com/talks/31-what-is-dyslexia>). In this video, Jane Emerson provides an introduction to dyslexia. She gives an insightful view on the causes, symptoms and effects of dyslexia.

Trainees check the answers to the Dyslexia Perceptions Survey against the information they have gained from watching the video. Ask them to select a spokesperson who is going to summarize the main points of the discussion to the whole group. Do not yet give feedback on the ideas and issues, as they will read about these issues in Task 2.

*Notes:*

The Dyslexia Perception Survey aims to shed light on some of the common misconceptions about dyslexia:

- It is true that boys are more frequently identified having dyslexia, but recent research suggests that girls often remain unidentified because they develop successful coping strategies.
- Dyslexia is not a visual perception problem (see the video and the reading for Task 2)
- Children do not grow out of dyslexia (see the video and the reading for Task 2)

- Individuals with dyslexia might develop successful reading strategies, and therefore dyslexia might not always surface as a reading difficulty.
- Dyslexia can be inherited (see the video and the reading for Task 2).
- As dyslexia is of genetic origin, it is unrelated to social status. It is true though that dyslexia can have negative impact on employability, which might then have socio-economic consequences for the individual and his/her family.

## Task 2

## Reading and discussing dyslexia

### *Duration of the task:*

30-40 minutes

### *Preparation:*

- photocopies of Dyslexia factsheet of the International Dyslexia Association (available from: <http://eida.org/dyslexia-basics/>)

### *Classroom management:*

Individual work in the first half of the task and group-work task for 3-4 participants maximum in the second half of the task, but the second half of the task is also suitable for pairwork. It is suggested that trainees working in different contexts co-operate in this task.

### *Task description:*

#### STEP 1

Trainees work individually and read the Dyslexia factsheet of the International Dyslexia Association (available from: <http://eida.org/dyslexia-basics/>). They compare their answers to the dyslexia perceptions survey with the information provided in this text. Trainees are asked to reflect on what they have learned from this brief text and think about what else they would like to know about dyslexia.

#### STEP 2

In groups, trainees discuss how the information they have gained from this text might be useful for their teaching and educational context. Their task is also to compile a list of questions about the nature of dyslexia. Once trainees are finished, ask them to report back briefly about their discussion and invite them to ask further questions. The issues trainees might discuss include preconceptions about dyslexia, attitudes to learning differences in their context, issues related to early identification and educational adjustments.



*Notes:*

- If you find the text too long, you can give trainees excerpts from the text.
- You can set Frith, U (1999). Paradoxes in the definition of dyslexia. *Dyslexia*, 5, 192-214 as home reading. This is a scientific but highly accessible article on the nature of dyslexia. Another informative article written by a group of experts may also be recommended to the trainees: Dyslexia and the brain: What does current research tell us? (available from: <http://www.readingrockets.org/article/14907/>).

## Task 3

## Comparing definitions of dyslexia

*Duration of the task:*

20-30 minutes

*Preparation:*

- photocopies of the definitions of dyslexia

*Classroom management:*

Individual work in the first half of the task and group-work task for 3-4 participants maximum in the second half of the task, but the second half of the task is also suitable for pairwork. It is suggested that trainees working in different contexts co-operate in this task.

*Task description:*

## STEP 1

Trainees work individually and note down their personal definition of dyslexia. They also consider how their educational, social and cultural context might influence their personal definition.

## STEP 2

Hand out the definitions of dyslexia and ask trainees to read these definitions of dyslexia and compare them with their own definitions.

*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 counselling (source: <http://bdadyslexia.org.uk/dyslexic/definitions>).

*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://eida.org/definition-of-dyslexia/>).

*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>).

**STEP 3**

Trainees work in groups and discuss their personal definition of dyslexia and how it differs from various international definitions. Next, invite the trainees to critically evaluate the provided definitions of dyslexia. Ask the groups to select a spokesperson who would report back to the whole class. In the whole class discussion, highlight the main themes trainees mention either by writing them on the white board, flip-chart or noting them down on the computer and projecting them at the end of the task.

*Notes:*

You might include the following points in your feedback to the trainees:

- the definitions of dyslexia depend on the purpose for which the definition is used
- educational definitions of dyslexia use different terminology and seem to conceptualize dyslexia differently from medical definitions (see e.g. the definition of the International Classification of Disorders)
- the way we use language and we label various concepts influences how we think about them and expresses our attitudes about these constructs (e.g. the terms used for dyslexia in different languages)
- explain the evolution of the views of dyslexia from a medical condition to a learning difference and what this means in terms of educational adjustments and the concepts of integration and inclusion

- most definitions have four layers: biological (brain and neurological functioning, cognitive (mental processing and learning mechanisms), behavioural (reading and spelling problems) and environmental (socio-economic and instructional factors)
- You can include definitions of dyslexia from your own country and from other countries the trainees are from and discuss these together with the international definitions.

## Task 4

## Writing an information sheet

*Duration of the task:*

30-40 minutes

*Preparation:*

no extra material required

*Classroom management:*

Group-work task for 3-4 participants maximum, but also suitable for pairwork. It is suggested that trainees working in similar contexts co-operate in this task.

*Task description:*

## STEP 1

In this task trainees work in small groups and write a brief information sheet about the characteristics and difficulties of students with dyslexia in general academic domains for a group of teachers in their school. The audience for the information sheet is a group of colleagues in the trainee's school. The length of the information sheet should be approximately 200-300 words.

*Model answers:*

*Information sheet for teachers*

Dyslexia is a type of specific learning difficulty, which primarily manifests itself in difficulties with reading and spelling. These difficulties are often unexpected as the students might do well in other subjects and they might have received effective classroom instruction on literacy skills. Today most researchers claim that the main reason for dyslexic difficulties is reduced phonological awareness, that is, the ability to differentiate different sounds and to learn to associate sounds with letters. Problems caused by dyslexia, however, are not only limited to reading and spelling. Individuals with dyslexia often have problems sustaining their attention for a long time, automatizing new knowledge and with gross and fine motor skills. They might, however, be exceptionally creative in solving different kinds of problems and have good visual skills and abilities.

Even if students with dyslexia have managed to overcome their literacy problems, their overall learning difference is not likely to disappear and is going to affect them throughout their lives. Dyslexia is dimensional and not an all or nothing state. Difficulties related to dyslexia might be of different degrees of severity and dyslexia might be associated with a variety of other learning differences/difficulties, which means that individuals with dyslexia might display very different strengths and weaknesses.

*Notes:*

- This task can be set for homework. Trainees can also design a poster rather than an information sheet. The audience of the information sheet can be parents. Different groups of trainees might prepare an information sheet for different audiences.
- Ask trainees to pay attention to clear and comprehensible language and their use of terminology. The information sheet should contain a description of the strengths of students with dyslexia and should not only focus on weaknesses.

**List of resources**

Video: What is Dyslexia. Available from:

<http://www.dystalk.com/talks/31-what-is-dyslexia>

International Dyslexia Association factsheet on basic information about dyslexia. Available from:

<http://eida.org/dyslexia-basics/>

British Dyslexia Association factsheet on the definition of dyslexia. Available from:

<http://bdadyslexia.org.uk/dyslexia/definitions>

International Dyslexia Association definition of dyslexia. Available from:

<http://eida.org/definition-of-dyslexia/>

International Classification of Disorders definition of dyslexia. Available from:

<http://apps.who.int/classifications/icd10/browse/2010/en#/F81.0>

### *Recommended extra resources:*

Chanock, K. (2007). How do we not communicate about dyslexia? – The discourses that distance scientists, disabilities staff, ALL advisers, students, and lecturers from one another. *Journal of Academic Language and Learning*, 1, 33–43.

Corbett, J. (1996). *Badmouthing: The language of special needs*. London: Falmer Press.

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.

Hudson, R.F., High, L. Al Otaiba, S. (2007).Dyslexia and the brain: What does current research tell us? *The Reading Teacher*, 60(6), 506-515. Available from:

<http://www.readingrockets.org/article/14907/>

A reader-friendly and informative article written by a group of experts on the nature of dyslexia.

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. 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.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred Knopf.

Vellutino, F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry*, 45, 2–40.

## UNIT 2

## Specific Learning Difficulties Associated with Dyslexia

### Notes for the trainer

#### *Introduction:*

The aim of this unit is to extend the trainees' knowledge of specific learning difficulties (SpLDs) to include some of the most commonly co-occurring SpLDs: dyspraxia, dyscalculia, ADHD and Asperger's Syndrome. In this unit trainees are also expected to develop an understanding of how these SpLDs can affect language learning, and to move towards considering how their practice could be adapted to accommodate learners who have SpLDs.

#### *Tasks the trainees 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

#### *Learning outcomes:*

- trainees will be able to show their understanding of the main characteristics of specific learning difficulties (SpLDs), such as dyspraxia, ADHD, and Asperger's Syndrome, associated with dyslexia by producing a visual representation of the overlaps and differences among the SpLDs
- trainees will be able to understand how SpLDs associated with dyslexia affect language learning
- trainees will be able to select appropriate accommodations for different areas of language learning, such as speaking and listening, reading and writing, vocabulary and grammar
- trainees will be able to reflect on their past personal experiences with SpLDs students using newly acquired knowledge

## Task 1

## Experiential learning task

The aim of this activity is for the trainees to experience how it feels to have to perform a task when they are disadvantaged physically by using their weaker writing hand, and challenged cognitively by having to make changes to the text as they copy. It is interesting to notice the different strategies people employ when under pressure.

*Duration of the task:*

20 minutes

*Preparation:*

- for Step 1: A5 paper (1 piece per learner – in a range of different colours if possible),
- text for the trainees to copy – either to project on the board or otherwise show to the class (Unit 2 Appendix 1).

*Classroom management:*

In this task trainees work individually in Step 1, and then in Step 2 compare their experiences in small groups of 3 or 4. Each group should appoint a speaker to provide feedback to the rest of the class.

*Task description:*

## STEP 1

As you start passing round the A5 paper, give the trainees these instructions:

*“Take some paper as it comes round.  
If it is blue, turn it round so it is landscape.  
Otherwise, turn it so it is portrait.  
Pick up your pen or pencil in the hand that you don’t normally write with.  
If you are writing with a black pen stand up.  
If you are using a pencil, push your sleeves up.  
Now I’m going to show you a short text, and I will give you 3 minutes to copy it down.  
BUT whenever you want to write an ‘e’ please write a cross instead, like a plus sign.  
Instead of ‘a’ please write a question mark and instead of ‘i’ please write an equal sign.  
Now work carefully and copy down the text making the changes exactly as I have described.”*

Alternatively, start showing PowerPoint (Unit 2 Appendix 2) associated with this task.

Remind the trainees that *they are writing with their weaker hand* and show the text to be copied (Unit 2 Appendix 1) which is reproduced below. Encourage the learners to start copying, reminding them to make the changes to the letters as mentioned before.

PLEASE COPY THIS:

Some people are light or colour sensitive. Bright sunlight or florescent lights may bother them. Black print on shiny white paper may be uncomfortable and whiteboards may be too shiny. Pattern glare may also be a problem. It may be helpful to have:

- coloured paper for writing,
- coloured overlays for reading,
- tinted lenses in glasses for both reading and writing.

The colours and brightness on computer screens can be adjusted to suit individuals.

Acknowledge anyone who finishes within 3 minutes, to make the rest of the class aware that someone has accomplished the task. After 3 minutes stop them all and put them into groups of 3 or 4 to compare their work.

**STEP 2**

Trainees compare their texts in small groups and discuss how they felt as they were doing the task. They should compare and list the strategies that they used to accomplish the task.

Common strategies include:

Copying from a neighbour;

Writing it out normally then going back and making the changes needed;

Working really slowly and carefully, but not completing the task;

Giving up because it just seems too hard.

Ask them to select one group member to provide feedback their strategies to the rest of the class, then elicit one strategy from each group until they have all been explored.

Finally, reassure them that it is unusual to complete the task within the given time, and that the aim was to replicate the physical and cognitive challenges facing students who have SpLDs.

*Alternatives:*

If you know of any participants who do have a SpLD, and they are willing to share their educational experiences with the group, you may judge whether you could draw on this resource to further illustrate the point.

*Notes:*

Step 1

There may be some questions at this point, as trainees are overwhelmed with the number of instructions (this is part of the experience). Answer the questions and clarify the instructions, and allow time for everybody to settle.



*Model answers:*

## Step 2

If the trainees are keen to see the target text, you could show them the model answer (Unit 2 Appendix 3) which is reproduced here:

Som+ p+opl+ ?r+ l=ght or colour s+ns=t=v+. Br=ghtsunl=ght or flor+sc+nt  
l=ghtsm?yboth+rth+m. Bl?ckpr=nt on sh=nywh=t+ p?p+rm?y b+ uncomfot?bl+  
?ndwh=t+bo?rdsm?y b+ too sh=ny. P?tt+rngl?r+ m?y ?lso b+ ? probl+m.=t m?y b+  
h+lpful to h?v+:

- colour+dp?p+r for wr=t=ng,
- colour+dov+rI?ys for r+?d=ng,
- t=nt+dl+ns+s =n gl?ss+s for both r+?d=ng ?ndwr=t=ng.

Th+ colours ?ndbr=ghtn+ss on comput+rscr++ns c?n b+ ?djust+d to su=t =nd=v=du?ls.

## Task 2

## Finding out about SpLDs

## Duration of the task:

20 minutes

*Preparation:*

- for Step 1, arrange access to (or print copies of) the page 'What are Specific Learning Difficulties?' on the British Dyslexia Association website (available from:

<http://www.bdadyslexia.org.uk/educator/what-are-specific-learning-difficulties>).

*Classroom management:*

Trainees work individually in Step 1 and in pairs in Step 2. It is advised that trainees working in different contexts co-operate in this task.

*Task description:*

## STEP 1

Trainees work individually and read the information on the British Dyslexia Association website on Specific Learning Difficulties. (available from:

<http://www.bdadyslexia.org.uk/educator/what-are-specific-learning-difficulties>).

## STEP 2

Trainees are paired up in order to discuss what they have just read about the most commonly co-occurring SpLDs. They should 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?

These questions could be projected or written up on the board for their reference (Unit 2 Appendix 4).

### Notes:

For additional information trainees may read:

‘Specific Learning Difficulties: What does the term Specific Learning Difficulty Mean?; Specific learning difficulties in an academic context’ Available from:

<https://www.soas.ac.uk/studentadviceandwellbeing/information-for-staff/disabledstudents/learningdifficulties/>

Students could be directed to some very useful and insightful videos on the internet, including Amanda Kirby explaining co-occurring SpLDs. Available from:

<http://www.youtube.com/watch?v=dXhO3-S1L-o>

### Dyspraxia:

‘What is Dyspraxia?’ Available from: <http://www.youtube.com/watch?v=s832Yv-Dbwc>

Amanda Kirby on the main characteristics of dyspraxia.

### ADHD:

‘What is ADHD?’ Available from: <http://www.youtube.com/watch?v=bPctgWW3ki4>

This is a very informative factual short video about the main characteristics of ADHD.

‘How ADHD feels’. Available from:

<http://www.youtube.com/watch?v=UeOzSycgbN0&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 SpLD.

### Asperger’s Syndrome:

What is Asperger’s Syndrome? Available from:

<https://www.youtube.com/watch?v=gdSzM3MHfOA>

A short informative video about the main characteristics of Asperger's Syndrome (from The National Center for Learning Disabilities)

‘Does Your Child Have Asperger’s Syndrome?’ Available from:

<http://www.youtube.com/watch?v=OMlqlogZ2Yw>

A short informative video covering the main characteristics of Asperger's Syndrome (from the American Asperger's Society).

### *Dyscalculia:*

'What is dyscalculia?' Available from:

<http://www.youtube.com/watch?v=jxloGUF2Tk>

Jane Emerson discusses the characteristics that indicate dyscalculia.

For homework the trainees can also read Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. Clevedon: Multilingual Matters. Chapter 3: 'Associated Learning Differences' (pp. 41-57).

### *Model answer:*

#### *Step 2*

(Unit 2 Appendix 4)

What are the main distinguishing features of the SpLDs?	<ul style="list-style-type: none"> <li>• Memory difficulties</li> <li>• Organisational difficulties</li> <li>• Writing difficulties</li> <li>• Visual processing difficulties</li> <li>• Reading difficulties</li> <li>• Auditory processing difficulties</li> <li>• Time management difficulties</li> <li>• Sensory distraction: an inability to screen out extraneous visual or auditory stimuli</li> <li>• Sensory overload: a heightened sensitivity to visual stimuli and sound; an inability to cope with busy environments</li> </ul>
Where are the overlaps between the SpLDs?	Overlaps between SpLDs may manifest as social emotional difficulties as well as problems with time management, planning and organization.
How easy does it seem to differentiate between the SpLDs mentioned here?	It is not easy because each profile is unique to the individual and can appear in a variety of ways. The effects of the SpLDs are manifested differently for different students and range from mild to severe. It may be difficult to diagnose, to determine impact, and to accommodate.

**Task 3**

**Making a visual representation of the commonly co-occurring SpLDs**

*Duration of the task:*

40 minutes

*Preparation:*

- a supply of A3 paper and coloured pens.

*Classroom management:*

Trainees work with their partner from Task 2 to begin with, and then join up with another pair to refine their ideas.

*Task description:*

**STEP 1**

Trainees work in pairs and produce a chart or diagram that represents their understanding of the key characteristics of the different SpLDs, as well as the shared characteristics. They may need some encouragement to start with, and thinking in terms of a Venn diagram may be a familiar concept to many trainees (overlapping circles showing which categories items belong to). However, they may decide to use another kind of chart, such as a table or mindmap, or even a 3D model if they have the necessary resources (e.g. cardboard / play dough).

**STEP 2**

Pairs are joined into groups of four to share their initial thoughts about the diagram. They should explain the thinking behind their diagrams, and consider how they are similar and/or different from each other.

*Notes:*

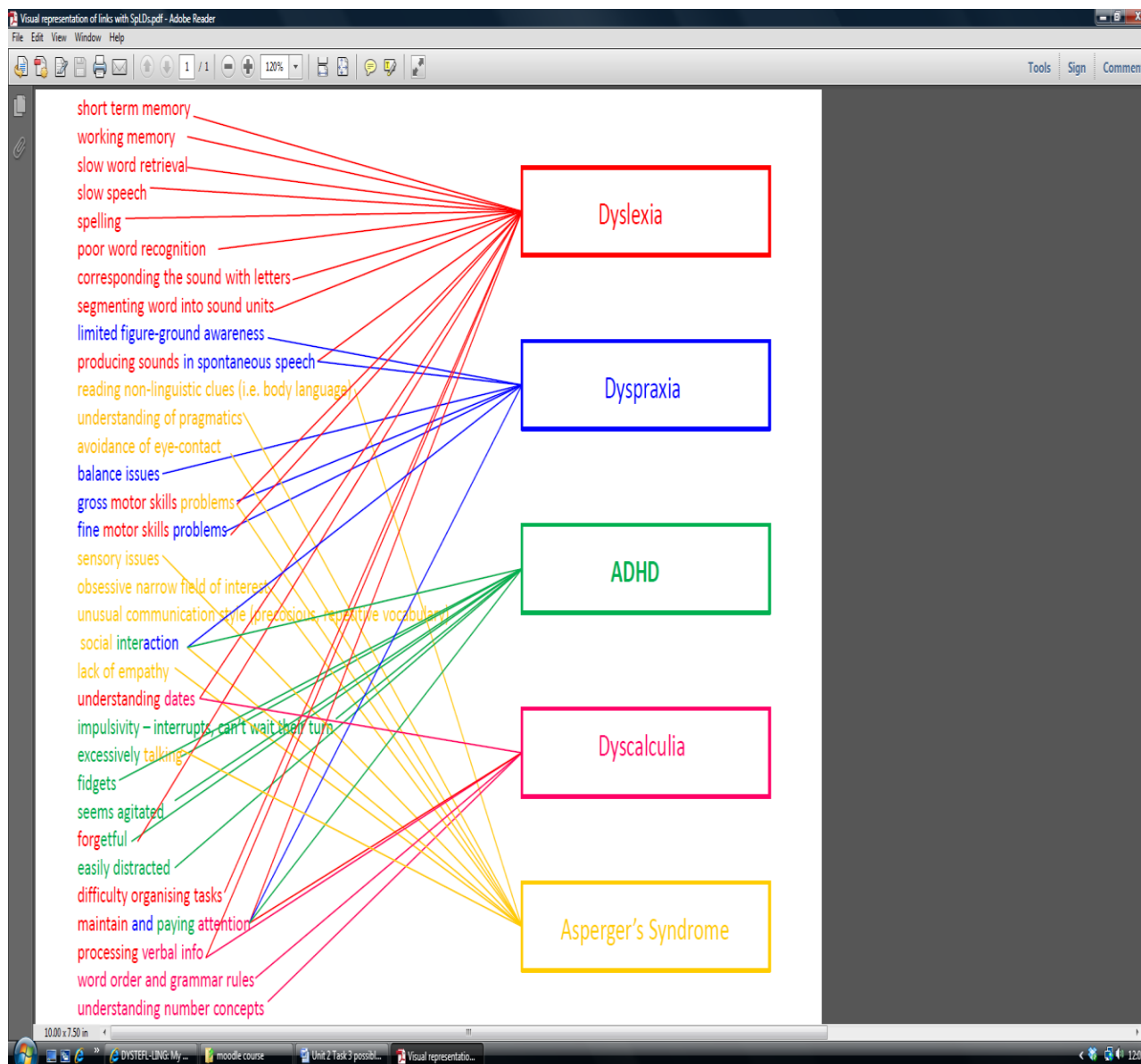
If any pair is really struggling to represent the information in a visual format, you might let them have a look at the following model answer.

*Model answer:*

Here is one possible solution (Unit 2 Appendix 5) (taken from: ELT well (2012) *Specific Learning Differences*. Available from: <http://www.eltwell.co.uk/specific-learning-differences-splds.html>).

Specific Learning Difficulties	Particular characteristics	Shared characteristics
Dyslexia	Difficulties with information processing, particularly phonological information	<ul style="list-style-type: none"> <li>• good and bad days</li> <li>• difficulty processing sensory input (visual, auditory or physical)</li> <li>• weak short term and/or working memory</li> <li>• lack of time awareness and management</li> <li>• hypersensitivity to environmental factors</li> <li>• difficulties with sequencing</li> <li>• difficulty in maintaining focus and especially in changing focus (from board to book / TV to magazine)</li> <li>• difficulty with regulating pitch/volume/pace when speaking</li> <li>• lack of rhythm and /or balance</li> <li>• difficulties with listening, especially in groups</li> <li>• difficulties with turn-taking</li> <li>• avoiding new or unpredictable situations</li> <li>• difficulty with metaphoric language</li> <li>• difficulty sleeping</li> <li>• low self-esteem</li> </ul>
Dyspraxia	Problems with visuo-spatial awareness, sequencing of movements	
AD(H)D	Impulsivity, lack of sustained concentration on one thing	
Asperger's Syndrome	Difficulties with social interaction	
Dyscalculia	Difficulties with numerical concepts: relative size /magnitude and time scales	

Here is another suggestion, made by Hannah Bienge, who was a participant on the DysTEFL course in December 2012:



The Developmental Adult Neuro-Diversity Association (DANDA) also has an interesting suggestion which is available from: <http://www.mccas.co.uk/neuro-diversity-explained.html> (MCCAS: Monique Craine's Coaching and Advocacy Service. What is Neuro-Diversity).

These should provide some inspiration, but trainees should still come up with their diagrams.

**Task 4****Accommodating language learners with SpLDs***Duration of the task:*

30 minutes

*Preparation:*

- copies of the grid (Unit 2 Appendix 6):

*Classroom management:*

Trainees need to be divided into 3 groups to start with, each one to focus on one aspect of language development (reading & writing / listening & speaking / vocabulary & grammar). After about 10 minutes, regroup the trainees into 3s (one from each group) to share their initial ideas and complete the grid.

*Task description:***STEP 1**

In this task trainees work in small groups and look at challenges in different areas of language learning. They should discuss how the various SpLDs might impact on a learner's progress in developing speaking and listening / reading and writing / vocabulary and grammar proficiency. They should also try to come up with classroom accommodations and strategies that would mitigate the challenges.

*Notes:*

Ask trainees to think about the characteristics of the SpLDs they have been discussing and how these characteristics may impact on the learners in their classes. It may be helpful for them to think about an actual activity they have run in their class recently, and to think about one SpLD at a time, whilst remembering that there is a great deal of overlap.

*Model answer:*

There is a model answer reproduced below, for trainees to consider at home, in the light of their class discussions. (Unit 2 Appendix 7):

SpLD	Challenges for language development			Possible solutions
	reading & writing	listening & speaking	vocabulary & grammar	
Dyslexia	Matching graphemes to phonemes accurately in decoding and encoding; organizing ideas logically	Finding the right word, pronouncing long words accurately; following the thread of long utterances	Remembering new words and structures; making productive connections between new and known vocabulary	Developing a personal dictionary for commonly needed words; working explicitly on phoneme-grapheme matching in English; developing memory techniques; recycling structures and vocabulary – explicit discussion of the use of structures already met
Dyspraxia	Producing legible script, especially if it is a second script; remembering the sequence of events in narratives.	Articulating sounds clearly, organizing ideas coherently before speaking	Sequencing words correctly in the sentence; expressing time or spatial relationships in narratives	Additional practice of letter formation, and particularly of letter joining, if appropriate; use of triangular pencils / pen grips to facilitate a good hand position; additional practice in articulating problem sounds, and particularly in joining sounds together smoothly; visual aids to help with planning narratives to ensure place and time are clear
AD(H)D	Concentrating on longer texts; remembering all the ideas that emerge when starting to write	Taking turns, listening carefully to other people; speaking slowly and clearly	Maintaining accuracy as well as speed in language use – developing a self-monitor to check what has been said or written	Breaking texts into small chunks; making it clear whose turn it is to speak in discussions, perhaps by use of a physical ‘speaker’s token’ (any object can be used: only the holder may speak and then pass it on); developing metacognitive strategies for checking work and articulating rules that have been learnt and are part of the learner’s procedural knowledge
Asperger’s Syndrome	Understanding overly descriptive or metaphorical language	Difficulty picking up on paralinguistic cues, such as intonation, facial expressions and body language	Finding it hard to accept irregularities, and exceptions to rules that have no real explanations.	Explicit instruction in noticing and using paralinguistic cues such as volume, intonation and pace – exploring how they can change meaning; exploring language from a historical perspective, to account for apparently irrational usage; providing explanations of poetic or metaphorical use of common terms



## Task 5

## Reflection on learning

*Duration of the task:*

10 minutes

*Preparation:*

No material required

*Classroom management:*

Trainees work individually.

*Task description:*

## STEP 1

Trainees have a few minutes to think about any students they may have already taught (or who they were at school with) who exhibited any of the characteristics that have been highlighted here. They should be encouraged to 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 know now?

They may wish to make a note of their responses, or they may come up with some questions that they would like to know the answers to.

*Note:*

This could be set as homework and trainees could be asked to bring a question or an experience to share to the next session.

## List of resources

ADHDpro59 (2010). *What is ADHD?* Available from:

<http://www.youtube.com/watch?v=bPctgWW3ki4> (This is a very informative factual short video about the main characteristics of ADHD.)

Arbs, J. (2011). *How ADHD feels*. Available from:

<http://www.youtube.com/watch?v=UeOzSycgbN0&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.)

Asperger's Guide (2010). *Does your child have Asperger's syndrome?* Available from:

<http://www.youtube.com/watch?v=OMlqlogZ2Yw>. (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/educator/what-are-specific-learning-difficulties> (This is a very useful website with a description of a range of frequently co-occur specific learning difficulties.)

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

DysTalk (2011a). *Dyslexia, dyspraxia and overlapping learning difficulties.* Available from: <http://www.youtube.com/watch?v=dXhO3-S1L-o> (Amanda Kirby explaining co-occurring SpLDs.)

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

ELT well (2012). *Specific learning differences.* Available from: <http://www.eltwell.co.uk/specific-learning-differences-splds.html> (Here you may find most common characteristics of specific learning differences.)

MCCAS: Monique Craine's Coaching and Advocacy Service. *What is neuro-diversity.* Available from: <http://www.mccas.co.uk/neuro-diversity-explained.html> (On this website you can read why people classify themselves neuro-diverse.)

SOAS University of London. *Specific learning difficulties.* Available from: <https://www.soas.ac.uk/studentadviceandwellbeing/information-for-staff/disabledstudents/learningdifficulties/> (A very useful website about SpLDs in academic contexts.)

The National Center for Learning Disabilities (2012). *What is Asperger's Syndrome.* Available from: <https://www.youtube.com/watch?v=gdSzM3MHFOA> (Sheldon Horowitz on the main characteristics of Asperger's Syndrome).

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners 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.)

### *Recommended extra resources:*

Grant, D. (2005). *That's the way I think: Dyslexia, dyspraxia and ADHD explained.* London: Routledge. Chapter 1: 'Dyslexia, dyspraxia and ADHD: the common ground,' pp. 7–28. (This book is written from an education practitioner's viewpoint and provides a broad overview of many issues associated with SpLDs that are rarely discussed in detail elsewhere. The first chapter highlights the overlaps between the three SpLDs in the title and discusses in detail how they can affect learning).

Kirby, A., & Kaplan, B. J. (2003). *Specific learning difficulties*. Oxford: Health Press. (This booklet provides very brief practical overviews of each of the SpLDs. This text is written for medical practitioners primarily, but contains accessible information and suggestions for further sources of information).

## UNIT 3

## Identification of dyslexia

### Notes for the trainer

#### *Introduction:*

The aim of this unit is to familiarize the trainees with the ways of identifying dyslexia and its common signs observed among learners with dyslexia.

#### *Tasks the trainees will do:*

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

#### *Learning outcomes:*

- trainees will be able to describe and identify common signs of dyslexia
- trainees will be able to name common characteristics of dyslexia observed in different age groups
- trainees will be able to explain the importance of early identification of dyslexia
- trainees will be able to create an observation tool to identify signs of dyslexia for a chosen group of learners

### Task 1

### Awareness raising task

#### *Duration of the task:*

20-30 minutes

#### *Preparation:*

- photocopies of teacher diary entries for each group of 3 or 4 for Step 1 (Unit 3 Appendix 1).

#### *Classroom management:*

Group work in the first part of the task (3 or 4 participants per group). Individual work and group-work in the second part of the task.

*Task description:***STEP 1**

Trainees work in groups of three or four. They relate back to what they learnt about the nature of dyslexia in Unit 1 and to their experience. Ask the trainees to brainstorm possible signs of dyslexia that can be identified in a learner with dyslexia. The aim of this part is to raise trainees' awareness about identifying dyslexia and the difficulties students with dyslexia have.

**STEP 2**

Trainees work individually. They read extracts from the two teachers' diaries and compare the signs described in the extracts with the ideas they collected in the brainstorming session in Step 1 (Unit 3 Appendix 1).

**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 correctly 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: (<https://disleksia.wordpress.com/2008/02/25/gejala-disleksia-yang-harus-dikenali-dini/>))

### STEP 3

Ask the trainees to discuss the results in their groups. They select a spokesperson to report on the outcomes of their discussion. Do not give feedback about their ideas at this point as the trainees will read about the signs of dyslexia in Task 2.

### Optional step:

### STEP 4

Trainees can watch the video: *Signs of dyslexia and who to see* (available from:

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

In this video, Amanda Kirby talks about what parents should look out for if their child has difficulties learning to read and write.

## Task 2

## Identification and signs of dyslexia - video

*Duration of the task:*

30 minutes

*Preparation:*

- equipment to play the video, internet connection and a video clip *I am dyslexic* (available from: <http://www.youtube.com/watch?v=bCf0JOhPV64&feature=related>),
- copies of the chart for students to fill in while watching (Unit 3 Appendix 2),
- copies of the text: *How to identify dyslexia* (British Dyslexia Association, (available from [http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Services/QM/QM\\_DFS-info\\_pack.pdf](http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Services/QM/QM_DFS-info_pack.pdf))).

*Classroom management:*

Trainees work individually for the first part watching the video diary. They use the chart (Unit 3 Appendix 2) and note down problems and difficulties in learning described by people in the video.

*Task description:*

## STEP 1

Trainees watch the video 'I am dyslexic' (available from:

<http://www.youtube.com/watch?v=bCf0JOhPV64&feature=related>) in which learners with dyslexia share their problems. They take notes in the chart about the following:

- Manifestations of dyslexia the people in the video talk about:
  - in reading
  - in writing and spelling
  - in other areas (memory problems, sequencing etc.)
- Emotional problems they have experienced.
- Things they are good at.

## STEP 2

Trainees work in groups of three or four. They read the text provided:

Signs of dyslexia. The Yale Centre for Dyslexia and Creativity. (available from: [http://dyslexia.yale.edu/EDU\\_signs.html](http://dyslexia.yale.edu/EDU_signs.html))

They compare and discuss information they have gained from watching the video and reading the text about identification of dyslexia. Ask the trainees to reflect on the following:

- How important is an early identification of dyslexia?
- How do the signs differ among learners of different age groups?

- How might the information you have gained in the previous task be useful for your teaching context?

### Notes:

You can set the following texts and short video clips as homework. You can ask trainees to note down additional manifestations of dyslexia they read about or hear in the videos.

- Signs of dyslexia  
(available from: [http://dyslexia.yale.edu/EDU\\_signs.html](http://dyslexia.yale.edu/EDU_signs.html))
- About dyslexia and other problems  
(available from: <http://childdevelopmentinfo.com/learning/dyslexia/>)
- IDA dyslexia handbook what every family should know  
(available from: [http://www.dyslexia-hawaii.org/images/uploads/2014-10\\_IDADyslexiaHandbookWhatEveryFamilyShouldKnow.pdf](http://www.dyslexia-hawaii.org/images/uploads/2014-10_IDADyslexiaHandbookWhatEveryFamilyShouldKnow.pdf))
- Dyslexia: a hidden disability - a short video of the people with dyslexia talking about their problems  
(available from: <https://www.youtube.com/watch?v=8m1fCz3ohMw>)
- Because I'm dyslexic – short talks by people with dyslexia about their strengths. (available from: <https://www.youtube.com/watch?v=fzHaLYsTgJc>)
- The big picture – rethinking dyslexia – a short video about people with dyslexia sharing their problems (available from: [https://www.youtube.com/watch?v=jzp8FUZm5\\_M](https://www.youtube.com/watch?v=jzp8FUZm5_M)).
- Dyslexia explained: what's it like being dyslexic? - a short comic that tells the story of a child with dyslexia struggling at school (available from: <http://www.youtube.com/watch?NR=1&feature=endscreen&v=IEpBujdee8M>).

### Task 3

### Applying the knowledge about the signs of dyslexia – preparing an observation sheet

#### Duration of the task:

30 minutes

#### Preparation:

- notes from Task 2.

#### Classroom management:

Trainees work in pairs or groups of three. It is recommended that trainees working in similar contexts co-operate in this task.



*Task description:***STEP 1**

Ask the trainees to prepare an observation sheet of signs of dyslexia for a chosen group of learners (younger learners, teenagers, adult learners etc.). Their task is to refer to areas such as reading, spelling, writing and others, like memory problems etc. The observation sheet is meant for EFL teachers and their colleagues who might use it to try to identify signs of dyslexia in their learners.

*Optional step:***STEP 2**

Ask the trainees to visit a class in a school they know and use their observation sheet to observe learners and note down the signs of dyslexia. The notes they take could be used to complete Task 4.

*Model answers:*

Step 1 (Unit 3 Appendix 3)

Teacher Observation Sheet			
Name of Student: _____ Date: _____ School: _____ Grade: _____			
<b>I. Reading and spelling</b>			
	Yes	No	Comments
When a student reads or spells he/she..			
confuses letters that look similar: d - b; u - n; m - n			
confuses letters that sound similar: v; f; th			
reverses words: was - saw; now - won			
transposes words: left - felt			

reads a word correctly and then further down the page, reads it wrong			
changes words around: the cat sat on the mat (the mat sat on the cat)			
confuses small words: of, for, from			
when reading has difficulty in keeping the correct place on a line and frequently loses his place			
reads correctly but does not understand what he is reading			
fails to recognize the same word twice or later on the same page			

## II. Writing

	Yes	No	Comments
<i>When writing, even after frequent instruction, he/she..</i>			
does not know whether to use his right or left hand			
leaves out capital letters or uses them in the wrong places			
mixes capitals with lower case letters			
forgets to dot the 'i's and cross 't's			
forms letters and numbers badly			
slopes his/her writing, even when using margins			
uses punctuation in the wrong places or not at all			
omits or adds vowels or consonants to words			

## III. Other indicators

	Yes	No	Comments
Is there a family history of dyslexia?			
Was a student a late developer?			
Is a student easily distracted or has poor concentration?			
Does he get confused between left/right, east/west, up/down, over/under?			
Does he/she hold a pen too tightly and awkwardly?			
Does he/she have a problem telling the time?			
Does he/she have a problem tying shoelaces etc?			
Does he/she confuse mathematical symbols (plus/minus etc.)			
Does he/she have short term memory problems relating to printed words and instructions?			
Does he/she have sequencing difficulties: alphabet, nursery rhymes, months of the year, and numbers in tables?			

(adapted from: <http://www.dyslexiavictoriaonline.com/chofdyin.html#.VX3w7vntmkp>)

**Task 4**

**Reflection task – writing a teacher diary entry**

*Duration of the task:*

30 – 40 minutes

*Preparation:*

- no special materials required; observation sheet prepared by trainees in Task 3.

*Classroom management:*

Trainees work individually but it is also suitable for pairwork. For pairwork, it is recommended that trainees working in similar contexts co-operate in this task.

*Task description:*

**STEP 1**

In this task, trainees work individually or with a partner and write a teacher diary entry of a hypothetical/real learner with dyslexia. In the diary entry, they describe their difficulties experienced in school. Ask trainees to refer to their own experience or to the observation sheet prepared in Task 3. The audience for this task can be their colleagues or parents (for a model answer see diary entries in Task 1).

*Optional task:*

**Task 5**

**Diagnosis of dyslexia in national context**

*Duration of the task:*

30-40minutes

*Preparation:*

- Before this task, students need to search for information on how learners with dyslexia are formally identified and diagnosed in their country. They need to find legal documents or ministerial regulations that describe diagnostic procedures.

*Class management:*

Trainees do the first part of the task individually at home. The second part of the task is done in class and trainees work in groups of 3 or 4.

*Task description:***STEP 1**

Trainees work at home and search the Internet to look for information on how learners with dyslexia are formally identified in their country. The following questions should be considered:

- What is the age of students when a formal diagnosis takes place?
- Where does the diagnosis take place? At which institutions?
- What specialists are involved in the diagnostic procedure?
- What are the specific steps undertaken in the diagnostic procedure?
- What kind of a document is prepared afterwards?
- What adjustments are offered at school to learners with dyslexia once dyslexia is formally identified? (See Unit 5 for details about adjustments).

**STEP 2**

In class, trainees work in groups of three or four. They share the information they have collected and go on discussing how dyslexia is formally diagnosed in their country. Trainees are advised to use questions in Step 1. They should refer to legal documents such as ministerial regulations or other formal procedures.

**STEP 3**

Trainees work individually. They write a list of activities that illustrates the steps undertaken in the diagnostic procedure in their country. They use the information from Step 1.

*Model answers:*

Step 1. (Unit 3 Appendix 4)

*Dyslexia diagnostic procedure in Poland*

1. There is screening in kindergarten and children at – risk of dyslexia are identified at this time.
2. The earliest time dyslexia can be diagnosed is no earlier than at the end of the third grade of Primary School and no later than by the end of Primary School.
3. Diagnosis takes place at the pedagogical – psychological dispensary.
4. Formal assessment is done by a group of specialists including a psychologist, school counsellor, speech therapist, often a neurologist, teachers and parents who may also contribute with additional background information.
5. In the diagnostic procedure some background information is collected about the learner's educational history and personal situation, including developmental milestones. A battery of tests is used to determine the level of intellectual development, perceptual processes – motor skills, auditory and visual memory and other cognitive functions, additionally the analysis of child's writing as well as graphic level of writing.
6. A written report/opinion is issued by the pedagogical –psychological dispensary on the basis of which teachers adjust and accommodate the requirements to fit the specific needs and learning abilities of a particular student.

7. Several ministerial regulations were introduced in Poland in 2011 which clarify the conditions and ways of assessing, classifying and promoting students as well as conducting external examinations. Teachers are obliged to individualise their work with SEN students and to accommodate educational requirements toward individual developmental and educational needs and psychophysical abilities of all SEN students who were granted psychological-pedagogical help. Supportive measures may take the form of therapeutic classes, compensatory, remedial classes.

### List of resources

*Teacher diary entries. Available from:*

<https://disleksia.wordpress.com/2008/02/25/gejala-disleksia-yang-harus-dikenali-dini/>

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

<http://www.youtube.com/watch?v=bCf0JOHPV64&feature=related>

*How to identify dyslexia: British Dyslexia Association. Available from:*

[http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Services/QM/QM\\_DFS-info\\_pack.pdf](http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Services/QM/QM_DFS-info_pack.pdf)

*Signs of dyslexia-The Yale centre for dyslexia and creativity. Available from:*

[http://dyslexia.yale.edu/EDU\\_signs.html](http://dyslexia.yale.edu/EDU_signs.html)

*Child Development Institute – About dyslexia and reading problems. Available from:*

<http://childdevelopmentinfo.com/learning/dyslexia/>

*IDA dyslexia handbook: What every family should know. Available from:*

[http://www.dyslexia-hawaii.org/images/uploads/2014-10\\_IDADyslexiaHandbookWhatEveryFamilyShouldKnow.pdf](http://www.dyslexia-hawaii.org/images/uploads/2014-10_IDADyslexiaHandbookWhatEveryFamilyShouldKnow.pdf)

*How do we identify the dyslexic. Available from:* <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:*

*Dyslexia: a hidden disability: – a short video of dyslexics talking about their problems with an introduction by Sally Shaywitz*

Available from: <https://www.youtube.com/watch?v=8m1fCz3ohMw>

*Because I'm dyslexic – short talks by dyslexic about their strengths. Available from:*

<https://www.youtube.com/watch?v=fzHaLYsTgJc>

*The big picture – rethinking dyslexia – dyslexics sharing their problems.* Available from:  
[https://www.youtube.com/watch?v=jzp8FUZm5\\_M](https://www.youtube.com/watch?v=jzp8FUZm5_M)

*Dyslexia explained: what's it like being dyslexic? - a short comic that tells the story of a dyslexic kid struggling at school.* Available from: <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 differences* 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.)

Smith, A.M. (2015). *Cognitive Assessments for Multilingual Learners PLUS*. Adult assessment tool. Available from: [www.ELTwell.co.uk](http://www.ELTwell.co.uk) (This assessment tool is designed for use with multilingual learners. CAML can be used for initial screening and will give a teacher a comprehensive overview of the learner's cognitive profile.)

Smith, A.M. (2015). *Cognitive Assessments for Multilingual Learners - young learners' version*. Available from: [www.ELTwell.co.uk](http://www.ELTwell.co.uk) (This assessment tool is designed for use with young multilingual learners aged 7 -16. CAML – young learner's version can be used for initial screening and will give a teacher a comprehensive overview of the young learner's cognitive profile.)

## UNIT 4

## The effects of dyslexia on foreign language learning

## Notes for the trainer

*Introduction:*

In this unit, we will familiarize the trainees with the effects of dyslexia on foreign language learning. The trainees will also find out how important native language skills are in the process of learning a foreign language and they will become familiar with the types of difficulties that learners with dyslexia encounter in learning a foreign language.

*Tasks the trainees will do:*

- read and discuss if it is possible for learners with dyslexia to learn foreign languages
- complete a matching activity to find out about the areas of difficulties learners with dyslexia 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
- read about Linguistic Coding Difference Hypothesis

*Learning outcomes:*

- trainees will be able to explain why learners with dyslexia may find learning a foreign language challenging
- trainees will be able to identify and describe the areas of difficulties learners with dyslexia might experience in learning a foreign language



## Task 1

## Modern foreign languages and dyslexia

*Duration of the task:*

20-30 minutes

*Preparation:*

- equipment to play the video, the Internet connection and photocopies of the chart (Unit 4 Appendix 1) for all trainees to fill in while watching the video,
- photocopies of Margaret Crombie's article. Available from:  
<http://www.languageswithoutlimits.co.uk/resources/Dxa1.pdf>

*Classroom management:*

Trainees work in pairs in the first part of the task. They watch the video and fill in the chart individually in the second part of the task.

*Task description:*


## STEP 1

Trainees work in pairs. They refer back to what they learnt about the nature of dyslexia in Unit 1 and about the signs of dyslexia in Unit 3. Ask trainees to 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?

Ask trainees to discuss their answers and in this way form predictions about the video they are to watch in Step 2.

## STEP 2

Trainees watch the video: *Dyslexic learners in the EFL classroom: Part 1 Effect of dyslexia on foreign language learning* (available from:  <https://www.youtube.com/watch?v=A-nrMvocyk8>) and fill in the chart (Unit 4 Appendix 1). In this talk, Judit Kormos illustrates the difficulties that learners with dyslexia experience while learning a foreign language.

## STEP 3

Ask trainees to refer back to their answers to the questions in Step 1 and compare their initial predictions with the information they learnt from the video.

*Optional step:*

**STEP 4**

Trainees read Margaret Crombie's article: *Foreign language learning and dyslexia*. (available from: <http://www.languageswithoutlimits.co.uk/resources/Dxa1.pdf>) and add information to the chart from Step 2.

*Alternative:*

Alternatively, trainees may read the text *Can all children benefit from foreign language learning?* (available from: <http://www.languageswithoutlimits.co.uk/resources/Extract1.pdf>).

*Model answers:*

Step 2.

*What is dyslexia?*

Dyslexia is one of the manifestations of what is called Specific Learning Differences. It should not be considered a disability, but a difference in acquiring knowledge and skills.

More specifically, it constitutes a difficulty with accurate and fluent word recognition. It may cause difficulties with spelling and processing spoken information. It may also affect other aspects of using and producing language. Dyslexia affects not only students' academic progress and performance but also other areas of life. It is identified in one in ten people.

*What characterizes learners with dyslexia?*

Learners with dyslexia have a shorter memory span when processing language input, they have a smaller working memory capacity and can therefore remember fewer pieces of information at a time. Since they find it difficult to manipulate pieces of a language simultaneously, they may have problems constructing a sentence and focusing on a number of aspects such as grammar, vocabulary or pronunciation at the same time.

Learners with dyslexia have difficulties in perceiving subtle differences between sounds of language (reduced phonemic awareness) and they have problems learning sound-letter associations which in turn causes difficulties in reading and spelling.

*What are the difficulties caused by dyslexia in learning a foreign language?*

In the process of foreign language learning, dyslexia affects many of its aspects, including reading and writing skills. Students with dyslexia may mix up letters, misread words, read more slowly or have difficulties understanding the meaning of the text they are reading.

They may find it difficult to read aloud and pay attention to what they are reading.

Learners with dyslexia may also experience problems with spelling. These may be observed among students learning languages with non-transparent orthographic systems (such as English and French) which use complex letter – sound relations. It is therefore possible that the problems student experience become visible only in the EFL class.

Learners with dyslexia may also experience problems in speaking in a foreign language – planning what to say, choosing the right words or using accurate grammar.

*What can teachers do to help?*

First of all, teachers should learn as much as possible about their learners' learning difference. To help learners with dyslexia read better, teachers could shorten texts, divide texts into smaller sections, use illustrations and glossaries of unknown words and prepare quick and easy comprehension questions or give such students easier reading tasks.

In learning vocabulary, teachers can make sure learners with dyslexia meet new words more often, get more practice and revision opportunities, use modern technology, games and Multisensory Techniques.

Based on the video: *Dyslexic learners in the EFL classroom: Part 1 Effect of dyslexia on foreign language learning* (available from: <https://www.youtube.com/watch?v=A-nrMvocyk8>)

## Task 2

## Learning about the areas of difficulties in foreign language learning

### *Duration of the task:*

30-40 minutes

### *Preparation:*

- photocopies of the diagram Unit 4 Appendix 2,
- the matching activity cards (cut out) Unit 4 Appendix 3.

### *Classroom management:*

Trainees work in pairs

### *Task description:*

#### STEP 1

Ask the trainees to discuss and brainstorm about the possible areas of difficulties learners with dyslexia may encounter while learning foreign languages. Ask the trainees to put their suggestions in a diagram (Unit 4 Appendix 2). When trainees are ready, ask them to briefly present their ideas.

#### STEP 2

Trainees work in pairs. They complete the matching activity in which they match the area of difficulty with the detailed description of the problems. Cut up the matching activity cards and ask the trainees to complete the task by pasting the pairs of cards onto a piece of paper (Unit 4 Appendix 3).

**STEP 3**

Ask the trainees to continue working with a partner. Together, they read fragments from the article by Leonore Ganschow and Elke Schneider: *Assisting students with foreign language learning difficulties in school* (available from: <http://www.ldonline.org/article/22725/>) and identify more specific types of difficulties that learners with dyslexia experience in modern foreign language study. Ask the trainees to add ideas from the text to their diagrams.

Ask trainees to read the following fragments of the article:

- 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?

**Task 3**

**Practical application task – preparing interview questions**

*Duration of the task:*

20 minutes

*Preparation:*

- photocopies of suggested interview questions (Unit 4 Appendix 4).

*Classroom management:*

Group work in the first part of the task (it is recommended that trainees working in similar contexts co-operate in this task); individual work in the second part of the task.

*Task description:*

**STEP 1**

Trainees work in groups of 3 or 4. They brainstorm and write down questions for an interview with a learner with dyslexia about his/her experience in learning a foreign language and the difficulties he/she encounters. Ask the trainees to refer back to the areas of difficulty they discussed in Task 2.

**STEP 2**

Ask the trainees to read through and analyze the template of an interview (Unit 4 Appendix 4). They may add more questions or change the suggested ones to complete their interviews.

For additional information, trainees 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.

*Optional step:***STEP 3**

Trainees work individually. They visit a school they know and interview a learner with dyslexia in order to find out about his/her experience with modern language study. They may audio or video record the interview or note down the learner's answers.

*Optional task:***Task 4****Reflection task***Duration of the task:*

30 minutes

*Preparation:*

- answers to the interview from Task 3.

*Classroom management:*

Trainees work in pairs or groups. It is advised that trainees working in similar contexts co-operate in this task. Trainees work individually when writing their reports.

*Task description:***STEP 1**

Trainees share and discuss the interview answers and then work individually and write a short report (200 -250 words) in which they describe experiences of their interviewees in learning a foreign language.

**STEP 2**

Ask the trainees to work in groups again. They should present their reports in small groups. Ask the trainees to suggest possible ways to overcome the difficulties indicated by their interviewees.

*Optional task:***Task 5****Reading about the Linguistic Coding Differences Hypothesis – LCDH***Duration of the task:*

30 – 40 minutes

### Preparation:

- a photocopy of an article or access to the website with the article by Robin L. Schwarz (1997) *Learning Disabilities and Foreign Language Learning* (available from: <http://www.ldonline.org/article/6065>, fragment: *What causes the difficulties?*)
- PowerPoint presentation about Linguistic Coding Differences Hypothesis (see Unit 4 Appendix 5).

### Classroom management:

Individual work in Step 1 and group work in Step 2 and 3.

### Task description:

#### STEP 1

Trainees work individually and read a fragment of the article on learning disabilities and foreign language learning (available from: <http://www.ldonline.org/article/6065>, fragment: *What causes the difficulties?*).

#### STEP 2

Trainees work in groups of 3 or 4. Ask them to discuss answers to the following questions:

- What are the causes of foreign language learning difficulties in learners with dyslexia?
- What does the Linguistic Coding Differences Hypothesis explain?
- Is there a phenomenon of Foreign Language Learning Difficulty? What does the phenomenon describe?

#### STEP 3

Trainees stay in groups. It is advised that they cooperate with trainees who work in a similar teaching context. Ask the trainees to watch the PowerPoint presentation (see Unit 4 Appendix 1) and check their answers to questions in Step 2. Ask the trainees to discuss and share ideas whether their learners with dyslexia have difficulties in their native language learning and if these are exhibited in their foreign language study.

### List of resources

*Foreign language learning and dyslexia* by Margaret Crombie. 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. What causes the difficulties?* Available from: <http://www.ldonline.org/article/6065>

Fragments of the article by Leonore Ganschow and Elke Schneider: 'Assisting students with foreign language learning difficulties in school'. Available from: <http://www.idonline.org/article/22725/>

### *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 students with dyslexia who studied foreign languages in a variety of educational settings).

Helland, T. & 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 12 year olds with dyslexia, 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 differences*. 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. & 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

## Classroom accommodations for foreign language learners with dyslexia

## Notes for the trainer

*Introduction:*

In this unit, trainees will define the concept of inclusive education and discuss the kinds of accommodations that can be offered to language learners with dyslexia in foreign language classrooms. Trainees will also explore the principles of Multisensory Structured Language (MSL) teaching.

*Tasks the trainees will do:*

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

*Learning outcomes:*

- trainees will be able to define and explain the principles of inclusive education and Multisensory Structured Language (MSL) teaching
- trainees will be able to identify the most suitable educational adjustments that can be introduced in the foreign language classrooms to accommodate the needs of students with dyslexia
- trainees will be able to adapt, alter, and rearrange the existing classroom routines and practices to accommodate the needs of their learners with dyslexia
- trainees will be aware of how important individualization and differentiation of the teaching approach in order to suit the learning needs of their students



Task 1

Inclusive education and educational accommodations

*Duration of the task:*

15-20 minutes

*Preparation:*

- handouts with pictures for each group of 3 or 4 for Step 1, alternatively, OHP or PowerPoint can be used to display the pictures to all trainees,
- A4 or A3 paper and markers for each group of 3 or 4 for Step 2.

*Classroom management:*

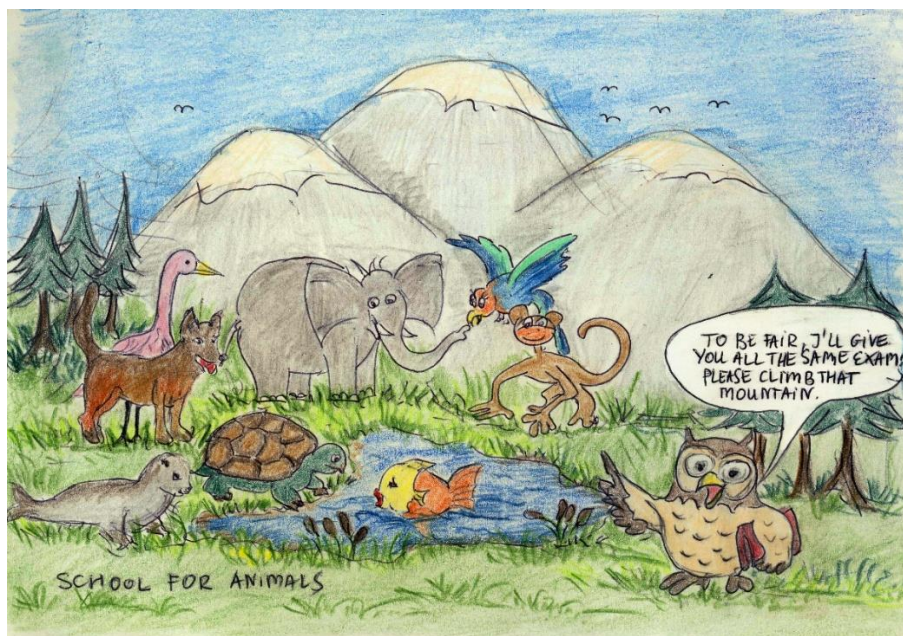
Trainees work in groups of 3 or 4 in Step 1 and Step 2, then discuss their answers as a whole group.

*Task description:*

STEP 1

Trainees work in groups of 3 or 4. They look at the picture (1) and the quotation (2). They 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

Trainees continue working in groups. They 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 educational context? Trainees write their definitions of *inclusion*, *integration* and *accommodation* on three separate pieces of paper and stick them on the board under the appropriate heading – ‘inclusion’, ‘integration’ and ‘accommodation’. They read, compare and discuss their answers with other trainees.

### Optional step:

## STEP 3

Trainees find out about the formal educational regulations and discuss the adjustments offered to learners with dyslexia in the country they teach.

### Notes:

Step 2 – the following texts can be set for reading to help trainees understand the difference between *integration* and *inclusion*:

Inclusion / Integration: Is There a Difference? (available from:

[http://www.cdss.ca/images/pdf/general\\_information/integration\\_vs\\_inclusion.pdf](http://www.cdss.ca/images/pdf/general_information/integration_vs_inclusion.pdf))

Inclusive education: Knowing what we mean (available from:

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

Step 3 can be set for homework. Trainees can be referred to section 2.1.4. *Legal documents providing for dyslexia and dyslexic students* of the *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](http://www.dystefl.eu/uploads/media/DysTEFL-Needs_analysis_report_01.pdf)

### Model answers:

Step 2.

*Integration* – implies a ‘deficit’ model, where the assumption is that difficulties have their source within the child, not within the structures of schools themselves. Integration suggests the need for a student to adapt to the school, rather than for the mainstream school to transform its own practices (e.g. in pupil grouping, assessment, curriculum) and adapt in order to include a greater diversity of pupils and accommodate a diversity of needs. It is assumed that there is something wrong with the child and that extra adaptations or services should be offered to help the child fit into a classroom – to integrate him/her.

*Inclusive education* – There is an emerging consensus among the educational stakeholders that learners with special educational needs, including those with dyslexia, can benefit from the type of schooling available to the majority of learners and enjoy the same educational experiences and opportunities. For

this to happen special arrangements and adaptations need to be implemented into the educational system so that the needs of learners with dyslexia are appropriately catered for. This is referred to as inclusive education. Inclusion rejects separating students with special educational needs, it is concerned with every learner's right to take advantage of the benefits offered by the educational system and school's duty to organize the educational process so that all learners can be accommodated. Inclusive approach assumes that individual differences between humans are normal and that it is the educational system that needs to be adapted to the learners' needs, not the learners fitted into the system. Inclusion involves a system-wide approach which means that provision for addressing the needs of learners with dyslexia should be made at all levels of the educational system. This involves, for example, rearrangements in school management and those introduced by the individual teachers (e.g. individual education plans). Much as most learners with dyslexia can be successfully included in the educational system, provided certain alterations are incorporated into it, inclusive education cannot remove all barriers for all learners. This is due to the fact that dyslexia has varying degrees of severity, best illustrated as a continuum of difficulties, ranging from mild to moderate to severe. Some learners with dyslexia who experience most severe learning difficulties would still require more individualized, small group or one-to-one special instruction to overcome their learning problems.

*Accommodations* – can be defined as the enabling solutions and arrangements offered to learners with dyslexia in order to respond to their special educational needs and to enable them to show their potential, to develop and to demonstrate attainment. Accommodations should not change the expectations for performance or provide unfair advantage but make it possible for learners with dyslexia to prove their knowledge and skills and to complete the same assignments as other learners despite the difficulties they encounter. Accommodations may cover, for example, the areas of student performance at school (e.g. mode of presentation and response, timing, setting, assignments, homework), curriculum (organization of subject matter, task types), materials, instruction, feedback, classroom management (e.g. grouping, routines, pace), assessment and special conditions during exams (see Unit 10). Types of accommodations available for learners with dyslexia differ across countries, schools and teachers. They may be regulated by national policy, school policy or can entirely depend on individual teachers.

## Task 2

## Accommodations in the classroom – part one

### *Duration of the task:*

20-25 minutes

### *Preparation:*

- equipment to play the video,
- Internet connection,
- charts (Unit 5 Appendix 1) for all trainees to fill in while watching the video.

## Classroom management:

In Step 1 trainees watch the video and fill in the charts individually. In Step 2 trainees work in pairs and discuss their answers.

## Task description:

### STEP 1

Trainees watch the video: *Dyslexic learners in the EFL classroom: Part 2. Accommodating dyslexic learners* (available from: <https://www.youtube.com/watch?v=icZlWT3bwgo>) and fill in the charts (Unit 5 Appendix 1) individually. In this video, Anne Margaret Smith talks about some simple ways of making the classroom more inclusive and an easier place for students with dyslexia to work in.

### STEP 2

Trainees work in pairs, they compare and discuss the answers they have noted down in the charts.

## Optional step:

### STEP 3

Trainees read the text on accommodations for students with dyslexia (available from: [http://www.Idonline.org/article/Accommodations\\_for\\_Students\\_with\\_LD](http://www.Idonline.org/article/Accommodations_for_Students_with_LD)).

## Model answers:

Step 1.

1. **Classroom environment** (temperature, light, noise, visual input)
  - Some students with dyslexia may be very sensitive to their surroundings, particularly in terms of temperature, light and noise. It may seem to most of us that a room is warm, but to some students it may feel unbearably hot. Very bright lights may cause visual problems for some students, and even headaches. Some students find noisy environments distracting or even distressing, so it may be worth thinking about allowing them to use ear plugs or perhaps even personal stereo systems to block out the noise with quiet music.
  - In a similar way, too much visual information can be overwhelming for some students. It is great to have colourful displays on the classroom walls, but it is recommended to keep the wall around the board or screen clear of other information, if possible. This will reduce the distractions, and allow the students to focus on the material that is being presented at that moment.
  - In the case of paper materials – textbooks can often be too busy, with too many pictures and small exercises on a page. To help students focus on just the bit they need to look at, a ‘text window’ can be used to block out the rest of the page. It can be as simple as two L-shaped pieces of card that can be moved to frame the exercise or text that the student is looking at.
  - A simple way of helping students produce clearer handwriting is using a slope to rest on. This keeps the paper in the eye-line and supports the hand and wrist in the writing position. Writing slopes are available to buy, but a simple folder or file can be used just as well. Also, remember that some students with dyslexia may need a little more space than other students in order to

work comfortably. This might also help them not to get in the way of their peers, and therefore build better relationships with them.

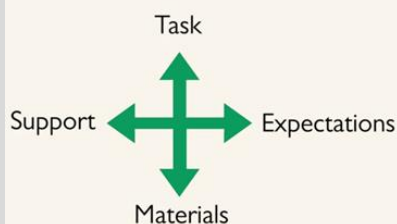
2. **Classroom communication and interaction** (*student-student interaction, pair and group work, regular partners, teacher-student interaction, clear instruction, positive feedback, one or two things to improve with concrete strategies, providing an overview, breaking tasks into smaller chunks*)

- Thinking about *student-student interaction*, we know that working in pairs and small groups allows students lots of time to practice the new vocabulary and structures they are learning. But teachers may need to consider the talents and difficulties of the learners in the class to ensure that the pairs and groups work well together. Depending on the aim of the activity, it may be helpful to group students with different skills together. For example, students with lots of ideas but less confidence in writing could work with students who are good writers but less imaginative so that they all succeed. One word of caution: some students with dyslexia may find interacting with unfamiliar people a bit stressful, so it may be worth considering who their best partners would be and letting them work with just a few of their classmates, at least at first.
- Moving on to consider *teacher-student interaction*, however you group the students, it is really important that the instructions you give are absolutely clear and unambiguous, because if there are any possible different ways of interpreting what you say, you can bet your dyslexic learners will find them!
- You also need to be really clear when you give feedback on their work. Try to find something positive to praise the students for, to help boost their self-esteem, mention any improvement you see, before being really clear about one or two things they could work on. It's not necessary to point out every single error they have made but do try to offer concrete strategies for working on the things you do point out.
- It can be helpful for all learners in a class (not just learners with dyslexia) to know what's coming up in the session, so providing an overview at the start is good practice, to let them know what the big picture is, and what the overall objective would be. On the other hand, the thought of completing very big tasks can be a bit scary, so breaking the tasks down into small chunks is also a good idea, so that students can focus on just a small amount of information at a time.

3. **Course content and materials** (*breaking bigger tasks into smaller chunks, lesson pacing, reviewing and recapping*)

- Many teachers may not be able to determine the content of what they have to teach, but they can still have a large say in how the material is presented. Breaking large projects into smaller, more manageable chunks is just one approach that can be taken. We are also in control of the pace at which lessons go. There is a balance to be struck between keeping up a lively engaging pace, and going at a pace that students can follow comfortably. Students with dyslexia may process information more slowly, and so need longer to think through issues and concepts. Their short-term memories are also likely to be weaker than their classmates', so they will need lots of opportunities to recap and revise new language points. This is perhaps where differentiation is most important.
- Differentiation can be thought about in 4 dimensions, along two axes.

### Differentiation



- We can think about the tasks we ask the students to do – do we give everybody the same task? Or different bits of a larger task? Another alternative is to set a task with a core component that everybody must tackle, and some additional work that the quick finishers can look at while the others are still working. This is differentiation by materials. That is, we ask everybody to do the same task, but with different materials. We might ask the whole class to read a text and then summarise it, but we give our slower readers a shorter less complex text, and the quicker workers a longer one. They can then share with each other what they have found.
- On the other axis we have differentiation by support, which means the amount of time that the teacher spends with the student (explaining, helping, encouraging) as well as other support that may be available. This might be other students, in pair work, or other adults (if you have classroom support). It might be electronic sources or the use of a dictionary. For example, you might decide to let some students with dyslexia use a spell checker, to take some of the stress out of writing. At the other end of this axis is differentiation by expectation. We should not have lower expectations of our learners with dyslexia but we should be realistic about how much of a text a student with dyslexia might be able to read or write in a given time, or how beautiful or accurate the final product might be. For each individual, we need to know how far we can push them, and when to accept that they have done the best they could. We have to make an effort to know our students well, and to encourage them to become more aware of their own abilities, too.

#### 4. **Developing independent study skills** (*memory strategies, time management, organisation skills*)

- Many students with dyslexia will have weaker memories than average, and we can help them with language learning by suggesting memory strategies that might work for them. Time management and organisation are other areas that may need some support. We can suggest that our learners use diaries or phone-calendars to note down homework and meetings, and even record short voice messages to help them remember what they need to do.

Based on the video transcript: Smith, A. M. (2014). *Dyslexic learners in the EFL classroom: Part 2.*

*Accommodating dyslexic learners.* Pearson. Available from:

<https://www.youtube.com/watch?v=icZlWT3bwgo>



*Optional task:*

Task 3

Accommodations in the classroom – part 2

*Duration of the task:*

20-25 minutes

*Preparation:*

- sets of cards with descriptions of different ways learners with dyslexia can be accommodated in the foreign language classroom for every pair of trainees for Step 1 (Unit 5 Appendix 2),
- International Dyslexia Association's fact sheet on at-risk students and the study of foreign language at school (available from: <http://eida.org/at-risk-students-and-the-study-of-foreign-language-in-school/> or from <https://app.box.com/s/1bg6yjdpw20xirpllenxfqi0zxst4h1o>) for every trainee for the optional Step 3.

*Classroom management:*

Trainees work in pairs in Step 1; in groups of 3 or 4 in Step 2; individually in Step 3; individually and in pairs in Step 4 (or individually if the activity is set for homework).

*Task description:*

STEP 1

Trainees work in pairs. They are given a set of cards with descriptions of different ways they can use to support foreign language learners with dyslexia and make their classrooms more inclusive (Unit 5 Appendix 2). Trainees choose the suggestions on how to accommodate learners with dyslexia which they think they could easily implement in their teaching context. Trainees decide whether there are any suggestions which they would find not feasible in their teaching context. They take notes of their thoughts and justify their choices. This activity is based on the list of accommodations involving materials, interactive instruction, and student performance prepared by the International Dyslexia Association to help teachers make their classrooms more inclusive (available from: <http://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings>).

STEP 2

Trainees work in groups of 3 or 4. They list some possible barriers to implementing changes in classroom management and teaching techniques to accommodate foreign language learners with dyslexia and then they suggest ways to overcome them.

*Optional step:*

**STEP 3**

Trainees work individually, they read the International Dyslexia Association's fact sheet on at-risk students and the study of foreign language at school (Available from: <http://eida.org/at-risk-students-and-the-study-of-foreign-language-in-school/> or from <https://app.box.com/s/1bg6yjdpm20xirpllenxfqi0zxst4h1o>) and write down the additional adaptations that a foreign language teacher can make to create a better learning environment for language learners with dyslexia.

*Optional step:*

**STEP 4**

Trainees watch two short videos on accommodating learners with SpLDs. They note down the described difficulties the learners experience and the corresponding adjustments that can be introduced to benefit them. They compare their notes with their partners'.

- A teacher sharing a true story (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=hMo5suNUoKw&feature=related>)

*Notes:*

Step 3 and Step 4 can be set for homework as individual work.

In Step 3 trainees can be asked to summarize their ideas in a form of a mindmap.

*Model answers:*

Step 3.

*What might the foreign language teacher do to assist students with mild to moderate foreign language learning difficulties?*

A systematic multisensory structured language (MSL) approach that benefits students who struggle to learn to read and spell in their native language also benefits students who have difficulties learning a foreign language. The following recommendations are based on the key principles of the multisensory approach:

- Provide opportunities for students to practice and review a concept frequently (repetitive principle).
- Teach language concepts in a logical progression and help students to categorize concepts; also organize these language concepts from simple to complex (structured, sequential principles).
- Build on what students already know, and make the connection between the known and the new information explicit (cumulative principle).
- Systematically and explicitly teach the phonemes or speech sounds of the foreign language.
- Directly teach students the sounds of the letters in the foreign language and the letter(s) the sounds represent (alphabetic/phonetic principle).



- Show students how to think about a language concept to be learned and ask them to explain the concept in their own words; examples include rules for applying word endings, appropriate word order, and subject/verb agreement (metacognitive principle)
- Model for students the way to break apart words while reading, especially words with more than one syllable (analysis principle).
- Model for students the way to put parts of words back together for spelling (synthetic principle).

*What additional adaptations might the teacher make that will help the student with severe language learning difficulties?*

Additional ways to enhance foreign language learning success include the following:

- When teaching new sounds or phonemes and symbols, teach only one or two at a time. Emphasize how to use mouth movements to produce clear pronunciations. After pronouncing the sound, have students simultaneously trace, say, and repeat the sound pattern. Repeated, explicit modelling is key, as is clarifying for students the difference between the native and the foreign language pronunciation of the same letter pattern.
- Conduct a task analysis of the concept to be learned. Break the concept into small working steps that are often considerably more detailed than a typical textbook presentation of the steps. Model for students how to think through the concept step by step. It sometimes helps to present a memorization/recall device, such as a song, mnemonic device, or color-coding (which works well with rules for word endings).
- Use several learning channels simultaneously (listening, speaking, reading, and writing) to teach a language concept.
- Use simple visual aids, such as picture clues, whenever possible.
- Provide structured overviews (study guides, summary sheets, and graphic representations) of the material covered.
- Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker one.
- Use colour coding for gender, verb/noun agreement, and other matching principles in the foreign language to highlight a concept.
- Use devices to remember a concept, such as songs with specified grammatical sentence structures, special rhythms, and words in the native language that sound like the word in the foreign language.
- Explicitly model study and test-taking strategies.
- Avoid gap-filling exercises, such as vocabulary or grammar worksheets, unless choices of answers are provided.
- Take time to explain how to read grammatical charts in foreign language textbooks.
- Provide sufficient time during tests to accommodate students with slow language processing skills.

Adapted from the International Dyslexia Association's fact sheet on at-risk students and the study of foreign language at school (Available from: <http://eida.org/at-risk-students-and-the-study-of-foreign-language-in-school/> or from <https://app.box.com/s/1bg6yjdpu20xirpllenxfqi0zxst4h1o>).

## Task 4

## Multisensory Structured Language (MSL) teaching

*Duration of the task:*

30-40 minutes

*Preparation:*

- copies of two International Dyslexia Association's fact sheets, one on Multisensory Structured Language (MSL) Teaching (available from: <http://eida.org/multisensory-structured-language-teaching/> and the other on Effective Reading Instruction (available from: <http://eida.org/effective-reading-instruction/>),
- two charts (Unit 5 Appendix 3) for each pair of trainees for Step 1,
- equipment to play the video and Internet connection for Step 3.

*Classroom management:*

Trainees work in pairs in Step 1, as a whole class in Step 2, individually and in groups in Step 3 and 4.

*Task description:*

## STEP 1

Trainees work in pairs. Each of them reads one of the two International Dyslexia Association's fact sheets on Multisensory Structured Language (MSL) teaching (available from: <http://eida.org/multisensory-structured-language-teaching/> or Effective Reading Instruction (available from: <http://eida.org/effective-reading-instruction/>). One of the trainees identifies the principles of MSL approach, the other classifies the aspects of language which should be taught following these principles. Trainees summarize and write down the ideas they have gained from the reading in the relevant charts (chart A or chart B – Unit 5 Appendix 3). Then they tell their partners what they have learned from the texts they have read.

*Optional step:*

## STEP 2

Trainees watch the PowerPoint presentation on morphological awareness training following the principles of MSL teaching (Unit 5 Appendix 4). They complete micro tasks included in the presentation and reflect on how they could use similar activities in their context.

*Optional step:*

## STEP 3

Trainees watch the video: *Dyslexic learners in the EFL classroom: Part 3. Role of information technology* (available from  [https://www.youtube.com/watch?v=8QamfQI9B\\_U](https://www.youtube.com/watch?v=8QamfQI9B_U)) in which

Margaret Crombie talks about multisensory learning and the use of information technology (IT). They take notes on how IT can be used as part of a structured multisensory learning program.

Trainees think about specific websites, software, tools, and applications that they would recommend for foreign language learners with dyslexia. They share their ideas in groups.

#### STEP 4

Trainees work individually and select a 45-minute lesson plan they designed to teach one of their classes. They try to adjust the teaching techniques and materials so that they follow the principles of Multisensory Structured Language (MSL) teaching.

Trainees work in groups of 3 with other trainees who share their teaching context. They present their original lesson plans with all the adjustments marked to their partners, read the adjusted lesson plans prepared by other trainees from their group, and, finally, compare and comment on their own and their colleagues' suggestions.

#### Notes:

Step 2. The first part of the PowerPoint presentation constitutes a theoretical introduction; the second part includes micro tasks/questions accompanied by answers. Make sure you give trainees enough time for completing each micro task on their own before you provide the answers.

Step 4. Trainees can prepare the plans with appropriate adjustments at home and then discuss and comment on them in class.

#### Model answers:

Step 1.

*Which aspects of language should be taught with the use of MSL instruction?*

- Phonology and Phonological Awareness: Phonology is the study of sounds and how they work within their environment. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds in the language. Phonological awareness is the understanding of the internal linguistic structure of words. An important aspect of phonological awareness is phonemic awareness or the ability to segment words into their component sounds.
- Sound-Symbol Association: This is the knowledge of the various sounds in the English language and their correspondence to the letters and combinations of letters which represent those sounds. Sound-symbol association must be taught (and mastered) in two directions: visual to auditory and auditory to visual. Additionally, students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds.
- Syllable Instruction: A syllable is a unit of oral or written language with one vowel sound. Instruction must include teaching of the six basic syllable types in the English language: closed, vowel-consonant-e, open, consonant-le, r-controlled, and diphthong. Syllable division rules must be directly taught in relation to word structure.

- Morphology: Morphology is the study of how morphemes are combined to form words. A morpheme is the smallest unit of meaning in the language. The curriculum must include the study of base words, roots, prefixes, and suffixes.
- Syntax: Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language.
- Semantics: Semantics is that aspect of language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.

#### *What are the principles of MSL instruction?*

- Simultaneous, Multisensory (VAKT): Teaching is done using all learning pathways in the brain (visual/auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning.
- Systematic and Cumulative: Multisensory language instruction requires that the organization of material follow the logical order of the language. The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Concepts taught must be systematically reviewed to strengthen memory.
- Direct Instruction: The inferential learning of any concept cannot be taken for granted. Multisensory language instruction requires the direct teaching of all concepts with continuous student-teacher interaction.
- Diagnostic Teaching: The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and continuous assessment of the individual's needs. The content presented must be mastered to the degree of automaticity.
- Synthetic and Analytic Instruction: Multisensory, structured language programs include both synthetic and analytic instruction. Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole. Analytic instruction presents the whole and teaches how this can be broken down into its component parts.
- Comprehensive and Inclusive: All levels of language are addressed, often in parallel, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), sentences (syntax), longer passages (discourse), and the social uses of language (pragmatics).

Adapted from:

International Dyslexia Association's fact sheet on Effective Reading Instruction (available from:

<http://eida.org/effective-reading-instruction/> )

and International Dyslexia Association's fact sheet on Multisensory Structured Language (MSL) teaching

(available from: <http://eida.org/multisensory-structured-language-teaching/>)

## STEP 2

Answers to micro tasks/questions may be found in the PowerPoint presentation.

Task 5

Accommodating learners with dyslexia – case studies

*Duration of the task:*

25-30 minutes

*Preparation:*

- handouts with a chart for each trainee for Step 1 (Unit 5 Appendix 5).

*Classroom management:*

Step 1 can be set for homework. In Step 2 trainees work in groups of 3 or 4.

*Task description:*

STEP 1

Trainees work individually. Each trainee is given a chart to fill in (Unit 5 Appendix 5). They think about a specific learner with dyslexia they have taught or observed and note down their observations in the chart. If possible, trainees interview the learner on the things that s/he finds troublesome during their lessons (they refer to classroom environment, classroom management, interaction, mode of presentation, materials, testing and assignments, etc.) and on the adjustments s/he would find helpful. In the left hand column of the chart they make a list of the difficulties the learner experiences during foreign language learning. They take into account all aspects and areas which require adjustments so that the learner can be accommodated, then fill in the right hand column with the corresponding adjustments they could introduce with regard to classroom management and the teaching techniques that would make a difference to this learner.

STEP 2

Trainees work in groups of 3 or 4 with other trainees who share the same teaching context (e.g. primary school); they discuss their case studies and provide feedback on suggestions for accommodations.

List of resources

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

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

[http://www.cdss.ca/images/pdf/general\\_information/integration\\_vs\\_inclusion.pdf](http://www.cdss.ca/images/pdf/general_information/integration_vs_inclusion.pdf)

*Inclusive education: Knowing what we mean*. 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](http://www.dystefl.eu/uploads/media/DysTEFL-Needs_analysis_report_01.pdf)

Video: Smith, A. M. (2014). *Dyslexic learners in the EFL classroom: Part 2. Accommodating dyslexic learners*. Pearson. Available from: <https://www.youtube.com/watch?v=icZlWT3bwgo>

*Accommodations for students with LD*. Available from:  
[http://www.ldonline.org/article/Accommodations\\_for\\_Students\\_with\\_LD](http://www.ldonline.org/article/Accommodations_for_Students_with_LD)

*Accommodating students with dyslexia in all classroom settings* (based on International Dyslexia Association's fact sheet on accommodating students with dyslexia in all classroom settings: <http://www.interdys.org/ewebeditpro5/upload/AccommodatingStudentsWithDyslexiaInAllClassroomSettings10-02.pdf>). Available from: <http://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings>

International Dyslexia Association's fact sheet on at-risk students and the study of foreign language at school. Available from:  
<http://eida.org/at-risk-students-and-the-study-of-foreign-language-in-school/> or from  
<https://app.box.com/s/1bg6yjdpuw20xirpllenxfqi0zxst4h1o>

Video: A teacher sharing a true story. 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=hMo5suNUoKw&feature=related>

International Dyslexia Association's fact sheet on Effective Reading Instruction. Available from:  
<http://eida.org/effective-reading-instruction/>

International Dyslexia Association's fact sheet on Multisensory Structured Language (MSL) teaching. Available from:  
<http://eida.org/multisensory-structured-language-teaching/>

Video: Crombie, M. (2014). *Dyslexic learners in the EFL classroom: Part 3. Role of information technology*. Pearson. Available from [https://www.youtube.com/watch?v=8QamfQJ9B\\_U](https://www.youtube.com/watch?v=8QamfQJ9B_U)

### *Recommended extra resources:*

Bogdanowicz, M., & Sayles, H. A. (2004). *Rights of dyslexic children in Europe*. Gdańsk: 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 differences*. 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).

Metallinou, A., & Smith, A. M. (2015). *English Sounds Fun*. Available from <http://www.englishsoundsfun.com/book-1-ready/> (The English Sounds Fun Method has been specifically designed for students with Specific Learning Differences such as dyslexia who are learning English as a foreign language).

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 accommodation 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).

What Is Differentiated Instruction? Available from: <http://www.readingrockets.org/article/what-differentiated-instruction>

Reading Rockets webcast on Differentiated Reading Instruction in which Carol Ann Tomlinson, G. Michael Pressley, and Louise Spear-Swerling discuss teaching strategies for differentiating reading instruction. Available from: <http://www.readingrockets.org/webcasts/1001>

## UNIT 6

## Techniques for developing phonological and orthographic awareness

## Notes for the trainer

*Introduction:*

In this unit trainees will gain understanding of the importance of phonological awareness and knowledge on sound-letter relationships (orthographic awareness) for successful reading and spelling. They will also learn how to develop phonological and phonemic awareness and how to teach sound-letter relationship to students with dyslexia in English as a foreign language.

*Tasks the trainees will do:*

- watch a video on the differences between phonological awareness, phonemic awareness and phonics
- read a text about phonological awareness training
- watch a video on how to develop the phonological and orthographic awareness
- complete a set of activities designed to practise spelling the /tʃ/sound with the letters 'ch' and 'tch'
- design a set of activities for teaching sound-letter relationships following the principles of the multisensory approach
- sum up and reflect on what they have learned

*Learning outcomes:*

- trainees will be able to explain the differences between phonological awareness, phonemic awareness and phonics as well as the sequence of phonological awareness training steps
- trainees will be able to identify the principles and techniques for developing phonological and orthographic awareness
- trainees will be able to adapt and design activities for developing phonological and orthographic awareness



## Task 1

## Awareness raising task – lecture

*Duration of the task:*

20 minutes

*Preparation:*

- for Step 1: photocopy and cut out cards with concepts and their definitions (Unit 6 Appendix 1) for each group of 3 or 4 students,
- For Step 2: photocopy the bingo boards (versions A, B and C); photocopy and cut out little white cards for each student (Unit 6 Appendix 2).

*Classroom management:*

In this task trainees work in groups of 3 or 4 in Step 1 and Step 3, and individually in Step 2. In Step 1, trainees rearrange cards to match concepts to their definitions (Unit 6 Appendix 1). In Step 2, trainees watch a video with a mini-lecture and play bingo (Unit 6 Appendix 2). Before watching, distribute bingo boards divided into nine sections corresponding to the main points of the lecture to all students. There are three versions of the bingo board. Trainees sitting next to each other should have different versions. They listen to the lecture and cover the sections of the bingo board corresponding to a given point of the lecture with little white cards. The first person to cover six squares in two rows says 'Bingo!' and wins the game. Trainees continue covering the squares until the end of the presentation at which point all the squares should be covered.

*Task description:*

## STEP 1

Trainees work in groups of 3 or 4. They discuss how they understand the following concepts: *phonological awareness, phonemic awareness, alphabetic principle, phonics*. They match the concepts to their definitions.

## STEP 2

Trainees work individually; they watch a video (available from <http://www.youtube.com/watch?v=MclIdIFlpC8>) on the differences between *phonological awareness, phonemic awareness* and *phonics*.

While listening to the presentation, trainees are supposed to 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. Trainees continue covering relevant squares until the end of the presentation. Bingo adds an element of competitiveness and fun to a task thus enhancing students' motivation.

### STEP 3

Trainees check their answers from Step 1 against the video. Trainees reflect on what they have learned from the presentation and suggest what else they would like to know about the concepts they discussed.

#### Notes:

Step 1.

##### *Deep and shallow orthographic systems*

Alphabetic orthographic systems can be classified according to the consistency of the letter-to-sound relations, defined as orthographic depth. Deep orthographies demonstrate considerably unpredictable and unequivocal sound-letter relationships and complexities such as, for instance, multi-letter graphemes or frequent irregularities. Shallow orthographies have simple letter-sound relations. In some languages, a given letter or letter cluster is always pronounced the same way, whereas in other languages it can have several distinct pronunciations; a phoneme can be represented with multiple spelling choices or is nearly always spelled the same way.

#### Model answers:

Step 1. Definitions of concepts

*Phonological awareness* – is the broader awareness of sound and is auditory. Phonological awareness is the ability to perform explicit judgments with regard to the structure of spoken words and it refers to all kinds of operations on speech sounds, engaging memory, analysis and synthesis of phonological elements. It is basically defined as an ability to identify, distinguish between, detect and manipulate the sound structure of words with regard to different sizes of phonological units, including whole words, syllables, onsets, rimes and phonemes. It is knowledge that spoken words are made of tiny segments – sounds; it is an ability to break apart and put together these sounds. This facility, in turn, forms a prerequisite for later successful mapping of the sounds on the appropriate symbols – letters.

*Phonemic awareness* – is a type of phonological awareness. While the latter deals with various sizes of phonological elements (words, syllables, onset, rimes, phonemes), the former is reduced in scope and related to identification and manipulation of individual phonemes. It is the awareness of individual phonemes in a word and the ability to segment, blend, isolate, and manipulate those smallest units of sound. It is auditory.

*Alphabetic principle* – is the idea that written words symbolise spoken words in the following way: single sounds are represented by single letters or groups of letters.

*Phonics* – is a method of reading instruction, aimed at familiarising children with relationships between sounds and corresponding printed letters or clusters of letters (the relationship between phonemes and graphemes). It is learning the rules and patterns of the letter-sound relationship.

### Optional task:

#### Task 2

#### Reading and discussing stages and activities in phonological training

### Duration of the task:

20-30 minutes

### Preparation:

- for Step 1: photocopy and cut out slips of paper with the names of the main stages and types of activities in phonological awareness training; prepare four sets (each set contains activities suitable for a given stage in phonological awareness training) for each pair of trainees (Unit 6 Appendix 3).

### Classroom management:

In Step 1 divide the class into pairs and distribute sets of slips of paper with the names of the main stages and types of activities in phonological awareness training. In Step 2 pairs of trainees join to form groups of 4. In Step 3 trainees continue to work in the same groups.

### Task description:

#### STEP 1

Trainees work in pairs. They sort slips of paper with the names of types of activities used during the phonological awareness training so that they form the right sequence. Trainees move from recognition to production, from simple to complex tasks.

#### STEP 2

Trainees compare their answers with another pair of trainees and check them against the information in the text on tips for teaching phonological awareness (available from: [http://www.reading-tutors.com/tips/TH\\_Tips\\_PhonAware.pdf](http://www.reading-tutors.com/tips/TH_Tips_PhonAware.pdf)).

### Optional step:

#### STEP 3

In groups, students discuss how they could adapt and implement the activities they have read about in Step 2 in their teaching contexts.

### Notes:

#### Step 1.

The inner hierarchical structure of a *syllable* is as follows – (C)\*V(C)\*. C stands for a consonant, V stands for a vowel, \* shows a possible repetitiveness, and, finally, () indicates a facultative element. A vowel constitutes a peak of a syllable, which can be preceded by a single consonant, consonant blend (e.g. 'fr', 'gl') or digraph (e.g. 'sh', 'ch'), called an *onset*. A vowel can also be followed by a consonant or a consonant blend, named *coda*. A combination of a vowel and a final consonant, consonant blend or digraph forms a

*rime*, which constitutes a common part of rhyming words (e.g. ‘cat’, ‘hat’, ‘rat’ or ‘brand’, ‘grand’, ‘stand’). Thus, *onsets* and *rimes* form bigger intra-syllabic chunks of a *syllable* (or a one-syllable word). Each can be further divided into individual *phonemes*. *Phoneme* – is the smallest functional unit of a given language, the smallest unit of sound indicating a difference in meaning.

In the course of development of phonological awareness, young children progress from larger to smaller sound units. The ability to identify and manipulate particular phonological units in words naturally refers to bigger chunks, which are more salient and more directly perceivable, and then to individual phonemes – the awareness of syllables, onsets and rimes develops before the awareness of phonemes. Children first find out that sentences are composed of separate words; these words, in turn, can be divided into syllables, onsets and rimes (intra-syllabic elements) and, finally, they are made up of sequences of sounds. Children also learn that all these elements can be separated, blended together and otherwise manipulated. Tasks aimed at production pose more constraint than recognition exercises. Blending activities tend to be less challenging than analysis tasks. Visual (e.g. tokens, boxes, markers, pictures, gestures) or auditory (e.g. clapping, tapping) cues used to represent a given phonological chunk (word, syllable, onset, rime or phoneme) can considerably back up children’s efforts towards completing a given task, because they make oral activities more concrete.

### Model answers:

#### Step 1.

There are 4 stages (A, B, C, D) and 17 types of activities. Names of the stages are printed in capital letters.

- A. RHYME
  1. Recognizing rhyme
  2. Differentiating rhyme
  3. Producing rhyme
- B. ISOLATING AND CATEGORIZING SOUNDS
  4. Recognizing sounds
  5. Differentiating sounds
  6. Producing sounds
- C. BLENDING AND SEGMENTING SYLLABLES AND SOUNDS
  7. Blending syllables
  8. Blending onset and rime
  9. Blending phonemes
  10. Segmenting words in a sentence
  11. Segmenting syllables
  12. Segmenting onset and rime
  13. Segmenting phonemes
- D. MANIPULATING PHONEMES (SOUNDS)
  14. Manipulating initial sounds
  15. Manipulating final sounds

- 16. Manipulating medial sounds
- 17. Adding, deleting, substituting sounds

### Task 3

### Developing phonological and orthographic awareness - video

#### *Duration of the task:*

20-25 minutes

#### *Preparation:*

- equipment for playing the video,
- Internet connection.

#### *Classroom management:*

Trainees watch the video and take notes to answer a set of questions in Step 1 and then they work in groups of 3 or 4 in Step 2 to discuss their answers

#### *Task description:*

##### STEP 1

Trainees watch the video in which Joanna Nijakowska talks about techniques for developing phonological and orthographic awareness in students with dyslexia (available from:

📺 <https://www.youtube.com/watch?v=ofDMOmuG4GQ>) and take notes to answer the following questions:

- 1) How can multisensory structured teaching help students with dyslexia in learning how to read and spell?
- 2) What kind of phonological units do students need to work with when they read?
- 3) What is tricky about learning to read in English? Why is English difficult for learners with dyslexia?
- 4) How can knowledge of syllable structure help students learn how to spell?
- 5) Which activities and techniques are helpful in developing phonological and orthographic awareness?

##### STEP 2

Trainees work in groups of 3 or 4, they compare and discuss their answers.

*Optional step:*

**STEP 3**

Trainees watch a video in which Louisa Moats and Virginia Campbell practice a phonemic awareness activity focusing on substituting sounds and their corresponding letters within words (available from <https://www.youtube.com/watch?v=6Q0LVVfTaxw>).

*Model answers:*

Step 1.

*1) How can multisensory teaching help students with dyslexia in learning how to read and spell?*

- Multisensory teaching brings together at the same time the following: what a letter or a word looks like, how it sounds, how the speech organs are used to pronounce it, and what hand moves are needed to write it.
- Students can memorize words better by forming them from wooden, sponge or plastic letters. Tracing words on different surfaces such as sandpaper or wood and making models from clay is also effective. Mnemonics, movement and drawing help to remember the words as well. Finger tapping or clapping can aid learners to count the number of syllables or sounds in words. Cards and tokens are used in both sound awareness and spelling activities to represent sound units or spelling choices and to help learners manipulate them. These cards are also colour-coded to highlight difficult sounds or spelling choices.
- Students with dyslexia benefit from the multisensory activities that raise their phonological awareness, for example differentiating between sounds, dividing words into syllables and sounds, adding or removing sounds to form new words. Multisensory approach also directly and clearly teaches how these sounds correspond to letters.
- Learners with dyslexia need clear explanation and direct presentation of the rules as well as ample repetition and practice opportunities so that manipulating word sound structure and spelling can become automatic.

*2) What kind of phonological units do students need to work with when they read?*

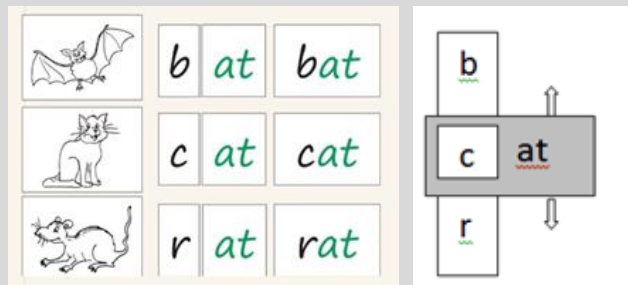
Students need to be able to identify phonological units of different sizes such as words, syllables, onsets, rimes, and, finally, individual sounds. Then they learn how to break apart and put these units together. In other words, students need to be able to isolate, segment, blend, add, delete, and substitute bigger and smaller units of sound to form words. This facility, in turn, aids later successful mapping of the sounds on the appropriate letters or letter combinations. Using visual and auditory cues such as tokens, boxes, markers, counters, pictures, gestures, clapping, and tapping to represent words, syllables, onsets, rimes or individual sounds makes the word sound structure easier to understand. These multi-sensory techniques make oral activities more concrete so to say, which, in turn, facilitates sound perception.

*3) What is tricky about learning to read in English? Why is English difficult for learners with dyslexia?*

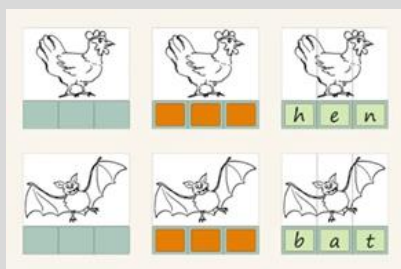
- a single sound has the capacity to be graphically represented by more than one letter (e.g. **flight**)
- a single sound may be represented by different letters or letter combinations in different words (e.g. **flight**, **cry**, **life**)
- a given letter or a combination of letters may represent more than one sound (e.g. **bread**, **mean**)
- there are numerous exceptions and irregular words that need to be rote-learned

*4) How can knowledge of syllable structure help students learn how to spell?*

In English there are several productive spelling patterns and a number of spelling rules which can be helpful in learning how to spell correctly. For example, the position of a sound in a word - initial or final, and the surrounding sounds have an effect on the spelling of this sound. Syllable analysis into onsets and rimes also supports spelling. Rimes prove to play a crucial role here. Presenting words in sets classified according to the rimes they share is very useful.

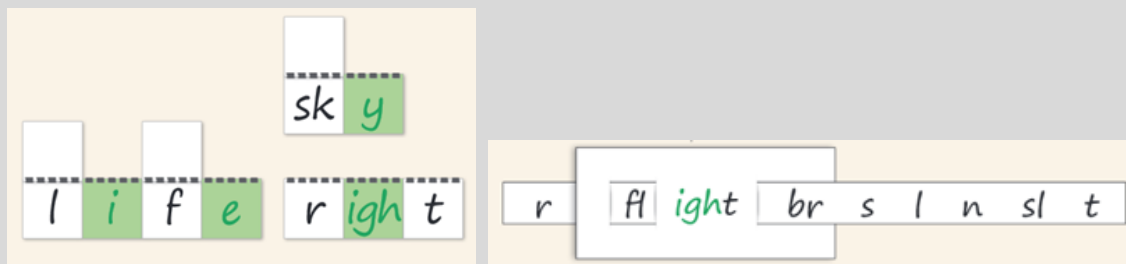


- 5) Which activities and techniques are helpful in developing phonological and orthographic awareness?
- For segmenting and blending tasks students can use cards and tokens to represent the actions of breaking apart and putting together. They listen to the teacher saying a sentence or a word and place a token from the left to the right for each word or syllable heard, or they listen to constituent parts and put them together to form a word.



- To make the boundaries between words, syllables or sounds clear, teachers can use a teaching aid made of tokens fastened to the elastic band; they simply need to stretch the band.
- When segmenting and blending onsets and rimes we use sets of words that share a rime. Colour-coding is used to help students distinguish between onsets and rimes. It also helps to understand that changing only the beginning sound, which is represented by a given letter or a combination of letters, results in forming a new word. Students manipulate tokens and word slides to form words, they also read and spell these words.
- The next stage is identifying the position of sounds in words, followed by manipulation tasks in which students leave off, add or substitute the beginning, final or medial sound in a given word to form a new word.
- Combining multisensory techniques and the explicit teaching of spelling rules can be of great help for students with dyslexia, especially with regard to sounds that have several possible spelling choices.
- Colour-coding, flash cards, games, word slides and flip cards are used for drilling the spelling. Drills involve also reading the words aloud and writing them down in special charts.
- Word slides have a set part containing the letters which represent a given rime or individual sound shared by all the words being practised. Word slides also contain one or more movable parts with different letters. When students manipulate these movable parts, they form new words. Flip cards

comprise several piles of cards joined at the top with a spring so that they can be flipped over to show combinations of letters which are used to form words.



- Cards for reading and tracing drill, spelling choice stickers, dominoes, bingo, graphic models of words and odd-one-out tasks can be used for consolidating spelling.

Based on: Nijakowska, J. (2014). *Dyslexic learners in the EFL classroom: Part 4. Teaching methods and techniques: Developing phonological and orthographic awareness in dyslexic EFL learners*. Pearson.  
Available from: <https://www.youtube.com/watch?v=ofDMOmUG4GQ>

#### Task 4

#### Sound-letter relationship (orthographic awareness) training

##### *Duration of the task:*

30 minutes

##### *Preparation:*

- for Step 2: photocopy a set of materials designed to practise the spelling of the /tʃ/ sound with the letters 'ch' and 'tch' for each student (Unit 6 Appendix 5 – instructions to the activities; Unit 6 Appendix 6 – worksheets).

##### *Classroom management:*

In Step 1 trainees work as a whole class, they watch a PowerPoint presentation (Unit 6 Appendix 4) and infer the spelling rules. First, they analyse the slide with the first list of words. Ask the trainees whether they can see any common parts in them. When they look at the next slide, they will see these parts highlighted.

Trainees try to think of the spelling rule before they 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'.

In Step 2 distribute sets of materials (Unit 6 Appendix 6) designed to practise the spelling of the /tʃ/ sound with the letters 'ch' and 'tch' to all trainees and conduct the exercises with the class following the instructions (Unit 6 Appendix 5). Divide trainees into groups of 3 or 4 so that they can discuss how they could adapt and implement these activities and teaching aids to better suit their teaching context.



*Task description:**Optional step:***STEP 1**

Trainees watch a PowerPoint presentation and try to infer the rules regarding the spelling of the /tʃ/ sound with the letters 'ch' and 'tch'. First, they analyse the slide with the first list of words. Ask the trainees whether they can see any common parts in them. When they look at the next slide, they will see these parts highlighted. Trainees try to think of the spelling rule before they see it in the next slide. They repeat the procedure with three lists of words in which the /tʃ/ sound is spelled with the letters 'ch' and 'tch'.

**STEP 2**

Trainees work in groups of 3 or 4. They 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.

*Optional step:***STEP 3**

Trainees are given the International Dyslexia Association fact sheet on spelling (available from <http://eida.org/spelling/> or from <https://app.box.com/s/phcrmtjl4uncu6c6y4qmqzml8r41yc06r>) for reading.

**Task 5****Designing teaching materials and aids***Duration of the task:*

Step 1 (homework) – 90min;

Step 2 class work – 20-30 minutes

*Classroom management:*

In Step 1, trainees work individually. In Step 2 divide trainees into small groups (2-4 people) so that all members of a given group share the teaching context (e.g. all work/intend to work with primary school children). They discuss the activities they prepared in groups first and then present the outcomes to the class. Run a class discussion.

*Task description:***STEP 1**

Following the principles of multisensory structured approach, trainees design a set of activities (with movable teaching aids if applicable) for developing the awareness of sound-letter relationships (see Task 4 Step 2 for sample activities). The trainees choose the spelling

issue which is most relevant for their teaching context, e.g. short and long vowels; spelling particular sound with different spelling choices – like the /k/ sound with the letters ‘c’, ‘k’, ‘-ck’, ‘-ic’ etc. or /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, a spelling rule should be provided first.

## STEP 2

Trainees share and discuss their work with other trainees. They read and comment on the materials designed by other trainees.

### Optional step:

## STEP 3

Trainees ask students with dyslexia to complete the activities they designed and get feedback from them.

### Notes:

Step 1 can be set for homework; trainees bring the sets of activities they designed at home to share with other trainees in the class.

## List of resources

Video on the definitions and distinctions between phonological awareness, phonemic awareness, and phonics. Available from: <http://www.youtube.com/watch?v=McJldIFlpC8>

Tips for teaching phonological awareness. Available from: [http://www.reading-tutors.com/tips/TH\\_Tips\\_PhonAware.pdf](http://www.reading-tutors.com/tips/TH_Tips_PhonAware.pdf)

Video: Nijakowska, J. (2014). *Dyslexic learners in the EFL classroom: Part 4. Teaching methods and techniques: Developing phonological and orthographic awareness in dyslexic EFL learners*. Pearson. Available from: <https://www.youtube.com/watch?v=ofDMOmUG4GQ>

Video: Louisa Moats and Virginia Campbell practice a phonemic awareness activity focusing on substituting sounds and their corresponding letters within words. Available from: <https://www.youtube.com/watch?v=6Q0LVVfTaxw>

International Dyslexia Association fact sheet on spelling. Available from: <http://eida.org/spelling/> or from <https://app.box.com/s/phcrmtjl4uncu6c6y4qmqzml8r41yc06r>

### Recommended extra resources:

For Task 2, 4, 5

Chard, D. J., & Dickson, S. V. (1999). Phonological awareness: Instructional and assessment guidelines.

Available from <http://www.idonline.org/article/6254/> or from <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., & Treiman, R. (2003). Is English spelling chaotic? Misconceptions concerning its regularity. *Reading Psychology* 24, 267–289.

Phillips, B. M., Clancy-Menchetti, J., & 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 2

Sample activities for developing phonological awareness: rhyming (available from [http://www.readingrockets.org/strategies/rhyming\\_games](http://www.readingrockets.org/strategies/rhyming_games)); onset/rime (available from [http://www.readingrockets.org/strategies/onset\\_rime](http://www.readingrockets.org/strategies/onset_rime)); blending and segmenting (available from [http://www.readingrockets.org/strategies/blending\\_games](http://www.readingrockets.org/strategies/blending_games)).

For task 1, 2, 3

Phonemic awareness recipes. Available from The Balanced Literacy Diet:

[http://www.oise.utoronto.ca/balancedliteracydiet/Phonemic\\_Awareness.html](http://www.oise.utoronto.ca/balancedliteracydiet/Phonemic_Awareness.html)

Letter-sounds and phonics recipes. Available from The Balanced Literacy Diet:

[http://www.oise.utoronto.ca/balancedliteracydiet/Letter-Sounds\\_Phonics.html](http://www.oise.utoronto.ca/balancedliteracydiet/Letter-Sounds_Phonics.html)

For Task 4

IDA Fact Sheet on spelling. Available from: <http://eida.org/spelling/> or from <https://app.box.com/s/phcrmtjl4uncu6c6y4qzmzml8r41yc06r>

For Task 5

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

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

A useful list of spelling rules with examples. Available from: [http://www.dyslexia.org/spelling\\_rules.shtml](http://www.dyslexia.org/spelling_rules.shtml)

Trainees may find these publications helpful while preparing sample exercises as they offer a comprehensible guidance through English spelling patterns and rules.

Spelling and word study recipes. Available from The Balanced Literacy Diet:

[http://www.oise.utoronto.ca/balancedliteracydiet/Spelling\\_Word\\_Study.html](http://www.oise.utoronto.ca/balancedliteracydiet/Spelling_Word_Study.html)

First Year Teacher Self-Study Course developed by Reading Rockets (available from [http://www.readingrockets.org/teachers/firstyear/fyt\\_program/modules/phonemic-awareness#fyth1](http://www.readingrockets.org/teachers/firstyear/fyt_program/modules/phonemic-awareness#fyth1)) is a self-paced professional development course for novice K-3 teachers. The program provides teachers with an in-depth knowledge of reading so they are prepared to guide their students into becoming skilled and enthusiastic readers. It includes units on phonemic awareness, phonics and spelling.

## UNIT 7

## Techniques for teaching vocabulary and grammar

## Notes for the trainer

*Introduction:*

In this unit the trainees will gain an understanding of the difficulties students with dyslexia face while learning vocabulary and grammar. They will also become familiar with useful techniques and methods recommended for teaching vocabulary and grammar to learners with dyslexia. It may be useful to point out to participants that some of the difficulties and mistakes outlined in this unit may occur with any language learner, but are especially persistent in the case of students with dyslexia. The same is true for the methods and techniques; they may be useful to all learners, but are especially beneficial for students with dyslexia.

*Tasks the trainees will do:*

- read interview excerpts about the difficulties language learners with dyslexia face in learning grammar and vocabulary
- prepare a list about the difficulties students with dyslexia may encounter in acquiring vocabulary and grammar
- prepare a mindmap of techniques recommended for teaching vocabulary to students with dyslexia
- prepare a mindmap of techniques recommended for teaching grammar to students with dyslexia
- try out these techniques to overcome specific problems students with dyslexia may face in learning vocabulary and grammar
- think about what challenges a regular unit of a course book presents for language learners with dyslexia in terms of vocabulary and grammar
- think about what changes they will have to make to help students with dyslexia to face these challenges
- write some teaching tips and advice for other teachers about how to present and practise the vocabulary and the grammar of a given course book unit in a dyslexia friendly way

*Learning outcomes:*

- trainees will become aware of the difficulties students with dyslexia encounter when learning vocabulary and grammar
- trainees will be able to identify the causes of difficulties students with dyslexia face when learning vocabulary and grammar

- trainees will be familiarised with methods and techniques for teaching vocabulary and grammar to students with dyslexia
- trainees will be able to adapt, alter, design and create activities and materials on vocabulary and grammar appropriate for students with dyslexia

### Task 1

## Vocabulary learning and grammar – interviews with students with dyslexia

### *Duration of the task:*

30 minutes

### *Preparation:*

- photocopy the interview excerpts – one copy for each pair (Unit 7 Appendix 1)

### *Classroom management:*

Trainees work in pairs in Step 1 and they work in groups of 3 or 4 in Step 2 and Step 3.

### *Task description:*

#### STEP 1

Trainees work in pairs, they read the interview excerpts (Unit 7 Appendix 1) and make a list of the difficulties language learners with dyslexia might face in these areas. Encourage them to add other items to the list based on previous readings in the course and teaching experience.

1:

“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”

(Barbara, 17)

2:

“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.”

(Gordon, 13)

3:

“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.”

(Ingrid, 16)

4:

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

(Barbara, 17)

5:

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

(Joe, 14)

6:

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

(Joe, 14)

7:

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

(Carla, 17)

8:

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

(Gabe, 17)

*Optional step:***STEP 2**

Trainees discuss the list they prepared and try to come up with the causes of the difficulties in groups of four.

**STEP 3**

Discuss the lists and the causes with the trainees. The following points can also be involved in the discussion:

- the causes of the difficulties – see Notes
- trainees' own experiences about the difficulties their students with dyslexia face in learning vocabulary and grammar (for example practising teachers may give specific examples of confusion of similar words, memorization of misread word forms, problems with word order etc.)

## Notes:

### Step 1.

#### ➤ Learning grammar

- “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”. (Barbara, 17)
- “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”. (Ingrid, 16)
- “I’m good at grammar, I understand it in a second.” (Joe, 14)
- “Everything related to grammar is difficult for me: tenses, rules, where to put which word. I have problems with understanding and memorizing grammar.” (Gabe, 17)

#### ➤ Learning vocabulary

- “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”. (Gordon, 13)
- “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”. (Barbara, 17)
- “I have never been successful in studying words, and I could never memorize them in an effective way”. (Joe, 14)
- “As the pronunciation is very different from spelling, you have to memorize both of them and it is very difficult”. (Carla, 17)

### List of difficulties:

#### ➤ Grammar

- problems with understanding concepts of grammar (It should be noted that some of the interviewees were of the opinion that they are very good at understanding concepts of grammar, so there can be significant differences between students with dyslexia in this respect)
- difficulties related to word order
- problems with memorizing rules of grammar
- problems with the type and format of grammar exercises

#### ➤ Vocabulary

- memorisation of misspelled word forms
- problems related to the deep orthography of the English language
- confusing similar words



- lack of efficient strategies for memorizing words

### Step 2.

#### Causes of difficulties:

- Grammar
  - problems with understanding concepts of grammar
  - problems with serial processing
  - problems with implicit learning
- Vocabulary learning
  - reduced phonological awareness
  - poorer capacity of the phonological short term memory
  - problems with implicit learning

(For a detailed discussion of difficulties caused by dyslexia in foreign language learning and ways of accommodating learning differences see Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. Clevedon: Multilingual Matters.)

### Task 2

### Recommended methods for teaching vocabulary and grammar to students with dyslexia

#### Duration of the task:

45-60 minutes

#### Preparation:

- For Step 2, you will need Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. Clevedon: Multilingual Matters.p. 132-135. – This can be substituted with a PowerPoint presentation in which Anne Margaret Smith summarizes the most important aspects of teaching vocabulary and grammar to students with dyslexia. See Unit 7 Appendix 2.
- For Step 3, provide trainees with tools necessary for making mindmaps. While A4 sheets are also sufficient, you can provide A3 or even larger sheets for trainees to work with. You will also need markers and pens in several colours, as well as some blu-tack.

#### Classroom management:

Trainees work in pairs in Step 1, they work in pairs or in groups of 4 in Step 2, 3, 4, 5 and 6.

*Task description:*

*Optional step:*

**STEP 1**

Trainees work in pairs, they discuss with their partners what kind of recommendations they expect to read about regarding teaching vocabulary and grammar to students with dyslexia. They make a list of their expectations.

**STEP 2**

Trainees work in groups of four and decide which topic they would like to focus on: grammar or vocabulary. Make sure the two topics are distributed evenly in the groups. Trainees read chapter 7 (Techniques for language teaching) and in particular the sections on *Teaching vocabulary* or *Teaching grammar* from Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. pp. 132-135.

OR

They listen to and watch the PowerPoint presentation in which Anne Margaret Smith summarizes the most important aspects of teaching vocabulary and grammar to students with dyslexia (see Unit 7 Appendix 2).

**STEP 3**

As mindmaps seem to play a very important role in facilitating language learning for students with dyslexia, it is essential that trainees should be familiar with this technique. The rules of mindmapping should be revised. One way of revising these rules is watching one of the following videos:

- <http://www.youtube.com/watch?v=76Roy4E4ZbE>
- <http://www.youtube.com/watch?v=wLWVOXN7K1g&feature=related>

You should monitor the mindmapping process and provide help if it is needed.

Trainees work in groups of four (or pairs if the group is smaller) and prepare a mindmap either about teaching vocabulary or teaching grammar. Provide trainees with the necessary tools and materials for making the mindmap (see *Preparation*).

**STEP 4**

Trainees work in groups of four combining one group who prepared a mindmap about grammar and one that made a mindmap about vocabulary in the previous step. They present their mindmaps to each other and discuss their ideas regarding the content of the mindmaps.

*Optional step:*

**STEP 5**

Display trainees' mindmaps on the board or around the room. Give trainees time to walk around and look at other groups' mindmaps.

*Optional step:***STEP 6**

Trainees reflect on the techniques recommended and on the method of mindmapping and write down their reflections.

*Notes:*

See Unit 7 Appendix 3 for two samples of model mindmaps about teaching vocabulary. See Unit 7 Appendix 4 for two samples of model mindmaps about teaching grammar.

To save time on this activity, it is also possible to give the provided model mindmaps to the trainees. They discuss and make guesses about teaching techniques based on the mindmaps in pairs, and then read the book excerpt or watch the PowerPoint. Finally, they discuss the methods as a group. While this version takes considerably less time, it is not as effective and hands-on as it would have been if trainees had prepared their own mindmaps.

Mindmaps can be prepared in the traditional way (using pencil and paper) or by using a presentation maker, a simple drawing program (usually provided with every operating system), or a mindmapping software, for example:

<http://www.text2mindmap.com/>

<https://bubbl.us/>

<http://www.thinkbuzan.com/hu/>

<http://www.mindmeister.com/>

[http://eduapps.org/?page\\_id=7](http://eduapps.org/?page_id=7)

Remind trainees that learning how to use mindmapping software with ease may be time consuming. Therefore, solving the task may take more time than anticipated.

**Task 3****Techniques for teaching vocabulary and grammar - specific solutions***Duration of the task:*

35 minutes

*Preparation:*

- slips of papers with problematic lexical items and grammar structures, see Unit 7 Appendix 5.

*Classroom management:*

Trainees work in groups of 4 throughout the task.

*Task description:*

**STEP 1**

Trainees work in groups. Each group gets a slip of paper describing a case study of a learner with dyslexia who experiences difficulties with learning a particular grammar structure or a lexical item (see Unit 7 Appendix 5).

A:

Your student with dyslexia 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 student with dyslexia 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 student with dyslexia 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.’

‘Are you study?’ instead of ‘Do you study?’

‘Where you live?’ instead of ‘Where do you live?’

‘He like apple.’ instead of ‘He likes apple.’

D:

Your student encounters difficulties with discriminating between particular sounds, e.g. /b/ and /d/, /p/ and /q/, etc.

Trainees try to explain why a student with dyslexia might face difficulties with the given structure/lexical item; they suggest different multisensory techniques to practice them and design at least 5 activities.

## STEP 2

Trainees present their ideas to other groups.

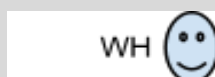
### Model answers:

#### Case study A:

Wh-questions can be problematic for learners with dyslexia because of their similarity. It is advisable not to teach more than one or two *wh*- questions together, and if a student confuses them often it is important to practise them separately.

Some ideas for practice:

- **Mindmaps:** We can prepare mindmaps with the *wh* question in the centre and some answers in the different branches. It is a good idea to personalize the answers (use words which are relevant for the students). In Unit 7 Appendix 6 you can find a mind map which focuses on 'what', more specifically 'what's your', with the help of this mind map the student can form seven relevant questions. If we have mindmaps prepared for the different *Wh*-questions, we can use them for a simple revision activity: the centre of the mind map is covered (the *Wh* question) and the student has to guess which *Wh* question is in the centre on the basis of the branches of the mind map.
- **Digital voice recorder.** You may use a digital voice recorder and record the *wh* questions followed by the equivalent word or structure in the students' first language.
- **Speech to text software.** You may use some speech to text software and convert sample sentences with *wh* questions into an audio file. For example, you can use a user-friendly, free service called Robobrain, available at [www.robobrain.org](http://www.robobrain.org). It converts digital texts to either braille or audio files, and it also emails you the file.
- **Songs.** You may look for a song containing specific *wh*-questions or use a karaoke program for practice.
- **Mnemonic devices.** Mnemonic devices can be useful. For example, for the question word 'who' - we may draw eyes and a mouth for the letter o, which reminds the student that the question word "who" refers to human beings:



A Hungarian example: a ghost says "hu" in Hungarian, and the word 'ghost' also answers the question 'who'. A mind map based on this idea can be seen in Unit 7, Appendix 7.

- **Crazy stories.** You may write "crazy" stories with relevant question words. A method recommended by Schneider and Crombie, (2003).
- **Memory game with word cards.** You may prepare word cards (with question words in English and in the mother tongue) and play memory games with them.
- **Wordcards in a digital format.** You may prepare word/flashcards using quizlet: <http://www.quizlet.com>

#### Case study B:

The student in question has problems distinguishing personal pronouns (*I, you, he, she, it, we, you, they*) and possessive pronouns (*my, your, his, her, its, our, your, their*). These two types of pronouns should be taught and practised separately before they are contrasted.

Some ideas for practice:

- **Explicit teaching.** It is essential that the students understand the distinction between the two types of pronouns. It is advisable to discuss the distinction in the student's mother tongue if it is possible. However, it should be noted that our main aim is not to teach the grammatical terminology such as possessive pronouns or personal pronouns to the students but to make sure they understand what is the difference in meaning between 'I' and 'my'. It should be emphasized that explaining this distinction is only advisable if you teach students over the age of 9.
- **Teaching and practising in context:** You can use short activities where students have to identify or use the pronouns in context. For example, by naming the objects on their desks (I am \_\_\_\_\_. This is my pencil. This is my book....etc.). Then move on to do the same with their peers' or teacher's desk.
- **Digital voice recorder.** You may use a digital voice recorder and record sample sentences.
- **Speech to text software.** You may use some speech to text software and convert sample sentences into audio file.
- **Songs.** You may look for songs containing relevant pronouns or a karaoke program for practice.
- **Memory game with word cards.** You may prepare word cards (with pronouns in English and in the mother tongue) and play memory games with them - in this case it is important to practice with the card set for personal and possessive pronouns separately before contrasting them. A sample for word cards is given in the Unit 7 Appendix 8. It should be noted that the two types of word cards are in different colours to facilitate distinction. Also there are clues for distinguishing the singular and plural forms of pronouns.
- **Word cards in a digital format.** You may prepare word cards using quizlet: <http://www.quizlet.com>

#### Case study C and D"

Your student with dyslexia confuses Present Simple and Present Continuous. It is important to introduce and practise the two tenses separately using multisensory techniques, since similar structures are easy to confuse for students with dyslexia. After adequate practice they can be contrasted. You may like to check the following: <http://www.moorhouseschool.co.uk/shape-coding>

Some ideas for practice:

#### ➤ Colourcoding.

1. Declarative sentences (Group C)

Different colours should be used for pronouns, auxiliaries and verbs.

I am wearing blue jeans.

I study Italian.

He studies Italian.

Different colours should be used for pronouns, auxiliaries and verbs. It is advisable to follow the system of the colour coding used in L1 – if there is any.

It is also useful to have a visual "formula" as a reminder about the tense.

**Visual formula Present Continuous:**

— \_ \_ ING

**Visual formulas for Present Simple:**

— \_  
He \_s

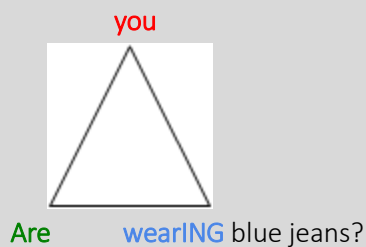
These formulas can be put on the board, or as a poster on the wall and referred to when the tense is practised in an exercise. Also it may help in practice if we point out that for sentences in Present Continuous there are three items in the 'formula', while in a Present Simple sentence there are two. It is also useful that in these visual formulas, problematic parts are emphasized, e.g. the ING in Present Continuous or the -S in Present Simple.

## 2. Word order questions (Group D)

Are you wearing blue jeans?

Do you study Italian?

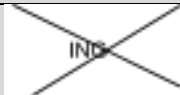
A good idea for helping to remember the word order of questions in Present Continuous and Present Simple is to draw a triangle. Tell the student that in order to form a correct question you should have a word at every angle of the triangle. The pronoun refers to the person (or object) the sentence is about, so it is at the highest angle of the triangle. You have the auxiliary verb and the main verb at the other angles.



In the Present Simple, it is also useful to call attention to the fact that sentences like 'You are at home.' behave differently than 'You like apples.' when forming questions (and negatives).

- **Tense cards:** You may prepare some tense cards about each tense, for example you can put the visual formulas on the cards and also some basic rules about when to use the tense.

For example for Present Simple you can have cards like this:

hobby daily routine		— —	He _s	☒ - do not ? - Do _ _
------------------------	-------------------------------------------------------------------------------------	-----	-------	--------------------------

For Present Continuous:

now	picture description	—ING	— _ _ING	☒ - not ? - _ _ _
-----	------------------------	------	----------	----------------------

These cards can boost memorisation and retrieval as well as help with the revision of rules for the use of tenses. The cards may also be used for contrasting the two tenses. Students are given the

cards and they have to decide which cards refer to Present Simple and which ones to Present Continuous. (It should be practised with a few cards at first, and it is also possible to have the different coloured cards for the tenses you want to contrast as a first step).

- **Explicit teaching:** It is a good idea to teach the forms and the rules of the tenses explicitly using handouts and charts (first separately, then together in order to contrast them). It would also be beneficial if these tenses were explained in relation to the students' L1 and contrasted with the structures in their mother tongue.
- **Mnemonic devices:** Instead of correcting students when they leave out the *do* or the *-s* use mnemonic devices or flashcards with *do* and *-s* on them to remind them, thereby encouraging self-correction.
- **Word cards - Sentence cards:** Word order and verb forms can be practised with sentence cards. The teacher or the students prepare cards with the necessary elements on them, for example (for the present simple): *I, you, My dog, dance, at the disco, -s, do, not*. Students manipulate the cards to create statements, negatives and questions.
- **Mindmaps.** You may prepare mindmaps about the tenses. See a scanned example in Hungarian in Unit 7 Appendix 9.
- **Digital voice recorder.** You may use a digital voice recorder and record sample sentences.
- **Speech to text software.** You may use some speech to text software and convert sample sentences into audio file.
- **Songs.** You may look for songs containing many instances of Present Simple and Present Continuous or use a karaoke program for practice.

#### Case study E"

**Introduce rhymes for your learners with dyslexia to practise.** For example:

*Cheese and chips and tasty dips.*

*Tasty dips with cheese and chips.*

Rhymes are an effective mnemonic device; their use facilitates memorisation and retrieval of the relevant sounds and of course they can be great fun and thus motivating for all learners.

#### Case study F"

**Using the phonics approach, design a phonics tree.**

The phonics approach allows the teacher to place emphasis on the sounds of the letters and to shed light on the lack of consistency between complex grapheme- phoneme relations in the English language. The Phonics Tree is a playful activity in which every tree carries or represents a particular sound or a combination of sounds. The leaves of the trees are words, which, according to their spelling, are classified into different categories (e.g. i-e for 'bike', o-e for 'home' etc). Each category corresponds to a tree. Pictures are used to illustrate and reinforce the meaning of the words. Learners are given words (leaves) and they are asked to hang them on the 'correct' tree. Below there are two pictures, which illustrate the particular playful activity.





For more activities and rhymes related to the phonics approach, you may also visit the following site:

 <https://www.youtube.com/watch?v=Djz82FBYiug>

#### Task 4

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

#### *Duration of the task:*

- 25 minutes in class
- 120 minutes as homework
- 30 minutes for presenting the teaching tips (optional).

#### *Preparation:*

- Remind trainees to bring a course book they are familiar with for the session

#### *Classroom management:*

Trainees work in groups of 4 throughout the task. Trainees working in similar educational contexts might be grouped together.

### Task description:

#### STEP 1

Trainees choose a unit (or some pages of a unit) from a course book and think about how to introduce new grammar and vocabulary in a dyslexia-friendly way. They identify lexical items and grammar structures, which may be problematic for students with dyslexia and they list ideas for teaching them effectively.

#### STEP 2

On the basis of their ideas, trainees write some teaching tips and recommendations for other teachers.

### Optional step:

#### STEP 3

Each group presents their teaching tips to the others.

### Model answers:

Based on the following course book: *New English File Elementary* (2011), Unit 1a, 1b and 1c.

#### ➤ The following lexical items require special attention:

##### • *Names of the day* (p.5):

The names of the day are very similar. You may not want to teach all of them at the same time. (For example you may teach Sunday and Saturday in one lesson - the days of the weekend. Monday, the first day of the week, and Friday, the last day students go to school, in another lesson, etc.). It is also advisable to look for mnemonic devices (for example, Sunday a sunny day, people are happy, because of the weekend).

It is also a good idea to involve students' timetable in the practice. They can even make mindmaps or posters about the activities they do on a particular day.

As with other problematic lexical items, it is always useful to play memory games, use digital voice recorders, speech to text software and songs.

##### • *Names of nationalities and countries* (p.6):

The names of nationalities and countries are rather easy to confuse. It may be advisable to teach only 3 to 5 countries - nationality pairs (English, England, the country of the student, the name of the student's nationality, plus some more). Also, it is a good idea to teach the name of the chosen countries and nationalities in two separate lessons, and contrast them in the third one. If, for some reason, the students should study all the country - nationality pairs, it is worth preparing a mindmap about the names of nationalities ending with the same letters.

E.g.: *an*: American, Austrian, German; *ish*: Spanish, Irish, English

It is also possible to come up with acronyms or other mnemonic devices to memorize the different endings.

The following map may also be useful: <http://www.linglish.net/wp-content/uploads/2008/10/nationality.png>

- *Numbers* (p.5, p.7.):

It is definitely not recommended to teach all the numbers from 1 to 1000 at the same time. Moreover, special attention should be dedicated to the distinction between numbers ending in “-teen” and “-ty”, for example, *thirteen* and *thirty*. A possible mnemonic device is that in “teen” you have ten, so thirteen refers to 13 and not 30. Another mnemonic device is that you have long /i:/ in “teen”, while you have a short one in “ty”. It would be “logical” that the long /i:/ refers to the bigger number, while the short i to the smaller. However, it is not the case, the long /i:/ refers to the smaller number (13) and the short /i/ to the bigger (30). It is also possible to point out that in thirteen the stress is on “teen”, while there is no stress on “ty”. A possible mnemonic device is that the life of teenager is stressed.

One way to practise the distinction is to ask students to imagine an 18-year-old girl and an 80-year-old woman. You say some sentences and they should decide whether they are about the girl or the woman. When they hear the sentence they should say “eighteen” or “eighty”: (e.g.: She studies in high school. She has 4 grandchildren etc.).

- *Wh words in questions*: The acquisition of *wh* words was discussed in Task 3.

➤ **The following grammatical structures require special attention:**

- *The verb be in questions and negations* (p. 7):

Sentences should be colour-coded when presented. Sample sentences could be converted to an audio file with the help of a speech to text software (e.g.: RoboBraille).

- *Personal and possessive pronouns* (pp.8-9): personal and possessive pronouns were discussed in Task 3.

➤ **Further teaching tips and ideas:**

The following games are just some teaching tips and ideas that teachers may adapt for the teaching of grammar and vocabulary to their students with dyslexia:

- Charades
- Bingo
- Taboo
- Pictionary
- Pelmanism
- Sudoku
- Magnetic letters
- Letter tracing on sand
- Developing stories incorporating problematic vocabulary
- Extensive practice of similar words (either phonetically or thematically)

## List of resources

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. Clevedon: Multilingual Matters. Chapter 7.

Oxenden, C., Latham-Koenig, C. & Seligson, P. (2011). *New English File*. Oxford: OUP.

<http://www.youtube.com/watch?v=76Roy4E4ZbE> - a video about making mind maps

<http://www.youtube.com/watch?v=wLVV0XN7K1g&feature=related> - a video about making mind maps

<http://www.text2mindmap.com/> - a mindmapping tool

<https://bubbl.us/> - a mindmapping tool

<http://www.thinkbuzan.com/hu/> - a mindmapping tool

[http://eduapps.org/?page\\_id=7](http://eduapps.org/?page_id=7) – a set of tools to support literacy

[www.robobrace.org](http://www.robobrace.org) – a free service which converts digital texts to either braille or audio files, and it also emails you the file.

<http://www.quizlet.com> – a free flashcard maker program and learning tool.

### Recommended extra resources:

Nijakowska, J. (2010). *Dyslexia in the foreign language classroom*. Clevedon: Multilingual Matters. Chapters 5 and 6. (Chapter 5 discusses the principles of the Multisensory Structured Learning approach and its application in foreign language learning; while in Chapter 6 you can find sample activities for raising phonological, orthographic, morphological and grammatical awareness).

Sarkadi, Á. (2008) *Vocabulary learning in dyslexia – The case of a Hungarian learner*. In J. Kormos & E. H. Kontra (Eds.), *Language learners with special needs. An international perspective* (pp. 110-129). Clevedon: Multilingual Matters. (The study focuses on the vocabulary learning difficulties of a Hungarian student with dyslexia and on the strategies she applies to overcome these difficulties).

Schneider, E., & Crombie, M. (2003). *Dyslexia and foreign language learning*. Chapter 3. 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. Chapter 3 discusses learning strategies and mnemonic devices).

[http://www.oise.utoronto.ca/balancedliteracydiet/Oral\\_Language\\_ELL.html](http://www.oise.utoronto.ca/balancedliteracydiet/Oral_Language_ELL.html)

This is a useful webpage that focuses on the teaching and learning of oral language.

**UNIT 8****Techniques for teaching listening and speaking****Notes for the trainer***Introduction:*

The aim of this unit is to raise trainees' awareness of the problems learners with dyslexia may encounter when they practice listening and speaking skills. They will learn how to accommodate the needs of learners with dyslexia while developing listening and speaking skills in the foreign language classroom. They will choose and adapt listening materials and they will design activities for listening and speaking with students with dyslexia in mind. They will also plan activities that encourage spoken production and interaction.

*Tasks the trainees will do:*

- Prepare a KWL (Know-Want to know-Learnt) poster concerning teaching and practicing listening and speaking skills in classes with learners with dyslexia
- watch an interview with a teacher who will talk about her classes with learners with dyslexia
- analyse some techniques for developing listening and speaking skills with learners with dyslexia and reflect on them
- plan activities for developing listening and speaking skills in classes with learners with dyslexia
- reflect on their learning using their own KWL poster

*Learning outcomes:*

- trainees will be able to identify possible problems a learner with dyslexia may encounter while developing listening and speaking skills
- trainees will be able to design, modify and adapt activities and materials for the development of speaking and listening skills targeting learners with dyslexia
- trainees will become familiar with methods and techniques for helping learners with dyslexia develop speaking and listening skills
- trainees will be able to reflect on their practices when teaching speaking and listening skills to learners with dyslexia

**Task 1**

**Know-Want to know-Learnt Poster**

*Duration of the task:*

15 – 20 minutes

*Preparation:*

- poster paper or whiteboard divided into three sections ( I know..., I want to know....., I've learnt.....),
- three sets of coloured sticky notes (e.g. yellow, green, and orange)

*Classroom management:*

Trainees work in pairs in Step 1 and 2. If possible at least one trainee in each pair should have experience in working with learners with dyslexia. Finally, whole class discussion takes place in Step 3.

*Task description:*

**STEP 1**

Refer to previous units and ask trainees to list some possible problems a learner with dyslexia may encounter while developing listening and speaking skills.

**STEP 2**

Trainees write what they already know about teaching listening and speaking on the yellow sticky notes and stick them to the poster/board under the appropriate heading. Draw their attention to the third section of the poster/board that will be the focus of the final task.

Trainees write what they would like to learn about teaching listening and speaking on the green sticky notes and stick them on the poster/board.

That way they will be offered the “big picture” of the session, which is helpful for many learners (including many learners with dyslexia).

**STEP 3**

Trainees read the sticky notes and suggest which ideas on the yellow ones can be used to answer the questions on the green ones. Trainer facilitates the discussion. The outcome of this part should be the focus on the questions/areas (green sticky notes) that have not been answered.

You should not answer the questions yet; the trainees will hopefully learn the answers throughout the session and if not, you will have a chance to tackle some of the problematic areas in the final reflection.

Trainees will use the orange sticky notes at the end of the session to reflect on what they have learnt in the session.

*Model answers:*

Know (yellow sticky notes)	Want to know (green sticky notes)	Learnt (orange sticky notes)
....that differentiated instruction is necessary when teaching learners with dyslexia	The criteria for designing speaking activities	Speaking activities should be appropriate for the language level of the learners
....that instructions are very important for learners with dyslexia	What kind of instructions are appropriate for learners with dyslexia	Learners with dyslexia need clear and detailed instructions
...teachers have to accommodate learners with dyslexia when planning listening and speaking activities	What type of accommodations should teachers adopt when planning listening and speaking activities for learners with dyslexia	Learners with dyslexia should be given adequate time to prepare for the listening and speaking activities assigned

## Task 2

## Lead-in into a listening task

*Duration of the task:*

10 minutes

*Preparation:*

- Class set of pictures and cards with expressions and phrases illustrating techniques for teaching listening and speaking skills (Unit 8 Appendix 1).

*Classroom management:*

Trainees work in groups of 3.

*Task description:*

## STEP 1

Trainees work in groups of 3. Each group is given a set of 6 cards and are required to match the expressions to the pictures (Unit 8 Appendix 1). Let the trainees speculate which of those pictures can be associated with helpful and supportive listening and speaking practice. Sort the pictures according to the trainees' suggestions on the board. Tell the trainees that the activity will prepare them for listening to an interview with an English teacher who has had experience in teaching learners with dyslexia in her classes.

*Notes:*

Key for the matching task: 1A, 2C, 3D, 4G, 5B, 6F, 7E

In this task, we use the technique of a “loop input” (Woodward, 1992). The trainees are expected to follow the content of the listening but at the same time they focus on the way the task is organized.

**Task 3**

**An interview with an English teacher**

*Duration of the task:*

20 minutes

*Preparation:*

- recording in Unit 8 Appendix 2,
- copies of Unit 8 Appendices 3 and 4
- copies of Unit 8 Appendix 5 with the tapescript of the interview
- class set of pictures and words (Unit 8 Appendix 1)

*Classroom management:*

Trainees work in pairs in Step 1 and in Steps 2, 3 and 4 they work in groups.

*Task description:*

**STEP 1**

Ask trainees to listen to the recording (Unit 8 Appendix 2) for the first time and check whether their suggestions regarding helpful practices for developing listening and speaking skills in learners with dyslexia (Task 2) were similar or different from what was said in the interview. For the transcript of the interview see Unit 8 Appendix 5.  
Let them check in pairs before they check altogether.

**STEP 2**

Divide trainees into three groups. Each group is assigned one exercise from Appendix 3 (groups may see other groups' tasks). Group 1 will focus on classroom management, group 2 on ways of checking comprehension and group 3 on developing speaking. Each group will get a different exercise to do (Unit 8 Appendix 3). Let them read the instructions first; check whether they know what to do. Ask them to listen to the recording for the second time and do the exercises in groups.

**STEP 3**

Ask trainees to make new groups of three; each member has a different exercise. They are asked to discuss what they have learnt and how useful their exercise was.



**STEP 4**

Hand out the checklist of principles (suggestions) for teaching listening and speaking (Unit 8 Appendix 4) which they can compare with what they mentioned in Step 1. They can add more principles (suggestions) to the list.

*Notes:*

## Step 1

Helpful - clear instructions, differentiation, TPR, relaxed atmosphere, pair work

Less helpful – long concentration, dictations

You can also elicit whether these categories are true, both for listening and speaking skills, or just for one of them.

*Model answers:*

## Step 2

Group 1 – Classroom management	
Statement	T/F
• Students with dyslexia should not be bothered with the aims of the listening tasks	F
• The instructions for the listening should be short and brief	F
• The teacher should always check whether the students understand what to do	T
• Students should check their comprehension in pairs first	T
• The teacher should try to set up a safe learning environment both for the speaking and listening practice	T
• Learners should have enough time to prepare for the speaking and listening and teachers should provide a lot of support	T

Group 2 – Ways of checking comprehension – <i>possible answers</i>
• Physical response, gestures, movements
• Organizing pictures
• Draw sketches
• Check orally
• Use students' mother tongue in monolingual classes
• Break tasks into small portions
• Check in pairs/groups first
• Use gapped texts instead of dictations
• Give enough time
• Differentiate tasks

Group 3 – Developing speaking
• Drilling and memorizing
• Drama activities
• Information gap activities
• Role-plays
• Arts and crafts activities

#### Task 4

#### Evaluating and adapting speaking activities for learners with dyslexia

##### *Duration of the task:*

30 minutes

##### *Preparation:*

➤ Unit 8 Appendix 6:

Option 1: Sample activity from *Magic Book 1* (Alexiou & Mattheoudakis, 2013),

([http://ebooks.edu.gr/courses/DSDIM-](http://ebooks.edu.gr/courses/DSDIM-C107/document/4ebd04a81ihf/54048b42pbrv/540494234cjsx.pdf)

[C107/document/4ebd04a81ihf/54048b42pbrv/540494234cjsx.pdf](http://ebooks.edu.gr/courses/DSDIM-C107/document/4ebd04a81ihf/54048b42pbrv/540494234cjsx.pdf)), a coursebook for 9-year-old EFL learners

Option 2: Sample activity from *Think Teen*, an EFL coursebook for A2 learners of English at High School (Karagianni, Kouli, & Nikolaki, 2008) ([http://ebooks.edu.gr/new/books-](http://ebooks.edu.gr/new/books-pdf.php?course=DSGYM-A114)

[pdf.php?course=DSGYM-A114](http://ebooks.edu.gr/new/books-pdf.php?course=DSGYM-A114)).

##### *Classroom management:*

Trainees work in groups of 3.

##### *Task description:*

#### STEP 1

Divide trainees into groups of 3 and distribute copies of the activity (Unit 8 Appendix 6).

Depending on the age group of learners trainees teach, select the appropriate option – 1 or 2.

#### STEP 2

Ask them to evaluate the level of difficulty of the speaking activity taking into consideration the difficulties learners with dyslexia may have in speaking.

**STEP 3**

Trainees suggest possible modifications/adaptations/simplifications in order to accommodate learners with dyslexia. Groups present their suggestions and possible modifications and exchange ideas.

*Optional step:***STEP 4**

Ask trainees in their groups to suggest criteria for designing speaking activities suitable for learners with dyslexia (i.e. criteria regarding format, content, language level, etc.). Trainees present the criteria suggested within each group and finally design an activity for speaking skills based on the criteria suggested.

*Model answers:*

## Option 1.

This is a task that is cognitively appropriate, fun and playful. The basic character is Pinocchio who is a well-known character to children of this age. However, although the activity may look quite easy, it is obvious that it requires learners to perform a double task, i.e., they are expected to understand the plot of the story, find the appropriate language to narrate it as well as express verbally the sequence of the events of the story.

One idea to reduce the level of difficulty would be to provide learners with dyslexia with captions and just ask them to match them with the corresponding picture.

Possible activities for the development of speaking skills might include miming, games like taboo, and tongue twisters (e.g. "Tonight the night is light and bright").

Basic criteria for designing speaking activities for young learners with dyslexia include format, style, content, language level, pedagogical orientation, child-friendly approaches (e.g. game like activities), cognitively appropriate tasks.

## Option 2.

The speaking activity has some positive elements. It is interesting and fun, provides opportunities for interaction and gives learners a language bank which enables them to produce appropriate language. However, it is cognitively challenging, if not difficult, as learners are required to exchange information and move from one text to another. As there is no access to both diaries at the same time, since this is an information gap activity, it is very difficult to locate the differences especially because they are very subtle. What is more, some of those differences concern timetables and, therefore, numbers, and these are usually difficult concepts for learners with dyslexia. Apart from the cognitive challenges, the activity is also linguistically challenging because it requires extensive and multiple questions and answers.

*Optional task:*

**Task 5**

**Planning a listening and speaking activity**

*Duration of the task:*

50 minutes

*Preparation:*

- tapescripts and recordings for different groups of learners (pre-primary, primary, lower-secondary, upper-secondary) (see Unit 8 Appendix 9).
- copies of Unit 8 Appendix 7 for all trainees (Listening and speaking activity template).

*Classroom management:*

Trainees work in four groups.

*Task description:*

**STEP 1**

Ask trainees to get into four groups according to the age of learners they teach. Give them listening tapescripts to choose from (Unit 8 Appendix 9). Groups should mention reasons (situations, topics, level of difficulty, genre of the text etc.) for selecting the specific tapescript. Tell them that they will design their own lesson plan based on the tapescript. They should follow the checklist of principles (Unit 8 Appendix 4) and they should integrate listening and speaking activities. Groups are required to write down their lesson plans in the listening and speaking activity template.

**STEP 2**

Groups give short presentations of the lesson plans. For each stage they should mention how they would accommodate learners with dyslexia in the lesson and adjust the stages of the teaching process so that they would suit learners' needs.

*Model answers:*

See the model answers in Unit 8 Appendix 8 - Examples of listening and speaking activities.

**List of resources**

Alexiou, T. & Mattheoudakis, M. (2013). *Magic Book 1* available from: <http://ebooks.edu.gr/courses/DSDIM-C107/document/4ebd04a81ihf/54048b42pbrv/540494234cjsx.pdf>,

Karagianni, E. Kouli, V. & Nikolaki, E. (2008). *Think Teen*, available from <http://ebooks.edu.gr/new/books-pdf.php?course=DSGYM-A114>

Woodward, T. (1992) *Ways of training*. Harlow: Longman.

### *Recommended extra resources:*

Kormos, J., & Smith, A. M. (2011). *Teaching languages to learners with specific learning differences* 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 learners with dyslexia.

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 2 discusses barriers to foreign language learning in learners with dyslexia. 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 an effective classroom management.

[http://www.oise.utoronto.ca/balancedliteracydiet/Oral\\_Language\\_ELL.html](http://www.oise.utoronto.ca/balancedliteracydiet/Oral_Language_ELL.html)

This is a useful webpage that focuses on the teaching and learning of oral language.

## UNIT 9

## Techniques for teaching reading and writing

## Notes for the trainer

*Introduction:*

The aim of this unit is to familiarize trainees with ways to teach reading and writing to learners with dyslexia. The trainees will learn how to choose and adjust texts for reading and how to accommodate learners with dyslexia in reading and writing activities.

*Tasks the trainees will do:*

- categorise the difficulties that learners with dyslexia 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 dyslexia
- plan a writing lesson with adjustments for learners with dyslexia
- reflect on what they have learnt

*Learning outcomes:*

- trainees will be able to understand and categorise the difficulties of learners with dyslexia in reading or writing in English
- trainees will be able to evaluate, select and adapt reading texts for learners with dyslexia
- trainees will be able to organize and accommodate the stages of a reading lesson for learners with dyslexia
- trainees will be able to plan, organize and accommodate the stages of a writing lesson for learners with dyslexia
- trainees will be able to reflect on the accommodations proposed for teaching reading and writing to learners with dyslexia

## Task 1

## Categorization of difficulties experienced in reading and writing

*Duration of the task:*

15 minutes

*Preparation:*

- for Step 1: paper for preparing Venn diagrams.

*Classroom management:*

Trainees work in pairs in Step 1. In Step 2, trainees work in pairs and then as a whole group.

*Task description:*

## STEP 1

Trainees work in pairs and categorise the possible difficulties learners with dyslexia can encounter when reading and writing in English. The categories are *Reading*, *Writing* or *Both*.

## STEP 2

Trainees compare their answers and prepare a big Venn diagram on the board or on a poster. See Unit 9 Appendix 1 for a model Venn Diagram.

*Model answer:*

Step 1.

(Please note the aim was to discuss the issues, not to come to the “only” correct conclusion.)

BOTH:

- slower reading and writing speed
- limited L2 vocabulary
- insufficient knowledge of syntax
- insufficient knowledge of morphology
- lack of metacognitive strategies (*e.g. lack of reading strategies, self correction strategies in writing*)
- difficulties with establishing letter-sound correspondences
- mixing up similar words

READING:

- not having enough attention for decoding meaning
- problems with reading visually “challenging materials”
- problems with reading their own handwriting

WRITING:

- difficulties with ordering ideas

**Task 2**

**Reading text evaluation and adaptation**

*Duration of the task:*

25 minutes

*Preparation:*

- for Step 1 computers with Internet access or copies of the text of the tale (one copy per trainee),
- for Step 2 PowerPoint presentation (see Unit 9 Appendix 2) about the quality of a reading text and data projector.

*Classroom management:*

In Step 1, trainees work individually. In Step 2, trainees work in pairs and then discuss their answers as a whole group.

*Task description:*

**STEP 1**

Introduce the situation by asking whether the trainees are involved in any international projects with their learners.

The description of the situation:

Imagine that your class of 13-year-old, lower-intermediate learners, including four learners with dyslexia, 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&nav01=2222&nav02=5&nav03=86&nav04=143>

**STEP 2**

Show the PPP of Unit 9 Appendix 2 slide by slide; give the trainees time to critically evaluate the text that they have just read. They should bear in mind the principles and they should suggest some changes.

*Notes:*

Step 2.

*Content of the text* – may be appropriate for the target group, they usually enjoy stories and tales, betting is popular among children, the fact that they are getting ready for a visit can motivate them as well.

*Length* – the story is not very long but it needs division into sections or paragraphs (minimum three paragraphs – bet, action, after the success).



*Language quality* – check content words which carry the meaning and prepare a glossary of those that are necessary, get rid of some words that are not that important, decide which words or expressions you would pre-teach and how.

*Grammar* – simplify some complex structures.

*Layout* – division of the text into paragraphs, changing the font, illustrating with more pictures, converting it into an audio file.

### Task 3

### Stages of a reading lesson

#### *Duration of the task:*

20 minutes

#### *Preparation:*

- for Step 1 cut up the stages of the lesson per each pair of trainees (Unit 9 Appendix 4),
- make yourself familiar with the principles of teaching reading to learners with dyslexia (Unit 9 Appendix 3).

#### *Classroom management:*

In this task, trainees work in pairs in Step 1 and in groups of 4 in Step 2.

#### *Task description:*

##### STEP 1

Trainees work in pairs. Ask them how they teach reading in their English classes. Try to elicit pre-, while- and post-reading stages. Tell them to imagine that they are using a tale for teaching reading. Give them the cut-up stages of the lesson and ask them to arrange them so that they follow the principles of teaching reading generally and at the same time they should try to meet the learning needs of learners with dyslexia.

- |                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Students read the text quickly to find out whether their predictions were correct.<br/>Learners with dyslexia: Provide an adjusted version of the text, the glossary of words; highlight the words that are on the board in the text.</li> </ul>                                                                              |
| <ul style="list-style-type: none"> <li>• Learners read the text again and highlight all important verbs that describe the story line in the text.</li> </ul>                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Students talk about unusual bets they know about.</li> </ul>                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Bring visual representations of key expressions (<i>wheel, bet, wheelwright, to roll, city gate, town hall, thaler, mayor, devil</i>) 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.</li> </ul> |

<ul style="list-style-type: none"> <li>Students use the verbs and pictures to retell the story in their own words.</li> </ul>
<ul style="list-style-type: none"> <li>Ask students to speculate about the content of the tale they will read based on the expressions. Write their suggestions on the board.</li> </ul>
<ul style="list-style-type: none"> <li>Students work in groups; they get 4 cartoon pictures illustrating the events from the story (<i>neighbours chatting in a pub, wheelwright working hard, wheelwright rolling the wheel through the city gate and sad wheelwright sitting and doing nothing</i>). They read the story again and sort the pictures in chronological order. Learners with dyslexia: provide scissors to cut the story into pieces so that they can match the pieces of text with the pictures.</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>

## STEP 2

Trainees compare the way they ordered the stages of the lesson with another pair. They try to justify their choice. You monitor the work and help by asking guiding questions. After the trainees organize their stages, the trainer presents the PPP (Unit 9 Appendix 3). Trainees reorganize the stages if necessary and they say how each stage helps learners with dyslexia to develop their reading skills.

### Notes:

Step 2.

Recommended order of stages: H, D, F, A, G, B, E, C

### Model answers:

H – to activate the learners' knowledge of the genre characteristics, to stimulate expectations, to motivate to read

D – to help with lower-order decoding (pre-teaching vocabulary), to address visual and auditory learners, to practise letter-sound-meaning correspondence

F – to involve learners, to practise making predictions

A – to practise gist reading for global understanding

G – to divide the text into sections, to use illustrations to promote understanding

B – to identify key verbs in the text that carry the meaning and help understand the storyline, to focus on the use of the simple past tense

E – to use the language of the tale for further language production, to scaffold the oral production with visual and verbal hints

C – to personalize the plot of the story

## Task 4

## Planning a writing lesson

*Duration of the task:*

30 minutes

*Preparation:*

- No material required

*Classroom management:*

In Step 1, trainees work individually and then discuss their answer as a whole group. In Step 2, trainees work individually or in pairs.

*Task description:*

## STEP 1

Draw the trainees' attention to the stages of the writing lesson and possible accommodation techniques they could use with learners with dyslexia. Ask them to match the stages and the techniques. They may use one technique more than once. They can come up with their own accommodation techniques as well.

## STEP 2

Ask the trainees to plan a writing lesson that would be a follow-up after the reading lesson in Task 3. They should follow the stages of the writing lesson in Task 4 Step 1.

Before they begin the planning, they should look at the following link:

<http://specialed.about.com/od/readingliteracy/a/improving-writing-dyslexia.html>

and choose three more accommodation techniques mentioned in the article. They should use them in their lesson plan. They can compare their lesson plans.

*Notes:*

Step 1.

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

Accommodation techniques:

- 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 circling the mistakes

Let trainees compare the matches in pairs and then check in the whole group.

Possible matches:

- 1 A, E
- 2 D, E, B
- 3 B
- 4 C, A
- 5 F

Trainees may become interested in new technologies. You can suggest some useful examples (e.g. digital pen and digital paper “livescribe smartpen”, computer software application “word processors”).

*Note:*

Step 2 can be set as homework.

*Model answer:*

Step 2.

Example lesson plan:

Writing lesson plan	
<p><i>Aim:</i> to write a tale that is connected with the place where students live</p> <p><i>Preparation:</i> pictures of places that are connected with local tales, cameras, guidebooks, and webpages. Field trip (before the lesson – the students will do sightseeing in their town. They visit sights that are connected with famous tales. They use a guidebook about their town or information from the website).</p>	
Stages of the lesson:	
<p>Stage 1 <u>Presenting the task</u></p> <p>Teacher introduces the task: Write a tale from your town that might be interesting for your partners in Brno.</p>	
<p>Stage 2 <u>Collecting ideas for the task</u></p> <p>Teacher shows the pictures of the sights to remind the students of the field trip. Each individual will choose the one that they find most interesting for their partner peers.</p> <p>Teacher shows some tales in a guidebook, leaflets or on a website. Students comment on the layout and structure.</p> <p>Teacher elicits the parts of the tale – beginning, plot and end. Teacher draws a diagram with the proportions of the parts on the board (piechart or barchart).</p>	
<p>Stage 3a <u>The process of writing</u></p> <p>Students write events of their tale into each part of the diagram. Teacher monitors the work and helps with the language. Students write their tales using their planning diagrams.</p>	
Stage 4 <u>Peer-correction</u>	

<p>When they finish, they swap their tales and read them. They give each other feedback on the clarity of the events in the tale.</p> <p>Teacher asks the students to check all the verbs in the tales (are they in the past simple tense?).</p> <p>Teacher asks the students to use a spell-check for the spelling.</p>
<p>Stage 3b <u>The process of writing</u></p> <p>Students decide how they want to present their tales – in a printed copy with pictures as in guidebooks, as an audio with PowerPoint presentation or as a part of website. They take their own pictures of the sights. Students prepare their pieces of writing and present them in the session.</p>
<p>Stage 5 <u>Feedback</u></p> <p>Teacher gives feedback on the content and the form of the tale.</p>

### *Model answers:*

Stage 1 – make the task relevant, clear and interesting for the learners; use some pre- teaching activities; record the task for learners with dyslexia or use text to speech software;

Stage 2 – let students plan their writing orally (or use a mindmap) and record their ideas; use multi-sensory approach (bring real objects, take students to different places...); plan cooperatively;

Stage 3 – if it is necessary let the students type their piece of writing or use a voice recognition software; ignore grammar and spelling mistakes in the first drafts; allow students to use pictures, music, self-publishing so that they can be proud of the product; use cooperative writing;

Stage 4 – read out loud the student's writing; provide language support;

Stage 5 – give sensitive feedback; do not correct in red; do not circle mistakes but cross them; give ongoing feedback.

### Task 5

### Final task – reflection on the Venn diagram

### *Duration of the task:*

10 minutes

### *Preparation:*

Poster or board Venn diagram, sticky notes

### *Classroom management:*

In this task trainees work in whole group in Step 1 and in Step 2.

### Task description:

#### STEP 1

Ask the trainees to look at the Venn diagram created in Task 1 Step 2 and say which problems mentioned in it have been addressed in our lessons plans with accommodations. Ask the trainees to write down the accommodations on sticky notes and stick them on the poster/board.

#### STEP 2

Ask the trainees about their opinion on the accommodations. Are they easy to use in a mainstream classroom? If not, ask the trainees if they have any practical ideas to overcome the difficulties with application of these accommodations.

### List of resources

Kormos, J. & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. 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 learners with dyslexia.)

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

*Information on the city*. Available from:

<http://www2.brno.cz/index.php?lan=en&nav01=2222&nav02=5&nav03=86&nav04=4> 3. A city of Brno webpage.

*Improving writing skills in students with dyslexia - 20 tips for teachers*. Available from:

<http://specialed.about.com/od/readingliteracy/a/improving-writing-dyslexia.htm>

This is a webpage providing ideas for special education teachers.

Non-commercial web pages [robobrace.org](http://www.robobrace.org) and [on-line convert.com](http://www.online-convert.com) that helps teachers convert texts in different formats so that they can be used with learners with dyslexia. Available from:

<http://www.robobrace.org/> and <http://www.online-convert.com/>

### Recommended extra resources:

Hodge, P. L. (2000). *A dyslexic child in the classroom*. Available from:

<http://www.dyslexia.com/library/classroom.htm>. (The items provide useful guidelines for teachers and parents to follow and support reading and writing of student with dyslexia in the class).

White, K. (2011). Dyslexia and learning a foreign language: Tips for teachers. *Humanising Language Teaching*, 12(1). Available from:

<http://www.hltmag.co.uk/feb11/sart02.htm>. (It is an article in which Karen White is providing ideas for teachers on how to teach English to students with dyslexia).

*Reading fluency & expression.* Available from:

[http://www.oise.utoronto.ca/balancedliteracydiet/Reading\\_Fluency\\_Expression.html](http://www.oise.utoronto.ca/balancedliteracydiet/Reading_Fluency_Expression.html) (A very interesting webpage about teaching and assessing reading fluency and expression)

*Student interactive fractured fairy tales.* Available from:

<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).

*Teaching EFL writing – teaching writing in the EFL classroom.* Available from:

<http://teflbootcamp.com/teaching-skills/teaching-efl-writing/>

*Teaching English to dyslexics.* Available from:

<http://www.dyslexia.hu/Teaching.html> (In this article the author provides a series of practical teaching tips focusing on the four language skill areas of listening, speaking, reading and writing.)

*Text structures & genres.* Available from:

[http://www.oise.utoronto.ca/balancedliteracydiet/Text\\_Structures\\_Genres.html](http://www.oise.utoronto.ca/balancedliteracydiet/Text_Structures_Genres.html) (A very interesting webpage about teaching and assessing text structure and genres).

*Writing.* Available from: <http://www.readingrockets.org/reading-topics/writing> (A very interesting webpage about effective teaching strategies and ways to encourage kids to write every day).

*Writing processes & strategies.* Available from:

[http://www.oise.utoronto.ca/balancedliteracydiet/Writing\\_Processes\\_Strategies.html](http://www.oise.utoronto.ca/balancedliteracydiet/Writing_Processes_Strategies.html) (A very interesting webpage about teaching and assessing writing processes and strategies).

## UNIT 10

## The assessment of language learners with dyslexia

## Notes for the trainer

*Introduction:*

This unit discusses the types of assessment methods and tasks that can help language learners with dyslexia to display their foreign language knowledge and what types of accommodations are useful to provide a fair assessment of the abilities of language learners with dyslexia. This unit considers the basic criteria for the reliability and validity of language tests and how they interrelate with concepts of fairness in language testing.

*Tasks the trainees will do:*

- review a foreign language exam/test paper and discuss what kinds of difficulties language learners with dyslexia might experience when taking the exam/test paper.
- listen to a lecture on basic concepts of test fairness and accommodating learners with dyslexia in high-stakes foreign language tests.
- design an assessment task for language learners with dyslexia and present it to the class
- review and discuss the suitability of the accommodations provided by a national/international exam board (optional task)
- discuss ways of providing constructive feedback to learners with dyslexia (optional task)

*Learning outcomes:*

- trainees will gain understanding of basic concepts of test fairness
- trainees will become aware of the types of accommodations that might be useful for test takers with dyslexia
- trainees will be able to apply knowledge of the nature of dyslexic difficulties and concepts of language testing to designing and evaluating assessment tasks
- trainees will become aware of ways of providing constructive feedback to learners with dyslexia



## Task 1

## Analysis of an exam/test paper

*Duration of the task:*

30 minutes

*Preparation:*

- Find a suitable exam or test paper that is relevant to the trainees' context. It can be an end of unit achievement test from a teacher's handbook, a task set for a national exam or an international exam or an end of term or year test prepared by a teacher. You can also ask the trainees to bring their own tests. Cambridge ESOL provides a wide variety of exams for an array of age groups and proficiency levels, and sample papers are available here: <http://www.cambridgeesol.org/exam-preparation/index.html>.

*Classroom management:*

Groupwork in all steps.

*Task description:*

## STEP 1

Trainees work in groups of 4 and make a list of the strengths and weaknesses of language learners with dyslexia in the following areas:

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

## STEP 2

Trainees read the exam/test paper.

## STEP 3

Trainees work in the same group as they did in Step 1. Based on the list they prepared in Step 1, they fill in the table (Unit 10 Appendix 1) about the potential difficulties students might experience when taking the selected exam/test. If they think some aspects of the exam/test do not cause any difficulties for students with dyslexia they can write NA (not applicable) in the relevant box.

*Model answers:*

The model answers refer to the KET for Schools test. (available from <http://www.cambridgeesol.org/exam-preparation/index.html>).

This test is designed for teenage school children at pre-intermediate level.

	Difficulties learners with dyslexia might experience
<b>Time needed to complete the tasks</b>	Students with dyslexia might not find the time sufficient to complete all the tasks.
<b>Formatting and layout of the exam/test</b>	<p>The different and quite dense writing in the notices in Q1-5 might be difficult to read for students with dyslexia.</p> <p>The layout with text on both sides in Qs 11-15 might be potentially confusing.</p> <p>It is good that there are pictures accompanying the reading texts and the text is not too densely printed in Qs 21-35.</p> <p>Students with dyslexia might find it difficult to move back and forth from the text to the choice of words in Qs 28-35.</p>
<b>Clarity and length of instructions of what to do in the tasks</b>	Instructions for Q1-5 might be difficult to understand.
<b>Types of tasks students have to do</b>	<p>Students with dyslexia might find multiple choice questions difficult (Qs 6-15). Student with dyslexia might also face problems deciding on information that is correct/wrong or not stated in a text (Qs 21-27).</p> <p>Choosing the right words to fit in a text might be difficult (Qs28-35).</p> <p>Filling in missing words in a reading text might be challenging as both reading and writing are involved in this task. In Qs 51-55 students might make mistakes in copying numbers.</p>
<b>Length and type of response needed in the tasks</b>	<p>It is good students only have to select the right answer in Qs1-35 and they do not have to produce extended writing, but they might make mistakes when they transfer their answers to the answer sheet.</p> <p>Students with dyslexia might know the words in Qs36-50, but they might not be able to spell them correctly. Same problem might occur in Qs 51-55.</p> <p>Students with dyslexia might find it difficult to produce a short written text under time constraints. Issues with the legibility of handwriting might arise.</p>

### Notes:

You can set Steps 1-3 as homework if you distribute the test before the lesson, or if you ask trainees to work on their own tests.

You can also give groups different tests to work on and include an additional final stage where every group presents their test and their views on the test.

1. Students with dyslexia are usually slow readers. Therefore, they need to re-read texts more often than students who do not face dyslexia problems
2. Students with dyslexia produce written work slower than other students and make more spelling errors even in word-processed work

3. Punctuation and grammar may be weak or problematic in students with dyslexia as they often omit, repeat or insert small function words or word endings in both reading and writing
4. Students with dyslexia typically find it very difficult to proof read and edit their work, as they lack awareness of detail in texts. Their assignments may appear as if they have not been edited, checked for inaccuracies
5. Due to weakness in working memory, students with dyslexia may experience difficulty in transcribing or copying, resulting in inaccuracy

Source: <http://www.ucl.ac.uk/disability/information-for-staff/dyslexiamarkingguidelines>

## Task 2

## Lecture on the assessment of language learners with dyslexia

### *Duration of the task:*

30 minutes

### *Preparation:*

- Not needed

### *Classroom management:*

Trainees work individually in Step 1, and as a whole class in Step 2 and 3.

### *Task description:*

#### STEP 1

Trainees work individually. Based on the table they completed in Task 1, they make a list of potential accommodations that might assist language learners with dyslexia to display the best of their knowledge in a foreign language test/exam in general.

#### STEP 2

Then they listen to the lecture on the basic principles of validity, reliability and test fairness and on accommodating language learners with dyslexia in foreign language exams and classroom testing contexts. The PowerPoint presentation outline can be found in Unit 10 Appendix 2 and the presentation with the text of the lecture in Unit 10 Appendix 3.

#### STEP 3

Trainees check the list they compiled in Step 1 and add additional accommodations based on the lecture (see p. 9 of the lecture handout in Unit 10 Appendix 3).

### *Notes:*

Step 1 and 3 can be done as pair - or groupwork.

**Task 3**

**Designing a dyslexia-friendly assessment task**

*Duration of the task:*

30-35 minutes

*Preparation:*

- Not needed

*Classroom management:*

Trainees work in groups of 3 or 4 throughout the task.

*Task description:*

**STEP 1**

Trainees 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 language learners with dyslexia 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**

Trainees present the task to another group and listen to the presentation of the other group.

**STEP 3**

Then they evaluate the task the other group designed based on the list of questions in Step 1. They give a brief feedback report to the group whose task they evaluated.

**STEP 4**

Based on the report the groups receive, trainees prepare the final version of the task.

*Optional step:***STEP 5**

Trainees try out the language assessment task they designed with the learners they teach and report on how it worked in the classroom.

*Notes:*

The model test task can be found in Unit 10 Appendix 4.

Step 1 - the trainer might want to restrict the type of task groups design so that each group devises the same type of task. Another possibility is to assign different types of tasks to the different groups so that trainees can see a number of possible task-types. Trainees might be encouraged to design alternative forms of assessment such as portfolios. Designing reliable and valid test tasks is difficult and time-consuming; therefore students might be encouraged to choose a simple task-type and design just a few test items.

Step 2 can be set up as a presentation session for the whole class if there is sufficient time.

Step 3 can involve written feedback to the group presentation.

Parts of the task, such as Step 4, can be set as homework.

*Optional task:***Task 4****Accommodations in national and international exams***Duration of the task:*

20 minutes

*Preparation:*

- Trainees need to search for information on accommodations before the class or they need to have computer/mobile technology access to the Internet to find the information in class.
- Alternatively, photocopies of classroom arrangements by international exam boards might need to be provided to the trainees.

*Classroom management:*

Individual work or groupwork.

*Task description:***STEP 1**

Trainees select a national or an international foreign language exam that is relevant to their teaching context. They find out if there is any description of the accommodations offered by the exam board. As an example they might use the following document on accommodations

issued by a major international exam board (<http://www.cambridgeesol.org/exams/special-circumstances/learning-dyslexia.html>).

## STEP 2

Trainees write a critical review of the accommodations provided by the exam board. They can consider the following questions:

- Are the accommodations helpful for learners with dyslexia?
- 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?

### Model answers:

The model answer refers to the accommodations provided by Cambridge ESOL exams (see <http://www.cambridgeesol.org/exams/special-circumstances/learning-dyslexia.html>)

- *Are the accommodations helpful for learners with dyslexia?*  
Overall the accommodations are helpful, but some issues might arise:
  - specific learning differences are treated as medical conditions
  - in some countries obtaining certification that was issued within two years might be expensive
- *Do the students need any training in using these accommodations?*  
Students might not type well enough to be able to take advantage of using word processors. Students might need practice working with a copier or transcriber.
- *Are there any practical constraints associated with using these accommodations?*  
As the document states, not every center is able to provide all the necessary accommodations, and students might need to travel far to take the test under appropriate circumstances.
- *Are there any additional accommodations that could be offered that do not affect the validity of the exam?*  
For students who have difficulties with concentration and attention control, a prompter might be useful who could regularly remind them to stay focused on task.

### Notes:

This task can be set up in a number of different ways. Trainees can do the entire task as homework and bring their written review to class. Then they can discuss their reviews in groups. Alternatively, the trainer can provide copies of access arrangements by different international exam boards and students can discuss these in groups. Trainees can also use computers/mobile learning technology to find the relevant information on the Internet in class.

Useful and practical suggestions for accommodating students with dyslexia and ensuring test fairness:

- Allow more time for reading tasks
- Allow use of laptops or scribe if necessary
- Avoid open ended questions involving abstract or incomplete instructions
- Ensure that instructions of tasks and activities are simple, clear and do not require multiple tasks
- Shorten all sentences in texts and turn passive verbs into active verbs (Reid 2013, p.61)
- Ensure that you spread out the text so that it is less dense on the page
- Change fonts or use more dyslexic-friendly font such as Century Gothic when you type something for your students (for more go to <http://opendyslexic.org/>)
- Key points can be highlighted in the form of bulleted list.
- Write heading and subheadings; the organizational structure can make it much easier for student with dyslexia to read and understand
- They may use visual aids such as graphs or webs to show their comprehension of the concepts rather than writing a paragraph (Reid, 2013, p.78-79)
- According to British Dyslexia Association, 'the use of cream or pastel coloured backgrounds can mitigate this difficulty as can coloured filters either as an overlay or as tinted reading glasses' (<http://www.bdadyslexia.org.uk/dyslexic/eyes-and-dyslexia>); however, the use of fancy fonts or intense and complex backgrounds produce obstacles to reading (Jameson, 1998). Students can copy handouts on to tinted paper and they can also change fore- and background colours on their computers (Jameson, 2006).

See also Unit 10 Appendix 5 (dyslexia guidelines from BDA on style – dyslexia-friendly text and format).

### *Optional task:*

#### Task 5

#### Examples of constructive feedback

### *Duration of the task:*

20-30 minutes

### *Preparation:*

- Bring along samples of written work by students with dyslexia; think of ideas to provide constructive feedback in written work (see Unit 10 Appendix 6 for a sample).

### *Classroom management:*

Pairwork

### Task description:

Traditional forms of assessment may impede constructive feedback in formative assessment. Constructive feedback throughout the school year is vital for students with dyslexia in order to improve their written language skills.

#### STEP 1

Trainees work in pairs, identify problems in the sample.

#### STEP 2

Trainees make a list of ideas for constructive feedback that can be given in this piece of written work.

### Notes:

Constructive feedback:

This is a type of feedback that aims to provide learners with elaborate comments which will help them identify their weaknesses and possible mistakes and improve their performance by understanding and internalizing the comments.

Formative assessment:

“The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it’s happening*. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications”. <http://edglossary.org/formative-assessment/>

Summative assessment:

“It is used to evaluate student learning progress and achievement at the conclusion of a specific instructional period—usually at the end of a project, unit, course, semester, program, or school year. In other words, formative assessments are *for* learning, while summative assessments are *of* learning”.

<http://edglossary.org/formative-assessment/>



Alternative assessment:

Alternative assessment includes activities that aim to emphasize and reveal what students can do with language instead of focusing on their weaknesses. Types of alternative assessment include informal tools such as portfolios, projects, observations, self and peer-assessment, games, etc.

*Model answers:*

Step 1.

Problematic areas:

- Spelling errors
- Omissions of vowels
- Grammar and syntax problems
- Unintelligible language
- Messy handwriting

Step 2.

Self-esteem is very important and teachers need to foster it; otherwise students with dyslexia will be demotivated and probably shut down.

- Use one comment at the end of the piece of work, which will help the learner to improve his/her writing. This comment can include different kinds of prompts, namely reminder prompts (e.g. go back and write that again), scaffold prompts (e.g. how do we address someone formally?) or a metalinguistic prompt (e.g. an adverb ends with-ly).
- Students respond to the comments made and in that way they are given the chance to improve their work and understand their mistakes and errors through constructive in depth individual feedback.
- Use codes to direct students with dyslexia (e.g. 'g' for grammar error, 'voc' for vocabulary, 'sp' for spelling, 'p' for punctuation, '/' for paragraph etc) and make sure that the work is not fully corrected if there are many mistakes. For example, a maximum of 3 spelling errors will be marked in any one piece of work so as to safeguard student's confidence and avoid making them feel overwhelmed by the amount of improvement needed.
- Use different highlighters for different purposes, e.g. a pink high-lighter can indicate where a student has been successful and a green high-lighter can indicate where a student is able to improve.
- Use coloured pens for marking; either use different coloured pens for different type of errors or use red for peer assessment, green for teacher assessment and purple for the student to reflect
- When assessing young learners' written work, a very good and popular idea when assessing written work is to use the approach 'two stars and a wish' (see two samples in Unit 10 Appendix 7).

See also a handout that can be used during formative assessment in Unit 10 Appendix 8.

## List of resources

Jameson, M. (1998). 'Children with Dyslexia and Foreign Language Learning', available from <http://www.dyslexia-malvern.co.uk/resources>,

Jameson, M. (2006). 'Approaches to Remediating Visual Stress', *Patoss Bulletin*, at <http://www.communication4all.co.uk/>

Kormos, J. & Smith, A.M. (2012). *Teaching languages to learners with specific learning differences*. Clevedon: Multilingual Matters.

Reid, G. (2013). *Dyslexia and Inclusion*. London: David Fulton Publishers.

<http://www.bdadyslexia.org.uk/dyslexic/eyes-and-dyslexia>  
Site of the British Dyslexia Association

<http://www.cambridgeesol.org/exams/special-circumstances/learning-dyslexia.html>  
The site of English Language Assessment with info on adaptations of exams for learners with dyslexia

<http://www.ucl.ac.uk/disability/information-for-staff/dyslexiamarkingguidelines>  
A dyslexia and dyspraxia marking guidelines for UCL' staff

[http://www.oise.utoronto.ca/balancedliteracydiet/Oral\\_Language\\_ELL.html](http://www.oise.utoronto.ca/balancedliteracydiet/Oral_Language_ELL.html)  
A variety of excellent short videos with practical tips

<http://www.readingrockets.org/webcasts/2007>  
Effective assessment and instruction strategies for English language learners with learning disabilities

<http://edglossary.org/formative-assessment/>  
A website with useful information about formative and summative assessment

### *Recommended extra resources:*

Hansen, E.G., Mislevy R. J., Steinberg, L.S., Lee, M. J. & 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 are highly relevant for dyslexic language learners.

Special Connections (2005). *Choosing and using accommodations: IEP team considerations*. Lawrence, KS: Special Connections, University of Kansas. [nichcy.org/wp-content/uploads/docs/eeaccommodations.pdf](http://nichcy.org/wp-content/uploads/docs/eeaccommodations.pdf) (A very useful website on how to select accommodations for learners with a variety of special needs).

Thompson, S., Blount, A. & Thurlow, M. (2002). *A summary of research on the effects of test accommodations: 1999 through 2001* (Tech. Rep. 34). Minneapolis: University of Minnesota, National Center on Educational Outcomes. <http://education.umn.edu/NCEO/OnlinePubs/Technical34.htm>  
(This is a useful summary of research on accommodations in general educational assessment).



# Trainee's booklet

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UNIT 1

The nature of dyslexia

Trainee's version

*Introduction:*

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

*Aims of the unit:*

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

*Tasks you will do:*

- complete a survey on your beliefs about dyslexia
- read about the nature of dyslexia and the strengths and weaknesses of students with dyslexia
- evaluate and reflect on different definitions and conceptualizations of dyslexia
- design an information sheet about dyslexia for your colleagues

*Learning outcomes:*

- you will be able to identify misconceptions and false beliefs about dyslexia
- you will be able to evaluate different conceptualisations and definitions of dyslexia
- you will be able to define dyslexia and describe strengths and weaknesses of students with dyslexia.

## 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 ☐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 people with dyslexia 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 with a partner and discuss in what ways they are similar or different.

## STEP 3

Watch the video entitled *What is Dyslexia* (available from:

📺 <http://www.dystalk.com/talks/31-what-is-dyslexia>). In this video, Jane Emerson provides an introduction to dyslexia. She gives an insightful view on to the causes, symptoms and effects of dyslexia. Check your answers to the Dyslexia Perceptions Survey against the information you have gained from watching the video.

Task 2

Reading and discussing dyslexia

STEP 1

Work individually now. Read the Dyslexia factsheet of the International Dyslexia Association (available from: <http://eida.org/dyslexia-basics/>). Compare your answers to the Dyslexia Perceptions Survey with the information provided in this text. Reflect on what you have 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 have gained from this text might be useful for your teaching and educational context. In addition, compile a list of questions you would like to ask your tutor about the nature of dyslexia.

Task 3

Comparing definitions of dyslexia

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 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 counselling (source: <http://bdadyslexia.org.uk/dyslexic/definitions>).

*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://eida.org/definition-of-dyslexia/>).



*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 analysing the definitions please pay attention to the following:

- the terms used to describe dyslexia and learning differences
- 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****STEP 1**

Work in small groups. Write a brief information sheet of approximately 200-300 words about the characteristics, strengths, weaknesses and difficulties students with dyslexia may experience in general academic domains for a group of teachers in your school. The audience for your information sheet should be a group of colleagues you work with who lack appropriate information on dyslexia.

**List of resources**

Video: What is Dyslexia. Available from:

<http://www.dystalk.com/talks/31-what-is-dyslexia>

International Dyslexia Association factsheet on basic information about dyslexia. Available from:

<http://eida.org/dyslexia-basics/>

British Dyslexia Association factsheet on the definition of dyslexia. Available from:

<http://bdadyslexia.org.uk/dyslexia/definitions>

International Dyslexia Association definition of dyslexia. Available from:

<http://eida.org/definition-of-dyslexia/>

International Classification of Disorders definition of dyslexia. Available from:

<http://apps.who.int/classifications/icd10/browse/2010/en#/F81.0>

### *Recommended extra resources:*

Chanock, K. (2007). How do we not communicate about dyslexia? – The discourses that distance scientists, disabilities staff, ALL advisers, students, and lecturers from one another. *Journal of Academic Language and Learning*, 1, 33–43.

Corbett, J. (1996). *Badmouthing: The language of special needs*. London: Falmer Press.

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.

Hudson, R.F., High, L. Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us? *The Reading Teacher*, 60(6), 506-515. Available from:

<http://www.readingrockets.org/article/14907/>

A reader-friendly and informative article written by a group of experts on the nature of dyslexia.

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. 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.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred Knopf.

Vellutino, F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry*, 45, 2–40.

## UNIT 2

## Specific learning difficulties associated with dyslexia

## Trainee's version

*Introduction:*

In this unit you will learn about some of the other specific learning difficulties (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 SpLDs
- to provide an insight into how SpLDs 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

*Learning outcomes:*

- you will be able to show your understanding of the main characteristics of specific learning difficulties (SpLDs), such as dyspraxia, ADHD, and Asperger's Syndrome, associated with dyslexia by producing a visual representation of the overlaps and differences among the SpLDs
- you will be able to understand how SpLDs associated with dyslexia affect language learning
- you will be able to select appropriate accommodations for different areas of language learning, such as speaking and listening, reading and writing, vocabulary and grammar
- you will be able to reflect on your past personal experiences with SpLDs students using newly acquired knowledge

Task 1

Experiential learning task

STEP 1

Follow the instructions your tutor will give you and copy a text from the board or from the paper.

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/educator/what-are-specific-learning-difficulties>)

STEP 2

Work with another student and discuss what you have found out about the most commonly co-occurring 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?

*Notes:*

Step 2

For homework you can also read Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. Clevedon: Multilingual Matters. 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

## STEP 1

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

## STEP 1

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 know now?

## List of resources

ADHDpro59 (2010). *What is ADHD?* Available from:

<http://www.youtube.com/watch?v=bPctgWW3ki4> (This is a very informative factual short video about the main characteristics of ADHD.)

Arbs, J. (2011). *How ADHD feels*. Available from:

<http://www.youtube.com/watch?v=UeOzSycgbN0&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.)

Asperger's Guide (2010). *Does your child have Asperger's syndrome?* Available from:

<http://www.youtube.com/watch?v=OMlqlogZ2Yw>. (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/educator/what-are-specific-learning-difficulties> (This is a very useful website with a description of a range of frequently co-occur specific learning difficulties.)

DysTalk (2009). *What is dyscalculia?* Available from:

<http://www.youtube.com/watch?v=jxloGUFR2Tk> (Jane Emerson discusses the characteristics that indicate dyscalculia.)

DysTalk (2011a). *Dyslexia, dyspraxia and overlapping learning difficulties.* Available from:

<http://www.youtube.com/watch?v=dXhO3-S1L-o> (Amanda Kirby explaining co-occurring SpLDs.)

DysTalk (2011b). *What is dyspraxia?* Available from:

<http://www.youtube.com/watch?v=s832Yv-Dbwc> (Amanda Kirby on the main characteristics of dyspraxia.)

ELT well (2012). *Specific learning differences.* Available from:

<http://www.eltwell.co.uk/specific-learning-differences-splds.html> (Here you may find most common characteristics of specific learning differences.)

MCCAS: Monique Craine's Coaching and Advocacy Service. *What is neuro-diversity.* Available from:

<http://www.mccas.co.uk/neuro-diversity-explained.html> (On this website you can read why people classify themselves neuro-diverse.)

SOAS University of London. *Specific learning difficulties.* Available from:

<https://www.soas.ac.uk/studentadviceandwellbeing/information-for-staff/disabledstudents/learningdifficulties/> (A very useful website about SpLDs in academic contexts.)

The National Center for Learning Disabilities (2012). *What is Asperger's Syndrome.* Available from:

<https://www.youtube.com/watch?v=gdSzM3MHfOA> (Sheldon Horowitz on the main characteristics of Asperger's Syndrome).

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners 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.)

### *Recommended extra resources:*

Grant, D. (2005). *That's the way I think: Dyslexia, dyspraxia and ADHD explained.* London: Routledge. Chapter 1: 'Dyslexia, dyspraxia and ADHD: the common ground,' pp. 7–28.

(This book is written from an education practitioner's viewpoint and provides a broad overview of many issues associated with SpLDs that are rarely discussed in detail elsewhere. The first chapter highlights the overlaps between the three SpLDs in the title and discusses in detail how they can affect learning).

Kirby, A., & Kaplan, B. J. (2003). *Specific learning difficulties.* Oxford: Health Press. (This booklet provides very brief practical overviews of each of the SpLDs. This text is written for medical practitioners primarily, but contains accessible information and suggestions for further sources of information).

## UNIT 3

## Identification of dyslexia

## Trainee's version

*Introduction:*

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

*Aims of the unit:*

- to gain awareness of typical signs of dyslexia observed among learners with dyslexia
- 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 potential 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
- write a teacher diary entry
- prepare a list to illustrate the steps undertaken in the diagnostic procedure in your country

*Learning outcomes:*

- you will be able to describe and identify common signs of dyslexia
- you will be able to identify common characteristics of dyslexia observed in different age groups
- you will be able to explain the importance of early identification of dyslexia
- you will be able to create an observation tool to identify signs of dyslexia for a chosen group of learners

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 learner with dyslexia.

Consider areas such as reading, writing, spelling and similar. Write down your ideas.

STEP 2

Work individually. Read through the extracts from two teachers' diaries and compare the signs described in the extracts with the ideas on your list. Discuss the outcomes 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 correctly 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: <https://disleksia.wordpress.com/2008/02/25/gejala-disleksia-yang-harus-dikenali-dini/>)

### STEP 3

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

### Optional step:

### STEP 4

Watch the video entitled *Signs of dyslexia and who to see* - a talk by Amanda Kirby who discusses 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>).

### Task 2

### Identification and signs of dyslexia

### STEP 1

Work individually. Watch the video entitled *I am dyslexic - a diary of dyslexic students sharing their problems* (Available from:

<http://www.youtube.com/watch?v=bCf0JOHPV64&feature=related>).

Take notes in the chart provided by your trainer about the following:

- Manifestations of dyslexia the people in the video talk about:
  - in reading
  - in writing and spelling

- in other areas (memory problems, sequencing etc.).
- Emotional problems they have experienced.
- Things they are good at.

## STEP 2

Form groups of three. Read the text provided:

Signs of dyslexia. The Yale Centre for Dyslexia and Creativity. (available from:  
[http://dyslexia.yale.edu/EDU\\_signs.html](http://dyslexia.yale.edu/EDU_signs.html))

Compare and discuss information you have gained from watching the video and reading the text about identification of dyslexia. Reflect on the following:

- How important is an early identification of dyslexia?
- How do the signs differ among learners of different age groups?
- How might the of information you have gained in the previous task be useful for your teaching context?

For homework you can:

a. read about identification of dyslexia:

- Signs of dyslexia (available from: [http://dyslexia.yale.edu/EDU\\_signs.html](http://dyslexia.yale.edu/EDU_signs.html))
- Dyslexia and other problems (available from:  
<http://childdevelopmentinfo.com/learning/dyslexia/>)
- What every family should know (available from: [http://www.dyslexia-hawaii.org/images/uploads/2014-10\\_IDADyslexiaHandbookWhatEveryFamilyShouldKnow.pdf](http://www.dyslexia-hawaii.org/images/uploads/2014-10_IDADyslexiaHandbookWhatEveryFamilyShouldKnow.pdf))

b. watch short videos about the signs of dyslexia described by a teacher and by an individual with dyslexia:

- Dyslexia: a hidden disability - a short video of the people with dyslexia talking about their problems with an introduction by Sally Shaywitz (available from:  
<https://www.youtube.com/watch?v=8m1fCz3ohMw>)
- Because I'm dyslexic – short talks by people with dyslexia about their strengths (available from: <https://www.youtube.com/watch?v=fzHaLYsTgJc>)
- The big picture – rethinking dyslexia – a short video about people with dyslexia sharing their problems (available from: [https://www.youtube.com/watch?v=jzp8FUZm5\\_M](https://www.youtube.com/watch?v=jzp8FUZm5_M))
- Dyslexia explained: what's it like being dyslexic? - a short comic that tells the story of a child with dyslexia struggling at school (available from:  
<http://www.youtube.com/watch?NR=1&feature=endscreen&v=IEpBujdee8M>)

## Task 3

## Applying the knowledge about the signs of dyslexia – preparing an observation sheet

## STEP 1

Work in pairs or groups of three. 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:

- reading
- spelling
- writing
- others: memory problems etc.

*Optional step:*

## 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 4.

## Task 4

## Reflection task – writing a teacher diary entry

## STEP 1

Work individually or with a partner. Write a teacher diary entry (see Task 1 for a model answer) of a hypothetical/real learner with dyslexia. Describe your observations of his/her difficulties experienced in school. Relate your description to the observation sheet prepared in Task 3.

*Optional task:*

## Task 5

## Diagnosis of dyslexia in national context

## STEP 1

Search the Internet in order to find out how learners with dyslexia 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 learners with dyslexia once dyslexia is formally identified? (See Unit 5 for details about adjustments)

### STEP 2

Work in groups of three or four. Share the information you have 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.

### List of resources

*Teacher diary entries. Available from:*

<https://disleksia.wordpress.com/2008/02/25/gejala-disleksia-yang-harus-dikenali-dini/>

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

<http://www.youtube.com/watch?v=bCf0JOHPV64&feature=related>

*How to identify dyslexia: British Dyslexia Association. Available from:*

[http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Services/QM/QM\\_DFS-info\\_pack.pdf](http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Services/QM/QM_DFS-info_pack.pdf)

*Signs of dyslexia-The Yale Centre for Dyslexia and Creativity. Available from:*

[http://dyslexia.yale.edu/EDU\\_signs.html](http://dyslexia.yale.edu/EDU_signs.html)

*Child Development Institute – About dyslexia and reading problems. Available from:*

<http://childdevelopmentinfo.com/learning/dyslexia/>

*IDA Dyslexia Handbook: What Every Family Should Know. Available from:*

[http://www.dyslexia-hawaii.org/images/uploads/2014-10\\_IDADyslexiaHandbookWhatEveryFamilyShouldKnow.pdf](http://www.dyslexia-hawaii.org/images/uploads/2014-10_IDADyslexiaHandbookWhatEveryFamilyShouldKnow.pdf)

*How Do We Identify the Dyslexic. Available from:* <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 an individual with dyslexia:*

*Dyslexia: a hidden disability: – a short video of dyslexics talking about their problems with an introduction by Sally Shaywitz.*

Available from: <https://www.youtube.com/watch?v=8m1fCz3ohMw>

*Because I'm dyslexic – short talks by dyslexic about their strengths.* Available from:  
<https://www.youtube.com/watch?v=fzHaLYsTgJc>

*The big picture – rethinking dyslexia – dyslexics sharing their problems.* Available from:  
[https://www.youtube.com/watch?v=jzp8FUZm5\\_M](https://www.youtube.com/watch?v=jzp8FUZm5_M)

*Dyslexia explained: what's it like being dyslexic? - a short comic that tells the story of a dyslexic kid struggling at school.* Available from: <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 differences*. 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.)

Smith, A.M. (2015). *Cognitive Assessments for Multilingual Learners PLUS*. Adult assessment tool. Available from: [www.ELTwell.co.uk](http://www.ELTwell.co.uk)  
 (This assessment tool is designed for use with multilingual learners. CAML can be used for initial screening and will give a teacher a comprehensive overview of the learner's cognitive profile.)

Smith, A.M. (2015). *Cognitive Assessments for Multilingual Learners - young learners' version*. Available from: [www.ELTwell.co.uk](http://www.ELTwell.co.uk)  
 (This assessment tool is designed for use with young multilingual learners aged 7 -16. CAML – young learner's version can be used for initial screening and will give a teacher a comprehensive overview of the young learner's cognitive profile.)

UNIT 4

# The effects of dyslexia on foreign language learning

## Trainee's version

### *Introduction:*

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

### *Aims of the unit:*

- to raise awareness of the importance of native language skills in the process of learning a foreign language
- to learn about the effects dyslexia has on foreign language learning
- to explore 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 learners with dyslexia to learn foreign languages
- complete a matching activity to find out about the areas of difficulties learners with dyslexia might experience in learning a foreign language
- prepare a set of questions for an interview with a learner with dyslexia
- interview a learner with dyslexia
- write a report to describe the learner's experience with dyslexia and suggest ways to overcome the difficulties
- read about Linguistic Coding Difference Hypothesis

### *Learning outcomes:*

- you will be able to explain why learners with dyslexia may find learning a foreign language challenging
- you will be able to identify and describe the areas of difficulties learners with dyslexia might experience in learning a foreign language

## 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?

Discuss the answers to the questions with your partner.

## STEP 2

Watch the video: *Dyslexic learners in the EFL classroom: Part 1. Effect of dyslexia on foreign language learning* and fill in the chart individually. In this talk, Judit Kormos illustrates the difficulties that learners with dyslexia experience while learning a foreign language.

## STEP 3

Refer back to your answers to the questions in Step 1 and compare your initial predictions with the information they learnt from the video

*Optional step:*

## STEP 4

Work individually. Read the text on foreign language learning and dyslexia and add information to the notes from Step 2.

## Task 2

## 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 learners with dyslexia learning foreign languages. Put your ideas in a diagram provided by your trainer. When you are ready, present your ideas to the whole group.

## STEP 2

Match the area of difficulty with the detailed description of the problems. Your trainer will provide you with the matching activity cards.

## STEP 3

Continue working with a partner. Read the text on assisting students with foreign language learning difficulties in school and try to answer the following questions:

- 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?

Find out about more specific types of difficulties that learners with dyslexia might experience in modern foreign language study. Add ideas from the text to the diagram.

Task 3

Practical application task – preparing interview questions

STEP 1

Work in a group of 3 or 4 with other trainees working in the similar teaching context. Brainstorm and write down questions for an interview with a learner with dyslexia 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 2.

STEP 2

Your trainer will provide you with a template of an interview. Discuss the template critically regarding your teaching context. Add more questions to your list from Step 1 or change the suggested ones.

*Optional step:*

STEP 3

Work individually. Interview a learner with dyslexia from your school or the school that you cooperate with in order to identify his/her experience with modern language study. You may audio or video record the interview or note down the learner's answers.

*Optional task:*

Task 4

Reflection task

STEP 1

Work in groups of 3 or 4 and cooperate with trainees who work in a similar teaching context. Share and discuss the learners' 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.

*Optional task:*

Task 5

Reading about the Linguistic Coding Differences Hypothesis – LCDH

STEP 1

Work individually. Read a text on learning disabilities and foreign language learning and find out what the causes of the difficulties are.



## 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 learners with dyslexia?
- 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 and 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.

## List of resources

*Foreign language learning and dyslexia* by Margaret Crombie. 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. What causes the difficulties?* Available from: <http://www.idonline.org/article/6065>

Fragments of the article by L. Ganschow and E. Schneider: ‘Assisting Students with Foreign Language Learning Difficulties in School’. Available from: <http://www.idonline.org/article/22725/>

*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 students with dyslexia who studied foreign languages in a variety of educational settings).

Helland, T. & 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 12 year olds with dyslexia, 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 differences*. 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. & 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

# Classroom accommodations for foreign language learners with dyslexia

### Trainee's version

#### *Introduction:*

In this unit, you will define the concept of inclusive education and discuss the kinds of accommodations that can be offered to learners with dyslexia in foreign language classrooms. You will also explore the principles of Multisensory Structured Language (MSL) teaching.

#### *Aims of the unit:*

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

#### *Tasks you will do:*

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

#### *Learning outcomes:*

- you will be able to define and explain the principles of inclusive education and Multisensory Structured Language (MSL) teaching
- you will be able to identify the most suitable educational adjustments that can be introduced in the foreign language classrooms to accommodate the needs of students with dyslexia
- you will be able to adapt, alter, and rearrange the existing classroom routines and practices to accommodate the needs of learners with dyslexia
- you will become aware of how important individualization and differentiation of the teaching approach are in order to suit the learning needs of your students

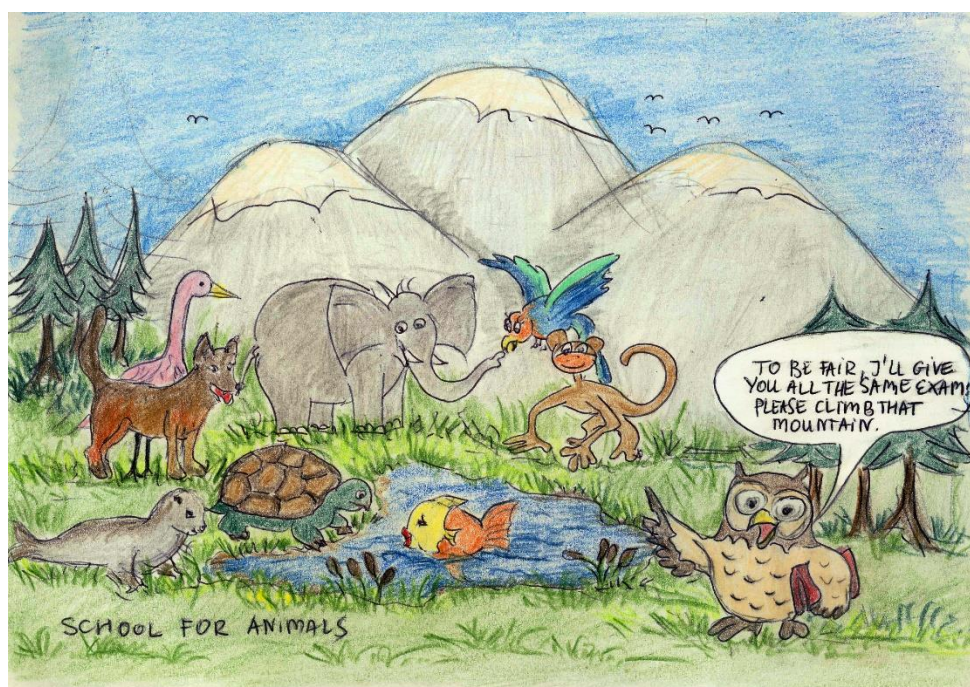
Task 1

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 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.

*Optional step:*


STEP 3

Find out about the formal educational regulations and discuss the adjustments offered to learners with dyslexia in the country you teach.

Task 2

Accommodations in the classroom – part one

STEP 1

Watch the video: *Dyslexic learners in the EFL classroom: Part 2. Accommodating dyslexic learners* (available from:  <https://www.youtube.com/watch?v=icZIWT3bwgo>) and take notes in the provided chart. In this video Anne Margaret Smith talks about some simple ways for making your classroom more inclusive and an easier place for students with dyslexia to work in.

STEP 2

Work in pairs. Compare and discuss your answers.

*Optional step:*

STEP 3

Read the text on accommodations for students with dyslexia.

*Optional task:*

Task 3

Accommodations in the classroom – part two

STEP 1

Work in pairs. Look at a set of cards with descriptions of different ways you can use to support foreign language learners with dyslexia and make your classroom more inclusive. Choose the suggestions on how to accommodate the needs of foreign language learners with dyslexia that you think you could easily implement in your teaching context. Are there any suggestions that you would not find feasible in your teaching context? Which ones and why?

STEP 2

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.

*Optional step:*



STEP 3

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.

*Optional step:*

**STEP 4**

Watch two short videos on accommodating learners with SpLDs:

- A teacher sharing a true story (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=hMo5suNUoKw&feature=related>)

Note down the described difficulties the learners experience and the corresponding adjustments that can be introduced to benefit them. Compare the notes with your partner.

**Task 4**

**Multisensory Structured Language (MSL) teaching**

**STEP 1**

Work with a partner. One of you reads the IDA's fact sheet on Multisensory Structured Language (MSL) teaching and identifies the principles of MSL; the other reads the IDA's fact sheet on effective reading instruction and classifies the aspects of language which could be taught following these principles. Summarize and write the ideas you have gained from the reading in the chart that you will receive from your trainer. Tell your partner what you have learned from the reading, then listen to what your partner has learned from his/her reading.


*Optional step:*

**STEP 2**

Watch the PowerPoint presentation on morphological awareness training following the principles of MSL teaching. Complete micro tasks included in the presentation and reflect on how you could use similar activities in your context or how these activities should be changed in order to fit your context.

*Optional step:*

**STEP 3**

Watch the video: *Dyslexic learners in the EFL classroom: Part 3. Role of information technology* (available from:  [http://www.youtube.com/watch?v=8QamfQl9B\\_U](http://www.youtube.com/watch?v=8QamfQl9B_U)) in which Margaret Crombie talks about multisensory learning and the use of information technology (IT). Take notes on how IT can be used as part of a structured multisensory learning program. Think about specific websites, software, tools, and applications that you would recommend for foreign language learners with dyslexia. Share your ideas in groups.

**STEP 4**

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) teaching.

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

### Task 5

### Accommodating learners with dyslexia – case studies

#### STEP 1

Work individually. Think about a specific learner with dyslexia you have taught or observed and note down your observations in the chart. If possible, interview the learner on the things that she/he finds troublesome during your lessons (refer to classroom environment, classroom management, interaction, mode of presentation, materials, testing and assignments etc.) and on the adjustments she/he would find helpful. In the left hand column of the chart put down a list of the difficulties she/he experiences during foreign language learning. Take into account all aspects and areas which require adjustments 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.

#### STEP 2

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

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

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

[http://www.cdss.ca/images/pdf/general\\_information/integration\\_vs\\_inclusion.pdf](http://www.cdss.ca/images/pdf/general_information/integration_vs_inclusion.pdf)

*Inclusive education: Knowing what we mean*. 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](http://www.dystefl.eu/uploads/media/DysTEFL-Needs_analysis_report_01.pdf)

Video: Smith, A. M. (2014). *Dyslexic learners in the EFL classroom: Part 2. Accommodating dyslexic learners*.

Pearson. Available from: <https://www.youtube.com/watch?v=icZlWT3bwgo>



*Accommodations for students with dyslexia.* Available from:

[http://www.idonline.org/article/Accommodations\\_for\\_Students\\_with\\_LD](http://www.idonline.org/article/Accommodations_for_Students_with_LD)

*Accommodating students with dyslexia in all classroom settings* (based on International Dyslexia Association's fact sheet on accommodating students with dyslexia in all classroom settings

<http://www.interdys.org/ewebeditpro5/upload/AccommodatingStudentsWithDyslexiaInAllClassroomSetting s10-02.pdf>). Available from: <http://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings>

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

<http://eida.org/at-risk-students-and-the-study-of-foreign-language-in-school/> or from <https://app.box.com/s/1bg6yjdpw20xirpllenxfqi0zxst4h1o>

Video: A teacher sharing a true story. 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=hMo5suNUoKw&feature=related>

International Dyslexia Association's fact sheet on Effective Reading Instruction. Available from:

<http://eida.org/effective-reading-instruction/>

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

<http://eida.org/multisensory-structured-language-teaching/>

Video: Crombie, M. (2014). *Dyslexic learners in the EFL classroom: Part 3. Role of information technology.* Pearson. Available from [https://www.youtube.com/watch?v=8QamfQI9B\\_U](https://www.youtube.com/watch?v=8QamfQI9B_U)

### *Recommended extra resources:*

Bogdanowicz, M., & Sayles, H. A. (2004). *Rights of dyslexic children in Europe.* Gdańsk: 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 differences.* 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).

Metallinou, A., & Smith, A. M. (2015). *English Sounds Fun*. Available from <http://www.englishsoundsfun.com/book-1-ready/> (The English Sounds Fun Method has been specifically designed for students with Specific Learning Differences such as dyslexia who are learning English as a foreign language).

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 accommodation 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 that prove successful in teaching learners with special educational needs).

*What is differentiated instruction?* Available from: <http://www.readingrockets.org/article/what-differentiated-instruction>

Reading Rockets webcast on *Differentiated reading instruction* in which Carol Ann Tomlinson, G. Michael Pressley, and Louise Spear-Swerling discuss teaching strategies for differentiating reading instruction. Available from: <http://www.readingrockets.org/webcasts/1001>

## UNIT 6

## Techniques for developing phonological and orthographic awareness

## Trainee's version

*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 in EFL (English as a foreign language) to learners with dyslexia.

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

*Learning outcomes:*

- you will be able to explain the differences between phonological awareness, phonemic awareness and phonics as well as the sequence of phonological awareness training steps
- you will be able to identify the principles and techniques for developing phonological and orthographic awareness

- you will be able to adapt and design activities for developing phonological and orthographic awareness

## 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=McJdIFlpC8>) 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.

### Optional task

## 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.

### Optional step:

#### STEP 3

In groups discuss how you could adapt and implement the activities you have read about in Step 2 in your teaching contexts.

Task 3

Developing phonological and orthographic awareness - video

STEP 1

Watch a video (available from: <https://www.youtube.com/watch?v=ofDMOMuG4GQ>) in which Joanna Nijakowska talks about techniques for developing phonological and orthographic awareness in students with dyslexia. As you watch, take notes to answer the following questions:

- 1) How can multisensory structured teaching help students with dyslexia in learning to read and spell?
- 2) What kind of phonological units do students need to work with when they read?
- 3) What is tricky about learning to read in English? Why is English difficult for learners with dyslexia?
- 4) How can knowledge of syllable structure help students learn how to spell?
- 5) Which activities and techniques are helpful in developing phonological and orthographic awareness?

STEP 2

Work in groups of 3 or 4, compare and discuss your answers.

*Optional step:*

STEP 3

Watch a video (available from <https://www.youtube.com/watch?v=6Q0LVVfTaxw>) in which Louisa Moats and Virginia Campbell practice a phonemic awareness activity focusing on substituting sounds and their corresponding letters within words.

Task 4

Sound-letter relationship (orthographic awareness) training

*Optional step:*

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.

*Optional step:***STEP 3**

Read the International Dyslexia Association fact sheet on spelling.

**Task 5****Designing teaching materials and aids****STEP 1**

Following the principles of multisensory approach, design a set of activities (with movable teaching aids if applicable) for developing the awareness of sound-letter relationships (see Task 4 Step 2 for sample activities). Choose the spelling issue which is most relevant for your teaching context, e.g. short and long vowels; spelling particular sound with different spelling choices – like the /k/ sound with the letters ‘c’, ‘k’, ‘-ck’, ‘-ic’ etc. or /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.

*Optional step:***STEP 3**

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

**List of resources**

Video on the definitions and distinctions between phonological awareness, phonemic awareness, and phonics. Available from: <http://www.youtube.com/watch?v=McJdIFIpC8>

Tips for teaching phonological awareness. Available from: [http://www.reading-tutors.com/tips/TH\\_Tips\\_PhonAware.pdf](http://www.reading-tutors.com/tips/TH_Tips_PhonAware.pdf)

Video: Nijakowska, J. (2014). *Dyslexic learners in the EFL classroom: Part 4. Teaching methods and techniques: Developing phonological and orthographic awareness in dyslexic EFL learners*. Pearson. Available from: <https://www.youtube.com/watch?v=ofDMOmUG4GQ>

Video: Louisa Moats and Virginia Campbell practice a phonemic awareness activity focusing on substituting sounds and their corresponding letters within words. Available from: <https://www.youtube.com/watch?v=6Q0LVVfTaxw>

International Dyslexia Association fact sheet on spelling. Available from: <http://eida.org/spelling/> or from <https://app.box.com/s/phcrmtjl4uncu6c6y4qzmzml8r41yc06r>

### Recommended extra resources:

For Task 2, 4, 5

Chard, D. J., & Dickson, S. V. (1999). Phonological awareness: Instructional and assessment guidelines. Available from <http://www.idonline.org/article/6254/> or from <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., & Treiman, R. (2003). Is English spelling chaotic? Misconceptions concerning its regularity. *Reading Psychology* 24, 267–289.

Phillips, B. M., Clancy-Menchetti, J., & 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 2

Sample activities for developing phonological awareness: rhyming (available from [http://www.readingrockets.org/strategies/rhyming\\_games](http://www.readingrockets.org/strategies/rhyming_games)); onset/rime (available from [http://www.readingrockets.org/strategies/onset\\_rime](http://www.readingrockets.org/strategies/onset_rime)); blending and segmenting (available from [http://www.readingrockets.org/strategies/blending\\_games](http://www.readingrockets.org/strategies/blending_games)).

For task 1, 2, 3

Phonemic awareness recipes. Available from The Balanced Literacy Diet: [http://www.oise.utoronto.ca/balancedliteracydiet/Phonemic\\_Awareness.html](http://www.oise.utoronto.ca/balancedliteracydiet/Phonemic_Awareness.html)  
Letter-sounds and phonics recipes. Available from The Balanced Literacy Diet: [http://www.oise.utoronto.ca/balancedliteracydiet/Letter-Sounds\\_Phonics.html](http://www.oise.utoronto.ca/balancedliteracydiet/Letter-Sounds_Phonics.html)

For Task 4

IDA Fact Sheet on spelling. Available from: <http://eida.org/spelling/> or from <https://app.box.com/s/phcrmtjl4uncu6c6y4qzmzml8r41yc06r>

For Task 5

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

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

A useful list of spelling rules with examples. Available from: [http://www.dyslexia.org/spelling\\_rules.shtml](http://www.dyslexia.org/spelling_rules.shtml)

Spelling and word study recipes. Available from The Balanced Literacy Diet:  
[http://www.oise.utoronto.ca/balancedliteracydiet/Spelling\\_Word\\_Study.html](http://www.oise.utoronto.ca/balancedliteracydiet/Spelling_Word_Study.html)

First Year Teacher Self-Study course developed by Reading Rockets (available from [http://www.readingrockets.org/teachers/firstyear/fyt\\_program/modules/phonemic-awareness#fyth1](http://www.readingrockets.org/teachers/firstyear/fyt_program/modules/phonemic-awareness#fyth1)) is a self-paced professional development course for novice K-3 teachers. The program provides teachers with an in-depth knowledge of reading so they are prepared to guide their students into becoming skilled and enthusiastic readers. It includes units on phonemic awareness, phonics and spelling.

UNIT 7

Techniques for teaching vocabulary and grammar

Trainee's version

*Introduction:*

In this unit, you will gain an understanding of the difficulties students with dyslexia face while learning vocabulary and grammar. You will also become familiar with useful techniques and methods recommended for teaching grammar and vocabulary to students with dyslexia. You will try out these techniques for helping students with dyslexia 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 students with dyslexia. The same is true for the methods and techniques; they may be useful to all learners, but are especially beneficial for students with dyslexia.

*Aims of the unit:*

- to raise awareness of the difficulties students with dyslexia may encounter in learning vocabulary and grammar
- to make participants familiar with techniques recommended for teaching vocabulary and grammar to students with dyslexia
- to initiate discussion about how to provide help to students with dyslexia to overcome specific difficulties related to grammar and vocabulary

*Tasks you will do:*

- read interview excerpts about the difficulties language learners with dyslexia face in studying grammar and vocabulary
- prepare a list of difficulties students with dyslexia may encounter in acquiring vocabulary and grammar.
- prepare a mindmap of techniques recommended for teaching vocabulary to students with dyslexia
- prepare a mindmap of techniques recommended for teaching grammar to students with dyslexia
- try out the above stated techniques to overcome specific problems students with dyslexia may face in learning vocabulary and grammar
- think about what challenges a regular unit of a course book might present to language learners with dyslexia in terms of vocabulary and grammar
- think about what changes you will have to make to help students with dyslexia to 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

### *Learning outcomes:*

- you will become aware of the difficulties students with dyslexia encounter when learning vocabulary and grammar
- you will be able to identify the causes of difficulties students with dyslexia face when learning vocabulary and grammar
- you will be familiarised with methods and techniques for teaching vocabulary and grammar to students with dyslexia
- you will be able to adapt, modify and create activities and materials on vocabulary and grammar appropriate for students with dyslexia

#### Task 1

### Learning vocabulary and grammar - interviews with students with dyslexia

#### STEP 1

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

### *Optional step:*

#### STEP 2

Work in groups of four. Compare and discuss your lists with the others. 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 students with dyslexia

### *Optional step:*

#### STEP 1

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 the sections on *Teaching vocabulary and Teaching grammar* from Chapter 7 (Techniques for language teaching) in Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. (pp.132-135). Bristol: Multilingual Matters.

OR

Listen to this PowerPoint presentation in which Anne Margaret Smith summarizes the most important aspects of teaching vocabulary and grammar to students with dyslexia:

<http://www.youtube.com/watch?v=5gfVTckcQeA&feature=youtu.be>

Take notes about these aspects.

## STEP 3

Work in groups of four. Choose one of the topics (teaching vocabulary or teaching grammar) and prepare a mindmap about the techniques regarding the teaching of vocabulary or grammar to learners with dyslexia.

## STEP 4

Work in groups of eight combining one group who prepared a mindmap about grammar and one that made a mindmap about vocabulary in the previous step. Present your mindmaps to each other.

*Optional step:*

## STEP 5

Display your mindmaps on the board or around the room. Walk around and look at other groups' mindmaps in order to comment on the various ideas suggested.

*Optional step:*

## STEP 6

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 in your teaching repertoire?
- Mindmaps are one of the methods recommended for teaching students with dyslexia. What kind of mindmaps do you prefer, e.g., linear lists, spider ones, etc? Justify your answer.

## 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 students with dyslexia.

- 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.

## 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 new grammar and vocabulary in a dyslexia-friendly way. Identify lexical items and grammatical structures which may be problematic for students with dyslexia. List ideas for teaching effectively these items.

## STEP 2

On the basis of your ideas, write some teaching tips and advice for other teachers. Please, write about 10-15 teaching tips; you may use a note format.

*Optional step:*

## STEP 3

Present your teaching tips to the others.

## List of resources

Kormos, J., & Smith, A. M. (2012). *Teaching languages to learners with specific learning differences*. Clevedon: Multilingual Matters. Chapter 7.

Oxenden, C., Latham-Koenig, C. & Seligson, P. (2011). *New English File*. Oxford: OUP.

<http://www.youtube.com/watch?v=76Roy4E4ZbE> - a video about making mind maps

<http://www.youtube.com/watch?v=wLWV0XN7K1g&feature=related> - a video about making mind maps

<http://www.text2mindmap.com/> - a mindmapping tool

<https://bubbl.us/> - a mindmapping tool

<http://www.thinkbuzan.com/hu/> - a mindmapping tool

[http://eduapps.org/?page\\_id=7](http://eduapps.org/?page_id=7) – a set of tools to support literacy

[www.robobrace.org](http://www.robobrace.org) – a free service which converts digital texts to either braille or audio files, and it also emails you the file.

<http://www.quizlet.com> – a free flashcard maker program and learning tool.

### *Recommended extra resources:*

Nijakowska, J. (2010). *Dyslexia in the foreign language classroom*. Clevedon: Multilingual Matters. Chapters 5 and 6. (Chapter 5 discusses the principles of the Multisensory Structured Learning approach and its application in foreign language learning; while in Chapter 6 you can find sample activities for raising phonological, orthographic, morphological and grammatical awareness).

Sarkadi, Á. (2008) *Vocabulary learning in dyslexia – The case of a Hungarian learner*. In J. Kormos & E. H. Kontra (Eds.), *Language learners with special needs. An international perspective* (pp. 110-129). Clevedon: Multilingual Matters. (The study focuses on the vocabulary learning difficulties of a Hungarian student with dyslexia and on the strategies she applies to overcome these difficulties).

Schneider, E., & Crombie, M. (2003). *Dyslexia and foreign language learning*. Chapter 3. 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. Chapter 3 discusses learning strategies and mnemonic devices).

[http://www.oise.utoronto.ca/balancedliteracydiet/Oral\\_Language\\_ELL.html](http://www.oise.utoronto.ca/balancedliteracydiet/Oral_Language_ELL.html)

This is a useful webpage that focuses on the teaching and learning of oral language.

**UNIT 8****Techniques for teaching listening and speaking**

## Trainee's version

*Introduction:*

You will learn about the problems learners with dyslexia may encounter when they practise listening and speaking in English. You will choose, evaluate and adapt listening materials and design activities that can accommodate learners' needs with dyslexia. 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 learners with dyslexia
- to raise awareness of principles of teaching in classes with learners with dyslexia 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:*

- prepare a KWL (Know-Want to know-Learnt) poster concerning practising listening and speaking in classes with learners with dyslexia
- watch an interview with a teacher who will talk about her classes with learners with dyslexia
- analyse techniques that aim to help learners with dyslexia develop listening and speaking skills
- plan activities aiming to help learners with dyslexia develop listening and speaking skills
- reflect on your learning using your own KWL poster

*Learning outcomes:*

- you will become able to identify possible problems a learner with dyslexia may encounter while developing listening and speaking skills
- you will learn how to design, modify and adapt activities and materials for the development of speaking and listening skills targeting learners with dyslexia
- you will become familiar with methods and techniques for helping learners with dyslexia develop speaking and listening skills

- you will be able to reflect on your practices when teaching speaking and listening skills to learners with dyslexia

### Task 1

### Know-Want to know-Learnt 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 students with dyslexia on yellow (change the colour if necessary) sticky notes and what you would like to learn on green (change the colour if necessary) sticky notes. Stick the sticky notes onto the poster/board in the appropriate field. You will use the orange (change the colour if necessary) 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 learners with dyslexia develop their listening and speaking skills. (Unit 8 Appendix 1). This discussion will prepare you for listening to an interview with an English teacher who has had experience teaching learners with dyslexia 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 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 Task 3. Each group will work on a different exercise (classroom management, ways of checking listening comprehension, developing speaking) as listed in Unit 8 Appendix 3. 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

Perform a role-play task in pairs. One of you is a mentor teacher and the other is a trainee teacher. The trainee teacher will ask the mentor how she/he should accommodate a learner with dyslexia in listening and speaking activities. S/he will start with a brief description of the learner's difficulties in listening and speaking. The mentor will use the information from the interview and their own knowledge and experience to answer the questions.

## STEP 5

Re-cap the stages of the listening and speaking activities in small groups. Say how they would help to accommodate students with dyslexia in the lesson. Compare your ideas with the checklist of principles (Unit 8 Appendix 4).

## Task 4

## Evaluating and adapting speaking activities for learners with dyslexia

## STEP 1

Look at the speaking activity in Unit 8 Appendix 5 and think of the difficulties a student with dyslexia may encounter with it. If necessary, revise the information regarding the difficulties learners with dyslexia experience in speaking.

## STEP 2

What are the possible modifications/adaptations/simplifications you would suggest in order to make the activity easier for learners with dyslexia?

## STEP 3

On the basis of these suggestions, try to note down some criteria that you consider necessary for the design of speaking activities suitable for learners with dyslexia.

## Task 5

## 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. (Unit 8 Appendix 6)

Read and listen to the text and design pre-, while- and post-listening activities. Use the checklist of principles (Unit 8 Appendix 4) to help you find ways to accommodate learners with dyslexia. You should also integrate speaking activity/ies with the listening tasks. Write your plan in the *Listening and Speaking Activity Template* (Unit 8 Appendix 7).

**STEP 2**

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

**Task 6**

**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**

Alexiou, T. & Mattheoudakis, M. (2013). *Magic Book 1* available from: <http://ebooks.edu.gr/courses/DSDIM-C107/document/4ebd04a81ihf/54048b42pbrv/540494234cjsx.pdf>,

Karagianni, E. Kou, V. & Nikolaki, E. (2008). *Think Teen*, available from <http://ebooks.edu.gr/new/books-pdf.php?course=DSGYM-A114>

Woodward, T. (1992) *Ways of training*. Harlow: Longman.

*Recommended extra resources:*

Kormos, J., & Smith, A. M. (2011). *Teaching languages to learners with specific learning differences* 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 learners with dyslexia.

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 2 discusses barriers to foreign language learning in learners with dyslexia. 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 an effective classroom management.

[http://www.oise.utoronto.ca/balancedliteracydiet/Oral\\_Language\\_ELL.html](http://www.oise.utoronto.ca/balancedliteracydiet/Oral_Language_ELL.html)

This is a useful webpage that focuses on the teaching and learning of oral language.

## UNIT 9

## Techniques for teaching reading and writing

## Trainee's version

*Introduction:*

In this unit you will investigate how you can teach reading and writing to learners with dyslexia. You will learn how to choose and adjust texts for reading and how to accommodate learners with dyslexia in reading and writing activities.

*Aims of the unit:*

- to raise awareness of difficulties that learners with dyslexia 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 dyslexia in reading and writing activities

*Tasks you will do:*

- categorise the difficulties that learners with dyslexia 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 dyslexia
- plan a writing lesson with adjustments for learners with dyslexia
- reflect on what you have learnt

*Learning outcomes:*

- you will be able to understand and categorise the difficulties of learners with dyslexia when reading or writing in English
- you will be able to evaluate, select and adapt a reading text for learners with dyslexia
- you will be able to organize and accommodate the stages of a reading lesson for learners with dyslexia
- you will be able to plan, organize and accommodate the stages of a writing lesson for learners with dyslexia
- you will be able to reflect on the accommodations proposed for teaching reading and writing to learners with dyslexia

## Task 1

## Categorization of difficulties experienced in reading and writing

## STEP 1

Work in pairs. Categorise the following difficulties, which learners with dyslexia 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 reading and writing 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 answers of other trainees and prepare a big Venn diagram (overlapping circles showing which categories items belong to) on the board about the possible difficulties learners with dyslexia 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 dyslexia, 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&nav01=2222&nav02=5&nav03=86&nav04=143>

## STEP 2

Work in pairs. Follow the presentation about the quality of a reading text that learners with dyslexia 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 will receive the cut-up stages of the lesson and you will arrange them so that they follow the principles of teaching reading generally and at the same time they should try to meet the learning needs of learners with dyslexia.

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:

- presenting the task
- collecting ideas for the task
- the process of writing
- self-correction
- 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 on 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 circling 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 learners with dyslexia.  
Compare your lesson plans with other trainees.

## Task 5

## Final task – reflection on the Venn diagram

## STEP 1

Look at the Venn diagram from Task 1 Step 2 and say how many problems mentioned in it have been addressed by our reading and writing 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 differences*. 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 learners with dyslexia.)

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

*Information on the city*. Available from:

<http://www2.brno.cz/index.php?lan=en&nav01=2222&nav02=5&nav03=86&nav04=4> 3. A city of Brno webpage.

*Improving writing skills in students with dyslexia - 20 tips for teachers*. Available from:

<http://specialed.about.com/od/readingliteracy/a/improving-writing-dyslexia.htm>

This is a webpage providing ideas for special education teachers.

Non-commercial web pages [robobrace.org](http://www.robobrace.org) and [on-line convert.com](http://www.online-convert.com) that helps teachers convert texts in different formats so that they can be used with learners with dyslexia. Available from:

<http://www.robobrace.org/> and <http://www.online-convert.com/>

*Recommended extra resources:*

Hodge, P. L. (2000). *A dyslexic child in the classroom*. Available from:

<http://www.dyslexia.com/library/classroom.htm>. (The items provide useful guidelines for teachers and parents to follow and support reading and writing of student with dyslexia in the class).

White, K. (2011). Dyslexia and learning a foreign language: Tips for teachers. *Humanising Language Teaching*, 12(1). Available from:

<http://www.hltmag.co.uk/feb11/sart02.htm>. (It is an article in which Karen White is providing ideas for teachers on how to teach English to students with dyslexia).

*Reading fluency & expression*. Available from:

[http://www.oise.utoronto.ca/balancedliteracydiet/Reading\\_Fluency\\_Expression.html](http://www.oise.utoronto.ca/balancedliteracydiet/Reading_Fluency_Expression.html) (A very interesting webpage about teaching and assessing reading fluency and expression)

*Student interactive fractured fairy tales*. Available from:

<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).

*Teaching EFL writing – teaching writing in the EFL classroom*. Available from:

<http://teflbootcamp.com/teaching-skills/teaching-efl-writing/>

*Teaching English to dyslexics*. Available from:

<http://www.diszlexia.hu/Teaching.html> (In this article the author provides a series of practical teaching tips focusing on the four language skill areas of listening, speaking, reading and writing.)

*Text Structures & Genres*. Available from:

[http://www.oise.utoronto.ca/balancedliteracydiet/Text\\_Structures\\_Genres.html](http://www.oise.utoronto.ca/balancedliteracydiet/Text_Structures_Genres.html) (A very interesting webpage about teaching and assessing text structure and genres).

*Writing*. Available from: <http://www.readingrockets.org/reading-topics/writing> (A very interesting webpage about effective teaching strategies and ways to encourage kids to write every day).

*Writing processes & strategies*. Available from:

[http://www.oise.utoronto.ca/balancedliteracydiet/Writing\\_Processes\\_Strategies.html](http://www.oise.utoronto.ca/balancedliteracydiet/Writing_Processes_Strategies.html) (A very interesting webpage about teaching and assessing writing processes and strategies).

## UNIT 10

## The assessment of language learners with dyslexia

## Trainee's version

*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 language learners with dyslexia. 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 trainees will become aware of ways of providing constructive feedback to learners with dyslexia
- trainees will become aware of ways of providing constructive feedback to learners with dyslexia

*Tasks you will do:*

- review a foreign language exam/test paper and discuss what kinds of difficulties language learners with dyslexia might experience when taking the exam/test paper.
- listen to a lecture on the basic concepts of test fairness and accommodating learners with dyslexia in high-stakes foreign language tests.
- design an assessment task for dyslexic language learners and present it to the class.
- review and discuss the suitability of the accommodations provided by a national/international exam board (optional task)
- discuss ways of providing constructive feedback to learners with dyslexia (optional task)

*Learning outcomes:*

- you will become aware of the importance of providing suitable feedback to dyslexic learners' written work
- you will become aware of the difficulties of students with dyslexia in taking exams/test papers

- you will be able to accommodate for dyslexic learners' needs when taking exams/test papers according to basic principles of testing (i.e. validity, reliability, test fairness)
- you will be able to identify the accommodations that may be implemented in the national testing contexts in order to cater for the needs of learners with dyslexia
- you will become aware of ways of providing constructive feedback to learners with dyslexia

### Task 1

### Analysis of an exam/test paper

#### STEP 1

Work in groups of 4 and make a list of the strengths and weaknesses of language learners with dyslexia 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 students with dyslexia, please write NA (not applicable) in the relevant box.

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

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



## Task 2

## Lecture on the assessment of language learners with dyslexia

## STEP 1

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

## STEP 2

Please listen to the following lecture on the basic principles of validity, reliability and test fairness and on accommodating language learners with dyslexia in foreign language exams and classroom testing contexts. You can find the Powerpoint presentation outline in Unit 10 Appendix 1 and the presentation with the text of the lecture in Unit 10 Appendix 2.

## 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 of 4 and design one short language assessment task (a vocabulary quiz, a grammar test, a reading, speaking test etc.) that is suitable for language learners with dyslexia 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.

*Optional step:*

**STEP 5**

Try out the task and report on how it worked in the classroom.

*Optional task:*

**Task 4**

**Accommodations in national and international exams**

**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>).

**STEP 2**

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

- Are the accommodations helpful for learners with dyslexia?
- 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?

*Optional task:*

**Task 5**

**Examples of constructive feedback**

**STEP 1**

Work with a partner. Identify problematic areas in the sample of writing provided.

**STEP 2**

With your partner make a list of ideas for constructive feedback that can be given in this piece of written work.

### List of resources

Jameson, M. (1998). 'Children with Dyslexia and Foreign Language Learning', available from <http://www.dyslexia-malvern.co.uk/resources>,

Jameson, M. (2006). 'Approaches to Remediating Visual Stress', *Patoss Bulletin*, at <http://www.communication4all.co.uk/>

Kormos, J. & Smith, A.M. (2012). *Teaching languages to learners with specific learning differences*. Clevedon: Multilingual Matters.

Reid, G. (2013). *Dyslexia and Inclusion*. London: David Fulton Publishers.

<http://www.bdadyslexia.org.uk/dyslexic/eyes-and-dyslexia>  
Site of the British Dyslexia Association

<http://www.cambridgeesol.org/exams/special-circumstances/learning-dyslexia.html>  
The site of English Language Assessment with info on adaptations of exams for learners with dyslexia

<http://www.ucl.ac.uk/disability/information-for-staff/dyslexiamarkingguidelines>  
A dyslexia and dyspraxia marking guidelines for UCL' staff

[http://www.oise.utoronto.ca/balancedliteracydiet/Oral\\_Language\\_ELL.html](http://www.oise.utoronto.ca/balancedliteracydiet/Oral_Language_ELL.html)  
A variety of excellent short videos with practical tips

<http://www.readingrockets.org/webcasts/2007>  
Effective assessment and instruction strategies for English language learners with learning disabilities

<http://edglossary.org/formative-assessment/>  
A website with useful information about formative and summative assessment

*Recommended extra resources:*

Hansen, E.G., Mislevy R. J., Steinberg, L.S., Lee, M. J. & 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 are highly relevant for dyslexic language learners.

Special Connections (2005). *Choosing and using accommodations: IEP team considerations*. Lawrence, KS: Special Connections, University of Kansas. [nichcy.org/wp-content/uploads/docs/eeaccommodations.pdf](http://nichcy.org/wp-content/uploads/docs/eeaccommodations.pdf) (A very useful website on how to select accommodations for learners with a variety of special needs).

Thompson, S., Blount, A. & Thurlow, M. (2002). *A summary of research on the effects of test accommodations: 1999 through 2001* (Tech. Rep. 34). Minneapolis: University of Minnesota, National Center on Educational Outcomes. <http://education.umn.edu/NCEO/OnlinePubs/Technical34.htm>

(This is a useful summary of research on accommodations in general educational assessment).

# Test Booklet

photocopiable

# Unit 1 Quiz

## DysTEFL 2 course Unit 1 quiz

This quiz covers the material presented in Unit 1 - *The nature of dyslexia*

*Please note that in some of the questions more than one answer is possible and that in some of the questions you are asked to fill in the blanks or provide a short answer.*

### Q1. Choose the correct answer.

Which of the statements is true?

- a) Dyslexia is a visual perception problem
- b) Children grow out of dyslexia
- c) Dyslexia is a reading difficulty specific to the English language
- d) Dyslexia is neurological in origin

### Q2. Choose the correct answer.

Dyslexia is caused by.....

- a) phonological processing difficulties
- b) visual processing difficulties
- c) inappropriate teaching
- d) parental negligence

### Q3. Mark all the correct answers.

Word-reading difficulties can be the result of .....

- a) phonological perception problems
- b) low intelligence
- c) lack of alphabetic knowledge
- d) poor knowledge of grapheme-phoneme relations

### Q4. Fill in the blanks in the text below with single words.

Dyslexia is a (a) ..... Learning Difficulty, which primarily manifests itself in difficulties with (b) ..... (decoding), writing and (c) ..... (encoding). These literacy difficulties are often unexpected as the students might do well in other school subjects and they might have received effective classroom instruction on literacy skills. The main reason for dyslexic difficulties is reduced (d) ..... awareness.

### Q5. Write your answer in the space provided.

The mainstream position in dyslexia research is that, at the cognitive level, the cause of dyslexia is poor .....

### Q6. Fill in the blanks in the text below with single words.

Dyslexia can be (a) ..... - children born in families with the history of dyslexic difficulties are likely to have dyslexia. Problems caused by dyslexia are not only limited to difficulties with acquiring literacy. Individuals with dyslexia often have short (b) ..... span, they experience problems with (c) ..... new knowledge and with gross and fine (d) ..... skills.

**Q7. Mark all the correct answers.**

What are the non-linguistic problems experienced by individuals with dyslexia?

- a) smaller span of working memory
- b) difficulties with handwriting
- c) problems in word recognition
- d) difficulties in time-management and organizing work

**Q8. Choose the correct answer.**

Which of the statements is false?

- 1) Individuals with dyslexia cannot perform well in school
- 2) Dyslexia is a disease
- a) only 1)
- b) only 2)
- c) neither 1) nor 2)
- d) both 1) and 2)

**Q9. Choose the correct answer.**

Which of the statements is true?

- 1) Smart people cannot have dyslexia
- 2) If a child finds learning to read and spell challenging, he/she has dyslexia
- a) only 1)
- b) only 2)
- c) neither 1) nor 2)
- d) both 1) and 2)

**Q10. Choose the correct answer.**

Which of these is not characteristic of dyslexia?

- a) slow reading speed
- b) problems with grapheme-phoneme correspondences
- c) fast word retrieval
- d) problems in keeping verbal material in phonological short-term memory

**Q11. Mark all the correct answers.**

Reading difficulties caused by dyslexia...

- a) completely disappear in adulthood
- b) can be overcome to a considerable degree due to appropriate training
- c) can be overcome to a considerable degree by employing various coping strategies
- d) occur more often among children from poor socio-economic background than among children from better-off families

**Q12. Choose the correct answer.**

Which of the statements concerning definition of dyslexia is true?

- a) There is one universal and commonly accepted definition of dyslexia
- b) Educational definitions of dyslexia use similar terminology to medical definitions
- c) Definitions of dyslexia reflect the evolution of views of dyslexia from a medical condition to a learning difficulty/difference
- d) Educational definitions of dyslexia conceptualize dyslexia similarly to medical definitions



**Q13. Mark all correct answers.**

Which of these are NOT found among causes of dyslexia?

- a) individual learner differences, including personality or motivation
- b) poor phonological processing
- c) instructional methods
- d) socio-economic factors

**Q14. Choose the correct answer.**

Which of these statements rightly characterises dyslexia?

- a) When a young learner writes letters and words backwards it means he/she has dyslexia
- b) A highly intelligent student with dyslexia can have a low reading score
- c) Dyslexia is a medical condition that can be cured
- d) Dyslexia is a learning difference/difficulty that one can grow out of

**Q15. Choose the correct answer.**

Which of these may help learners with dyslexia learn better in the classroom?

- a) systematic and explicit teaching
- b) techniques involving all senses
- c) work assignments that are appropriately modified
- d) all of the above

# Unit 2 Quiz

## DysTEFL 2 course Unit 2 quiz

This quiz covers the material presented in Unit 2 - *Specific learning difficulties associated with dyslexia*

*Please note that in some of the questions more than one answer is possible and that in some of the questions you are asked to fill in the blanks or provide a short answer.*

.....

**Q1. Write your answer in the space provided.**

..... are a group of conditions that seem to be caused by variations in the way the brain develops, leading to some individuals exhibiting a relatively unusual way of perceiving the world and processing information.

**Q2. Choose the correct answer.**

A person who is identified as having one Specific Learning Difficulties (SpLD) often has traits of others, to greater or lesser degrees. The exact degree of co-occurrence in any individual is hard to measure precisely because of the ..... of common characteristics.

- a) differences
- b) dominance
- c) overlap
- d) exclusion

**Q3. Mark all the correct answers.**

The term 'Specific Learning Difference' indicates that

- a) a person perceives the world in a slightly different way from the majority view
- b) a person processes and interprets sensory input differently
- c) a person has at least two different learning difficulties
- d) a different way of processing information does not have to be a difficulty or a problem

**Q4. Mark all the correct answers.**

Which are the SpLDs?

- a) dyslexia
- b) dyspraxia
- c) AD(H)D
- d) mild intellectual disabilities

**Q5. Mark all the correct answers.**

Which terms are used to denote the kinds of difficulties that people with dyslexia, dyspraxia, dyscalculia, AD(H)D and Asperger's Syndrome commonly experience?

- a) learning differences
- b) intellectual disabilities
- c) specific learning difficulties
- d) mental retardation

**Q6. Write your answer in the space provided.**

..... refers to difficulties with planning, movements, coordination and practical tasks as well as tracking and balance, poor spatial awareness and muscle tone.

**Q7. Choose the correct answer.**

Which is the particular characteristic for AD(H)D?

- a) problems with visual-spatial awareness, sequencing of movements
- b) being easily distracted
- c) difficulties with social interaction
- d) difficulties with numerical concepts: relative size/magnitude and time scales

**Q8. Write your answer in the space provided.**

..... is a specific learning difficulty that mainly affects the development of literacy and language related skills and 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.

**Q9. Mark all the correct answers.**

How might dyslexia impact on learners' progress in developing reading and writing?

These learners ...

- a) have problems with matching graphemes to phonemes accurately
- b) have problems with understanding overly descriptive language
- c) have problems with organizing ideas logically
- d) can easily concentrate on longer texts

**Q10. Choose the correct answer.**

Which of these is not appropriate accommodation for learners with dyslexia in the language learning classroom?

- a) developing a personal dictionary for frequently used words
- b) recycling structures and vocabulary – with an explicit discussion of the use of structures already learnt
- c) providing lengthy complex instructions
- d) working explicitly on phoneme-grapheme relations in English

**Q11. Choose the correct answer.**

Which of the following statements is false?

- a) Learners with dyslexia struggle with processing information quickly.
- b) The short-term memory problems associated with dyslexia mean that learners with dyslexia are unable to store information long enough to process it slowly, so they miss a lot of what is said in long utterances.
- c) Learners with dyslexia can easily remember longer pieces of instruction.
- d) Learners with dyslexia have problems with writing down what is dictated as well as with following complex instructions.

**Q12. Fill in the blanks in the sentences below with the words 'dyslexia', 'AD(H)D', 'dyspraxia' or 'Asperger's Syndrome'.**

- a) Learners with ..... have low frustration threshold and are easily distracted or over-focused.
- b) Learners with ..... have preference for non-linear thought.
- c) Learners with ..... have obsessive interests and social and communication problems.
- d) Learners with ..... have problems with sequencing of movements.

**Q13. Choose the correct answer.**

Which of the following statements about dyscalculia is false?

- a) Dyscalculia is a learning difficulty involving the most basic aspect of arithmetical skills.
- b) The term dyscalculia is often used to specifically refer to an inability to perform arithmetic operations.
- c) Dyscalculia affects 12 % of the population.
- d) Students with dyscalculia may have difficulties with sequential processing which can even mean difficulties with using a calculator.

**Q14. Choose the correct answer.**

Which of these **is not** recommended when teaching students with dyspraxia?

- a) using triangular pencils/pen grips to facilitate a good hand position
- b) rewriting a task several times so that student's work is neat and without mistakes
- c) additional practice of letter formation and letter joining
- d) visual aids to help with planning narratives to ensure place and time

**Q15. Choose the correct answer.**

Which of the following statements is false?

- a) People classify themselves as Neuro-Diverse if they have a combination of different kinds of specific learning differences/difficulties.
- b) Neuro-Diversity manifests differently in in different people.
- c) Neuro-Diversity means identifying learning difficulties.
- d) Neuro-Diversity means having special abilities as well as difficulties.

# Unit 3 Quiz

## DysTEFL 2 course Unit 3 quiz

This quiz covers the material presented in Unit 3 – *Identification of dyslexia*

*Please note that in some of the questions more than one answer is possible and that in some of the questions you are asked to fill in the blanks or provide a short answer.*

**Q1. Choose the correct answer.**

Dyslexia.....

- a) is not related to social status.
- b) can be outgrown.
- c) cannot be inherited.
- d) can be cured with special medical treatment.

**Q2. Mark all the correct answers.**

A very young learner with dyslexia may show .....

- a) persistent difficulties with learning simple nursery rhymes.
- b) problems with catching, kicking or throwing a ball.
- c) difficulties in buttoning a shirt.
- d) problems with cutting with scissors.

**Q3. Choose the correct answer.**

Which of the statements does NOT describe learners with dyslexia?

- a) They have difficulty performing detailed and complex language-related tasks.
- b) They learn indirectly by guessing the meaning of words from context.
- c) They have difficulties in following multi-step instructions.
- d) They can focus on one thing at a time.

**Q4. Mark all the correct answers**

Which of the following can students with dyslexia experience at school?

- a) They may be considered lazy and not trying hard enough.
- b) They may be bullied.
- c) They may seem clumsy and disorganized.
- d) None of the above

**Q5. Mark all the correct answers.**

Which of the statements are true?

- a) At school students with dyslexia can be withdrawn and isolated, often not participating in class tasks.
- b) Students with dyslexia have a reading difficulty which is caused by visual perception problems.
- c) Students with dyslexia can excel in sports.
- d) Dyslexia can be inherited.

**Q6. Choose the correct answer.**

Which of the following manifestations of dyslexia are true about adults?

- a) They may have difficulties organizing life around a timetable.
- b) Their handwriting may be untidy and difficult to read.
- c) They find it exceptionally difficult to memorize lists, facts and names.
- d) All of the above.

**Q7. Choose the correct answer.**

When reading a text, learners with dyslexia tend NOT to .....

- a) stumble through longer words.
- b) have problems understanding what they read.
- c) complete their reading task within the time limit.
- d) read more slowly than their peers.

**Q8. Mark all the correct answers.**

When writing, learners with dyslexia

- a) produce messy work, curled pages with numerous crossings out.
- b) confuse letters that look similar like 'b' and 'd', or 'p' and 'q'.
- c) finish the writing task on time.
- d) spell the same word differently in the same piece of work.

**Q9. Decide which age group the following statements characterize BEST. Fill in the blanks in the sentences below with the phrases 'preschool', 'primary school' or 'secondary school'.**

- a) ..... learners at risk for dyslexia enjoy being read to but show no interest in letters or words. They don't know as many words as their peers.
- b) ..... learners with dyslexia may struggle with extended note taking and keeping the deadlines for research papers or other assignments. They do not cope with the pace of work in class and often feel tired from the load of work.
- c) ..... learners at risk for dyslexia demonstrate late development of fine motor skills. They have difficulties in using scissors, rubber or tying up shoe laces in comparison with other children their age.
- d) ..... learners with dyslexia read below grade level and when reading they often have problems understanding what they have read.

**Q10. Mark all the correct answers.**

In spite of their difficulties in learning, learners with dyslexia .....

- a) may have a talent at various skills such as music or art.
- b) spell words with ease.
- c) have a neat and clear handwriting.
- d) may be good at organizing things such as events or meetings.



**Q11. Write your answer in the space provided.**

Complete the phrase used to denote a group of very young children, before or at the beginning of their formal school education, who do not learn to read or write yet so difficulties in reading cannot be observed. These children may, however, find it difficult to remember nursery rhymes, the days of the week or letters of the alphabet. They often come from families with a history of dyslexia. These children are referred to as 'at ..... for dyslexia'.

**Q12. Choose the correct answer.**

Which emotional problems can learners with dyslexia experience?

1. They may have low self-esteem.
  2. They may feel frustrated .
- 
- a) Only 1
  - b) Only 2
  - c) Both 1 and 2
  - d) Neither 1 nor 2

**Q13. Choose the correct answer.**

When working with learners with dyslexia, it is recommended to .....

- a) proceed from content which is easy and known to the more complex one.
- b) provide additional tasks as homework to practice reading.
- c) give them individual tasks rather than activities completed with a group.
- d) make sure they have enough time to take all notes from class.

**Q14. Choose the correct answer.**

Which of the following manifestations of dyslexia are true about young primary school children?

- a) They show short-term memory limitations, e.g. find it hard to remember the alphabet or classroom instructions.
- b) They enjoy reading out loud in class.
- c) They stay focused throughout the lesson.
- d) They have trouble finishing tasks on time.

**Q15. Choose the correct answer**

Which statement is true when discussing the signs of dyslexia?

The signs of dyslexia .....

- a) do not change with age.
- b) may differ across the languages an individual is studying.
- c) remain unchanged in their intensity throughout lifetime.
- d) are the same among learners of the same age group.

# Unit 4 Quiz

## DysTEFL 2 course Unit 4 quiz

This quiz covers the material presented in Unit 4. –*The effects of dyslexia on foreign language learning*

*Please note that in some of the questions more than one answer is possible and that in some of the questions you are asked to fill in the blanks or provide a short answer.*

**Q1. Mark all the correct answers.**

Most learners with dyslexia experiencing difficulty with foreign language learning have problems with:

- a) recognition and manipulation of the sounds of language
- b) reading accurately
- c) acquiring grammatical rules implicitly
- d) acquiring grapheme – phoneme conversion rules

**Q2. Choose the correct answer.**

What characterizes learners with dyslexia when they are learning a foreign language?

- a) They have smaller working memory capacity.
- b) They find it difficult to distinguish between the sounds of language.
- c) neither a) nor b)
- d) both a) and b)

**Q3. Choose the correct answer.**

..... is NOT recommended when teaching a foreign language to students with dyslexia.

- a) Asking learners to complete additional writing tasks at home
- b) Using modern information technology (ICT)
- c) Teaching the sound system of the target language explicitly
- d) Using glossaries of unknown words

**Q4. Write your answer in the space provided.**

One of the difficulties for learners with dyslexia refers to problems with comprehending words, phrases with multiple meanings or word associations. What is the name of the linguistic code which involves understanding meaning?

**Q5. Choose the correct answer.**

..... code involves understanding and applying grammatical, structural concepts of a language system. The difficulties learners with dyslexia experience refer to sentence structure decoding and encoding skills.

- a) Semantic
- b) Syntactic
- c) Phonological
- d) Morphological

**Q6. Mark all the correct answers.**

Which of the statements are true?

- a) A learner who experiences mild or severe difficulties in the native language learning might encounter difficulties in learning a foreign language
- b) A learner's skills in the native language linguistic codes or components form the background for successful foreign language learning
- c) Foreign language difficulties can be placed on a continuum
- d) Foreign language learning is built on native language skills

**Q7. Write your answer in the space provided.**

When learning a foreign language, learners with dyslexia find it difficult to isolate and distinguish the sounds of language and relate them to the appropriate symbols - letters. What is the name of the linguistic code that involves identifying and distinguishing between speech sounds?

**Q8. Choose the correct answer.**

Which is NOT true about learners with dyslexia ?

- a) They have shorter memory span when it comes to processing linguistic input
- b) They can remember fewer pieces of information at a time
- c) They have bigger working memory capacity
- d) They have difficulties remembering words learned recently

**Q9. Choose the correct answer.**

What should teachers do to help learners with dyslexia read better?

- a) shorten texts
- b) divide texts into smaller sections
- c) prepare quick and easy comprehension questions
- d) all of the above

**Q10. Mark all the correct answers.**

When reading in a foreign language, learners with dyslexia:

- a) mix up letters and read inaccurately
- b) read more slowly than other learners
- c) complete the task on time
- d) find it challenging to read the text aloud

**Q11. Choose the correct answer.**

Difficulties in perceiving differences between sounds of a language, e.g. long and short vowels are caused by .....

- a) poor phonological short term memory.
- b) poor phonemic awareness.
- c) poor grapheme-phoneme conversion rules.
- d) poor ability to convert sounds into letters.

**Q12. Mark all the correct answers.**

Which of these statements are true about foreign language learners with dyslexia?

- a) speaking is a language skill in which these learners experience fewer difficulties compared to the acquisition of other skills,
- b) major challenges that these learners experience in speaking in a foreign language involve fast and efficient retrieval of words
- c) it is not advised that oral communication activities are introduced from the first stages of foreign language learning
- d) they have no problems with remembering pronunciation of words

**Q13. Choose the correct answer.**

What is recommended when teaching a foreign language to students with dyslexia?

- a) Praising for even small achievements
- b) Setting up achievable goals
- c) Both a) and b)
- d) Neither a) nor b)

**Q14. Mark all the correct answers.**

When writing in a foreign language, students with dyslexia tend to...

- a) produce texts which might be illegible
- b) confuse spelling of words
- c) prepare shorter texts than required
- d) write slowly

**Q15. Choose the correct answer.**

When learning words in a foreign language, learners with dyslexia should NOT...

- a) practice words while playing games
- b) use multisensory tasks to revise and consolidate newly learned words
- c) be required to learn more than 6-8 words per lesson
- d) revise words using modern technology

# Unit 5 Quiz

## DysTEFL 2 course Unit 5 quiz

This quiz covers the material presented in Unit 5 – *Classroom accommodations for foreign language learners with dyslexia*

*Please note that in some of the questions more than one answer is possible and that in some of the questions you are asked to fill in the blanks or provide a short answer.*

### Q1. Choose the correct answer.

..... implies a 'deficit' model, where the assumption is that difficulties have their source within the child, not within the structures of schools themselves. It suggests the need for a student to adapt to the school, rather than for the mainstream school to transform its own practices to adapt in order to include a greater diversity of pupils and accommodate a diversity of needs. It is assumed that there is something wrong with the child and that extra adaptations or services should be offered to help the child fit into a classroom.

- a) inclusion
- b) integration
- c) segregation
- d) accommodation

### Q2. Choose the correct answer.

..... rejects separating students with special educational needs, it is concerned with every learner's right to take advantage of the benefits offered by the educational system. It assumes that individual differences between humans are normal and that it is the educational system that needs to be adapted to the learners' needs, not the learners fitted into the system.

- a) segregation
- b) differentiation
- c) inclusion
- d) integration

### Q3. Write your answer in the space provided.

What do we call the adjustments introduced into the teaching process so that individual learning needs of students with dyslexia are appropriately catered for?

.....  
 .....

### Q4. Write your answer in the space provided.

It is a framework or philosophy for effective teaching that involves providing different learners with different paths to learning in the same classroom in terms of tasks, materials, amount of teacher support, and expectations.

.....  
 .....

**Q5. Mark all the correct answers.**

Which of the statements are true?

- a) Inclusion means that schools and teachers ensure that they meet the diverse learning needs of all learners
- b) In inclusive educational settings all students have access to and can fully participate in all educational activities
- c) Only students with Specific Learning Differences (SpLDs), including dyslexia, are eligible for inclusive practices
- d) In a truly inclusive education system there is no need for accommodations because all curricula are accessible to all learners

**Q6. Fill in the blanks in the sentences below with the words 'inclusion' or 'integration'.**

- a) ..... involves changing the school
- b) ..... involves changing the learner
- c) ..... is about benefitting only students with special educational needs
- d) ..... involves professionals, specialist expertise and formal support

**Q7. Choose the correct answer.**

Which of the statements is false?

- a) Integration models believe that all learners must adjust to the adaptations offered by the school or fail
- b) Integration models believe that all learners can learn
- c) Integration models believe that adaptations are put in place to make all learners fit into an existing classroom setting
- d) None of the above

**Q8. Choose the correct answer.**

Which of these will not make the classroom an easier place for students with dyslexia to work in?

- a) Giving more time to complete assignments to students who work slowly
- b) Giving everybody the same task
- c) Keeping the wall around the board or screen clear of other information and colourful displays
- d) Allowing students to use a 'text window' to focus on a given bit and block out the rest of the page

**Q9. Mark all the correct answers.**

Which of the accommodations are reasonable to make the amount of work smaller?

- a) Request the student to complete only odd-numbered problems or items with stars by them
- b) Provide responses to several items and ask the student to complete the rest
- c) Divide a worksheet into sections and instruct the student to do a specific section
- d) Divide a worksheet by drawing lines across it and writing 'go' and 'stop' within each section



**Q10. Mark all the correct answers.**

Multisensory Structured Language (MSL) teaching approach ...

- a) involves no drills
- b) activates learner's multiple sensory channels
- c) proceeds with teaching the language in a structured and systematic way
- d) involves no direct explanation of the language rules and regularities so that students can infer them from language input

**Q11. Choose the correct answer.**

Which of these is not recommended when teaching students with dyslexia?

- a) modelling tasks for the students to follow
- b) presenting a small amount of work at a time
- c) presenting written instructions in a paragraph form
- d) none of the above

**Q12. Mark all the correct answers.**

Which of these are recommended when teaching students with dyslexia?

- a) changing the response mode from handwriting to underlining or selecting
- b) allowing students to complete project work instead of oral reports or vice versa
- c) giving students handouts and summary sheets so that they do not have to listen and take notes at the same time
- d) using computer games to provide practice opportunities with words, spelling and grammar

**Q13. Choose the correct answer.**

..... is not useful when teaching learners with dyslexia.

- a) Adapting classroom environment in terms of temperature, light and noise to suit the needs of students
- b) Highlighting all the mistakes in written assignments so that a students know what they need to work on
- c) Teaching directly the rules and regularities in the language
- d) Trying to find something positive to praise the students for when giving feedback in order to boost their self-esteem and motivation

**Q14. Write your answer in the space provided.**

..... teaching involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning to read and spell. It provides frequent repetition and ample practice as well as training in learning strategies. It proceeds in small cumulative steps.

**Q15. Choose the correct answer.**

What does not have to be differentiated with regard to students with dyslexia?

- a) materials
- b) tasks
- c) course content
- d) amount of teacher support

# Unit 6 Quiz

## DysTEFL 2 course Unit 6 quiz

This quiz covers the material presented in Unit 6 – *Techniques for developing phonological and orthographic awareness*

Please note that in some of the questions more than one answer is possible and that in some of the questions you are asked to fill in the blanks or provide a short answer.

.....

**Q1. Choose the correct answer.**

..... is the ability to identify, distinguish between, detect and manipulate the sound structure of words, including whole words, syllables, onsets, rimes and phonemes.

- a) Alphabetic principle
- b) Phonological awareness
- c) Phonemic awareness
- d) Phonics

**Q2. Choose the correct answer.**

..... is the ability to identify, differentiate, blend, segment, isolate, and manipulate the smallest units of sound.

- a) Phonics
- b) Alphabetic principle
- c) Phonemic awareness
- d) Phonological awareness

**Q3. Choose the correct answer.**

..... tells us that in the writing systems single sounds are represented by single letters or groups of letters.

- a) Phonemic awareness
- b) Phonological awareness
- c) Phonics
- d) Alphabetic principle

**Q4. Write your answer in the space provided.**

What is the name of a method of reading instruction, aimed at familiarising children with relationships between sounds and corresponding letters or clusters of letters. The method involves explicit teaching of the rules and patterns of the letter-sound relationship.

.....

.....

**Q5. Choose the correct answer.**

Which activities are helpful in developing phonological awareness?

- 1) rhyming
- 2) deleting sounds in words
- a) only 1)
- b) only 2)
- c) both 1) and 2)
- d) neither 1) nor 2)

**Q6. Mark all the correct answers.**

Which sequences of the activities for developing phonological awareness are not appropriate?

- a) Differentiating individual phonemes, blending onsets and rimes, deleting sounds, producing rhyme
- b) Recognizing rhyme, blending onsets and rimes, segmenting sounds, substituting sounds
- c) Differentiating rhyme, segmenting onsets and rhymes, adding sounds, segmenting words in sentences
- d) Recognizing sounds, producing rhyme, segmenting words in sentences, blending sounds

**Q7. Mark all the correct answers.**

Which activities are helpful in developing phonemic awareness?

- a) isolating sounds
- b) segmenting onsets and rimes
- c) substituting sounds
- d) recognizing rhymes

**Q8. Choose the correct answer.**

Which is true about the English language?

- a) a single sound is always represented by more than one letter
- b) a single sound may be represented by different letters or letter combinations in different words
- c) a given letter or a combination of letters always represents more than one sound
- d) all of the above

**Q9. Mark all the correct answers.**

Which techniques are useful for developing orthographic awareness?

- a) Building word families composed of words sharing the same spelling choices for a given sound
- b) Colour-coding used to help students distinguish between onsets and rimes
- c) Drilling the spelling with word slides and flip cards
- d) Tracing words

**Q10. Fill in the blanks in the text below with single words.**

In English there are several productive spelling patterns and a number of (a) ..... rules which can be helpful in learning how to spell correctly. For example, the position of a sound in a word - initial or final, and the surrounding sounds have an effect on the spelling of this sound. Knowledge of syllable structure helps students learn how to spell. Syllable analysis into (b) ..... and (c)..... supports spelling. Presenting single-syllable words in sets classified according to the (d)..... they share is very useful.

**Q11. Choose the correct answer.**

Which of the following statements is false?

- a) Poor spelling produced by learners with dyslexia results from a poor visual memory for the sequences of letters in words
- b) Visual memory plays a relatively minor role in learning to spell
- c) Spelling problems experienced by learners with dyslexia stem from the underlying language learning weaknesses
- d) Poor spellers have trouble remembering the letters in words because they find it difficult to isolate, remember, and recall the sounds that those letters represent

**Q12. Write your answer in the space provided.**

Alphabetic orthographic systems can be classified according to the consistency of the letter-to-sound relations. In some languages a given letter or letter cluster is always pronounced the same way, whereas in other languages it can have several distinct pronunciations; a sound can be represented with multiple spelling choices or is nearly always spelled the same way.

How do we call orthographies that do not have simple sound-letter relations but demonstrate considerably unpredictable and complex sound-letter relationships?

.....  
 .....

**Q13. Fill in the blanks in the text below with single words.**

(a)..... is one of the activities for developing phonological awareness. Rather than  
 (b)..... a word into its individual sounds, it involves combining the individual sounds to say a whole word, for example, /h/ /e/ /n/ is put together to make the word 'hen'. Before you ask children to divide words into their constituent sounds, begin with dividing (c)..... into individual words and words into (d) .....

**Q14. Mark all the correct answers.**

Which of the following statements are true?

- a) Providing words that rhyme with a given word is easier than picking out words that rhyme from a list of words
- b) When working with sounds, always say the sound of the letter, not its name
- c) Segmenting sentences into individual words is easier for children than segmenting single-syllable words like 'cat' into their onsets and rimes
- d) Recognizing medial sounds in words is easier than recognizing final sounds

**Q15. Write your answer in the space provided.**

It is the smallest unit of sound in a language. It is not always represented by a single letter, it can be represented by a cluster of letters.

.....  
 .....

# Unit 7 Quiz

## DysTEFL 2 course Unit 7 quiz

This quiz covers the material presented in Unit 7 – *Techniques for teaching vocabulary and grammar*

*Please note that in some of the questions more than one answer is possible and that in some of the questions you are asked to fill in the blanks or provide a short answer.*

**Q1. Choose the correct answer.**

Difficulties that students with dyslexia face in learning grammar include:

- 1) problems with understanding grammatical concepts
  - 2) problems with memorizing rules of grammar
- a) only 1)
  - b) only 2)
  - c) both 1) and 2)
  - d) neither 1) nor 2)

**Q2. Write your answer in the space provided.**

Rhymes, memory games, flashcards, loci, keywords, hookwords etc. are good ..... techniques because they help learners recall the vocabulary items more efficiently.

.....

.....

**Q3. Choose the correct answer.**

Difficulties that students with dyslexia face in learning vocabulary include:

- 1) confusing and misspelling similar words
  - 2) memorizing the pronunciation of words
- a) only 1)
  - b) only 2)
  - c) neither 1) nor 2)
  - d) both 1) and 2)

**Q4. Choose the correct answer.**

Students with dyslexia face problems in grammar due to difficulties related to:

- 1) Learning suffixation and conjugation
  - 2) memorising grammatical rules
- a) only 1)
  - b) only 2)
  - c) neither 1) nor 2)
  - d) both 1) and 2)

**Q5. Mark all the correct answers.**

When teaching vocabulary to students with dyslexia, teachers are advised to:

- a) introduce words that are morphologically similar together
- b) limit the number of new items in one lesson
- c) focus on pronunciation and meaning of the words introduced
- d) all of the above

**Q6. Choose the correct answer.**

Which is/are recommended when teaching grammar to students with dyslexia?

- a) Build on already familiar constructions
- b) Using colour coding techniques
- c) Teach rules implicitly
- d) Only a and b

**Q7. Choose the correct answer.**

Which of these statements are true for learners with dyslexia?

- a) All learners with dyslexia are identical and face very similar difficulties
- b) Learners with dyslexia can benefit from strategy training/development as they do not have any
- c) Learners with dyslexia cannot use metacognitive strategies, eg. talking about the structure of the language
- d) None of the above

**Q8. Mark all the correct answers.**

Which is NOT true about the causes of vocabulary learning difficulties in students with dyslexia?

- a) They have poor phonological awareness
- b) They have a poorer capacity of the phonological short term memory
- c) They have difficulty understanding the meaning of words
- d) They have many strategies for memorizing words

**Q9. Mark all the correct answers.**

Which of the answers are true?

When learning grammar, students with dyslexia encounter difficulties related to:

- a) word order rules
- b) the application of grammatical rules
- c) serial processing
- d) explicit teaching

**Q10. Choose the correct answer.**

When learning vocabulary and grammar, students with dyslexia may encounter problems related to

.....

- a) inferencing
- b) memorization
- c) implicit teaching
- d) all of the above



**Q11. Mark all the correct answers.**

In order to enhance students' vocabulary and grammar mastery, teachers could use:

- a) speech to text software
- b) mindmaps
- c) digital voice recorder
- d) scribe

**Q12. Choose the correct answer.**

Useful approaches in teaching vocabulary and grammar to students with dyslexia include:

- a) revision
- b) explicit instruction
- c) multisensory presentation and practice
- d) all of the above

**Q13. Choose the correct answer.**

When teaching vocabulary, teachers should place emphasis on:

- a) the teaching of individual lexical items
- b) the teaching of small lexical chunks
- c) both a) and b)
- d) neither a) nor b)

**Q14. Write your answer in the space provided.**

This is a method for reading instruction that allows the teacher to place emphasis on the sounds of the letters and to shed light on the lack of consistency between graphemes and phonemes in the English language.

.....

.....

**Q15. Mark all the correct answers.**

Learners with dyslexia who are learning vocabulary can benefit from playful activities which:

- a) illustrate the inconsistency of the English orthography
- b) develop strategies for memorising words
- c) make use of visual and kinaesthetic connections to auditory input (e.g. pictures/mime/mnemonics)
- d) only a and c

# Unit 8 Quiz

## DysTEFL 2 course Unit 8 quiz

This quiz covers the material presented in Unit 8 – *Techniques for teaching listening and speaking*

*Please note that in some of the questions more than one answer is possible and that in some of the questions you are asked to fill in the blanks or provide a short answer.*

.....

**Q1. Choose the correct answer.**

Which is NOT true?

- a) The teacher should always check whether the students understand what to do and that they know the aims of the listening tasks.
- b) The teacher should try to set up a safe learning environment both for the speaking and listening practice.
- c) Learners should have enough time to prepare for the speaking and listening and teachers should provide a lot of support.
- d) The instructions for the listening should be short and clear.

**Q2. Mark all the correct answers.**

When teaching listening to students with dyslexia, teachers should:

- a) break up tasks into stages
- b) use pre-listening activities
- c) provide extensive instructions
- d) all of the above

**Q3. Mark all the correct answers.**

In speaking teachers ...

- a) Make sure that learners with dyslexia can touch and move objects while learning the names of some of them
- b) Do not use multisensory activities
- c) Allow learners with dyslexia extended planning time
- d) Display the beginning of the sentences on board to help learners with dyslexia produce the language

**Q4. Choose the correct answer.**

While practicing listening or speaking in class with students with dyslexia, teachers should not...

- a) assign pairwork or groupwork
- b) prepare different tasks for different groups of learners
- c) focus on strategy training
- d) none of the above

**Q5. Mark all the correct answers.**

When choosing a text for a listening activity, teachers should consider the following issues:

- a) topic
- b) level of difficulty
- c) genre
- d) length

**Q6. Choose the correct answer.**

Appropriate techniques for teaching speaking to students with dyslexia include:

- a) drilling
- b) memorising
- c) recycling
- d) all of the above

**Q7. Choose all the correct answers.**

While checking students' listening comprehension, teachers should:

- a) use gestures and visuals
- b) allow students to use the L1
- c) adapt both listening texts and the type of tasks to the students' needs
- d) all of the above

**Q8. Choose the correct answer.**

Which of the following are useful techniques for developing speaking in learners with dyslexia?

- 1) arts and crafts activities
- 2) drama and role plays
- a) only 1)
- b) only 2)
- c) neither 1) nor 2)
- d) both 1) and 2)

**Q9. Choose the correct answer.**

When teaching listening to learners with dyslexia, the following techniques are recommended:

- a) extensive individual work
- b) groupwork
- c) assignment of complex tasks
- d) none of the above

**Q10. Mark all the correct answers:**

Which of the following are helpful techniques in developing listening for learners with dyslexia?

- a) drawing sketches
- b) using gestures and body movements
- c) using students' mother tongue
- d) dictating texts

**Q11. Mark all the correct answers.**

When teaching oral skills to students with dyslexia, teachers should try to:

- a) provide a safe learning environment
- b) differentiate tasks
- c) provide extensive support
- d) only a and c

**Q12. Choose the correct answer.**

Which of the following statements is true?

- 1) When teaching listening and speaking activities, teachers should consider pre-teaching some vocabulary with emphasis on pronunciation.
- 2) It is advisable that teachers set and share the aims of the lesson with the learners
  - a) only 1)
  - b) only 2)
  - c) neither 1) nor 2)
  - d) both 1) and 2)

**Q13. Choose all the correct answers.**

During the while-listening stage, learners with dyslexia could be asked to:

- a) check predictions
- b) write down long answers
- c) listen for general understanding
- d) all of the above

**Q14. Choose the correct answer.**

Which of the following statements is false?

- a) Developing speaking skills is a more challenging task for learners with dyslexia than developing reading and writing skills
- b) Difficulties with processing oral language do not relate to the development of oral skills in learners with dyslexia
- c) If a learner with dyslexia recognises the relevance of the listening task to real life, s/he may become extremely motivated
- d) Before doing a listening task with students with dyslexia, it is useful to pre-teach some vocabulary with emphasis on pronunciation

**Q15. Mark all the correct answers.**

When teaching speaking and listening skills to learners with dyslexia, teachers should:

- a) make sure they can be heard clearly by all students
- b) be aware of competing sounds in classrooms (such as noisy heaters or air conditioning unit)
- c) vary the tone of voice: loud, soft, whispering
- d) use eye contact, especially when giving instructions

# Unit 9 Quiz

## DysTEFL 2 course Unit 9 quiz

This quiz covers the material presented in Unit 9 - *Techniques for teaching reading and writing*

*Please note that in some of the questions more than one answer is possible and that in some of the questions you are asked to fill in the blanks or provide a short answer.*

.....

### Q1. Choose the correct answer.

Which of the following difficulties are mostly related to writing and not reading?

- a) problems with reading their own handwriting
- b) insufficient knowledge of syntax (e.g. word order rules)
- c) difficulties with ordering ideas
- d) mixing up similar-looking words

### Q2. Choose the correct answer.

The ..... of the text should be motivating to read, should awaken learners' curiosity in the information and should create the need for reading.

- a) length
- b) content
- c) layout
- d) language

### Q3. Mark all the correct answers.

Which principles about the length of the text are important for the learners with dyslexia?

- a) The paragraph length should decrease gradually (long paragraphs first)
- b) Long texts should be broken into smaller sections
- c) Long texts should be dealt with in several stages of the lesson or over a number of lessons
- d) The length should be appropriate for the learners' level

### Q4. Mark all the correct answers.

What is important for learners with dyslexia regarding vocabulary and grammar of the text while reading?

- a) the level of difficulty of the reading text should be in line with the learners' level of proficiency
- b) the text should contain a high number of unfamiliar words so the learners with dyslexia have opportunity to learn them
- c) complex syntactic or morphological constructions should be reformulated
- d) the number of unfamiliar grammatical structures should be limited

**Q5. Choose the correct answer.**

Which of the statements is false?

- a) Learners with dyslexia cannot overcome some or most of their reading problems even if they use appropriate strategies
- b) Good readers with dyslexia rely on metalinguistic awareness (on their knowledge of how language works)
- c) Learners with dyslexia have poor phonemic awareness, which might prevent them from using linguistic strategies to work out the meaning of the text
- d) Reading carefully in key places and monitoring comprehension are two strategies which can be taught explicitly to learners with dyslexia to help them overcome their reading comprehension problems

**Q6. Choose the correct answer.**

The appropriate ..... is when the text is organised into short paragraphs with the appropriate font and size of the letters and it is accompanied with illustrative pictures or visual images.

- a) length
- b) contents
- c) layout
- d) language

**Q7. Choose the correct answer.**

Which activities are not helpful for learners with dyslexia when they are taught reading in their EFL classes?

- a) teaching reading from the adjusted version of the text
- b) using the glossary of words
- c) teaching reading from the text with a high number of unfamiliar words
- d) using visual representations of key words

**Q8. Write your answer in the space provided.**

Mapping sounds to letters and words to their meanings, as well as processing morphological and syntactic structures are ..... order decoding processes.

**Q9. Mark all the correct answers.**

Which are the higher order processes in reading:

- a) decoding texts
- b) understanding information
- c) evaluating information
- d) memorizing information

**Q10. Choose the correct answer.**

..... is not useful in the while-reading activities when teaching learners with dyslexia.

- a) grading the tasks starting from global understanding going to greater detail
- b) demonstrating effective reading strategies and reflecting on them
- c) using multisensory tasks
- d) asking learners to read aloud



**Q11. Mark all the correct answers.**

Which of the following activities are post-reading activities?

- a) using the texts for further language practice
- b) stimulating expectations
- c) using role-plays, discussions, simulations, re-telling for practising speaking
- d) using reading texts as models for writing

**Q12. Mark all the correct answers.**

Which of the following accommodation techniques or teaching tips an EFL teacher could use with learners with dyslexia at the first stage of the writing lesson – presenting the task?

- a) pre-teaching of new words
- b) using a text to speech software
- c) using voice recorders
- d) using a spell checker

**Q13. Choose the correct answer.**

Which of the following is NOT useful for the learners with dyslexia to plan their writing:

- a) to plan orally
- b) to record ideas
- c) to use a mind map
- d) to plan individually

**Q14. Fill in the blanks in the sentences below with single words.**

When giving feedback, teachers should give it on the (a) ..... and the form of the tale. They should not use a (b) ..... pen for correcting the mistakes. Instead of circling the mistakes it is better to (c) ..... them and give (d) positive..... which should help to improve their writing skills in the future.

**Q15. Choose the correct answer.**

Which are not suitable teaching tips when working on writing assignments with students with dyslexia?

- a) Ignore grammar and spelling mistakes, sentence structure and punctuation in the first draft of an assignment
- b) Show students how to brainstorm ideas
- c) Ask a student to rewrite a paper so that his/her work is neat
- d) Have students practice writing skills through fun and in an interactive way, for example by sending an e-mail to a friend, writing a letter to a pen-pal or writing on topics they choose

# Unit 10 Quiz

## DysTEFL 2 course Unit 10 quiz

This quiz covers the material presented in Unit 10 – *The assessment of language learners with dyslexia*

*Please note that in some of the questions more than one answer is possible and that in some of the questions you are asked to fill in the blanks or provide a short answer.*

.....

### Q1. Choose the correct answer.

Which are test fairness principles?

- a) a lack of bias
- b) an equitable treatment in the testing process
- c) fairness as an opportunity to learn
- d) all of the above

### Q2. Mark all the correct answers.

Which definition discussing accommodations versus modifications is NOT true?

- a) Modifications change the test and involve all students with equal effect
- b) Accommodations change what is being tested
- c) If the accommodation does not improve the scores of students with specific learning difficulties, it is not useful
- d) If the accommodation does not improve the scores of students without dyslexia, it should not be granted

### Q3. Choose the correct answer.

When taking a test, students with dyslexia usually need ..... time as other students to complete the set test tasks.

- a) less
- b) more
- c) the same amount of
- d) three times more

**Q4. Mark all the correct answers.**

Consider the layout of the input text for the reading assessment task presented below. Which things related to the layout of the text make the reading process especially difficult for students with dyslexia?

- a) different fonts and font sizes
- b) the attached photo
- c) very little space between the lines/ dense writing
- d) the title

### Love can conquer everything


Once upon a time there was a princess. She lived in a castle with hundreds of rooms. She had everything but she was still not happy. She didn't have any brothers or sisters. Her parents loved her very much and bought her everything she could wish for. One day a very handsome young prince came to visit to the castle. He was very sporty and liked reading books. The princess finally found a friend and both spent all their free time together. They went to the woods and sat down on the lawn and read books, talked with each other, sang songs and dreamt of the bright future. However, their happiness was interrupted by the arrival of an old woman who looked like a mean witch. She was actually a very unfriendly and selfish with which came to spoil the lovers' happiness. One night she enchanted the prince and the princess so that they would fall into a deep sleep for many years to come. Only a child with lots of strong will and determination could save them.



Free image courtesy of Free Pixabay.com

**Q5. Choose the correct answer.**

Consider the reading comprehension assessment task designed for young learners presented below. Why would students with dyslexia find the reading process and thus doing the reading task easier?

 <p>Free image courtesy of Free Pixabay.com</p>	<p style="text-align: center;"><b>My favourite animal</b></p> <p style="text-align: center;">By Karmen Pizorn</p> <p><b>Read the text and answer the questions.</b></p> <p><i>I am Peter and my father works in one of the zoos in Thailand. I often go with him to the zoo and watch animals for hours. I would like to talk about my most favourite animal in this zoo. This is Monkey George who is a nice and friendly young monkey. As you probably know monkeys are one of the funniest animals in nature. They are full of curiosity and adventure but they are also mischievous and intelligent. Monkey George is fun to observe. He jumps from one branch to the other and then suddenly hides among branches in the top of the tree. After some time, there will be leaves or nuts coming down and you can see his happy face if he hits his friends' heads who are relaxing under the tree.</i></p>
<ol style="list-style-type: none"> <li>1. Why does Peter spend a lot of time at the zoo?</li> <li>2. Who is Peter going to describe?</li> <li>3. What are monkeys like?</li> <li>4. What does George throw from the tree?</li> </ol>	

- a) because of the picture accompanying the reading text
- b) because of the coloured background
- c) because the picture is colourful
- d) because the letters are big enough

Q6. Mark all the correct answers.

Why may students with dyslexia find the reading comprehension assessment task below difficult?

- a) Students have to select and fill in appropriate words from a bank of words
- b) Listening and reading are involved in this task
- c) Students find copying words from the provided bank of words difficult
- d) This task has a friendly layout for students with dyslexia

**READING COMPREHENSION TASK**

**Read the letter and fill in the blanks with the words from the bubbles. There are two words that you do not need to use. Example 0 has been done for you.**

**A LETTER FROM JENNY**

boy

clever

from

has

in

play

~~small~~

teacher

want


Hi!

I'm Jenny. I'm eleven years old and I live in a (0) small village near London. In the photo you can see my family. The (1) \_\_\_\_\_ next to me is James, my brother. He's fifteen years old. He's (2) \_\_\_\_\_ and hardworking. My mum is a (3) \_\_\_\_\_ and my father is a bus driver. My mum works (4) \_\_\_\_\_ the morning, but my father must sometimes work in the afternoon.

My brother (5) \_\_\_\_\_ a lot of hobbies. He plays the drums. I don't play a musical instrument. But I (6) \_\_\_\_\_ to go to music school. What about you?

Write soon.

Love,  
Jenny



	6
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(Taken from the National Assessment in English for Year 6 primary school students in Slovenia  
Available from: <http://www.ric.si/mma/N061-241TJA-2-1/2008020416064818/>)

**Q7. Mark all the correct answers.**

Which are typical accommodations in test timing?

- 1) extended time
- 2) multiple or frequent breaks
- 3) administering the test individually
- 4) testing over multiple days

**Q8. Fill in the blanks in the text below with single words.**

In testing reading, students with dyslexia may be provided with several accommodations regarding the presentation format, such as (a) screen ....., (b) ..... reading, (c) ..... print and (d) coloured .....

**Q9. Choose the correct answer.**

..... is not a useful accommodation which would support students with dyslexia in giving their responses in a written test/exam.

- a) using a computer
- b) providing coloured overlays
- c) using organizational devices such as spelling assistive devices or visual organizers
- d) responding directly in the test booklet rather than on an answer sheet

**Q10. Mark all the correct answers.**

Useful and practical suggestions for accommodating students with dyslexia when taking a test include:

- a) allowing more time for reading tasks
- b) allowing use of laptops or a scribe
- c) avoiding dense blocks of text
- d) only (a) and (b)

**Q11. Fill in the blanks in the text below with single words.**

When assessing students' writing, it is advisable to provide constructive (a)..... at the end of the piece of work, which will help the learner to improve his/her writing. This can include different kinds of prompts, namely (b) ..... prompts (e.g. go back and write that again), (c) ..... prompts (e.g. how do we address someone formally?) or (d) ..... prompts (e.g. an adverb ends with '-ly').

**Q12. Mark all correct answers.**

When preparing a reading test for students with dyslexia, you need to consider:

- a) shortening all sentences in the text
- b) turn passive verbs into active verbs
- c) selecting more dyslexic-friendly font sans serif font (e.g. Century Gothic)
- d) including headings and subheadings in the text

**Q13. Choose the correct answer.**

Which of the following should not be used for assessing reading comprehension in learners with dyslexia?

- 1) Filling in missing words in a reading text
  - 2) Answering close-ended questions
- a) only 1)
  - b) only 2)
  - c) neither 1) nor 2)
  - d) both 1) and 2)

**Q14. Choose the correct answer.**

Which is NOT true?

- a) When assessing students with dyslexia, teachers should consider students' self-esteem.
- b) During assessment, it is important to remember that students with dyslexia might find it difficult to produce a short written text under time constraints.
- c) When assessing students' writing skills, the use of open-ended questions is recommended.
- d) When assessing students' writing, it is advisable to insert constructive comments on their written assignments.

**Q15. Choose the correct answer.**

Students with dyslexia may have trouble with texts that contain:

- a) accompanying pictures
- b) multiple choice questions
- c) visual aids such as graphs or webs
- d) only (a) and (b)



# Course test

## DysTEFL 2 course test

This test covers the material presented in the DysTEFL 2 course (units 1-10).

*Please note that in some of the questions more than one answer is possible - you need to mark all the correct answers.*

### Q1. Choose the correct answer.

According to the philosophy of differentiation,

- a) effective teaching of students with special educational needs involves separating them from other students to better cater for their learning needs
- b) effective teaching involves catering for individual learning needs in different ways in the same classroom
- c) effective teaching involves treating all learners equally in terms of the amount of teacher support
- d) none of the above

### Q2. Mark all the correct answers.

Which of the statements are true about dyslexia?

- a) Children born in families with the history of dyslexic difficulties may also have dyslexia.
- b) Problems caused by dyslexia are limited to difficulties with acquiring literacy.
- c) Individuals with dyslexia often have problems with sustaining their attention for a long time.
- d) Individuals with dyslexia often have problems with automatizing new knowledge.

### Q3. Choose the correct answer.

Students with Asperger's Syndrome commonly have problems with understanding overly descriptive or metaphorical language. Which is the most appropriate accommodation/ strategy that would mitigate the challenge in this area?

- a) breaking texts into small chunks
- b) explicit instruction in noticing and using paralinguistic cues such as volume, intonation and pace
- c) developing a personal dictionary for commonly needed words
- d) additional practice in articulating words

### Q4. Mark all the correct answers.

Which of the statements concerning the ability to spell are true?

- a) poor visual memory for the sequences of letters in words causes spelling problems
- b) some individuals are born to be better spellers
- c) poor spellers can be helped with appropriate instruction
- d) poor spelling stems from the weaknesses in underlying language skills, including the ability to analyse and remember individual sounds

**Q5. Choose the correct answer.**

Which are potential difficulties experienced by students with dyslexia in taking exams/tests?

- a) completing all the tasks
- b) answering multiple choice questions
- c) producing extended writing
- d) all of the above

**Q6. Choose the correct answer.**

Which of the following statements is true?

- 1) The technique of colour-coding helps students with dyslexia understand grammatical concepts without using difficult linguistic terminology
  - 2) Controlled grammar practice should first be done orally and not in writing
- a) only 1)
  - b) only 2)
  - c) both 1) and 2)
  - d) neither 1) nor 2)

**Q7. Mark all the correct answers.**

Which adjustment can be useful for learners with dyslexia to practice gist reading for global understanding?

- a) provide an adjusted version of the text
- b) promote the rapid reading
- c) provide the glossary of words
- d) write the key words on the board

**Q8. Mark all the correct answers.**

Specific Learning Difficulties' profile depends on:

- a) severity of the difficulties
- b) ability of the individual to identify and understand her/his difficulties
- c) successfulness of development and implementation of coping strategies
- d) physical health of the individual

**Q9. Choose the correct answer.**

Which of these statements are true about learners with dyslexia learning a foreign language? They may ...

- a) find speaking in a foreign language easier than reading and writing.
- b) have problems fast and efficient word retrieval.
- c) have difficulties differentiating between similarly sounding words.
- d) all of the above

**Q10. Choose the correct answer.**

Which of these is true about signs of dyslexia?

- a) Learners with dyslexia may each display different strengths and weaknesses.
- b) Signs of dyslexia do not change as the learner becomes older.
- c) Spelling difficulties are the main manifestations of dyslexia.
- d) Signs of dyslexia are similar across languages a learner is studying.

**Q11. Choose the correct answer.**

Which of these is characteristic of dyslexia?

- a) Dyslexia does not affect learning an additional (foreign/second) language.
- b) If a child finds reading and spelling difficult, he/she does not have to have dyslexia.
- c) Dyslexia can be cured.
- d) Dyslexia disappears in adulthood.

**Q12. Choose the correct answer.**

Specific Learning Difficulties affect to a lesser or greater extent:

- a) about 4% of people
- b) about 15% of people
- c) about 25% of people
- d) about 50% of people

**Q13. Mark all the correct answers.**

Assessment accommodations concerning the response format include

- a) using a scribe
- b) magnification devices
- c) large print
- d) using a computer

**Q14. Choose the correct answer.**

Which of these may be true for foreign language learners with dyslexia of any age?

- a) slow reading rate and a negative attitude towards the activity as such
- b) recurrent orthographic mistakes
- c) being disorganized and forgetful
- d) all of the above

**Q15. Choose the correct answer.**

Sort the activities 1), 2), 3), and 4) from the easiest to the most difficult.

- 1) identifying words which begin with the same sound
  - 2) deleting sounds in words to form new words
  - 3) identifying rhyming words
  - 4) blending sounds to form words
- a) 1, 2, 4, 3
  - b) 3, 1, 4, 2
  - c) 2, 4, 3, 1
  - d) 4, 3, 2, 1

**Q16. Mark all the correct answers.**

Which of these are recommended when teaching a foreign language to learners with dyslexia?

- a) using explicit and direct instruction in developing phonological awareness and letter-sound correspondence
- b) activating different sensory pathways while using multisensory approach
- c) using implicit techniques – asking learners to discover the rules of grammar themselves
- d) all of the above

**Q17. Choose the correct answer.**

Which of the statements characterises the method of reading instruction called ‘phonics’?

- a) It begins by reading a word, then the word is analysed and divided into parts
- b) It directly teaches the sounds of letters and the relationships between sounds (phonemes) and corresponding letters (graphemes)
- c) It uses a syllable as a basic building unit for decoding words
- d) It uses a word as a basic unit of language – words are learned by sight and recognised as a whole

**Q18. Mark all the correct answers.**

While developing listening skills in students with dyslexia, it is recommended that teachers

- a) divide the listening text into shorter stretches of talk
- b) adapt both the listening texts and types of tasks to the learners’ needs
- c) avoid listening text in which students have to concentrate on distinguishing similar sounding words
- d) avoid multisensory listening tasks involving responding to the listening material with movement

**Q19. Choose the correct answer.**

Which is not an appropriate teaching technique in while-reading activities for learners with dyslexia?

- a) grading the tasks, starting from global understanding going to greater detail
- b) prioritizing speed reading
- c) not asking learners to read aloud
- d) demonstrating effective reading strategies and reflecting on them

**Q20. Mark all the correct answers.**

Some manifestations of dyslexia regarding reading may diminish with age .....

- a) as it is possible to grow out of dyslexia.
- b) because learners develop compensation strategies.
- c) due to explicit and systematic instruction in developing phonological awareness and in teaching phonics.
- d) when learners undergo proper medical treatment.

**Q21. Choose the correct answer.**

Which technique is useful when teaching learners with dyslexia?

- 1) using a blank sheet of paper to cover sections of the page not being worked on at the time
  - 2) marking essential information in the regular textbook with a highlight pen for learners
- a) only 1)
  - b) only 2)
  - c) neither 1) nor 2)
  - d) both 1) and 2)

**Q22. Choose the correct answer.**

Dyslexic reading difficulties can be reduced by .....

- a) medical treatment
- b) special diet
- c) instructional methods
- d) upgrading the socio-economic status

**Q23. Choose the correct answer.**

Students have to write a story that is connected with the place where they usually spend their summer holidays. Sort the stages of the writing lesson 1), 2), 3), and 4) in the appropriate order.

- 1) collecting ideas for the task (e.g. from the internet, guidebooks, magazines of tourist offices)
  - 2) presentation of the story (e.g. printed copy with the pictures, power point presentation, their own pictures as comic book)
  - 3) the process of writing and self-correction (e.g. students use the spell check for spelling, checking all the verbs in the tales if they are in the correct tense)
  - 4) presenting the task (introduction of the task by teacher)
- a) 3, 2, 4, 1
  - b) 2, 4, 3, 1
  - c) 4, 1, 3, 2
  - d) 1, 3, 2, 4

**Q24. Mark all the correct answers.**

The difficulties learners with dyslexia encounter in oral communication activities include:

- a) applying appropriate social conventions of language use
- b) concentrating on a stream of oral language produced by their interlocutors
- c) remembering the pronunciation of words
- d) retrieving words from memory quickly and efficiently

**Q25. Mark all the correct answers.**

It is beneficial for learners with dyslexia when

- a) grammar is presented in context
- b) grammar structures are related to their communicative functions
- c) they are asked to deduce the regularities of language from the input with no explanation on grammatical rules
- d) complicated terminology in grammar presentation is avoided

**Q26. Choose the correct answer.**

Difficulties with learning a foreign language that learners with dyslexia experience might be related to...

- a) their lack of foreign language aptitude.
- b) failure to use appropriate learning strategies.
- c) subtle or over native language learning difficulties.
- d) low motivation.

**Q27. Mark all the correct answers.**

Test accommodations can be provided in:

- a) the presentation format (how test instructions and test items are presented to students)
- b) the response format (responding to test items in another modality, e.g. orally instead of in writing)
- c) timing of the test (allowing more time to complete the test)
- d) setting of the test (e.g. allocation of separate room)

**Q28. Choose the correct answer.**

Which of these is not characteristic of dyslexia?

- a) Dyslexia is a specific learning difficulty/difference.
- b) Poor literacy skills (reading and spelling) are often unexpected as the students might do well in other subjects.
- c) Dyslexic difficulties stem from poor visual processing and memory.
- d) The main reason for dyslexic difficulties is reduced phonological awareness.

**Q29. Choose the correct answer.**

Some people with dyslexia and other SpLDs are light and colour sensitive (visual stress syndrome). Which of the following accommodations for writing and reading may be helpful for them?

- a) coloured paper for writing
- b) coloured overlays for reading
- c) tinted lenses and glasses for reading and writing
- d) all of the above

**Q30. Mark all the correct answers.**

Which of the following signs of dyslexia are observed among young learners?

- a) excessive talking during lessons
- b) difficulty in remembering the alphabet or days of the week
- c) fidgeting and restlessness
- d) poor memorisation of nursery rhymes, songs and short poems

**Q31. Mark all the correct answers.**

Which of these characterise inclusive education?

- a) It promotes the idea that learning differences between humans are normal
- b) It promotes the idea that the learners need to be fitted into the educational system
- c) It promotes the idea that every learner has got a right to take advantage of the benefits offered by the educational system
- d) It promotes the idea that educational systems need to be adapted to the learners' needs

**Q32. Choose the correct answer.**

Which of the following statements is true?

- 1) When teaching listening and speaking to students with dyslexia, teachers should set the aims and share them with learners.
  - 2) When teaching listening and speaking to students with dyslexia, teachers should avoid putting emphasis on pronunciation.
- a) only 1)
  - b) only 2)
  - c) neither 1) nor 2)
  - d) both 1) and 2)

**Q33. Mark all the correct answers.**

Which techniques are useful in developing orthographic awareness?

- a) Asking learners to trace words on sand
- b) Asking learners to write the misspelled word correctly one hundred times on a piece of paper
- c) Asking learners to group words according to the spelling pattern representing a given sound they share, e.g. light, flight, night, bright
- d) Asking learners to highlight in colour particular spelling choices for a given sound, e.g. 'igh', 'y' or 'i-e' for the /ai/ sound

**Q34. Mark all the correct answers.**

Good techniques of teaching vocabulary to students with dyslexia include:

- a) rhymes and songs
- b) flashcards and realia
- c) miming and mnemonics
- d) presenting similar-sounding words together

**Q35. Choose the correct answer.**

Which is NOT an appropriate technique when teaching listening to learners with dyslexia?

- a) introducing pre-listening activities to activate learners' background knowledge and create expectations
- b) breaking up listening tasks into smaller steps
- c) giving students a purpose for listening
- d) asking learners to take notes while listening to the text for the first time

**Q36. Mark all the correct answers.**

Which of the following are possible adjustments of the text for learners with dyslexia?

- a) simplifying complex sentence structures
- b) using the text without illustrations if it is possible
- c) using the friendly layout with sans serif fonts
- d) dividing text into paragraphs



**Q37. Mark all the correct answers.**

Which of the following statements referring to test modifications or adaptations are true?

If students with dyslexia are ...

- a) provided with extended time for the written part of the examination, this is a modification.
- b) provided with a clearer and more organized layout, this is an adaptation.
- c) exempted from doing reading test tasks in a reading comprehension test, this is an adaptation.
- d) provided with an audio text of a reading task, this is an adaptation.

**Q38. Choose the correct answer.**

Which technique is recommended when correcting a written assignment of a learner with dyslexia?

- a) Crossing the misspelled words and writing them correctly above the crossed ones
- b) Indicating that there is a spelling mistake by putting a tick on a margin in a given line but not indicating which word is misspelled
- c) Both of the above
- d) None of the above

**Q39. Mark all the correct answers.**

Which of these are useful for learners with dyslexia?

- a) developing page-by-page reading guides that mark main ideas, highlight supporting arguments and give comprehension check questions
- b) providing graphic organisers like charts or spidergrams to be filled by the learners after listening and reading
- c) indicating on the margins all the mistakes in their written work
- d) making sure they rewrite all notes from the blackboard

**Q40. Choose the correct answer.**

Which of the following statements is true?

- 1) When teaching grammar to students with dyslexia explicit teaching of rules and exceptions is recommended.
  - 2) When teaching grammar to students with dyslexia drills should be avoided.
- a) only 1)
  - b) only 2)
  - c) neither 1) nor 2)
  - d) both 1) and 2)

## DysTEFL 2 Unit ..... quiz – answer sheet

This test covers the material presented in Unit ..... of the DysTEFL 2 course.

*Please note that in some of the questions more than one answer is possible - you need to provide all the correct answers.*

Name: .....

Score: ..... Date: .....

Q1	Q9
Q2	Q10
Q3	Q11
Q4	Q12
Q5	Q13
Q6	Q14
Q7	Q15
Q8	

## DysTEFL 2 course test – answer sheet

This test covers the material presented in the DysTEFL 2 course (units 1-10).

*Please note that in some of the questions more than one answer is possible - you need to mark all the correct answers.*

Name: .....

Score: ..... Date: .....

Q1	Q11	Q21	Q31
Q2	Q12	Q22	Q32
Q3	Q13	Q23	Q33
Q4	Q14	Q24	Q34
Q5	Q15	Q25	Q35
Q6	Q16	Q26	Q36
Q7	Q17	Q27	Q37
Q8	Q18	Q28	Q38
Q9	Q19	Q29	Q39
Q10	Q20	Q30	Q40

## DysTEFL 2 quizzes and whole course test – answer key

### Answer Key:

#### Unit 1 quiz

Q1 d

Q2 a

Q3 a, c, d

Q4 a) Specific, b) reading / spelling/writing, c) spelling/writing / reading, d) phonological

Q5 phonological awareness/phonological processing

Q6 a) inherited, b) attention, c) automatizing, d) motor

Q7 a, b, d

Q8 d

Q9 c

Q10 c

Q11b, c

Q12 c

Q13 a, c, d

Q14 b

Q15 d

#### Unit 2 quiz

Q1 Specific learning differences

Q2 c

Q3 a, b, d

Q4 a, b, c

Q5 a, c

Q6 dyspraxia

Q7 b

Q8 dyslexia

Q9 a, c

Q10 c

Q11 c

Q12 a) AD(H)D, b) dyslexia, c) Asperger's Syndrome, d) dyspraxia

Q13 c

Q14 b

Q15 c

## Unit 3 quiz

- Q1 a
- Q2 a,b,c,d
- Q3 b
- Q4 a,b,c
- Q5 a,c,d
- Q6 d
- Q7 c
- Q8 a,b,d
- Q9 a) preschool
  - b) primary school/secondary school
  - c) primary/secondary school
  - d) primary/secondary school
- Q10 a,d
- Q11 risk
- Q12 c
- Q13 a
- Q14 a, d
- Q15 b

## Unit 4 quiz

- Q1 a,b,c,d
- Q2 d
- Q3 a
- Q4 Semantic / semantic code
- Q5 b
- Q6 a,b,c,d
- Q7 Phonological / phonological code
- Q8 c
- Q9 d
- Q10 a,b,d
- Q11 b
- Q12 a, b,
- Q13 c
- Q14 a,b,c,d
- Q15 c

## Unit 5 quiz

Q1 b

Q2 c

Q3 accommodations

Q4 differentiation

Q5 a, b, d

Q6 a) Inclusion, b) Integration, c) Integration, d) Integration

Q7 b

Q8 b

Q9 a, b, c, d

Q10 b, c

Q11 c

Q12 a, b, c, d

Q13 b

Q14 Multisensory/MSL

Q15 c

## Unit 6 quiz

Q1 b

Q2 c

Q3 d

Q4 phonics

Q5 c

Q6 a, c, d

Q7 a, c

Q8 b

Q9 a, b, c, d

Q10 a) spelling, b) onset, c) rime, d) rime

Q11 a

Q12 deep / nontransparent

Q13 a) blending, b) separating/dividing c) sentences (sentence), d) syllables

Q14 b, c

Q15 phoneme

## Unit 7 quiz

Q1 c

Q2 mnemonic

Q3 d

Q4 d

Q5 b, c

Q6 d

Q7 d

Q8 c, d

Q9 a, b, c

Q10 d

Q11 a, b, c, d

Q12 d

Q13 c

Q14 Phonics

Q15 a, b, c

## Unit 8 quiz

Q1 d

Q2 a, b

Q3 a, c, d

Q4 d

Q5 a, b, c, d

Q6 d

Q7 d

Q8 d

Q9 b

Q10 a, b

Q11 a, b, c

Q12 d

Q13 a, c

Q14 a, b

Q15 a, b, c, d

## Unit 9 quiz

Q1 c

Q2 b

Q3 b, c, d

Q4 a, c, d

Q5 a

Q6 c

Q7 c

Q8 lower

Q9 b, c

Q10 d

Q11 a, c, d

Q12 a, b, c

Q13 d

Q14 a) content, b) red, c) cross, d) feedback

Q15 c

## Unit 10 quiz

Q1 d

Q2 b, d

Q3 b

Q4 a, c

Q5 a

Q6 a, c

Q7 a, b, d

Q8 a) reader, b) oral, c) large, d) overlays

Q9 b

Q10 a, b, c

Q11 a) comment, b) reminder, c) scaffold, d) metalinguistic

Q12 a, b, c, d

Q13 a

Q14 c

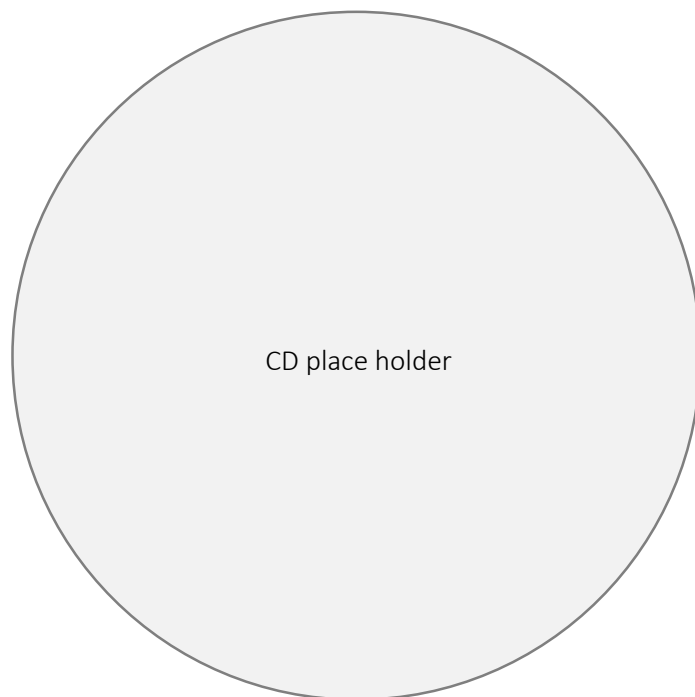
Q15 b



## Whole course test

- Q1 b
- Q2 a, c, d
- Q3 b
- Q4 b, c, d
- Q5 d
- Q6 c
- Q7 a, c, d
- Q8 a, b, c
- Q9 d
- Q10 a
- Q11 b
- Q12 b
- Q13 a, d
- Q14 d
- Q15 b
- Q16 a, b
- Q17 b
- Q18 a, b, c
- Q19 b
- Q20 b, c
- Q21 d
- Q22 c
- Q23 c
- Q24 b, c, d
- Q25 a, b, d
- Q26 c
- Q27 a, b, c, d
- Q28 c
- Q29 d
- Q30 b, d
- Q31 a, c, d
- Q32 a
- Q33 a, c, d
- Q34 a, b, c
- Q35 d
- Q36 a, c, d
- Q37 b, d
- Q38 a
- Q39 a, b
- Q40 a







Book



CD-ROM



Complete

