

Including dyslexic language learners

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ELT well

This session:

- What are the effects of dyslexia on language learning?
- What can we do to include dyslexic learners in our classes?

What is dyslexia?

A disability?

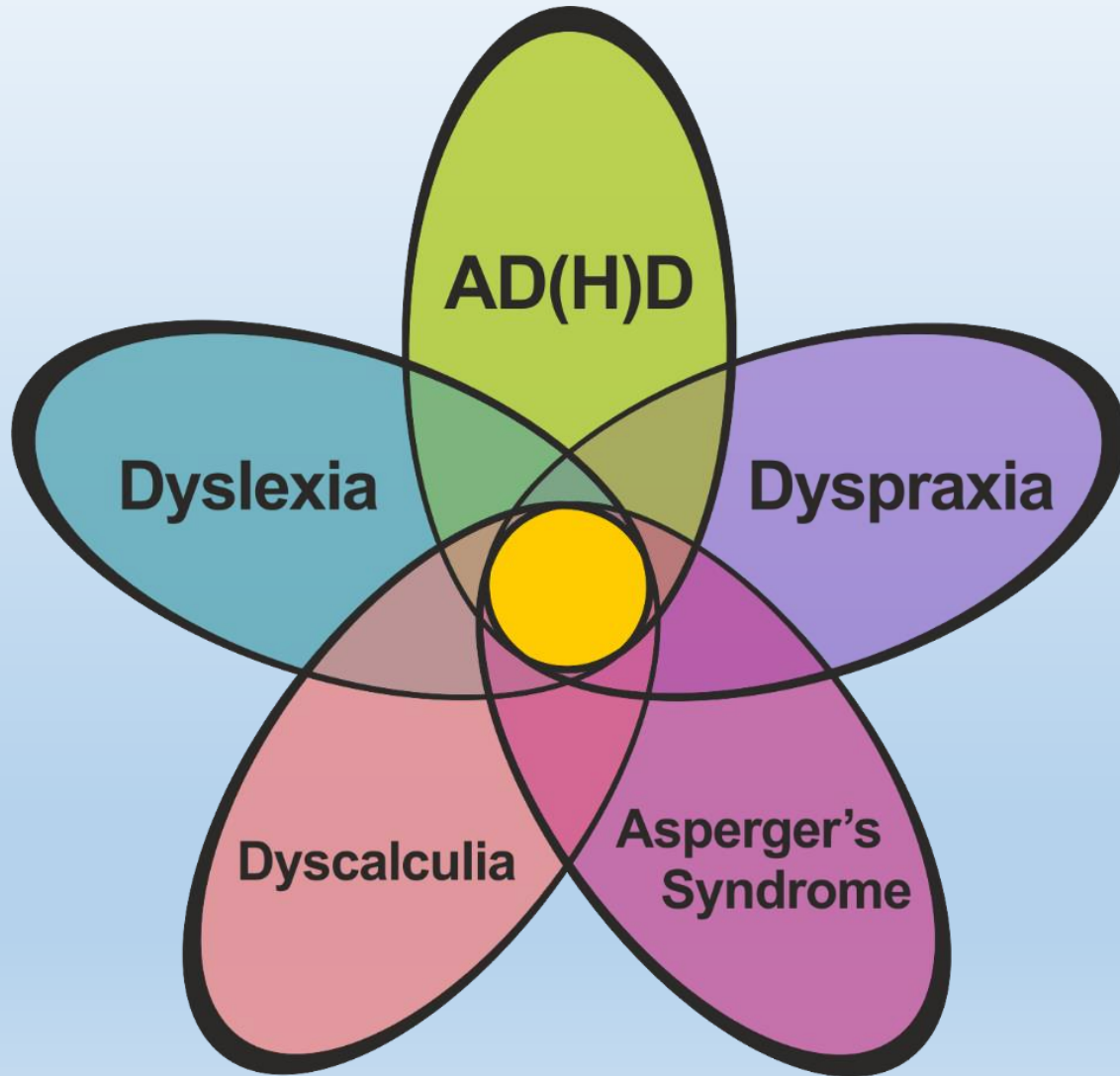
A specific learning difficulty?

A specific learning difference?

Specific learning differences

A different way of
perceiving the world,
processing information
and interpreting sensory input.

Co-occurrence



One Minute Matching

☐ Dyspraxia ☐ AD(H)D ☐ Dyslexia
☐ Asperger's Syndrome

1) A developmental difference that affects those parts of the brain that control attention, impulses and concentration.

2) A developmental difference that is seen mainly in information processing, especially phonological processing.

3) A developmental difference characterised by difficulties in these three main areas:

social communication

social interaction

social imagination

4) A developmental difference which affects co-ordination, balance, fine motor skills, language, thought and perception.

One Minute Matching

4 Dyspraxia

1 AD(H)D

2 Dyslexia

3 Asperger's Syndrome

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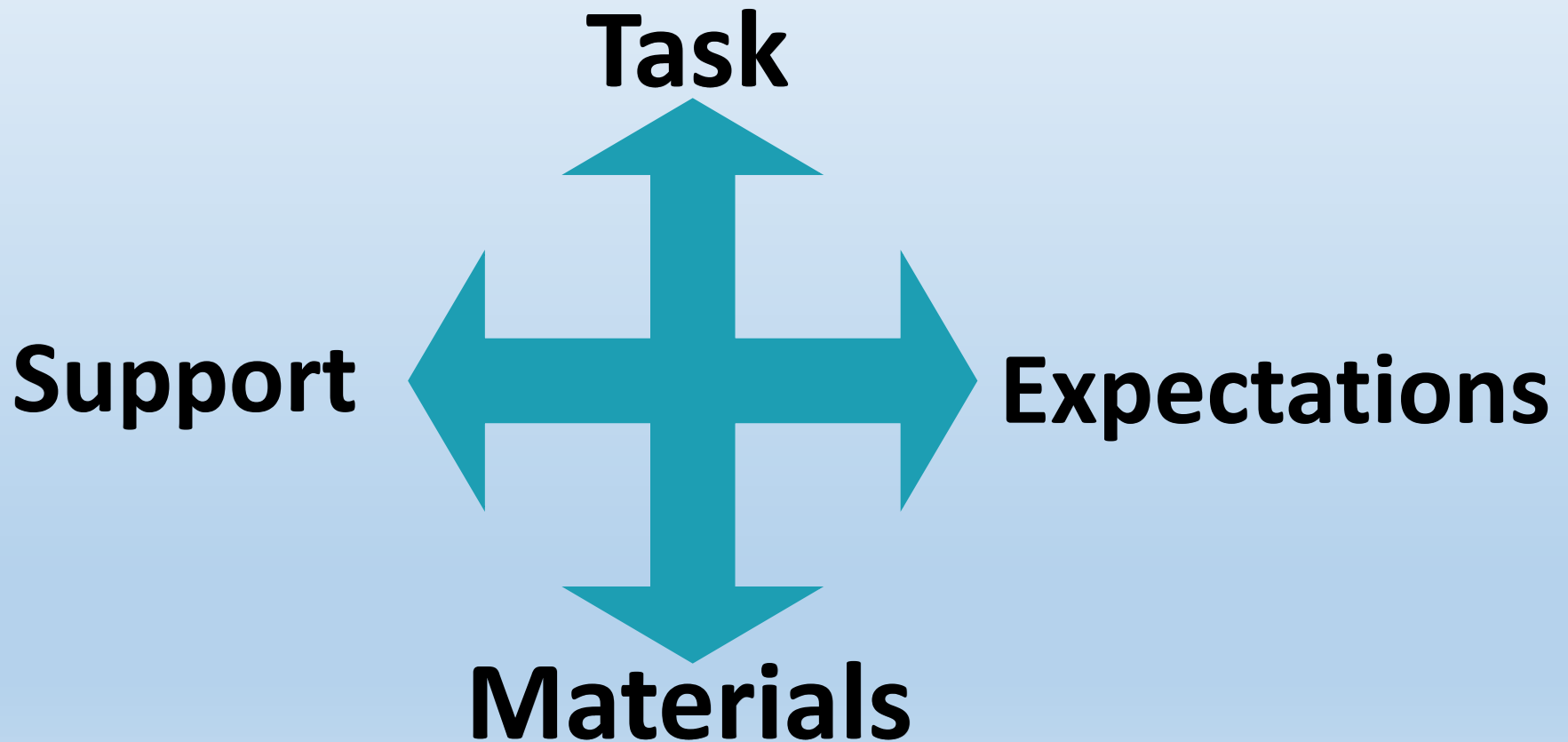
What's in a name?



Challenges for students with SpLDs

- Memory
- Concentration
- Organisation and sequencing
- Phonological processing
- Visual processing
- Co-ordination
- Social skills

Differentiation



4 Key Principles

1. Break tasks into **chunks**
2. **Recap, review** and **revise** frequently
3. Offer **explicit** instruction
4. Provide **multisensory** input

1. Break tasks into chunks

- small steps in complex activities
- familiar routines

Back-chaining tongue twisters

Is she the sushi chef?

Back-chaining tongue twisters

chef?

Back-chaining tongue twisters

sushi chef?

Back-chaining tongue twisters

the sushi chef?

Back-chaining tongue twisters

she the sushi chef?

Back-chaining tongue twisters

Is she the sushi chef?

1. Break tasks into chunks

- small steps in complex activities
- familiar routines

**+ Time Management
strategies**

Time Management strategies

- Diary planning
- Reminders
- Cultural expectations about time
- Perception of time going by

Time Management strategies

Let me know

when **one minute** has gone by,

and when **half an hour** has gone by.

2. Review and Revise

- encourage independent review as part of the daily and weekly routine
- recycle language in different activities

Independent review

For example, a card for 'use',
written by a Swedish student:

front

back

to use /ju:z/ (verb)

I use a pencil for writing.

useful (adj)

usefully (adverb)

usage (noun)

use /ju:s/ (noun)

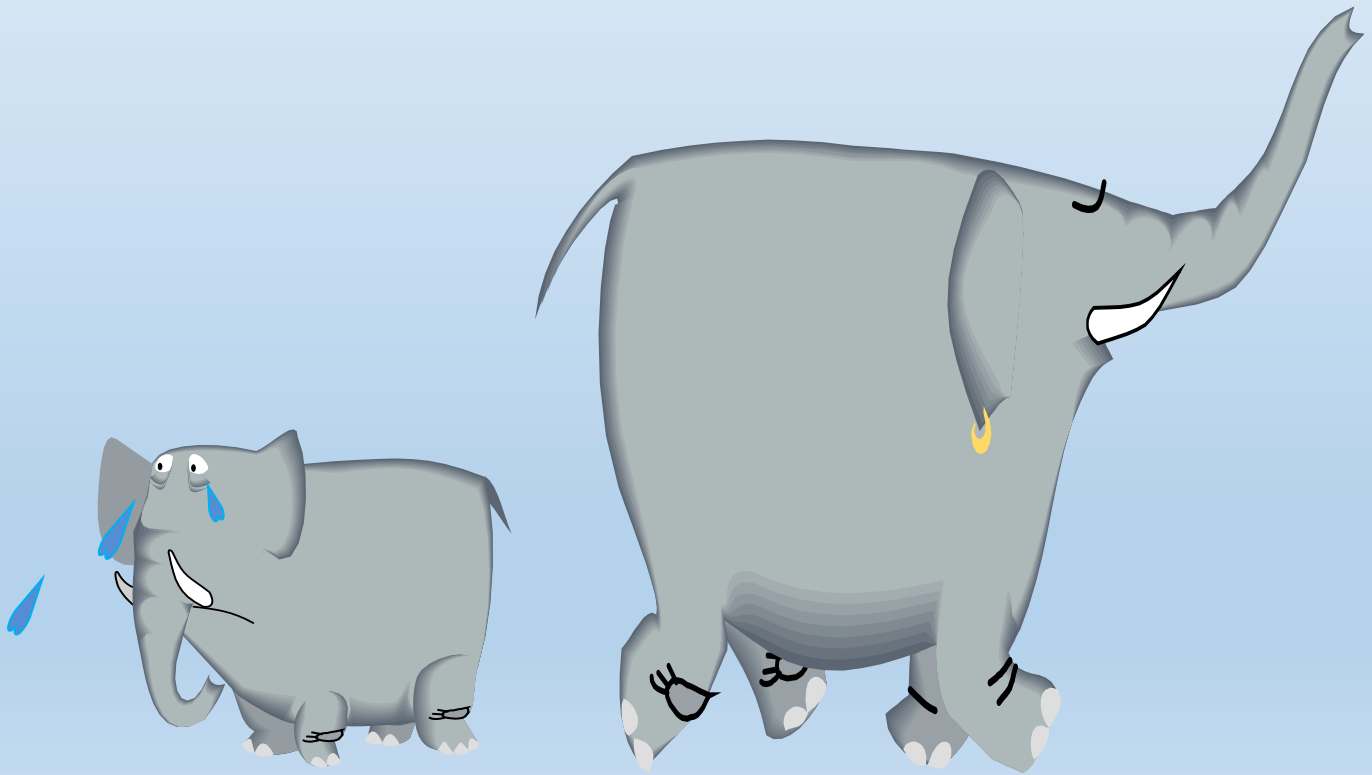
använda, bruka

2. Review and Revise

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- recycle language in different activities

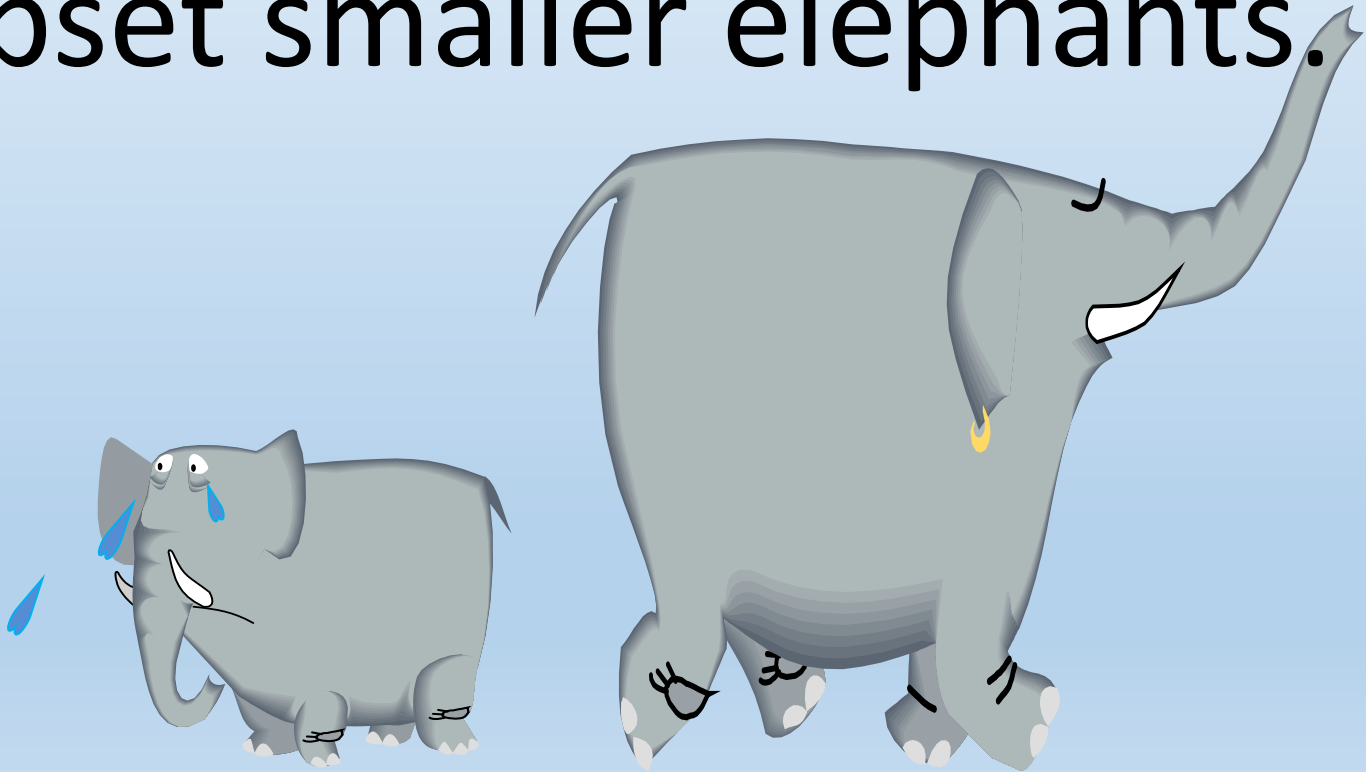
+ Memory strategies

Memory strategies



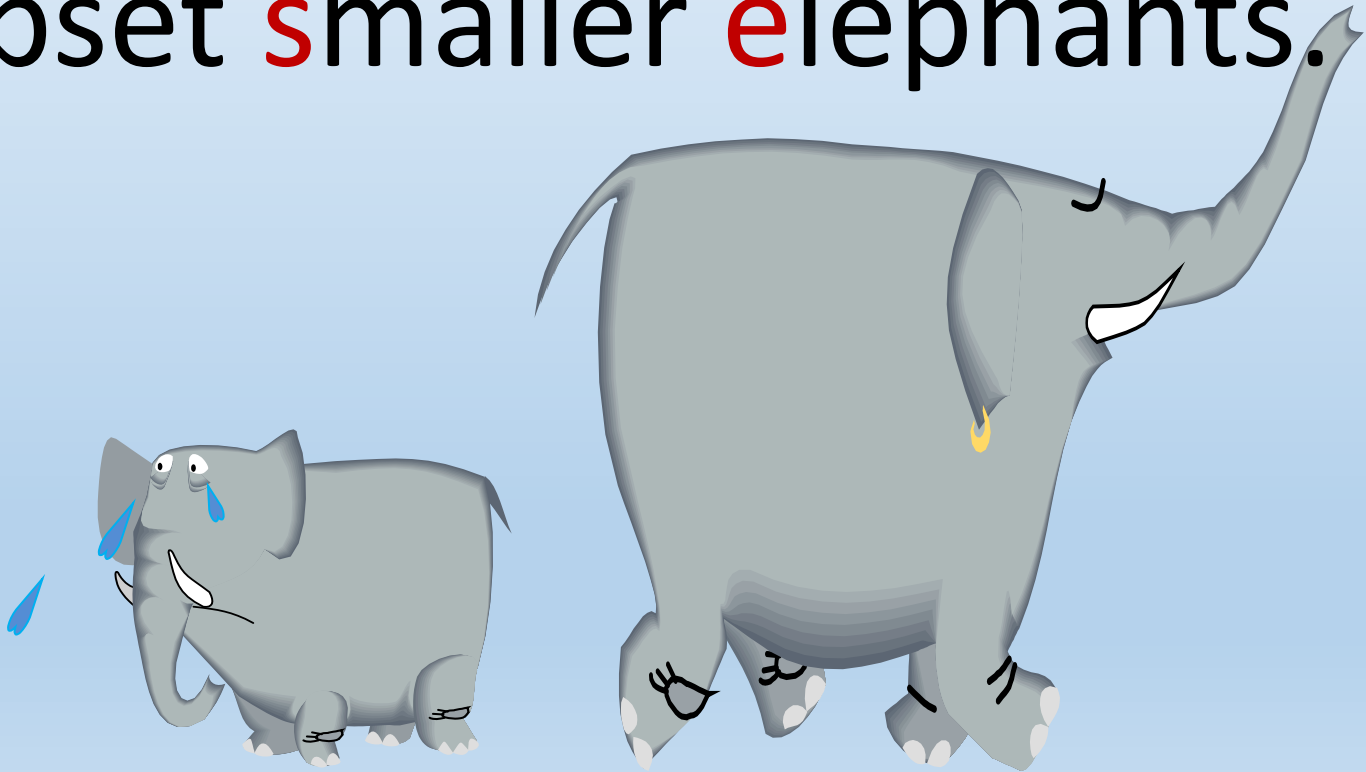
Memory strategies

Big elephants can always
upset smaller elephants.



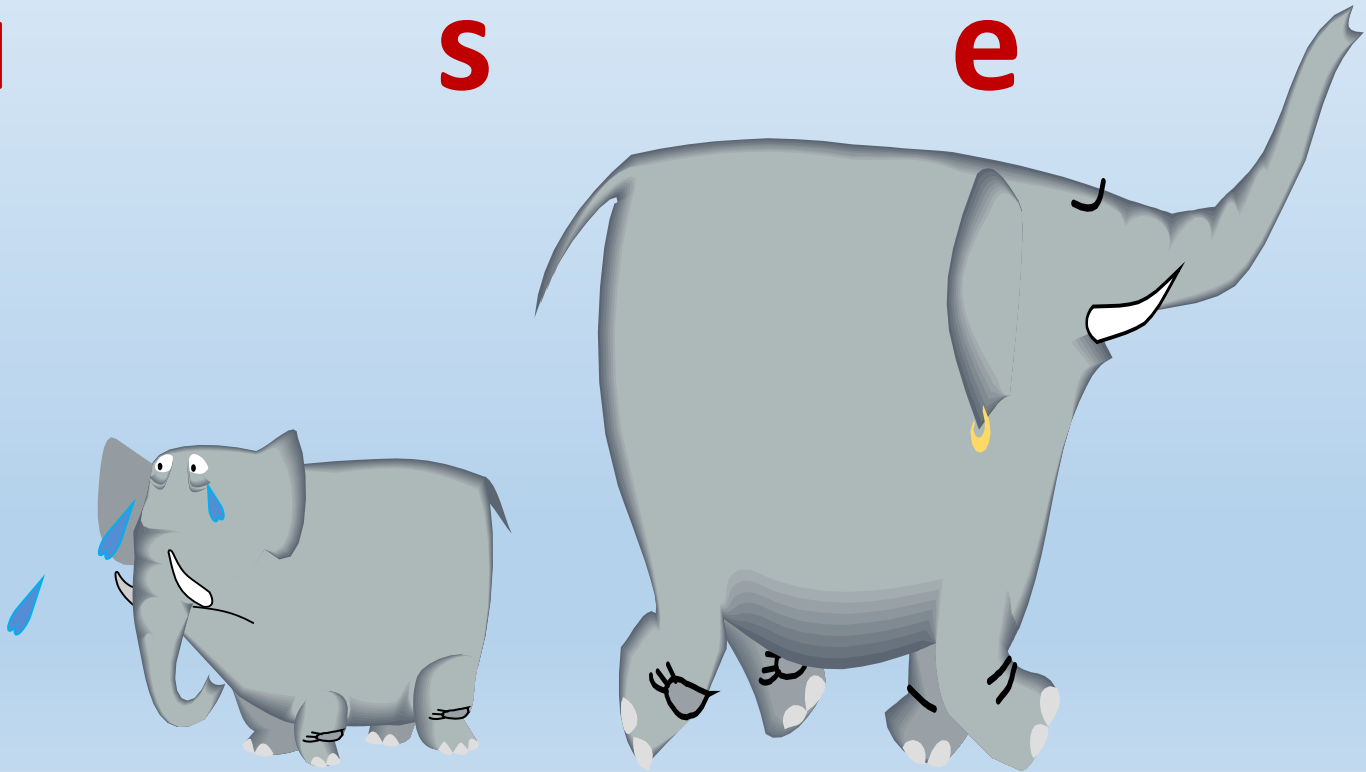
Memory strategies

Big **e**lephants **c**an **a**lways
upset **s**mall**e**r elephants.



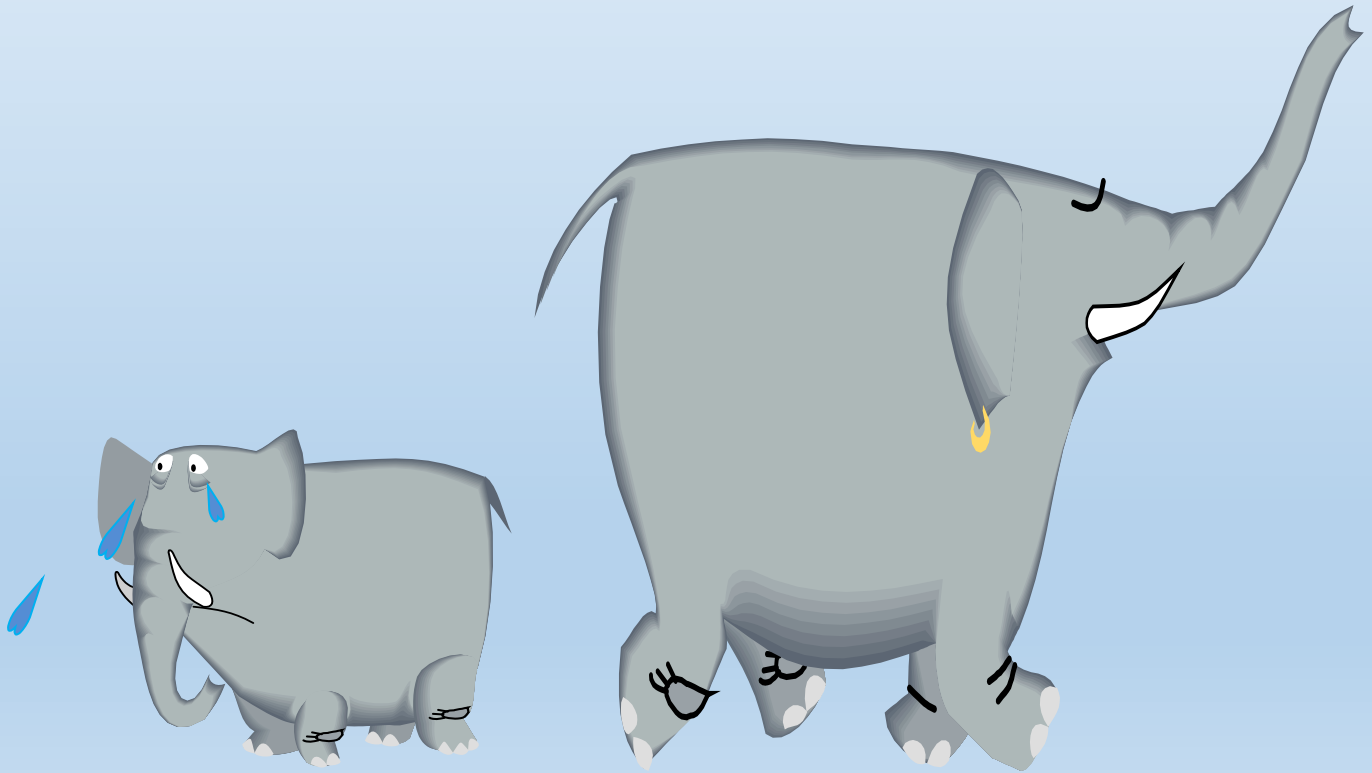
Memory strategies

B e c a
u s e



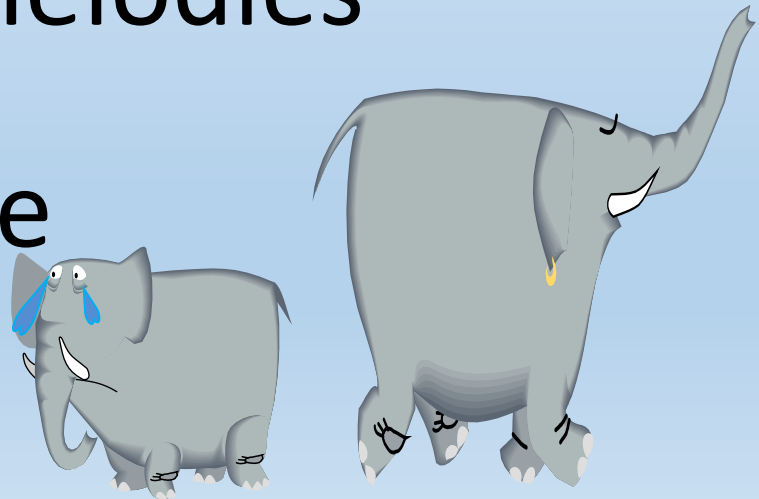
Memory strategies

because



Memory strategies

- Silly stories (mnemonics)
- Chunking
- Rhythms and melodies
- Memory picture

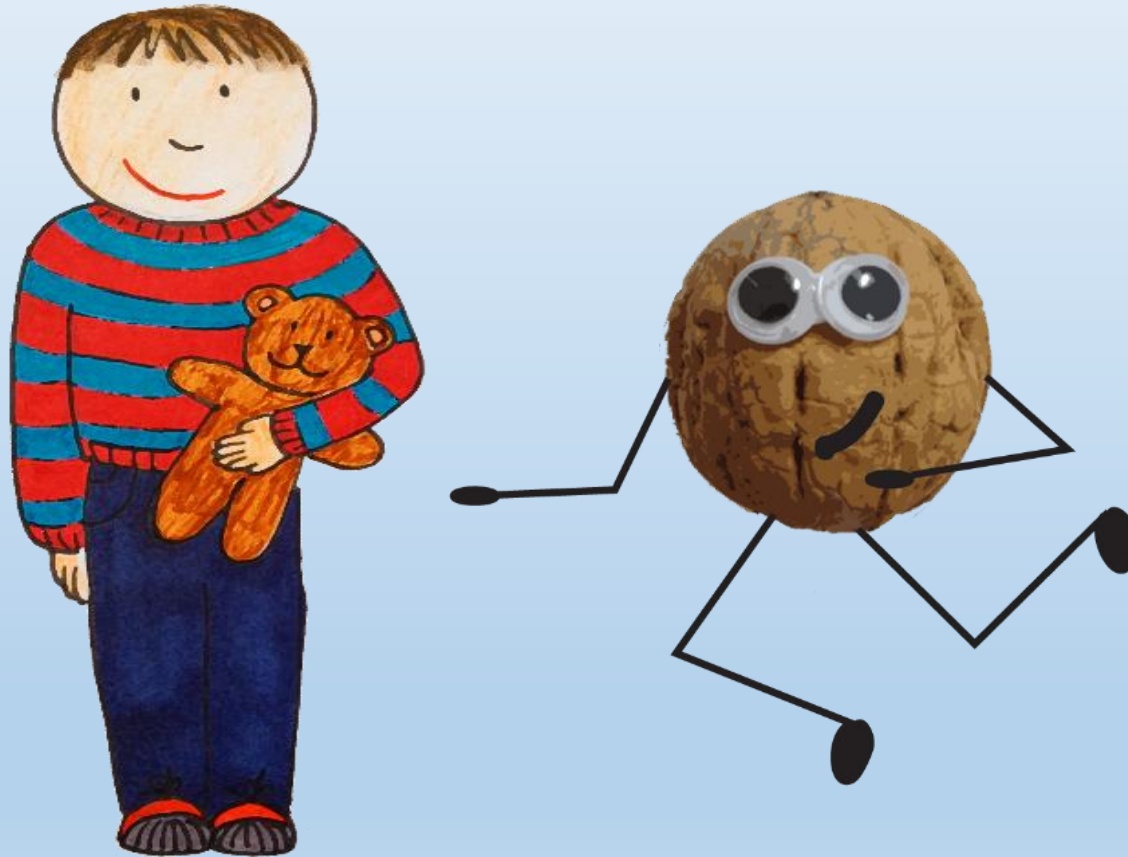


Memory picture

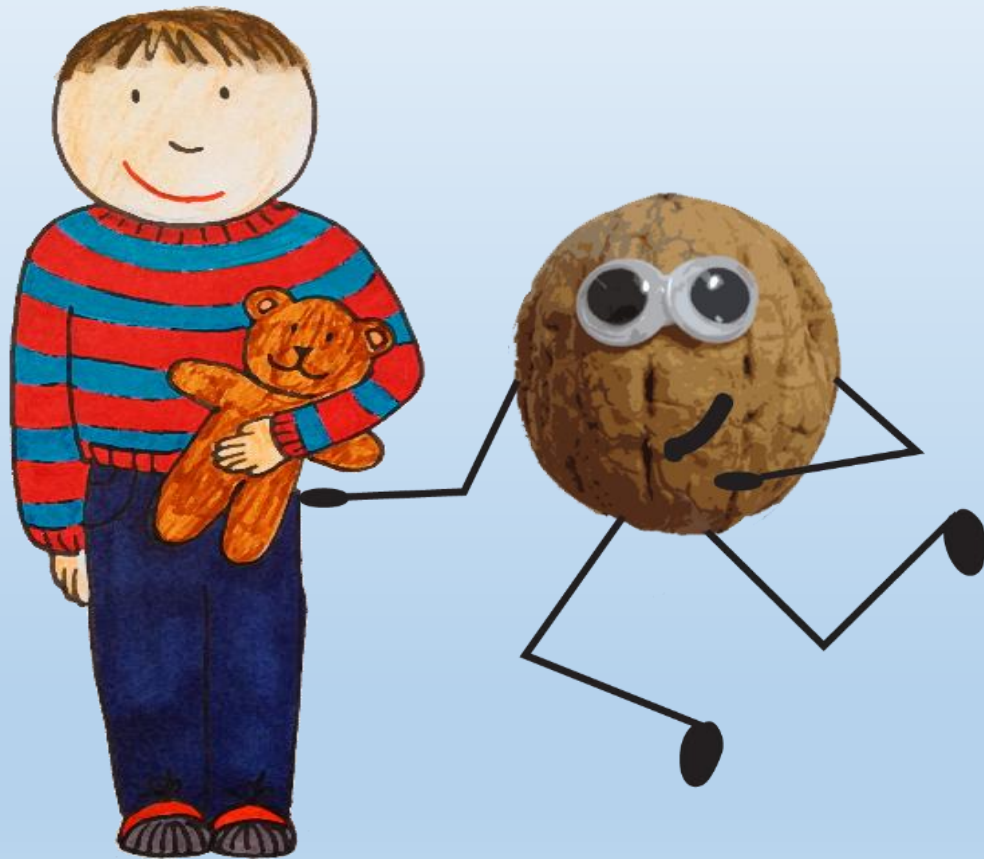
‘boy’ in Swedish



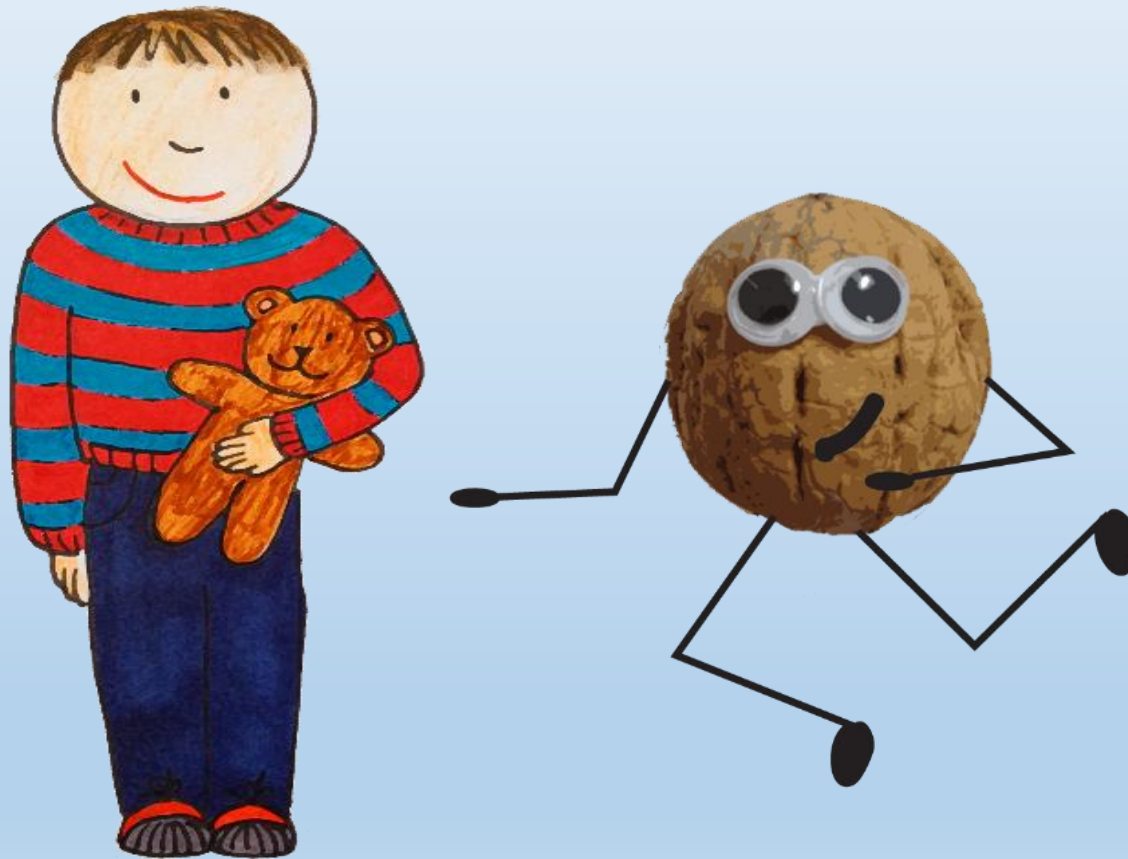
Memory picture



Memory picture



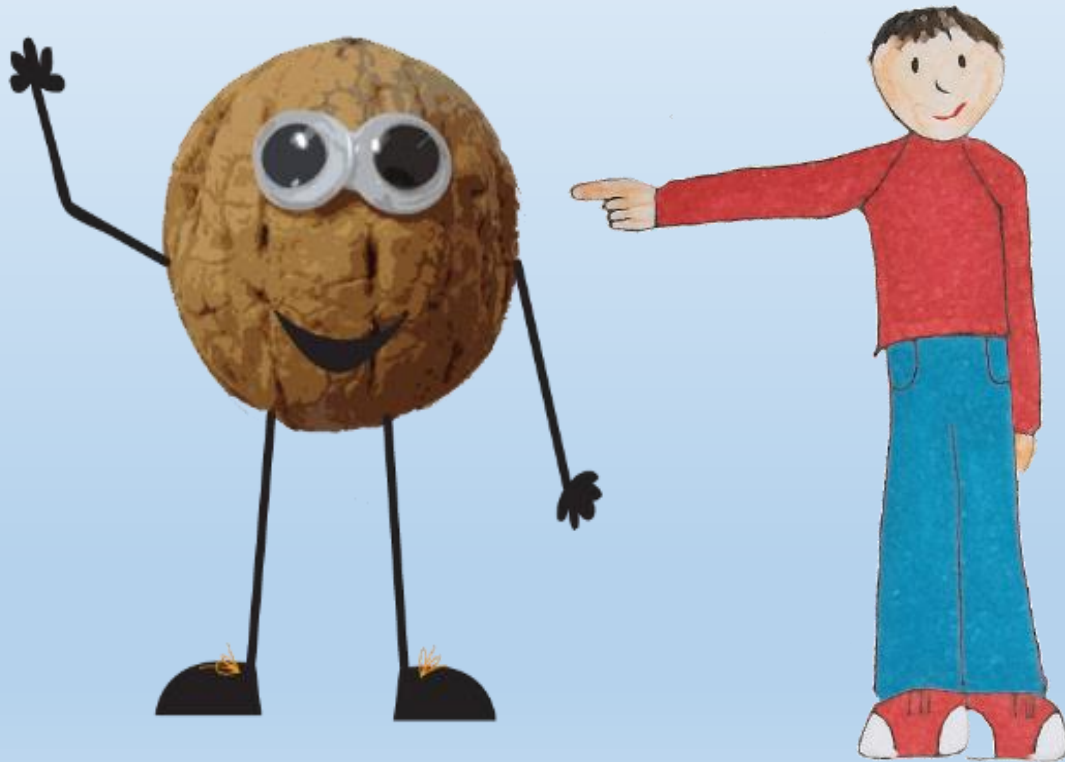
Memory picture



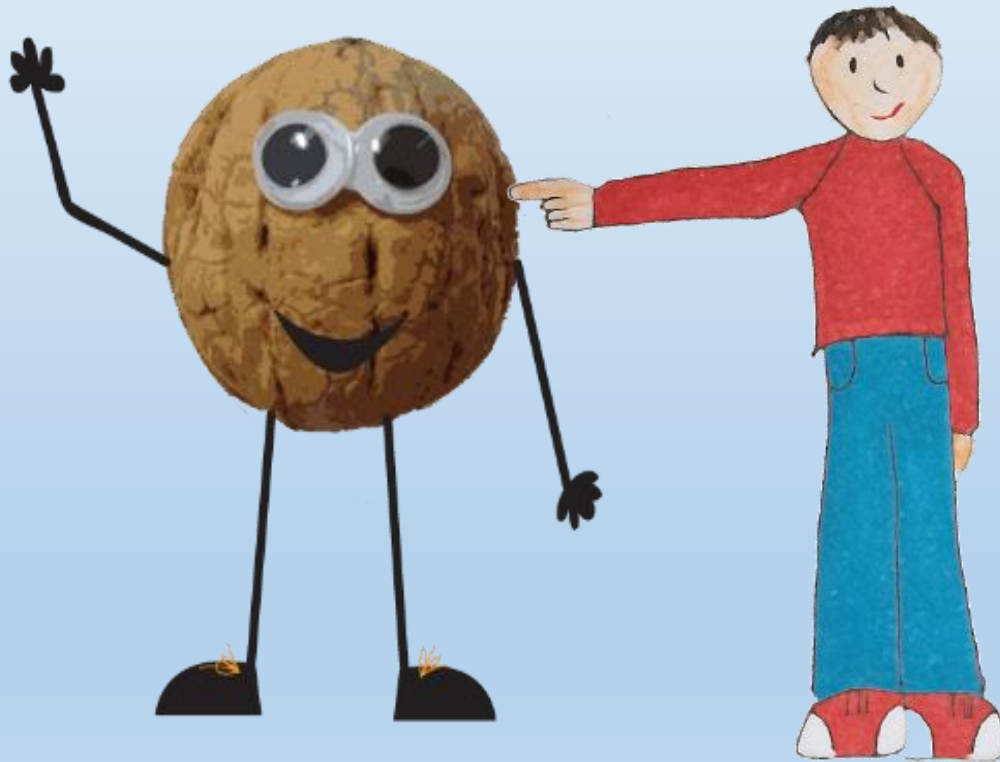
Memory picture



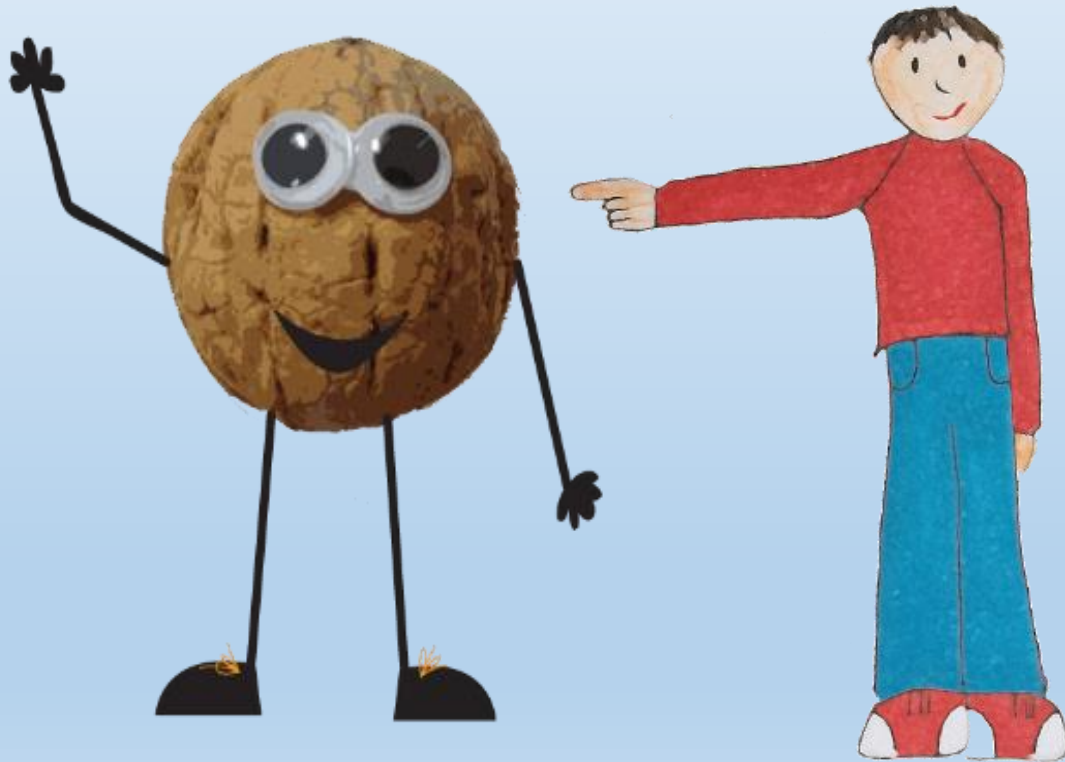
Memory picture



Memory picture



Memory picture



Memory picture 'girl' in Swedish



3. Explicit instruction

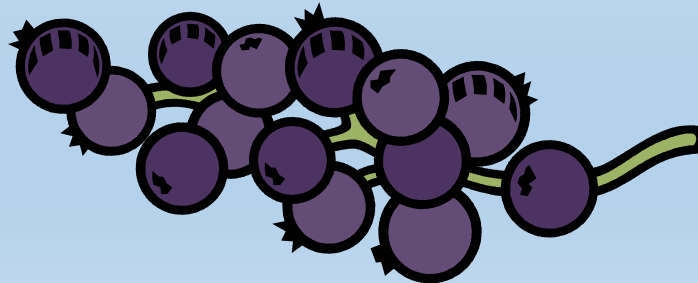
- Grammatical structures and patterns
- Phoneme articulation and link to grapheme
- Social strategies / pragmatic competence

'A' jigsaw

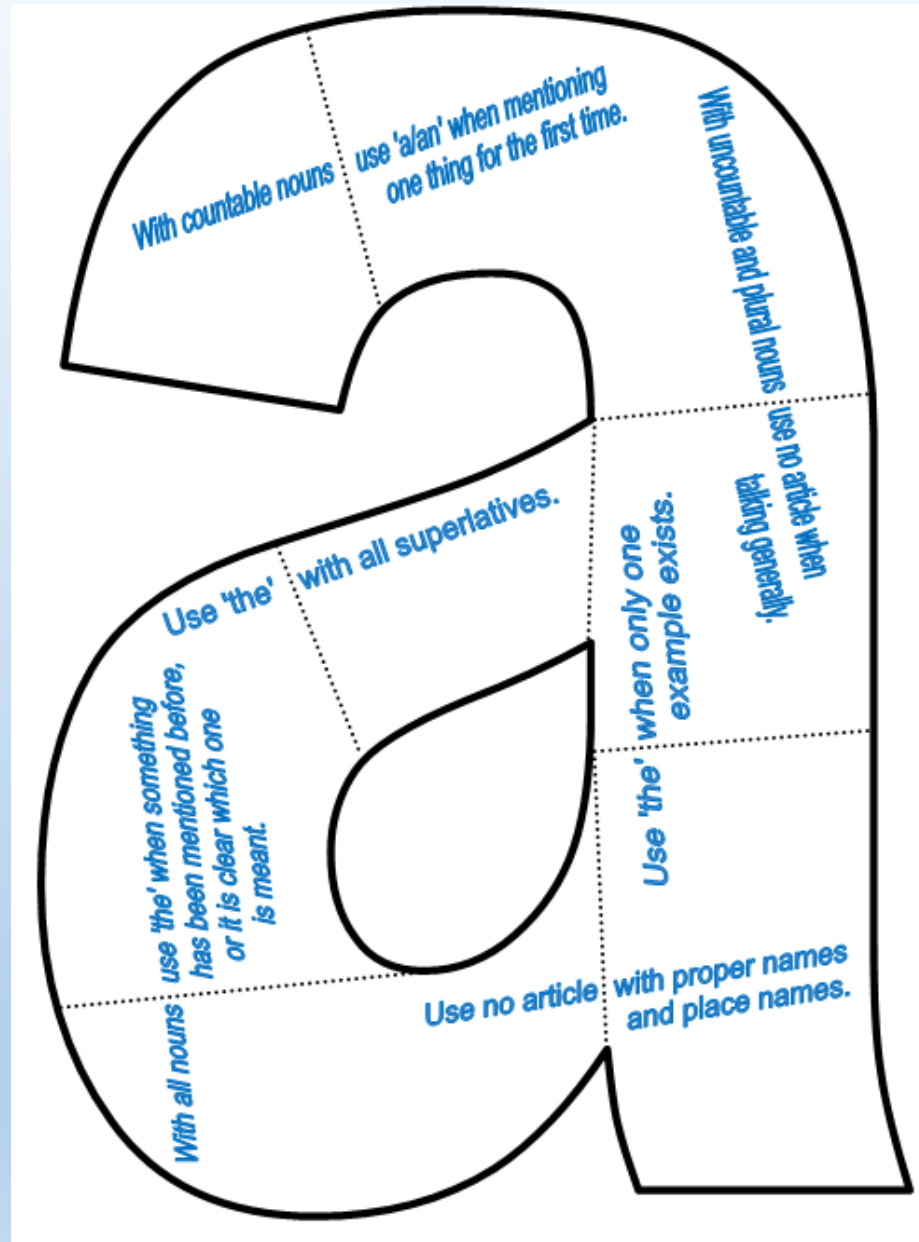
Have a

Here are some

It's an



'A' jigsaw



3. Explicit instruction

- Grammatical structures and patterns
- Phoneme articulation and link to grapheme
- Social strategies / pragmatic competence

**+ Metacognitive
strategies**

Metacognitive strategies

What questions do we
need to answer in order
to decide if we should
use 'a' or 'an'
?

4. Multisensory input

- engage all channels
- work to student strengths
- also develop those areas that are weaker

Cuisenaire Questions

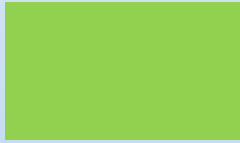
I like chocolate.

Cuisenaire Questions

I



like



chocolate.

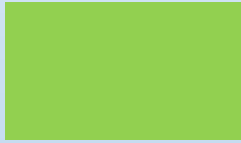


Cuisenaire Questions

I



like



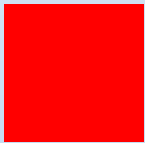
chocolate.



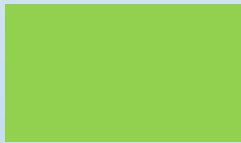
Do you like chocolate?

Cuisenaire Questions

I



like



chocolate.



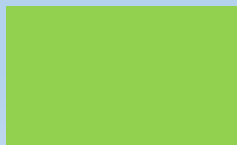
Do



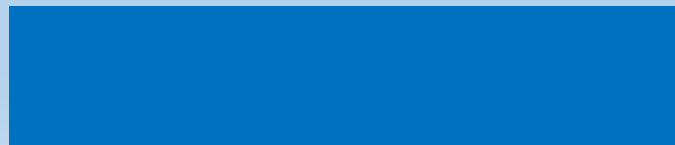
you



like



chocolate?



Cuisenaire Questions

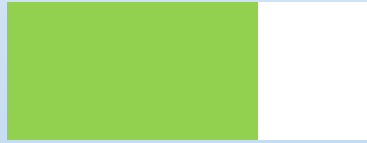
He lives in Britain.

Cuisenaire Questions

He



lives

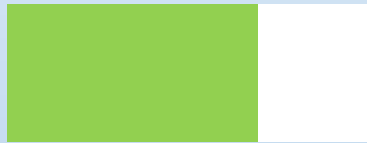


in Britain.



Cuisenaire Questions

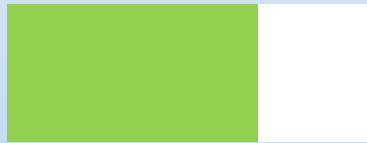
He lives in Britain.



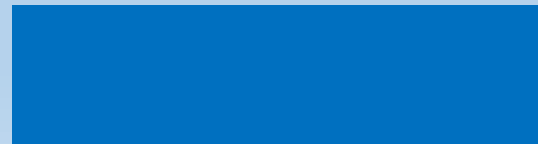
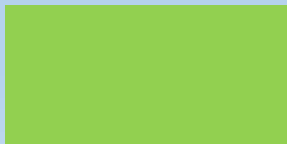
Does he live in Britain?

Cuisenaire Questions

He lives in Britain.

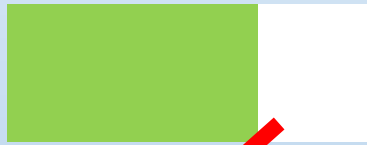


Does he live in Britain?

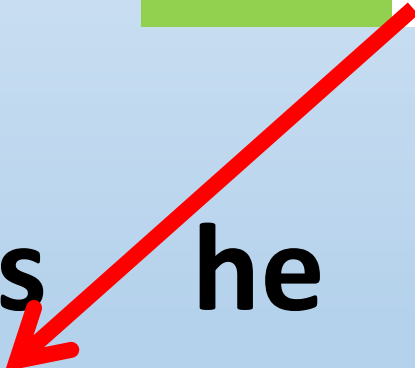
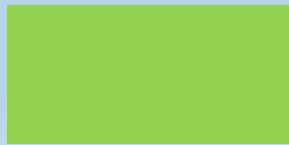
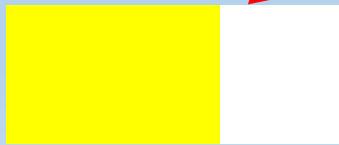


Cuisenaire Questions

He lives in Britain.



Does he live in Britain?



4. Multisensory input

- engage all channels
- work to student strengths
- also develop those areas that are weaker

+ Self-awareness

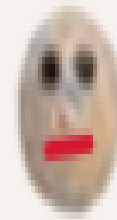
Self-awareness



Self-evaluation



I can:



I need to practise:

And (almost) finally...

**The activities shown here
are not appropriate strategies
*in themselves...***

**...they need to be tailored
to the individual student.**

4 Key Principles

1. Break tasks into **chunks**
2. **Recap, review** and **revise** frequently
3. Offer **explicit** instruction
4. Provide **multisensory** input

Plus....

1. Time-management
2. Memory development
3. Metacognitive strategies
4. Self-awareness

Want to know more?

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Want to know more?

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