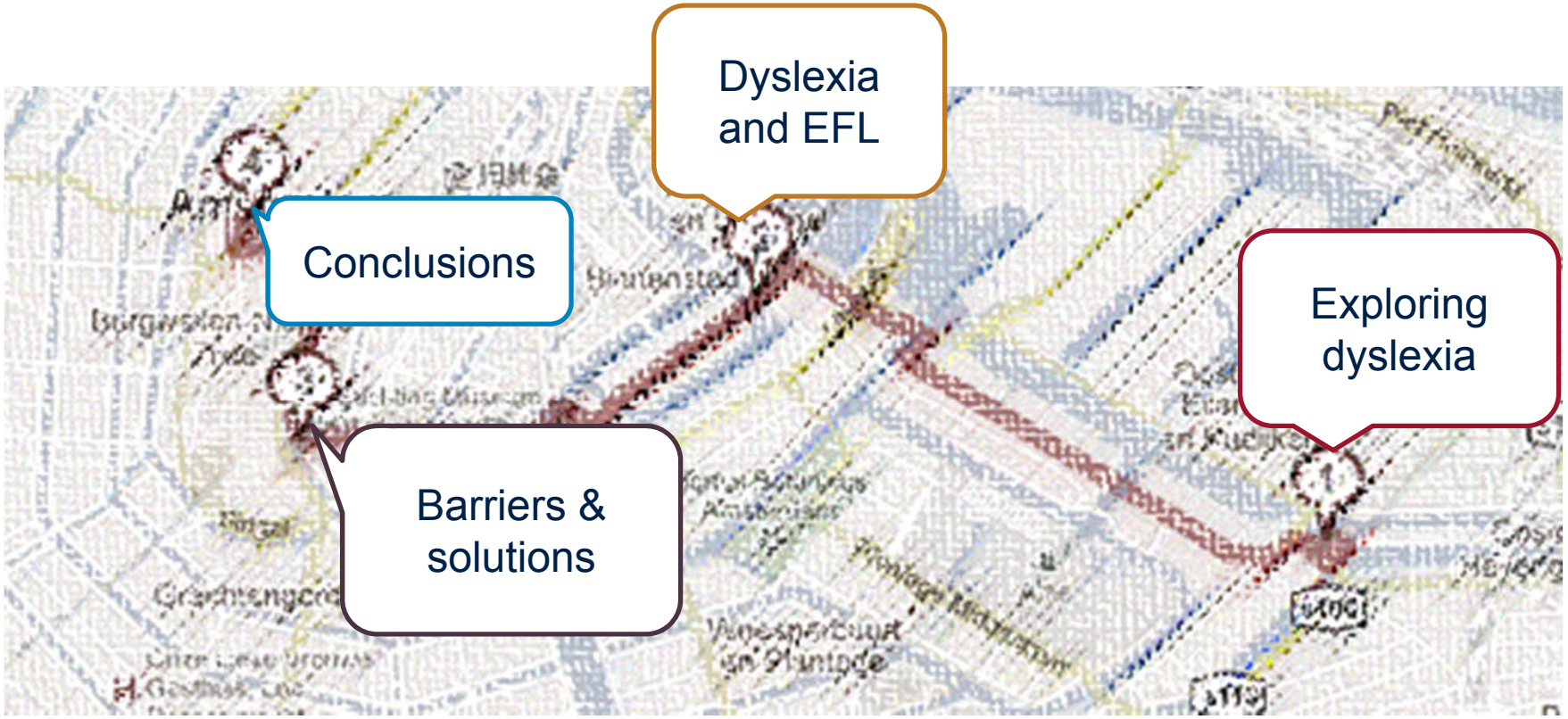
Effective Strategies to Support Learners with Dyslexia in the ELT Classroom

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December 2016

Our roadmap!


Dyslexia and EFL
Conclusions
Exploring dyslexia
Barriers & solutions

For starters…





"Sorry to hear that you're dyslexic, Simkins...
er, how do you spell that?"

1) Exploring Dyslexia
The BDA Definition

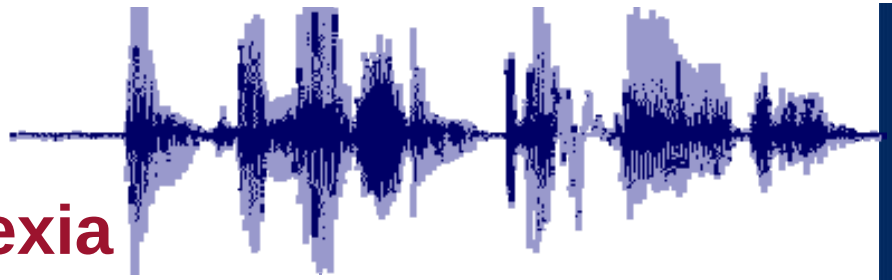


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Dyslexia is a **specific learning difficulty**
that mainly affects the development of **literacy**
and **language related skills**.
It is likely to be **present at birth**
and to be **life-long** in its effects.

It is characterized by difficulties with **phonological processing**, **working memory**, **??????????**, and the automatic development of skills that may not match up to an individual's other cognitive abilities.

[http://www.bdadyslexia.org.uk/dyslexic/definitions]



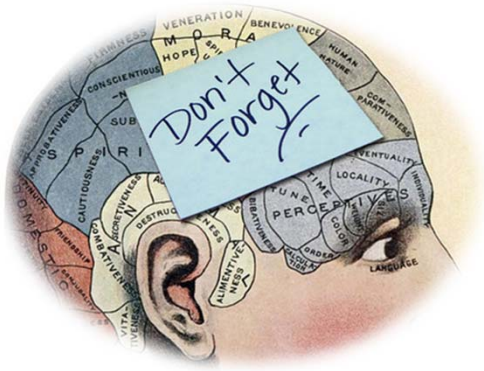
1) Exploring Dyslexia

Key-issues: **Phonological Processing**

- Learning to read requires phonological analysis → associate letters to sounds, identify syllables, identify rhymes etc.

- Poor phonological processing skills lead to:
  - Slow/imprecise decoding
  - Difficulties in learning sounds in a foreign/second language.

1) Exploring Dyslexia
Key-issues: **Working Memory**



- It enables us to hold visual/verbal information temporarily.

- Poor working memory leads to poor:
  - reading skills.
  - comprehension.
  - attention.

1) Exploring Dyslexia

Key-issue: ? **Processing Speed**



SPEED

MULTI-TASK

AUTOMATICITY

What do these tasks have in common?

1. Read out loud
2. Copy from the board
3. Take notes
4. Rapid naming
5. Count and clap hands
6. Sing and beat time

2) Dyslexia and EFL

Why is English so difficult?





2) Dyslexia and EFL

Why is English difficult?



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1. Orthography

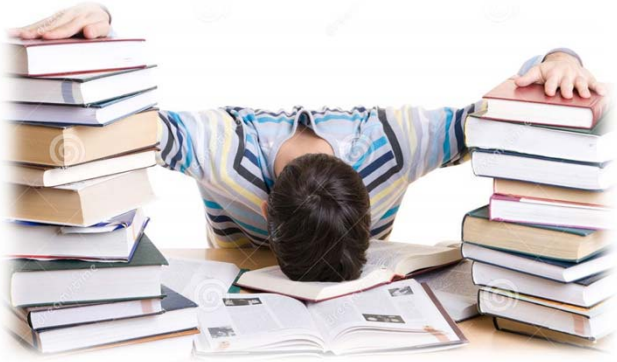
- ✓ Silent letters (wa**l**k, **k**ni**gh**t, le**o**pard)
- ✓ Same sound different letters (b**y**, b**uy**, b**ye**!)
- ✓ Same letters different sounds (cl**u**b, t**u**be, b**u**ry)

2. Phonology

- ✓ New sounds, e.g. [θ] *three*; [h] *hi*
- ✓ Stressed-time language

2) Dyslexia and EFL

Why is English difficult?



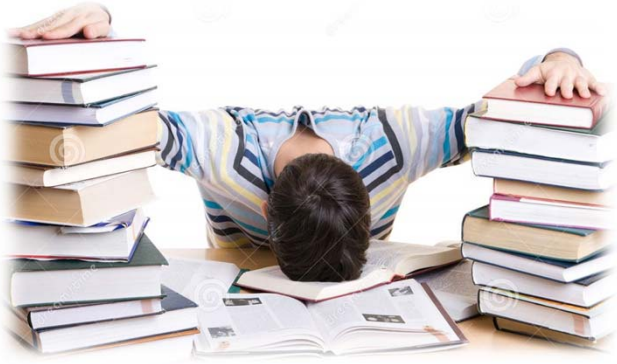
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THE LEARNING ENVIRONMENT



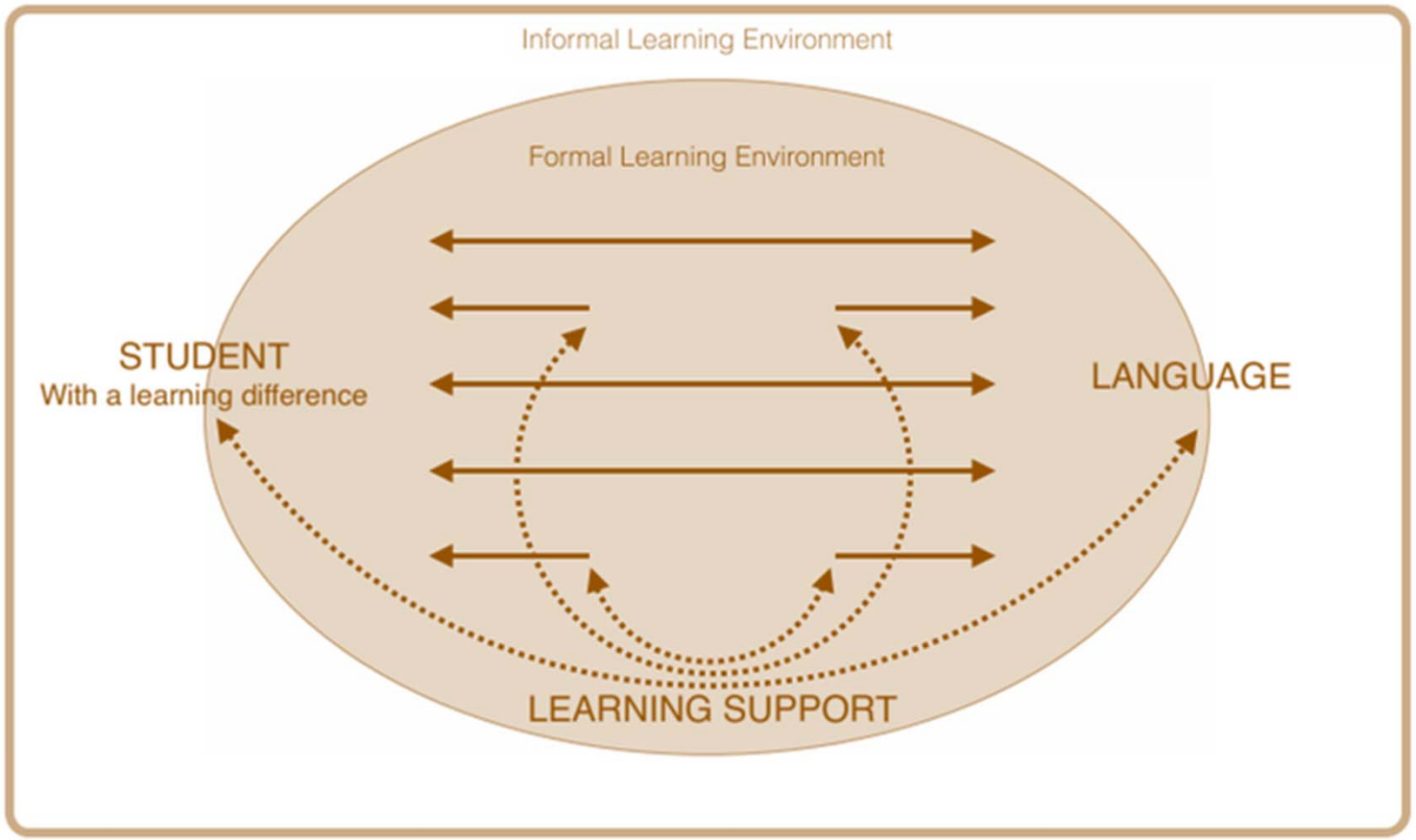
2) Dyslexia and EFL

Why is English difficult?



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THE LEARNING ENVIRONMENT



3) Barriers and solutions

Classroom Climate



The thing that hurts me the most is that when we do exercises in class the teacher wants them done in a flash, but I just can't keep up. Sometimes he gets angry with me and just leaves me behind without helping me. He tells me to ask my classmates, but they eventually lose patience too if I ask too much.

(Marco, 14 years old)

3) Barriers and solutions

Classroom Climate



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1) Supportive feedback

2) Promote language learning diversity
   - ✓ Learning styles awareness
   - ✓ Differentiation

3) Barriers and solutions

Teaching strategies: structure



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Lesson number .....

Self-evaluation form

		This is what we did	This is what I feel I can do			
			☹	☹	☺	☺
COMMUNICATION	☐ Greet people					
	☐ Introduce myself					
	☐ Ask people their name, age, and where they are from					
	☐ [...]					
VOCABULARY	☐ The alphabet					
	☐ Basic numbers (1–20)					

Supporting Learners with Dyslexia in the ELT Classroom (Daloiso, 2017, OUP)



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3) Barriers and solutions

Teaching strategies: multisensory learning

+ Multisensory

PICTURES

COLOURS

VIDEOS

MAPS

OBJECTS

MOVEMENTS

HANDS-ON ACTIVITIES

3) Barriers and solutions



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Teaching strategies: multisensory learning

Multisensory phonological work

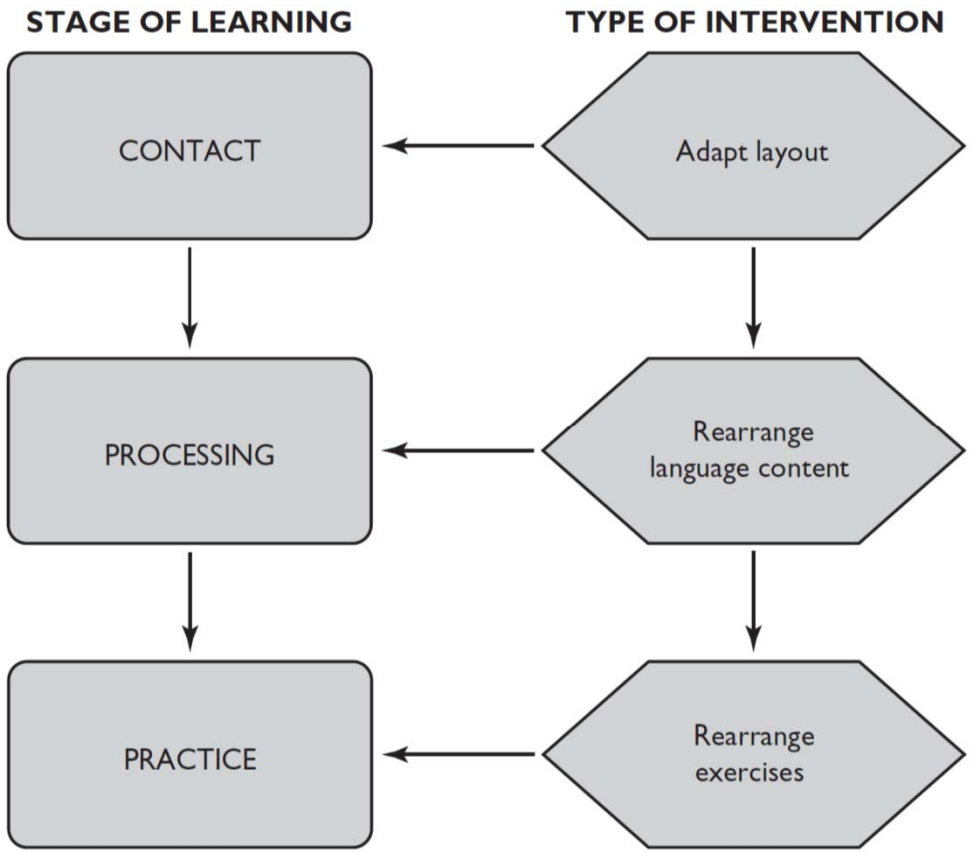
Recognize the sounds	**Listen & jump / clap hands** **Read my lips** **Listen and mime**
Reproduce the sounds	Say & see Say & feel Sing along
Associate sounds and letters	Touch & say Trace & say Join the dots

3) Barriers and solutions

Teaching material



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3) Barriers and solutions

Teaching material



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Spot the differences!

3) Barriers and solutions

Teaching material



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ACCESSIBLE EXERCISE

- GOAL
- SUPPORT
- PROCEDURE
- INSTRUCTIONS

1 2.02 **Leggi e ascolta il brano. Decidi se le frasi sono T (*true*) o F (*false*).**

Hi – my name's Molly. I'm from the UK. I'm 12. I'm in Year 8 at Kingsdown School in Bath. That's my home town. It's in the west of England. My best friend is Erin Sullivan. She isn't British. She's from Ireland, but she's in my class.

	Molly is British.	T
	Bath is in Ireland.	F
1	Molly's twelve.	____
2	Her best friend is English.	____

I'm a sports fan. My favourite sport is football and my favourite team is Chelsea. My favourite colours are blue and white, of course (*naturalmente*)! I'm into judo too! The name of my judo club is Bath Judo Juniors. We're fantastic! Erin isn't in the judo club – and she isn't into football! Her favourite sport is hockey.

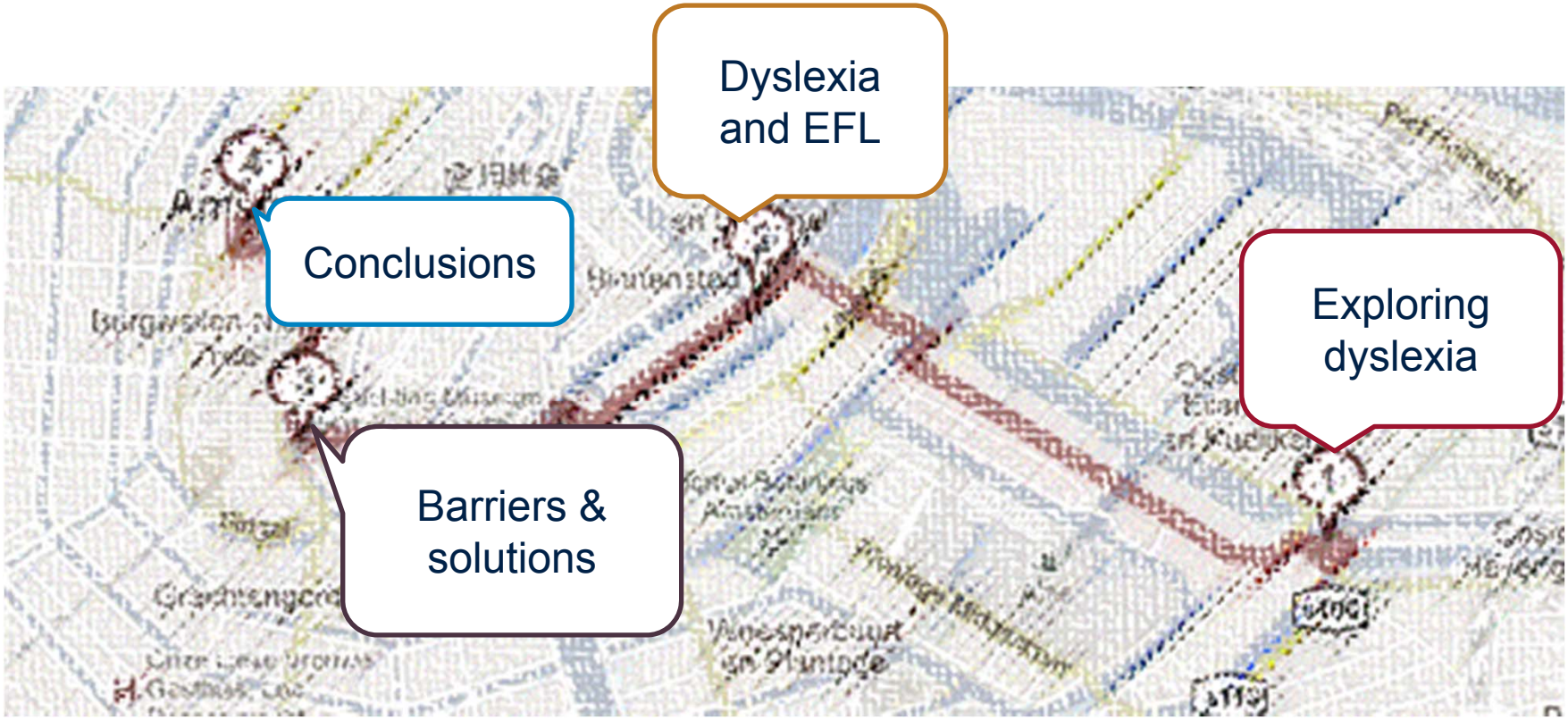
3	Molly's favourite sport is judo.	____
4	Her favourite colours are red and white.	____
5	She's in a judo club.	____
6	Erin's favourite sport is football.	____



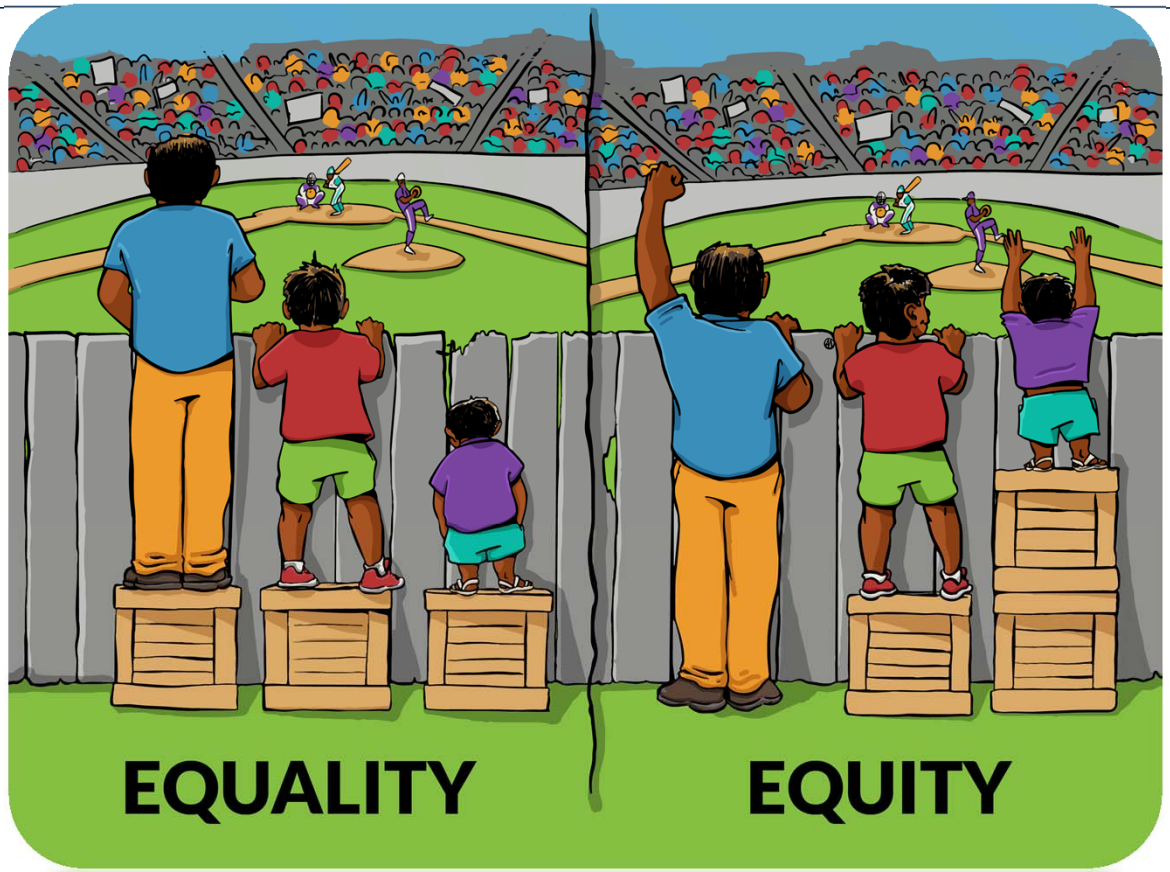
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- Teaching goal → sub-goals
- Procedure → gradual reading
- Instructions → in the native language
- Support → recorded version.

Our roadmap!


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There's nothing more unequal than the equal treatment of unequal people (Thomas Jefferson)



Thank you for listening!

Michele Daloiso

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Daloiso M. (2017) ***Supporting Learners with Dyslexia in the ELT Classroom***, OUP (forthcoming).

DEAL Research Group: **www.gruppodeal.it** (English and Spanish versions available by March, 2017)

https://elt.oup.com/feature/it/inclusiveenglish



Thank you for taking part

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Reading

Start thinking

What's a reality show?
What do you think happens in reality shows called *The World's Strictest Parents* and *Kid Nation*?

1 T1.12 **Listen and read. Answer questions 1–3 for each programme.**

1 How old were the young people on the programme?
2 How long did they stay away from home?
3 In general, did they have a positive experience?

2 Read the text again and answer the questions.

1 What type of teenagers did the TV company choose for the first programme?
2 How did their new 'parents' upset the British teenagers?
3 How did the British teenagers' opinions change?
4 Did viewers like the first programme? Why?
5 Who won $20,000 in each episode of the second programme?
6 Why did some people leave the programme?
7 What did critics think was negative about *Kid Nation*?

Study strategy improving your speaking skills

3 Study points 1–4. Then revise the key phrases on p.15 and do Ex.4.

1 Try to learn key phrases and use them when you have an opportunity.
2 Listen carefully to other people when they speak. React to the things that they say.
3 Use English to start or continue a practice exercise. Read each question aloud and say 'What do you think about this one?' or 'What's next?'.
4 Try to continue the conversation or discussion.

Talk about it

4 In pairs. Ask and answer the questions. Try to use the tips from Ex.3. P T

1 Which of the programmes do you think sounds more interesting?
2 Do you think the programmes were cruel?
3 Why do people like reality shows?
4 Which reality shows do you like or dislike? Why?
5 Would you like to be in one? Why?

Harsh reality: teenagers in reality shows

The World's Strictest Parents (UK)

For this programme a TV company sent young people with discipline problems to different parts of the world, where they lived with families with very strict parents. The first episode followed two British 16 year-olds who never listened to their parents at home. For the programme they stayed with a family in Alabama in the USA for a week. The parents were kind but strict. They didn't allow smoking or bad language in their home, and they often checked in the teenagers' bags for cigarettes. They also listened to the songs on the youngsters' MP3 players to see if they contained bad language, and they checked which websites their guests used. At first the two teenagers were shocked and angry, but by the time they went home at the end of the week they respected their new 'parents' for giving them rules, and when they arrived home they behaved better than before.



Popularity: ☺☺☺☺

Viewers' opinions: Good programme. Interesting to see the difference between different cultures and values.

Kid Nation (USA)

The first episode of *Kid Nation* introduced teams of young people between the ages of 12 and 16. They lived and worked in an abandoned town for forty days, and the aim for the participants was to organise their life there and to survive without adults. Cameras followed them as they cooked, cleaned, worked and made decisions about rules. There was a prize of $20,000 for the person who helped most in the town in each episode, and there were also three extra prizes of $50,000 in the last episode. Some participants didn't like it and went home because they were lonely or unhappy, but most of them were positive about the experience because they learned a lot and felt independent. Some journalists criticised the programme because it exploited young people but others said that it was a good education for them.



Popularity: ☺☺☺

Viewers' opinions: Interesting, but situations were stressful for some of the participants.

Build your vocabulary regular/irregular verbs

5 Complete the table with the Past simple forms of verbs from the text.

Regular verbs (*-ed*)	Irregular verbs (not *-ed*)
live → lived	send → sent

6 Add these verbs to the table in Ex.5. Then check your answers in the irregular verbs list on pp.206–207.

become know record have do
complain speak write argue

Fast finishers

Write a Past simple sentence for each verb in Ex.6.

Grammar

Past simple

7 Study the examples and complete the rules.

They **stayed** with a family in Alabama.
They **didn't allow** smoking.
Did viewers **like** the programme?

Rules

\+ most regular verbs: base form + [1]_____
– [2]_____ + base form
? [3]_____ + base form

▶ Grammar Bank pp.86–87

8 Tick (✓) the correct sentence/question and correct the mistakes in the other sentences.

1 I not see that programme.
2 What had he for breakfast?
3 The viewers knowed the answers.
4 He didn't enjoy the experience.
5 Did she visited the USA?
6 What programmes you did watch?

9 Complete the text with the correct Past simple forms of the verbs in the boxes.

not complain put have film

Reality Cats

In one American reality show the participants were cats. A TV company [1]_____ ten cats in a small house and [2]_____ them with cameras. Most of the cats were happy and they [3]_____. They [4]_____ good food and a lot of toys.

not win not play evict become

Every day, the public [5]_____ a cat. One cat, for example, [6]_____ with the toys, so he was evicted. The last cat [7]_____ a prize, but after the show the cats [8]_____ famous.

10 Write questions. Then ask and answer in pairs. T

> make/breakfast/this morning? What...?
A Did you make breakfast this morning?
B Yes, I did.
A What did you make?
B I made some toast.

1 watch/TV/last night? What...?
2 go/holiday/last year? Where...?
3 meet/friend/last weekend? Who...?
4 argue/parents/yesterday? Why...?
5 play/video games/last week? Which...?

Pronunciation 2 ▶ Workbook pp.112–115

Read and listen.

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English plus Pre-Intermediate • Unit 2 pp.16-17

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