Including dyslexic language learners

Anne Margaret Smith
ELT well
This session:

• What are dyslexia and the other co-occurring SpLDs?

• How can we include language learners with SpLDs in our classes?
Specific learning differences

A different way of perceiving the world, processing information and interpreting sensory input.
# One Minute Matching

- **Dyspraxia**
  - A developmental difference that affects those parts of the brain that control attention, impulses and concentration.

- **AD(H)D**
  - A developmental difference that is seen mainly in information processing, especially phonological processing.

- **Dyslexia**
  - A developmental difference characterised by difficulties in these three main areas:
    - social communication
    - social interaction
    - social imagination

- **Asperger’s Syndrome**
  - A developmental difference which affects co-ordination, balance, fine motor skills, language, thought and perception.
<table>
<thead>
<tr>
<th></th>
<th>One Minute Matching</th>
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<tbody>
<tr>
<td>4</td>
<td>Dyspraxia</td>
</tr>
<tr>
<td>1</td>
<td>AD(H)D</td>
</tr>
<tr>
<td>2</td>
<td>Dyslexia</td>
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<tr>
<td>3</td>
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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.
What’s in a name?
Challenges for students with SpLDs

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

- Task
- Expectations
- Materials
- Support
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
For example, a card for ‘use’, written by a Swedish student:

<table>
<thead>
<tr>
<th>front</th>
<th>back</th>
</tr>
</thead>
<tbody>
<tr>
<td>to use /juːz/ (verb)</td>
<td></td>
</tr>
<tr>
<td>I use a pencil for writing.</td>
<td></td>
</tr>
<tr>
<td>useful (adj)</td>
<td></td>
</tr>
<tr>
<td>usefully (adverb)</td>
<td></td>
</tr>
<tr>
<td>usage (noun)</td>
<td></td>
</tr>
<tr>
<td>use /juːs/ (noun)</td>
<td></td>
</tr>
</tbody>
</table>

använda, bruka
2. Review and Revise

• encourage independent review as part of the daily and weekly routine

• recycle language in different activities

+ Memory strategies
Memory strategies
Memory strategies

Big elephants can always upset smaller elephants.
Memory strategies

Big elephants can always upset smaller elephants.
Memory strategies

Because

Use
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

- With countable nouns: use ‘a/an’ when mentioning one thing for the first time.
- With uncountable and plural nouns: use no article when taking generally.
- Use ‘the’ when mentioning something that has been mentioned before, or it is clear which one is meant.
- Use ‘the’ with all superlatives.
- Use ‘the’ when only one example exists.
- Use no article with proper names and place names.

Use 'the' when something has been mentioned before, or it is clear which one is meant.
3. Explicit instruction

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

+ Metacognitive strategies
Metacognitive strategies

In groups, come up with the questions needed 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?
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-awareness

Self-evaluation

self-esteem
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
Self-evaluation

I can:  

I need to practise:
Want to know more?

www.ELTwell.co.uk
Want to know more?

Saturday 2\textsuperscript{nd} July

Lancaster

• 9.30 – 11.00: SpLDs and language learning

• 11.30 – 1.00: Identifying SpLDs in multilingual learners

• 2.00 – 3.30: Memory strategies for language learners
Want to know more?

www.dystefl.eu
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