

# The Handy Little Guide to Dyslexia

A practical guide to supporting dyslexic students  
in a foreign language classroom

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Pearson

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# Common misconceptions about dyslexia:

## Myth!



Individuals with dyslexia cannot perform well in school.

**Many dyslexic individuals are high-achievers** and perform very well in school. They can be successful not only if they are highly motivated and work exceptionally hard, but also if they are provided with the necessary classroom conditions to allow them to demonstrate their potential and knowledge.

## Fact!



## Myth!



Dyslexia is more frequent among boys than girls.

The prevalence of dyslexia is **similar among boys and girls but boys** are more frequently identified as having dyslexia, while girls often remain unidentified because they develop successful coping strategies (e.g. they tend to be quieter, they choose to sit at the back of the room, they tend to be less disruptive or even try to become invisible).

## Myth!



Dyslexic individuals always experience serious problems with reading.

Effective instruction helps dyslexic individuals to learn to read accurately. **Some dyslexic individuals therefore develop successful reading strategies** and become good readers. However, other dyslexic individuals may continue to read slowly and not automatically.

## Fact!



## Myth!



Dyslexic individuals can be cured or helped by special treatment, for example fish oil capsules, vitamins, massage therapy, coloured lenses, vision exercises, eye occlusion, balancing exercises, or brain reorientation procedures.

## Fact!



Despite sensational media reports, **none** of these apparently miraculous cures have been scientifically proven to be effective.

## Myth!



Children with dyslexia are lazy. They should try harder.

Dyslexic individuals demonstrate **unusual brain function** patterns when reading, and despite being intelligent, motivated, well taught and hardworking, they often experience difficulties with print processing and consequently with extracting meaning from a text. Appropriate intervention and the provision of suitable classroom conditions can help them overcome these difficulties.

## Fact!



## Myth!



If a child finds learning to read and spell challenging, he/she is dyslexic.

Dyslexia is by no means the only cause of literacy difficulties. **Not all reading and spelling difficulties are of a dyslexic nature**, but they may result for example from vision or hearing impairments, inaccurate instruction or environmental negligence. In addition, dyslexia does not cause difficulties only in reading, so if a child is dyslexic, he will show other warning signs as well.

<b>Myth!</b> →	Dyslexia is more frequent among those socially disadvantaged.
<b>Fact!</b> →	<b>Dyslexia and social status are not related.</b> Dyslexia is of genetic origin; it is not caused by poverty, poor access to education or environmental negligence. However, these factors may aggravate the effects of dyslexia and can have a negative impact on employability.

<b>Myth!</b> →	Dyslexia can be outgrown.
<b>Fact!</b> →	<b>Children do not grow out of dyslexia.</b> It is a lifetime condition; however, early and effective intervention can minimize its negative effects.
<b>Myth!</b> →	Dyslexia does not run in families.
<b>Fact!</b> →	Dyslexia <b>can be</b> inherited.
<b>Myth!</b> →	Dyslexia is caused by visual perception problems.
<b>Fact!</b> →	Dyslexia is <b>not</b> a visual perception problem.

<b>Myth!</b> →	Dyslexia cannot be identified until school age.
<b>Fact!</b> →	The potential for an individual to develop the signs of dyslexia can be identified in babies and kindergarten children <b>well before they begin formal schooling.</b> The sooner this potential is identified, the quicker it is possible to provide the necessary help and support.
<b>Myth!</b> →	Dyslexia is a disease.
<b>Fact!</b> →	Dyslexia <b>is not a disease</b> and it cannot be cured; it is a learning difference whose effects can be reduced through adequate, regular and intensive educational intervention and hard work.



# What is dyslexia?

- Dyslexia does not refer to any reading problem, it is a **developmental condition with a neurological origin** and behavioural signs of different severity.
- Dyslexia is a type of specific learning difference which primarily manifests itself in **difficulties with reading and spelling**, but its signs are not limited to problems with written language. Literacy problems can be accompanied by problems in other areas of cognitive functioning (e.g. poor concentration, short attention span, difficulty in internalising knowledge and automatising skills and poor fine and gross motor skills).
- **Environmental/cultural influences and individual differences** (e.g. age, motivation, personality, social support, home environment, provision of teaching, cultural attitudes, socio-economic factors, instructional methods, the nature of language or orthographic systems) do not cause dyslexia but can reduce or intensify its signs.
- **Difficulties** experienced by learners with dyslexia **are frequently unexpected** in relation to their age and cognitive abilities. They are therefore surprising, especially when students receive effective classroom instruction on literacy skills.
- Regardless of reading and spelling difficulties, dyslexic students might do well in other subjects and demonstrate different talents.
- Dyslexic difficulties with accurate and/or fluent word recognition and poor spelling and decoding abilities may result in **problems with reading comprehension and reduced reading experience**, which, in turn, limits the growth of vocabulary and background knowledge.

## Main reason for dyslexia

**Reduced phonological awareness –** poorer ability to identify, differentiate and manipulate sounds and to learn how sounds correspond to letters.

**“ Dyslexia does not refer to any reading problem. ”**



# SpLDs (specific learning difficulties) associated with dyslexia

**Dyspraxia**, which involves problems with motor coordination – with planning and executing movements. (This may result in difficulties with handwriting, sports or uttering sounds in spontaneous speech).

**Dyscalculia**, which involves mathematical difficulties; struggling with learning number concepts (e.g. trouble expressing dates).

**ADHD – attention deficit and hyperactivity disorder**, which may involve inattention (e.g. difficulty paying attention to details and following instructions, forgetfulness, losing things or getting easily distracted), **hyperactivity** (e.g. fidgeting, restlessness or excessive talking), and **impulsivity** (e.g. impatience, poor self-control or interrupting others).

**Asperger's syndrome**, which causes difficulties with social interaction and establishing social relations.

## Signs of dyslexia

Dyslexic difficulties can have **different degrees of severity** from subtle, through mild to severe.

The most prevalent manifestation of dyslexia is **reading and spelling difficulties**, but signs of dyslexia are not limited to literacy-related problems. They may also concern other areas of cognitive functioning.

Signs differ across individuals and not all can be observed in every dyslexic individual. Dyslexic individuals may display very **different combinations of strengths and weaknesses**.

Once diagnosed, a **person will remain dyslexic**. Even if they manage to overcome their reading and spelling problems through adequate instruction and hard work, their overall learning difference is not likely to disappear and will affect them throughout their lives.

### Important

**Dyslexia exists from birth and can manifest itself differently over the lifetime of an individual. The signs of dyslexia can change with age.**

# Signs of dyslexia include

- **Reduced phonological processing** – difficulties in learning, remembering and distinguishing the sounds of L2, especially those which do not exist in the learner's L1; difficulties in breaking down words into sounds and repeating sounds, words, phrases or sentences in L2.
- Difficulties in **speed and accuracy of processing orally presented information** (speech perception, understanding longer spoken texts) **and in speech production** (slow speech, problems with articulation) – both resulting from poor phonological processing and poor phonological short-term memory.
- Difficulties in acquiring **grapheme-phoneme conversion rules** (sound-letter relations); difficulties in recognising spoken words in writing.
- Difficulties in **comprehending spoken language**, especially when it is spoken quickly and in responding immediately.
- Slow word retrieval.
- Difficulties in **acquiring various aspects of L2** – memorizing words (e.g. mixing up words with similar pronunciation or meaning); understanding and applying grammatical concepts and rules (e.g. forming plurals and possessives, word-order); organising thoughts, ordering ideas and producing longer written texts.
- Smaller **range of vocabulary**.
- **Reading difficulties** which are caused by slow and/or inaccurate word-recognition resulting from problems in segmenting words into sounds (poor **phonological processing**) and problems in smooth conversion of letters into sounds (**grapheme-phoneme correspondences**). Dyslexic learners can be slow readers, or they can read inaccurately, or their reading can be both slow and inaccurate.
- **Spelling difficulties** – inaccurate spelling results from the reduced ability to segment spoken words into sounds and then to convert sounds into letters (or letter combinations); difficulties in recognising common spelling patterns across words.
- **Reduced attention span**, problems with sustaining attention and concentration, slowed down processing; difficulties in keeping up with the class.
- **Poor serial processing** (ability to remember verbal material in the order presented).
- **Reduced internalisation** of new knowledge and automatisation of new skills.
- Reduced **working memory capacity**.
- Difficulties with **implicit learning**.
- Poor **organisation and time-management skills**.
- Poor **balance and gross motor skills** (e.g. difficulty riding a bike).
- **Poor handwriting** (resulting from poor fine motor skills).
- **Mathematical learning difficulties** – dyscalculia (e.g. with arithmetic or memorising multiplication tables).



## Did you know?

Signs of dyslexia and intensity of reading and spelling problems experienced by a given individual depend also on the nature of the orthographic system of a language in which they learn to read. Signs of dyslexia may differ across the languages an individual is studying.

- Languages with consistent orthographies (e.g. Spanish or Italian) tend to be more learner-friendly. They use **simple sound-letter relations** – a given letter or a letter cluster is usually pronounced in the same way, similarly, a given sound is virtually always spelled in the same way.
- Languages with **non-transparent orthographic systems** (e.g. English or French) may cause greater difficulties for dyslexic students when learning to read and spell in these languages. They use unpredictable and complex sound-letter relations (e.g. multi-letter graphemes, multiple spelling choices and irregularities), which means that a given letter or a letter cluster can have several distinct pronunciations and that a given sound can be noted down with multiple spelling choices.
- The choice of a foreign language to study can be determined by motivational factors. Dyslexic learners may still prefer to study English, despite its orthographic complexity, because of its international character.



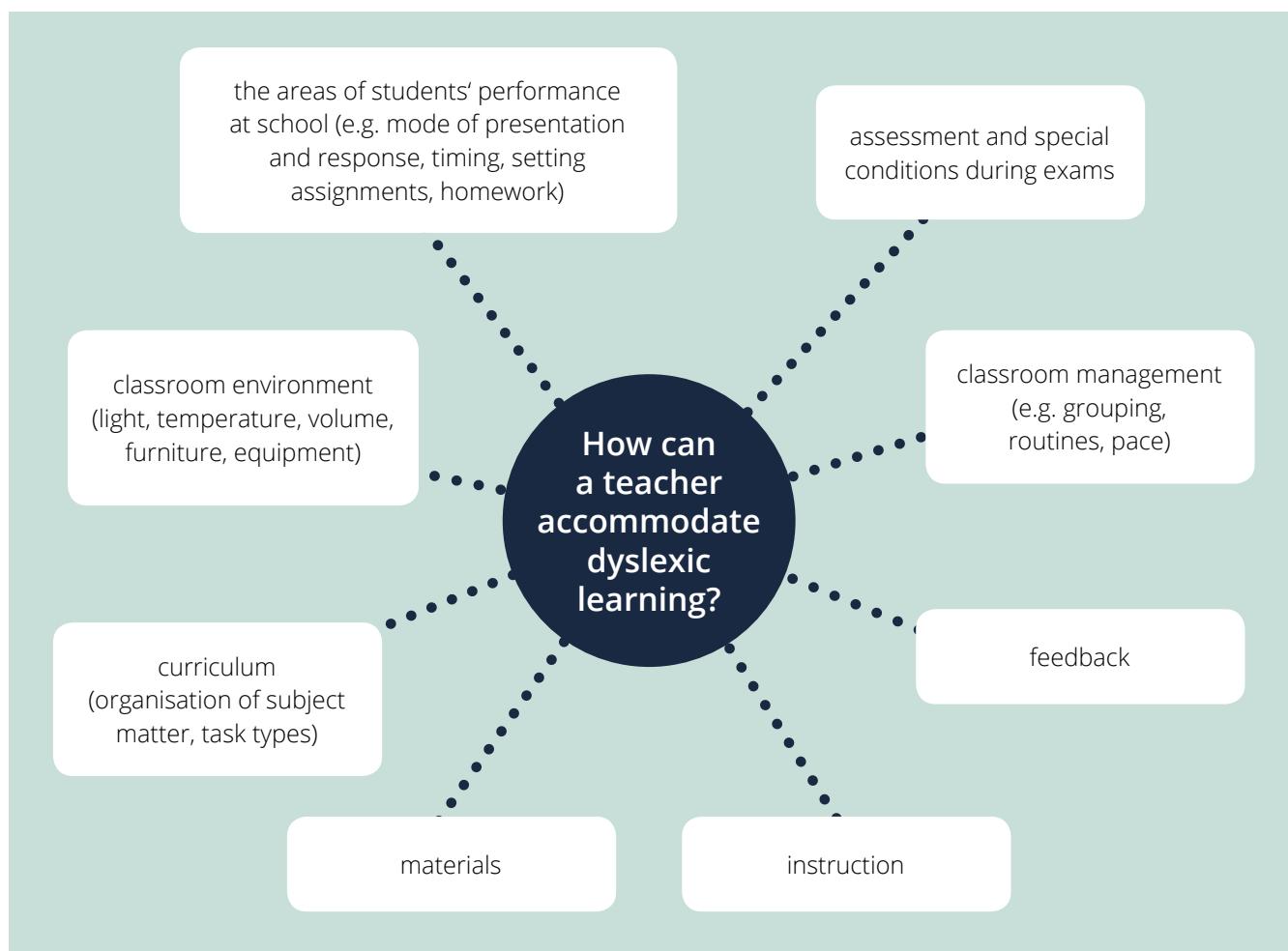
# Accommodating dyslexic learning differences in the EFL classroom

Special accommodation (**enabling solutions and arrangements**) offered by teachers to dyslexic learners in order to respond to their special educational needs will enable them to show their potential, to develop and to demonstrate attainment.

Adjusting, altering and differentiating teaching practices by teachers will help to ensure the active participation of students with dyslexia in classroom activities. This is not to lower the requirements but to teach dyslexic learners in the way they learn best and allow them to demonstrate their potential. Some dyslexic learners who experience the most severe difficulties will still require individualised, small group or one-to-one special instruction to overcome their learning problems.

## Important

Such accommodation should not change the expectations for performance or provide unfair advantage, but make it possible for learners with dyslexia to prove their knowledge and to complete the same assignments as other learners, despite the difficulties they encounter.



# Best practices to help dyslexic learners overcome difficulties:

## Teaching tools

- **Differentiate materials** (e.g. allocate different parts of a text or sections in the book to different learners), tasks, expectation and support based upon students' abilities.
- Divide material into digestible, logically sequenced (from easier to more difficult) chunks.
- **Reduce copying from the blackboard**; instead prepare handouts with well-organised notes, summaries, crucial points and conclusions of the lesson; highlight salient points with larger font.
- Avoid pages cluttered with information and serif fonts.
- Accept the use of spellcheckers, dictionaries and laptops for editing, note-taking and typing in class instead of hand writing. Their overall learning difference is not likely to disappear and will affect them throughout their lives.

## Try this in class

Use assistive **technological support** (e.g. specialised computer software, speech-control tape recorders, reading machines with optical character recognition, listening aids that use a microphone and headset, and voice output systems that read back texts displayed on a computer screen).

## Day-To-Day Teaching Methods

- Use a **multi-sensory structured language learning approach** (MSL) for presentation and consolidation of language.
- Provide frequent **repetition and revision** of material.
- Set **achievable** goals.
- Make **explicit connections** between what students already know and new information.
- Use **step-by-step instruction**.
- Help to sustain **concentration**.
- Avoid **reading aloud** in front of the whole class. Instead, allow students to record themselves reading aloud at home.
- **Do not disqualify written work** because of poor handwriting or poor spelling.

## Remember

When correcting written work, **concentrate only on certain aspects** (e.g. only the use of grammatical structures), **do not highlight or circle spelling mistakes** (as this leads to consolidating the erroneous forms) but cross misspelled words and provide correct spelling above or next to them so that dyslexic students focus on and integrate correct forms.

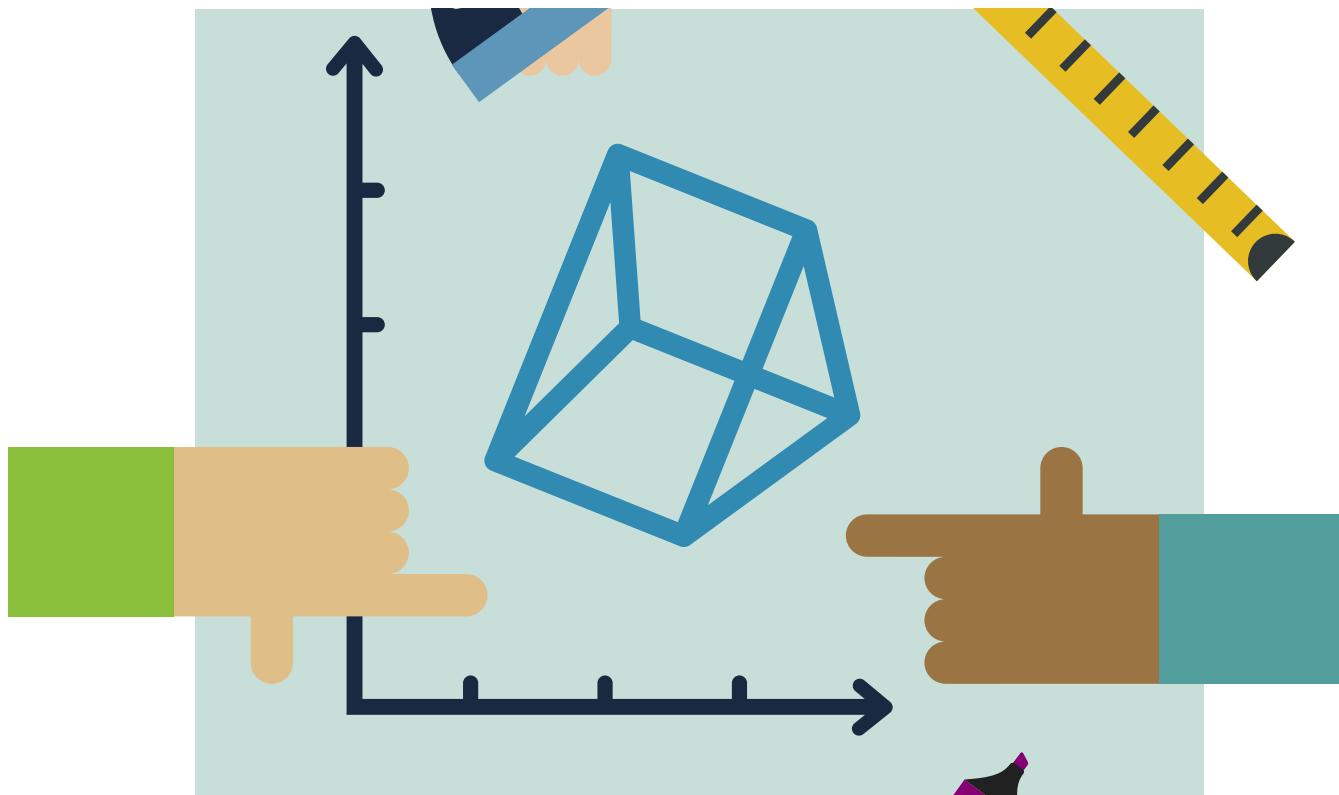
- Allow **oral** instead of written performance.
- **Summarise content** in figures, charts, tables, graphs or illustrations.
- Encourage students to organise and represent content in **mindmaps and spidergrams**.
- Provide training in **learning strategies**.

# Classroom Management

- Maintain **daily classroom routines** – this helps dyslexic students to know and do what is expected of them at a given time.
- Give more **time** for completing tasks and assignments.
- Signal when you would like students to respond orally, allocate **enough time for preparation**, provide questions and issues you want to discuss in a lesson in advance, rather than call on students for spontaneous responses.
- Provide regular **consultation and feedback**.
- Compare what students have learned **with their previous achievements** rather than with the attainments of their peers.
- **Praise effort** and achievement frequently but only when deserved.
- Foster a positive self-image.

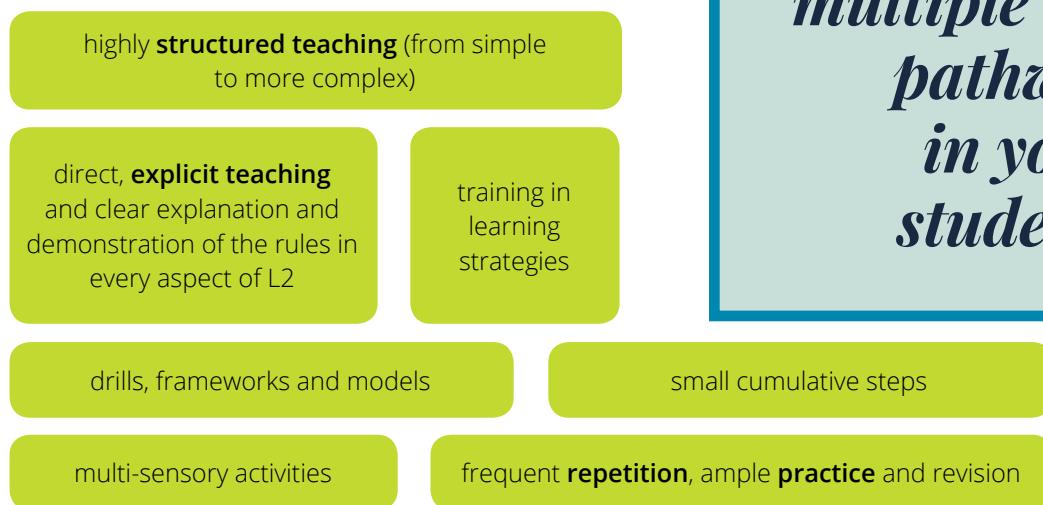
- During tests and group work nominate a student to read the material aloud, and/or a scribe, to do the writing part for dyslexic learners.
- **Vary the test conditions** – provide a separate, distraction-free room, give more time to complete the test, use alternative test modes (e.g. take-home tests) and task types.

**“ Praise effort  
and achievement  
frequently but  
only when  
deserved. ”**



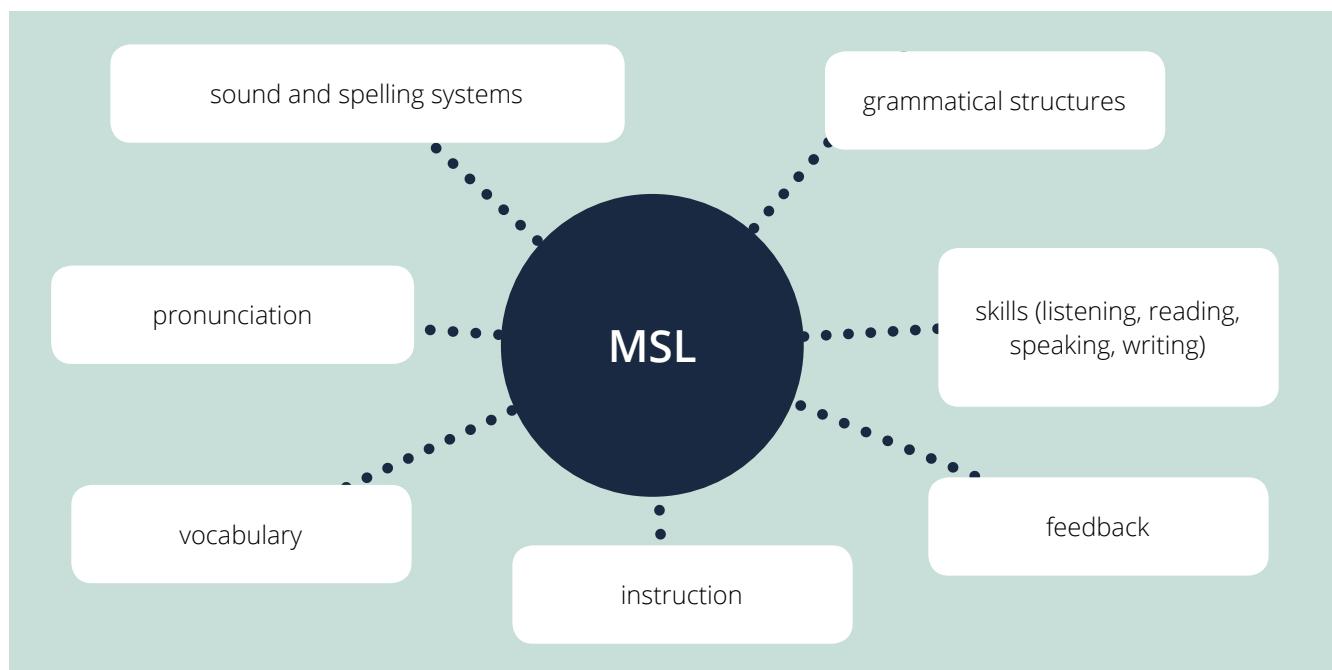
# Recommended teaching methodology

The Multi-sensory structured language learning (MSL) approach is recommended for dyslexic students and it involves:



*“ Activate multiple sensory pathways in your students. ”*

Use the multi-sensory structured language learning (MSL) approach to teach:



Activate multiple sensory pathways – auditory, visual, tactile and kinaesthetic. Make sure your dyslexic students learn 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.

# Developing phonological and orthographic awareness

## Did you know?

**Phonological awareness** is the knowledge that spoken words are made of tiny segments – sounds. It is the ability to identify, distinguish and manipulate the sound structure of words. It is crucial for fast and accurate reading and spelling.

### Make sure that your dyslexic students:

- can identify phonological units of different sizes – words, syllables, onsets, rimes, and finally, individual sounds,
- learn how to **break apart and put these units together** to form words. These abilities form the basis for the successful mapping of the sounds to the appropriate letters – spelling.

Multi-sensory activities will:

- make oral activities more concrete and the word sound structure easier to understand through visual and auditory cues such as tokens, boxes, markers, counters, pictures, gestures, clapping, and tapping to represent words, syllables, onsets, rimes or individual sounds,
- help your dyslexic students develop **phonological awareness** (e.g. differentiating sounds, dividing words into syllables and sounds and adding or removing sounds to form new words),
- teach how sounds correspond to letters (**orthographic awareness**), which is especially important if the orthographic systems of L1 and L2 differ, and if the relationship between sounds and letters in L2 is complicated.



## What causes difficulties when learning to spell and read in English?

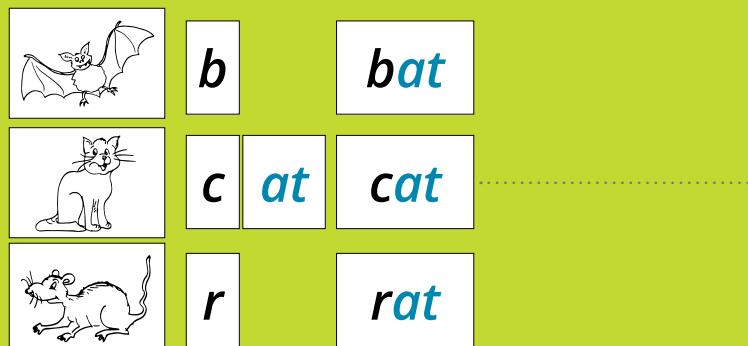
- a single sound can be represented by more than one letter (e.g. *bright*),
- a single sound may be represented by different letters or letter combinations in different words (e.g. *ight*, *try*, *ime*),
- a given letter or combination of letters may represent more than one sound (e.g. *read*, *ea*l),
- there are exceptions and irregular words that need to be rote-learned.

“ *Provide ample practice and repetition opportunities.* ”

To help your dyslexic students to spell correctly in English:

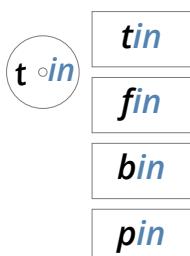
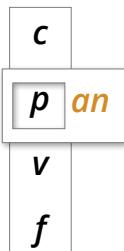
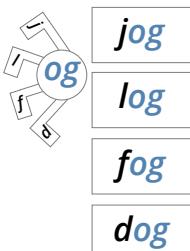
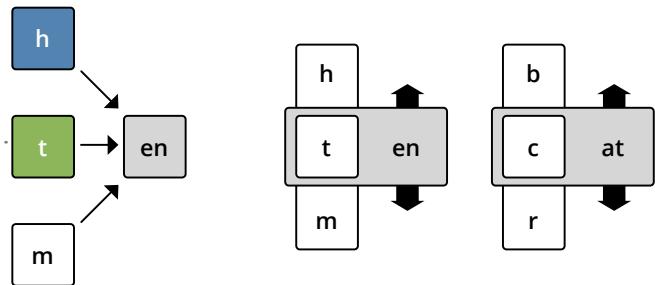
- use **multi-sensory techniques** and teaching aids: colour-coding, flash cards, cards for reading and tracing drills, spelling choice stickers, graphic models of words, word slides and flip cards,
- combine **multi-sensory techniques and direct teaching** of productive spelling patterns and spelling rules, especially with regard to sounds that have several possible spelling choices (e.g. *ain*, *ay*, *lace*),
- teach **syllable analysis through onsets and rimes** and present words in sets classified according to the rimes they share (e.g. *at*, *hat*, *rat*, *bat*),
- provide **ample practice and repetition** opportunities in order to consolidate spelling (e.g. games, dominoes, bingo).

### Dividing words into onsets and rimes



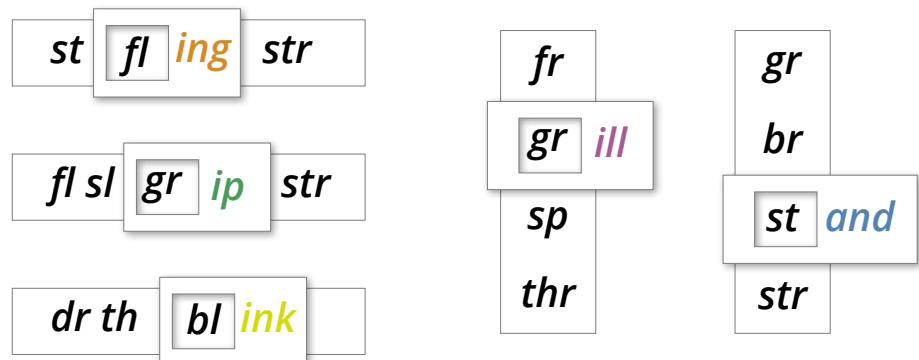
Picture cards, onset and rime cards

Onset and rime cards  
and word slides



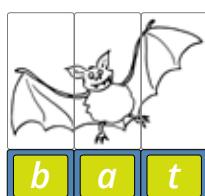
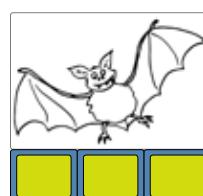
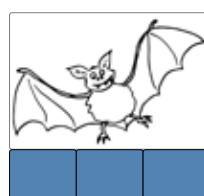
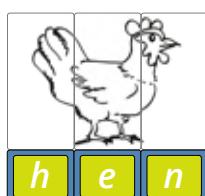
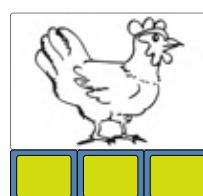
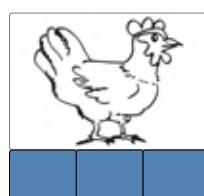
Flash cards, word slides  
and other movable  
teaching aids

Word slides



## Dividing words into sounds

Picture cards,  
tokens, letter cards



# Spelling choices for individual sounds

## Long vowels

Word slides

*r fl ight br s l n sl t*

*n ee d*    *cl ea n*

*l i f e*    *r igh t*

*l i f e*    *h o l e*

*t u b e*    *t a k e*

*t gr s sp sw*    *th n m ch t*

*f ee I*

*sl w ch n qu sp*    *p k se d n d*

Flip cards

Flip cards

16

# Spelling choices for individual sounds

## /tʃ/ sound

Graphic model of a word

stitch

ance eck ange **ch** /tʃ/ apter ild op ina

Word slides

wi ca sti Du ma **ske** **tch** /tʃ/ pa

Cards for reading and tracing drills, spelling choice stickers, bingo, dominoes

bea **ch**  
sti **tch**  
**op** **ch**

BINGO			
catch	teach	cheap	chest
beach	match	chop	punch
fetch	child	lunch	charm
sketch	check	reach	stitch

church bench bench sketch sketch chain chain peach

# 10 Tips for effective vocabulary teaching

1. **Reduce** the number of new words introduced in a lesson (maximum 6-8).
2. **Do not overwhelm students with information** about new words during one lesson – teach basic meaning and phonological form first (pronunciation), then spelling, and when students correctly associate the spoken form with meaning, add further information (e.g. spelling, less frequent meaning, collocations etc.).
3. **Teach the words in context** but directly and explicitly as dyslexic students may find it difficult to learn implicitly and to infer meaning (e.g. from reading or listening text).
4. **Recycle, repeat, revise frequently**; provide plenty of practice opportunities.
5. Make a short (few-minute long) vocabulary practice activity part of a lesson routine, also **provide periodic reviews**.
6. Encourage students to **keep a record of new words** and revise outside the classroom.
7. **Avoid** teaching similar sounding words and words with similar meaning in one lesson.
8. **Teach spelling and word-formation rules** – this helps dyslexic students to firstly observe and learn regularities and patterns and then to recognize words.
9. **Present and practice words in groups**, for example, words that have different onsets but share a rime like *cat, hat, rat, bat* (this shows students that they can form new words by changing the initial consonant or consonant cluster) or word families like *fresh, refresh, freshly, freshness, refresher*.
10. **Use multi-sensory techniques** for presenting and consolidating words.



## Important

**Learning new words is particularly challenging for dyslexic students** as this requires remembering and integrating information associated with a new word such as meaning, spoken and written form, word's grammatical behavior, derivations, collocations, connotations, register. This information should be divided into **digestible pieces, introduced at intervals and practiced regularly**.

# Help your students learn words more effectively:

form words from wooden, sponge or plastic letters,

trace on different surfaces such as sandpaper or wood,

make models from clay,

finger tap or clap to count the number of syllables or sounds in words,

use mnemonics, mindmaps, movement and drawing,

use colour-coded cards, tokens and movable teaching aids (e.g. flip cards or word slides) in sound awareness, spelling, word formation and grammar activities to represent:

- phonological (sound) units (words, syllables, onsets, rimes, individual sounds),
- spelling choices (e.g. 'ch', '-ch' or '-tch' for the /tʃ/ sounds – such as in *check*, *beach*, *witch* or 'igh', '-y' or 'i-e' for the /ai/ sound – such as in *night*, *sky*, *mile*),
- prefixes and suffixes (e.g. *employed*, *unemployment*, *employer*),
- parts of speech (e.g. nouns, verbs, adjectives),
- parts of a sentence (e.g. subject, verb, object).

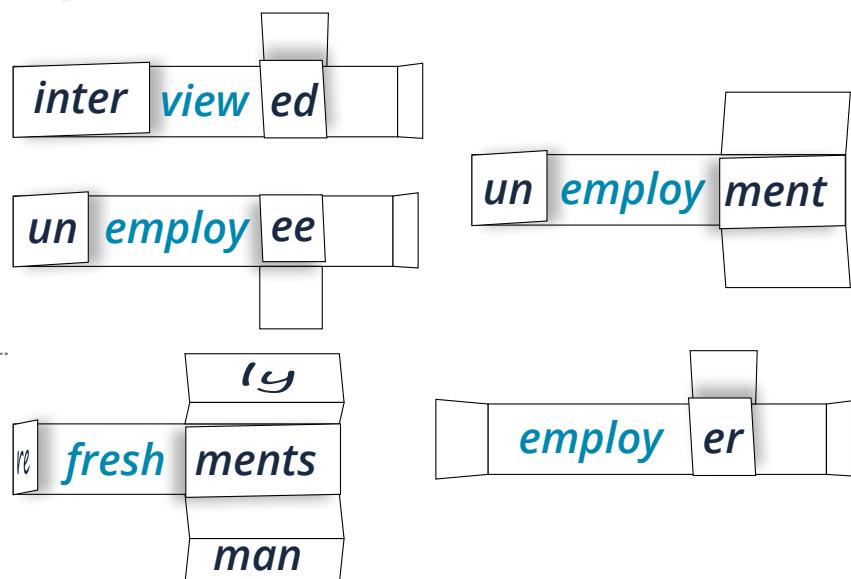
educate  
education  
educated  
**uneducated**  
educating  
educator  
educators  
educational

employ  
employed  
**unemployed**  
employment  
**unemployment**  
employee  
employer

fresh  
refresh  
refreshments  
freshly  
freshman  
freshness  
refresher

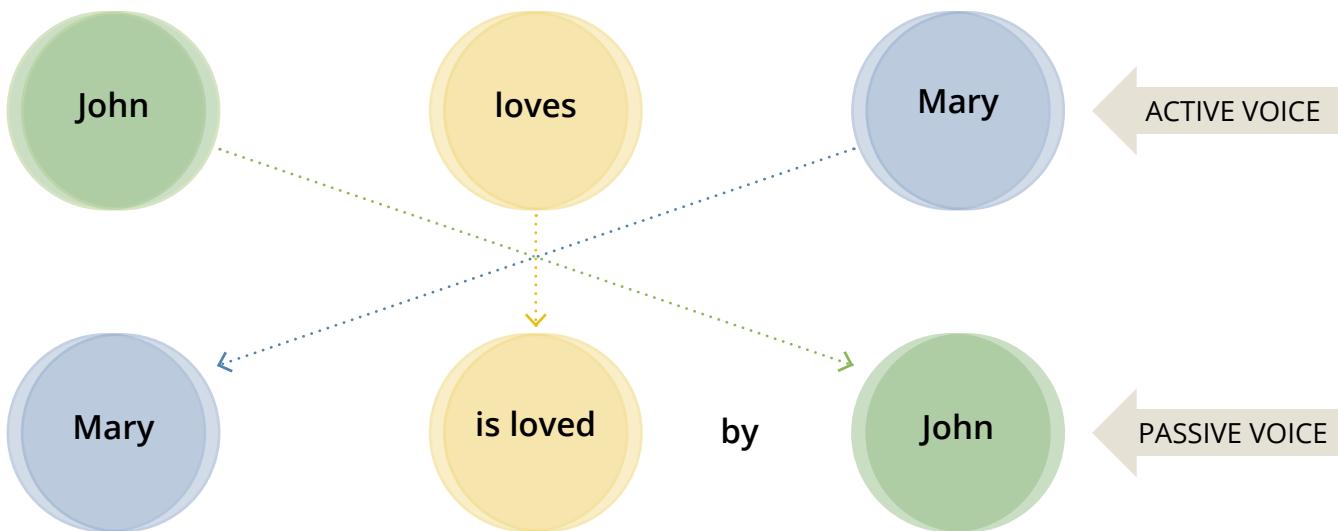
Word formation chart

Word formation  
movable teaching  
aids



# 10 Tips for effective grammar teaching

1. Direct dyslexic learners' attention to the **features of grammatical systems** and point out grammar structures in order to help learners notice them and focus on them.
2. Teach **grammar in context** (stress the communicative functions of grammatical structures) but teach the rules **explicitly** and **directly**.
3. **Provide clear explanations, sentence frames and models**, as dyslexic learners may find it troublesome to deduce grammatical regularities from language input.
4. Build on students' existing knowledge, teach easier and simpler structures first and make sure they are **integrated** and **internalised** before you teach new structures.
5. Reduce the use of complicated terminology and avoid abstract linguistic concepts.
6. Use **shape and colour-coding** to represent parts of sentences (e.g. subject – **green**, verb – **yellow**, object – **blue**; you can also use Lego blocks or Cuisenaire rods to illustrate word order) and parts of speech (e.g. nouns, verbs, adjectives) in presenting and consolidating grammatical structures thereby enabling students to grasp grammar rules without using linguistic terminology.



7. Provide ample **discrete practice of grammatical patterns** during which dyslexic students remember and internalise them and become able to retrieve them when needed. This controlled practice phase should precede the stage where students are encouraged to use the language to express meaning more freely.
8. The controlled practice stage requires **recycling and revising** but it should remain fun rather than simple repetition.
9. **Incorporate games** (e.g. board games and playing cards – like Snap), crafts, surveys (simple repetitive activities but with a clear communicative focus), movement and multisensory techniques into grammar practice activities and create opportunities for multiple repetition and reproduction of grammatical material – this will lead to **internalisation** and **automatisation**.
10. Provide **oral practice** before moving on to writing activities; in written tasks avoid multiple choice exercises where students choose the correct answer from several options available – this can be confusing for them.

**“ The controlled practice stage requires recycling and revising but it should remain fun rather than simple repetition. ”**



# Teaching Language skills



## Reading

Reading is especially difficult for dyslexics.. Successful reading firstly involves skillful decoding (recognising sound-letter relations and words) and processing of morphological and syntactic information, and then understanding and evaluating the content of the text.

Help dyslexic learners with decoding to ensure they gain access to the information conveyed in the text.

- Intensive work on **word-level reading** will make the **text-level reading** easier for dyslexic students; practice in sound-letter relationships and word recognition should be provided regularly.
- Explicit training on **reading strategies** (e.g. building prediction, identifying topic sentences and key ideas) helps dyslexic learners cope with the reading task.
- Texts should be **interesting to the learners** and not contain too many unknown words and structures.
- **Pre-reading activities** are especially important for dyslexic learners as they provide the necessary support before the reading starts. Activate students' background knowledge, make them form expectations as to what the text will be about, give them a purpose for reading (e.g. searching for specific information) so that they can focus their attention while reading.
- **Pre-teach** (directly and explicitly) key vocabulary items (6-8 maximum; highlight them in the text) along with new grammatical structures.

- If students have difficulty understanding the text, read it to them first.
- **Do not ask dyslexic students to read aloud** (unless they want to) and do not expect them to understand the text at the same time (this can be a very demotivating, time-consuming, unproductive and humiliating experience).

## Remember

**Text length should be increased gradually;** longer texts can be divided into shorter pieces to reduce the challenge. Make the reading task short and focused, check understanding after each short reading phase – discuss answers with the students, ask them to prepare illustrations, do a role-play or act out a story, also ask them to fill charts or diagrams with information from the text.

**Multiple choice and gap-fill types of exercises may be confusing and challenging for dyslexic students; substitute some written tasks with oral exercises.**

# Teaching Language skills



## Listening

- **Choose listening texts carefully.** They should not contain too many similar sounding words as your students will have difficulty discriminating similar sounds. Increase text length, difficulty and speed gradually.
- **Divide listening** into shorter pieces to help dyslexic learners concentrate on the stream of speech they are listening to and keep the information in their working memory.
- Give an opportunity to listen for the first time without asking students to complete any tasks so they can concentrate on the content and understand the gist; check understanding.
- Do not ask dyslexic students to listen and write at the same time. Note-taking is troublesome as it is hard for them to divide attention between listening and writing.
- Substitute written tasks with oral exercises; use similar task types as with reading.
- Make sure they **understand written instructions** to listening tasks.
- As with reading, activating background knowledge, pre-teaching listening strategies, new vocabulary items and grammatical structures helps students to understand the listening text.

### Try this in class

Use visual prompts and illustrations to help students understand the listening text.

*“ Dyslexic students should not be asked to listen and write at the same time. ”*

# Teaching Language skills



## Speaking

- Encourage dyslexic learners to **participate in communicative activities** and produce spoken language starting with simple, short answers and then gradually encourage them to deliver longer stretches of spoken discourse.
- Encourage the use of **electronic online dictionaries** which offer the pronunciations of words.
- Explicitly teach the rules, structures and models of communicative situations and planning strategies.
- **Pre-teach** vocabulary and grammatical structures.
- Give time for rehearsal of the communicative task so that students can repeat and improve and better remember their talk.
- Allow the use of **modern technology** for oral presentations (e.g. Power Point, preparing podcasts or webcasts).

### Did you know?

Dyslexic students experience fewer problems in speaking in comparison to other skills. Their major problem with speaking activities is fast retrieval of words from memory, correct pronunciation, constructing well-structured longer pieces of speech, as well as anxiety.

**“Provide frequent practice.”**



# Teaching Language skills

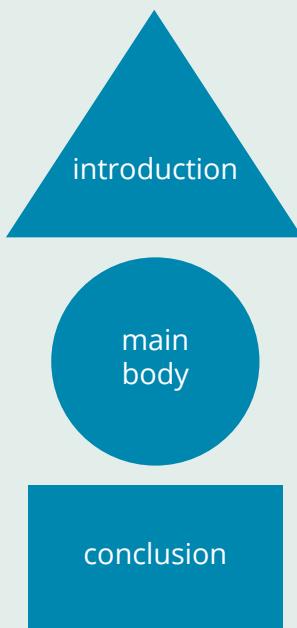


## Writing

- Start with **sentence level writing** and completing missing parts of information in short written tasks. Move gradually towards more demanding tasks.
- Explicitly **teach planning** and **text organisation strategies**.
- Use brainstorming and mind mapping, provide outlines, models, frames and templates of texts (e.g. formal letters).
- Explicitly **teach self-checking** and **self-correcting strategies** (e.g. the use of checklists and guidelines).
- Use **cards of different shapes** (or colour-coded cards) which indicate parts of the paragraph (e.g. topic sentence – blue, supporting example – green) or text (e.g. introduction – triangle, main body – circle, conclusion – rectangle) to help students organise their thoughts by manipulating the cards.

### Important

Writing longer texts may be challenging for dyslexic students due to their handwriting and spelling difficulties along with problems in organising and sequencing thoughts and ideas in order to compose a coherent text.



- Make writing activities meaningful**, encourage the use of communication technology for writing e-mails, text messaging, chatting, blogs.
- Encourage the use of computers, spellcheckers and electronic dictionaries.
- Pre-teach** vocabulary and grammatical structures.
- Provide support** and scaffolding throughout the process of writing.

# Further information

## Help your students learn words more effectively:

Nijakowska, J. 2010. Dyslexia in the Foreign Language Classroom. Bristol: Multilingual Matters.

Nijakowska, J., Kormos, J., Hanusova, S., Jaroszewicz, B, Kálmós, B, Imrene Sarkadi, A., Smith, A. M., Szymańska-Czaplak, E., Vojtkova, N. 2013. DysTEFL – Dyslexia for Teachers of English as a Foreign Language. Trainer's Booklet. Trainee's Booklet. CD-Rom. Cham, Germany: Druck+Verlag Ernst Vögel GmbH. [www.dystefl.eu](http://www.dystefl.eu)

Kormos, J, Smith, A. M. 2012. *Teaching Languages to Students with Specific learning Differences*. Bistol: Multilingual Matters.

