

Dyslexia and inclusive language teaching

Webinar handout

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What is dyslexia?

Dyslexia is a Specific Learning Difficulty (SpLD) which has a neurobiological origin (Kormos & Smith, 2023). They mainly encounter problems in learning vocabulary (International Dyslexia Association, 2002). For example, they may find it difficult to identify individual sounds in words and put sounds together to form words. These difficulties can affect gaining other language skills, such as reading and writing. About 10% of the population is believed to have dyslexia-type difficulties (Kormos & Smith, 2023).

Some difficulties faced by learners with dyslexia

- Difficulties in accurate and fluent word recognition
- Poor spelling
- Poor decoding
- Slow reading
- Slow writing, inaccuracies in using vocabulary
- Speech perception and production problems
- Reduced working memory abilities
- Poor organisational skills
- Time management issues
- Low self-esteem

(International Dyslexia Association, 2002; Kormos & Smith, 2023)

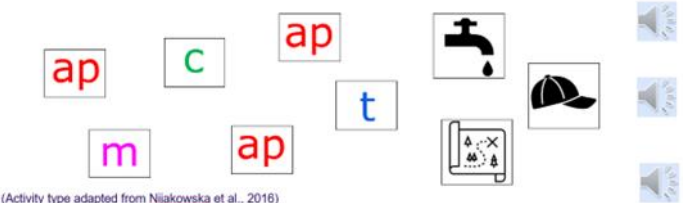
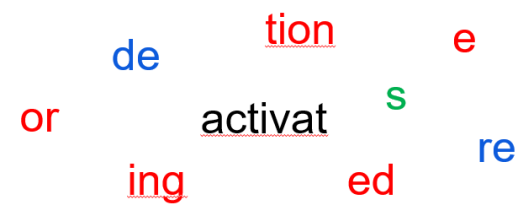
How to teach vocabulary to learners with dyslexia

- Show how to put sounds and letters together and how to take them apart
- Use multisensory input/practice (hands, eyes, ears, and voices)
- Teach words slowly
- Teach words thoroughly
- Provide lots of practice
- Use a slow pace of teaching
- Teach vocabulary explicitly

- Teach easy words first, then move to difficult words

(International Dyslexia Association, 2000a/b, Kormos & Smith, 2023)

Some activities

Activity	Description	An example
Putting letters/sounds together to make words	Prepare letter/picture cards as in the example. Ask learners to put letters together to make words, then match them with the pictures. They then listen to the words and identify the written words and pictures.	<p>Make words using cut-ups and match them with pictures. Listen to the words and practice.</p>  <p>(Activity type adapted from Nijakowska et al., 2016)</p>
Identifying sounds	Provide a list of words with different spellings but the same sound as in the example. Ask learners to identify the sound.	<p>Look at the words and underline /k/ sound. Pronounce the words.</p> <p>car pick chair</p> <p>keep cheap cake</p> <p>(Activity type adapted from Nijakowska et al., 2016)</p>
Removing sounds	Provide a list of words and ask learners to pronounce the words omitting the first/last sounds.	<p>Pronounce these words without pronouncing the final sound.</p> <p>bat zip arm</p> <p>book soup sleep</p> <p>(Activity type adapted from Nijakowska et al., 2016)</p>
Identifying parts of words	Choose a word with affixes and prepare cards as in the sample. Depending on where the affixes occur, the colour should change. Ask learners to make words from the word cards.	<p>Add the affixes. Pronounce the words.</p>  <p>(Activity type adapted from Nijakowska et al., 2016)</p>
Identifying sounds	Use a set of words with the same letter but	car bat ball snake

	different sounds, as in the example. Ask learners to listen to the sounds and choose the correct word.	Try it here: https://wordwall.net/resource/93444660
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A recording of Bimali's webinar can be watched here:

<https://web.facebook.com/share/v/1ZBZVihRkQ/>

References and resources

- International Dyslexia Association. (2000a). *Multisensory teaching Fact Sheet #69-01/100*. Retrieved from http://ma.dyslexiaida.org/wp-content/uploads/sites/7/2016/03/Multisensory_Teaching.pdf
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- Kormos, J., & Smith, A. M. (2023). *Teaching languages to students with specific learning differences*. Channel View Publications.
- Nijakowska, J., Kormos, J., Hanusova, S., Jaroszewicz, B., Kálmos, B., Sarkadi, A. I., Smith, A. M., Szymańska-Czaplak, E., Vojtkova, N., Alexlou, T., Košak Babuder, M., Mattheoudakis, M. & Pižorn, K. (2016). *Dyslexia for teachers of English as a foreign language. booklet for trainers, trainees and tests*. Available at dystefl2.uni.lodz.pl. or <https://wp.lancs.ac.uk/learning-languages-with-splds/files/2020/01/DysTEFL2-booklet.pdf> (This is a teacher training guide with many activities)