

*blended intensive programme*

# **DYSLEXIA & FOREIGN LANGUAGES TEACHING**

*Susana Martins  
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BLENDDED INTENSIVE PROGRAMME

# DYSLEXIA & FOREIGN LANGUAGES TEACHING

Work Hours:	189h
Contact Hours:	30 hours
ECTS:	6
Responsible Teacher:	Susana Martins

## DESCRIPTION

**H**ow dyslexia is recognized by education systems and by society more generally, has changed over its history, and continues to evolve. As said by Miles (1999, p. 15), “Dyslexia has many faces”, making it of utmost difficulty to give a proper and exact definition which may embody all that dyslexia is. The main discussion at present days regarding the concept of dyslexia is whether there are different “subtypes of dyslexia” or if it even exists (Snowling, Hulme & Nation, 2020). Something seems to be clear: associated with the concept of dyslexia are, what experts say to be, the so-called unexpected difficulties in the processes of reading and spelling.

On this course teachers will be able to learn more about the issues surrounding the concept of dyslexia, but mainly gain practical teaching tools and insights to help diverse students with difficulties associated to dyslexia features to learn foreign languages.



Dyslexia features affect 10-15% of the population. These pupils are either often left behind within the study of foreign languages or underperform when they are allowed to engage in studying additional languages.

Having as a start point inclusion's most recent theoretical framework, Universal Design for Learning and Multitiered Supports (Reid, Strnadová & Cumming, 2013; Otaiba & Petscherwe, 2020), we will be looking closer at experiential communicative approach and hypersensory and multisensory environments.

This course will highlight the importance of giving teachers the needed tools and strategies in order to better support diverse students as they learn a new language.

Within this course, teachers will have the opportunity to achieve the following objectives:

- A. critically analyze European assumptions, discourses and practices related to the teaching and learning of foreign languages in the early years of schooling;
- B. analyse transnational documents on topics related to foreign languages teaching;
- C. understand the evolution of dyslexia's concept, both from theoretical and practical perspectives;

- D. explore the latest approaches, methodologies and strategies for teaching inclusive classrooms, with a closer look for diverse students with dyslexia features;
- E. access, adapt and create teaching resources according to de Universal Design for Learning and Multitiered Supports frameworks.

## CONTENTS

Topics	Type	Hours
1. Linguistic Policies and English Teaching to Young Learners	Online	2
2. The Critical Age Debate	Online	2
3. Experiential Communicative Approach and Foreign Languages Teaching	Online	4
4. Curricular design, resources and activities for a transdisciplinary approach	Online	4
5. The role of Storytelling	Online	3
6. Dyslexia disorder and specific learning differences, past and present: from the representations into the concept	Onsite	2
7. Dyslexia features and foreign languages learning I: -applying universal design for learning principles in accommodating and including pupils with dyslexia features in the foreign language classroom -general techniques in teaching foreign languages to pupils with dyslexia features	Onsite	4
8. Teaching vocabulary and grammar to diverse students II: -Instructional task design: creation of resources -Discussion of task design experiences and resources	Onsite	4
9. Development of both Phonological and Orthographic Awareness and Reading Skills	Onsite	4
10. Assessment in Foreign Languages Teaching: approaches and strategies	Onsite	1

## CALENDAR

Online Component:	4 <sup>th</sup> to 6 <sup>th</sup> September 2023
Onsite Component:	11 <sup>th</sup> to 15 <sup>th</sup> September 2023

## DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES

In order to lead the student to analyze and reflect on the issue of foreign language teaching to young learners and, at the same time, to get to know the main transnational policies related to it (objectives A & B), this curricular unit seeks to address the complexity of foreign languages teaching at a critical age, namely the hypersensory approaches, its curricular design and the ubiquitous role of storytelling (contents 1-5).

That said, through an approach to contents 4, 5, 6, 7 and 8, a critical analysis and adequate management of b-learning and e-learning resources is assumed, namely distance learning platforms, synchronous and asynchronous communication, production and dissemination tools, and also the implementation of assessment strategies (objectives D, E, F and G), so that trainees can transform a face-to-face course into a distance learning course.

In this context, current trends in the field of dyslexia and educational needs support are particularly important, as well as practical cases that can illustrate cases of success and failure. Therefore, starting with topics 6, 7, 8 and 9, trainees will have the opportunity to explore the dyslexia disorder concept and develop self-reflection, taking into account the design and development of tasks through the universal design paradigm, from the perspective of its real implementation in a primary education context, which was built throughout the entire course (objectives C, D, and E), including the assessment of the whole process of teaching and learning.

## METHODOLOGIES

The course was conceived and organized to be developed in the b-learning modality, through face-to-face sessions and online sessions. As such, it is divided into modules and complies with e-learning specifications and standards. The course modules are made available, in their entirety, on the e-learning platform, Moodle.

Through plenary sessions, communication and practical workshops with a clear focus on problematizing theories and policies underlying foreign languages teaching to young learners, the analysis of experiential communicative practices and tasks aimed at pupils with dyslexia will be carried out, through the use of case studies and, furthermore, strategies for designing tasks within the universal design framework will be highlighted.

Bearing in mind that it is intended that trainees be able to build on their teaching professionalism and reflect upon it, the focus will be on: a) the self-diagnosis of practices mobilized by them, whether in terms of the strategies used, whether to mobilized resources, including literature

and technology; b) in the proposal of self-reformulation or redirection of actions developed related to dyslexia and foreign languages teaching; c) final self-reflection on the productivity and relevance of the paths traced throughout the training course.

In addition to face-to-face sessions, the use of e-learning technological solutions allows training to take place:

- a) synchronously, through the Zoom videoconferencing tool;
- b) asynchronously, through the e-learning platform, Moodle.

## **DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE COURSE UNIT'S LEARNING OUTCOMES**

The methodologies are part of the purpose of valuing collaborative learning, including from pathways, resources for analysis, dialogue, debate and also the sharing of knowledge.

Through theoretical-practical classes with a clear focus on diversified methodologies, which include individual or group work, experimentation/simulation of pedagogical-didactic strategies and debate, teaching-learning practices that favor the creation of pathways and didactic-didactic, resources will also be analyzed. Moreover, pedagogical methods based on inclusion paradigms, investing in active research, experimentation, (re)creation of resources and (re)definition of teaching and learning strategies, will be explored.

Bearing in mind that it is intended that the trainees be able to plan teaching-learning situations based on the assumptions of universal design, the assessment will be primarily continuous, assuming: a participation of the trainees in the sessions, individual and group work and also a self-reflection to be developed in a last session.

## **ASSESSMENT**

Assessment is based on three vectors: a) diagnostic assessment that will be carried out at the beginning of the course, b) formative assessment (to be carried out during the course) and summative assessment that will take place at the end of the course.

The final classification in the course will result from the weighted average, on a 20-point scale of the partial classifications, taking into account the following weightings:

A. Tasks developed in the course: 50%

B. Quality participation in face-to-face, synchronous and asynchronous sessions: 20%.

C. Final self-reflection: 30%

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