



25 June 2016, Łódź, Poland

DysTEFL 2– Dyslexia for Teachers of English as a Foreign Language

CONFERENCE VENUE:
University of Łódź
Faculty of Philology
ul. Pomorska 171/173, Łódź

CONFERENCE PROGRAMME

09:45-10:00	<p style="text-align: center;"><u>Conference opening</u> Room: A3</p>
10:00-11:00	<p style="text-align: center;"><u>Plenary lecture</u> JOANNA NIJAKOWSKA (UNIVERSITY OF ŁÓDŹ, POLAND) <i>How to successfully include foreign language learners with dyslexia in the English language classroom?</i> Chair: Karmen Pižorn Room: A3</p>
11:00-12:00	<p style="text-align: center;"><u>Plenary lecture</u> JUDIT KORMOS (LANCASTER UNIVERSITY, UK) <i>Evidence-based practices in teaching languages to students with specific learning difficulties</i> Chair: Joanna Nijakowska Room: A3</p>
12:00-12:30	<p style="text-align: center;"><u>Coffee break</u></p>

Final Conference 25 June 2015, Łódź, Poland

12:30-13:30	<p style="text-align: center;"><u>Plenary lecture</u> ANNE MARGARET SMITH (ELT WELL, UK) <i>Dyslexia and related Specific Learning Differences (SpLDs): One size doesn't fit all</i></p> <p style="text-align: center;">Chair: Marina Mattheoudakis Room: A3</p>		
13:30-14:30	<p style="text-align: center;"><u>Plenary lecture</u> JANINA KAHN-HORWITZ (ORANIM ACADEMIC COLLEGE OF EDUCATION, ISRAEL) <i>Didactic assessment as a first step to planning EFL intervention: The Israeli context</i></p> <p style="text-align: center;">Chair: Thomai Alexiou Room: A3</p>		
14:30-15:30	<p style="text-align: center;"><u>Lunch</u></p>		
15:30-16:30	ROOM: 0.02	ROOM: A3	ROOM: 0.43
	<p style="text-align: center;">WORKSHOP 1</p> <p style="text-align: center;">KARMEN PIŽORN & MILENA KOŠAK BABUDER</p> <p style="text-align: center;"><i>Assessing and grading students with dyslexia in English as a foreign language</i></p>	<p style="text-align: center;">WORKSHOP 2</p> <p style="text-align: center;">BARBARA JAROSZEWICZ</p> <p style="text-align: center;"><i>Multisensory structured language teaching of English as a foreign language to students with dyslexia: sharing good practice</i></p>	<p style="text-align: center;">WORKSHOP 3</p> <p style="text-align: center;">MARINA MATTHEOUDAKIS & THOMAĪ ALEXIOU</p> <p style="text-align: center;"><i>Reconsidering language course materials with learners with dyslexia in mind</i></p>
16:30-17:00	<p style="text-align: center;"><u>Conference closing</u> Room: A3</p>		

KEY NOTE SPEAKERS – BIOGRAPHICAL NOTES AND ABSTRACTS

JOANNA NIJAKOWSKA is an Associate Professor in the Department of Pragmatics, at Lodz University, Poland. She was an initiator and co-ordinator of the award-winning DysTEFL (Dyslexia for Teachers of English as a Foreign Language) and DysTEFL2 project co-financed by the European Commission and an educator on the *Dyslexia and Foreign Language Teaching* massive open online learning course offered by Future Learn. She is the author of the book *Dyslexia in the Foreign Language Classroom* and has published on dyslexia and effective classroom practices as well as foreign language teachers' professional needs, concerns and beliefs about dyslexia.

ABSTRACT

JOANNA NIJAKOWSKA (UNIVERSITY OF ŁÓDŹ, POLAND)

How to successfully include foreign language learners with dyslexia in the English language classroom?

The paper addresses the area of initial EFL (English as a foreign language) teacher training and continuing professional development (CPD) with respect to applying the practices of inclusive education, in particular accommodating the needs of foreign language learners with dyslexia in EFL mainstream classrooms. Using example materials and tasks from the DysTEFL2 teacher training course I will indicate sample methods of classroom management, task design and teaching techniques that can enable language learners with dyslexia to fulfil their foreign language learning potential. The paper also aims to shortly present the structure of the tailor-made DysTEFL2 EFL teacher training course, designed and piloted in the DysTEFL project, and then updated and supplemented in the DysTEFL2 project, available in three formats: face-to-face, online self-study, and distance learning.

JUDIT KORMOS is a Professor in Second Language Acquisition at Lancaster University. She was a key partner in the award-winning DysTEFL project sponsored by the European Commission and a lead educator in the *Dyslexia and Foreign Language Teaching* massive open online learning course offered by Future Learn. She is the co-author of the book *Teaching Languages to Students with Specific Learning Differences* and has published widely on the effect of dyslexia on processes of second language learning.

ABSTRACT

JUDIT KORMOS (LANCASTER UNIVERSITY, UK)

Evidence-based practices in teaching languages to students with specific learning difficulties

In this talk I will describe what language teaching methodologies and instructional practices have been recommended to enhance the language learning processes of students with specific learning differences. The primary focus of the presentation will be on phonological awareness raising programs and multi-sensory instruction. I will give a brief overview of the psychological and linguistic theories that underpin these methodologies and practices and present quantitative and qualitative evidence for their effectiveness. It is hoped that this presentation will help teachers to assess the scientific and empirical basis of their language teaching practices and thereby support the methodological choices they make.

ANNE MARGARET SMITH runs *ELT well* – a company which aims to bring together the fields of ELT and SpLD support, providing training and materials to teachers and assessments and bespoke language programmes for learners with SpLDs. She was involved in the award-winning *DysTEFL* project, and the *Dyslexia and Foreign Language Teaching MOOC* (massive open online course) and – with *Judit Kormos* – is the co-author of the book *Teaching Languages to Students with Specific Learning Differences*. Her latest projects include two new versions of the assessment suite *Cognitive Assessments for Multilingual Learners* and a complete English language programme for dyslexic learners: *English Sounds Fun*.

JANINA KAHN-HORWITZ (PhD) is a senior lecture at *Oranim Academic College of Education* and associate director of academic collaborations at the *Oranim College International School*. She teaches in the undergraduate *English Language and Literature Department* as well as the graduate *M.Ed. Language Learning program* and the *MTeach program*. *Janina* is also an adjunct investigator at the *Edmond J. Safra Brain Research Center for the Study of Learning Disabilities* at the *University of Haifa*. Her research interests include individual differences in language learning and foreign language literacy development. She is particularly interested in the impact of different first languages and literacies on *English as a foreign language (EFL) reading and spelling development* as well as teacher knowledge of the *English orthography*.

ABSTRACT

ANNE MARGARET SMITH (ELT well, UK)

***Dyslexia and related Specific Learning Differences (SpLDs):
One size doesn't fit all***

Many teachers are becoming aware of the characteristics of dyslexia, but what is sometimes less clear is how often other SpLDs co-occur. In this session several different SpLDs will be considered: dyslexia, dyspraxia, AD(H)D, and Asperger's Syndrome. Their distinctive features will be discussed, as well as where their characteristics overlap. When devising appropriate interventions and support for students it is important to consider the very individual cognitive profiles that students will present. Classroom strategies will be suggested that cater for different types of SpLD, and different combinations of SpLD characteristics.

ABSTRACT

JANINA KAHN-HORWITZ (ORANIM ACADEMIC COLLEGE OF EDUCATION, ISRAEL)

***Didactic assessment as a first step to planning EFL intervention:
The Israeli context***

Israeli children usually begin studying English as a foreign language (EFL) in their second or third year of elementary school. A sizeable minority of children in every class struggle to acquire English language and literacy. EFL assessment tools have been constructed to be used as a first step to building an effective intervention program for children with learning difficulties. Many Israeli EFL teachers as well as didactic assessors use these tools in order to assess proficiency in the various aspects of English. EFL professionals analyse the results of this assessment in order to better understand strengths and weaknesses of students with learning difficulties. They then build an intervention program based on the recommendations of the assessment. The EFL assessment tools include grapheme-phoneme and phoneme-grapheme correspondence, word recognition, word attack, vocabulary (recognition, contextualized and decontextualized tasks), syntax, morphology, text reading (accuracy and speed), reading comprehension, handwriting, copying, spelling, written composition and oral expression. An overview of these tools will be presented together with results of a pilot study testing these assessment tools on Hebrew first language speaking students in elementary and secondary school.

WORKSHOP PRESENTERS – BIOGRAPHICAL NOTES AND ABSTRACTS

KARMEN PIŽORN is an Associate Professor in English Language Teaching Methodology at University of Ljubljana, Faculty of Education. Her main research involves young foreign language learners and language assessment. She has been involved in a number of national and international projects on foreign language testing and assessment, such as Surveylang, and the implementation of foreign languages to young learners in Slovenia. She has also been a Testing Team Leader of the National Tests in English for primary and lower-secondary students in Slovenia for more than 10 years.

MILENA KOŠAK BABUDER holds a PhD in Special Education. She has been involved in several research studies on teaching students with special needs. Her main research areas involve reading comprehension of children suffering from poverty, dyslexia and learning difficulties. She is also a student member of the IARLD (International Academy for Research in Learning Disabilities).

ABSTRACT

KARMEN PIŽORN AND MILENA KOŠAK BABUDER
(UNIVERSITY OF LJUBLIANA, SLOVENIA)

WORKSHOP 1: Assessing and grading students with dyslexia in English as a foreign language

The workshop will focus on the assessment of English as a foreign language (ELT) to students with dyslexia from the perspective of good language testing and assessment practice and accommodations required for students with dyslexia.

It has long been observed that many EFL teachers who have to deal with standardised tests as well as their own classroom-based assessment procedures lack necessary expertise to perform fair and valid language assessment, which is usually due to insufficient pre-service training. Another competence, which a number of EFL teachers report to lack, refers to not being properly equipped with enough knowledge and appropriate methods on how to teach learners with special needs. It is therefore no surprise that assessing EFL students with dyslexia presents a twofold problem for many EFL teachers across Europe.

For this reason, the workshop participants will be able to interrelate the concepts of validity, reliability, fairness and feasibility in language assessment with the concepts of appropriate testing/assessment accommodations for students with dyslexia. The participants will become aware of important questions to consider in granting various accommodations. In addition, they will learn to distinguish between accommodations and modifications, which could change the test construct. Next, the participants will evaluate and design their own language assessment tasks for students with dyslexia. Finally, they will be presented with samples of national EFL tests and asked to evaluate the available accommodations for students with dyslexia.

BARBARA JAROSZEWICZ is an experienced English teacher and teacher trainer. She works at the Society for Alternative Education (TAK) Schools where she teaches English to students of all grades, including learners with dyslexia. She worked at the Foreign Languages Teacher Training College running EFL methodology courses for pre-service students. She also cooperates with the Municipal Teacher Development Centre in Opole where she runs workshops on EFL Methodology, Teaching English to Young Learners as well as Teaching English to Learners with Specific Learning Differences to EFL in-service teachers. She was involved in the DysTEFL project (2011-2013) on behalf of the Society for Alternative Education, being one of the co-authors of the DysTEFL course and is currently involved in the DysTEFL2 project.

MARINA MATTHEOUDAKIS is an Associate Professor at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki. Her main research interests are in the areas of second language acquisition, methodology of language teaching and corpus linguistics. She was the coordinator of the Teacher Training Courses offered by the School of English (A.U.Th) and she is currently the coordinator of the Experimental Primary School supervised by the School of English. She has been invited by various institutions and universities in Greece and abroad to give seminars and lectures and she has published her research in international journals, books and conference proceedings.

ABSTRACT

BARBARA JAROSZEWICZ
(THE SOCIETY FOR ALTERNATIVE EDUCATION, POLAND)

WORKSHOP 2: Multisensory structured language teaching of English as a foreign language to students with dyslexia: Sharing good practice

Students with dyslexia benefit from classroom techniques that are differentiated and adjusted to their needs and abilities. Effective foreign language instruction on the structure of the language used in teaching students with dyslexia needs to be explicit, systematic, and direct. Multisensory Structured Language teaching offers techniques that activate multiple sensory pathways such as visual, auditory, and kinaesthetic-tactile in developing language awareness on phonological, orthographic, morphological, and syntactic levels.

The aim of the workshop is to present a set of techniques and devices based on the DysTEFL2 materials that aim at helping students with dyslexia develop their knowledge of English orthography. The rationale and key principles of Multisensory Structured Language teaching will be briefly discussed and followed by examples of how MSL techniques have been implemented in the classroom at TAK school. Workshop participants will be involved in practical activities dealing with sample classroom materials and techniques based on MSL principles.

ABSTRACT

MARINA MATTHEOUDAKIS AND THOMAÏ ALEXIOU
(ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE)

WORKSHOP 3: Reconsidering language course materials with learners with dyslexia in mind

Language coursebooks are typically designed and written in order to address a generic audience. Student populations, however, are highly diverse as they include students from racially, ethnically, culturally, and linguistically diverse families and communities. On top of those potential differences, learners exhibit a variety of learning styles and other individual differences, cognitive, linguistic and affective. Learners with specific learning differences, such as dyslexia, are a group of

THOMAÏ ALEXIOU is an Assistant Professor at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki. She is also the coordinator of the Module 'Teaching English to Young Learners' (at the postgraduate level) at the Hellenic Open University. Her expertise is on early foreign language learning, methodology of teaching languages to young learners (preschool and primary education), and material development for very young learners. She has been invited to give teacher training seminars and she has published several articles throughout Europe (in journals and conference proceedings). She has also written and edited textbooks for children learning English as a foreign language.

learners who may find language learning a challenging task. Unfortunately, most language teaching materials do not cater for those learners and as a result, informed teachers are expected to be flexible and adapt their material in order to meet those learners' special needs. Inclusive approaches to education require teachers to make appropriate accommodations so as to enable those learners to progress without losing their motivation. The present workshop will provide participants with guidelines and techniques that will help them to accommodate learners with dyslexia in their classes without singling them out. To this aim, we will use various grammar and vocabulary activities from EFL coursebooks and suggest appropriate ways of adapting them to suit the needs of learners with dyslexia.

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