



Project

Students with dyslexia experience difficulties in learning their first language skills but also a foreign language. They do not usually receive any specialized help and tutoring in foreign language learning. It may result from the fact that their language teachers may not be sufficiently aware of the nature of dyslexic problems and may not be equipped with competences which allow to successfully teach foreign languages to these students. Therefore there is a need to support English Foreign Language (EFL) teachers and provide them with continuing professional development (CPD) activities, including workshops, conferences and teacher development courses.

We would like to invite you to attend the final DysTEFL 2 Dyslexia for Teachers of English as a Foreign Language conference, which will offer an opportunity to participate in workshops, as well as lectures conducted by experts in teaching foreign languages to students with specific learning difficulties (SpLDs), especially dyslexia. The conference will be held on 25 June 2016 at the premises of the Faculty of Philology, University of Lodz, Poland (Pomorska 171/173, Lodz).

Intensive staff training courses



Within the DysTEFL project, five-day face-to-face courses on teaching English as a foreign language (EFL) to learners with dyslexia are planned to be organized. The main aims of the courses are for EFL teachers to gain the necessary theoretical knowledge on dyslexia, as well as develop strategies, competences and skills to adapt their teaching to special educational needs of students with dyslexia. The course content and structure are built on the model in which trainees are able to reflect on their own learning and teaching practice, apply teaching methods, tasks and techniques creatively and adapt them to their learning and teaching contexts in an appropriate way, as well as assess students progress in order to accommodate their teaching practice.

The courses are based on the principle of learning-by-doing and experiential learning. Trainees follow a reflective cycle during the whole course as well as in each unit. First, they relate to their own experiences, learning and teaching practice, (mis)understandings, opinions etc., second, they receive an appropriate amount of input in the form of reading texts, videos, presentations, interviews etc. Finally, they complete tasks and reflect on what they have learnt in the unit. Accordingly, trainees are encouraged to work in pairs or groups, thus collaborate among themselves as much as possible. The learning environment is to support a respectful learning-from-each-other atmosphere which encourages constructive criticism and (self)evaluation of knowledge. Trainees are awarded certificates for active participation and successful completion of unit and whole-course quizzes by the organising institution.

So far, three editions of intensive staff training courses have been run: in Thessaloniki (Greece), Ljubljana (Slovenia) and Opole (Poland), for 15 international trainees each. The project will finish with the learning event in Łódź (Poland) in June 2016.



Partners

**University of Łódź,
Department of Pragmatics
and International Educational
Projects Office**
mpodogrocki@uni.lodz.pl
jnijak@wp.pl
www.proedu.uni.lodz.pl
http://anglistyka.uni.lodz.pl/ZPJ?joanna_nijakow

**TAK –The Society
for Alternative Education**
basiajar@yahoo.com
www.tak.opole.pl
ela@uni.opole.pl

**Aristotle University
of Thessaloniki,
School of English**
mamat@enl.auth.gr
thalexioiu@enl.auth.gr
www.auth.gr

**University of Ljubljana
Faculty of Education**
milena.kosak-babuder@guest.arnes.si
karmen.pizorn@pef.uni-lj.si