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Title: Dealing with Special Educational Needs in the Inclusive English as a Foreign Language Classroom: Dyslexia

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1. Abstract

Diversity is a natural characteristic of any ecosystem. As nature, society is as well diverse and for some reason, humankind has historically looked for unity. The idea of unity in the educational sphere has developed into the concept of 'inclusive school', which tries to provide every student with equal opportunities under the realms of equity. However, teachers face a challenging job when dealing with such variety of students in their lessons. Even though educators have the support of institutions, they need to know deeply the type difficulties pupils may present and use the required tools to overcome them. Dyslexia is a specific difficulty linked to language and information processing, sequencing and memory. The specific educational support needs that each student has should to be attended by inclusive teaching practices, involving differentiation and adaptations to help students achieve their potential.

La diversitat és una característica natural de qualsevol ecosistema. Així com la natura, la societat també és diversa i per alguna raó, l'ésser humà ha cercat unitat al llarg de la història. La idea d'unitat es materialitza en els sistemes educatius a través del concepte d' "escola inclusiva", que tracta de proporcionar iguals oportunitats a tot l'alumnat de forma equitativa. Tanmateix, suposa un gran repte pel professorat treballar amb tal varietat d'estudiants a l'aula. Encara que els educadors compten amb el suport de les institucions educatives, és necessari que aquests coneguin les dificultats del alumnat amb profunditat i utilitzin les eines adients per superar-les. La dislèxia és una dificultat específica d'aprenentatge que relacionada amb el processament del llenguatge i de la informació, així com la memòria i la seqüenciació. Aquestes dificultats demanen una sèrie de necessitats educatives especials, que el professorat haurà d'atendre a través del coneixement de les mateixes i una sèrie d'estratègies que donaran forma al seu estil d'ensenyament i metodologia.

Key words: differentiation, dyslexia, inclusion, learning difficulties, SEN

2.   Aims and objectives

The overall purpose of this paper is to create a general picture of the concept of Special Educational Needs (hence forth SEN) and disabilities; to offer an analysis of the difficulties faced by dyslexic students when learning a second language; and to create guidelines for coping with dyslexic students in a foreign language lesson. The project is aimed at secondary school teachers whose subject specialism is English as a foreign language and who practice in mainstream secondary education centres.

The broad aims of the study are a) to offer a general and comprehensive insight of diversity and inclusion in the educational field; b) to define the different learning difficulties that students identified as having special educational needs may present; and c) to suggest a range of different strategies and means of facilitating second language learning for those students with special educational needs, and specifically those with dyslexia.

Through an analysis of qualitative data, the study will focus on features of so-called inclusive education and on what is meant precisely by special educational needs. This study will also review the procedures followed by educational institutions through the analysis of different legal documents, policies and codes of practice regarding inclusion and attention to diversity.

The study will begin with a consideration of the different types of special educational needs that students can present, including emotional and physical needs, as well as cognitive or learning needs. Then the focus will switch to the particular challenges and issues facing the student who has dyslexia, and how exactly the problems associated with this condition manifest themselves in the modern languages classroom. Following on from this analysis, some solutions will be offered for applying in mainstream foreign language lessons. In association with those solutions a number of strategies and resources will be suggested to facilitate them.

Finally, different activities will be designed for fourth-year students of secondary school, and adapted to students with different abilities, including a dyslexic pupil. The adaptation and differentiation are meant to facilitate the

learning to the student with special educational needs. In addition, the use of strategies and resources are meant to help make knowledge accessible to all students as well as make the process of teaching feasible.

Our didactic proposal will serve as a model for English as a Foreign Language teachers in order to include those students with different capacities in a mainstream class.

3.   Justification

Having worked in an SEN department as a learning support assistant in the United Kingdom, I have had the opportunity to see different lessons from a third point of view. Learning support assistants' role is meant to be an extension of teacher's work and they help specific or groups of individuals, with whom eventually a closer relationship is established.

Hence, having observed various teaching styles and having collaborated with different teachers, I have been amazed at some practices and horrified at others at the same time. By sharing teaching tasks with the teacher and being at the side of the SEN students, one gets to understand the degree of complexity that inclusion carries. Taking into account the inaccessibility some students face to certain lessons or tasks, one realises how important it is for them to adjust the lessons to their needs.

Although educational systems are very different from country to country, legislative and social awareness for inclusion in schools appears to be common ground. Either managing with or without learning support assistants, teachers need to develop inclusive awareness and strategies, as the impact of good practices on all students seems to be vital for their success, especially for students with difficulties, different learning styles and intelligences.

The experience of being such an important support for some students in a secondary school context has boosted me to do a project of these characteristics. The outcomes obtained suggest the need of further research in the field of specific educational needs, for the development of resources and techniques in the future.

4. Literature review

Throughout the second half of the 20th century and onwards, national and international governmental institutions have been working on the acknowledged right of Education for all, stated in Article 26 of the Universal Declaration of Human Rights (1948). UNESCO's different documents serve as an influence for different legislations, such as the various Spanish Acts that constitute the Spanish Educational Systems and Balearic Islands curriculum, both of them promoted an inclusive educational model.

These sources are used as guidelines for professional development and can be exemplified by Ashman's (2009) *Education for Inclusion and Diversity; Special Educational Needs: Code of Practice* (2001) by the Department of Schools and Skills of the UK; Spooner (2006) *The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants*; the *Inclusive Education and Effective Classroom Practices* published by the European Dyslexia Association (2001); or Doyle (2002) *Dyslexia. An Introductory Guide*.

A great deal of literature in the field of dyslexia research is supported by the different institutions, such as the British Dyslexia Association (hence forth BDA); the International Dyslexia Association (hence forth IDA); the Balearic association of Dyslexia and Family (hence forth DISFAM). These associations are known across the board and offer information about the Specific Learning Difficulty (hence forth SpLD) as well as guidance, resources and counselling. Names such as Reid and Peer are worth to highlight due to their several publications and research about the field.

Reid's *Dyslexia*, firstly published in 2005 is an informative and comprehensive guide for practitioners. Reid and Peer's co-edition *Multilingualism, Literacy and Dyslexia* (2000) and *Dyslexia – Successful Inclusion in the Secondary School* serve unfold a number of articles regarding the management of inclusion, and more precisely dyslexia, in regards to secondary education teaching and second language acquisition. The former addresses the challenges faced by dyslexic students in the learning of a foreign language and offers innovative methodological strategies; while the latter tackles the challenges of the treatment of SEN and dyslexia in Secondary Education.

In the meanwhile, Crombie published, apart from different articles of a similar nature, co-authoring with Elke Schneider, *Dyslexia and Foreign Language* in 2003, where a number of strategies are offered to be applied in the foreign language mainstream classroom.

5.   Theoretical framework

5.1.   INCLUSIVE EDUCATION

Most European countries agree that every individual must receive an education, regardless of their academic ability (UNESCO: 2015). Attention to diversity focuses on the inclusion of students with special educational needs in the mainstream and it should be understood as a holistic approach, which involves an organisational scheme and fair and equal opportunities in the classroom. Good practice in the name of inclusion, however, can be challenging since the demands upon resources, training and restructure are increased.

5.1.1. Inclusion and attention to diversity

If education is understood as an integrated element within culture and society, as opposed to the limitations of education within schooling, different elements need to be taken into account in order to understand better diversity and inclusion in education (Ashman, 2009). Diversity is always characterised by the clash of smaller and more vulnerable groups against the dominant culture or dominant groups and it can be the result of different factors. Ashman acknowledges those factors as multicultural backgrounds, immigration, indigenous cultures; disrupted families, families with limited financial means, adoptive and foster families; disabilities, impairments or learning difficulties; or even generational changes.

Professor Ashman (2009) in his book, *Education for Inclusion and Diversity* points out that the terms "inclusion" and "diversity" represent two concepts which are in tension with each other. While the former means integrity and is related to having equal rights within a group, the latter refers to variety, difference and heterogeneity. In fact, looking for common ground among a variety of students can sometimes be tricky: how can we expect the same

achievements from the sportiest student and an overweight student of the same class in an intense cardio sports session?

It would not be realistic to ignore diversity in the educational background by enforcing generalised learning targets and assessing students only with uniform, fixed criteria. Educational practices need to help all students achieve their potential. As Ashman (idem) points out, education systems often aim to seek equality by appreciating difference and variety as a positive attribute.

Therefore, in order to cope with diversity, educational institutions have developed different policies to make those sometimes neglected individuals feel included in the mainstream hegemony. Recognition of inclusive education – also termed *A School for All* – is present in European countries, and it "provides an important foundation for ensuring equality of opportunity for people with special needs in all aspects of their life" (European Agency for Development in Special Needs Education; 2003: 4). It can be said that inclusive schools are those that provide flexible education practices in response to the diverse and often complex needs of individual learners (idem).

5.1.2. Organisational Aspects

As already mentioned, there is a law-making continuum that claims an education based on inclusion and attention to diversity at an international level. This continuum backs up to the *Universal Declaration of Human Rights* (1948), followed by the *Warnock Report* in 1978, the *World Conference on Education for All* in 1990, the *Salamanca Statement. Framework of Action on Special Educational Needs* in 1994 among others.

In regards to SEN, it is acknowledged that present day practices in different Hispanic countries recall the *Warnock Report*, which offered a revision of Special Education in Great Britain of the time (Universidad de Talca, 2014 and Montero, 1991). The report points out the need to integrate "handicapped children" in ordinary schools, affecting anyone "whose disabilities or difficulties prevent [them] from learning" (Committee of Enquiry into the Education of Handicapped Children and Young People, 1948: 36). Like the *Warnock Report*,

the Spanish *Plan Nacional de Educación Especial* (1978) acknowledges that every child is educable.

The success of inclusion in schools depends upon the importance of participation, cooperation and collaboration among and within the different members of a community, including the educational centre, such as teachers of different subjects, stakeholders; social services, families and carers. Some of the recommendations made by the *Warnock Report* (Committee of Enquiry into the Education of Handicapped Children and Young People, 1948), also explained in Spooner (2006), referred to partnership with parents, and the work role of support and advisory services and other professionals, like social workers or health services, and teacher education.

Moving focus towards the actual legislative framework governing and guiding the Spanish education system, the current Organic Acts on Education (*Ley Orgánica 2/2006* and *8/2013*) gives attention to diversity and equity as fundamental principles in the educational system, and are targeted to provide every student with an education adapted to their characteristics and needs. The Law also recognises autonomy for secondary centres in terms of organization and flexible adaption of the curriculum to their students. Equal opportunities through inclusion, equal rights and help to overcome any type of discrimination are guaranteed as well (*LOE* and *LOMCE*). Hence students with SEN are generally encouraged to attend mainstream schools and programmes.

In addition, article 26 of both acts points out that the curriculum will be flexible and methodological alternatives will be provided for students with special educational needs. In those cases, the identification, evaluation and intervention of any needs will be carried out as early as possible; and, article 79 refers to personalised curricular adaptations or intervention plan provided to students with specific learning difficulties. These alternatives will be detailed in 5.3.2.2., and refer to accommodations or individual curricular adaptations, for example.

As the teaching unit proposed in the present paper is potentially applicable in such context, focus will be given to the Balearic Decree (*Decret 39/2011*) related to Attention to Diversity, which recognises diversity as an inherent quality of human groups and hence as a social and educational reality.

Schools are in charge of applying and selecting appropriate measures for supporting to diversity, in order to facilitate access and continuity of students in the education system. Those measures will be, for instance in relation to specific educational needs, grouping students under heterogeneity criteria (*Decret 39/2011*). As the Balearic Decree goes on to state measures taken in centres will be developed and set through collaboration, co-operation and coordination among the different professionals working in the centre. Consequently, the creation of specifically adapted materials and assessment is possible. Centres are also expected to provide families with individualised counselling and adequate information with regards to organisational and curricular measures.

Every educational project developed in every school includes a plan for attention to diversity, which is designed and agreed by the stake-holders of the centre, the faculty heads and the general staff. It will include: general and specific support measures; arrangement of human and material resources for the development of those measures; and the organisation of the process of detection, identification and valuation of needs, as well as assessment of the evolution of students with SEN (*Decret 39/2011*).

One measure that responds to individual educational needs is differentiation, and a specific type of differentiating teaching in accordance to the learner's needs is the individual curricular adaptation. In those cases where needs are specific or severe, adjustments for the individual attainment of the curriculum need to be done. Other measures are the organisation of flexible groups, as when class groups are split into reduced levelled groups in specific subjects; the apportion of extra support in classrooms, such as audition and language assistants or educational technicians assistants in certain centres; or the offer of alternative provision such as ALTER/PISE Programmes; Programmes for the improvement of learning and performance (PMAR) Diversification Programmes.

Despite the theory that tries to model a system on inclusion teachers face the challenge, after educational policies have been created, of dealing with nearly thirty individuals, with different backgrounds, learning rhythms and styles, abilities and needs in a single classroom with certain targets to fulfil in a lesson.

In other words, inclusive classrooms will depend very much on teacher daily practices, accessible resources and their knowledge of their students. In return, teacher practices will be determined by how inclusion is treated at organisational level.

5.1.3. Challenges

Inclusive education could be seen as idealised and utopian if the following features are not contemplated, such as school contexts, types of SEN and disabilities, financial investments, teacher training programmes, among others. Institutions need to be very careful about their commitment to "social justice" and "establishing principles of inclusive practice" (Almeida & Reed, 2001: 30). This refers to the importance of the system's response to the school context and to individuals' backgrounds. The inclusive system, therefore, not only demands an investment in comprehensive support for students as well as professionals, but also a restructure of teacher training programmes and of the organisation of educational institutions. Moreover, Almeida and Reed (2001) observe that in socially excluded and economically depressed areas schools seem to prioritize social-emotional problems over learning difficulties.

In addition to this, studies carried out by the European Agency for Development in Special Needs Education (2003) found that students with behavioural problems proved to be the most challenging when dealing with special educational needs in inclusive practices. Some countries also mention specific difficulties such as dyslexia, ADHD or Autistic Spectrum Disorder, among others, as being especially challenging to the success of inclusion practices (EDA, 2001). These facts reinforce the idea that funding is crucial to increase resources and training to avoid exclusion of students, whose difficulties might not be identified due to a lack of awareness and focus.

Apart from practical and theoretical issues relating to inclusion, standardisation through national exams seems to be a threat for inclusive education. Governments are increasingly looking for high quality and competent educational systems, regulated by national standardised exams; a clear example can be the national examinations for last year students of primary

education with common characteristics and assessment criteria, established by the Spanish Government in *LOMCE 8/2013*, Article 21. The drive for high results and top-ranking schools often causes controversy since it seems to go against the idea of inclusion. The current Spanish law, for instance, recognises that quality and equity are integrated targets, but at the same time suggests that a curriculum based on examinations and common assessment criteria is the best way to raise standards (*LOMCE 8/2013*).

The current controversy in the USA could serve as another example, where Ravtich (2016) with the support of The Network for Public Education (Burris, 2016) debates that national exams do not assess students' learning or enable feedback but only rank them. National exams prevent teachers from assessing students using continuous assessment methods. They state that national exams are a threat to public education since state schools are closed or privatised after underachievement. Therefore, disadvantaged students are more likely to fail due to generalised, and normally high, standards within the educational system.

In the following section, focus will be given to the different types of special educational needs presented by students, and more specifically to which difficulties are experienced in students with dyslexia and how they can be identified.

5.2. THE STUDENT WITH SPECIAL EDUCATIONAL NEEDS

Having defined concepts of inclusion and diversity in relation to abilities and the needs of individuals, and having explained how they are ingrained in the formalities of the educational system, different learning difficulties and the needs they require will be discussed. How these difficulties manifest themselves in dyslexic students and how they affect to foreign language learning is the focus of the following section.

5.2.1. Learning difficulties and disabilities: Special Educational Needs

Both current Spanish Acts on Education (*LOE* and *LOMCE*) include under the umbrella term 'Specific Educational Support Needs' (NESE after Catalan necessitats educatives de support educatiu) to refer to those students who need different educational attention to the ordinary one because of special educational needs (SEN in English, NEE after catalan, necessitats educatives especials), specific learning difficulties, attention deficit hyperactivity disorder (hence forth, ADHD), high intellectual capacity and late entry to the education system or personal condition. Although SEN in English should correspond to Catalan NEE with Catalan NESE; it needs to be said that the acronym SEN will be used in this project to refer to NESE due to translation and practical reasons.

When referring to SEN, people might think of students with a specific learning difficulty or disability; however, any type of learning difficulty may demand a special educational need. The *Code of Practice for SEN* of the UK defines learning difficulty as having greater difficulties for learning than the majority of students of the same age, or having a disability that prevents or hinders the student from accessing educational facilities aimed at students of their age. This definition recalls the *1981 Education Act Chapter 60*, which refers to '*any* difficulty of such a nature that the child requires something *more than*, or *different from* the majority of other children of the same [academic year] in order to benefit from the education processes' (Doyle, 2002: 84).

Although the educational needs of children and young people are not always easy to categorise, they can be grouped according to the difficulties resulting from a particular disorder. *The SEN Handbook* (Spooner, 2006) classifies difficulties as: communication difficulties; behavioural, emotional and social difficulties; specific learning difficulties, like dyslexia; general or global learning difficulties; sensory impairment; physical difficulties, and medical conditions. The needs that a student might have can be triggered by a combination of difficulties, as in the case of dyslexia, which is a specific learning difficulty but can be accompanied by communication, behavioural and social and emotional issues, as well as ADHD. Indeed, the European Dyslexia Association (2001)

confirms that 50% of dyslexic children have dyspraxia and 50% of hyperactive children are dyslexic as well.

In regards of specific learning difficulties, Spooner (2006) also explains that sometimes they are manifested in reading, writing, spelling or numeracy. Hence, specific difficulties can be defined as being significant problems with synthesising, organising and memorising information. Dyslexia, which will be discussed in detail in the following sections, is a common disorder that can present difficulties in all of the areas mentioned. It is sometimes related to dyspraxia, which is an impairment of the organization of movement, also known as Developmental Co-ordination Disorder (NHS, 2015).

As mentioned above, students with special educational needs that are enrolled as part of the mainstream pupil body have to be provided with appropriate accommodations and adaptations. Therefore, the schools where they attend should be adapted and offer physical and material facilities to meet those needs. Resources should also be available and must always meet pedagogical, organisational and operational demands for the accommodation of those students. In order to respond to the dyslexic student's needs and make them achieve their potential, teachers need to know what their differences are in the learning process.

5.2.2. Dyslexia

Different authors and institutions have given definitions for dyslexia since there is a little confusion, as one of the most renowned experts in dyslexia, Reid (2007) conveys, due to potential overlaps with other types of learning difficulties. Before offering an accurate definition, Reid emphasises the idea of difference over deficit; that is to say, dyslexic people process information differently to the majority of other people.

5.2.2.1.   Definition

To begin with, the Greek root of the word gives us the basic meaning, since *dys* stands for "difficulty with" and *lexicos* or *lexic* stands for "words". However, it is

not specific enough and it is only used to refer to written language (Schneider and Crombie, 2003: ix).

The IDA (2016) defines dyslexia as "a specific learning disability or difficulty that is neurobiological in origin". It is characterized by difficulties with:

➢ accurate and/or fluent word recognition/reading
➢ poor spelling and decoding abilities
➢ phonological awareness, verbal memory and verbal processing speed

"Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge" (International Dyslexia Association, 2016).

To these difficulties, the British Dyslexia Association (BDA, n.d.) adds:

➢ phonological processing
➢ rapid naming
➢ working memory

Others define dyslexia as "a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, writing and sometimes numeracy" (Peer, 2001: 2).

Research (BDA, n.d.; Reid, 2007) agrees that dyslexia is individual and should be understood as a continuum. This is the reason why, supporting different students with dyslexia, may require learning plans and adapting the lessons, materials and interaction. As mentioned in the previous section, the BDA (n.d.) also acknowledges that difficulties may co-occur with different areas of language, motor-coordination, mental concentration and personal organisation. Again, the overlap of different difficulties will depend on the student's individuality and they will affect their learning differently.

Every definition of dyslexia applies best to different contexts and Schneider and Crombie's definition meets the purposes of this paper the best as it refers 'to those who have a difficulty with literacy which results in them requiring a set of accommodations to be made to enable them to demonstrate their abilities' (Schneider and Crombie, 2003: x). This definition shows that dyslexia should

not be understood as lack of abilities, but as different ways of learning. Enabling the students to use their capacities will depend on the identification of the learning difficulties in time, through accurate assessment, and then on the sufficient apportion of adaptations in their learning environment.

5.2.2.2.   Differences

As part of the definition, dyslexic students are said to learn differently. In Reid (2007) difference is referred to the way information is processed, the style and speed of processing and the strategies needed to learn effectively. However, other authors including Miller and Bussman Gillis (2000: 218) discuss dyslexia as a "deficiency in language processing".

Generally speaking, there are two tendencies in dyslexic learners. Peer (2001) distinguishes between ones who have visual and creative ability, but with oral difficulties; and ones who are orally proficient but have certain difficulties in visual, spatial and hand skills. And adds that although some learners share the two, all of them have competency in some of the areas and they all have difficulties in processing language.

All in all, assessment should be carried out as accurately as possible. This is the reason why solely testing is not enough and observation and assessment should involve analysing different factors (Reid, 2007: 22-23), such as:

- "discrepancies in comparing decoding skills with reading/listening comprehension"
- "discrepancies between written and oral language [or] in performance within different subject areas"
- and differences in learning styles and strategies, and environmental preferences for learning.

5.2.2.3. Identification

As has been already conveyed that identification of dyslexia and consequently of the needs that students will display should take place as soon as possible, it is to say, in the primary education stage. Otherwise, Peer (2001) acknowledges that experience has proved that dyslexic students tend to perform well when

understood and supported. This is the reason why misdiagnosis leads to "mishandling and poor outcomes" (Peer, 2001: 3).

In fact, Shneider and Crombie (2003) agree that tragic consequences, such as low self-esteem, lack of motivation or under-achievement or loss of self-concept will be triggered by misdiagnosis. A student can feel pressured by the educational system, including teachers, families and traditional methodologies, when appropriate strategies are not put into practice. Other responses to unrecognised difficulties and context influence can include anxiety, depression, and behaviour disorder, as stated in the *Protocol* (Vallespir et al., 2010). Therefore, a lack of knowledge about learning difficulties and dyslexia within the teaching body can be one of the biggest challenges for the dyslexic student. This is the reason why information provided by the family is vital in the process of diagnosis and assessment of dyslexia.

DISFAM, one of the most important organisation supporting dyslexia in Spain based in the Balearic Islands, has collaborated with different educational institutions, to elaborate a protocol for the detection of dyslexia, and to devise action framework for tackling the learning difficulties it may present. The protocol is specialised for infant, primary, secondary education, and for *Batxiller* and *Formació Professional*. The action framework is closely related to the content in section 5.3.

The so-called *Prodislex Protocol* (2010) is a tool for mentors and teachers to identify difficulties in the areas mention above. After having observed students' pitfalls in the different areas, a professional from the *Departament d'orientació* should move on the following step, diagnosis. The areas that are suggested for examination in the *Protocol* (2010) are those in which dyslexic learners tend to struggle: a) comprehension and expression; b) reading and writing; maths and time understanding; c) cognitive aspects (in the areas of memory, concentration span, perception, orientation, and sequencing); d) health and psychological aspects; e) personality and self-organization.

The *Protocol* coincides with what Reid (2007) states, that the most common assessment processes used are reading assessment, phonological

assessment, and discrepancies and difference in the process of learning of the potentially dyslexic student.

All in all, it should be assumed that identification of SEN of students should not lie entirely in the subject teacher's hands, even though they are an important element in the treatment of those needs in their lessons, and might contribute to a further diagnosis. Schenider and Crombie (2003) assert that it is the Counselling Department (*Departament d'Orientació*) who should provide a profile of every SEN student attending the centre. And actually this is one of the duties of the Counselling Department of Balearic schools, as stated in the *Instrucció 4/2015*).

5.2.3.   Foreign Language Learning with Dyslexia

English as a foreign language is a compulsory subject in the Spanish Educational System. Even though students have no choice whether they study a foreign language or not, it should not be thought of as detrimental to the academic success of the student. Learning a FL is not impossible for dyslexic people, but the teaching method will determine the process and outcomes of the learner.

5.2.3.1.   Foreign Language Learning

It is widely assumed that bilingualism (or multilingualism) is an additional factor to the multilingual individual's learning and actually beneficial for the speaker. Some say as well that bilingualism should not affect dyslexia (Turner, 2000: 22). Difficulties and abilities in the first language (hence forth L1) are often transferred to the second language (hence forth L2) or foreign language (hence forth FL), which does not mean that the dyslexic trends worsen. However, it should be assumed, Turner (2000) admits, that if bilingual people have a double load when managing languages, dyslexic people will have a triple load due to their difficulties with language.

Different researchers agree that FL learning may prove difficult for dyslexic people (Robertson, 2000; Miller and Bussman Gillis, 2000) and that Modern

Foreign Languages might not be the favourite subject of students with dyslexia (Schneider and Crombie, 2003). However, it is not an impossible task if both student and FL educator are aware of the dyslexia student's difficulties and are able to find appropriate solutions to FL learning problems. In addition, Jameson (2000: 229) remarks that dyslexic children pick up the new language when they move abroad. Therefore, social interaction, relaxed environments and no academic pressure serve as positive environmental factors in this regard.

English as a FL is a compulsory subject in secondary education, which is stayed in the *LOMCE 8/2013*. That is not a question of debate. Apart from the benefits of being able to communicate in English in contemporary society, involving the importance of tourism, globalisation, and internationalisation of universities and business; there is a personal component that motivates or discourages a person to learn English. Shcneider and Crombie (2003) agree that personal motivations, interests and purposes for the learning of the foreign language will trigger a positive or negative attitude towards it. All in all, whatever the reasons for different attitudes towards the new language, teachers and students need to be aware of the curriculum demands.

Discovering how to access best the curriculum is a challenging task for FL teachers dealing with dyslexic students in the classroom, and for these students themselves. Identifying their weaknesses and strengths will allow both educator and student to work on them. Unfortunately, English language is said to be a non-transparent language, which makes it even more difficult process due to its inconsistency in spelling. Unlike Spanish, Catalan or Italian, which are transparent languages, English language spelling does not always coincide with its pronunciation; thus, it is extremely difficult to guess its spelling and phonetics. Indeed, one of the most common difficulties for dyslexic children is spelling; and English has 26 letters, 44 different sounds and 176 ways of spelling them (Dyslexics.org.uk). This fact proves extremely hard for dyslexic learners to learn spellings.

5.2.3.2. Weaknesses and Strengths

It is believed that difficulties in L1 affect L2 and linguistic capacities in the first language serve as a basis for the acquisition of the second or foreign language

(Crombie and McColl, 2001). Difficulties dyslexic students encounter when learning a FL are due to their weaknesses in sequencing, and in short- and long- memory as well as working memory and phonological skills.

Sequencing refers to the ordering of sounds to form words, and words to make sentences. Crombie and McColl (2001) argue that phonological processing involves being able to discriminate certain sounds and translate them into written symbols, as well as performing verbally letters and words into sounds, which is decoding and encoding oral and written language. Difficulties in short- and long-term memory involve remembering which sounds stand for which written symbols and vice versa; and consequently pronouncing them and/or spelling them accurately. Working memory helps to work out the sounds certain letters or clusters would correspond to, and how sounds should be discriminated. Therefore they claim that speaking, listening, writing and reading should be taught and/or learned in interaction to prevent failure.

It is also said that dyslexic students are normally right-brained (Reid, 2007). The right hemisphere (in right-handed people) is used for visual-spatial processing (important for spatial information), the analysis of perceptual aspects of letters/words; and works with novel information. The left hemisphere is normally used to process language therefore it is important for accurate reading skills, phonological skills (decoding sounds) and also processing familiar information. Robertson (2000) recognises the importance of dual hemisphere involvement in reading. This is the reason why activation of the left hemisphere, where language acquisition takes place first, should be reinforced by transferring the information from the right hemisphere. Hence, if the left hemisphere was conceived as the weak one in dyslexic students, language would be processed faster due to the contribution of the right-hemisphere work.

Regarding language processing therefore dyslexic learners can find certain difficulties in reading or writing activities. As listed in Nijakowska et al. (2011), difficulties encountered in writing and reading a second language will be: limited vocabulary in FL, problems reading 'visually challenging' materials, insufficient knowledge of syntax and/or morphology, difficulties in ordering ideas, slower

speed, lack of meta-cognitive strategies, difficulties establishing letter sound correspondences, and problems understanding their own handwritings.

However, learning a foreign language needs to be seen as a motivating experience. The strengths of students with dyslexia have to be reinforced in the MFL classroom and their interests recognised. This would contribute to increase their self-esteem and therefore their confidence, participation and engagement in lessons. As Schneider and Crombie (2003) state, a large barrier to success in FL learning is the students' negative attitudes towards the target language.

In either case, motivation is not an independent element, nor is it more important than attention to difficulties. Working on linguistic aspects, while focusing on motivational and interesting activities, will depend on the teaching approach and the school ethos.

5.3. THE INCLUSIVE SCHOOL

The *Salamanca Statement* (1994: 11-12) defines inclusive schools as those that

> '... respond to the diverse needs of their students, accommodating both
> different styles and rates of learning and ensuring quality education to
> all through appropriate curricula, organizational arrangements, teaching
> strategies, resource use and partnerships with their communities'.

In accordance to the principles of the inclusive school and to the fact that dyslexia - and learning difficulties - in general 'tends to be resistant to conventional teaching methods' (BDA, n.d.), a series of approaches, strategies and solutions will be provided in order to mitigate the effects of learning difficulties in the classroom.

5.3.1. Inclusive Educational Practices

Dyslexia-friendly schools, where methodologies and materials are adapted to dyslexic people skills, are in Mackay's (2001) words empowered by a whole culture of dyslexia awareness. Teaching staff are trained regularly to fulfil their

student's needs, so that quality teaching is delivered and the learning environment provides dyslexic young people safe opportunities.

A study carried out in various countries by the European Agency for Special Needs Education (2003) shows some approaches that contribute to effective inclusive practices. Experience acknowledges that students from inclusive environments perform better than students from segregated ones. SEN-friendly settings should include the following:

- Cooperative teaching (also termed team teaching or co-teaching) involves teachers and professionals from different specification fields working together. There can be, for instance language teachers, psycho-pedagogues and assistants (especially members from the. Teachers would help each other by feeding back, observing, exchanging experiences and resources in and outside the classroom. Then, relationships and among them are strengthened, their confidence is enhanced, as well as knowledge about their students and teaching processes.
- Cooperative Learning (also called peer tutoring) is proved to have a positive impact in both academic and social skills on all students. As there are various levels of abilities, students help each other in order to reach a common goal. Co-operative learning combines quite well with project-based learning, in which every student has a role and responsibility and depends on the other´s commitment to succeed as a group; and with flexible grouping as well. In cooperative learning, students can work in pairs or small groups, or all-class groups.
- Heterogeneous grouping or differentiated instruction is the clue in inclusive education. Teaching in heterogeneous groups implies flexibility in instruction, and offering alternative routes to reach targeted goals. Heterogeneity offers the option of flexible grouping in the same class or separate classrooms with an extra teacher or assistant.

The study also remarks on the importance of different contextual factors. Those factors are having external support, such as social services and local police; the school organisation, where collaboration among departments is possible; there is a place for learning support assistants or native foreign language assistants

in classrooms as well as availability of resources. All this implies favourable financial conditions. Finally, teachers have received quality training so that they are aware of different approaches to cope with differentiation as well as a positive attitude towards the inclusive model.

One of the most named approaches to tackle difficulties in the dyslexia research literature is the so-called multisensory approach (Reid, 2007; Schneider and Crombie, 2003). The stimulation of all senses is claimed to be effective for processing and retaining of information, as opposed to the use of sight and hearing in traditional teaching. Baines (2008) conveys that learning in a multisensory way involves engaging the lesson through hands-on, visual, auditory, olfactory stimuli. All these different incentives are always related to academic objectives; so that the students learn through discovery, interaction, risk, and recognition. Experience is the main channel to incorporate the learning.

The multisensory approach entails the recognition of multiple intelligences, different learning styles and the importance of the use of information and communication technologies (hence forth, ICT). When teachers understand that students might be stronger in certain types of intelligence than others, students can be given the opportunity to use and develop them respectively. Subsequently, taking into account the student's learning styles, which represents what ways channels facilitate their processing of information, will be crucial for the progress and attitude of the pupils.

Another method that considers inclusion is the multiple intelligence approach, Puchta and Rinvolucri (2005) distinguish seven different intelligences, which include intrapersonal, interpersonal, logical-mathematical, linguistic, musical, spatial and kinaesthetic intelligences; sometimes the categories natural and spiritual intelligences are also considered. As the authors say, "students' motivation depends on how addressed they feel in class" (idem: 16). This is the reason why, only focusing on the linguistic domain in the FL subject might cause frustration. Therefore, students' strengths should be activated by other areas than language. Mackcay (2001) states that when multiple intelligences are considered important every means to secure learning is used.

When teachers use various ways of presenting content, students are offered an opportunity to use their learning style. Taking learning styles into account will determine the choice of resources, mode of teaching and the ethos of the classroom. For the importance of learning styles, Jameson (2000) remarks on the importance of assessment over testing. Continuous assessment allows the student use their own style to demonstrate their knowledge, testing may be restricting and only shows punctual attainment or forfeit.

As a matter of fact, Baines (2005) affirms that technology is predominating in people's lives; and the use of the internet and videogames has increased notably over the past ten years; therefore, the youth has moved away considerably from print. Baines (2005) points out that non-academic environments are interactive and multisensory, and questions how literacy should be taught to kids who do not read. Traditional methods "don't address contemporary kids" (idem: 9). Contemporary teachers then need to have enough management of the ICT and use meaningful tools such as the internet to adapt the learning environment to the student's daily life.

The importance of ICT in schools has been widely in the literature and some of them remark on the suitability of computers, recorders, and other electronic devices to support students with dyslexia (Baines, 2005; Dimitriadi, 2000; Scully 2001). In the first place, Dimitriadi (2000) shows that various media, such as sounds, videos, and images help accessing the curriculum; not to mention the involvement of multisensory stimuli and different learning styles. Communicative skills are not only enhanced by the use of ICT, but they should also be prioritised over grammar, spelling and handwriting in the FL classroom. In effect, ICT help improve literacy skills such as spelling, accuracy, auditory processing, speech and language, memory and study skills, among others.

All in all, using ICT as a daily practice could cover different approaches such as the ones that have been mentioned. Differentiation could also be carried out since technologic tools allow teachers to assess the students individually as well as students work independently, under the demands of their abilities, styles and needs. As Scully (2000) summarises, learners with access to the internet,

- control their own pace of learning;

- are proactive in their language learning;
- are less influenced negatively by the environment;
- have access to more multisensory resources;
- can learn in other environments than the school

Agreeing with Mackay (2001), a dyslexia-friendly classroom should be a supportive environment, where making errors is free from judgement or punishments, different intelligences are valued; where learning targets are achievable, the purpose and structure of the lesson is clear beforehand; and where access to the content is possible due to the multiplicity of channels it is transmitted. And finally, in an inclusive classroom, the student has the opportunity to show what they can do progressively and to check or reflect on areas of development.

5.3.2.   Differentiation

There are a number of strategies that teachers can use in order to make the teaching accessible to the whole class, including those students with different types of difficulties. In this section, strategies addressed to SEN students will be offered. It should be said that, for the purpose of this paper, even though most of these strategies can be applied in general, they are targeted to dyslexia difficulties.

As dyslexia is to be understood as a continuum, it is to say that every individual will have different weak and strong abilities, they will be benefitted from different strategies as well. Research and experience show that most of these accommodations favour the all students present in the classroom since they reinforce over-learning, accuracy and other skills, which apart from feeding the special needs of students, they reinforce different skills to the rest of the student.

5.3.2.1.   Accommodations

As Schneider and Crombie (2003) state in their book, accommodations the in foreign language classroom are a 'set of enabling arrangements which are put

in place to ensure that the dyslexic person can demonstrate strengths and abilities, and show attainment' (pages x-xi).

The IDA (2002) offers a set of accommodations that can be applied by teachers in mainstream lessons and classifies them according to accommodations involving materials, interactive instruction and student performance. It is widely discussed that most of the accommodations are always beneficial for the whole group and not only for SEN students (Schneider and Crombie, 2003). The following accommodations have been adapted from those offered by the IDA (2002).

   a) Accommodations involving materials are:

Using voice recorder devices to cope with problems in decoding can help improve reading skills, spelling and memorising. While working independently or as a whole class, students could listen to transcripts of recorded texts or wordlists while reading.

Teachers can simplify written directions in exercises, ensure they are clear and highlight important words. Long and complex directions can be challenging to some dyslexic students, and therefore they might not respond properly to them.

If teachers present small amounts of work, those students who struggle do not get anxious about the amount of work. Teaching units, tasks or assignments can be tore into pieces and presented in smaller chunks. When materials do not offer enough practice activities, additional practice activities should be provided to those students. Over learning is then reassured; extra work can be individualised and levelled according to their needs. A recommended extra activity is, for instance glossary or personalised dictionary with illustrations.

When working with texts, pictures and graphs should be locked up with a blank paper for those students who get easily distracted will be by visual stimuli. As well as highlighting essential information in order to help reading comprehension.

   b) Accommodations involving interactive instruction include:

Using explicit teaching procedures, which would normally be adapted to the material offered in class, help the student know the expectations and guide them throughout the lesson. Presenting the structure of the lesson, offering guided practice, and corrective feedback are examples of explicit teaching procedures.

Teachers could break directions into different steps, ask the students to repeat the instructions, making sure that those students with difficulties following directions understand the lesson.

Provide a graphic organizer, such as a copy of lecture notes, an outline, or blank web to fill in during the presentation. Clear and visual bullet points will help also the students who have difficulties following presentations or taking notes. Another way of facilitating key words is writing them on the board.

It is important that the teacher is explaining step by step and making check lists so that the students know what they are doing throughout the lesson. However, Balance between work and exposition is essential, as well as balance between individual, pair or group work, so that the student does not lose concentration.

According to multi-sensorial techniques, making sure that both verbal and visual information is combined simultaneously is important. As well as using mnemonic instruction throughout mnemonic devices is proved to be helpful to different types of learners. Using invented sentences to convey spelling BEAUTIFUL (Big Elephants Are Ugly) or invented words OSASCOM to learn the order of adjectives in English (letters stand for Opinion, Size, Age, Shape, Colour, Origin, and Material); for example a wonderful, big, old, squared, pink, French, cotton towel.

A way to help students familiarise with the new language is maintaining daily routines, such as writing the date or talking about their feelings help. And in the last place, emphasising daily review, recalling previous lessons information can help students connect new information with previous knowledge.

c) Accommodations involving student performance refer to the following:

Some students will respond more effectively if we allow them to change the response mode. For example, those students who struggle with writing, can be asked to underline from a text or tick boxes; on the other hand, students with fine motor difficulties could be given extra time to respond.

In order to help with their sequencing skills or time perception, as well as following the lesson and ask questions, an outline of the lesson could be provided. To help them with their personal organisation, a regular use of a diary or calendar to record test dates, homework, and revision is mandatory.

To enhance visual input and to organise material, students can be encouraged to use a graphic organiser. That could be, for instance, a chart with syntactic structures. When students need to copy a considerable amount of information, a sheet could be given to him to complete if necessary. This will give them independence and reinforces meta-cognitional skills.

The proposal of tasks needs to be hierarchal, with the simple and easier tasks in the beginning a more effort demanding tasks afterwards. Early success prompts students to work and keep on task.

Support material, such as spelling lists or helpful charts, around the classroom or on their individual desk area results very helpful when students hesitate. Placing the student next to the teacher and high achieving peers is also beneficial for the dyslexic student. The student needs to be safe in his area of comfort.

5.3.2.2. Individual Curricular Adaptations

Non-significant individual curricular adaptations are defined by the CADAH Foundation (2012) as modifying basic or non-prescriptive elements of the curriculum. These types of adaptations involve accommodations on timing, activities, methodology, techniques and assessment tools. They can be applied to both students with and without SEN, at certain points. All the same, the Balearic Decree on Attention to Diversity (*Decret 39/2011*) states that students with non-significant curricular adaptations will work on the same learning targets and basic competences as those assigned in their curricular level.

On the other hand, the Balearic Decree (*Decret 39/2011*:10) considers significant individual curricular adaptations as a specific support measure which diverges significantly from the curricular elements. Objectives, content and assessment criteria are simplified and adapted. Significant adaptations need to be designed under the supervision and approval of the Counselling Department and different teachers, after a psycho-pedagogical assessment of the student. Significant curricular adaptations are normally addressed to students with disabilities that impede the learning in normal conditions, students with severe behaviour or language disorders.

Tod and Fairman (2001) discuss the conditions that individualised educational plans should have in a group setting. Individual adaptations need to be contextualised, managed at a whole-school level, open to flexible arrangements amended by professionals and students, observe individual targets and need to be purposeful and motivating at the same time.

The above mentioned authors describe curricular adaptations as having five different principles. Firstly, they consider the means-end principle, although the end is fixed, the student has the choice alternative means. Secondly, there is the relative-unique principle, which refers to the individual's path determined by the whole group and where implicit or explicit differentiation strategies are put into practice. Thirdly, the transient-resistant principle is mentioned, and it refers the combination of the difficulties provoked by the nature of the subject in question and the individual's difficulties. In the fourth place, the skills-strategies principle regards the covering of areas of underachievement; it is to say knowing which strategies need to be applied and applying them. And finally, the Vigotskian enabling-empowering principle that refers to the idea of prompting and stimulating the knowledge the student has to transfer it to developmental skills.

5.3.2.3. Assessment

Assessment is a key aspect in teaching, since it evaluates the effectiveness of teaching methods, strategies and planning, determines the degree to which learning targets are being met, provides information on areas of development

and serves as a tool for increasing motivation, as highlighted in Mutton (2013: 28).

Although summative assessment in the form of tests is a curricular feature in the Balearic Islands (*Decret 34/2015*), the knowledge and competences acquired within the period of secondary education are assessed in a continuous, formative and integrative way too. Whenever learning difficulties are identified, adaptations and accommodations need to be put in place.

For the assessment of the knowledge, competences and progress of the dyslexic student, accommodations need to be taken into account. Those accommodations should never affect negatively the qualifications of the students but their difficulties have to be identified and considered. Regarding assessment activities, teachers need to consider the following conditions, as Nijakowska et al. (2011-13: 64) present them: "does the task measure the targeted skill or knowledge?"; "is the task is enjoyable and motivating?"; "is the task relevant to students?"; "can [it] be marked fairly?"; "what kind of difficulties might students with dyslexia experience with the task?" Teachers need also to assure if the instructions are clear, if the level of difficulty is appropriate and if time to complete the tasks is enough.

5.3.3 Solutions to Dyslexia in FL learning

Robertson (2000) is one of the authors to claim that the weaknesses dyslexic students experiment should be overcome by modifying the FL teaching approach. In fact, pitfalls in different areas which are necessary for the acquisition of languages, will make the learning challenging. Taking into account what has been said regarding dyslexia, inclusive practices and the different strategies to be applied in classes and learning plans, solutions to manage specific learning difficulties will be given.

As dyslexia results problematic at language processing, some authors, like Miller and Bussman Gills (2000) say that knowledge of language structure is key to remediation. In order to acquire a new language successfully, the

dyslexic student needs to learn basic structures of both languages, L1 and FL. In addition, languages need to be taught in a multisensory way.

 Miller and Bussman Gills (2000) divide the learning of languages into four different levels. Among others, they suggest teaching FL focusing in those interdependent levels. As it is well known, the simplest unit of sound is a phoneme, which has different written symbols and combinations, then morphemes, which have a grammatical and semantic charge and help position words on the sentences, and finally, semantics that is the understanding of sequences of those words and sentences.

Therefore, students need to be able to correlate those sounds with written symbols and then they need to be able to combine them into meaningful units. As morphemes give us clues to meanings and help qualifying words, so they are markers that help where to put them into sentences. Difficulties with segmentation of words, which affect decoding and encoding, can be overcome by explicit learning of phonemes and morphemes, put in context. Subsequently the learning of syntax and semantics, regarding sentence structure and meaning respectively, is essential to acquire communication skills.

Schneider and Crombie (2003) prove that explicit teaching is highly useful for dyslexic students due to their difficulties in recognising language patterns and memory. Hence, the development of meta-cognitive and meta-linguistic skills is necessary in the FL lesson. In addition, the modern languages teacher needs to discuss on strengths and weaknesses with the student. This implies self-awareness on behalf of the students, not only of their abilities and difficulties, but also of the learning style and strategies that work best with them.

6. Teaching Proposal: Suggestions for Differentiation in the Classroom of English as a Foreign Language regarding Special Educational Needs.

6.1. Characteristics

6.1.1. Introduction and Contextualization

Our teaching proposal is based on the adaptation of different tasks for a dyslexic student and would take place in an average English as a Foreign Language lesson in a Spanish secondary school.

The proposal, which is an individual curricular adaptation, would ideally be applied in a setting with the following characteristics. The set of activities suggested below would be carried out in classroom of the 4th year of a mainstream secondary school (*4t d'E.S.O.* after Catalonian nomenclature) in a Majorcan locality. The class group would be of 27 students and the general level of English shifts in between an A2 and a B1, according to the Common Reference Framework of Languages descriptors. The majority of students of this classroom can (Cambridge University Press, 2013:5).

- "understand the main points of clear standard input on familiar matters regularly encountered in school";

- "produce simple connected text on topics, which are familiar, or of personal interest";

- "understand sentences and frequently used expressions related to areas of most immediate relevance";

- "communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters";

- "describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need".

However, there would be a mixture of abilities and some of the students would not have all of the mentioned capabilities in the foreign language. This means that all members of the class group need to work together; there would be two native English speakers, two students with SEN, one of which would have two

years curricular gap with a significant curricular adaptation, and a student with specific learning difficulties, diagnosed as having dyslexia. The teacher would need to take into account the different abilities of each student and help them achieve their potential.

Apart from setting an SEN-friendly environment by applying different strategies, a curricular adaptation for a dyslexic student would have been arranged in collaboration among the four language teachers – a Catalonian, Spanish and two English teachers; their learning mentor, a psycho-pedagogue from the Counselling Department, in agreement with the student and their family. Hence, the adaptation of different tasks for the dyslexic student will be the object of our didactic proposal.

6.1.2. Basic Competences

The subject of English as a FL contributes enormously to the development of different competences mentioned in the curriculum (*Decret 34/2015*). The most important one is the linguistic competence, which enables students to communicate in a foreign language, to express one's knowledge, ideas and emotions, such a powerful ability in our society.

Exercising meta-cognitive skills, such as note-taking, explicit language teaching or using mnemonic strategies, can contribute to long-life learning competence, since students reflect on the process of learning and may find out their motivations and interests. This competence helps students to acquire resilience, self-direction, and self-control. The ICT competence is reinforced in the FL classroom due to the adaptation of school to students' daily lives. Learning a foreign language helps people to work on their (inter-) cultural competence and helps us be aware of our multi-cultural reality.

6.1.3. Curricular Adaptation for a Dyslexic Student

The student with dyslexia who would be the subject of the following curricular adaptation would present a number of specific learning difficulties and differences in areas that affect the learning of a foreign language. The areas affected would be, as in Schneider and Crombie (2003), language processing, information processing, sequencing and memory. Specifically, the student

would have difficulties in recognising new words, decoding and encoding skills, which affect reading and listening comprehension and accurate fluent reading. Phonological awareness (Reid, 2007) would also be a weak area: struggle with the recognition of sounds, ordering words in sentences, and understanding or production of both written and oral texts.

When creating meaning in oral and written texts the student would rely on scaffolding material that would helps them identify patterns and develop meta-cognitive skills. When not coping with their difficulties, their study skills, engagement to learning, concentration spam and self-esteem could be severely affected.

Due to the identification of their dyslexia, this student would have developed a deep knowledge of their own learning style and strategies. Apart from their cognitive difficulties, they would have identified their strengths, so if used effectively those could be transferred to the feeble areas. Some of their attributes would be related to meta-cognitive skills, such as reasoning and problem solving skills; visual and kinaesthetic information processing, creativity, and ICT skills. In addition, their home environment would serve as a great support since their difficulties would be understood and the development of their study skills would be encouraged.

Initial Assessment	The student has been diagnosed with non-severe dyslexia. They present specific learning difficulties in the following areas: - Distinguishing sound and relating sounds to spelling - Fluent and accurate reading - Reading and listening comprehension - Speed in processing and hand-writing - Sequencing, personal organisation - Memory Although their level of English is in accordance to their classmates, their learning difficulties impede them to progress in the same way without extra support. Their learning style is mostly visual and kinaesthetic.

Materials and methodology	The following accommodations will be put in place so that the student will be able to fulfil targets according to their needs. - Reading support will be provided in the written tasks to guarantee that the student understands the instructions. - Individualised meetings will be arranged between educator and student - Positive and corrective feedback will be provided. - Use of mind maps, diagrams and outlines will be encouraged. - Content will be presented with different accommodations, such as visual aids. - Use of ICT (specific software, recorder) will be encouraged. - The student should not be forced to read aloud in front of the class.
Assessment Criteria	**Foreign Language lesson:** Same criteria as the rest of group class members. However: - Teachers will try not to set different tests on the same day. - Spelling of non-target vocabulary words mistakes will be penalised to a lesser degree. - Value of content over presentation. - Extra time for the completion of assessments. - Verbal and non-verbal assessment will be balanced. - Keeping extra-support material updated will be valued positively.
Content and learning targets	The curricular adaptation will be based on different accommodations which will not involve a significant adaptation of the content. Learning targets will be adapted on the student's needs, especially those which involve spelling and sequencing. Thus, individual conditions to thrive will be set.

Table 1. Non-significant Adaptation in English as a Second Language subject.

Table 1 summarises the non-significant adaptation that would be applied to the above described student in order to scaffold their learning. The adaptation of the curriculum to the needs of this student should respond to the learning difficulties mentioned above and its main target is to fulfil the potential of the student, so they are able to achieve the same learning targets as their classmates and fulfil the linguistic characteristics of an A2/B1 level mentioned above.

Fortnightly touch-base meetings with the student should take place in order to follow a continuous assessment of their learning, identify difficulties, set strategies, and give and/or receive feedback. The student should also keep an updated resource folder with an illustrated dictionary section with relevant words, categorised word banks and frameworks to help sequencing in writing.

There are some cross-curricular aspects that should also be taken into account, such as prioritizing content over form in assessment, not penalising minor spelling and grammar mistakes in non-linguistic subjects, simplifying instructions and emphasising on continuous assessment.

6.1.4. Dyslexia-Friendly Environment

In order to deliver good practice, the FL classroom will be a safe environment for all the students. For the curricular adaptation to be successful, the English as a Second Language classroom should incorporate the following characteristics:

- Walls would be decorated with posters including diagrams, key words and pictures that serve as visual aids supporting new and previous knowledge of the students.
- All students would have opportunities to meet their needs: native speakers would be encouraged to work with lower level students, and at the same time would be provided with materials to reach and extend their full potential.
- All students would have the opportunity to receive information via different channels.
- Materials are adapted to the level and needs of students with difficulties and scaffolding should be provided to enable their problem solving or other skills development.

- Effective use of ICT should encouraged by the FL educator.
- Lessons would have a similar routine and the structure of every session is announced in the beginning so that students know what is expected.
- Error and mistake taking would be considered positive so that students would not be afraid of standing out.
- As observed in Article 4 in the current curriculum (*Decret 34/2015*), two teachers will be placed in this group class, so that classes are reduced one hour per week and quality of teaching is enhanced.

6.2. Task 1: Starters

After welcoming, settling down, writing dates on books and learning aims, lessons can be introduced by starter activities that serve as a warm-up and motivate the student to participate actively in the learning.

This activity should not last more than 10 minutes, if extension is not applied. The teacher would pronounce some words that have a specific sound and spelling in common. Students would write those words on a small white board and show them to the teacher in silence.

This type of activity can be done recurrently in the English classroom and its procedure would be always similar. First of all, the students would see the word on the board and listen to it at the same time; secondly, the students would repeat it aloud in unison; then the word would be covered and they would write it down. The words should be written individually on the board are not pronounced in isolation, but appear in a sentence or attached to an image displayed by the projector.

This is an activity that encourages students to participate and not to be afraid to make mistakes, since no one other than the teacher should be looking at the answers.

Flight

Did you have a nice FLIGHT?

Right

Miss said all my answers were RIGHT.

Figure 1. Power Point screenshots. See Annex 1 for further examples.

6.2.1. Content

This starter activity focuses on specific words, the pronunciation and spellings for specific clusters, -*ight* in this case. The introduction of vocabulary is not restricted to new words; on the contrary students may have already acquired most of them. In addition, this activity will pave the way for the assimilation of irregular past-tense verbs that should be practiced afterwards.

The –*ight* words suggested in this activity are: right, light, moonlight, tight, flight, sight, lightening, lighthouse, night, fight, might. Moonlight and lighthouse could be counted as bonus activity since they are compounds and no contextual sentence is given, see Annex 1.

6.2.2. Learning Aim

The purpose of this playful activity is to gain familiarity with the relationship of that specific sounds and their corresponding codification.

- To consolidate the spelling and pronunciation of –*ight*.
- To consolidate the meaning of words containing –*ight*.

6.2.3. Differentiation, methodology and resources

The dyslexic student would be offered the list of words that are going to be said in the activity beforehand, so that they can be supported when doubting. In addition, phonological awareness and spelling strategies are reinforced, so information can be transferred to other areas, such as reading and memory.

The words exposed in this activity could be also added in their illustrated dictionary.

Visual aids should be placed near the student's seat; such as the shape of the number 8 –*ight*, used as a mnemonic device so that the dyslexic person can associate the number and the spelling, which is learned in earlier stages of FL education, see Annex 6.

This activity is dyslexia-friendly in different aspects. The use of visual aids to reinforce phonological awareness and spellings helps students overcome their difficulties in language processing. By means of using visual stimuli and engaging them to work in a playful way, they participate like the rest of students. This activity involves individual effort but also interaction within the group, respecting the different learning rhythms of the students. Seeing it, hearing it, saying it, covering it, writing it, and checking it involves different sensory channels and learning styles as well.

The materials used in the activity are white boards and pens, power point and projector. A sheet with the words and coloured –*ight* would also be needed.

6.2.4. Assessment

This activity would be self-assessed straight after having attempted giving spellings. As it is a rapid-paced activity, students need to check their answers simultaneously as the FL educator gives the answer and moves on to the next word. This is the reason why, differentiation is so important in this activity, and the sheet provided to the dyslexic student would serve as great support.

The only assessment tool that the teacher would use is observation and positive verbal feedback. And the success criteria would be the ability of the students to write and pronounce words with –*ight* and become familiarised with their respective meanings.

6.2.5. Extension

This task could be extended and lead into a second activity involving the use of the same type of words. In this case, students have to match words with short definitions or pictures, as exemplified in Figure 2. So instead of saying the word,

the teacher would sketch out definitions of those words that have been worked in the previous activity and the students will be expected to write the appropriate word on individual boards.

Opposite of WRONG – RIGHT   Opposite of HEAVY – LIGHT

A period of TWO weeks – FORTNIGHT   Opposite of day – NIGHT

Opposite of dark – BRIGHT   Enjoy your …… - FLIGHT

Figure 2. Examples of short definitions and target words.

For over-learning purposes, students with SEN should be encouraged to do brief extra-support homework regularly, in order to keep engaged, take responsibility and improve organisational skills, see Annex 1a.

6.3.   Task 2: Meta-cognition

6.3.1. Activity 1

This activity should take about 20 minutes of a lesson; it has the form of traditional grammar instruction, but this time it is delivered by a voiceover, so that the FL teacher can move around the classroom and observe how the students get along or help when they need it.
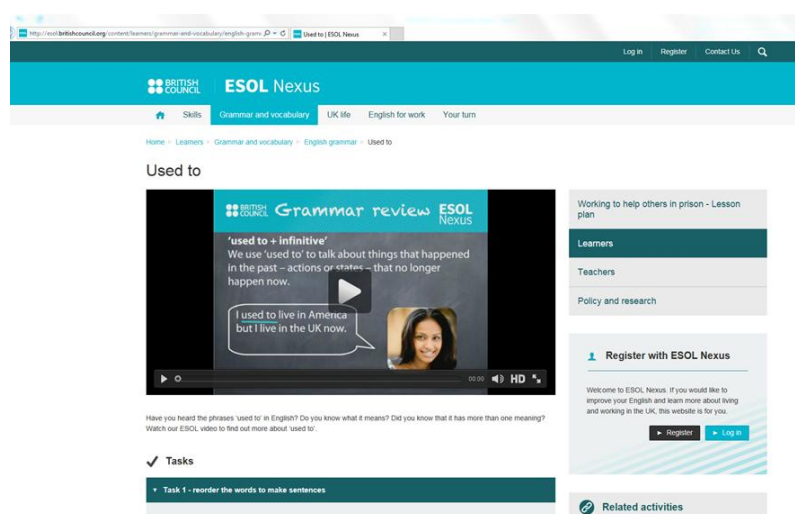

Figure 3. Screenshot of the web. British Council ESOL Nexus (2015)

While a video explaining a grammatical structure, students should take as many notes as they could and learn why and when it is used. After playing the video once, or twice if needed, students need to be able to understand it and use the structure in context; thus they should be able to do the 3 follow-up activities, which are suggested in the same web page. The activity is based on ordering sentences, such as *I used to live in Pakistan but now I live in USA.*

6.3.1.1. Content

The difference between the past expression *used to* and the present phrase *to get used to* is explained. The students need to take notes so that afterwards can explain the content and apply it in different contexts, such as sentences or writing assessment.

The linked activities focus on the formation of sentences using the two different expressions. Ordering words to make sentences reinforce sequencing skills. This activity is meant to reinforce understanding of morpho-syntactic structures to apply them to different contexts in further tasks.

6.3.1.2. Learning Aim

The learning aims are to be able to take notes about the differences between *used to* and *be/get used to* and to be able to form sentences with both expressions. The more advanced students should be able to explain the inferred comprehension to those students who show difficulties.

6.3.1.3. Differentiation, Methodology and Resources

SEN students would be provided with an outline of the whole explanation, see worksheet in Annex2. As dyslexic students may need some more time than others to annotate, a set of key words should be provided as well. Therefore, both visual and auditory channels would be reinforced. Gaps would be placed according to the needs of the student but their abilities will also be taken into account. Moreover, the dyslexic student would have the chance to rely on coloured sentence structure framework provision, exemplified in Annex 3.

Although explicit grammar instruction can be understood as an old-fashioned way of FL teaching, it is known that some students, especially dyslexic ones,

need explicit teaching (Schneider and Crombie, 2003). However, note taking is a skill that benefits the whole group. This is not only a foreign language learning activity but also study skills exercise that has cross-curricular effects.

The activity is thought to be realised partly individually and partly in pairs. Peer-tutoring will benefit both students, regardless of their level since they need to share information and reason understanding together.

The use of ICT is needed for the whole activity. The video can be played on the smart board with an appropriate stereo sound-system or on individual laptops with headphones. A notebook or adapted worksheets should be used and preferably colour pens or felt tips pens.

6.3.1.4.   Assessment

The completion of the outline would be considered a successful fulfilment of the task. This first part of the activity should be peer assessed and double checked by the FL teacher. Regarding the linked activities, students need to be able to put words in the right order to make or complete sentences. Using computer assessment, the student will be able to self-assess their own work, thus their own learning process is entitled to their responsibility.

Figure 4 shows the third exercise proposed in the web page after having been submitted. This tool helps the student learn autonomously and raise their self-awareness of the learning process.

Used to

Match the beginnings and endings of the sentences.

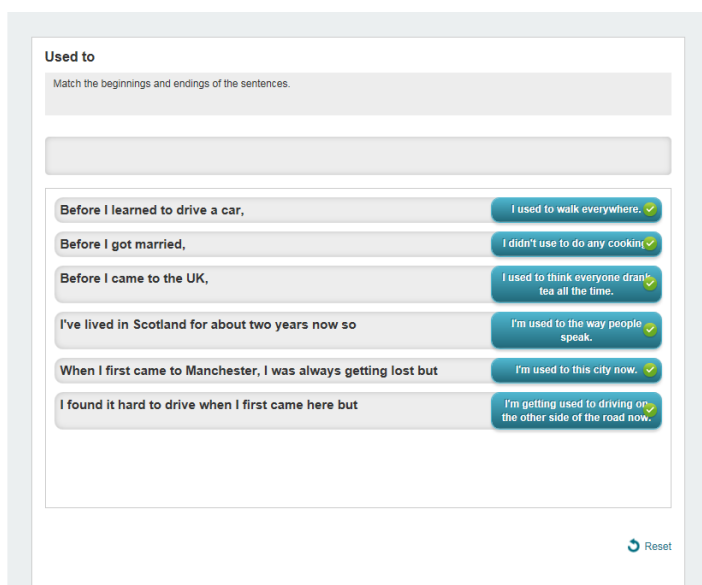|	
Before I learned to drive a car,	I used to walk everywhere. ✓
Before I got married,	I didn't use to do any cooking ✓
Before I came to the UK,	I used to think everyone drank tea all the time. ✓
I've lived in Scotland for about two years now so	I'm used to the way people speak. ✓
When I first came to Manchester, I was always getting lost but	I'm used to this city now. ✓
I found it hard to drive when I first came here but	I'm getting used to driving on the other side of the road now. ✓

↺ Reset

Figure 4. Screenshot of self-assessed linked activities.

6.3.2. Activity 2

Learning the list of irregular past tense verbs has to be specifically difficult to some students. However, this is a must in the secondary education curriculum. Instead of learning the list by heart, which is not at all helpful for dyslexic student, who has got memory and decoding difficulties, it can be introduced by learning a song.

Listening and watching to the rap song by Fluency MC (2015), while tapping with a pencil on the desk, a couple of times in different lessons can be encouraging for consequently taking part of it. Students should be provided with the transcript, a piece of which is offered in Annex 4, and encouraged to colour the three different columns of irregular verbs.

Figure 5 shows the video shot in which the song is played interruptedly, so that the students can actively participate and fill in the silences. As can be seen, the three verb forms are tricoloured.

Figure 5. Screenshot of the video Fluency MC (Nov.1st 2010).

6.3.2.1. Content

In this activity, irregular verbs past tense and past participles are learned. By listening to the rap song, students get used to the sound of the past-tense

verbs, which does not necessarily coincide with the spelling. Phonological awareness is developed and pronunciation and fluency abilities are enhanced.

6.3.2.2. Learning Aim

The aim is to be able to pronounce and spell the verbs in different tenses and to learn the song.

6.3.2.3. Differentiation, Methodology and Resources

This is a dyslexia-friendly task since it follows multi-sensory principles and every step focuses on different senses in relation to language; students are able to see it, listen to it, say it, write it and repeat it. Tapping with a pencil on the table allows students learn in a kinaesthetic way. In addition, every verb form is colour coded on the video and grouped in categories, according to patterns, so the student can colour and organise each group of irregular forms.

The activity is based on the multi-sensory approach and uses different channels such as kinaesthetic, by tapping a pencil on the desk; visual, by colours, video and sheets; and auditory by listening to the song. Musical intelligence is essential in this activity which can be motivating for those who have musical abilities.

The resources needed are a projector with an appropriate stereo sound-system and laptops with headphones, and. Lyrics of the songs coloured pencils or felt tips. The link for the Lyrics Training (2016) activity should be provided via e-mail or an e-learning platform.

As an extra task, they can be suggested to play the *Lyrics Training* game at home. This web page has got songs that are played while students need to fill some gaps of the lyrics, which are simultaneously displayed. It is a multi-level activity and serves as an over-learning practice while using different senses at the same time. The reinforcement activity, which is suggested to be done at home, is differentiated in three different levels and gives the option to write or multiple choices, which benefits dyslexic students.

6.3.2.4. Assessment

The outcomes of this activity will be reflected on speaking, listening, writing, reading, and use of English assessment activities. Participation is an important aspect to assess and observation will be the main tool.

6.4. Task 3: Writing composition

This activity consists of writing an e-mail to one self that will be received in the future. The students would have to imagine their lives when they are 21 years old and write about a past story as if having occurred in 2016. It could be an anecdote, a dream or a fictional event.

The realisation of this activity needs some previous knowledge and some introductory steps. First of all, students need to be confident regarding sentence forming, structuring texts and the creation of meaning, vocabulary used and text structure. For this reason, students should have been introduced the formation of the past simple and continuous tenses as well as time expressions. Regarding the typology of text, personal letter in this case, a model should be introduced, analysed and understood. The previous knowledge for this task would be necessary, especially for the dyslexic student.

Figure 7 shows the model that would be provided to the students. The structure of text will be analysed in class so that the students have a clear starting point.

6.4.1. Content

Although different tenses could be used to refer to that future time, such as the future, conditionals, or present, in this proposal the use of the past tense will be assessed. In adolescence, writing about one self has to be a motivating and interesting task; therefore the main topics will be real life events, activities, and personal stories.
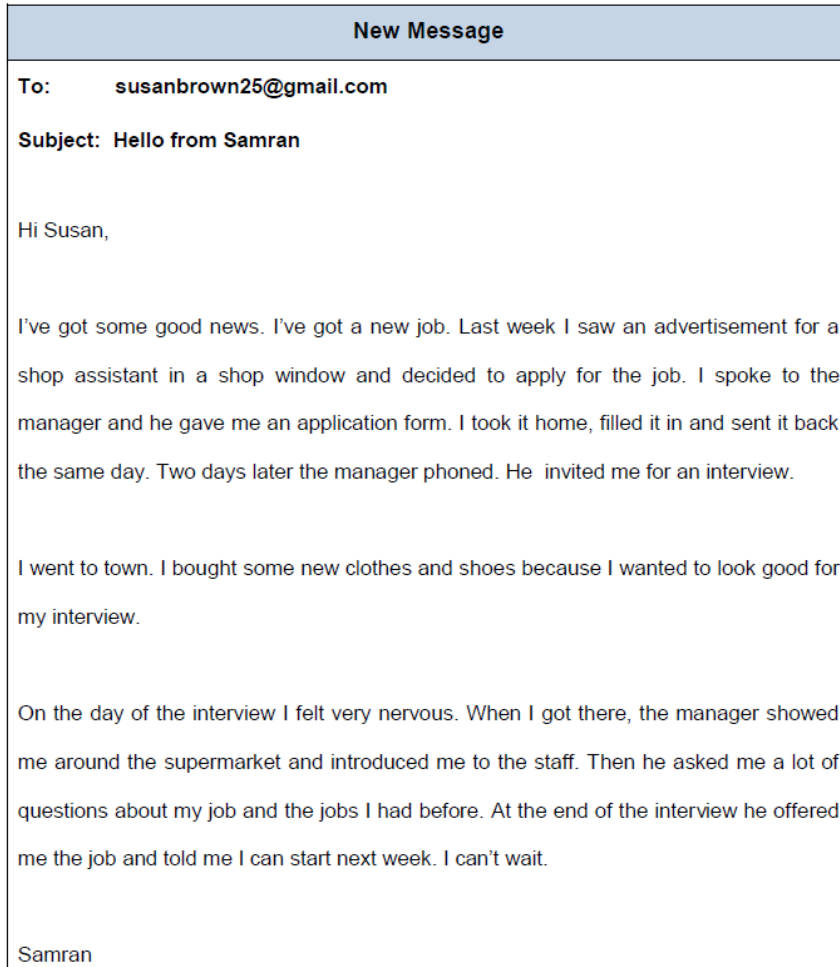
New Message
To: susanbrown25@gmail.com
Subject: Hello from Samran

Hi Susan,

I've got some good news. I've got a new job. Last week I saw an advertisement for a shop assistant in a shop window and decided to apply for the job. I spoke to the manager and he gave me an application form. I took it home, filled it in and sent it back the same day. Two days later the manager phoned. He invited me for an interview.

I went to town. I bought some new clothes and shoes because I wanted to look good for my interview.

On the day of the interview I felt very nervous. When I got there, the manager showed me around the supermarket and introduced me to the staff. Then he asked me a lot of questions about my job and the jobs I had before. At the end of the interview he offered me the job and told me I can start next week. I can't wait.

Samran

Figure 6. Model of a letter written in the past tense. British Council (2012).

LETTER
to my future self

What would you say if you could send a letter to the future?

Write a letter to yourself, and schedule when you want to receive it.

Your Name

enter your name

Your Email

enter your email address

Subject
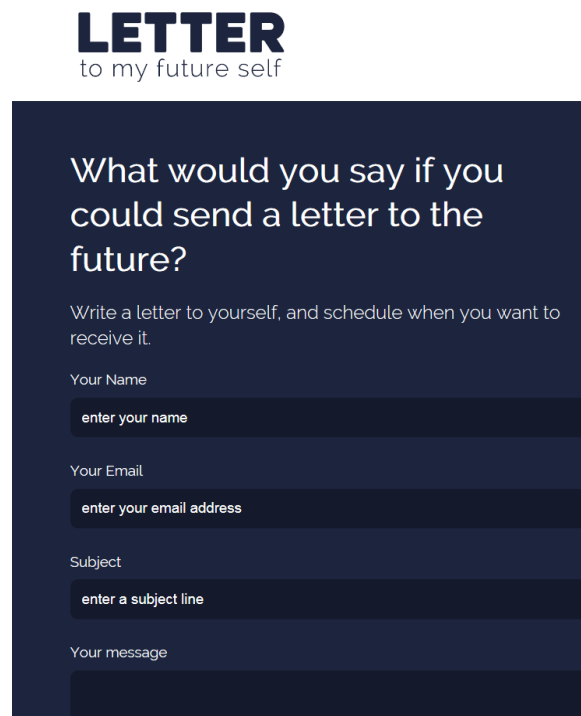
enter a subject line

Your message

Figure 7. Screenshot of Letter to my Future Self (nd) web.

6.4.2. Learning Aim

The learning aim is to produce a piece of writing about events in the past in the form of an informal letter/e-mail.

6.4.3. Differentiation, Methodology and Resources

As suggested by Nijakowska et al. (2011-13), the task should be completed through different steps. Firstly an example would be shown, so that the students know what is expected from them. As a whole class, the structure of the text would be defined and some sequential key points would be highlighted. After that, the topic would be presented by introductory questions around an important event or relevant story that has happened in the current academic year 2015-16. Afterwards, the students would be given the choice to write about different topics, such as "What did you do in New Year's Eve/last summer?" or "What did you dream about last night?"

Secondly, students would brain storm ideas for the task, preferably by themselves, and place them in a mind map, according to the main points that have been previously highlighted. Students could also be encouraged to include linked pictures to those ideas or attach them from their personal documents. Figure 8 shows an instance of a graphic of a mind map, which apart from serving as visual reinforcement, would be provided to complete with their ideas.
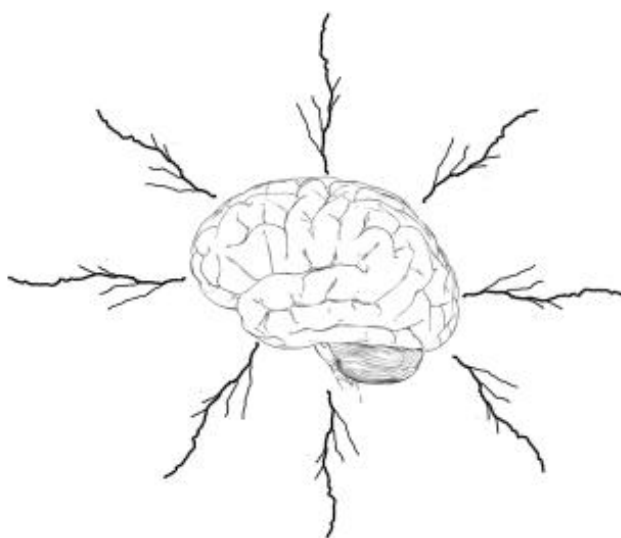

Figure 8. Graphic of a mind map provided to students

In the third place, the process of writing would start. Students need to follow the steps that have been defined in the exposition. The students would have their mind map checked by the FL teacher, and then they should be able to write following the steps proposed by a checklist with grammatical and structural aspects. Hence, they would tick steps and suggestions when they have included the corresponding information in their writing. The checklist would include structural aspects, such as 'Hi future me ☑' regarding the opening or 'I have some news/ I am feeling (ADJ) these days ☑' regarding the introduction; as well as sentence starters such as 'Last weekend ☑' or 'you don't know what happened to me yesterday ☑'.

The definite writing piece would be done on a computer, which is beneficial of the student with dyslexia. The student would be given extra time to complete this activity since they can encounter difficulties or lose concentration at some points during the lesson.

The student would use the folder with extra-support material resources, such as sentences coloured according to morpho-syntactic features for every unit, see Annex 3. There needs to be consistency regarding the colour for each category. Then, a chart with new words appearing in texts or activities should be kept updated, like the one in Appendix 5a, and important vocabulary will be included in an illustrated dictionary. These resources will help dyslexic students sequence, memorize and order words into sentences. To see an example of how they would look like.

Materials needed in this activity are laptops with Internet access, online dictionaries, worksheets with the model text, the new words chart, and the mind-map graphic, which is a motivating tool that helps develop study skills.

The student with dyslexia may require an extra-support resources folder with lexicon, sentence structures and a checklist to help them structure the text and include the necessary information.

The link of the program *Letter to my Future Self* (n.d.) to send an e-mail to the future would be attached to the e-learning platform.

6.4.4. Assessment

Once the letter would have been written, the student would self-correct it with the help of a checklist to ensure they have included the accurate sentence structures, the expected vocabulary and have followed the correct steps regarding textual typology. A check speller should be installed in their laptop in order to avoid misspellings.

Then the letter will be sent to the teacher, who will give them constructive feedback. As mentioned in the table above, spelling errors will be taken into a lesser account. The process of the whole activity will be assessed as much as the final result.

6.5.   Task 4: Reading comprehension

This activity is based on the reading of a piece of the first chapter of Elizabeth Laird's *The Fastest Boy in the World*. The opening of the story gives the reader a picture of the life of an eleven-year old Ethiopian boy, who describes a bit of his life. Apart from being an interesting story which can be encouraged to read in the Spanish or Catalan Language subjects, it offers an enriching multi-cultural approach. In addition, reading a story set in Africa allows different subjects to work in a cross-curricular manner and gives an opportunity to work in cooperation within different departments, such as Geography or languages.

The worksheets for this reading comprehension task are attached in Annex 7. Pre-reading activities are firstly suggested, such as creating a spider diagram in small groups describing the cover of the book and making predictions. They could answer questions to describe what they see in the cover, from 'what colours are there?' or 'what is the boy doing?' to 'where is the story set?' Another activity before reading is to look for 4 different facts about Ethiopia and its young people.

After sharing outcomes together as a whole class, students would be put into mixed ability pairs. Student A and student B would read the corresponding extract (A or B) and do the while-reading activities independently. And then they would explain what their extract is about to their partner (preferably in the target language, since all of the information is in English). To answer the after

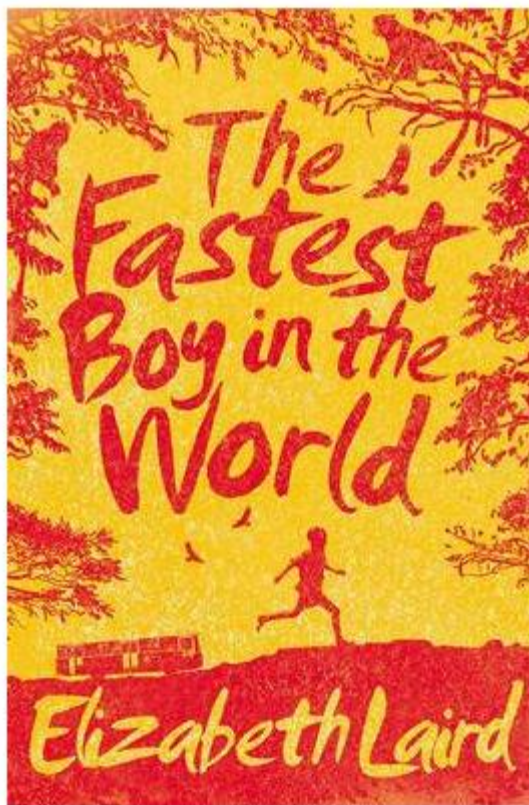reading questions, students will work cooperatively and tell the answers to each other.

Figure 9. Cover of the book.

6.5.1. Content

Apart from the cultural and geographical information, this activity contains mainly past tense verbs. Students practice descriptions, sequencing of events and opening of stories.

6.5.2. Learning Aim

The learning aim is to understand a text and be able to extract grammatical aspects and meaning.

6.5.3. Differentiation, Methodology and Resources

This is an example of cooperative teaching and cooperative learning. The cross-curricular aspect of the topic allows teachers of different subjects work together. Pair work and group work involve interaction among the students. This

task would motivate students due to the flexibility of the whole task, the combination of independent and co-dependent work and the use of ICT. It has also been design to improve study skills.

This activity is mostly implicitly differentiated, since it can be applied to both students with and without learning difficulties. Resources can be adapted to the student and the text can be read to him after attempting. However, depending on the degree of support the student needs, the answers for the second while-reading exercise could be done by highlighting directly on the text rather than writing.

Worksheets designed by the teacher, an adapted extract of the book opening, and the new words chart will be provided to the students. As the text might be tiring and long for the dyslexic student, it can be printed in a coloured paper (cream, yellow or pale blue) and should always be printed in non-bright paper (International Dyslexia Association, 2002). The student might also need a ruler to follow the lines when reading.

The board can be used when whole a class discussion takes place. Laptops with Internet access are needed to look for information, with headphones in case they would like to watch informative videos.

6.5.4. Assessment

This activity would be peer-assessed while the answers would be discussed as a whole class.

7. Conclusions

Diversity existing in society is reflected in education and the way to include difference is through the establishment of equity as a principle. In fact, equity, quality and equality are indeed principles of different educational systems, such as the Spanish one. These principles are achieved through good practice for inclusive education, where difference is considered as a positive attribute.

Therefore, inclusive education involves flexible educational practices emphasising the integration of all students, including those with specific

educational support needs. Thus, laws and polices need to recognise flexibility to attend and support diversity so that mainstream schools can be organised under the demands of the context and their students' needs. In addition, flexibility for the organisation regarding SEN will be determined, in this case, by the identification of learning difficulties and consequent intervention; the arrangement of heterogeneous groups; specific adapted material; accommodations in class, learning plans and teaching methods; and collaboration with students and families. These measures are as well observed in the Balearic Islands Decree which regulates the curriculum.

Nevertheless, there are some challenges that can make inclusion harder, as for instance classroom management, when teacher training has not been restructured or appropriately funded. The organisation of schools is also crucial for fair treatment to more vulnerable students, and it involves financial investment, behaviour and difficulties, and standardised examinations with fixed targets.

The Spanish conception of students with specific educational support needs, equivalent in English of special educational needs, is defined as those students who need an extra support to fulfil their potential in order to achieve the general targets of their corresponding group year. Despite the wide range of needs, being caused by different difficulties in one or various areas; dyslexia is considered a specific learning difficulty in relation to language processing. Dyslexia not only affects language, but can also have an impact on the way information is processed, sequencing and memory.

Therefore, students being diagnosed as having dyslexia or simply presenting difficulties in the above mentioned areas will possibly find foreign language learning specifically challenging. Even so, learning a foreign language is not an impossible task and the way it is taught will definitely make all the difference.

One of the main foci of this project is finding out how students with special educational needs, and concretely dyslexia, can be supported in a mainstream classroom of English as a Foreign Language in a Secondary School. This is the reason why the hypothetical context in which our proposal would be carried out has got the characteristics of an inclusive classroom environment, in which

most of the accommodations to cover the needs of all students are beneficial for the whole class group.

A primary essential step is knowing the student's weaknesses and strengths so that strategies can be put into place. When students' strengths are recognised and reinforced their motivation, perseverance and self-esteem increase. Also, using right-hemisphere skills, which tend to be more accessible in dyslexic people, can be beneficial for the development of language processing, which corresponds to the left hemisphere.

Then, due to the lack of phonological awareness, dyslexics find it hard to distinguish sounds, to decode and encode information from written/oral text. Difficulties in syntactic processing skills are also common in dyslexia, and consequently semantic processing skills can be affected too. Hence, a possible solution in foreign language teaching is structuring the language: from the single unit of sound to the text. Correspondingly, the steps to understand language would be:

- Focusing on phonemes at the first level, then making words from sounds. This is reflected in the starter tasks of our proposal, where focus to specific words with a common spelling –*ight* is given.
- Being aware of grammatical information of words afterwards, as portrayed in the second task, where the expressions *used to* and *get/be used to* are explained and put in context.
- Ordering words to make meaning as we have put forward in the reading and writing tasks of these proposals.

Structuring the teaching of language and giving them the appropriate examples implies scaffolding the knowledge so that students can solve learning problems by themselves. For this reason, meta-cognition strategies and explicit learning are very important for the success of dyslexic students in the foreign language classroom. Thus, extra support resources, like colour coded sentence structures or illustrated dictionaries make knowledge accessible to them.

Therefore, differentiation is a key aspect in teaching styles. Strategies and accommodations can be put into place so that instruction, presentation of

materials and interaction are adjusted to all students. Our teaching proposal is based in differentiated activities that can be carried out by a varied type of student, and at the same time, some of the adaptations of the material are going to represent differentiation in response to a dyslexic student's needs.

Teaching styles will also be shaped by the application of inclusive methodologies, such as cooperative teaching and learning, multi-sensory approach, multiple intelligences approach; as well as giving attention to different learning styles and making effective use of information and communication technologies. The teaching proposal is meant to be a product of cooperation between different education professionals, the student and their family and it also combines cooperative learning, where the students work individually with shared targets, such as the learning of a song or the completion of reading activities. The suggested tasks are should also be presented by different means of communication technologies where students can use different learning channels and senses to be able to process them.

Coping with diversity is a teaching requirement, but differentiation will be also determined by the organisational aspects of the context in which it takes place. This is the reason why, apart from the above mentioned, individual curricular adaptations and continuous assessment can be the solution to overcome learning difficulties. The curricular adaptation proposed in this project should be a product of teachers' abilities and provisions to serve the totality of their students. As seen in our proposal, only knowing the students' strengths and difficulties in detail, the adaptation of learning should be possible.

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9. Annexes

Annex 1

Power Point for Starter Activity "-*ight* words"

Sight

The doctor said I have very good SIGHT.

Might

Moonlight   Lighthouse

Annex 1a

Homework

a) Complete sentences:

1. There is a long _____ from England to Australia.

2. My granddad _____ for the Republicans in the Civil War of 1936.

3. It _____ not rain even if it is cloudy.

4. A _____ saves sailor's lives. It warns ships of dangerous rocks.

5. My dad wears glasses when he reads to help his _____.

b) Match the picture with the sentence:

_____ _____ _____

_____ _____

Annex 2

Outline to complete, fill in the gaps and take notes for task 2 (Acivity 1).

Differences between used to AND be/get used to

People get _____ because they are _____.

PAST TENSE: +   INF.

I _____ live in America but I _____ in the UK now.

I _____ love to go to the beach when I lived in America.

I used to _____ in a factory when I _____ in
Manchester.
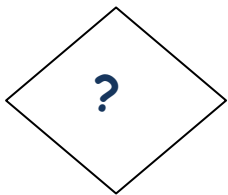
? _____ + **you**,s/he,we,they **+** _____ **+ INF.**
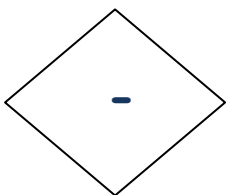
- **I**,you,s/he,we,they **+** _____ **+ INF.**

There is NO present tense   →   now / often /

_____/_____

"Be/ get + used to + INF"

You are used to = you are _____

You are getting used to = you are _____ accustomed.

It was _____ at first, but I _____ to the weather in the end.

_____ I live in the UK, I am getting used to _____ on the other side of the road.

I _____ get used to the size of everything in _____. _____ was so big.

To get used to + v. -ing/pronoun →

ING verbs	Nouns

Annex 3

Example of sentences included in the student's lexicon book:

My house is big.

I lost a red leather wallet in the library.

Last night I went to my friend's house.

I used to live in Pakistan but now I live in USA.

Examples of word/phrase colours and categories/functions:

Nouns and pronouns: I, you, s/he, it, they, friend, house, dog, people, Miss...

Adjectives: big, blue, light, heavy, large, young, blue...

Verb information: do/did not, will/won't, have/had (pp), am/are/was/were (ing), there is, used to, be going to...live, like, go, was, been goes, reads, think, thought...

Phrases designing place and direction and adverbs: at home, in India, on the table, in the sea, here/there, to the hospital...

Time expressions and adverbs: now, never, on Sundays, yesterday, for hours, six years ago...

Annex 4

This is an extract of the song lyrics. Students would be provided with the whole song.

English Irregular Verbs Rap Song by Fluency MC

The microphone I take, took, taken

You shake, shook, shaken

Wake, woke, woken to the style I'm creating

Think, thought, thought

Seek, sought, sought

Listen to the lesson that I teach, taught, taught

Don't sleep, slept, slept

I creep, crept, crept

I sneak, snuck, snuck up

You leap, leapt, leapt

I keep, kept, kept having fun

I'm never beat, beat, beaten

I win, won, won

Do, did, done

Begin, began, begun

Shoot, shot, shot. No, I don't own a gun

I lead, led, led so I can feed, fed, fed

The knowledge you need, straight to your head

When I bring, brought, brought it

You catch, caught, caught it

Sit back, relax

Don't fight, fought, fought it

All lyrics are property and copyright of their owners, and provided for educational purposes only.LyricsTraining.com

Annex 5

Reading Comprehension Task Worksheet

<div style="border:1px solid">

The Fastest Boy in the World

BEFORE READING

1. Make a spider web to describe the book cover.

| Name of author | | A barefoot boy |
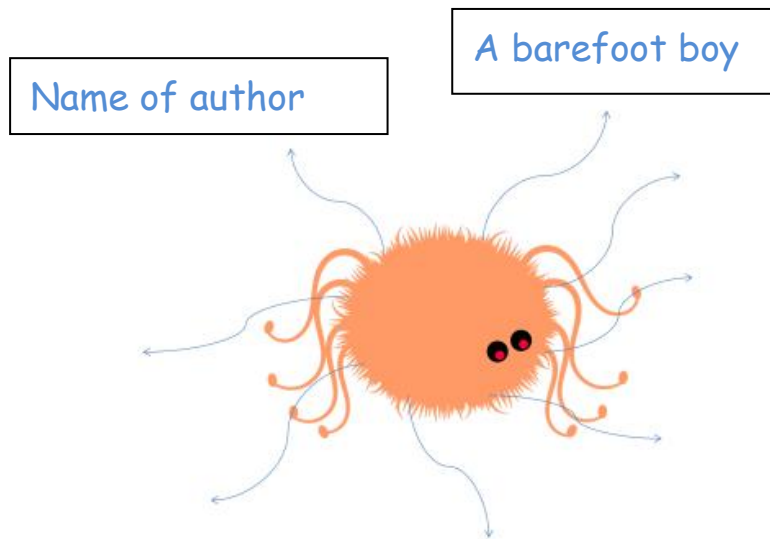
2. Find **4 facts** about Young people Ethiopia on the Internet.

The following web will help!

http://www.factmonster.com/ipka/A0932441.html

http://www.factmonster.com/country/ethiopia.html

Ethiopia is an East African country.

</div>

Extract A   *The Fastest Boy in the World*

I was eleven years old. At least, I think I was eleven. In the countryside in Ethiopia, nobody cares about how old you are.

It was the end of the day, and the door of our house was firmly shut. It always made me shiver to think of the night outside. Not just because it was dark and cold, but because there might be a hyena or two.

I'll have to describe our family home, in case you have never been to Ethiopia. It was round, like most other people's houses and it had a straw roof that went up to a point. There was only one room, with the fire burning away in the middle. It got a bit smoky, but it kept us warm and gave a glowing light. There was a curtain at one end, and our animals lived behind it at night. In the daytime, of course, they were out.

Anyway, that evening Ma was stirring the pot of soup that was cooking over the fire. The smell was so good it was making me feel very hungry.

'How old am I, Ma?' I said suddenly. I don't know what put the idea into my head.

'Let me see,' she said vaguely, dropping a bit of red-hot pepper into the pot. I could tell she wasn't listening.

Extract B   *The Fastest Boy in the World*

'You were born the year the magician came and turned my **stick** into a **wand** of gold' Dad said.

'Oh!' my little sister said, her big brown eyes as round as the buttons on Grandfather's cotton jacket. 'A gold wand? Where is it?'

'It turned back into a stick again, just like that,' Dad said.

'Anyway, it wasn't that year. You were born just at the time when Black Tail had twins, only they turned out to be a couple of chickens. You should have seen them!'

Everyone **laughed**, and even Grandfather. She looked quite shocked and said seriously 'cows can't have chickens for babies. Everyone knows that.'

After a moment of silence Grandfather said 'Solomon's eleven'.

I had forgotten that I'd asked about my age. It was my job to take the bowl of water round so that everyone could wash their hands before they ate. I was so hungry that I could only think about food.

1. Find 5 verbs in the past tense and their meaning.

- -
- -
- -
- -
- -

2. Complete the new words chart.

3. Find sentences with a similar meaning.

 I was scared at night time.

-

Our house had a circular shape.

-

We used to sleep in the same house as the animals.

-

I loved my mum's food.

-

I asked my mum what was my age.

-

Using this information, tell your partner a summary of the text you have read (in any language).

1. Find 5 verbs in the past tense and their meaning.

    -

    -

    -

    -

    -

2. Complete the new words chart.

3. Find sentences with a similar meaning.

A magician got gold from wood.

-

The caw had two chickens.

-

The narrator's sister did not believe their dad.

-

The narrator was eleven years old.

-

The family was going to eat.

-

Using this information, tell your partner a summary of the text you have read (in any language).

PAIR WORK – Write all answers on the sheet

SUDENT B ask student A

1. Where did the protagonist live?

....

2. Why does he not know his age?

....

3. How was the house he used to live in?

....

....

4. What was his mum doing?

....

STUDENT A ask student B.

1. What did the magician do?

....

2. Can you describe Salomon's sister's eyes?

....

....

3. How was their caw called?

....

4. How old was Solomon?

....

Annex 5a

New words Chart

Word	Sound	translation	Sentence
Drop (dropping)	/drop/	Deixar caure	She dropped a bit of salt in the pot.
Glow (glowing)			
Shiver			
Straw			
Stirring			
Stick			
Wand			
Turn out		resultar	
Laugh			

Annex 6

Visual aids to support association spelling of *-ight* with image of 8.