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Teaching bilingual dyslexics

Dyslexia in a Bilingual Context

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TIETGEN
KOMPETENCECENTER
FOR FREMTIDEN

Program



- The classroom
- Before start
- Teaching strategies
- Teaching elements
 - Phonological awareness
 - Multisensory structured language teaching
 - Vocabulary
- References
- Best practice



- Max 6 students per classroom / teacher
- Computer
- iPad
- IT-tools (reading pen, portable scanner, software, apps etc.)

Before start



- Test
- Analysis
- Individual curriculum

Introduction



- E17 – digital library
- CD ord - a computer-aided *reading and writing* program
- Intro to IT-tools e.g. smartphone, Iphone, programs, apps etc.
- Motivation coach and study counsellor

Pedagogical theories → strategies



- Metacognition - Learn to learn....
- Direct instruction - Tell an show....
- Overlearning – Automatization...
- Scaffolding - Becoming more and more independent....



General teaching elements



- Phonological awareness
- Decoding – reading
- Reading comprehension
- Spelling proficiencies
- Writing proficiencies
- Communication of read and written texts
- IT-tools

- Education and job counselling



Bilingual dyslexics' specific needs



- **Phonological awareness - pronunciation**
- **Decoding – reading**
- Reading comprehension / **Vocabulary**
- **Spelling proficiencies**
- Writing proficiencies
- Communication of read and written texts
- **IT tools**

- Education and job counselling

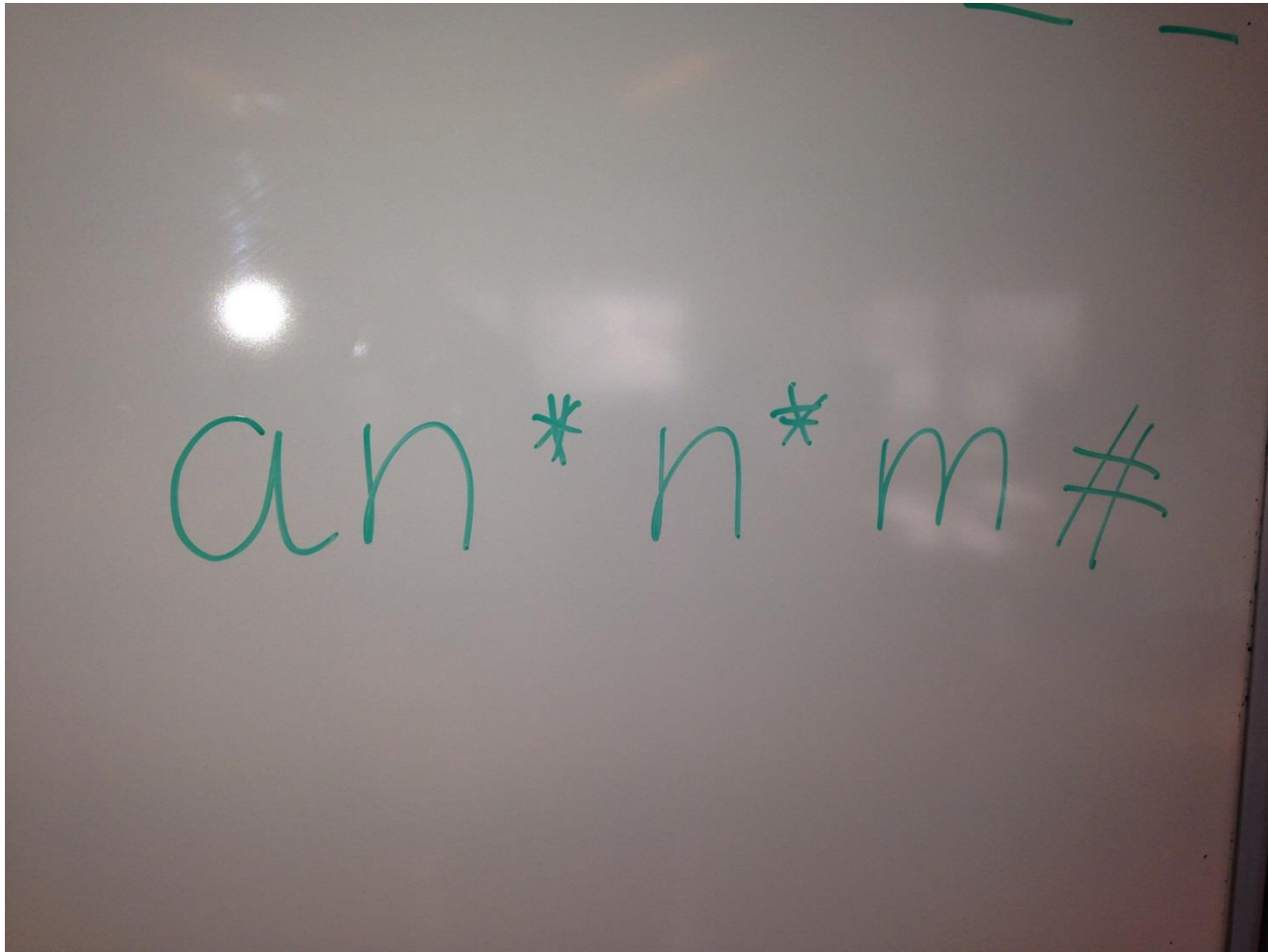


Phonological awareness



- Case study: Anissa – “Anonymous”
- “Anonym”
- Try to pronounce the word “anonym”
- Difficulties pronouncing /y/
- Last sound in “anonym”

Phonology/ CD ord



Multisensory structured language teaching



- Inspired by Malin Holmberg's English material HELP (2008)
- Based on the multisensory teaching method recommended by the International Dyslexia Association(2009) and the National Reading Panel (2000).

Aim of Fonologik 1-2



- To train the basic principles of reading and spelling
 - Alphabet knowledge
 - Phonological awareness
 - Specialist in sound principles



- Standard pronunciation of the consonant and vowels.
- Syllabication rules
- Tapping technique

Focus on vowels



Konsonanternes lyde

B: bus	N: nu
C: cykel	P: pose
D: du	Q: quiz
F: fil	R: ro
G: gave	S: si
H: have	T: tå
J: jul	V: vi
K: ko	W: syv
L: læse	X: fax
M: mus	Z: zebra



Lifelong
Learning
Programme



Syllabication rules



Tælleøvelse med konsonanten v

veto

v e t o

= veto

vilje

□ e □ □ e

=

virus

□ e □ e □

=

svanens

□ □ e □ e □ □

=

kvalmen

□ □ e □ □ e □

=

vitamin

□ e □ e □ e □

=

Tapping



Lifelong
Learning
Programme



Example




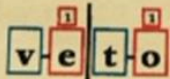
- See how tapping can improve the reading.


Veto

Try yourself




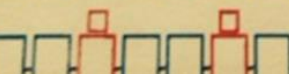
 **Tælleøvelse med konsonanten v**

veto  = **veto**

vilje  =

virus  =

svanens  =

kvalmen  =

vitamin  =

Increasing students vocabulary

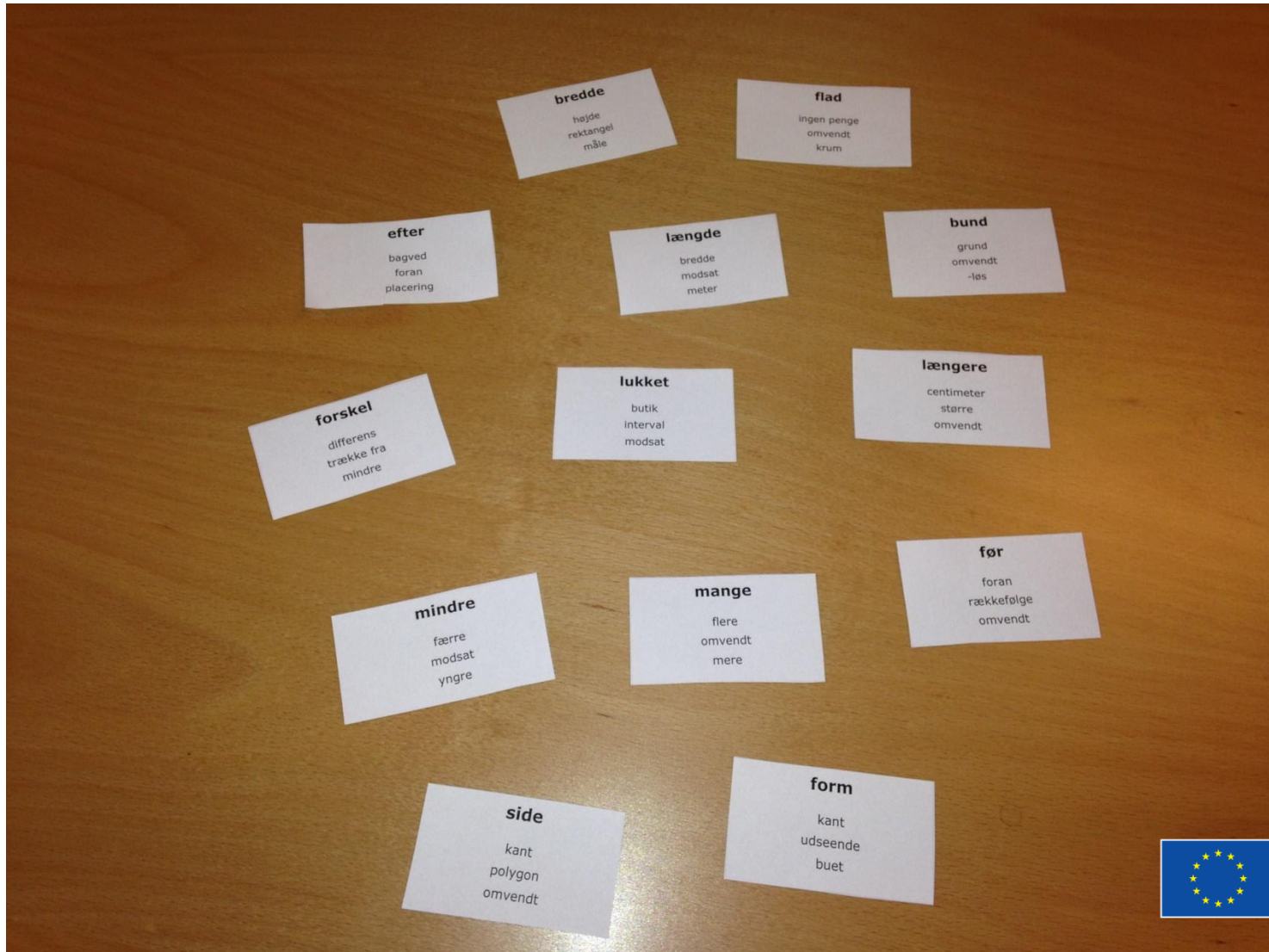


- Poor vocabulary
- Poor reading comprehension

Where to start?

- Morphology?
- Semantics?
- Syntax?

Word cards "The unsaid"



The unsaid (translated)



Forstætte / Continue

Stoppe / Stop
Modsat / Opposite
Gentage / Repeat

Ens / Identical

Forskellig / Different
Modsat / Opposite
Tvilling / Twin

Gentage / Repeat

Det samme/The same
Igen /Again
Mønster / Pattern

Få / Few

Mange / Many
Omvendt / Opposite
Antal / Number

Forøge / Increase

Formindske / Reduce
Større / Larger
Omvendt / Opposite

Præcis / Precise

Nøjagtig / Accurate
Cirka / Approximately
Modsat / Opposite

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NEXT STEP - FOR FREMTIDEN



Best practice:

- Teaching elements and methods for dyslexics in a bilingual context.

NEXT STEP - FOR FREMTIDEN

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