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zum Thema:

Supporting Learners with Dyslexia in the EFL Classroom.

Proposals for Adapting Classroom Materials

vorgelegt von

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1. Introduction

When I accepted a new student for tutoring lessons a few months ago, I soon realized that he differed from the students I instructed before. He did not react to the materials I provided as I expected him to. He seemed to struggle with certain aspects of the English language, none of my other tutees ever had difficulties with. When I found out that he was most probably affected by dyslexia, my approach of instructing English as a foreign language needed to be modified to fit his special needs.

The increasing research on learners with dyslexia shows that their personal and educational development can be negatively affected if no adequate support is provided (Lawrence 2009:3). To supply dyslexic learners with reflective teaching, teachers and other instructors have to understand the nature, causes, and challenges of dyslexia. They have to perceive these learners' potential and learning preferences to impact their progress positively (Daloiso 2017:1). The particular issue with dyslexia is that it presents itself with varying, almost unique symptoms and can have multifactorial causes. Hence, "there can be no one-size-fits-all solution for helping dyslexic learners in the classroom" (Heike 2012:12). It is inevitable that instructors in the heterogenous classroom are aware of dyslexia as one important aspect of inclusive teaching. It is one among several special needs to which attention should be given. Knowing about dyslexia's nature, the way it can present in each individual, along with specific teaching suggestions, can benefit teachers' handling of dyslexic learners.

Dyslexia is a learning difference that is present across all types of schools and all age groups. Approximately 5 to 25% of all learners have noticeable trouble learning to read and write correctly. In an average-sized class, a teacher has to deal with up to six learners struggling with written language (Gerlach 2010:11). These learners are usually included in the heterogeneous classroom. Research has shown that these learners need specific attention and individualized teaching. In particular, in foreign language classes, only a few German schools ensure that up to this point(Daloiso 2017:1).

Reading and writing are essential skills that are necessary for success in most school subjects. Learners with dyslexia who struggle with these fundamentals, often have to face difficulties in their general schooling. However, dyslexia and language learning interfere most frequently (Lemperou et al. 2011:410). In addition to their native language, it is obligatory for German students to learn a foreign language. Most commonly, this

happens to be English. Though learners affected by dyslexia encounter increased challenges in all language classes, the problems with foreign language learning differ from those in their first language. For that reason, the teaching of dyslexic students, particularly in the context of the EFL classroom, will be considered in the following.

This thesis will provide an overview of the nature of dyslexia in general. After designating the prevailing circumstances for teaching the students concerned, dyslexia's effects on learning English as a foreign language will be considered. After a review of literature in the areas of difficulties and corresponding solutions for the EFL classroom, this paper will present specific proposals to adapt learning materials to the needs of dyslexic students. The aim is to find suitable practices to support dyslexic learners EFL achievements. For that, English coursebook materials will be analyzed and adapted to support the learner group in question.

2. Dyslexia

In order to assess possibilities to support dyslexic learners in English as a foreign language (EFL) classroom, it is essential to understand what dyslexia means. In the course of this paper, the term always connects to *developmental dyslexia*, which is the most common type. That is, unlike *acquired dyslexia*, not marked by physical handicap or mental retardation (Hultquist 2006:2). This chapter will present the nature of developmental dyslexia. At first, it focuses on the difficulty of obtaining international consensus on a definition. A short depiction of varying findings on the causes of dyslexia follows. It then examines in what ways dyslexia can appear and what resulting consequences are. In a final step, the prevailing circumstances for teaching dyslexic students in North Rhine Westphalian schools will be presented to set a framework for adapting EFL classroom instruction accordingly.

2.1 Definition

To examine the challenges dyslexia brings with it, it is essential to understand the nature of this complex learning difference. What we know as dyslexia was first recognized in 1896 by Pringle Morgan and called *word blindness*. It was then assumed to be rooted in a person's visual processing (Nicholson et al. 2008:2). More than a hundred years later, the term *dyslexia* ("difficulty with words") was established. The reason is that it is now widely believed to be rather a phonological than a visual deficit. Nonetheless, a precise universal definition is still not obtained despite the long-lasting research on the subject matter.

The Oxford English Dictionary defines dyslexia as "a learning disability specifically affecting the attainment of literacy, with difficulty especially in word recognition, spelling, and the conversion of letters to sounds, occurring in a child with otherwise normal development, and now usually regarded as a neurodevelopmental disorder with a genetic component" (OED, n.d.). The International Dyslexia Association's (IDA) definition resembles the previous one as it specifies it as a learning difference that is characterized by "difficulties with accurate or fluent word recognition, poor spelling, and decoding" (International Dyslexia Association 2002). Both these definitions are concerned with the aspect of literacy acquisition.

Reid points out that dyslexia is not only characterized by literary difficulties but that other cognitive processes, such as motor coordination and personal organization, will likely be affected as well (Reid 2016:5). In a survey that asked: "What is dyslexia?", even the definitions of people with dyslexia varied in their primary focus. Some describe it as "having a bad memory and being disorganized." Others see it as "a problem transferring [their] knowledge into written work," and yet others describe it as "frustration at not being able to complete tasks on time" (Daloiso 2017:14). These variations in perception show that dyslexia appears in a lot of diverse forms and that definitions are often dependent on who is defining it and for what purpose.

The definition brought forward by the British Dyslexia Association (BDA) is the one underlying this thesis:

> Dyslexia is a specific learning difficulty that mainly affects the development of literacy and language-related skills. It is likely to be present at birth and to be lifelong in its effects. It is characterized by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities. It tends to be resistant to conventional teaching methods, but its effect can be mitigated by the appropriate specific intervention (British Dyslexia Association, n.d.)

The definitions presented share the universal recognition that dyslexia leads to what is called a core phonological deficit that manifests in differential, sometimes unique difficulties. Beyond that, the overarching conception is that dyslexia, to some extent, affects the ability to learn written language skills involved in reading and orthography (Heike 2012:17). Most definitions highlight the fact that dyslexia has developmental causes, and that is not the result of brain injuries nor laziness . It is important to point out that dyslexia is not a disease and, therefore, cannot be cured. It is rather a particular way in which some inputs are processed in the brain (Daloiso 2017:14). One cannot overcome it with much practice, nor can it be medicated but only supported by environmental factors such as specialized teaching. The BDA's as well as the OED's definition show that dyslexia does not affect all the abilities of a person. So despite their learning difference, dyslexics develop average cognitive and social skills.

In most definitions, dyslexia poses as a *learning difficulty*. However, from now on the use of the term *learning difference* is preferred. That stresses that those concerned learn in other ways than their non-dyslexic peers but not necessarily worse. With adjusted

instruction and support, especially in the EFL classroom, dyslexic learners can be just as successful as their classmates.

2.2 Causes

Since dyslexia became an issue of public interest in the course of the last 30 years, research on it is abundant. Various scientific perspectives study this topic. Those include neuroscience, clinical psychology, linguistics, and pedagogy (Daloiso 2017:19). What is valid for the definition is accurate for possible causes as well – it matters who and for what purpose, i.e. the field of research, is determining what they believe to be the root of dyslexia. However, there is a consent that there is no single cause. Most researchers assume that dyslexia is multifactorial and can even have different origins in different individuals (Pennington 2009:66). Combinations of diverse factors can produce dyslexia, of which some are inherited, and some of them are not (Hultquist 2006:2).

The greatest challenge is yet to find an explanatory framework sufficiently general to include the diversity dyslexia brings with it while being adequately specific to include all persons concerned. This is essential since it is the prerequisite for instructors to understand the learning difference's individual underlying causes to develop reasonable teaching strategies. The current state of research indicates that a high phonological deficit is the probable root of most manifestations of dyslexia. Though it may not account for all cases (Pennington 2009:57). This core phonological deficit can either have a genetic or a pedagogical cause, or even both. The synergy between those biological and non-biological factors is unique for every case. Environmental factors can exacerbate it further (Heike 2012:35).

2.3 Symptoms

The diversity of symptoms supports that there is no consensus on a definition of dyslexia and that the exact origin of the learning difference is controversial. As the personal definitions of dyslexic people in Chapter 2.1 demonstrate, these learners experience their learning difference dissimilarly. Each one of them has an individual pattern of symptoms. However, some accordance can be spotted. This section portrays the symptoms with the most intersection among dyslexic learners. Nonetheless, it is important to say that not all dyslexics will exhibit every symptom discussed.

As mentioned earlier, dyslexia is primarily associated with literacy and language-related skills. The key symptoms in dyslexia are difficulties with learning to read and spell (Pennington 2009:65). There is not one particular kind of error that applies to all dyslexic learners. However, in the field of reading, virtually all of them experience difficulties with reading aloud and learning phonetics (65). When reading aloud, other difficulties usually are observable as well. Those include dysfluency, word mistakes (68), slow reading speed (Gerlach 2010:31), and getting lost in a text (Schulte-Körne 2004:66). The act of reading, especially aloud, challenges dyslexic learners significantly so that reading comprehension can suffer as well (Gerlach 2010:31).

As with reading, there are no spelling errors considered characteristic of all dyslexics and solely of them (Heike 2012:38). Nevertheless, there are some types of mistakes that could help indicate a dyslexic student. Tracing it back to their difficulty with phonological processing, those learners tend to make mistakes that are dysphonic and inconsistent (Daloiso 2017:24). The core phonological deficit that is assumed to be the root of the learning difference undermines dyslexics' ability to link sounds from the spoken language with elements of written language adequately (Pennington 2009:39). Yet, not only the abilities to read and write are adversely affected.

Dyslexic learners often have poor time management and personal organization skills (Daloiso 2017:25). When under pressure, e.g. during a test, the difficulties or errors may become (more) visible. Their problems are usually negatively reinforced the older the learners get. In most cases, dyslexia becomes apparent in the early elementary school years. If leaners do not show signs of dyslexia then, they may start to do so with the transition to secondary school. The reason for this is that at this point in their schooling, the transition from 'learning to read' to 'reading to learn' takes place (Pennington 2009:74), and their poor reading skills interfere with learning in all subjects.

It is possible to observe the symptoms depicted above in a learner's first language as well as in any foreign language. Usually, those symptoms tend to differ in any case. It is not uncommon that learners experience some of the difficulties in either one of their languages, or even, to a varying degree, in both of them. The following chapter discusses the specific challenges for dyslexic learners in the EFL classroom. That happens in paying particular attention to the symptoms described here.

2.4 Prevailing Circumstances

The legal and pedagogical prerequisites need to be covered to offer proposals for accessible teaching for dyslexic learners in the EFL classroom. On the one hand, it is up to the teachers to adjust the conditions under which instruction takes place and to make learning accessible for the students concerned. On the other hand, the legal opportunities and rights of dyslexic learners in school have to be considered. One has to know what kind of classroom adaptation is permitted to put it into practice subsequently (Gerlach 2010:106).

A consideration of the *LRS-Erlass* of the respective federal state is the primary prerequisite for assessing the possibilities of promoting dyslexic children. In this case, the legal rights of students in schools and specifically in EFL classrooms in North Rhine-Westphalia, are taken into account. The so-called 'Nachteilsausgleich' and the measures described in the decree apply to students of all grade levels in elementary and secondary school up to 10th grade. In justified individual cases, it even includes students from 11th grade onwards (LRS-Erlass NRW 2015:11).

The *LRS-Erlass* aims at enabling dyslexic children to achieve in schools and pass it according to their actual cognitive abilities, without being too limited by their learning difference. The 'Nachteilsausgleich' usually refers to learning accommodations that mean to reduce disadvantages. Some of the suggested accommodations include:

> More time for assignments, e.g. on written tests; provision of technical aids; use of support tools, e.g. more structured worksheets with larger font sizes; different working conditions, e.g. in a separate room; differentiated tasks; oral instead of written tests to demonstrate foreign vocabulary knowledge (16).

However, to ensure equality in the classroom, the extent to which the 'Nachteilsausgleich' is laid out must correspond to the learning difference's actual characteristics.

The German and foreign language classrooms are specifically addressed in the *LRS-Erlass* and this allows the language teacher to adapt tasks and time frames for written assignments. In addition, they may resign from grading and instead add comments to the test, which shows the learning process and encourage the dyslexic students' further work. In the EFL classroom, written vocabulary tests may be substituted with oral ones. Spelling may not be included in the grading of written works (17).

Adjusted learning accommodations can positively affect a dyslexic learner's schooling, but individual support is still important. The *LRS-Erlass* emphasizes that differentiation and individualized teaching should occur mainly in the classroom (12). Nonetheless, no further explanations about the way this has to be incorporated are given. Usually, internal differentiation in classrooms includes phases with diversified materials and individualized instruction (Zander 2002:15). The *LRS-Erlass* does not explicitly mention remedial lessons; though, they should be offered in the EFL classroom whenever necessary. In particular, where remediation is not provided, it is all the more crucial that the EFL classroom allows for individual support and that instruction is adapted through learning accommodations.

Although there are legal rights for dyslexic learners that entitle them to adjusted learning situations, individualization and grade protection, the teacher still has to implement the measures described themselves. While the *LRS-Erlass* determines some rules, as grade protection in written assignments, it leaves scope for interpretation regarding the exact implementation of the measures concerning the other areas of support. Against this background, it is crucial that teachers understand the nature of dyslexia and, in this case, also the specific challenges that English as a foreign language poses for German learners and how those challenges can be resolved. The subject-specific challenges and potential possibilities for adaptation will be presented in the following.

3. Teaching Dyslexic Learners in the EFL Classroom

English as a foreign language still takes up the largest share of foreign language teaching in German schools. It, therefore, seems all the more important to look at the problems of dyslexic children in the light of learning this language. Students who have dyslexic issues in their native language are almost certain to exhibit similar and often more significant difficulties in learning a foreign language (Ganschow et al. 1998:248-249). One absorbs the first language through communication in a natural immersion context, though the learning of a foreign language usually takes place in an instructional setting. Therefore, teaching EFL does not solely focus on the four primary skills that would be listening, reading, writing, and speaking. Other skills that are naturally imbibed in a first language, including comprehension, vocabulary, and grammar (Daloiso 2017:35), need to be consciously taught and acquired in the EFL classroom as well. The struggle with one or more of these competencies is by far not unique to dyslexic learners. However, the specific difficulties that usually occur with students affected by this learning difference will be taken into consideration in the following.

Most researchers agree that a learner's first language influences foreign language learning to a certain extent (Gerlach 2010:47, Dast 2003:8). A group of learners with a particular first language tends to make characteristic errors (Heike 2012:51). In the case of German students learning EFL, they have a unique set of problems because of structural differences between the German and English languages (Ganschow et al. 2000:184). However, not all dyslexic students with German as their foreign language will experience the same issues with the English language. Ready-made programs for the teaching of dyslexic learners do not exist (Sellin 2008:19), and the proposals for adaptation that are given in the following need to be adjusted to the diverse needs of each dyslexic learner.

This chapter aims to present the general problems that dyslexic students with German as their first language can encounter with EFL. Against this background, common errors made by German dyslexics will be considered. In the next step, these difficulties will be linked to general suggestions for adapting learning accommodations and classroom materials accordingly. However, non-dyslexic learners can generally benefit from those proposals as well. Many of them aim at a constant assessment of instruction to provide useful and good teaching.

3.1 General Difficulties for German EFL Learners

Research has shown that learners experiencing dyslexia in a foreign language, almost certainly have undergone such in their native language as well. Conversely, it does not necessarily have to be the case. It is essential to record that not every person who has language problems in their mother tongue also performs poorly in foreign language learning. However, the majority of them do. As most researchers in the field, Ganschow et al. (1998:250) assume that dyslexics with severe problems in their native language are usually not able to perform as good as classmates without a learning difference in the conventional foreign language classroom.

If people with dyslexia experience problems in the foreign language classroom, these do not necessarily have to be the exact same as those in their native language or occur with the same intensity. The nature of the language learned is decisive because not every language is equally demanding (Brunswick 2010: 140-141). In particular, orthographic depth is a crucial factor. This is "the degree to which a written language deviates from one-to-one sound-letter correspondence" (Daloiso 2017:18). Students with German as their native language acquire a shallow language in which the spoken language corresponds to the written language for the most part (Daloiso 2017:18). For other languages, this is not the case. Most notably, English is a deep language where sound-letter correspondence deviates a lot, i.e., it has 26 letters, which represent 44 sounds that can be spelled in over 1,000 ways (BBC News 2001).

People with dyslexia who are native learners of a shallow language [such as German] face greater barriers in learning English because the language itself amplifies their pre-existing difficulties. For that matter, the signs of dyslexia might be less evident in learners whose first language is a shallow language. However, when these learners study English as a foreign language, the signs of their learning difference are likely to be more evident due to the characteristics of the language (Daloiso 2017:19). It seems all the more essential to provide good teaching in order to alleviate or solve the resulting problems. The following sections will focus on the difficulties learners with dyslexia might experience in the development of necessary EFL skills and provide some proposals for adapting the instruction accordingly.

3.2 Pronunciation and Orthography

A core phonological deficit is a common feature in most people with dyslexia. For that matter, learning English as a foreign language is challenging for the persons concerned. That is due to the language's phonological and orthographic structure (as explained in Chapter 4.1). More so, the discrepancies in grapheme-phoneme correspondences let many German-speaking learners struggle. For students with dyslexia, difficulties tend to be even more severe.

Learning proper pronunciation and getting to know the various realizations of English sounds lay an important foundation for learning to read and spell later on. More so, written language can be affected by pronunciation as well. A phonological awareness forms the basis of later success in foreign language acquisition. To establish this, it is imperative that intensive training in phonological awareness begins at the same time teaching in a foreign language does. If these two do not occur together, learners who are asked to hear, distinguish, and reproduce foreign sounds, can become confused and do not develop good sound awareness. For learners with dyslexia, this can lead to severely hindered language acquisition (Sellin 2008:48).

For teachers, this means that their type of teaching cannot cause dyslexia directly, but unfavorable teaching conditions can undoubtedly influence the severity of symptoms (Sellin 2008:48). To prevent that, instruction, especially in lower grades, should include activities that promote phoneme awareness. Proposals for doing so include segmenting words into sounds, clapping the syllables in a word (Sellin 2008:49), or use rhymes, tongue twisters, and songs to emphasize sounds and make them more memorable (Zander 2002:33). Learners can also be asked to listen to particular phonemes in words and say where exactly they occur, or teachers can speak with exaggerated diction to emphasize specific phonemes (Brezing 2002:195).

Incorporating activities of this kind usually make sense in primary education because this lays the foundation for language acquisition. Teachers are obligated to pay close attention to learners' pronunciation and intervene if mistakes occur repetitively to support their language learning achievement. Only then can later success in secondary education in the EFL classroom be ensured (Sellin 2008:50). However, instruction in phoneme awareness should continue even at the secondary level. Learners begin to explore the grapheme-phoneme relationships in English that contribute to learning English orthography. The more written language is linked back to spoken language, the

more successful learners will be in mastering spelling and writing in English (Heike 2012:53).

The core phonological deficit dyslexics experience also leads to difficulties with the irregularities of English spelling. To overcome these, they would need explicit and systematic instruction in the complexities of grapheme-phoneme correspondences in the English language (Brezing 2002:198). Dyslexic learners are usually not able to derive these on their own. which is also partly due to their lack of knowledge of German grapheme-morpheme conformity. Missing this prerequisite, German and English letter-sound relationships cannot be contrasted (Dast 2003:29).

The teacher's task, be it in elementary or secondary education, would be to provide an instruction that does not only focus on the whole-word method but also on units smaller than the word (Dast 2003:23). It is inevitable first to understand the particular grapheme-phoneme relations of their newly acquired language, to successfully learn to read and write (Zander 2002: 25). Activities to do so could include phonemic awareness instruction that links certain sounds to possibly corresponding letter combinations (Zander 2002:25-27). Instead of focusing on English orthography's exceptions, experts such as Zander and Dast rather recommend minding its regularities. If there are systematic relations, it is also possible to relate English to German orthography to evoke more consistency in a learner's spelling (Dast 2003: 36).

Direct instruction is of much importance regardless of the methods used to teach English orthography to dyslexic learners. Students need to be accompanied by their instructor and require sufficient time to master the challenging English spelling. It is advisable to offer multisensory teaching because dyslexic learners usually have difficulties in memorizing out-of-context lists of words and phrases. They have a greater chance of remembering inputs if language is presented in a way that involves various sensory channels, as well as hands-on experiences (Daloiso 2017:75).

3.3 Reading

As discussed in Chapter 2.3, dyslexia can affect the act of reading in various ways. Primarily, learners concerned usually find it hard to decode what they have to read, which in turn can cause comprehension difficulties. Their restricted working memory can also lead to problems remembering what they have read. When reading comprehension skills are somewhat limited in their native language, EFL reading comprehension tends to be

even more challenging (Daloiso 2017:53). The difficulties mentioned in Chapter 4.2 particularly strengthen their problem with tasks involving reading skills.

Difficulties with orthography, pronunciation, and letter recognition can negatively reinforce whole-word recognition and access to meaning in a foreign language. This lack of linguistic knowledge can make it hard to understand some texts. The structure of learning material can make comprehension tasks even more challenging. At first glance, especially textbooks appear appealing and imaginative in their design. However, many pupils, most notably those with dyslexia, do not benefit from the variety of presented material but are somewhat confused by it. For them, more order and clarity would support their individual needs more and would positively contribute to concentrating on what they are reading (Sellin 2008:38).

Dyslexics' limitations in phonological processing and working memory usually hinder the mechanical act of reading (Daloiso 2017:54). A way to support them is to let the whole class read aloud in chorus (Gerlach 2010:83). In doing so, dyslexic learners, who are usually rather insecure about their reading skills, can improve their reading speed and develop a sense of rhythm and intonation while reading. However, reading aloud should be seen as speech practice and should be practiced apart from comprehension. If the instruction displays like this, it can support dyslexic learners in developing proper pronunciation and speech rate. These form the ultimate basis for correct writing (Sellin 2008:86).

Direct instruction is the key to make reading tasks more accessible for the learners affected. Be it explicit speech instruction or that for reading comprehension strategies. Here, learners have to follow necessary steps, such as reading questions before beginning the text and underlying key words which they would not follow otherwise (Sellin 2008:89). For those who still struggle a lot with reading, pre-reading tasks, or additional, multisensory material, e.g., hearing a text on CD simultaneously to follow along with the text with their eyes, can be beneficial (Gerlach 2010:82).

3.4 Vocabulary and Grammar

In contrast to the native language, in which vocabulary and grammar are mostly acquired unconsciously, a foreign language is learned through explicit instruction for the most part. Instead of listening to and using the language innately and in various situations, specific activities are necessary to be able to analyze, memorize, and reuse linguistic

structures in the new language (Daloiso 2017:58). In order to communicate appropriately, vocabulary and grammatical structures provide the basis. Learners need to know words in their foreign language and be able to use them in written and spoken forms to participate at a suitable level in any activity in the EFL classroom (Sellin 2008:56). Even though opportunities for contact with the English language outside the classroom increase steadily, English lessons still make up the most significant learning opportunity for most students.

Vocabulary and grammar acquisition are critical areas in EFL for learners with dyslexia, because they involve various processes in the fields of phonological processing, working memory, and organization skills (Daloiso 2017:58). Gisela Zander explains that in order to learn and make use of a new word both orally and in writing, a learner must be able to do the following:

- Receive the new word with its phonemes and/or graphemes
- Remember the word acoustically as well as visually
- Relate it to something known, e.g. the German meaning, an object or concept
- Recognize the word acoustically
- Create the sounds of the word and subsequently produce the word orally
- Associate the word with its orthographic representation to be able to read or write the word
- Connect the English word and its German equivalent both visually and auditive (Zander 2002:12,21).

Students with dyslexia may have difficulties with any one of these sub-processes or several because of their common core phonological- and working memory deficits. Chapter 4.1 described how English itself is a difficult language to learn, especially for those with a learning difference. Particularly if learners struggle with the phonological and orthographic system of English in general, they tend to have bigger issues with acquiring vocabulary. As with reading, it takes more time for these students to achieve active knowledge of new words than for their non-dyslexic peers (Heike 2012:60).

Teachers could support dyslexics' vocabulary acquisition in limiting the number of new words they are expected to learn. Helmut Dast states that children do not add more than three new words per day to their active vocabulary in their native language (Dast 2003:61). Therefore, they should not be overloaded with new vocabulary in the EFL classroom either. A reference value could be five assigned words per day (Dast 2003:60), but this number can be adjusted to the individual learners' vocabulary-learning capacity.

In the EFL context, in most cases, grammar is learned through explicit instruction as well. This teaching could be beneficial for dyslexics who cannot rely on implicit learning. The traditional grammar lesson proves to be difficult for them, nonetheless. They generally do not tend to make other errors than their peers in learning grammar, but they do so over a more extended period of time and to a greater extent (Sellin 2008:62). This experience might be due to their slower learning speed. They would need more time, more structure, and more practice to acquire grammatical concepts. Dyslexic learners can be as intelligent as their peers and understand the grammar in itself, but they require increased repetition of contents and benefit from explicit grammar instruction (Gerlach 2010:67; Dast 2003:28). Grammar rules and structures need to be made clear through visuals, and new concepts are best introduced on the board or through other media for dyslexic learners to grasp best (Gerlach 2010:68).

Concerning classroom instruction, practical and communicative teaching can support dyslexic students' understanding of grammatical concepts. The learners concerned can benefit if the amount of writing in corresponding grammar exercises is reduced to the bare essentials so that spelling problems do not unnecessarily complicate grammar practice (Gerlach 2010:67). Besides, playful approaches for practicing grammar can promote achievements. Activities should actively involve learners with the English language through multisensory tasks. However, communicative oriented grammar lessons with plenty of time for reviews are inevitable for dyslexic learners to acquire grammar successfully.

3.5 Writing

Writing and text production integrate many of the skills discussed above in this chapter. To be able to write a text, a learner must recognize sound-letter correspondences, orthography, vocabulary, and grammar. Further, learners have to have strategic competences, such as idea-collection, organization, self-monitoring, and text revision (Daloiso 2017:55) that blatantly demand the use of working memory and attention. Once again, these pose to be difficult areas for learners with dyslexia. The particular difficulty with writing is to integrate all sub-skills at once. Dyslexics might be able to master each skill individually, but once they have to combine them, performance in each subordinate skill, usually deteriorates (Moats et al. 2008:55).

Dyslexic learners might be able to perform well on tasks restricted to the use of one skill, e.g. solving tasks focusing on grammar or memorizing words for a vocabulary test. But once they are asked to use their knowledge bundled up in text production, errors occur more frequently. In general terms, they tend to make spelling mistakes, confuse letters, and are prone to poor handwriting. Once assigned a more demanding writing task in EFL, the quality of their produced text suffers. Dyslexics struggle with necessary writing strategies, and hence, it is common that difficulties with text organization, expression, and writing ideas occur (Daloiso 2017:56).

Learners with dyslexia need to get direct instruction in strategies to integrate all skills necessary in a writing assignment. Assuming that one already knows how to write a text and only needs to practice the language in reusing grammar and vocabulary can be fatal for the students concerned. They would instead need support in developing strategic writing skills, including a step-by-step approach. This method subdivides the text production process in a pre-writing, writing, and revising phase that takes into account the necessary steps for composing written materials in the foreign language (Daloiso 2017:57). In more technologized classrooms, dyslexics could make use of editing software, spellcheckers, or online dictionaries. These aids would help them worry less about their technical skills and focus on their writing.

3.6 General Teaching Principles

This chapter has shown that learners with dyslexia often have to face complex and varying difficulties in learning English as a foreign language in the classroom setting. Recognizing these problems and adapting their instruction accordingly should be the aim of every EFL teacher. Despite the adjustments that can be made in each of the fields of language teaching, general teaching practices can also support dyslexic students. More so, dyslexic learners are generally more dependent on good teaching practices than their non-dyslexic classmates (Sellin 2008:37). Regardless of the overall approach instructors prefer in their teaching, a set of fundamental principles can be applied to any lesson and contribute positively to the learning environment of dyslexic students.

Practices that are of particular importance for teaching dyslexic learners include

- Explicit instruction
- Structure and systematics
- Reviews and sequential teaching

- Multimodality
- Adjustments and differentiation (Moats et al. 2008:58; Daloiso 2017:74-77).

Explicit instruction seems to be of much importance for dyslexics in all fields of foreign language learning because they usually struggle once they have to discover new concepts on their own. They would instead need their teacher to explicitly direct them towards and give clear explanations, especially in fields of pronunciation, orthography, and grammar (Heike 2012:67). Along with explicit instruction, a highly structured and systematic lesson is more accessible for learners with dyslexia. Knowledge gaps can be avoided when the structure of the lesson is presented to the students beforehand, e.g. by showing a preview of the main steps and goals of a lesson. Additionally, too many different activities would only make it hard for dyslexic students to understand the lesson's underlying structure. (Daloiso 2017:75).

Teaching should allow opportunities for reviews and follow a common thread. Overlearning, e.g. revisiting the same information in different contexts to support automatic should be promoted frequently. As learners with dyslexia tend to need more time to acquire new competencies and skills, they benefit from an instruction where sub-skills build on one another (Moats et al. 2008:58). These small steps must be designed with increasing difficulty. A learner must be able to achieve each step before moving on to the next. Nevertheless, knowledge achieved in a first step can be applied to what is learned in the second and any following step.

Only relying on the textbook for instruction purposes can harm dyslexic learners. They rather benefit from multimedia EFL lessons because these stimulate different learning styles. Dyslexic students often draw upon creative learning, visual inputs, and practical experience and can process language inputs better if they are presented multisensory (Daloiso 2017:75). Not only methods that involve multiple senses are useful but also multimedia instruction. Technology can become an effective tool if used regularly and if it is implemented in everyday teaching. Nonetheless, computers cannot substitute for classroom teaching, and teachers can integrate media in their usual instruction as well.

Even though a teachers' usual instruction can be adjusted for dyslexic learners up to a certain extent, at some point, language inputs might need to be adapted to suit their needs. These adjustments can include oral, e.g. making language inputs more comprehensible and written forms, e.g. simplifying language, providing aid for comprehension, and adapting text layouts (Daloiso 2017:77). Teachers need to observe

their learners in order to provide maximum support. Assessment and feedback from the dyslexic students themselves can help to differentiate and provide learners with a different avenue for learning.

4. Proposals for Adapting Classroom Materials

Based on the findings and recommendations from the literature in the field of dyslexia, proposals for the support of dyslexic children in the English as a foreign language classroom will be presented. The main objective is to introduce ways of adapting classroom materials in the core areas of foreign language teaching in English classes in lower secondary education, precisely in year 6. The previous results about the nature of dyslexia and the specific difficulties and potential adaptations for dealing with dyslexic students in the EFL classroom will be incorporated. The proposals and procedures presented in the respective areas will then be examined for their feasibility in class using the textbook *Green Line 2* (Daymond et al. 2020) as an example. It can be assumed that English lessons in grade 6 at North Rhine-Westphalian secondary schools are usually based on coursebooks. Therefore, it seems adequate to propose adaptations inspired by this medium.

The 'Nachteilsausgleich', as explained in Chapter 2.4, allows one to adapt the materials of EFL lessons to the needs of dyslexic students. The adjustments will be made by transferring practical strategies and proposals to *Green Line 2.* Not the whole coursebook can be covered, and this is not the aim of this thesis, but elements of the textbook exemplify the opportunities for support. The extent to which the textbook is already helpful in supporting dyslexic students will be assessed. Further, proposals for extending aids and adapting the book in favor of dyslexics' particular needs will be presented. It should be evident that none of the suggestions that will be made disadvantage the majority of non-dyslexic learners in an EFL classroom.

4.1 General Adjustments

Despite the individual fields of foreign language learning, there are some general adjustments to optimize the learning environment for dyslexic English language learners. Since dyslexic students usually benefit from structured instruction, lessons should follow a specific framework. Aims or stages of the lesson can be written on the board so that they are easy to follow and ticked off when completed. "Following a consistent order of micro-staging such as pair checking after individual tasks and before whole class feedback is also part of providing a consistent and familiar framework for dyslexic learners, who need to have regular patterns and an organized plan in place" (Yates

2019:31). This structure gives students more confidence to present their findings in front of the whole classroom and might positively affect their attitude towards language learning.

Learners with dyslexia usually struggle with their working memory (see Chapter 2.3). Therefore they can become confused and get lost when instructions are not clear enough. They should consist of few but expressive words. Teachers can check dyslexics' understanding of a task in asking checking questions. What should be avoided, though, is asking dyslexic learners to read the assignment aloud. They would get anxious about the simple act of reading aloud and could not focus on the actual words. When instructions have to be lengthy, they could be written on strips for students to put into the correct order (Yates 2019:32). That way, students are concerned with the content of the assignments and have to engage in a multisensory manner.

The visual quality and layout of the foreign language learning materials, including the textbook, should be noted. Dyslexic students usually suffer from visual stress, which occurs when they perceive patterns of small symbols on white paper. Teachers should also avoid the following:

- Glossy paper
- Printing in red or green
- Small fonts
- Inadequate spacing
- Capitalization of whole words and phrases
- Unusual fonts (Jameson 2000:230).

Especially lower grade textbooks are often characterized by some of these features and generally 'busy pages' when instead dyslexic learners would need clearly arranged pages that could include:

- Pictograms and graphics
- Left justification only, i.e. leaving a margin on the right side
- Consistent use of colors
- Shaded boxes consisting of key points (James 2000:231).

In addition, all materials that will be adapted in the following will use the typeface 'OpenDyslexic'. This is designed against some common symptoms of dyslexia (OpenDyslexic, n.d.).

4.2 Pronunciation and Orthography

4.2.1 Analysis of Pronunciation and Orthography in Green Line 2

A concrete training of grapheme-phoneme correspondences is very rarely available in *Green Line 2.* This absence might be because the book is aimed at 6th-grade students. It may be assumed that relevant exercises for pronunciation have been covered in previous grades, but a revision of prominent features is still necessary. As noted in Chapter 4.2, instruction in phoneme awareness should be included in secondary education. It is imperative to link spoken to written language to be able to write and pronounce words correctly. Continuing to work on the grapheme-phoneme correspondence from 6th grade onwards makes sense because students are expected to learn new and more complicated words with more irregularities or those consisting of a greater grapheme-phoneme discrepancy. Since dyslexic learners are usually not able to derive letter-sound relationships on their own, EFL instruction should always include some tasks on these basics of the English language.

There is only one task in *Green Line 2* that is concerned with sounds and spelling (Appendix 1.1). The chance to further emphasize the work with 'More practice' is given (Appendix 1.2). Students are supposed to find out that there are three phonemic realizations of the -ed grapheme in the regular simple past. In a sub-task, it is shown that that letters can be added or changed in the regular -ed simple past. The first 'More practice' part only adds to the original task that students have to identify the different realizations and write them down in a table accordingly. The second sub-task asks learners to figure out a rule on when the spelling of regular past tense words is changed. The 'more practice' part here focusses on letting the students search for more verbs that fit the rules and asks them to write sentences with the words in question.

This contrastive exercise supports some pronunciation and spelling peculiarities of the English language, but these are by far not the only important ones in the English language. The textbook lacks on presenting other areas where irregularities or unique features in grapheme-phoneme correspondences occur. It is then the teacher's task to provide additional tasks, focussing some of these important areas of English pronunciation and spelling and make students aware of them.

4.2.2 Proposals for Adapting Materials

Since *Green Line 2* does not offer sufficient materials on pronunciation and orthography, additional materials for all learners, especially for those struggling with dyslexia, are necessary. The proposed materials for pronunciation exercises will focus on a comparison of the long /i:/ and the short /ɪ/ sounds because experts recommend focusing on regularities of the English pronunciation-orthography relations. There tends to be a predominance of the letter combinations *ee* and *ae* for the long vowel sound and *i* for the short vowel sound that can help students recognizing grapheme-phoneme consistencies (Dast 2003:46; Zander 2002:30).

For that matter, the board is visually separated into two columns, and the teacher writes five words on each side and highlights the vowels concerned (Appendix 1.3). They then read the words out loud, reading one word from column A first and then from column B. The second time, the teacher reads again, and the students repeat in chorus after them. The students were asked to bring a mirror to class. They are then demanded to practice reading the words and watch themselves and their mouth movements in the mirror. By that, they should be able to see their mouths' shape differently depending on the vowel quality in words (Appendix 1.4).

This way of not only teaching the students different sounds, but also making them observe the way sounds are produced in their mouth can help students' memory. Especially for those learners dealing with dyslexia, remembering words out of context would not be beneficial. However, the actual engagement with the words and their diverse sounds can aid their pronunciation skills. The students should now be able to derive the words' grapheme-phoneme correspondences from the teacher's panel painting. Of course, there are words the correspondences the students will find out do not suit. However, for the 6th-grade EFL classroom, it would be the prime responsibility to teach students regular pronunciation and orthography so they can deal with the majority of English words.

To check if the students fully grasped these vowel pronunciations, they are asked to transfer their knowledge (Appendix 1.5). A worksheet with 'more practice' as in the coursebook, where the vowels in question are highlighted once again, is presented to them. The teacher reads the words out loud at first, and the students repeat after them. In a final step, they are asked to put these new words, according to their meaning into

contexts and practice a conversation with a partner. This way, students can practice their knowledge of the words' meaning and transfer the letters into sounds.

4.3 Reading

4.3.1 Reading in Green Line 2

The considered reading tasks are usually concerned with reading comprehension instead of decoding what has been read. Nonetheless, when students cannot recognize letters or whole words, their ability to understand texts is hindered as well. Therefore, textbook exercises should not solely focus on comprehensible aspects but support the mechanical act of reading to some extent as well. Where tasks in the coursebook frequently follow a coherent approach and let students listen to a CD as they read along with the text, they often lack more detailed sub-tasks. They are necessary to explicitly tell students which steps to follow in a reading process to decode words and comprehend what they read. Page 33, Exercises 15 and 16 serve as an example of a reading exercise that is existent in this manner throughout the whole coursebook (Appendix 2.1). The text is supported by an audio version to promote learning in multiple senses. There is a pre-reading task before students actually engage with the text.

Nonetheless, the explicit instruction to listen to and read the text afterward is missing. Further, the questions regarding the text in exercise 16 are very open questions that require students to write whole sentences or at least longer phrases. This assignment might distract them from the actual task that is concerned with reading comprehension and bears the danger of primarily dyslexics' rather focus on their writing. Instead of asking open questions, the learners in question would need more narrowing, e.g. by providing three possible answers and letting them choose one, asking true or false questions, or matching the questions with provided answers.

4.3.2 Proposals for Adapting Materials

Before even dealing with the text in question, the teacher should draw the students' attention not only to the picture (like exercise 15 asks them to) but to what is asked of them to do, e.g. 'Listen and Read' (Appendix 2.2). Following the first reading procedure, the questions referring to the text are read aloud and can be provided in German if otherwise, comprehension would be severely hindered. Unknown vocabulary should be discussed before the second reading so that the students concerned have a chance to

follow (Sellin 2008:89). Students are provided with an audio version of the text, which they can listen to while reading along, which is a reasonable way to include multisensory teaching (Gerlach 2010:82). After reading along and listening to the CD, one could also let the whole class read the text aloud. This endeavor would support speech practice in an otherwise comprehension-focused task.

In comparison to the original reading comprehension task, the text is split into smaller sections (Appendix 2.2 and 2.3). Each question in exercise 16 then focusses on the content of the particular segments (Appendix 2.4). The purpose of this is to reduce the amount of information that learners have to retain, minding their difficulties with working memory as well as alternating decoding and reflection. Learners are not asked to write long sentences or answers if the task focusses on reading but to match the questions from the original task with answers that are already provided. This way, the competition of the reading task should be more manageable for dyslexic learners (Gerlach 2010:83). An example for the exercise is given for means of clarification.

Layout-wise the adjustments described in Chapter 5.1 are minded. Each paragraph is clearly divided, and the first word of each text segment is printed in bold letters to be more recognizable for students struggling with visual stress. In contrast to the textbook page, the text is printed in a larger font and the spaces between lines are enlarged. The text is not printed in narrow columns which should help dyslexics to not lose their place while reading. As Sellin proposes, the students concerned are encouraged to use an index card to lay under the line currently being read to help them keep their place (2008:87).

4.4 Vocabulary

4.4.1 Vocabulary in Green Line 2

In general, the vocabulary presented in EFL coursebooks is, of course, dedicated to each unit's contents; therefore, most words treated in a chapter and trained in exercises roughly belong to a semantic word field. This arrangement makes it easier to link the words together. In *Green Line 2*, words that belong together are either put in a list in the vocabulary section of the book or are displayed visually in a separate green box just there (Appendix 3.1).

Green Line 2's vocabulary section is, to some extent, advantageous for dyslexic students because each term is visually separated from the next one by an intermediate line. The example sentences and notes are available in the third column in favor of a better assignment of English and German terms. They can also be hidden if they are seemingly distracting. However, these ordinary vocabulary pages can contribute to dyslexics' difficulties with acquiring new terms. The graphic organization of the vocabulary lists is frequently problematic. The words are usually printed in small fonts and include extra information, such as the IPA version directly following the English term that do not help dyslexics' learning but instead hurts this process. Since the IPA presents yet another set of grapheme-phoneme correspondences which learners must master, they could easily be overwhelmed (Dast 2003:60). Dyslexics may find the boxes that sometimes contain idiomatic expressions, word fields, short grammar information, or reviews of vocabulary disturbing as well. All these ought to be aids prevent the learners in question from effectively extracting the necessary information from the pages (Zander 2002:17).

4.4.2 Proposals for Adapting Materials

The vocabulary section of the coursebook has some rather disturbing effects on dyslexic learners. These students should preferably be equipped with additional materials that replace the original vocabulary section to practice new terms. For that matter, one of the green boxes from the section is chosen to be adapted The 'Talking about feelings' box (Appendix 3.2) will be extended into adapted materials because there are only six new terms presented there, which seems to be an adequate number of new EFL vocabulary for one session (Dast 2003:60).

Instead of relying on the three-column graphic organization that the textbook follows, terms are presented with the help of a two-column list typed up by the teacher in a larger font with each term visually separated from the next by a line. This list is prepared to be cut by the students and assembled into flash cards to put in a vocabulary box (Appendix 3.3). Because dyslexic learners often struggle with remembering lists, this way of vocabulary learning seems to be more efficient. The flash card boxes should at best have a series of compartments for learners to review vocabulary systematically and move cards around based on how well they know the words (Gerlach 2010:77).

Learners initial visual stress should be decreased by doing without the original three column lists or the green vocabulary boxes. Since the students were only presented with the words in context in the original 'Talking about feelings' box, they would miss

the clear comparison of the English and German terms without the new vocabulary list and flash cards. However, the initial source does good in already presenting words from the same semantic field. This arrangement can help learners to create relationships between the particular terms which in turn can support memory and contextualization.

Even though dyslexic learners tend to be easily visually stressed by too crowded pages, in this case it seems useful to insert graphic representations on the materials because these can illustrate the lexical collation of the words in question. The first developed exercise includes a listening task where students have to listen to the sentences presented in the initial material. That way, they receive the words in in context and in a multisensory way. The second task asks students to repeat after the teacher and produce the terms orally for them to not only grasp the words' orthography but also their pronunciation. Within that step, students are asked to act out the words (Appendix 3.4). Since all words in that semantic field are feelings, teachers can make use of that and let students embody the words. This is yet another way of supporting multisensory learning that aids remembering the words. The last exercise then requests the students to use the new terms in a different context and insert them into given sentences (Appendix 3.5). This way, it can be checked if the learners actually grasped the meaning of the new vocabulary but at the same time, it does not request too much writing.

4.5 Grammar

4.5.1 Grammar in Green Line 2

The grammar section in the textbook is located further back in the book in front of the vocabulary lists and is structured with an example at the beginning of each section followed by tables containing the grammatical structures illustrated in the example. References and remarks usually follow as bullet points and essential notes are marked with a small red exclamation mark. Students have the chance to test themselves at the end of each section and solve a task about the grammar presented beforehand (Appendix 4.1 and 4.2).

This division seems a little confusing and overwhelming at first, but for non-dyslexic students, it should be quickly revealed. For dyslexic students, however, problems could occur. The pages are crowded with information, with a lot of small tables following each other, sometimes even two tables right next to each other that is likely to cause dyslexic learners to get lost on the pages. The relatively small fonts, the green colors, and

the examples are "supported" by pictures, which cause even more visual stress. The small 'Test yourself' exercises seem to be a gentle learning aid but crowd the theoretical grammar section even more. Here, a stronger concentration on grammar teaching in the classroom by the teacher and a clear and structured visualization with the help of media, e.g. blackboard, worksheets, or grammar booklets, would be much more efficient.

4.5.2 Proposals for Adapting Materials

Instead of only relying on the textbook's grammar section, teachers should concentrate on teaching grammar in the classroom with them and students interacting. The teaching of new structures in this field of EFL should start with a clear introduction of new concepts on the blackboard during classroom sessions. This way, teachers expose students to the new materials and involve them in the process of working out the grammatical structures. A grammar section on the comparison of adverbs is introduced in *Green Line 2* (188-189) and serves as an example. As stated, the coursebook's grammar pages are too overloaded with information, and for that reason, it is proposed to portion through various means.

First, the general rules for comparisons of adjectives are elaborated in class on the blackboard. The teacher should use different colors to point out the differences in comparing adjectives depending on the simple form. The color code should be clear and consistent, and a structured layout is of much importance. Students should not be asked to copy the panel painting in their exercise books but rather focus on understanding the rules while not being distracted by noting them down. The learner group should not only be confronted with these new grammatical structures but work them out together with the teacher and engage with the panel painting, e.g. by pronouncing the words in question in order to recognize their particularities and derive the rules (Appendix 4.3). A copy of the panel painting is later distributed in the class. It could also be considered to put a poster with rules in the classroom to provide further support (Zander 2002:42-43).

The worksheet following the joint formulation of grammar rules on board includes pictures, but only because those are consciously chosen and do not cause any unnecessary visual stress. The amount of writing students have to do is reduced to a bare minimum (Appendix 4.4 and 4.5). This way, dyslexic students, once again, are not distracted by their difficulties with spelling and writing and can instead focus on the grammar practice. They are only asked to work with words they already know to avoid comprehension problems. In addition, the use of examples that are close to the learners' experience can

help to make grammar more meaningful and therefore more memorable (Gerlach 2010:68). Further, students are explicitly encouraged to look at the primary forms of the adjectives to determine to which category they belong in order to derive the comparative and superlative forms.

Since grammar is best taught through playful approaches (Gerlach 2010:67) in order to increase students' motivation and understanding of the underlying rules, a classroom exercise follows that involves learners with the language and focuses on communication as the center of grammar instruction (68). The proposed exercise asks students to make use of the classroom to describe its properties according to the adjective – comparative – superlative rules, e.g. making them come up with comparisons like "The window is big. The desk is bigger than the exercise book. The blackboard is the biggest" (Appendix 4.6).

4.6 Writing

4.6.1 Writing in Green Line 2

Writing exercises occur in each unit in the coursebook at hand, and they usually ask students to transmit the knowledge they gained from the preceding tasks into a small text. These exercises are frequently titled "Your turn" which implies that the students received information on the subject matter beforehand and are now asked to implement this knowledge on their own. Most often, the self-written texts are supposed to consist either only of a collection of keywords or of six to eight sentences (…). The EFL learners are supposed to come up with personal experiences, e.g. an activity they did with friends or imagine something, e.g. their dream party. This sort of exercise promotes students' creative writing abilities and leaves space for their ideas and phantasies. There is no right or wrong with these exercises. Students learn to consult newly acquired vocabulary or grammatical structures while they are familiar with the topics. This way, they can focus on writing a text with the use of grammatical structures, vocabulary, and text organization skills and not worry too much about the contents of the text.

In comparison to the other major branches of EFL learning, writing tasks occur rather rarely in *Green Line 2.* Most units only include two or three tasks concerned with writing, and it seems writing is not the most prominent skill to be taught and learned with the coursebook. The available exercises are set up in a way that demands students to think about their project before simply beginning the writing process without a guideline

(Appendix 5.1). Learners are encouraged to plan their work with a pre-writing exercise strategically, e.g. with a mind map or are provided with useful phrases. These pre-writing tasks are beneficial for dyslexic learners who struggle with text organization. Nonetheless, these learners would even need more structure and more explicit instruction on how to use these mind maps or expressions they are equipped with in a way that helps their written compositions. Further, a revising phase is missing in the coursebook that would help students evaluate their work.

4.6.2 Proposals for Adapting Materials

Not only dyslexics, but all learners would probably benefit from a step-by-step approach that would not only focus on writing the text itself but also on the work that has to be invested before and after this process (Heike 2012:66). It is a useful approach to encourage students to structure their ideas and key words for their compositions visually, but especially dyslexic learners who have difficulties with organization and fundamental skills might feel overwhelmed when being asked to work this out on their own. Instead, teachers should equip them with a guideline that helps them plan their text that they can follow and work through. All writing tasks that are available in the coursebook can be adapted according to the steps presented in the following.

The guideline that is proposed first focusses on the pre-writing process (Appendix 5.2). Here, the students' work is successively divided into collecting their ideas on content and the language they need to express their thoughts. These can be visually structured in a mind map and, therefore, are more comfortable to access for dyslexic learners. Further, the students should collect ideas for the three main parts of their written composition and arrange them next to key phrases that help to express these ideas. For 6th grade EFL learners, it is enough to collect two to three ideas and expressions for each part, but depending on the task and the proficiency, this structure can certainly be extended.

During the writing process itself, dyslexic students should engage with their pre-writing draft and technically just put the individual parts together (Appendix 5.3). They can be aided with a dictionary or, if possible, work with a digital device to use spellcheckers and editing software. The students concerned would also benefit from a post-writing tool that lets them evaluate their work and adapt it. They might feel more comfortable with their text product if ensured of its quality.

The text review task can be more or less elaborate, depending on the original writing task (Appendix 5.4). Students should check their compositions in different steps,

each time following on another part of their work. The order is not of much importance, though it should be ensured that the text is revised for content, language, and spelling. Especially dyslexic learners should benefit from this division in reviewing because simultaneously focusing on all three spheres of writing would only confuse them instead of improving their skills by discovering their errors and strengths.

5. Conclusion and Outlook

Dyslexia is a learning difference that can visibly affect the school performance of students affected. Particularly in the EFL classroom and at the secondary level, where reading and writing are an integral part of the curriculum, the learners concerned face many difficulties. The risk of falling behind their classmates and underachieve in school can only be decreased if support and adaptations of conventional instruction are provided. Therefore, teachers and their way of teaching significantly influence dyslexics' success in the EFL classroom.

Consequently, instructors must gain knowledge about dyslexia and the difficulties it can bring with it. They should know what can cause the learning difference along with how they can recognize it in the classroom. They should also apprehend what can legally be done to assist these learners and put measures into practice accordingly. For that matter, they need to be equipped with a repertoire of strategies and adaptions concerning English as a foreign language learning. Where teachers are aware of the subject-specific difficulties dyslexic learners have to face and have the means to assist them in overcoming these hardships, dyslexics have the best prerequisite for improving their language skills and succeeding in the EFL classroom.

As of now, only a few teachers have sufficient knowledge about dyslexia when they enter the classroom. Teacher education tries to incorporate instruction about dyslexia and other learning differences more and more. However, there is still a long way to equip teachers-to-be for the challenges they will have to with dyslexic students present in their classrooms. The teacher preparation programs should include courses offered by the general education departments in university and individual subject departments such as English. Subject-specific problems and strategies for supporting the learners' needs can distinguish and hence need to be addressed for each subject individually. Further, fully trained teachers would also need continuous education on learning difficulties and relevant proposals for supporting the needs of learners concerned.

Of course, teachers should do their best to aid dyslexic students and adapt classroom instruction and materials to their favor - even the *LRS-Erlass* demands of them. However, as the analysis of *Green Line 2* illustrated, not even coursebooks are designed to sufficiently fit the needs of dyslexics and exhibit many features that could easily disadvantage the students in question. It would then be the teacher's task to adapt the materials for EFL instruction to be more accessible but with that comes a great challenge.

That is to say, not all dyslexic learners face the same difficulties and show very individual characteristics of the learning difference. Therefore, the suggested proposals for classroom materials adaptation still need to be refined in the light of each dyslexic student that a teacher encounters. For that, the assessment of the individual student's situation is inevitable. The proposals presented in this paper can only serve as a guideline and advisor for instructors but should not be considered complete or universally applicable for each dyslexic learner.

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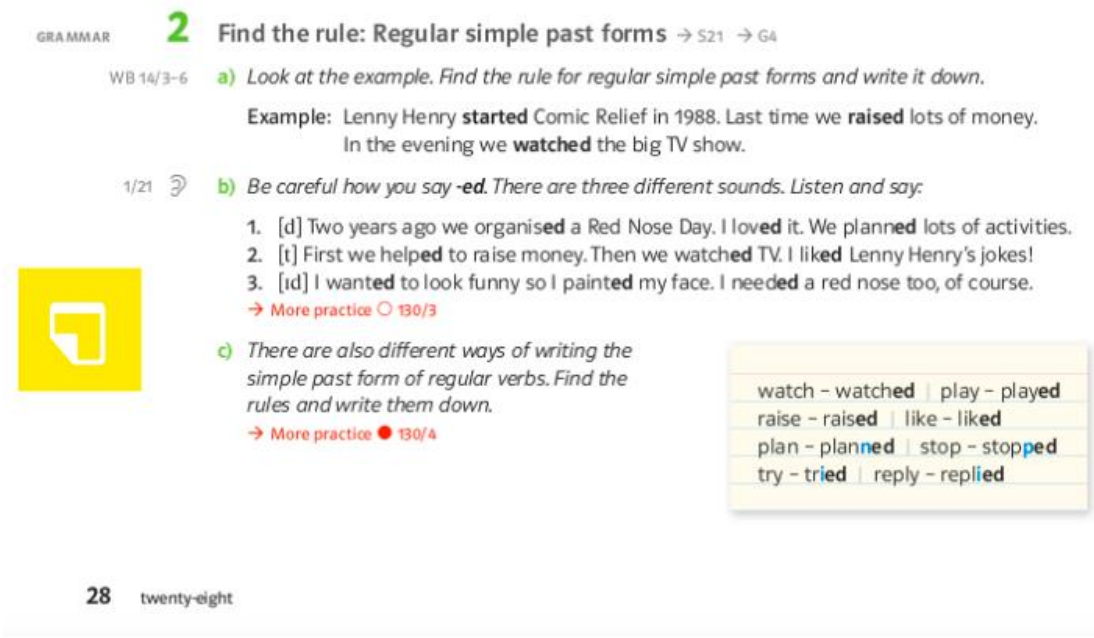
Appendix

1.1 Pronunciation Task in *Green Line 2* 2020:28 (Part 1)



GRAMMAR **2** **Find the rule: Regular simple past forms** → S21 → G4

WB 14/3–6 a) *Look at the example. Find the rule for regular simple past forms and write it down.*

Example: Lenny Henry **started** Comic Relief in 1988. Last time we **raised** lots of money.
In the evening we **watched** the big TV show.

1/21 b) *Be careful how you say* ***-ed****. There are three different sounds. Listen and say:*

1. [d] Two years ago we organise**d** a Red Nose Day. I lov**ed** it. We plann**ed** lots of activities.
2. [t] First we help**ed** to raise money. Then we watch**ed** TV. I lik**ed** Lenny Henry's jokes!
3. [ɪd] I want**ed** to look funny so I paint**ed** my face. I need**ed** a red nose too, of course.

→ More practice ○ 130/3

c) *There are also different ways of writing the simple past form of regular verbs. Find the rules and write them down.*

→ More practice ● 130/4

watch – watch**ed** | play – play**ed**
raise – rais**ed** | like – lik**ed**
plan – plan**ned** | stop – stop**ped**
try – tr**ied** | reply – repl**ied**

28 twenty-eight

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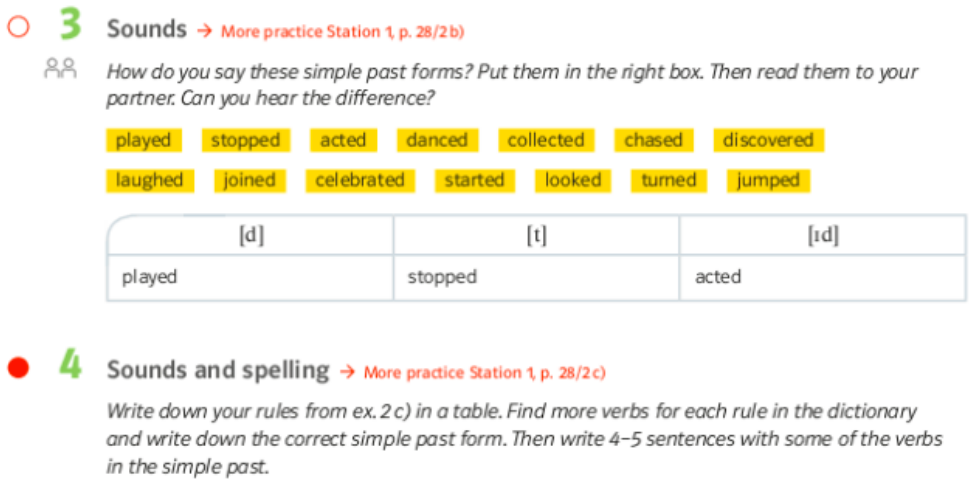
1.2 Pronunciation Task in *Green Line 2* 2020:130 (Part 2)



○ **3** **Sounds** → More practice Station 1, p. 28/2b)

How do you say these simple past forms? Put them in the right box. Then read them to your partner. Can you hear the difference?

played | stopped | acted | danced | collected | chased | discovered
laughed | joined | celebrated | started | looked | turned | jumped

[d]	[t]	[ɪd]
played	stopped	acted

● **4** **Sounds and spelling** → More practice Station 1, p. 28/2c)

Write down your rules from ex. 2c) in a table. Find more verbs for each rule in the dictionary and write down the correct simple past form. Then write 4–5 sentences with some of the verbs in the simple past.

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1.3 Pronunciation Panel Painting

Beat	Bit
Seen	Sin
Seat	Sit
Feel	Fill
Wheel	Will

1.4 Pronunciation Worksheet (Part 1)

Pronunciation

1 **Read and observe**
Read the words and observe your mouth movements in the mirror.

2 **Look closer**
Pay attention to the way the words are spelled. What can you observe?

Beat
Seen
Seat
Feel
Wheel

Derived from: https://jp.123rf.com/photo_82114398_stock-vector-lips-sound-pronunciation-chart-mouth-shape-correct-position-learning-articulation-movement-of-speech.html

Bit
Sin
Sit
Fill
Will

Derived from: https://jp.123rf.com/photo_82114398_stock-vector-lips-sound-pronunciation-chart-mouth-shape-correct-position-learning-articulation-movement-of-speech.html

1.5 Pronunciation Worksheet (Part 2)

Pronunciation

More Practice

1 Read and observe

Read the words out loud and mind the highlighted letters.

Coffee	Frisbee	Green tea
Sunscreen	Swimsuit	Dips
Cheese	Eat	Ice cream
Chips	Beef	Meat

2 Practice Conversation

Talk with your partner and ask each other:

1. What do you like to eat?
2. What do you like to drink?
3. What do you need on holidays?

2.1 Reading Comprehension Task in *Green Line 2* 2020:33

1/24

Where were Luke, Dave and Jay?

READING **15** **Before you read**

Look at the picture. What do you think the text is about?

It was 9 o'clock on Saturday morning. Holly and Olivia were outside the school. They were early and the coach for the class trip to Wales wasn't there. Holly had a small backpack. Olivia had two big bags.

"Why did you bring two big bags?" asked Holly. "The trip is only for a week. What did you put in them?"

"At Ty'n y Berth ..."

"At where?" interrupted Holly.

"That's the name of the outdoor centre. They've got sports, mountain walking and gorge scrambling. You need different shoes and different clothes for all of them."

"But they lend you any special clothes and equipment," said Holly.

"How did you find out about that?" Olivia asked.

"It was in a letter from the school to our parents," Holly explained.

"When did they send it?"

"Ages ago," said Holly.

"Oh, I didn't see it," said Olivia. "Anyway, it's not only clothes in there." She pointed at her bags.

"You brought your saxophone too."

"Who told you that?"

"Nobody. I just guessed. It's a great idea. You can play for us in the evenings," suggested Holly.

By now most of the classmates were there. But where were Luke, Dave and Jay?

The coach arrived, and some people started to get on. Holly and Olivia waited for the boys. The driver looked at her watch. At that moment Luke, Dave and Jay ran to the coach.

"Where were you?" asked Olivia. "The coach is leaving soon. Why are you so late?"

"It was my fault," said Jay. "I said, 'Let's buy some snacks for the journey'."

"Well, we're here now," said Luke. "I can't wait to jump on that coach!"

"Luke, we all know you're excited, but ..." said Dave.

"I even dreamt about it last night," Luke interrupted. "It was crazy!"

READING **16** **Why were they so late?** → More help 132/11 → 512

Read the text again and answer the questions.

1. What did Olivia know about the school trip that Holly didn't know?
2. What did Holly know about the school trip that Olivia didn't know?
3. How did Holly know that Olivia had her saxophone with her?
4. Who arrived last for the coach?
5. Why were they so late?
6. When did Luke dream about the school trip?

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2.2 Reading Comprehension Adapted Task (Part 1)

Reading Comprehension

Where were Luke, Dave and Jay?

15a **Before you read**

Look at the picture. What do you think the text is about?

15b **Listen and read**

Listen to the text on CD and read along

15c **Read aloud**

Read the text out loud together in class

Derived from: https://bridge.klett.de/EBK-LUTQRATV8P/?page=37

It was 9 o'clock on Saturday morning. Holly and Olivia were outside the school. They were early and the coach for the class trip to Wales wasn't there. Holly had a small backpack. Olivia had two big bags.

"Why did you bring two big pags?" asked Holly. "The trip is only for a week. What did you put in them?"

"At Ty'n y Berth ..."

"At where?" interrupted Holly.

"That's the name of the outdoor centre. They've got sports, mountain walking and gorge scrambling. You need different shoes and different clothes for all of them."

2.3 Reading Comprehension Adapted Task (Part 2)

Reading Comprehension

"But they lend you any special clothes and equipment," said Holly.

"How did you find out about that?" Olivia asked.

"It was in the letter from the school to our parents," Holly explained.

"When did they send it?"

"Ages ago," said Holly.

"Oh, I didn't see it," said Olivia. "Anyway, it's not only clothes in there." She pointed at her bags.

"You brought your saxophone too."

"Who told you that?"

"Nobody. I just guessed. It's a great idea. You can play for us in the evenings," suggested Holly.

By now most of the classmates were there. But where were Luke, Dave and Jay?

The coach arrived, and some people started to get on. Holly and Olivia waited for the boys. The driver looked at her watch. At that moment Luke, Dave and Jay ran to the coach.

"Where were you?" asked Olivia. "The coach is leaving soon. Why are you so late?"

"It was my fault," said Jay. "I said,'Let's buy some snacks for the journey'."

"Well, we're here now," said Luke. "I can't wait to jump on that coach!"

"Luke, we all know you're excited, but ..." said Dave.

"I even dreamt about it last night," Luke interrupted. "It was crazy!"

2.4 Reading Comprehension Adapted Task (Part 3)

Reading Comprehension

Where were Luke, Dave and Jay?

16a Understand the Vocabulary

Do you understand every word in the text? Clarify vocabulary you don't know.

16b Read and Match

Read the text again and match the questions with the answers.

1. What did Olivia know about the school trip that Holly didn't know?
2. What did Holly know about the school trip that Olivia didn't know?
3. How did Holly know that Olivia had her saxophone with her?
4. Who arrived last for the coach?
5. Why were they so late?
6. When did Luke dream about the school trip?

a. Because Jay wanted to buy some snacks for the journey.

b. He dreamt about it last night.

c. That the name of the outdoor centre is Ty'n y Berth.

d. Luke, Dave and Jay arrived last.

e. She just guessed.

f. That the outdoor centre lends you special clothes and equipment.

3.1 Vocabulary Section in *Green Line 2* 2020:218

2 Vocabulary

	lovebirds *(pl)* ['lʌvbɜːdz]	Turteltauben	
	to **lie** [laɪ]	lügen	It's not true! You're *lying*!
	guy [gaɪ]	Typ, Kerl; *(Pl.)* Leute	Our new classmate is a really cool guy.
2	to **post** [pəʊst]	online stellen; posten	I never *post* my holiday photos.
	certain ['sɜːtn]	bestimmt; sicher; gewiss	There are *certain* rules you must follow.
3	**shy** [ʃaɪ]	schüchtern	I don't like parties because I'm *shy*.
	embarrassed [ɪm'bærəst]	verlegen	*embarrassed* → embarrassing
	proud (of) ['praʊd (ˌɒv)]	stolz (auf)	Jay is *proud* of himself because he's good at singing.
	American [ə'merɪkən]	Amerikanisch; amerikanisch, aus Amerika; Amerikaner/-in	Yearbooks are an *American* tradition.
	report [rɪ'pɔːt]	Bericht; Meldung	Who can write a *report* about the class trip?
	during *(+ noun)* ['djʊərɪŋ]	während *(+ Nomen)*	Don't eat *during* lessons.
	to **collect** [kə'lekt]	sammeln	Let's *collect* words for 'our school'.

Talking about feelings

He feels very **shy** when he gives presentations.	schüchtern
She's good at lots of things, so she feels **confident** in class.	selbstsicher; selbstbewusst
He's so **brave**. He's never scared of things.	tapfer; mutig
She feels **embarrassed** when she get's things wrong.	verlegen
He's **happy** because he is **lucky**.	glücklich sein/ Glück haben

Station 1: I love Red Nose Day

	(the) best [best]	(der/die/das) Beste	I think Red Nose Day is *the best* event of the year.
	ago [ə'gəʊ]	vor *(zeitlich)*	! *Ago* steht meistens am Satzende: I walked to school two days *ago*.
	to **raise money** [ˌreɪz 'mʌnɪ]	Geld sammeln	Charities *raise money*.
	even *(+ comparative)* ['iːvn]	noch *(+ Komparativ)*	Let's raise *even* more money for charities this year.
	in need [ɪn 'niːd]	bedürftig; in Not	*in need* → to need
•	to **get, got** [get; gɒt]	bekommen; holen, bringen	I *got* lots of presents for my last birthday.
•	to **wear, wore** [weə; wɔː]	tragen *(Kleidung)*; anhaben	All our class *wore* red noses on Red Nose Day.
•	to **do, did** [duː; dɪd]	machen; tun	We *did* our homework together last week.

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3.2 Vocabulary ‘Talking about feelings’ Box in *Green Line 2* 2020:218

Talking about feelings

He feels very **shy** when he gives presentations.	schüchtern
She's good at lots of things, so she feels **confident** in class.	selbstsicher; selbstbewusst
He's so **brave**. He's never scared of things.	tapfer; mutig
She feels **embarrassed** when she get's things wrong.	verlegen
He's **happy** because he is **lucky**.	glücklich sein/ Glück haben

3.3 Vocabulary Flash Cards ‘Talking about feelings’

shy	schüchtern
confident	selbstsicher
brave	tapfer
embarrassed	verlegen
happy	glücklich sein
lucky	Glück haben

3.4 Vocabulary Adapted ‘Talking about feelings’ Task (Part 1)

Vocabulary

Talking about feelings

1 **Listen and Read**

Listen to the sentences on CD and pay attention to the **bold** words.

2 **Repeat and act**

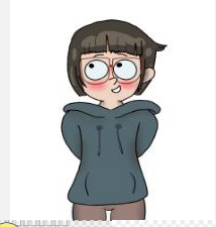
Repeat after your teacher and pantomime the words.

1. He feels very **shy** when he gives presentations.

2. She’s good at lots of things, so she feel **confident** in class.

3. He’s so **brave**. He’s never scared of things.

4. She feels **embarrassed** when she gets things wrong.



5. He’s **happy** because he is **lucky**.

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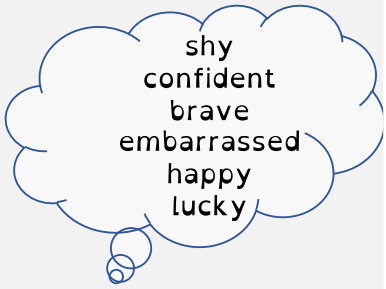
3.5 Vocabulary Adapted ‘Talking about feelings’ Task (Part 2)

Vocabulary

Talking about feelings

3 Use in context

Insert the new terms into the given sentences.



1. She was _____ by giving the wrong answer.

1. Be _____ with yourself and stop worrying about what other people think.

2. His _____ actions are worthy of a medal.

3. You are very _____ to be alive after this accident.

4. Tom is _____ around strangers.

5. I am _____ because you are here.

4.1 Grammar ‘Comparison of Adjectives’ in *Green Line 2* 2020:174-175 (Part 1)

1 Grammar

G2 The most popular costumes are animals and clowns.

Steigerung der Adjektive
Comparison of adjectives

Du verwendest Adjektive und ihre Steigerungsformen, um Lebewesen und Sachen näher zu beschreiben und um sie miteinander zu vergleichen.

- *Es gibt zwei Möglichkeiten, Adjektive zu steigern. Welche du benötigst, hängt von der Anzahl der Silben ab, die die Grundform des Adjektivs (Positiv) hat.*
- ***Einsilbige Adjektive** und **zweisilbige Adjektive**, die **auf -y** enden, steigerst du, indem du **-er** (1. Steigerung / Komparativ) bzw. **-est** (2. Steigerung / Superlativ) an die Grundform des Adjektivs anhängst.*

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4.2 Grammar ‘Comparison of Adjectives’ in *Green Line 2* 2020:174-175 (Part 2)

- *Fast alle anderen **zweisilbigen Adjektive** sowie **alle Adjektive mit mehr als zwei Silben** steigerst du, indem du **more** (1. Steigerung/Komparativ) bzw. **most** (2. Steigerung/Superlativ) vor die **Grundform** des Adjektivs setzt.*

	Grundform	1. Steigerung	2. Steigerung	Besonderheiten
Endungen -er, -est	*einsilbige Adjektive*			
	hard	harder	the hardest	–
	big	bigger	the biggest	*Endkonsonant wird nach kurzem Vokal verdoppelt*
	nice	nicer	the nicest	*stummes -e am Ende des Adjektivs fällt weg*
	zweisilbige Adjektive auf -y			
	easy	easier	the easiest	*y wird zu i, wenn das Adjektiv auf Konsonant + -y endet (außer: shy)*
	funny	funnier	the funniest	
more, most	*andere zweisilbige Adjektive sowie mehrsilbige Adjektive*			
	awful	more awful	the most awful	–
	interesting	more interesting	the most interesting	–

- *Beachte, dass **zweisilbige Adjektive, die auf -le, -ow oder -er** enden, mit -er / -est gesteigert werden:*
  simple *(einfach)* – simpler – the simplest *(e am Ende des Adjektivs fällt weg)*
  narrow *(eng, schmal)* – narrower – the narrowest
  clever *(klug, schlau)* – cleverer – the cleverest

- *Einige wenige Adjektive werden unregelmäßig gesteigert. Diese musst du auswendig lernen:*
  bad – worse – the worst
  good – better – the best

Test yourself a) *Copy the grid into your exercise book and fill it in.*

Grundform	1. Steigerung	2. Steigerung
big		
		the worst
	happier	
important		

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4.3 Panel Painting Grammar ‘Comparison of Adjectives’

	The Comparison of Adjectives			
	Adjective	Comparative	Superlative	
Einsilbige Adjektive	hard	harder	the hardest	(The students are asked to pronounce the words and realize, that the vowel in *big* is a short one and therefore the final consonant is doubled. Further, words with a silent -e in the end lose this.)
	big	bigger	the biggest	
	nice	nicer	the nicest	
Zweisilbige Adjektive auf -y	easy	easier	the easiest	(Students are asked what *easy* and *funny* have in common. → final -y This final –y becomes –i in comparative and superlative forms.)
	funny	funnier	the funniest	
Alle anderen Adjektive	awful	more awful	the most awful	(The teacher calls the learners’ attention that all other bi- and polysyllabic words are compared this way.)
	interesting	more interesting	the most interesting	
Zweisilbige Adjektive auf –le, -ow, -er	simple	simpler	the simplest	(One exception would be for words that end in –le, -ow, or –er and students are demanded to remember this rule → they are structured like adjectives with one syllable)
	narrow	narrower	the narrowest	
	clever	cleverer	the cleverest	

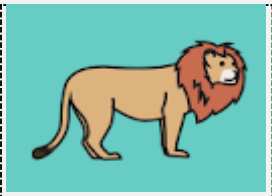
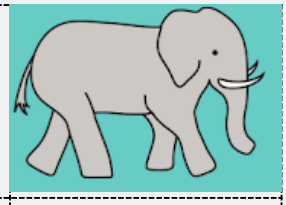
4.4 Grammar ‘Comparison of Adjectives’ Task (Part 1)

Grammar

Comparison of Adjectives

1 Compare

Look at the pictures and compare them.

			
big			
			
long			
			
good			

Pictures retrieved from: http://blog.sproutenglish.com/superlative-adjectives-2/; http://cleverlearner.com/number-activities/measurement-longer-or-shorter-worksheets-for-kindergarten.html; https://www.alamy.de/fotos-bilder/silber--und-bronzemedaille.html

Grammar

Comparison of Adjectives

2 Compare

Look at the pictures and fill in the sentences like in the example.

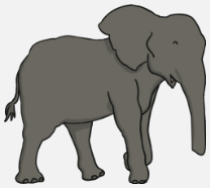
narrow

wide

1. The carrot is narrow**er** than the apple.
   The apple is wid**er** than the carrot

thin

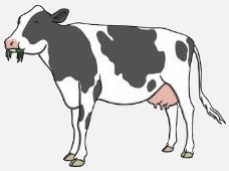
fat



2. The pencil is _____ _____ the elephant.
   The elephant is _____ _____ the pencil.

tiny

large



3. The mouse is _____ _____ the cow.
   The cow is _____ _____ the mouse.

small

big

4. The ladybird is _____ _____ the shark.
   The shark is _____ _____ the ladybird.

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Grammar

Comparison of Adjectives

2 Compare and describe

Look around the classroom and compare its properties like in the example.

Remember:
Use ‘adjective – comparative – superlative’ constructions to describe your classroom.

Example:

The window is big.

The desk is bigger than the exercise book.

The blackboard is the biggest.

5.1 Writing Task ‘A postcard from …’ in *Green Line 2* 2020:111

WRITING

3 A postcard from …

Have a look at your material for the Unit task in Unit 6. Imagine you've been to one of the places. Write a postcard to your friend / your grandma / …. Tell them …

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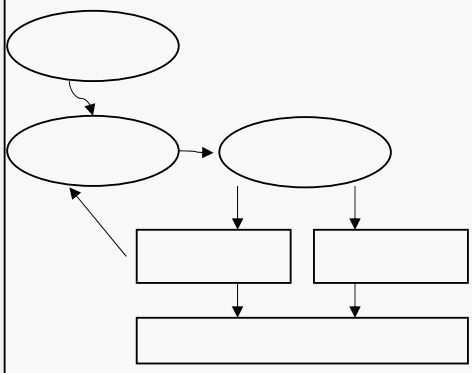
5.2 Pre-Writing Activity

Writing

Planning the text

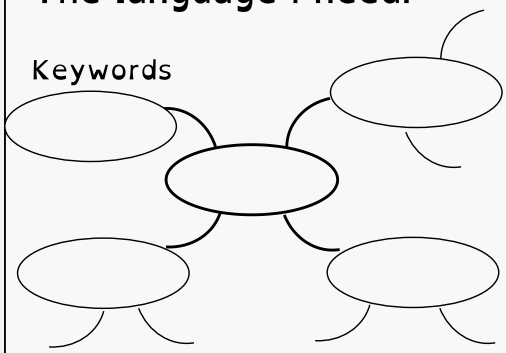
Title of my composition:

My ideas:



The language I need:

Keywords



Text structure

Introduction

- .....
- .....

Main part

- .....
- .....

Conclusion

- .....
- .....

Key expressions

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

5.3 Adapted ‘A postcard from …” Task

Writing

A postcard from …

1 Planning

Plan your text with the “Planning the text” worksheet.

2 Write your postcard

Have a look at your material from Unit 6. imagine you’ve been to one of the places. Write a postcard to your friend/ your grandma/ …

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Remember:

- Include greetings (e.g. *Dear …; Love, …)*
- Structure your postcard (Introduction, main part, conclusion)
- Connect your sentences *(and, after that, the last day, while, …)*

Writing

Reviewing the text

The message

Ask yourself the following questions:

1. Is my introduction effective?
2. Did I explain my ideas well?
3. Do I have good transitions from point 1 to point 2, and so on?
4. Is everything included that needs to be in the text?
5. Did I structure the text according to its purpose (e.g. postcard, letter)

What was your most common error in the text? Write it down.

.....

.....

.....

The language

Strategies to review the language:

Spelling

- Read the text backwards and focus on each word and decide if the spelling is correct
- use a spellchecker or a dictionary to correct any further mistakes

Sentences

- Read each sentence again
- Check if you used correct tenses, personal pronouns, verb endings, plural/singular

Overall text

- Check if you used an opening sentence (topic), a main part (details, examples, comments) and a concluding sentence

  → you can highlight the sentences of your text with different colors to check

Eigenständigkeitserklärung

Hiermit erkläre ich, dass ich die vorliegende Bachelorarbeit selbstständig verfasst und gelieferte Datensätze, Zeichnungen, Skizzen und graphische Darstellungen selbstständig erstellt habe. Ich habe keine anderen Quellen als die angegebenen benutzt und habe die Stellen der Arbeit, die anderen Werken entnommen sind – einschl. verwendeter Tabellen und Abbildungen – in jedem einzelnen Fall unter Angabe der Quelle als Entlehnung kenntlich gemacht.

Madeleine Müller

Werther, den 15.07.2020 Madeleine Müller