
Techniques facilitating vocabulary acquisition for dyslexic students

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The focus of this presentation

- Vocabulary learning difficulties observed during teaching English to dyslexic teenagers and adults learners in a one-to one setting.
- Techniques facilitating vocabulary acquisition for these dyslexic language learners

What is dyslexia?

- difficulty in the acquisition of literacy skills which is not due to mental disability or inadequate instruction (Bryant and Bradley, 1985)
- neurological in origin
- a learning difference, combination of abilities and difficulties
- dyslexic strengths -advanced visual/spatial skills, creativity, efficient problem solving skills and the use of a holistic cognitive learning style (Ranaldi, 2003)

Vocabulary learning and dyslexia

- Dyslexic language learners not only have problems in reading and writing, but in
 - auditory processing
 - visual processing,
 - short term memory
 - storage and retrieval in the lexicon
 - Sequencing(Smythe, 2004)
- These difficulties make vocabulary learning challenging for dyslexic learners

Problems with spelling

- Deep orthography- they misspell words, they have problems with pronouncing words
 - *selary-salary* , *stady-study* , *sinse-since* , *carage-courage*, *clined-cleaned*
- Reverse the order of letters
 - *thier- their* , *Ducth-Dutch*
- Insertion and omission of certain letters:
 - *slowly-slowely* , *pav(e)ment* , *foot-footh* , *tought-thought* , *Aust(r)ia*

Other problems with studying words

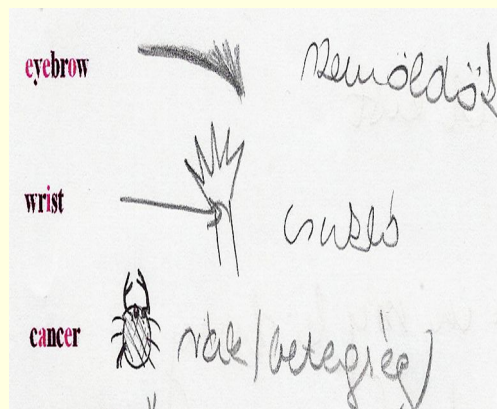
- Confusion of similar words
 - Homogenous Inhibition-Ranschburg (1939), Meixner (1993)- similar elements interfere with each other in the learning process and inhibit learning
 - Visual similarity: *waist-wrist, water- waiter-weather, quit- quiet-quite*
 - Semantic similarity: *shoe-socks, antonyms- earn-spend, cheap-expensive*
 - Things which are similar for a dyslexic may not be similar for a non dyslexic :”*Practice the environment*”!, *temperature-adventure*
- The memorization of misread words, *electricat - electrician, prepoarti – prepare*

Techniques helping to overcome problems with spelling

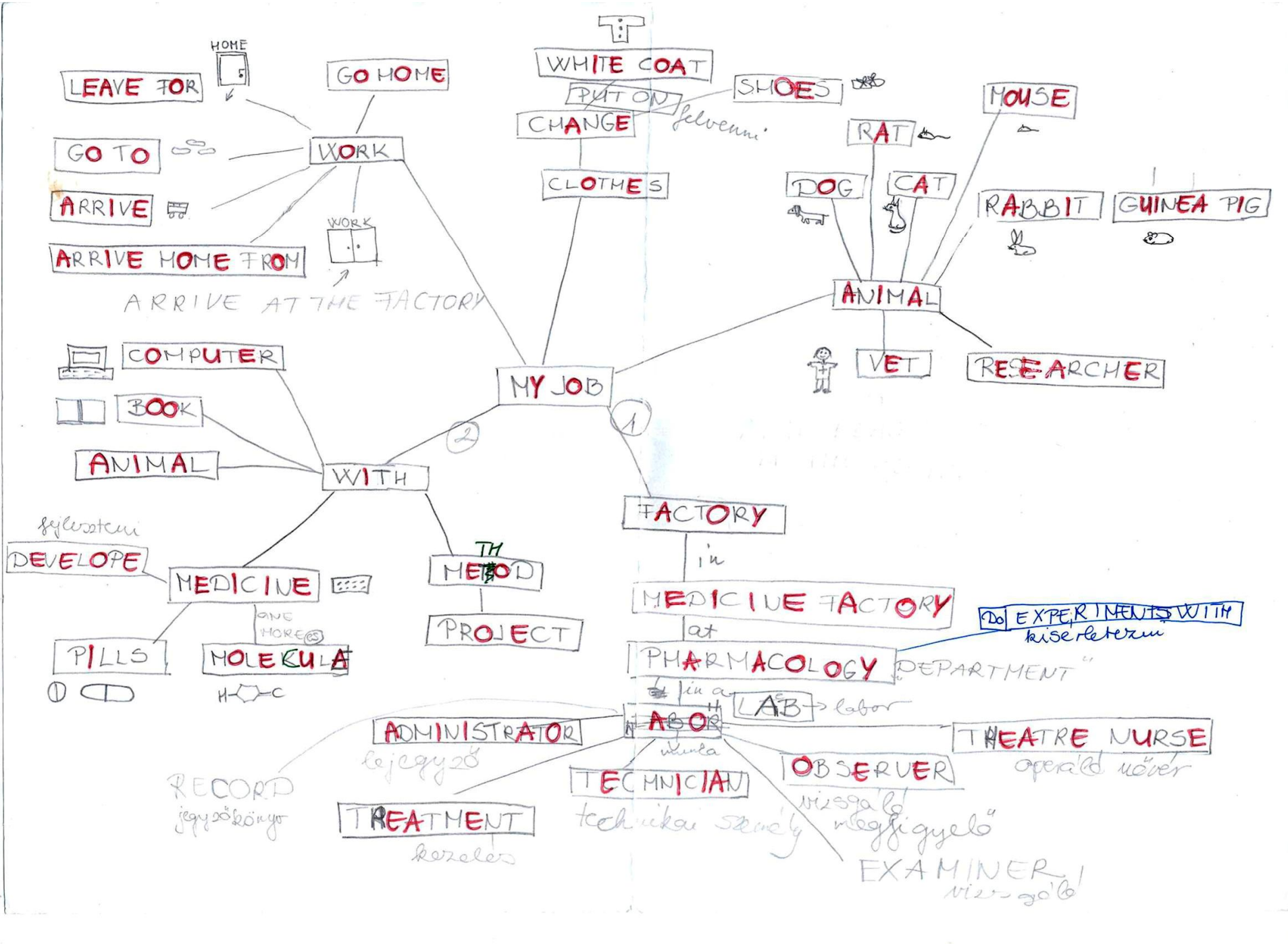
- The use of capital letters in the vocabulary notebook
- **COLOURCODING** of vowels & consonants (Hodge, 1998)
- Syllabification - **IM-PROVE, AD-VAN-TAGE**
- Explicit teaching of grapheme and phoneme correspondences (Nijakowska, 2001)
 - *rain complain, main, gain, day, way, may*
- Tracing letters in the air- **MESSAGE** (Nijakowska, 2001)
- Training the student to rely on pronunciation to avoid certain mistakes- *Ducht- Dutch, improving,*
- Decision about the importance of spelling

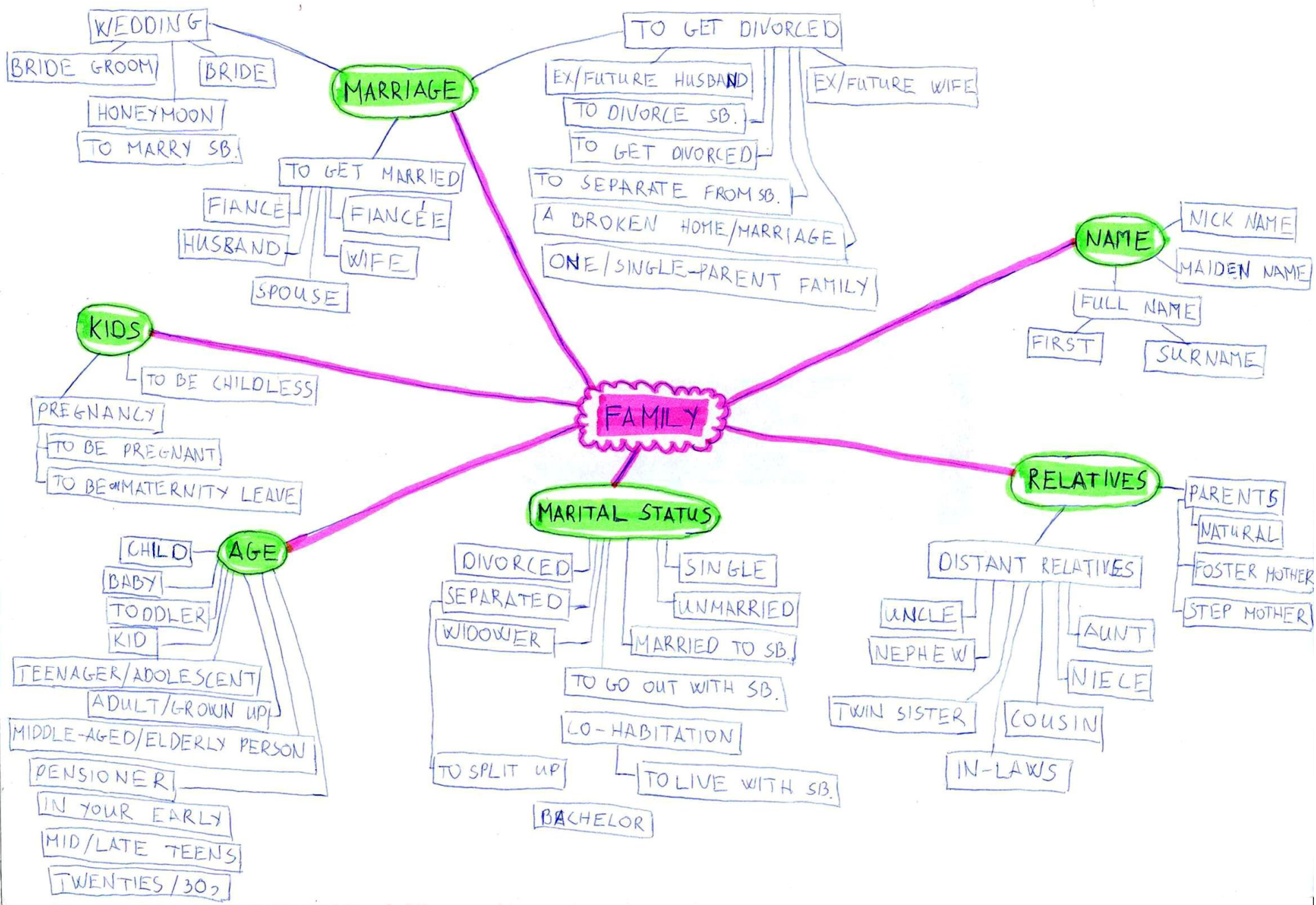
Techniques helping memorization of words

- Multisensory techniques
 - learning style-take advantage of their stronger learning channels, and also develops their weaker modalities
 - The use of a tape recorder-auditive learning style
 - Memory games - kinesthetic, visual, auditive
 - The preparation of drawings next to words (Robinson-Tait, 2003)



- Mindmaps- visual, holistic (Gyarmathy, 2001)

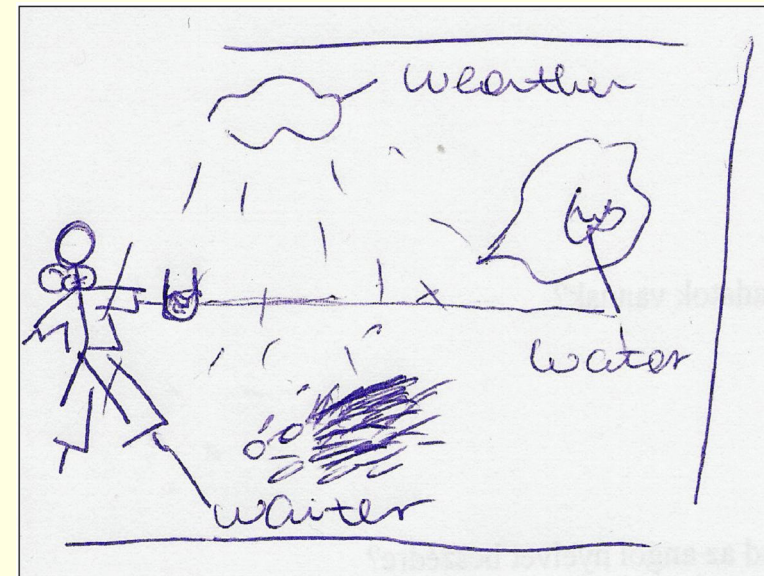




Mnemonic devices (Schneider & Crombie, 2003)

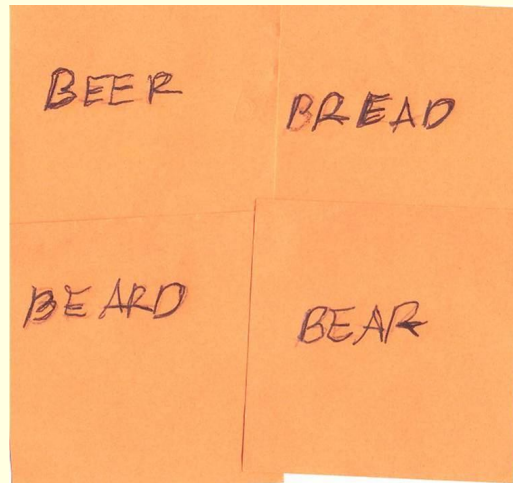
- Keywords: RAIN-COMPLAIN- He complained about the rain.
- Stories/dialogues incorporating problematic vocabulary

The little pink hedgehog
One day the **weather** was bad and the little pink hedgehog felt cold and it was thirsty. It met the **waiter**. He brought him a glass of **water**. The waiter let the little pink hedgehog to stay with him.



Techniques for avoiding the confusion of similar words

- relatively long intervals between similar words
- Extensive practice of similar words-
auditive, visual, kinesthetic
- e.g. : Identify the word you hear-in
isolation, in a sentence, in Hungarian



Techniques to avoid the memorization of misread word forms

- Pre-teaching of new vocabulary
- Pre-selection and discussion of difficult words

Conclusion

- Main problems:
 - Deep orthography
 - Confusion of similar words
 - Memorization of misread word forms

- Special techniques:
 - enhanced efficiency, a more enjoyable and less frustrating learning process
 - Multisensory techniques (learning style!)
 - Mnemonic devices
 - Special attention to similar words

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