

MENG103 Literacy Difficulties in the ELT Classroom

ECTS Value: 2 ECTS

Overall Objectives and Outcomes

This module will guide participants towards a better comprehension of different language learning difficulties. They will systematically explore strategies which address learning difficulties and facilitate language attainment. Course participants will address language learning difficulties in the plan, design and evaluation of a lesson and instructional material.

By the end of this module, the learner will be able to/exposed to:

Competences

- a. critically evaluate literature and research on language learning difficulties;
- b. reflect on prior professional practice in the light of current research on inclusion and differentiation;
- c. assess programmes and educational material that target learning difficulties.

Knowledge

- a. issues related to different language learning difficulties and inclusion;
- b. symptoms and signs of learning difficulties;
- c. classroom strategies that facilitate language acquisition for all learners, including scaffolding, adaptations and visuals;
- d. latest research on reading and writing intervention programmes, such as, synthetic phonics;
- e. research on ICT programmes that facilitate language acquisition.

Skills

- a. implement differentiated teaching;
- b. carry out accommodations of instructional material to facilitate language acquisition for students with language learning difficulties.

Assessment Methods

This module will be assessed through: Assignment.

Suggested Readings

Core Reading List:

1. Griffiths, M. (2002) Study Skills and Dyslexia in the Secondary School. A practical approach. London: David Fulton Publishers.
2. Turner, E. (2001) Dyslexia and English (Chap. 8, pp. 64 - 71). In L. Peers and G. Reid (Eds), Dyslexia - Successful Inclusion in Secondary School. London : David Fulton.
3. Inclusive Classroom. Prod. Teachers TV/UK Department of Education. 2005. Academic Video Online: Premium database. Alexander Street.
4. Using ICT. Prod. Teachers TV/UK Department of Education. 2006. Academic Video Online: Premium database. Alexander Street.
5. International Dyslexia Association. (2017) DITC Handbook. Baltimore. Retrieved 2018 from <https://dyslexiada.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>
6. OXSIT. (2015) Oxfordshire Literacy Difficulties Policy and Advice. Retrieved 2018 from <https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/LiteracyDifficultiesAdvice.pdf>

Supplementary reading lists:

1. Torgerson, C., Brooks, G. and Hall, J. (2006) A systematic review of the research literature on the use of phonics in the teaching of reading and spelling. Retrieved 2018 from [http://dera.ioe.ac.uk/14791/1/RR711 .pdf](http://dera.ioe.ac.uk/14791/1/RR711.pdf)