Case Study "Dyslexia"

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Abstract
In this case study, we will work in an inclusive way and in a particular case which is having in class a dyslexic student. In that sense, we will work cooperatively in small groups, giving them those roles according to Bale’s theory: scribe, time-keeper, leader, secretary. We will consider our curriculum for establishing those assessment criteria, the objectives the students will reached and the key competences developed along the sessions.

Keywords: dyslexia, inclusive, teaching-learning, case study, cooperative work, group roles, learner-centred

Título: Case Study "Dyslexia" (Supuesto Práctico).

Resumen
Tras plantear el supuesto práctico, contextualizado según el centro y el alumnado. Procedemos ha hacer un planteamiento para su resolución. Teniendo en cuenta de que no sólo hay una posible solución al mismo, planteamos la que nos parece más viable según las circunstancias particulares y la normativa vigente. Tras tener un anclaje curricular, hacemos un plan de trabajo que distribuimos en varias sesiones, introduciendo las metodologías inclusivas para el tratamiento de la diversidad.

Palabras clave: caso práctico, supuesto práctico, tratamiento inclusivo, interdisciplinar.

Taking into consideration this centre’s context, and in order to solve this case study, it is important to consider previously the current legislation as follows:

- Organic Law 8/2013 (LOMCE)
- Decree 104/2010, 29th July (diversity)
- Order 65/2015, 21st June (key competences)
- Royal Decree 1105/2015 (basic curriculum for CSE and Upper Secondary)
- Decree 315/2015, 28th August
- The Common European Framework of Reference for Languages (CEFR) (as learner of a language carry out tasks/communicative approach, action based approach, not passive)

Besides, there is a theoretical basis related to Topic 1 (The Development of Language Teaching: Current Trends in the Teaching of English as a Foreign Language. The Communicative Approaches), as well as a Methodological point of view will be taken into account, from which we can highlight the following:

- Bale’s Theory regarding small groups’ roles.
- Merrill’s five principles for learner centered instructional strategies.
- Bloom’s Taxonomy (classify learning objectives in order of complexity)
- Howard Gardner’s Multiple Intelligences
- Perkins’ routines and Swartz’s skills to promote critical thinking
- Johnson and Johnson’s Cooperative Learning.
- Roman Jackobson’s related functions of language, register and communicative purposes.
- Constructivism (meaningful learning, multiple intelligences, collaborative learning)
- Communicative Approaches: learner centered, task-based...
It is also important to bear in mind that this group is a 3rd CSE and as teenagers they have certain characteristics:

- Most of them are shy.
- They are not highly motivated in academic knowledge.
- They are interested in ICTs.
- They reach a new way of thinking: formal thinking.
- Important stage for the configuration of one’s own identity.

Thus, we will design a learning situation by considering what is stated before.

**Diagnosis:**

Our centre is placed in a populated area in the North of Tenerife, so their families will be working mainly in the service sector related to tourism or in agriculture.

As a consequence of the economic depression, there has been an increasing population from Europe (Eastern countries) and South America. The Canary Islands have been closely related to countries such as Venezuela or Cuba for centuries, being Canary people the first to emigrate in search of work and better way of living. There are also Chinese students as this country has spread commercial links to Europe.

Besides, our students’ families have not a very high level of studies and perhaps due to their working conditions (changing working shift), they are not very much engaged in school activities.

In our class group, we have 31 students which is not a small group, but they are not too many if we consider the fact of having more than 31 in many schools of our Canarian Community.

The fact of having a dyslexic student at class is not uncommon as according to Decree 104/2010 form 29th July, we will attend diversity at class by giving these students the accommodation. Anyhow, we will consider this Special Educational Needs’ student when designing our learning intervention.

The three sessions are graduated from the simplest to the most complex and we also consider the fact of being in the 1st ter, pf the year in order to revise some contents at the very beginning.

In the **first session**, we will have a "warming up" activity which is a brainstorming. This activity is related to the achievement of criteria 6 ("understanding the general sense of a text...") Here there is also a close connection to Topic 28 (Linguistic Macrofunctions to Express Usual Communicative Intentions: Initiating and Maintaining Social Relationship; Giving and Asking for Information...)

Thus, we will give them different texts from different sources and they have to guess which headline or title would be the most appropriate for each one. Related to the subject matter, we will choose "Environment" (cross-curricular topic). In this first session, they will know the final task which is the elaboration of a text (Criteria 6,9) titled "Recycling Drive". In this session they will work individually in the classroom. As we have a dyslexic student we will give him/her a laptop as it is easier for him/her to write with the help of a computer (giving the option of changing types of fonts, e.g sans serif).

In the **second session** we will divide the class into groups of four, to analyse the given environmental situations: our school ground, our park, streets, beach). They are given different charts and pictures with information. We take into account Bales’s Theory of group formation and roles: secretary, scribe, time keeper and speaker. (Being the dyslexic student the secretary with his/her laptop in his/her group) after analysing the information, they have to write a short text to be posted on the e-twinning Space next session.

The **third session** will be held at the computer room as they have to post their writing on the Internet. They have to bear in mind that they have to be critical as well as give a solution to the problem: eg recycle aluminium cans.

They are given this example to motivate them not only to recycle, but also they will help the school community and their own town. Besides, we can also see the possibility of earning some money when giving all the recollected cans to a recycling platform. The earned money will be given to a NGO (e.g. "Cáritas") This is the **final task**, and they will have a diary.
to write down notes about the process. (Service-Learning) The final task is this diary of the process: research, examples, questionnaires, brief summary of the situation, the written solution... This product can be done both print and digital.

Regarding the key competences we will develop through the achievement of the objectives, we will name the following ones: Linguistic Competence, Digital Competence, Learn to Learn and Autonomy.

The Digital Competence is of a great relevance, not only because it helps us to foster autonomy, but also because it promotes integration and cooperative work. This fact is important as we have a dyslexic student at class. In this sense we will provide him/her with a computer or laptop as it is stated before and to use an on-screen keyboard. He/she will do most of activities at the computer.

Regarding teaching techniques employed to help this student, we can do the following accommodations:

- Give step-by-step instruction (oral and written)
- Stick to consistent daily routines.
- Use small group teaching.
- Provide notes from the lesson.
- Review skills daily.
- Pre-teach new important concepts.
- Provide him/her extra time for reading and writing.
- Provide different ways to respond, like saying the answer, having larger spaces for writing, or circling an answer instead of filling the blank.

Regarding those block of contents linked to the criteria 6, 8 and 9, we are working with Block IV: Production of written texts (expression and interaction)

We have to say that in this learning situation/intervention, students will be motivated as it is a familiar topic, they will be aware of the importance of being environmentally friendly. As a consequence of being a service-learning project, they will consider the importance of helping others.

In this sense, it could be a good way of having their families engaged in this project as they can collaborate.

It is also an interdisciplinary task because there is a close connection with other subjects such as Science.

Regarding the methodology used, we have to say that cooperative learning (Johnston and Johnston) is used to foster:

- Positive interdependence: share goals, rewards, sources...
- Individual accountability: responsibility for own and group’s learning.
- Promotive face-to-face interaction.
- Collaborative skills: decision making, trust,...

We also based our design in constructivism as it promotes social and communication skills by creating a classroom environment that emphasizes collaboration and the exchange of ideas.

Finally, by this learning situation we are promoting learner-centered teaching:

- Engages students in the learning process.
- Includes explicit skill instruction.
- Encourages students to reflect on what they are learning and how they are learning it.
- Motivates them.
- Encourages collaboration.
**Bibliography**

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**Legislative Framework**

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- LOE 2/2006, 13th December
- Decree 315/2015, 28th August 2015 (BOC 169, 31st August)
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