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Colloquium on Specific Learning Differences

24 - 25 November, 2018

DARE TO BE DIFFERENT: LEARN - DEVELOP - SUCCEED

Plenary Speakers

Rachael Harris

Bimali Indrarathne

Judit Kormos

Anne Margaret Smith

Dina Tsagari

Venue

New York College
286 Thessalonikis st.
Kallithea, 17778, Athens



Registration
starts at
09:00

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PLENARY PRESENTATIONS



**Anne Margaret
Smith**

Saturday, 24/11, 10:15 - 11:15 (A1)

"Identifying the needs of learners with specific learning differences"

It is not always easy to be sure if a learner's difficulties are due to a cognitive difference, such as dyslexia, or if there are other barriers to learning. This is particularly the case if the learners – or the parents – are reluctant to undertake a formal assessment. However, it is very important that teachers find out as much as possible about our learners, so that we can decide the best way to teach them. In this session, we will look at some simple activities that can be done in class, or in a 1:1 situation, to explore which aspects of learning may be more difficult for learners.

These are activities that are independent of first language or second language proficiency and can be combined to create a comprehensive picture of the learner's cognitive profile.

Saturday, 24/11, 14:30 - 15:30 (A1)

"Assessment and Testing of L2 Students with SpLDs"

The population of students around the world these days is becoming increasingly diverse, both culturally and linguistically. The numbers of children diagnosed with specific learning differences, SpLD (e.g. dyslexia, dyspraxia, dyscalculia, Attention Deficit and Hyperactivity Disorder) and the number of students enrolled in special education are steadily increasing. This situation has placed an emphasis on appropriate teaching and assessment provision. These issues are of particular concern to second or foreign language teachers (Kormos and Smith, 2012; Nijakowska, 2010) and test providers (Taylor, 2012; Tsagari and Spanoudis, 2013) who are very often faced with the challenge of having to offer special arrangements (accommodations) to second language (L2) learners with SpLDs. The presentation summarizes current discussions and research findings in the field of language assessment for L2 learners with SpLDs, and identifies key stakeholders who are closely connected to successful assessment and discusses their obligations and responsibilities. The presentation also identifies good practices and issues for improvement in both external and classroom-based assessment that are in need of attention. Finally, the presentation offers examples to practitioners and suggestions to future researchers as to the areas for improvement of assessment of L2 learners with SpLDs.



Dina Tsagari

Saturday, 24/11, 17:00 - 18:00 (A1)

"Principles of Inclusive Language Teaching Task Design"



Judit Kormos

The design of teaching materials constitutes an important part of language teaching as they serve as drivers of the learning process. Publishers and teachers, however, often lack awareness and skills of how to make language learning tasks inclusive and dyslexia-friendly. Guidelines for teachers often concentrate on formatting and layout only and fail to take into account how specific learning difficulties influence language learning. In this talk I will outline the key principles of designing inclusive teaching materials that are engaging and enhance second language development. Based on recent experiences in a collaborative European Union funded project, I will also discuss what obstacles material designers might face when developing dyslexia-friendly digital learning tasks and how these can be overcome. The presentation will conclude with demonstrating some successful example tasks from the Digital English and German task bank for dyslexic language learners.

PLENARY PRESENTATIONS



Rachael Harris

Sunday, 25/11, 10:00 - 11:00 (A1) “Every ELT Teacher is a Teacher of Inclusive Practices”

Just as the British Department of Education's 2015 Code of Practice states that every teacher is a teacher of pupils with SEND (Special Educational Needs or Disabilities) it seems that every ELT teacher is too. This plenary will introduce various teaching methods that encourage Inclusive Practices and demonstrate how language teachers are already well on the way to being teachers of SEND.

Sunday, 25/11, 13:45 - 14:45 (A1)

“Working Memory Abilities, Language Learning and Dyslexia”

Dyslexia is categorised under Specific Learning Differences (SpLDs) and it mainly affects language learning (Kormos & Smith 2012). One common feature observed among dyslexic learners is their poor working memory (WM) capacity. This can lead to learners easily getting distracted, being reserved in group tasks, forgetting part or all of the instructions, avoiding answering questions and struggling with complicated tasks (Gathercole & Alloway, 2007). Recent empirical evidence on second/foreign language acquisition also indicates that learners with poor WM abilities struggle in processing novel language input (e.g., Indrarathne & Kormos, 2018). In this talk, I will summarise recent research findings on how WM influences language acquisition and explain how these findings are relevant to understanding language learning abilities of dyslexic learners. Then I will discuss some techniques that teachers can use to identify memory issues among learners and strategies that can be used in classroom contexts to help learners with poor WM abilities.




Bimali Indrarathne

SOCIAL PROGRAMME

Don't miss the Colloquium Party!

Saturday, November 24th
19:15
Café & Exhibition Area (1st Floor)

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POGRAMME OVERVIEW

SATURDAY, 24 NOVEMBER, 2018

09:00 Registration (Ongoing throughout the Colloquium)		
10:00 - 18:00 Exhibition (Café & Exhibition Area - 1st Floor)		
10:00	Welcome / Opening Remarks Lilika Couri (TESOLGreece Chair) Sylvia Karastathi (New York College) Anne Margaret Smith (IATEFL IP&SEN) Anastasia Metallinou (TESOL Greece SpLds SIG)	
10:15 - 11:15	Plenary Presentation (Room A1 - Ground Floor) Anne Margaret Smith "Identifying the needs of learners with specific learning differences"	
11:30 - 12:15	Room A1 (Ground Floor)	Room K.2.2 (2nd Floor)
	Multisensory instruction in the EFL classroom: Exploring the power of the senses! Katerina Mantadaki	Implementing visual-based instruction in reading and writing tasks for students with high functionality Autistic Spectrum disorders in an inclusive EFL classroom. Katerina Davari
12:30 - 13:15	Room A1 (Ground Floor)	Room K.2.2 (2nd Floor)
	Autism speaks via Poetry In Motion: Creating Miracles. Vasiliki Mandalou	How to teach students with visual impairment Klodian Papajorgjiu
13:15 - 14:15	LUNCH BREAK	
14:30 - 15:30	Plenary Presentation (Room A1 - Ground Floor) Dina Tsagari "Assessment and testing of L2 students with SpLDs"	
15:45 - 16:45	Commercial Presentations Rooms K.2.1 (2nd Floor) - K.2.2 (2nd Floor) - A1 (Ground Floor)	
17:00 - 18:00	Plenary Presentation (online) (Room A1 - Ground Floor) Judit Kormos "Principles of inclusive language teaching task design"	

PROGRAMME OVERVIEW

SATURDAY, 24 NOVEMBER, 2018

18:15 - 19:00	Room A1 (Ground Floor)	Room K2.2 (2nd Floor)
	Selecting, Adapting and Designing ELT Materials for Learners with Dyslexia Jon Hird	Using Augmented (AR) and Virtual Reality (VR) in the language classroom Christos Sotiropoulos
19:15	Colloquium Party New York College, Café and Exhibition Area (1st Floor)	








SUNDAY, 25 NOVEMBER, 2018

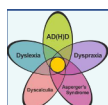
09:00 Registration (Ongoing throughout the Colloquium)			
10:00-15:00 Exhibition (Café & Exhibition Area - 1st Floor)			
10:00 - 11:00	Plenary Presentation (Room A1 - Ground Floor) Rachael Harris "Every ELT teacher is a teacher of Inclusive Practices"		
11:15 - 12:00	Room A1 (Ground Floor)	Room K.2.2 (2nd Floor)	
	"It's as simple as ABC" – or is it not? " Lilian Stathi	"Handwriting and Letter Formation for Students with Dysgraphia " Tyna Constantopoulou	
12:00 - 12:30	COFFEE BREAK		
12:45 - 13:30	Room A1 (Ground Floor)	Room K.2.1 (2nd Floor)	Room K.2.2 (2nd Floor)
	Let's do it differently! Feel it, touch it, learn it Antonios Gatsotis	How does it feel to be 'different'? Mandy Pistikou	Literacy Skills: Typical ESL Development & SLD Indicators Alexandra Valtzidou
13:45 - 14:45	Plenary Presentation (Room A1 - Ground Floor) Bimali Indrarathne "Working memory abilities, language learning and dyslexia"		
15:00	Closing Remarks		

COMMERCIAL PRESENTATIONS

15:45 – 16:10 Room K.2.1 (2nd Floor)	“Wonder is the beginning of wisdom!” - i Wonder, the bright new Express Publishing course for Primary learners will bring wonder to your Junior classes! Do not miss the chance to meet ROLO, the first Augmented Reality app for EFL learners. Express Publishing
15:45 – 16:10 Room A1 (Ground Floor)	ESB Europalso
16:15 - 16:30 Room A1 (Ground Floor)	Hamogelo Tou Paidiou
16:15 – 16:40 Room K.2.1 (2nd Floor)	“Digital nois” model: An innovative approach to academic writing Dr. Anna Bougia, Academic Coordinator for Postgraduate Studies New York College, Athens
15:45 – 16:10 Room K.2.2 (2nd Floor)	ENGLISH SOUNDS FUN; Ready, Steady, Go! English Sounds Fun is a dyslexia-friendly method, accessible to all learners. This session introduces the innovative features of this holistic programme that allow all students to enjoy learning English, while developing firm foundations for progress towards proficiency. Level: A1 and A2 Presenter: Dr Anne Margaret Smith
16:15 – 16:40 Room K.2.2 (2nd Floor)	Iliaxtida (Non-Profit Organization)

ALPHABETICAL INDEX OF EXHIBITORS

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ALPHABETICAL INDEX OF PRESENTERS

Tyna Constantopoulou

Sunday, 25/11, 11:15 - 12:00 (K.2.2)

"Handwriting and Letter Formation for Students with Dysgraphia"

The presentation will include an intro to dysgraphia (terminology, types, and symptoms) and will move on to highlight the importance of teaching proper letter formation emphasizing how to do so (types of resources and means) via showing photos of actual tasks/activities, evaluating them and making suggestions for improvement.

Tyna Constantopoulou has a BA in English Lang and Lit and a MEd in SpEd. She teaches students with SEN.

Katerina Davari

Saturday, 24/11, 11:30 - 12:15 (K.2.2)

"Implementing visual-based instruction in reading and writing tasks for students with high functionality Autistic Spectrum Disorders (ASD) in an inclusive EFL classroom"

The inclusion of students with high functional autism in the general EFL educational environment has challenged educators. How can educators render writing and reading tasks pragmatically meaningful to students with Autistic Spectrum Disorders (ASD)? This workshop aims to show how visual-based instruction with the aid of ICT can foster students' pragmatic understanding.

Katerina Davari holds two Bachelor degrees in English and French language and literature. Her scientific interests lie in inclusive instruction and sociolinguistics.

Antonios Gatsotis

Sunday, 25/11, 12:45 - 13:30 (A1)

"Let's do it differently! Feel it, touch it, learn it"

This presentation focuses on introducing alternative ways of teaching English as a foreign language to students with special educational needs. The key principle of this approach is the material and lesson management through multi-sensory techniques so that the students can be active members of the teaching/learning process.

Antonios C. Gatsotis, English teacher, MA in Special Education. He teaches English as a foreign language to students with special educational needs, cooperates with special education centers and foreign language schools, works on interventional-teaching methods for students with learning difficulties and focuses on differentiated multi-sensory teaching approach.

Jon Hird

Saturday, 24/11, 18:15 - 19:00 (A1)

"Selecting, Adapting and Designing ELT Materials for Learners with Dyslexia"

In this practical workshop, we will consider implications for the selection and design of materials such as texts, exercises and tests suitable for dyslexic learners of English. We will look at examples of available dyslexic-friendly ELT materials and will consider how we can adapt existing materials and produce our own.

Jon Hird teaches English at the University of Oxford and is a teacher-trainer and an ELT materials writer.

ALPHABETICAL INDEX OF PRESENTERS

Vasiliki Mandalou

Saturday, 24/11, 12:30 - 13:15 (A1)

"Autism Speaks via Poetry in Motion: Creating Miracles"

How can we help our autistic learners learn? How can the notion of 'Poetry In Motion' successfully apply to their needs? This presentation of twelve years active and practical personal research will help learners, teachers and parents unlock hidden keys and provide the best possible learning quality.

Vasiliki Mandalou Philology, Philosophy, Literature teacher. Msc on Mental health learning difficulties. Projects "Poetry In Motion speaks for Autism", "Philosophy for children"

Katerina Mantadaki

Saturday, 24/11, 11:30 - 12:15 (A1)

"Multisensory instruction in the EFL classroom: Exploring the power of the senses! "

Every brain is 'wired' differently. Multisensory instruction teaches to more than one sense at a time. This ensures that students engage with the material in more than one way, to make connections and learn concepts. The more our senses are engaged the more easily learning can occur.

Katerina Mantadaki, O.TR., has been working as a Teacher & Teacher Trainer for more than 20 years. She holds a BA in Occupational Therapy and a PgCert in Teaching Foreign Languages to students with Dyslexia and other SEN.

Klodiana Papajorgjlu

Saturday, 24/11, 12:30 - 13:15 (K.2.2)

"How to teach students with visual impairment"

Students with special educational needs meet barriers of all types, especially those with visual impairments. Visual impairment has an effect on educational progress, social interaction and student's self-esteem. With the appropriate support and teaching techniques we can minimize the impact of the factors we mentioned above. Learning knows no boundaries. Embrace every single child and their differences

Klodiana Papajorgjlu is an English Language teacher and a Special Educator. She has an MA in Special Educational Needs and a Braille certification.

Mandy Pistikou

Sunday, 25/11, 12:45 - 13:30 (K.2.1)

"How does it feel to be 'different'?"

How does it really feel to be 'different'? Is it a 'curse' or a 'blessing'? Does it influence only the individual or the whole group? What are the emotional and social consequences for everyone involved in the educational process? Are there any consequences in the Society in general?

Mandy Pistikou loves Young Learners and Children with Learning Differences. She attended a course on Dyslexia (Lancaster University) among others.



ALPHABETICAL INDEX OF PRESENTERS

Christos Sotiropoulos

Saturday, 24/11, 18:15 - 19:00 (K.2.2)

"Using Augmented (AR) and Virtual Reality (VR) in the Language Classroom"

Virtual and Augmented Reality are taking over the classrooms in the whole world. They offer a fresher approach to teaching any subject. This presentation will look into and demonstrate how VR and AR can be used to assist SpLDs learners and their teachers offering new ways to motivate and enhance their learning.

Christos Sotiropoulos is a language teacher, school owner, digital course designer and an educational technologies specialist.

Lilian Stathi

Sunday, 25/11, 11:15 - 12:00 (A1)

"It's as simple as ABC" – or is it not?"

Is the process of learning the alphabet as simple as many people think? Do children effortlessly learn the associations between letter names, letter sounds and their corresponding letter shapes? Why is well-developed alphabet knowledge important and how long should it take to teach the alphabet?

Lilian Stathi has specialized in teaching English to dyslexic learners (MA TESOL). She is a teacher at the British Council.

Alexandra Valtzidou

Sunday, 25/11, 12:45 - 13:30 (K.2.2)

"Literacy Skills: Typical ESL Development & SLD Indicators"

ELLs with learning difficulties (LD) represent a large part of the school population. Yet statistically they are often under-identified as sometimes the characteristics of typical ELLs look similar to the learning differences experienced by students with LD. The current presentation will focus on how ELL students with LD differ from typically developing ELLs in several areas of language development and skills, whilst providing real work samples from ELL and ELL with LD students.

Alexandra Valtzidou was raised in Australia. She holds a BA in Psychology, a BA in Special Education, a PgC in Health Science and a MSc in Special Education, specialising in LD and Bilingual Education. Alexandra is currently the Learning Specialist at Pinewood American International School of Thessaloniki.

USEFUL INFORMATION

Getting to the Venue:

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