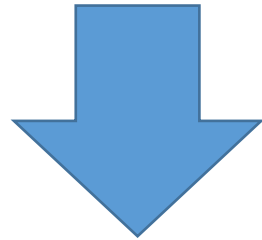


Understanding and Working with Adult Students with Different Learning Needs

By Mara Temi

What's SpLD?

Different Learning Needs



SpLD (Specific Learning Differences) > more inclusive term as 'different' acknowledges "barriers and differences [that] can result in very real experiences of difficulties in the classroom" (Kormos & Smith, 2012).

SpLD Learners can suffer from...

- **Dyslexia** > cognitive developments difference that affects working memory, phonological awareness, and speed of processing.
- **Dyspraxia** > can affect motor skills as it makes it difficult for people to plan and sequence everyday movements.
- **Dysgraphia** > difficulty in producing legible and coherent written text, but other language skills aren't affected.
- **Autism Spectrum Condition** > difficulties in social interaction and social communication; limited or repetitive patterns of behavior/interests; increased sensitivity to the environment.
- **ADHD** > attention deficit hyperactivity disorder which makes it difficult to focus and maintain attention, and to control excessive energy.

So how can we help these learners achieve their language learning goals?

- 1. By applying differentiation principles to our teaching, the learning materials and the tasks used in class.**
- 2. By creating a safe environment for learning by working collaboratively as a whole class**
- 3. By facilitating communication amongst students (between themselves and with the teacher).**
- 4. By using multisensory and multimodal activities and techniques to foster learning.**
- 5. But most importantly... by listening to your SpLD learners and getting their own feedback on class work and their feelings towards the learning process.**

1. Multisensory Activity : Task-based Cooking

Student
chef

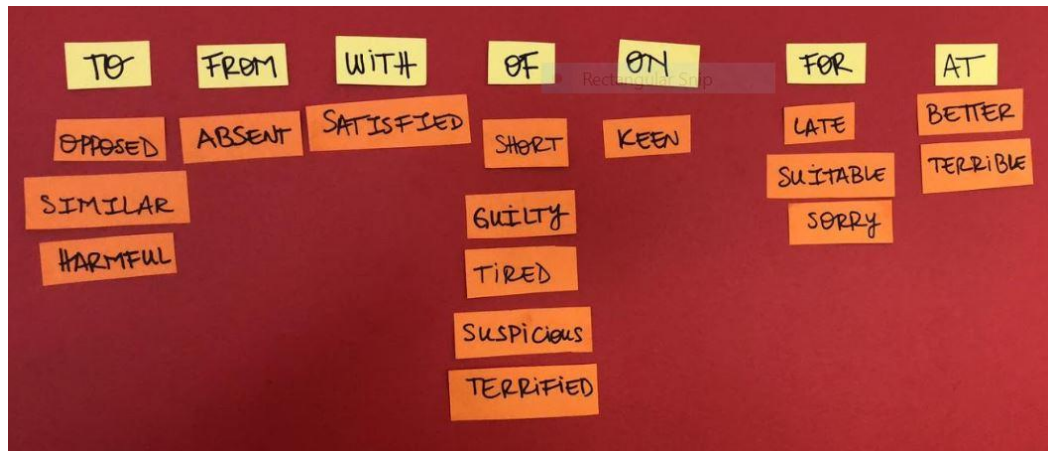
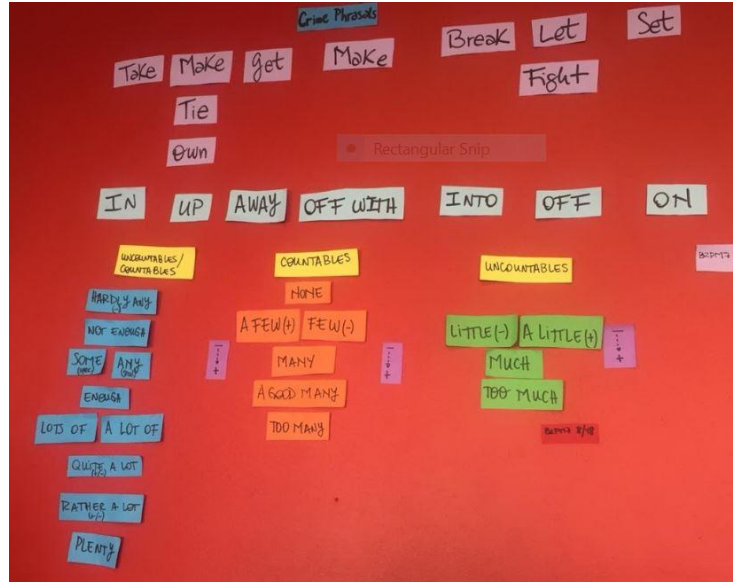


- By working collaboratively and exploring a variety of senses one can:

- a) increase number of routes to access working memory
- b) increase potential for learner engagement.

Multisensory Activities allow SpLD learners to work no one task, rather than simultaneous ones.

2. Visual Organisers: Grammar and Lexis



- By classifying and categorising language one can:
 - a) Show relationship between ideas.
 - b) Summarise concepts and facts.
 - c) Helps retain concepts by color-coding decision making processes.
 - d) Aids in retention of spelling and pronunciation.
 - e) Allows for constant revision.

3. Physical Interaction: The Coffettini Mafia Court Case



- Using drama, role plays, etc. allows learners to:
 - a) Experience first hand the target language by setting up a clear context where it'd be used.
 - b) Aids working memory by making connections in concepts that belong to a series of events (trial-innocent-guilty-jury-judge).

4. Board, Reading Texts: If the world isn't black and white, then our work shouldn't either



- Categorising board work by colours, and encouraging SpLD learners to do so themselves when they write or when they read helps them to:
 - a) Break down what they're reading/writing into smaller units.
 - b) Focus on one task.
 - c) Compartmentalise knowledge.

**“If you can do it, I can
do it.**

**Just give me more
time”**

Jhon, B2 Student

Any Questions?

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