

Identifying SpLDs in English language learners

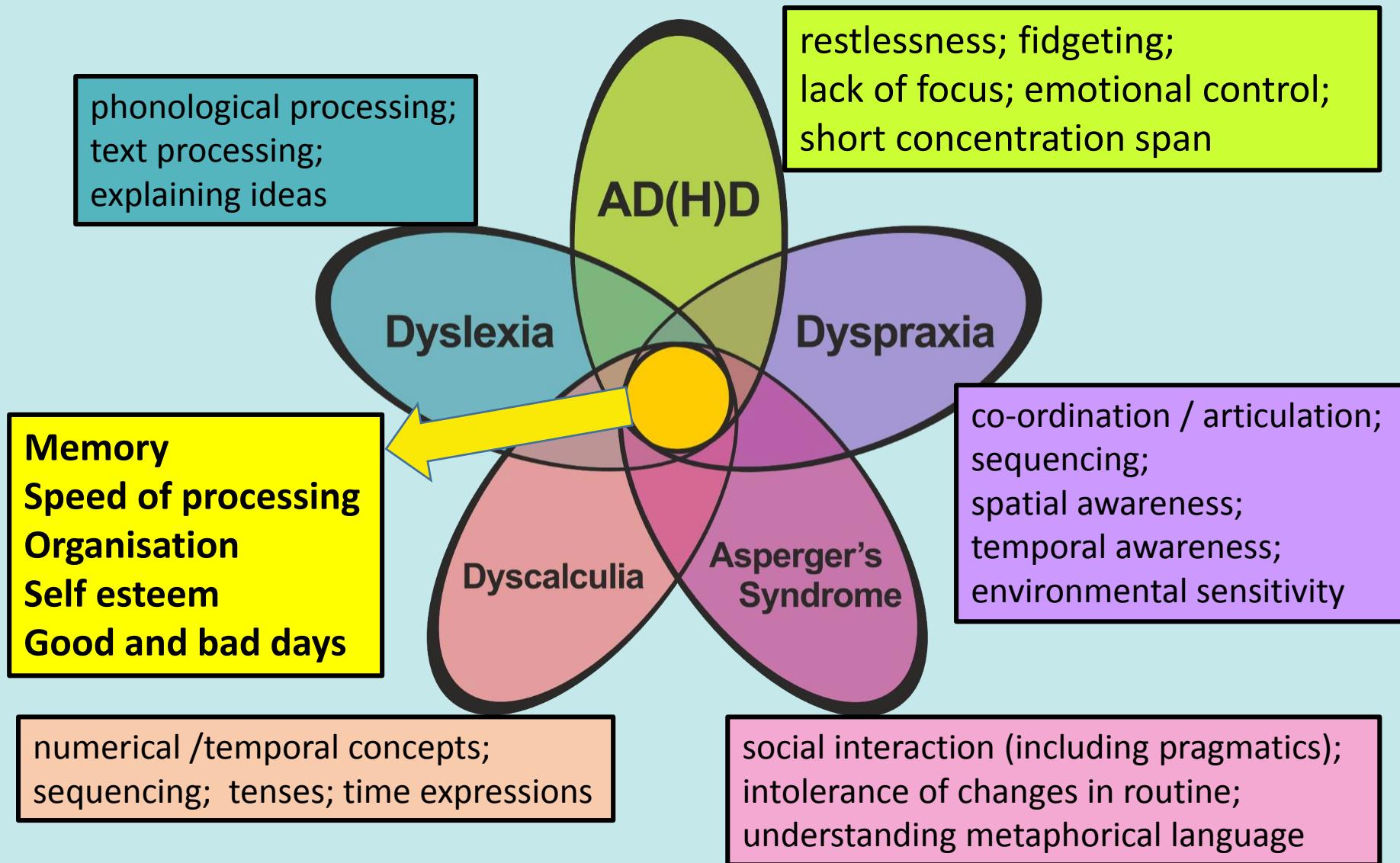
Dr. Anne Margaret Smith

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Co-occurrence



We need to consider:

- the student's background
- literacy development
- memory
- speed of processing
- phonological processing
- the student's background

Observation

Observation

**Screening
conversation**

Screening conversation

- general situation at home
- learning English
- learning other subjects
- early years and development

Interventions

- eyesight / hearing
or other health check?
- counselling for trauma
or family upheaval
- make use of existing strategies

Evaluating Literacy Practices

Literacy practices

- Writing in the student's first / strongest language
- Reading in the student's first / strongest language
- Scanning

Writing in L1

Writing in Polish

Počátky plánování přechodů v Polsku do Anglie
Přechodové parkoviště v Polsce se nachází vzdále zhruba 20 km
do hranic s Anglií i geograficky v místech jazyka anglického.
Přesný rozsah působnosti je však významně omezen
jednou vlastností týkající se jízdy vozidel silničního provozu
také vnitřní i mezinárodní. Doprava však
na železničních tratích je významně rychlejší
a bezpečnější. Z důvodu těchto obecných
faktorů bylo v Polsku vypracováno několik
dokladů a zpráv, kterémi se vysvětluje možnost
rozvoje vnitřního provozu vozidel silničního provozu v Anglii
v rámci vnitřního dopravního systému. Tento výzkum
byl významný pro analýzu problematiky
týkající se plánování vnitřního provozu.
Přesná data do této významnosti vznikly v Blackpoolu
(jedná se o celkovou výšku významnosti v Anglii) a byly
vydány v roce 1990. Tato významnost je významná vzhledem k
významu obnovy vnitřního dopravního systému v Anglii.

Writing in Chinese

我于出生。我有一个妹妹。我岁结婚。现在有二个小朋友。一个女一个男。个女岁半。个男岁半。我先生的工作是厨师。我是一个家庭主妇，在家照顾小孩子。我们一家四口在英国生活。我个女嘴小学一年级。个儿子去托儿所。我去学校学英语。其实我以前这样都不想到会向英国生活。我在英国已经差不多四年。这四年我学到好多。由什么都不懂到现在基本什么都懂。我最希望是我老公开的外卖档生意蒸蒸向上。我的小朋友听教导话。阿妈身体健康。阿妈可以过来帮我。

Writing in Thai

Writing in Kurdish

بـنـادـعـهـ خـواـيـ بـرـجـوـنـهـ نـاـمـهـ زـيـانـهـ حـادـرـهـ لـلـكـورـهـ مـسـائـهـ
هـنـاهـهـ فـلـانـهـ نـوـرـهـ دـهـهـ تـرـيـعـهـ نـزـيـلـهـ دـتـيـعـهـ بـرـكـوـلـيـزـهـ
هـنـادـلـمـهـ نـوـرـهـ خـفـقـهـ لـلـكـوـلـيـزـهـ بـلـامـهـ بـلـيـاتـيـانـهـ لـلـخـفـقـهـ مـلـهـ سـيـامـهـ
نـزـلـيـزـهـ كـاـجـ دـهـيـعـهـ بـلـامـهـ نـزـيـلـهـ بـلـيـاتـيـانـهـ بـلـيـاتـيـانـهـ
هـهـ لـجـمـهـ خـوـرـهـ كـيـيـسـهـ بـلـيـاتـيـانـهـ بـلـامـهـ دـهـيـعـهـ هـيـعـهـ بـلـيـاتـيـانـهـ
نـمـكـرـهـ وـرـوـهـ تـاـكـهـ تـاـدـاـيـكـ وـبـاـوـكـ فـتـرـمـهـ نـمـمـ بـلـيـيـهـ وـهـ
وـهـ خـوـشـلـهـ وـبـرـلـاـشـهـ فـتـرـمـهـ نـمـمـ بـلـيـيـهـ اـيـتـهـ تـاـهـهـ بـلـيـيـهـ
هـنـاهـهـ خـوـقـهـ دـهـيـعـهـ نـوـرـهـ كـاـجـزـهـ دـيـنـهـ بـلـامـهـ نـادـلـمـهـ نـوـرـهـ وـوـلـهـ
فـتـرـمـهـ بـلـامـهـ خـيـلـيـهـ كـهـ رـيـعـهـ دـوـرـهـ الـلـهـ كـيـيـهـ
هـنـلـهـ هـوـلـهـ دـهـزـيـلـهـ بـلـامـهـ خـيـلـهـ هـوـلـهـ نـاـخـفـهـ بـلـامـهـ
خـيـلـهـ بـلـامـهـ بـلـامـهـ بـلـامـهـ بـلـامـهـ بـلـامـهـ بـلـامـهـ بـلـامـهـ
نـوـرـهـ بـلـامـهـ كـهـ هـنـاهـهـ نـوـرـهـ فـتـرـمـهـ بـلـامـهـ بـلـامـهـ بـلـامـهـ
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Interventions

- different pen / pen grip
- letter formation practice and guidelines for spacing / margins
- planning strategies
- use of a word processor
- speech to text

Reading in L1

Scanning

PRACTICE

Find these ‘words’ and highlight them in the text:

- 1) ☽
 - 2) ☀□
 - 3) ☀☽☽

PRACTICE

Find these ‘words’ and highlight them in the text:

- 1) 
 - 2) 
 - 3) 

PRACTICE

❀ ≈) ◆ ♦ .) . ≈ □ □ ≈ ™ ♦) ™ ™ . ♦ ™ □ ♦) □ ■
□ × ♦ ≈ ™ . ● □ ■ ≈ ™ □ ♦ ™ ♦ ♦ □ ≈ ™ ● □
≈ □ ♦ ≈ ™ ♦ ♦ ≈ ™ ≈) ≈ ™ ≈ □ × ≈ □ ♦ .
♦ □ ≈ ™ ≈) ≈ □ ♦ ♦ ♦ .

Find these ‘words’ and highlight them in the text:

- 1) ≈
- 2) ≈
- 3) ≈

PRACTICE

Find these ‘words’ and highlight them in the text:

- 1) 
 - 2) 
 - 3) 

PRACTICE

Find these ‘words’ and highlight them in the text:

- 1) ☽
 - 2) ☯□
 - 3) ✕☒Ⓜ♾

PRACTICE

Find these ‘words’ and highlight them in the text:

- 1) ☽
 - 2) ՚▢
 - 3) ✕՞՞՞

PRACTICE

Find these ‘words’ and highlight them in the text:

- 1) ☽
 - 2) ☀
 - 3) ✕

PRACTICE

Find these ‘words’ and highlight them in the text:

- 1) ☽
 - 2) ☀
 - 3) ✕

ANSWERS

Find these ‘words’ and highlight them in the text:

- 1) ☽
 - 2) ☀□
 - 3) ☀☽☽

Scanning

To do this task, we need:

- good visual discrimination
- speed of visual processing
- short term visual memory
- tracking
- sequencing
- study strategies

Interventions (1)

- different coloured paper / text window / reading ruler
- different fonts / spacing
- specific input on breaking words into morphemes

Interventions (2)

- common sight-word practice
- paired reading
- holistic reading techniques
- screen reader

Assessing memory

Aspects of memory

Short term

Working

Long term

Aspects of memory

Short term
Working
Long term

Auditory
Visual

**Auditory
memory**

Auditory memory

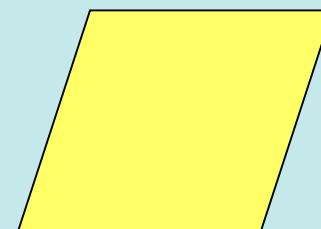
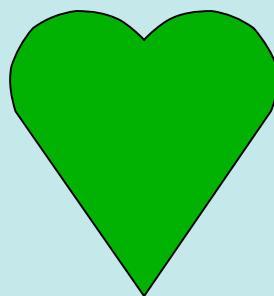
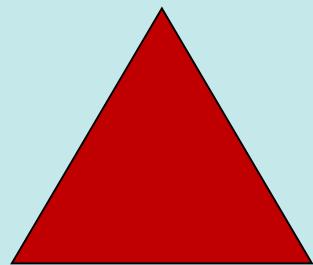
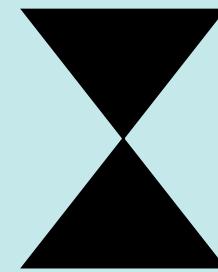
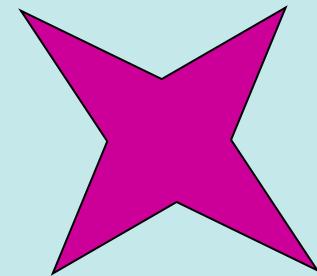
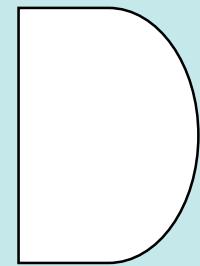
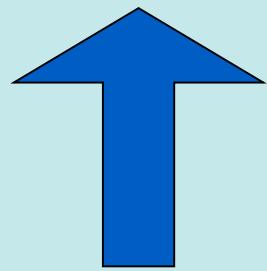
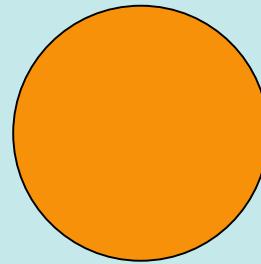
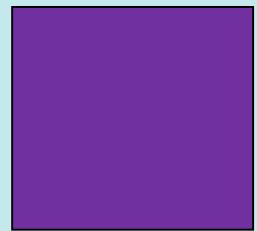
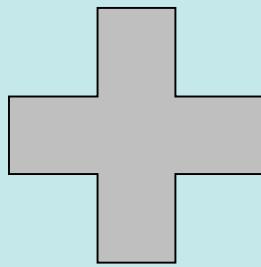
The student chooses
the test items.



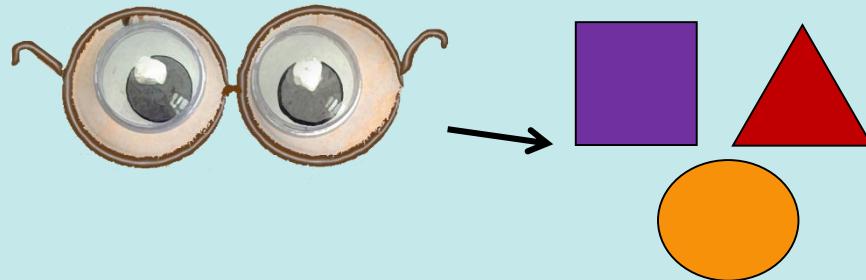
Lots of practice.

Then build up the sequence,
as far as possible.

**visual
memory**



Look at the shapes



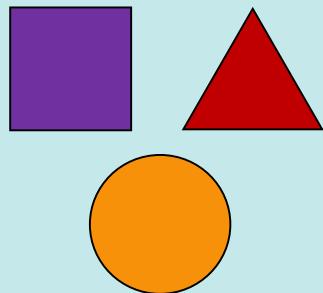
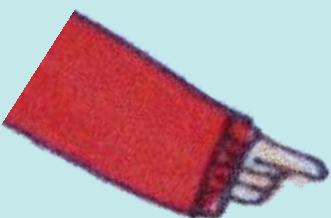
Wait for:

?

?

?

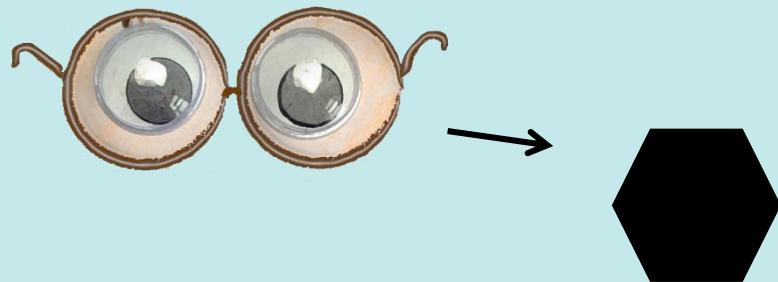
then show the shapes:



practice

practice A1

Look:



practice A1



practice A1

?

practice A1 answer:



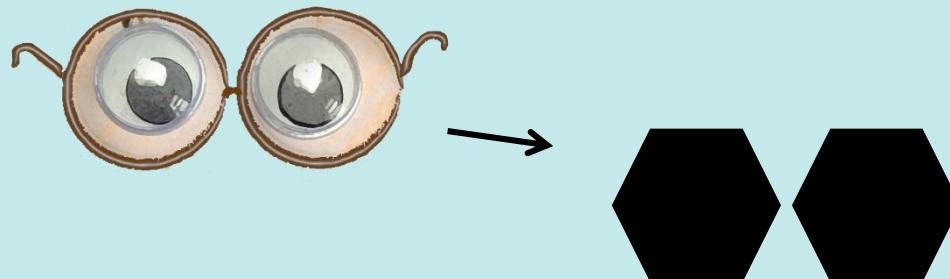
Well done!



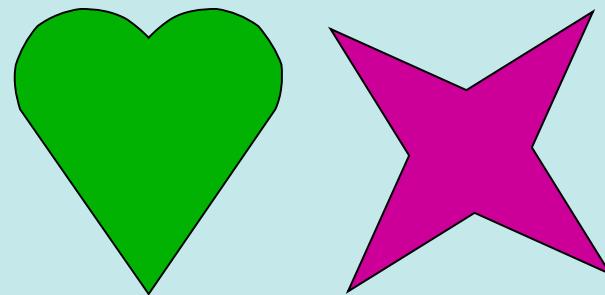
Now try 2:

practice A2

Look:



practice A2

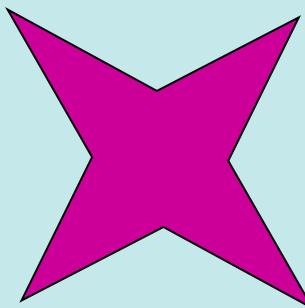
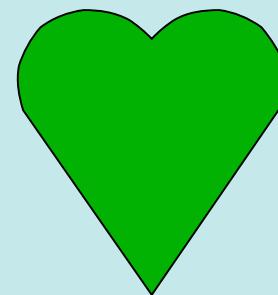


practice A2

?

?

practice A2 answer:



Well done.



Interventions

● notice

● understand

● connect

repeat

Interventions

- chunking (e.g. Kim's game)
- mnemonics: rhymes / stories / songs / rhythm / diagrams / memory pictures/ TPR
- games (pelmanism, scrambled words, word shapes)

**Speed of
processing**

Processing

- might be slower
- might be less accurate

Speed of processing

Months of the year

Months

1) Sequence forwards

Months

Observe the student:

- how quickly is it done?
- are there a lot of hesitations?
- self-corrections?

Months

- 1) Sequence forwards
- 2) Sequence backwards

Months

Observe the student:

- is it *much* slower backwards?
- can s/he do it backwards at all?

Interventions

- extra time
- differentiated tasks:
fewer examples to complete /
shorter text to read or write
- metacognitive strategies

Phonological processing

Phonological processing

- Perceiving rhythm
- Taking away sounds

**Perceiving
rhythm**

Rhythm

Listen to the practice section
of the rhythm track:



There are 4 examples of 2-beat
rhythms.

Rhythm

Most people can clap the rhythms easily. As the sequences get longer (i.e. from 3-beat to 4-beat rhythms), it may become more difficult.

**Taking away
sounds**

Taking away sounds

Only use words that s/he is really confident saying.

Look around the room
for common words:



Taking away sounds

“chair”

Taking away sounds

“air”

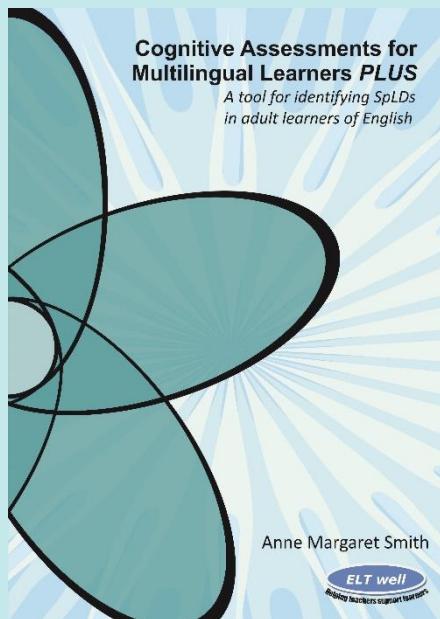
Interventions

- explicit practice - drawing attention to word stress / rhythm or individual sounds
- phonics practice
- games with phonemes (e.g. My name is Benny, phoneme snap)

We teachers need to get
to know our learners,
and believe that they can
do more.

Cognitive Assessments for Multilingual Learners

PLUS



Cognitive Assessments for Multilingual Learners

PLUS

young learners



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