



Teachers' Perspective on Inclusive Vocabulary Activities

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Overview

- **Focus/ Objectives of the study**
- **Methodology**
- **Results**
- **Implications**
- **Conclusion**





Focus / Objectives of the study

To investigate to what extent that English teachers are aware of dyslexic-friendly vocabulary activities and their perceptions on those activities

Literature review

When teaching vocabulary to learners with dyslexia, it is essential to:

- use multisensory techniques
- provide a lot of practice
- provide meaning and pronunciation practice first before introducing letters/script
- show how to blend sounds together to make words
- provide strategies to identify letter patterns etc.

(Kormos, 2017)



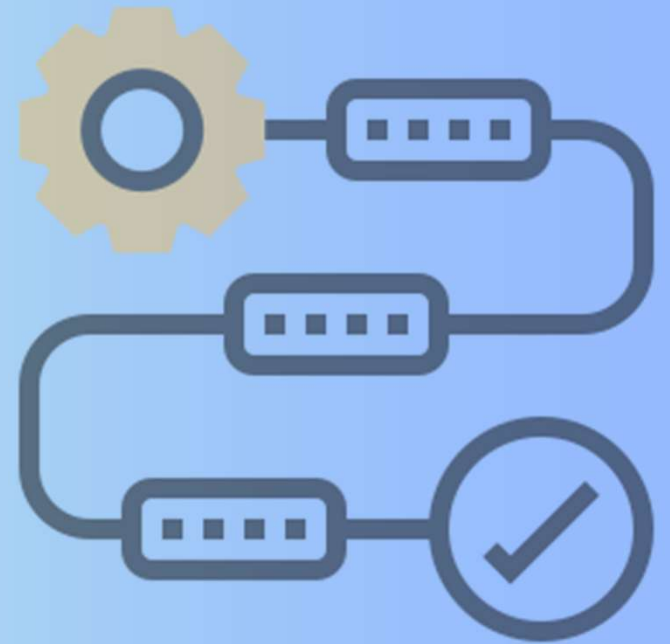
Methodology

Participants – 06 Government School English Teachers

Materials: 4 activities were shown to the participants

- Letter molding
- Mapping sounds with letters
- Body movements to identify letter patterns
- Practice this and that

2 checklists and interviews



Results

Comments,

- Positive
- Negative
- Suggestions



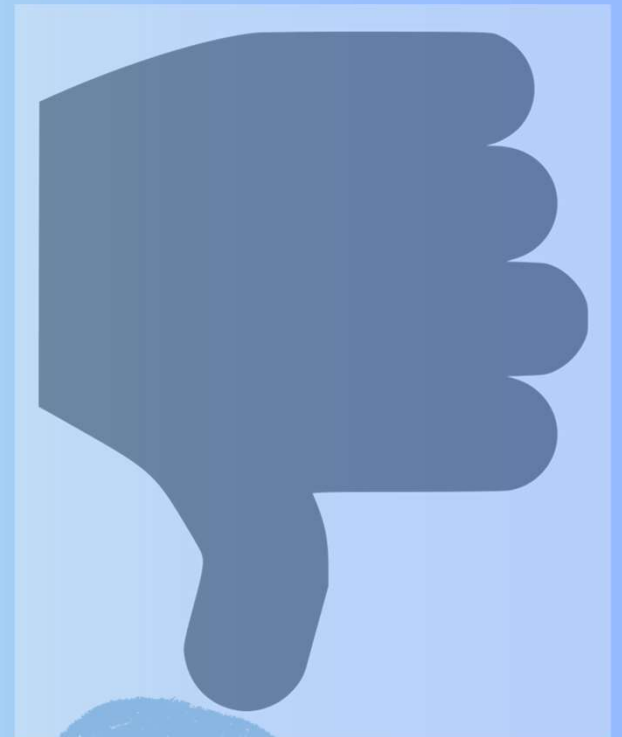
Positive comments

- All the selected activities were well engaging
- Practicality – the activities are workable in real classrooms
- Adaptability – suggested activities can suit students of different abilities



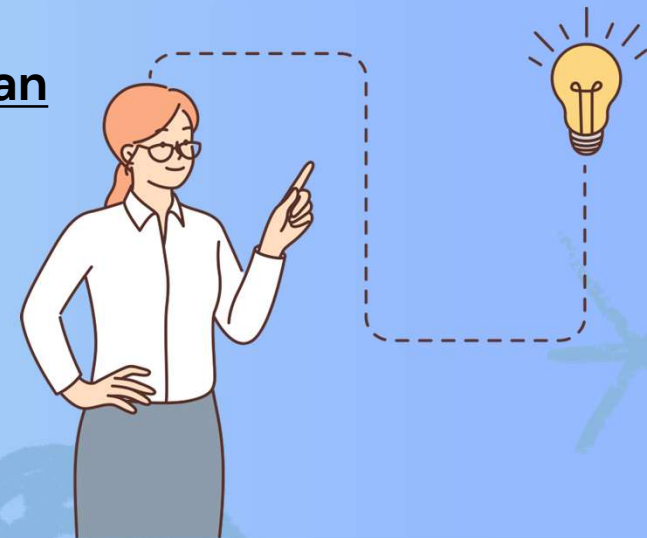
Negative comments

- The activities were more focused on kinesthetic learners.
- Some activities lacked solid learning objectives/outcomes.
- Activity types are similar.



Suggestions

- Different materials can be used, e.g., instead of clay, sand and sticks.
- Using explicit instructions rather than doing the activities with just a demonstration.
- Use classroom materials (may be textbooks) rather than preparing extra materials.
- Task types should be changed based on the level.



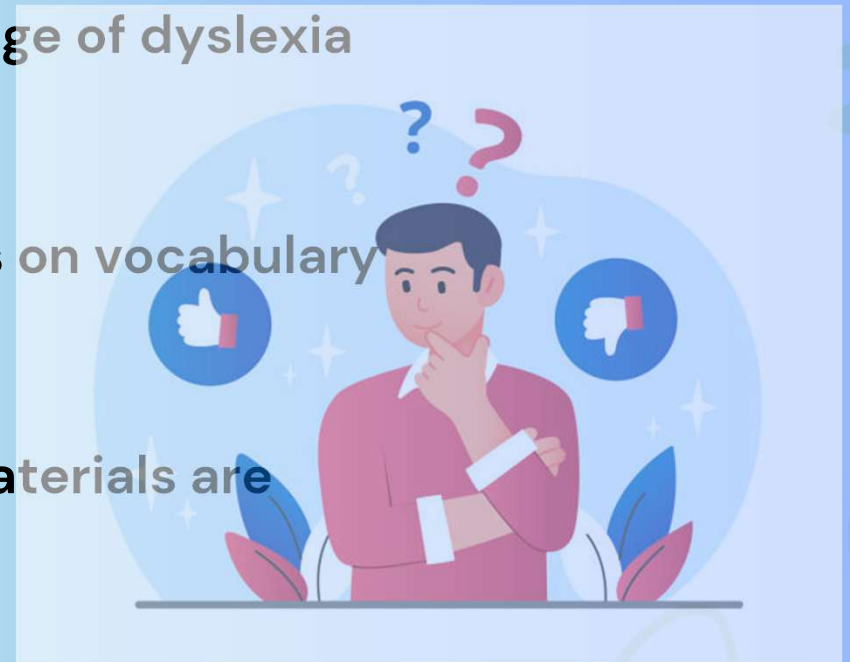
Implications

- **Promote awareness about inclusive vocabulary teaching among teachers.**
- **Produce more dyslexic-friendly materials for that teachers can use.**



Conclusion

- The teacher/participants lacked knowledge of dyslexia and dyslexic-friendly materials.
- They seem to have some misconceptions on vocabulary teaching.
- More teacher training and appropriate materials are needed.



Reference

- Kormos, Z. (2017). **The second language learning processes of students with specific learning difficulties. Routledge.**



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