Supporting Students with Special Educational Needs through Integrating New Literacies in the Junior Secondary English Classroom

Dr Benjamin Luke Moorhouse

Department of Education Studies

Hong Kong Baptist University

Workshop Objectives

- Develop an awareness of different educational needs of students that teachers in the mainstream English classroom need to address and the role of e-learning in helping to address these needs

- Explore the affordances and constraints of integrating new literacies (e.g. the use of multimodal texts and new technologies to gather and communicate information) into the school English language curriculum to help students with SEN learn more effectively in the mainstream English classroom

Rundown

- Part A: Introduction
  - A little bit about SEN and related terms
  - An exploration of multimodal texts, e-learning resources, and real-life literacy practices

- Part B: Use of e-learning resources and strategies for developing the language skills of students with SEN
  - Use of differentiated instruction as a framework to cater for SEN through multimodal texts e-learning resources

What do we mean by SEN?

the term special educational needs is very broad and includes a wide range of needs, from mild forms of dyslexia to severe forms of autism (Hockly, 2016).

What do you hope to learn from the workshop today?

In today's session, we are going to focus on...

- Specific Learning Difficulties in Reading and Writing (Dyslexia)

- Attention Deficit/Hyperactivity Disorder (ADD/ADHD)

- Autism Spectrum Disorder (ASD)

Specific Learning Difficulties in Reading and Writing (Dyslexia)

- Dyslexia is a neurobiological disorder that affects the development of both decoding (written word pronunciation) and encoding (spelling)

- In the English language classroom, students with dyslexia can face some of the following challenges:
  - Learn the letter names and sounds of the alphabet
  - Confusion of letters and words (b/d, p/q and was and saw, dog and god)
  - Reversal of letter (persist past the age of 7 or 8)
  - Confusion with letters with similar sounds (/f/ or /v/)
  - Retaining the visual representation of irregular words for reading and spelling (once)
  - Spell words differently on the same page (wuns, wunce for once)
  - Spell word the way they sound rather than their look (sed/said)
  - Slow word perception – reading rate and fluency

Specific Learning Difficulties in Reading and Writing (Dyslexia)

- Importantly, many people diagnosed with dyslexia have other strengthens, including:

- Creativity

- Critical thinking

- Communication skills

Attention Deficit/Hyperactivity Disorder

- Attention Deficit Hyperactivity Disorder (ADHD) is a condition that becomes apparent in some children in the preschool and early school years. It is hard for these children to control their behavior and/or pay attention

- In the English language classroom, students with ADD/ADHD can face some of the following challenges:
  - Concentrating for long periods of time
  - Focusing on tasks they don't find interesting or engaging
  - Staying still and often fidget in chair or with hands and play with things
  - Executive function: Disorganization / time management

Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder (ASD) is s a complex developmental disorder that affects the brain's normal development. Children with ASD have difficulties with social communication and interaction. They also have narrow interests and repetitive behaviour, and might have sensory sensitivities.

In the English language classroom, students with ADD/ADHD can face some of the following challenges:
- Often have difficulty in social interaction
- Often have difficulty reading emotions
- Often have difficulty in change and unexpected situations
- Like logical and systematic
- Following requirements and instructions
- Coming up with ideas and awareness of different genres (Can recount events but difficulty with fiction and imagination)

An inclusive classroom

- finding out why students do not learn well and why some learn better than others
- using appropriate strategies to make each student learn better, including removing barriers to learning
- not intended to even out abilities and performances, but to enable all students to learn and perform to the best of their abilities. (CDC, 2017)

e-learning and new literacies

How can utilizing e-learning and new literacies help us create an inclusive classroom?

New Literacies + e-learning

- New literacies refer to **new forms of literacy made possible by digital technology developments**. Commonly recognized examples include instant messaging, blogging, social networking, podcasting, photo sharing, digital storytelling, and conducting online searches.

e.g. YouTube

- E-learning refers to the use of digital technologies in supporting the learning process.

Activity 1: Comparing different kinds of literacy practices

- Read the text. Think about what you do as you read.
  - What do you know about the text just from looking at it? (How do you know this?)
  - How would you read this text?
  - Does it look 'right' to you?

In one bowl mix 1/2 cup (4 oz) glue and 1/2 cup water. Add food coloring if you want coloured slime. In the other bowl, mix 1 teaspoon borax with 1 cup water until the borax is dissolved. Add the glue mixture to the borax solution, stirring slowly.

Activity 1: Comparing different kinds of literacy practices

What differences did you notice about how you 'read' the texts?

How did the texts influence how you read?

What are the benefits and negatives of each kind of text?

What could these different literacy practices mean for teaching in an inclusive classroom?

Infographics

- Help people understand complex terms
- Draw on different information processing systems (textual / visual)

- Make:
- e.g. Canva, Infograpia

- Find:
- e.g. Instructables, Nat Geo infographics

Things to think about

- Digital technology fundamentally changes how we conduct tasks – creating new literacy practices.

- Students are engaging in new literacy practices out of the classroom

- Different literacy practices require different skills and knowledge

- Different modes can support and hinder meaning-making

- Scaffolding students' exposure and use of new literacies is important

E-learning and digital tools

Word hippo

- In addition to digital technologies creating new literacy practices,

- We have also seen a huge growth in digital tools that can aid our interaction with texts and others, helping our teaching and learning.

Kiddle

Seesaw

Baamboozle

Youglish.com

Wordwall

Some tools and how they can help

Word hippo   Kiddle   padlet   Seesaw

Wordwall   Wordsift.org   Youglish.com   Baamboozle   Gather.town

Part (b) Use of e-learning resources and strategies for developing the language skills of students with SEN

- How can we create an inclusive classroom with the help of new literacies and digital tools?

Differentiated instruction

- **Content** – what the student needs to learn or how the student will get access to the information;

- **Process** – activities in which the student engages in order to make sense of or master the content;

- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit

- **Learning environment** – the way the classroom works and feels.

Some good practices

- Creating videos modeling tasks and activities for students to review in their own time
- Providing prompts of tools and techniques learners can use to support their own learning
- Creating an open channel of communication between students and the teacher in and out of the classroom
- Sharing classroom digital activities for students to engage with again outside of the classroom
- Allowing learning to be demonstrated in different ways depending on students' interests and abilities
- Providing targeted and positive feedback on student contributions and work

Activity 2: Differentiated Instruction in Practice

- Take a look at the two different example lesson sequences.

- Consider how they are different and how technology is utilized to enhance the learning experience while helping create an inclusive classroom.

- How might students of different needs be supported?

Activity 3: Considering SEN in our teaching using Differentiated Instruction

- Look at the teaching plan. How could you use the differentiated instruction framework to help you create an inclusive classroom with the use of technology and new literacies?

- Read the teaching sequence.

- Suggest modifications.

- Share your thoughts with the group.

Wrap-up

- What are your main take-aways today?

- Do you have any questions?

- Feel free to contact me: blmoorhouse@hkbu.edu.hk

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