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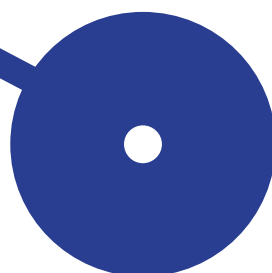
MESTRADO

ENSINO DE INGLÊS NO 1º CICLO DO ENSINO BÁSICO

Teaching English in the 1st Cycle of Basic Education: Adapting Resources for Students with Dyslexia

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Politécnico do Porto

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**Teaching English in the 1st Cycle of Basic Education: Adapting
Resources for Students with Dyslexia.**

Relatório Final de Estágio

Mestrado em Ensino de Inglês do 1º Ciclo do Ensino Básico

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RESUMO ANALÍTICO

O presente estudo é um relatório final de estágio que se insere no âmbito do Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico. Este relatório centra-se no ensino de Inglês no 1º Ciclo do Ensino Básico, com enfoque na inclusão de alunos com dislexia. Este estudo investigou a eficácia do manual em corresponder às necessidades dos alunos com dificuldades específicas de aprendizagem, nomeadamente a dislexia. Além disso, pretendeu explorar se o manual escolar estava adaptado para alunos disléxicos e identificar formas de como adaptá-lo de maneira a torná-lo mais inclusivo. Para realizar este estudo, foi seguido um aluno com dislexia.

Para alcançar respostas e os objetivos propostos, foram realizadas análises detalhadas do manual escolar, análises das planificações de aulas, observação participante registadas no diário de bordo, e entrevistas. Estas técnicas de recolha de dados foram posteriormente interpretadas e analisadas.

Palavras-chave: Ensino de Inglês; Alunos jovens; Dislexia; Manuais Escolares; Adaptação.

ABSTRACT

The present study is a final internship report developed within the scope of the Master's Degree in Teaching English in the 1st Cycle of Basic Education. This report focuses on the teaching of English in the 1st Cycle of Basic Education, with an emphasis on the inclusion of students with dyslexia. This study investigated the effectiveness of the coursebook in meeting the needs of students with specific learning challenges, such as dyslexia. Furthermore, it aimed to explore whether the coursebook was adapted for dyslexic students and to identify ways of adapting it to make it more inclusive. In order to conduct this study specifically, a student with dyslexia was followed.

To achieve the answers and objectives proposed, detailed analyses of the coursebook, lesson plans, participant observation recorded in the logbook, and interviews were conducted. These data collection techniques were subsequently interpreted and analysed.

Keywords: English teaching; Young learners; Dyslexia; Coursebooks; Adaptation.

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LISTA DE ABREVIATURAS

AEC – Atividades de Enriquecimento Curricular (Curricular Enrichment Activities)

APD – Associação Portuguesa da Dislexia (Portuguese Dyslexia Association)

CPH – Critical Period Hypothesis

EFL – English as a Foreign Language

IDA – International Dyslexia Association

PASEO – Perfil dos Alunos à Saída da Escolaridade Obrigatória (Profile of Students Leaving Compulsory Education)

PES – Prática de Ensino Supervisionada (Supervised Teaching Practice)

SA – School A

SB – School B

TPR – Total Physical Response

YL – Young Learners

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INTRODUCTION

In such a globalised world as the world is nowadays, the ability to communicate in several languages opens doors to new opportunities in different areas. The teaching of foreign languages, such as English, in primary school is a common practice, but it is crucial to consider the needs and singularities of each student in order to achieve effective long-term learning. This report, which is part of the Supervised Teaching Practice course, aims to explore the early learning of English with a focus on inclusion of students with dyslexia, in addition to analysing the adaptation of teaching resources. Pupils with specific learning difficulties, such as dyslexia, face more difficulties in learning a foreign language, as they have significant difficulties in their mother tongue (Marques, 2015). To overcome these challenges, it is necessary to implement pedagogical adaptations to ensure that these students achieve the same level of success in English learning. Therefore, it is essential to analyse the resources used, such as coursebooks, so that they are effective in meeting the needs of these students.

In the academic year 2023/2024, I had the opportunity to undertake an observation and intervention internship in a school cluster. During this period, the theme of this report developed after establishing contact with a dyslexic pupil. This interaction sparked my interest, as I have also been diagnosed with dyslexia. Therefore, during the short time I spent with this pupil, I wanted to support them in the way that I hadn't been helped as a pupil. This was the inspiration for my choice of topic.

The structure of this report is divided into two parts: Part I, is dedicated to reviewing the literature on the topic, and Part II, constitutes the empirical design. Part I consists of four sections. The first section begins with early foreign language learning, highlighting the importance of early learning, the Portuguese context, the characteristics and needs of young learners, as well as some tools and activities that are suited to effectively teach young learners EFL. Within these tools, I highlight the coursebook, which holds great importance in the context of this report. In the second section, I take a look at inclusion and inclusive education in Portugal, as I decided to provide context before addressing dyslexia. Following this, I introduce the main focus of this report: dyslexia. In this section, I provide an overview of dyslexia, including the definition, as well as some

signs and symptoms, the importance of early diagnosis, types of dyslexia and some explanatory theories. Lastly, I discuss the impact of dyslexia on learning English as a foreign language.

Part II of this report is made up of two chapters: the first chapter explores the research methodologies, the questions and objectives, the research instruments and the characterisation of the context, in which I characterise the student with dyslexia. The second chapter refers to the analysis and discussion of the data, which includes an analysis of two sections of the coursebook used, as well as an analysis of the planning done to adapt to the student's needs and interviews with the cooperating teacher and my trainee colleague. Finally, this report concludes with a reflection on my performance and the answers to the questions proposed as well as future suggestions and areas of research.

PART I – THE INCLUSION OF STUDENTS WITH DYSLEXIA IN LEARNING A FOREIGN LANGUAGE

1. EARLY LANGUAGE LEARNING IN A FOREIGN LANGUAGE

The ability to master several languages is becoming increasingly vital to facilitate globalisation. Mastering at least two foreign languages is regarded as an essential skill for anyone. Learning foreign languages involves more than just learning vocabulary and grammar; it's about developing new ways of thinking, speaking, and interacting with the world. Those who lack this linguistic ability face obstacles, since languages open doors to new opportunities and foster cultural connections. Therefore, an education system that encourages plurilingualism is a valuable resource for social progress and development (Pereira, 2017).

Although governments often follow the younger the better policies with regard to teaching children English, there is much debate about the appropriate age to start learning a foreign language. However, the Critical Period Hypothesis (CPH), proposed by Lenneberg (1967), supports that there is a crucial period for developing linguistic ability similar to that of a native speaker. The author defends this period as lasting from the age of two until puberty. During this stage, the brain shows greater plasticity, which helps to create synaptic connections. However, some experts, such as Birdsong (2014), disagree with the idea that there is a specific or determined age for language development. Nevertheless, the CPH states that adults can achieve a high level of fluency in a second language. Younger learners, however, tend to find it easier to develop a native-like pronunciation. This is due to the neuromuscular system, which is honed in on more effectively during childhood and adolescence (Siahaan, 2022).

McLaughlin (1978) reinforces the idea that childhood is a golden age to learn foreign languages because the brain has the capacity to store long-term memories accurately. Cherta et al. (1997) complement this by comparing children to "sponges", since the younger they are, the more they absorb information. This retention ability is valuable, as it demonstrates a natural predisposition towards learning languages (Cherta et al., 1997). This phenomenon is due to the childhood period, in which children go through a phase of avid learning. Superfine (2002) states that at this stage, children are in a constant process of discovery, formulating hypotheses, testing them and acquiring new concepts and skills, driven by their incessant curiosity. Furthermore, according to Strecht-Ribeiro (1998), children who start learning a new language at an early age

develop metacognitive skills that stimulate mental flexibility and creative agility, as well as creating mechanisms to keep languages separate. These abilities give them greater mental flexibility compared to monolingual children.

According to Alves (2011), it is essential to integrate the teaching of English in the first cycle of primary education, as this contributes significantly to the formation of a plurilingual and pluricultural awareness. As Brewster et al. (2002) point out, this motivation is often driven by parents, who want their children to learn a foreign language, especially English, in order to guarantee better economic, cultural and educational opportunities. In addition, early learning of this language is crucial for the development of citizenship skills, especially considering the increasing mobility of people within the European Union. In fact, it is indispensable that the inclusion of foreign language teaching be a priority in the school curriculum from the earliest years of education.

1.1. THE PORTUGUESE CONTEXT

Governments around the world have decided to introduce English as the foreign language of choice because of its status as a lingua Franca. Portugal is no different. However, this inclusion is relatively recent. Considering that my internship took place in Portugal, it is necessary to mention the introduction of English as a foreign language, henceforth referred to as EFL, in the Portuguese setting. Between 2005 and 2013, the teaching of English in Portugal was integrated into Curricular Enrichment Activities (*Atividades de Enriquecimento Curricular* or AEC) or through the promulgation of Order no. 14 753/2005, but it was not compulsory for students to participate in these lessons (Diário da República, 2005). AEC began in the 2005/2006 school year with an initial implementation of the Programme for the Generalisation of English Teaching in the 3rd and 4th grades. With the implementation of this programme, the Ministry of Education took on the expansion of curriculum enrichment projects and contributed to the concept of “full-time schooling”. This programme helped families to manage their children's school attendance, offering an accessible or free alternative to the period previously covered by Free Time Activity Centres, which were not always accessible, as well as ensuring that the time pupils spend at school was pedagogically rich and complementary to the learning associated with the acquisition of basic

skills (Fialho et al., 2013). In 2008, Order no. 14460/2008, of 26 May, extended the obligation to offer English in the AEC to the entire 1st Cycle, also modifying Order no. 12591/2006, of 16 June.

As a result of Decree-Law 176/2014, the teaching of English was officially incorporated into the curriculum of the 1st Cycle of Basic Education from the 2013/2014 school year (Diário da República, 2014). This decree introduced the compulsory teaching of English from the 3rd year of schooling onwards, established the qualifications required to teach this subject in the 1st cycle and created a new recruitment group, group 120 for this effect. This decree-law also mentions the 1st cycle English Curricular Goals (*Metas Curriculares de Inglês*). These curricular goals present and define objectives for each year of schooling, as well as for each area (Pereira, 2017). However, these goals began to be seen as rigid, which in some cases limited teachers' pedagogical flexibility and placed excessive emphasis on specific content rather than the development of broader competences (Moreira et al., 2021).

In 2017, the "*Perfil dos Alunos à Saída da Escolaridade Obrigatória*" (PASEO) (Martins et al., 2017) was created, which was organised from a more holistic perspective of the student-centred teaching and learning process. This document promotes the involvement of students in building their own knowledge, through values and competences that enable them to empower themselves as active citizens in society after completing compulsory schooling. After the profile was created, it became necessary to adjust the school curriculum to be in line with the broader objectives defined in the PASEO. Thus, with Order No. 6944-A/2018, the "*Aprendizagens Essenciais*" emerged, replacing the curricular goals as the main guide for pedagogical work in schools (Despacho n.º 6944-A/2018, 2018). This document focuses on the development of learning competences, including pedagogical differentiation practices. In this context, "*Aprendizagens Essenciais*" embodies the component of the curriculum framework which, in convergence with PASEO, aims to promote greater autonomy in the flexibilisation and management of curricula by schools and teachers, constituting the basic framework for decisions regarding the adaptation and contextualisation of the various dimensions of curriculum development (Costa et al., 2022).

After mentioning the importance of learning a foreign language at an early age and very briefly summarising the context of the introduction of English in Portugal, I feel it is essential to explore in greater depth what learning a foreign language at an early age involves. This includes

analysing the specific characteristics and needs of these students, as well as the resources that can facilitate this process.

1.2.CHARACTERISTICS AND NEEDS OF YOUNG LEARNERS

Teaching children is a challenging task for EFL teachers, unless they have the appropriate knowledge of the target group in question. These children are often referred to as “young learners”, hereafter referred as YL. According to Rixon (1999), this term applies to children between the ages of five and twelve, the age range usually associated with this term. However, other experts, such as Pinter (2017), consider that YL are children who attend primary school. In this way, this view broadens the definition, since the start and duration of primary education varies globally. In certain countries, such as Finland, primary school starts later, at the age of seven, and can last until the age of fourteen. That said, in this study, the term YL will be used to refer to pupils between the ages of five and fourteen years.

In order to present the required content effectively in the classroom, teachers must consider various aspects related to YLs, such as their age, interests, level of understanding, intelligence, available time and the physical conditions of the school environment. As stated by Çakir (2004), unlike adults, children have unique physical and behavioural characteristics, which requires different pedagogical approaches that stimulate their imagination and creativity. Also, mentioned by Uysal & Yavuz (2015), children have an inherent creativity and energy, making it more effective to use their imagination and vigour in activities such as games, songs, paintings, drawing pictures or puzzle activities. In addition, Brewster et al. (2002), mention that children have a short concentration span and are easily distracted, which can cause them to become bored; therefore, it is essential that the teacher creates activities that do not exceed 5 or 10 minutes, to avoid YL losing interest. In this way, educators must create a classroom environment that is not only stimulating, but also flexible and dynamic, capable of maintaining students' interest and fostering active and engaging learning.

It is also generally accepted that physical activities in a concrete environment should be used to teach this age group as YL have a lot of energy but minimum concentration (Uysal &

Yavuz, 2015). In this context, a recommended technique for teachers is the Total Physical Response (TPR) method (Asher, 1977). This method encourages students to listen and respond to the teacher's verbal commands in the target language. Larsen-Freeman & Anderson (2011) describe TPR as a language teaching method that integrates speech and action, using physical activity as a teaching medium. It makes it easier to understand and retain new vocabulary and linguistic structures, as students can learn through observation as well as through performing the actions. By involving the body in the learning process, TPR makes learning more dynamic and engaging, harnessing children's natural energy and increasing their ability to concentrate and retain information. Another method that can be used in the classroom is the Multisensory Method or Multisensory Approach. According to Moustafa (1999), a multisensory approach incorporates the learning styles for visual, auditory, kinesthetic, and tactile learners. This approach suggests that students learn best if they use their senses, i.e. if they see, hear and touch resources. By using TPR and the Multisensory Approach in pedagogical activities, teachers encourage active and playful learning and create a more effective environment that meets students' cognitive and physical needs.

It is also worth remembering that children are emotionally unstable and need a lot of emotional support. In order to interact with their peers and in the classroom, they need to develop self-confidence and self-esteem. For this reason, teachers must promote a positive and welcoming classroom environment, providing comfort for students (Brewster et al., 2002).

1.3.LEARNING TOOLS AND ACTIVITIES FOR YOUNG LEARNERS

Moon (2005) emphasizes that children who are learning a language need a practical and experiential approach, which contains multisensory features and includes playful and fun elements. To explore and strengthen the four language skills - listening, speaking, reading and writing- it is essential that the teacher uses a variety of activities and learning tools. This approach should be geared towards socialisation, incorporating age-appropriate language awareness activities to facilitate comprehension and language learning.

Among the various activities that teachers can employ in the classroom, I will highlight activities such as storytelling and games, as these are two activities that I find very engaging and effective. Storytelling is the art of telling stories in an engaging way to convey ideas, emotions or messages. According to Dujmović (2006), storytelling develops children's listening and concentration through visual clues, prior knowledge of how language works and their general knowledge. It is recognised as one of the most natural and effective ways of introducing children to continuous and coherent oral discourse (Domingues, 2019). Educational games are activities that students are highly interested in, since games stimulate curiosity and increase motivation to learn. According to Chen (2005), games are learner-centred, in other words, the student is the focus of the activity. In addition, according to the same author, games create meaningful contexts for using language and integrate language skills when playing them. In short, Hang (2017) states that these activities help students to learn more effectively, but above all, they fuel motivation as this resource allows students to have fun while learning simultaneously.

Regarding teaching tools, puppets or class mascots and flashcards are especially effective. According to Scott & Ytreberg (1995), the use of puppets in the classroom is an excellent way to introduce new content and a foreign language to young learners. Especially if the puppet is a class mascot, it can help create a more relaxed and welcoming classroom environment by offering "someone" familiar to the students. Additionally, Kroflin (2012) points out that using a puppet in language teaching enriches the development of speech and communication, engaging children in a playful and motivating way that enhances their learning experience. Flashcards, according to Kusumawardhani (2020), are one of the simplest and most effective tools for teaching English to young learners, as they contain colourful images that are especially attractive to this audience. As they combine pictorial and textual elements, it allows students to easily recall and memorise words, thereby increasing their long-term retention of vocabulary (Astuti et al., 2022). Flashcards promote the development of visualisation, helping to expand imagination, curiosity, the ability to concentrate and focus on specific objects (Kusumawardhani, 2020).

These activities and tools are featured in the coursebook, which will be discussed in the following section.

1.4.THE COURSEBOOK AND ENGLISH LANGUAGE TEACHING

One of the most effective tools for developing the four language skills is undoubtedly the coursebook. Although it is considered a traditional tool, having been the most widely used tool since the 19th century, and digital media are considered for many the teaching tools of the future, the coursebook remains a fundamental part of language learning for a number of reasons (Horsley & Sikorová, 2014). This valuable resource is free and accessible to all students.

According to the Basic Law of the Education System (1986) (*Lei de Bases do Sistema Educativo*), the school coursebook is seen as the first of the educational resources and Law 47/2006 in Article 3(b) defines it as an important resource in teaching, although not the only one, and it is made for each year or cycle of study. It helps students to work independently, contributing to the development of the competences and learning provided for in the national curriculum for primary and secondary education. It contains the essential contents of the programmes, as well as suggestions for activities and ways of assessing learning. It can also include guidelines for teachers (Diário da República, 2006).

Nowadays, the coursebook is no longer just the traditional student or teacher book. With the evolution of teaching comes the concept of the “modern coursebook”, accompanied by a “course package”, which usually includes a variety of resources, such as videos, photocopiable activities, online components, teacher guides (with suggestions for tasks, extensions and projects), apps, workbooks, e-books, interactive presentation tools, and web-based supplementary materials, among others. In addition, modern coursebooks are increasingly seen as flexible sets of resources that teachers can use as they are, adapt or supplement with other materials, and are no longer merely coursebooks (Hughes, 2019). These supplementary materials that accompany coursebooks are of great value, as they often contain dynamic and interesting material that can cater for the characteristics and needs of YL.

The use of coursebooks in the classroom is controversial. On the one hand there are authors that argue in favour of the coursebook and on the other hand authors that argue against it. I will briefly present the advantages and disadvantages. Starting with the advantages. Coursebooks

provide significant benefits for both students and teachers. From the students' perspective, coursebooks often evoke a strong sense of positivity and security. These educational resources allow students to access content effectively, making it easier to prepare for future lessons and revise content already studied (Harmer, 2007). In addition, Halliwell (1992) emphasises that coursebooks promote a certain degree of independence among students, since they function as a reliable source of information and exercises. Thus, the coherent structure of coursebooks supports both the learning process and the development of self-confidence. Amorim (2012) shares the same perspective, emphasising that with the content and exercises provided in coursebooks, students can develop a sense of responsibility for their learning, which in turn increases their ability to manage their academic progress. This empowerment not only supports immediate educational goals, but also fosters the development of lifelong learning competences.

From the teachers' perspective, coursebooks offer a wide range of materials that go beyond what any teacher might be able to compile on their own (Halliwell, 1992). These resources encompass diverse content and activities, which improves the teaching process and ensures comprehensive coverage of the subject. Teachers can cater for the diverse learning needs and preferences in their classrooms by taking advantage of the range and depth of coursebooks and their accompanying resources. In addition, the teacher's handbook, which usually comes with coursebooks, should also be considered a valuable guide that provides professional advice and suggestions for practical situations. It is crucial, however, to approach the coursebook not as a rigid set of instructions, but as an adaptable tool that supports and reinforces teachers' creativity and pedagogical strategies (Loukotková, 2009).

On the other hand, for Amorim (2012), considers that the coursebook as a discursive text presents itself as a "support for the exclusion of other possibilities", i.e., it doesn't give the teacher many options to choose from and the student has no alternative but to accept what is given there. It is also essential to emphasise that the teacher must adapt the coursebook according to the needs of the students. Whenever the coursebook's activities do not meet the students' needs or the teacher's teaching objectives, these activities should be changed to improve the language learning environment (Saraiva, 2017). Coursebooks are generally designed for a wide population of students and are not specifically adapted to meet individual learning needs (Diyanti, 2010). Consequently, students with more difficulties or cognitive and physical problems may find it harder to keep up if the material is not adapted. It is therefore essential that educators personalise

the content of coursebooks to ensure that all students have equal access to learning opportunities thereby implementing an inclusive approach to learning. Throughout this report, I will discuss dyslexia and analyse whether the adopted coursebook is duly adapted for this learning need.

In summary, early foreign language learning lays a strong foundation for young learners, satisfying their curiosity and capacity for language learning. To teach them, it is crucial to recognise their unique characteristics and needs, while using a variety of learning tools and activities that improves their language skills and keeps them motivated. In addition, the careful adaptation of coursebooks ensures that all students can access the curriculum effectively, allowing for a more inclusive and supportive learning environment. Together, these elements contribute to a rich and effective foreign language learning experience for YL. Moving forward, the next chapter will focus on inclusive education, in particular, dyslexia as I worked with a student with this learning difficulty during my internship.

2. INCLUSIVE EDUCATION

Before moving on to dyslexia, it is relevant to discuss the concept of inclusive education as dyslexia is an aspect of inclusive education. According to Francis et al. (2021), regardless of student's specific needs, inclusive education is an educational approach that aims to ensure that all students have equal access to high-quality education. This includes students who have learning challenges, such as dyslexia.

The Salamanca Statement, known as the Salamanca Statement on Principles, Policy and Practice in the field of Special Needs, is a document developed in 1994 during the World Conference on Special Needs Education, organised by UNESCO in Salamanca, Spain. This document has become a reference in setting solid foundations for the defence and advancement of inclusive education at a global level, representing a historic turning point for inclusion and equal access to education. According to this declaration, inclusive education is "the most effective way of combating discriminatory attitudes" (UNESCO, 1994).

According to the General Directorate of Education (*Direção-Geral da Educação* or DGE), when we discuss inclusive education, we are referring a school that opens its doors to everyone (Pedroso et al., 2018). In other words, we are talking about a school that welcomes everyone and ensures that, at the end of their journey, everyone has the opportunity of experiencing a humanistic approach to their educational path, developing values and skills that prepare them for citizenship (Pedroso et al., 2018). According to Ballard (1997), all students have the same right to access a valuable, full-time cultural curriculum as members of a school class and according to their age.

Carneiro (2012) notes that, in the past, individuals with special learning needs were placed in institutions and kept away from society, often being educated in special schools or classes created according to their specific learning challenges. The main idea was that they would only be able to join ordinary environments after a process of normalisation. Today, however, equal educational rights are recognised, almost everywhere, and there is a fight for equal education for all.

2.1. INCLUSIVE EDUCATION IN PORTUGAL

The journey of inclusive education in Portugal is characterised by a remarkable search for an educationally more equitable and just society. According to Pedroso et al. (2018), in Portugal, we can observe a transformation from a segregated school, throughout most of the 20th century, to a school that integrates everyone, with various examples of inclusion. In these institutions, there's a growing focus on adapting curricula to accommodate the diverse needs of students from different backgrounds and with different abilities and learning challenges.

The movement in favour of inclusion gained strength over the last few decades of the 20th century. Decree-Law 538/79, which was published in 1979, ensured that children in special education had the same right to education as other pupils. This decree stated that basic education was universal, compulsory and free, as well as guaranteeing the fulfilment of compulsory schooling for children with special needs, through the careful identification of these children, the expansion of special basic education and support for the respective schools, as well as intensifying the training of the corresponding teachers and technical staff (Diário da República, 1979).

In 1986, the promulgation of the Basic Law of the Education System, nº46/86, enacted on 14 October, outlined the essential principles governing the education system in Portugal, with the reinforcement of Special Education in Portugal, emphasising the importance of ensuring equal opportunities for all students. This legislation was designed to support students with unique educational needs, resulting from mental and physical disabilities, in their recovery and socio-educational integration. This includes activities aimed at students, as well as families, educators and communities (Diário da República, 1986). This legislation marked a significant advance in the promotion of inclusion, although its effective implementation has faced obstacles over time.

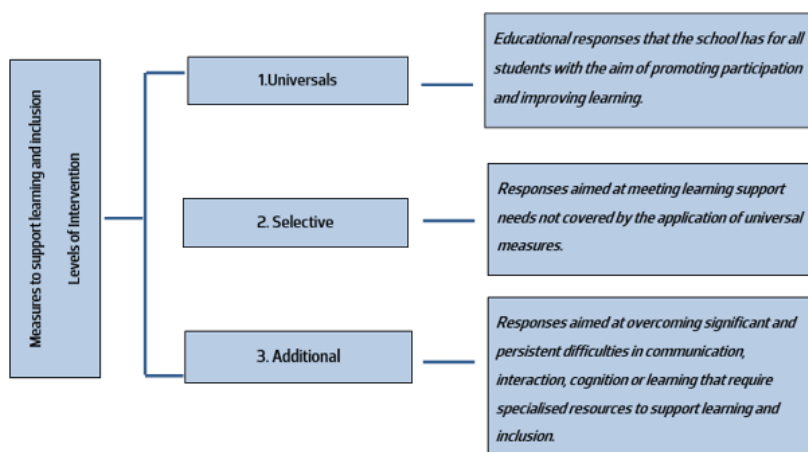
With the Portuguese Decree-Law no. 319/91, dated 23 August 1991, regulations were established for the inclusion of children with disabilities in mainstream schools (Diário da República, 1991). This legislation emphasised the role of the pedagogical model, the concept of Special Educational Needs and the growing commitment to the education of children with special educational needs. According with this decree, the school should attempt to take on students with special educational needs as part of its "schools for all" philosophy.

Order nº 105/97, released on 1 July 1997, represents a shift in Portugal's approach to inclusive education. This document replaced the term "integration", which referred to the incorporation of students with special needs into mainstream educational environments in a more passive way, with the term "inclusion". With Decree-Law No. 3/2008, enacted on 7 January, this transition became even more prominent as a result of promoting educational equity and supporting the concept of an inclusive school.

Decree-Law 54/2018 has established the current legislative framework for inclusive education in Portugal. This decree implements measures that guarantee equal access to educational opportunities for all students with the aim of integrating them into society, regardless of their needs (Diário da República, 2018). This decree repeals Decree-Law no. 3/2008 of 7 January, altered by Law no. 21/2008 of 12 May. According to Pedroso et al. (2018), schools are responsible for setting goals that promote an inclusive culture, providing opportunities for all students to reach their full potential during compulsory schooling. To achieve these goals, the government has implemented a set of measures focused on the curriculum and learning, categorised as universal, selective and additional, shown in Figure 1.

Figure 1

Measures to support learning and inclusion. Levels of intervention.



Adapted from Pedroso et al. (2018)

Analysing figure 1, we can observe that universal measures are applied to all students and do not depend on the identification of specific intervention needs. While selective measures are intended to correct possible shortcomings in the application of universal measures, adjusting to individual needs and specific groups who may be at increased risk of school failure or who show complementary support needs (Pedroso et al., 2018). Finally, additional measures are designed to solve proven and persistent challenges that have not been overcome by universal and selective measures. They are based on assessments and data that prove the persistence of educational obstacles for certain students, thereby providing additional support and specific strategies to deal with these challenges (Diário da República, 2018).

To determine whether students need selective or additional measures, a Technical-Pedagogical Report is prepared. This report is requested by the school director, who asks the multidisciplinary inclusive education support team to assess the students' needs and prepare the report. Once the needs have been identified, this report must be signed by the parents. After this signature, and ideally also that of the student, the appropriate measures are implemented (Pedroso et al., 2018). In addition, it is important to mention the creation of the Individual Educational Programme, a document for the operationalisation of significant curricular adaptations. This document establishes and substantiates the specific educational responses and forms of assessment for each student (Pedroso et al., 2018). In figure 2, it is possible to see the foundations of this programme.

Figure 2

The Individual Educational Programme

THE INDIVIDUAL EDUCATIONAL PROGRAMME INCLUDES:
Identification of factors related to learning progress and development.
Identification of the competences and learning to be developed by students, with reference to the Profile of students leaving compulsory school, the Essential Learning and other curricular documents.
Identification and ways of operationalising significant curricular adaptations
Identification of other measures to support learning and inclusion
Identification of the teaching strategies to be adopted
Identification of adaptations in the evaluation process
Identification of the necessary support products and a brief description of the advantages of using them to access the curriculum and to increasing levels of participation in the various learning contexts
Indication of strategies for transition between education and teaching cycles
Time distribution of planned activities
Identification of the professionals responsible for implementing measures to support learning and inclusion

Adapted from (Pedroso et al., 2018)

In the case of dyslexia, this learning challenge can be included in the selective or additional measures, depending on the type of dyslexia and its level. But to understand this better, I'll explain dyslexia in the following next section of this report.

3. DYSLEXIA

In the context of inclusive education, I'd like to focus on a specific learning challenge that is of personal interest to me: Dyslexia. This learning challenge is very significant for me, since I was diagnosed with this condition when I was about eleven years old. Furthermore, during my internship, I had the opportunity to work closely with a dyslexic student. This helped me realise that the student in question was experiencing many of the same challenges that I myself had faced when I was at school. Consequently, I felt obliged to try to help the student in question as I would have liked to be helped when I was a student myself. In addition, I wanted to see if there have been any changes over time in the approaches and support for dyslexia, particularly with regards to coursebooks and how these cater for dyslexic students with learning challenges. I will now move on to defining what dyslexia is.

3.1.WHAT IS DYSLEXIA?

According to Hettiarachchi (2021), there are various explanations for the learning challenge that is dyslexia, but there is still no universally accepted definition. According to this author, the etymology of dyslexia comes from the Greek words *dys* (inadequate or poor) and *lexis* (language or words), which could suggest a problem related to speech or diction. However, nowadays, dyslexia is understood as a difficulty that mainly affects reading and writing (Sierra, 2023).

According to the International Dyslexia Association (IDA), dyslexia is a specific learning difficulty with neurobiological origins that mainly affects the skills involved in accurate and fluent word recognition, spelling and decoding. These difficulties generally result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities (I. D. Association, 2017).

However, according to the British Dyslexia Association (BDA), dyslexia does not only affect reading and writing skills. People with dyslexia may face difficulties remembering information that they hear or see, and this can affect other areas (T. B. D. Association, n.d.). The Portuguese Dyslexia Association (*Associação Portuguesa da Dislexia* or APD), reinforces this perspective by pointing out that dyslexia commonly occurs alongside other conditions, such as specific language

disorder – a constant challenge in the acquisition and development of speech and language –; dyscalculia – a specific learning difficulty in mathematics, namely with numerical concepts, essential functions and symbols –; spelling difficulties; lack of motor coordination; attention deficit with or without hyperactivity; changes in behaviour; mood disorders; oppositional behaviour and decreased self-esteem. This highlights the complexity of dyslexia and explains why a universally accepted definition for this particular learning challenge is yet to be found.

Silva & Gomes (2017) point out that this learning difficulty is not related to do with pedagogy or teaching. Furthermore, according to APD, this disorder is not related to one's intellectual level, socio-cultural opportunities or sensory alterations (Dyslexia, n.d.). In other words, dyslexia is not related to flaws in teaching methods or pedagogical approaches, intelligence, opportunities or sensory alterations, but rather to a neurobiological condition that impacts the way the brain processes information.

The American Psychiatric Association (2022) states that this chronic difficulty has a genetic influence as the ability to read and difficulties in alphabetic and non-alphabetic languages show a strong hereditary component, as with most learning abilities and difficulties. This means that dyslexia runs in families. If a parent or sibling has dyslexia, the likelihood that their child will also develop the condition increases by 50% (I. D. Association, 2017).

Dyslexia is considered to be the most common of all neuro-cognitive disorders, affecting around 10 per cent of the world's population (Dyslexia, n.d.). It is therefore very likely that there will be students with dyslexia in a class and it is important to be aware of the signs in order to diagnose this learning challenge and better cater for students' needs.

3.2. SIGNS AND SYMPTOMS

According to the American Psychiatric Association (2022), the symptoms of this learning difficulty often co-occur. In other words, they are related to or manifest in areas other than reading and writing. Dyslexia can also present behavioural and emotional challenges (Dyslexia, n.d.).

Dyslexia has a deep impact on the four language skills. Although the difficulties are more evident in reading and writing, they also have an impact on listening and speaking. Table 3 will outline the most common challenges students with dyslexia encounter in developing these skills.

Table 1

Signs and symptoms regarding the four language skills

Language Skills	Signs and Symptoms
Reading Skill	<ul style="list-style-type: none"> – Word reversals; – Word substitution; – Skipping of words; – Slow reading speed; – Avoidance reading aloud; – Lack of enjoyment in reading; – Reads and re-reads to understand the meaning;
Writing Skill	<ul style="list-style-type: none"> – Frequent spelling and syntax errors; – Omission or addition of letters and syllables; – Lack of punctuation rules; – Restricted vocabulary; – Poor handwriting;
Listening Skill	<ul style="list-style-type: none"> – Difficulties with auditory memorisation; – Problems capturing and integrating sounds; – Problems with perception and auditory imitation; – Difficulties following directions and instructions;
Speaking Skill	<ul style="list-style-type: none"> – Mispronunciation of long, unfamiliar or complicated words; – Pausing or hesitating when speaking; – Restricted vocabulary;

During my internship, I observed some of the most common challenges present in the table. At the time, I came into contact with a 4th year student who had dyslexia, who will hereafter be coded as student X. Regarding reading skills, this student had significant difficulties interpreting statements and understanding texts. I used to sit next to the student in question during lessons to provide support. When it came to reading the instructions, I made sure I read them together with student X, repeating the process when necessary, and clearly explaining the instructions for the exercises. During evaluation times, my co-operating teacher used to read the instructions to the class slowly, making sure that everyone understood the tasks to be carried out.

However, in the specific case of student X, I sat next to the student in question to help understand what was being asked. Regarding writing skills, I noticed that student X often made spelling and punctuation mistakes. Another aspect I noticed was that even when copying from the board, student X made mistakes by omitting or scrambling letters. With regard to listening skills, student X had some difficulties with "Listen and repeat" exercises. The teacher used to do this exercise in chorus with the class and, as I was sitting next to pupil X, I noticed that the student often pretended to say the word due to difficulty understanding the sounds. Lastly, with regard to speaking skills, the student had difficulty expressing ideas and therefore spoke with many pauses, accompanied by "uhm".

As I mentioned previously, dyslexia also has an impact on aspects other than language. As far as behaviour is concerned, some of these signs include students taking a long time to complete the exercises, as a result of difficulties in understanding and carrying out the tasks. In addition, dyslexic students show inhibited behaviour when it is necessary to expose themselves, often associated with the fear of making mistakes. It is also common for pupils to be easily distracted, associated with having shorter attention spans than the average students, which can negatively affect their school performance (Dyslexia, n.d.). According to the American Psychiatric Association (2022), individuals with dyslexia usually have attention deficit hyperactivity disorder.

As well as manifestations in the academic and behavioural domains, it also affects emotions. Among the most common emotional signs is anxiety, which manifests itself especially at times of assessment or in activities involving reading and writing, highlighting the pressure that these situations can generate (Dyslexia, n.d.). According to Schultz (2013), many people don't recognise the nature of their learning difficulties, and they often blame themselves for their own difficulties. Years of self-recrimination affect a person's self-esteem, making them more stressed and anxious (Schultz, 2013). Gouveia (2021) points out that pupils with dyslexia often have low self-esteem and, as a result, feel frustrated and demotivated when carrying out tasks that become an obstacle. These negative thoughts, the anxiety, stress and low self-esteem can lead to depression (I. D. Association, 2017).

Feeling ashamed of failing at school is another emotional aspect to consider. Difficulty in achieving the desired results can lead to feelings of embarrassment and discomfort in front of peers and teachers (Dyslexia, n.d.). This was a behavioural indicator that I noticed in student X and which had

an emotional impact on me: when asked to answer, the student always expressed themselves in a low voice and with great shyness, revealing an obvious fear of giving an incorrect answer. I particularly remember an occasion during a “Show and Tell” activity when the student went to the front of the class, but never looked directly at anyone. Instead, they kept their gaze on the floor, and once again communicated in a low tone.

Given these signs, Burden (2008) argues that it is crucial for the dyslexic individual to feel understood, especially in the early stages of learning. It is therefore essential to consider the possibility of dyslexia and seek specialised assessment and support. Early diagnosis of these symptoms not only facilitates access to specialised interventions, but also makes it possible to implement more effective support strategies. This proactive approach can play a crucial role in fostering a more positive educational development adapted to individual needs.

3.3. EARLY DIAGNOSIS

According to Hettiarachchi (2021), the recognition of dyslexia begins in the early years of schooling, since the formal teaching of reading and writing begins when children enter primary school and it is during this process that students' difficulties can be identified (Borges, 2018). However, if this learning challenge is not identified early on and the appropriate methods applied to overcome it are not taken, it can lead to school failure, affect communication, career and mental health (Hettiarachchi, 2021). Therefore, it is important that educators identify this condition as soon as possible.

According to the APD guidelines, when a child shows signs of learning difficulties, it is suggested that they undergo a psychology and/or special education appointment with an experienced professional. During this session, a psycho-pedagogical assessment is carried out to determine whether the child has challenges related to dyslexia (Dyslexia, n.d.). As emphasised by Cogan (2002), the diagnosis of dyslexia is a process in which school psychologists use different approaches to detect and assess possible difficulties in literacy and numeracy.

The diagnosis of dyslexia, according to the American Psychiatric Association (2022), requires the fulfilment of four criteria, which must be contemplated by clinical analysis, school reports and individual psycho-educational assessment. Criterion A refers to difficulties in key

academic skills, such as slow and strained reading; difficulty in reading comprehension exercises and activities; difficulty in spelling correctly; difficulty in written expression, and difficulty in mathematical reasoning involving numbers and calculations. Criterion B states that the student's academic abilities must be below those expected for their age and interfere with their performance. Furthermore, these should be duly documented by standardised tests and clinical evidence. Regarding criterion C, learning difficulties may only manifest themselves when academic demands exceed the individual's abilities. Lastly, criterion B indicates that learning difficulties cannot be justified by intellectual disability, mental problems, psychosocial adversity, inadequate instruction or lack of language proficiency (American Psychiatric Association, 2022, pp. 78–80).

Once children have been diagnosed with dyslexia, they are guaranteed the right to additional support in class and evaluation, and can also be referred to a specialist, thus benefiting from qualified assistance. In addition, a personalised learning plan needs to be developed for these pupils, including the benefits to which they are entitled. According to the IDA, a personalised intervention plan should be created for each profile of reader with dyslexia. This plan should include appropriate adjustments, such as additional time in tests (I. D. Association, 2017). The assessment can be carried out by external collaborators, such as psychologists or therapists, or qualified school professionals. In addition, it should be shared among health professionals, family members and teachers to ensure collaborative efforts to cater for the child's needs (Dyslexia, n.d.).

In figure 3 below, it is possible to see the adaptations that should be implemented in the assessment process, with the respective levels of dyslexia – mild, moderate or severe. These adaptations can include reading tests or exam papers, extra time to do tests, consulting a dictionary, etc. In more severe cases, more adaptations need to be applied due to the severity of the condition (Romano et al., 2024).

Figure 3

Adaptations to be authorised for situations of dyslexia or PEL (Perturbação específica da linguagem – Specific language disorder)

Adaptations	Mild	Moderate	Severe
	Dyslexia/PEL	Dyslexia/PEL	Dyslexia/PEL
Application of Sheet A in tests and frequency equivalence tests	X	X	X
Application of extra time (30 min), in addition to the test time, in frequency equivalence tests	X	X	X
Application of extra time (30 min) on top of the test time + tolerance, in final exams and national final exams.	-	-	X
Adapted tests - statements in digital format with pictures	-	X	X
Reading test and exam papers	X	X	X
Tests and exams are held in separate room	X	X	X
Computer use (secondary)	-	X	X
Portuguese language dictionary consultation	X	X	X

Adapted from Romano et al. (2024)

As I mentioned, there are different levels of dyslexia: mild dyslexia, which doesn't require as much support; moderate dyslexia, which requires more support from the school and family; and, finally, severe dyslexia, which needs constant support and monitoring, as well as more measures to be taken. However, in order to better understand differences regarding the range of support required, it is necessary to look at the types of dyslexia, which I will explore next.

3.4. TYPES OF DYSLEXIA

Dyslexia is a complex condition that presents itself in various forms, giving rise to different types of this specific learning difficulties. Among these types, Citoler (1996) highlights Acquired Dyslexia and Evolutionary Dyslexia, also known as Developmental Dyslexia.

Acquired dyslexia refers to cases in which reading difficulties develop as a result of a brain injury, trauma or other events, such as a cerebrovascular injury, which directly affects the areas of the brain responsible for language processing (Guimarães, 2004). This type of dyslexia is less common and can appear in individuals who previously had no problems with reading but who, due to an injury, begin to face challenges in this area. On the other hand, Evolutionary or Developmental Dyslexia is more prevalent and is usually identified during childhood. According to Citoler (1996), evolutionary dyslexia is associated with reading and writing difficulties that emerge at the beginning of the learning process and are not the result of brain injury or trauma.

It is important to recognise that the types of dyslexia are not limited to these two categories. Within Acquired Dyslexia and Evolutionary Dyslexia, it is possible to identify three subtypes that reflect the different manifestations of this condition. These subtypes are related to the effects of specific brain lesions: the phonological, superficial and profound subtype (Citoler, 1996). Regarding Evolutionary Dyslexia, there are also three subtypes related to phonological, visual-perceptual or neurobiological problems: the phonological, superficial and mixed subtypes. These subtypes are illustrated in the following table.

Table 2

Types and subtypes of Dyslexia

Acquired Dyslexia	Evolutionary Dyslexia
Subtypes	Subtypes
Phonological: difficulty in the sublexic procedure due to brain damage	Phonological: difficulty in acquiring the sublexic procedure due to phonological, visual-preceptual or neurobiological problems
Superficial: difficulty with lexical procedures due to brain damage	Superficial: difficulty in acquiring the lexical procedure due to phonological, visual-preceptual or neurobiological problems
Profound: difficulty functioning in both procedures (sublexic and lexical)	Mixed: difficulty in acquiring both procedures (sublexic and lexical) due to phonological, visual-preceptual or neurobiological problems.

Adapted from Citoler (1996)

In addition to these types and subtypes of dyslexia, there are also different profiles or types of dyslexics, each with particular characteristics. Boder (1973) states that there are three types of dyslexics: dysphonetic, diseidetic and mixed. Dysphonetic dyslexics are a group of individuals who face challenges in associating letters and sounds, which translates into difficulties decoding words effectively when reading. However, they are able to read words they are familiar with, due to visual memorisation, but are unable to read words they encounter for the first time (Marques, 2015). The Diseidetics dyslexics, on the other hand, read slowly but correctly, based on phonetic decoding. However, they have difficulties with irregular words (Pestun et al., 2002). Mixed dyslexics, on the other hand, represent a combination of difficulties of both types, i.e. both phonetic and visual, which translates into an inability to read (Gouveia, 2021).

After mentioning the types and subtypes of dyslexia, as well as the different dyslexic profiles, it is important to discuss some explanatory theories about this learning need. These theories provide a basis for understanding the underlying causes and mechanisms of dyslexia.

3.5. EXPLANATORY THEORIES OF DYSLEXIA

The origin of dyslexia is a complex issue, and although the genetic component plays an important role, there are other reasons that contribute to the development of this condition. According to Outón (2004), the origin of this learning difficulty has been studied from different theoretical positions, and research has been carried out from biomedical, psychometric, behavioural and cognitive perspectives, among others, in an attempt to understand the causes that explain dyslexia. Among the various theories proposed, I will highlight the three most significant theories supported by research: the phonological theory, the automatization deficit theory and the magnocellular theory.

The phonological theory is related to difficulties in storing, representing or retrieving phonemes (Borges, 2018). Therefore, there is a difficulty in connecting letters and specific sounds. According to Saraiva & Ferreira (2012), students with dyslexia have problems detecting and processing the sound of letters, which limits their ability to decipher and decode written words, which in turn limits their ability to read. In order to read, students need to understand that spoken words can be segmented into phonemes and that written words represent these sounds (Gouveia, 2021). Teles (2004) reinforces the fact that in order to master the art of reading it is crucial to have a solid phonological awareness, i.e. to understand that language is made up of words, words of syllables, syllables of phonemes and that the characters of the alphabet represent these phonemes. Within this context, it is clear that the complexity of the relationship between phonology and reading is a determining factor in the specific difficulties that dyslexics face in this fundamental learning process. In addition, this theory also addresses the neurological level, suggesting that this difficulty may result from a lesion or congenital dysfunction in the perisylvian region of the left hemisphere of the brain, which is responsible for phonological representations or the link between these and orthographic representations (Saraiva & Ferreira, 2012).

According to Borges (2018), the automatization deficit theory suggests that dyslexics' difficulties, especially in aspects related to phonology, may be the result of a generalised difficulty in automatising certain skills. The author adds that neuroimaging studies show alterations in the cerebellum of dyslexics, which affect both speech articulation and the automatization of tasks. These alterations impair the learning of the correspondence between letters and sounds.

Additionally, Gouveia (2021) states that in order to read, the brain needs to establish complex connections between words, involving aspects such as spelling, phonology and semantics. In dyslexics, the difficulty in automatising the decoding of words results in less fluent and comprehensive reading. This theory therefore emphasises the urgent need for specific interventions aimed at strengthening the automatization of reading skills.

The Magnocellular theory, on the other hand, is related to the magnocellular cells of the visual system. According to Teles (2004), the magnocellular theory proposes that dyslexia results from a specific failure in the transmission of sensory information from the eyes to the primary regions of the cerebral cortex. Gouveia (2021) argues that individuals with dyslexia are less sensitive to stimuli with low contrast, low spatial frequencies or high temporal frequencies. This causes difficulties in processing letters and words in a text (Saraiva & Ferreira, 2012). According to the same study, the authors observed that these individuals complained that the small letters seemed blurred and, when they tried to read, they seemed to move (Saraiva & Ferreira, 2012). These symptoms highlight the particular visual difficulties faced by people with dyslexia during reading, contributing to an understanding of the relationship between magnocellular cells and the specific visual complaints associated with dyslexia. However, this theory has been highly contested, as the results are not reproducible (Teles, 2004).

Combined, these theories provide a comprehensive overview of the possible causes of dyslexia, demonstrating the complexity of this condition. Although there are different theories explaining these difficulties, they all point to the importance of specific interventions to help improve the reading skills of individuals with dyslexia.

After a brief overview of dyslexia, I will discuss the impact of this learning challenge on the English language learning, since the focus of my internship was precisely dyslexia in the context of teaching English.

4. THE IMPACT OF DYSLEXIA AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

For dyslexic students, acquiring reading and writing skills in their mother tongue is already challenging (Marques, 2015). In this context, for learning a foreign language adds additional layers of challenges. According to Marques (2015), students with dyslexia face more difficulties than others with regards to learning a foreign language, as learning a foreign language requires skills affected by this condition, such as sequencing, phonological processing, and short- and long-term memory.

Learning a foreign language is, therefore, an even more intricate and demanding process for dyslexic students. Teaching EFL is complicated in the early years of education. Leite (2014) explains that problems in learning a foreign language are related to the verbal and writing skills that the student shows in their native language, so it is normal for a dyslexic student to experience more problems with pronunciation, internalising syntactic and grammatical structures, as well as grapheme-phoneme correspondences.

As I've already mentioned, dyslexia is a result of a deficit in phonological processing, which leads to problems with grapheme-phoneme association. Bearing this in mind, it can be said that dyslexia varies between different languages, since the way orthography represents phonology also varies (Leite, 2014). There are more transparent languages and opaque languages, i.e. in a transparent language the grapheme-phoneme correspondence is more regular, while in an opaque language, there are more irregularities in this correspondence (Gouveia, 2021). English is an opaque language, meaning that the phoneme-grapheme correspondence is complex, since one phoneme can be represented by several graphemes and one grapheme can take on several phonemes (Marques, 2015). According to Leite (2014), in opaque languages, such as English, children have more difficulty in the literacy process.

According to Libera (2016), the main difficulties that dyslexic students face when learning English as a foreign language are the result of different language structures such as the fact that vowel pairs can be pronounced in different ways, such as "pool/foot"; silent letters that are written but not pronounced: b, d, l, g, gh, h, k, n, p, s, t, as in the word "know" where the letter k is not

pronounced; some letters are pronounced differently depending on their position within a word, for example: /y/ at the end of the first syllable of a word becomes /ai/ as in shy and by; among others. In addition, according to Sierra (2023), in many cases, spelling of English does not correspond to the pronunciation of a word, which leads to more spelling errors. Zorzi & Ciasca (2009) point out that, in English spelling, factors such as the length of words and the way letters are combined have been pointed out as aspects that increase spelling and reading difficulties. Pérez (2018) also notes that some English words have the same sound but a different meaning, such as “see” and “sea”, which can confuse and make it difficult for a person with dyslexia to understand.

Besides the difficulties mentioned above, Bogdanowicz (2006) also identifies some typical problems in learning English as a foreign language for dyslexic students, with focus on vocabulary and the four skills. Dyslexic students struggle with vocabulary due to their reduced short-term and working memory, and problems memorising sequences such as the months of the year/days of the week. Regarding the four skills, dyslexic students often have difficulties in all of them. Regarding listening skills, they face difficulties because this skill requires concentration, memorisation, perception and auditory processing. In terms of the development of reading skills, visual and auditory perception and processing skills are required, as well as accurate and fluent word recognition. In terms of speaking, the author says that difficulty is less common, but it is still present due to problems in automatisisation, memorisation and the construction of complex sentences. Finally, when developing writing skills, dyslexic students encounter challenges due to the semantic, morphological, and syntactic aspects of the language. The author also emphasises, and I cannot fail to mention, the interference of the mother tongue in English language learning (Bogdanowicz, 2006).

Given these challenges, it is crucial to implement personalised teaching strategies that recognise and address dyslexic students' specific difficulties in learning English as a foreign language (García et al., 2018). In the second part of my report, I plan to discuss how I tried to help overcome these challenges.

5. CONCLUSION

Concluding the theoretical analysis, it can be observed that the early learning of a foreign language, in this case, English, plays an essential role in children's cognitive and social development. Young learners have a natural predisposition to learn languages. In addition, integrating the teaching of English into primary school contributes to the formation of a plurilingual and pluricultural society from an early age.

Teaching methodologies, especially those adapted for young learners that I mentioned, are crucial for maintaining interest and improving information retention. Activities and teaching tools should be applied according to the characteristics and needs of the students. To do this, the teacher must recognise the class and their students and decide which activities, tools and strategies to use. In addition, it was noted that, although coursebooks are widely used and valued as a structural and support tool for teaching, it is vital that these resources are adapted to respect the diversity of students' abilities.

In the context of inclusive education, as is the case with students with dyslexia, adaptations to teaching materials are crucial to create an accessible and stimulating learning environment for everyone. Dyslexia is a common learning disability. For this reason, there is a high probability that a teacher will teach a dyslexic pupil while in the profession. In this way, the coursebook deserves to be highlighted, as it is full of materials and is the only tool used in common by all teachers, while other adaptations are at the discretion of each teacher. Having said that, I would like to analyse whether it is or can be adapted to the needs of these students, which is the prime objective of the second part of this report

Upon finalising the literature review, we now move on to the second section of this Final Internship Report. The purpose of the methodological framework is, firstly, to clarify the research methods applied throughout the internship to address the research questions and objectives, and then to present the results achieved through these same methods.

**PART II – THE CHALLENGES AND RESPONSES OF
INCLUDING STUDENTS WITH DYSLEXIA IN LEARNING
ENGLISH**

1. EMPIRICAL DESIGN

This first chapter of the second part of this final internship report is divided into four parts. The first section explores the research methodologies used in this study. Following this, the questions and objectives that motivated the research are presented, as well as the instruments used for data collection. Lastly, the context of the internship is presented, including a characterisation of the school and the classes involved, as well as a characterisation of student X, a participant with a central role in this research.

1.1. RESEARCH METHODOLOGIES

The research presented in this final internship report is based on a case study, using qualitative research methods. In order to better understand this methodological option, it is necessary to clarify the definitions of case study and qualitative research.

A case study is an empirical and detailed study that investigates and collects data over a period of time within a particular context. Heale & Twycross (2018) define a case study as an intensive study of a person, group of people, or community, in which the researcher examines the data collected in detail. According to Yin (2009), the case study is used to contribute to our knowledge about individuals, groups, organisations, politics, and other related phenomena. Case studies are most commonly used in areas such as psychology, sociology, political science, anthropology, economics and education, the last of which is focus of this report. In addition, case studies can be used to understand everyday practices and their meaning for the people involved (Hartley, 2004).

A variety of methods can be used to collect data, such as participant observation, direct observation, ethnography, interviews, focus groups, document analysis and even questionnaires (Hartley, 2004). Within this approach, the research methods that can be used are qualitative or quantitative (Feagin et al., 1991). However, both methods can be used, resulting in a mixture of approaches (Hartley, 2004). In the context of this report, only the qualitative method was selected, as the data collected focuses on descriptive and interpretive insights, rather than numerical analysis which is associated with quantitative methods.

Qualitative research is characterised by its descriptive, detail-rich, and inductive nature (Bogdan & Biklen, 1998). It is based on an intense and detailed analysis of the reality studied. According to Vishnevsky & Beanlands (2004), this research follows a naturalistic paradigm and is carried out in its natural environment, in a subjective and contextualised way. According to the same author, reality is constructed by people. As stated by Maxwell (2009), qualitative research is best used to study a small number of individuals or situations, allowing a more in-depth analysis. In this research, the researchers are in direct contact with the object of study, thus giving importance to interaction. Qualitative research aims to understand the particular context in which the subject moves and how this influences their actions. Therefore, to understand the object of study, it is important to collect data through methods such as interviews, direct field observation and notes, documentary analysis, or focus group discussions (Hennink et al., 2020) (Yin, 2015).

The selection of qualitative methodology is justified by the observation and direct contact I had with student X during my internship. This observation was essential to understand the challenges faced by dyslexic pupils, as well as the strategies that could be applied in the educational context. In addition to observation and direct contact, I used other data collection methods, which will be explored later in subsection 1.3. However, I will first explore the research questions and the objectives outlined, and then I will discuss the methods I used to obtain the answers.

1.2.RESEARCH QUESTIONS AND OBJECTIVES

The qualitative research begins with the formulation of research questions and study objectives. The questions raised by qualitative research are questions of “how” and “why” (Hennink et al., 2020). Therefore, this was taken into account in the formulation of the research questions.

As part of this internship, it was necessary to gather and reflect on a set of questions that served as a starting point for the development of this study. As I've already mentioned, my interest in the research topic arose during this internship when I came into contact with student X, as well as for personal reasons. As a future teacher, I tried to understand what I could do to include the student in the proposed activities, considering the regular use of the coursebook, in a way that

would lead to academic success. Having said that, I present the research questions and objectives of the present study in table 3.

Table 3

Research questions and objectives

Research Questions	Objectives
Do coursebooks cater for students with dyslexia?	To analyse whether coursebooks are structured to support and meet the needs of students with dyslexia in the EFL classroom.
How can educators adapt the coursebook to meet these students' needs?	To explore how the coursebook can be adapted, using different strategies, to meet the needs of students with dyslexia in the EFL classroom.

These questions will be answered in section 2, but in order to be able to answer them, data was collected during the internship period. To collect the data, the instruments are outlined in subsection 1.3.

1.3.RESEARCH INSTRUMENTS

Research questions are answered through data collection (Hennink et al., 2020). Considering the research questions and objectives, a selection of data collection tools was made. The instruments employed were: 1) participant observation, recorded in a logbook; 2) analysis of the coursebook used in the school cluster, as well as lesson plans; 3) an interview with the cooperating teacher and with the trainee colleague.

The participant observation documented in the logbook allowed for various observations and notes on the lessons I observed, the lessons I taught, the feedback provided by the students,

from the cooperating teacher, and the supervising teacher. Data was also recorded on the students, but mainly on student X. These records enabled reflection on the dynamics of the lessons, as well as understanding how student X responded to the proposed activities. Regarding the analysis of the coursebook and, consequently, the lesson plans, these methods proved to be fundamental to this study, as they contributed greatly to answering the questions and objectives proposed. Subsequently, an interview was held with the co-operating teacher and with the trainee colleague to get their thoughts on the coursebook and the adaptations I made to the lesson plans I taught.

After presenting the instruments used to collect the data, I will now describe the context in which this internship took place, where the data collection and research was carried out.

1.4.CHARACTERIZATION OF THE INTERNSHIP CONTEXT

The educational intervention in the context of the Supervised Teaching Practice (*Prática de Ensino Supervisionada* or PES) was carried out in three schools which will be named as School A, hereafter referred as SA, School B, referred as SB, and C. In addition to the schools mentioned, the school cluster includes two more schools. These institutions were located in the Porto Metropolitan Area. These institutions belong to the public education network and cater for pre-school and primary school children.

As an English teacher, the cooperating teacher made it possible to carry out the PES in three schools, which made it possible to organise lessons with five classes. At SA contact was made with 3rd and 4th graders, at SB also with 3rd and 4th graders, and at school C with 4th graders. However, I interacted less with the 4th grade in school C, as my time with them often coincided with holidays or internship meetings. I will therefore focus on the SA and SB classes, which I interacted with two days a week. Fortunately, these two days always coincided with the same classes, which facilitated the development of a closer relationship, which was beneficial in the context of the internship.

The schools where the internship was conducted were old, but in a reasonable state of repair, with a few exceptions. Both schools have three kindergarten classrooms, a library, two after-school areas, a teacher's room, a canteen and a multipurpose room; in the SA, the

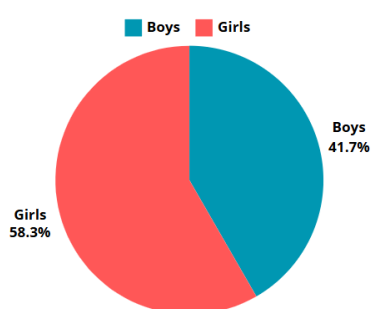
multipurpose room also functions as a canteen. SB has eight classrooms for the 1st Cycle (see Annex 1), while the SA has only five. In addition, SB has two floors, while the SA has only one. As for outdoor space, SB has a large playground for students to use during break times. In contrast, SA has little outdoor space for recess and no multi-purpose hall for physical activities, limiting leisure opportunities for the pupils. Both schools need their entrances roofed to better accommodate children, pupils and carers. Another weakness in these schools is the lack of accessibility for people with motor disabilities. Due to the age of the buildings, there are architectural barriers that make access to the upper floor difficult. This situation needs to be improved, as school infrastructures should always reflect a commitment to inclusion.

At SA, the 3rd and 4th grade classrooms were very similar, both equipped with an interactive whiteboard and a blackboard. These classrooms were the largest and, in contrast, SB had smaller classrooms. This school stands out because it doesn't have an interactive whiteboard and is only equipped with a video projector. A significant limitation of this classroom is the use of the blackboard, which makes it difficult to project the coursebook.

At SA, the 3rd grade consisted of 24 students, 14 girls and 10 boys, representing a composition of 58.3% girls and 41.7% boys, as can be seen in Graphic 1 below:

Graphic 1

Graphic representing the 3rd class from SA



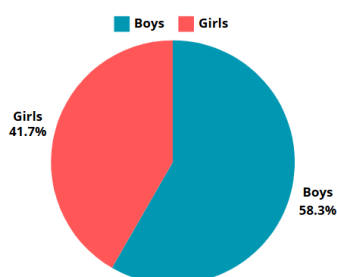
This was a large and restless class. The pupils with the most learning challenges sat at the front, with the exception of one pupil who was at the front due to her disruptive behaviour, so that the teacher could provide additional help to these pupils. Regarding the layout of the tables, some were organised in squares with 4/6 students, which generally caused more distraction and

conversation between pupils. As time went by, I began to see more than just a restless class. I began to see a participative class that loved interacting with the teacher, but with well-defined limits to maintain focus. In Annex 2, are some notes I took during my first interaction with the class.

Also at the SA, the 4th grade class also consisted of 24 students, 14 boys and 10 girls, representing a composition of 58.3% boys and 41.7% girls, as can be seen in Graphic 2 below:

Graphic 2

Graphic representing the 4th class from SA

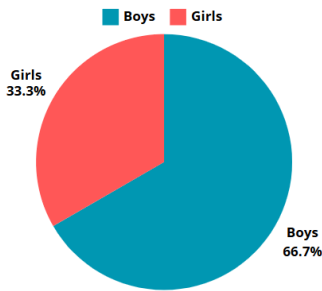


This was also a large class, but it was calm. The students were active, respectful of the classroom rules and the teacher. The students with the most learning difficulties were sitting at the front, one of them had dyslexia – student X – and another possibly had Asperger's syndrome (it was flagged up, but not officially diagnosed). There was also a student who, although he didn't have learning difficulties, was also at the front, but somewhat isolated due to his behaviour, as he was able to destabilise the class. The desks were arranged in a "U" shape, with the exception of the desk for students with difficulties and the desk for the student with behavioural problems (Annex 3).

At SB, the 3rd grade class had 16 students. However, during the year, one girl joined, but she ended up leaving. Towards the end of my internship, two twin brothers joined. That said, the 3rd grade class had 18 pupils, made up of 12 boys and 6 girls, representing a composition of 66.7% boys and 33.3% girls, as can be seen in Graph 3 below:

Graphic 3

Graphic representing the 3rd class from SB

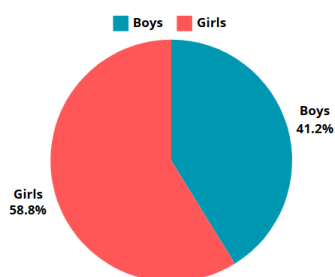


This class was small but participative. It was a good class to carry out more interactive activities, but it was a little agitated and required firm management. They responded well to the command “One, two, three, eyes on me”. Two students were in constant conflict. One student may be colour blind and another has a stutter. This class became even more agitated with the arrival of the two new pupils, as they had behavioural problems that required more monitoring. Still, it was a very dynamic class and good to work with (Annex 4).

Lastly, at SB, the 4th grade class was made up of 17 students, 10 girls and 7 boys, representing a composition of 58.8% girls and 41.2% boys, as can be seen in Graph 4:

Graphic 4

Graphic representing the 4th class from SB



The class was small and quite calm. The students were participative, but it was clear that there were different learning rhythms. While some learnt more quickly, others needed closer monitoring. One student had motorisation problems and therefore required more support from the teacher at times. Another student didn't have a notebook or a coursebook, so they also needed more attention from the teacher, as the subject was lost since they didn't have anything to consult. There was another this pupil was in 4th grade, but should have been in 5th grade, yet they were still learning 1st grade material in their mother tongue. Instead of being at the front, they were at

the back of the class on their own. During my internship, I was always sitting next to them. Overall, it was also a good class to work with, but it required more attention from the teacher (Annex 4).

The PES took place from October 2nd 2023 to January 18th 2024, totalling 100 hours. During this period, 12 hours were dedicated to teaching and evaluating the trainee teacher, under the supervision of the cooperating teacher and the supervising teacher. The process focused mainly on observing the pedagogical and didactic practices of the cooperating teacher, as well as conducting English lessons for these classes, one of which included a student with dyslexia. My involvement with the research topic gradually grew throughout the process, as I explored and analysed the data. This interest developed especially because, as I mentioned earlier, I share the same condition. This personal experience allowed me to identify similarities between my journey as a student and that of other students with whom I interacted and got to know closely.

1.5.CHARACTERIZATION OF STUDENT X

Considering that the subject of this research was motivated by a pupil with dyslexia with whom I had contact during my internship, the characterisation of this student is pertinent for the present study. The participant in this case study is pupil X, who is 9 years old and attends 4th grade at SA. This student has been diagnosed with dyslexia and hyperactivity, and their hyperactivity is controlled with medication. Student X has difficulties with orientation, memory, attention and phonological awareness. They learnt to read and write using the 28-Word Method, but still has major difficulties in writing and reading. This student is accompanied by a psychologist at school, with a project developed by the school cluster to improve their reading and writing skills in order to overcome their difficulties in the subject of Portuguese.

In the Annex 6, there are some notes that I registered during my time with this student. However, I'm going to summarise them to make it easier for the reader to understand:

- Pupil gets distracted very easily;
- Difficulties forming sentences and compositions;
- Reading and writing difficulties;
- Difficulties in ordering;
- Difficulties with exercises involving numbers, such as bingo;
- Difficulties describing images;

- Difficulties with word-forming exercises such as word search and crossword puzzles;
- Difficulty interpreting and following instructions;
- Difficulties standing in front of the class, avoiding staring at the students and teacher;
- When required to express ideas out loud, student gets shy and speaks quietly;
- Makes several spelling mistakes, changes and omits letters;
- Does not follow punctuation rules;
- Shows laziness in writing.

These were some of the characteristics I observed during my internship. Nevertheless, it's necessary to point out that this is a superficial and limited characterisation, as I don't have enough data on this pupil, because the parents did not authorise the collection of additional information. Furthermore, the internship I did only lasted 100 hours, and I didn't have access to reports or more detailed information about this student.

Now that all the sections of this initial chapter have been covered, the data analysis will be presented in the next chapter.

2. ANALYSIS AND DISCUSSION OF DATA

This chapter presents a detailed analysis of the data collected through the following methods: analysis of sections of the coursebook, analysis of lesson plans taught by the trainee teacher, and interviews with the cooperating teacher and her trainee colleague. The logbook, which was used to record key moments during this internship and which played a reflective role on practices, dynamics, pupils and areas for improvement, and has been referenced at certain moments throughout this report. Therefore, the analysis will focus solely on the remaining methods. The first section is dedicated to analysing the coursebook and lesson plans, while the second section is dedicated to analysing the interviews.

2.1. ANALYSIS OF THE COURSEBOOK AND THE LESSON PLANS

A coursebook is one of the most widely used tools in the classroom, both for teaching and learning. During my internship, it was used in around 90% of the lessons. Therefore, I decided to analyse the coursebook to see if it is, in fact, inclusive and capable of meeting the need of all students. Given the limitations of this report, it is not possible to explore the entire coursebook. Consequently, I'm going to analyse the pages in the coursebook corresponding to two lessons taught to the class and student contemplated by my case study, explaining their objectives and the skills they aim to develop. After an initial analysis, I will proceed to analyse the lesson plan I developed. Thereafter, I will analyse another page from a different unit of the coursebook and, consequently, another lesson plan. The lesson plans are very important for this research, as it is through them that I can analyse how I have adapted the coursebook and whether what I have done has successfully met the learning needs of students with dyslexia or not.

The coursebook used at the school cluster I attended was "Easy-Peasy English". In this section, I'm going to analyse two extracts from the coursebook "Easy-Peasy English 4th grade" (Abreu & Esteves, 2023). This coursebook package includes physical and digital resources that can be accessed digitally via the "Escola Virtual" platform. This coursebook package has versions for teachers and students. The teacher's version includes: Interactive Coursebook, the Interactive Workbook, the Teacher's File, the Very Easy-Peasy (an adapted coursebook for students with

learning challenges), Worksheets for Mixed Classes for 3rd and 4th grades, the Non-fiction Library, 3rd Year Revision Worksheets, the Super Easy-Peasy Extensive Reader, and the Picture Dictionary. The Teacher's File includes, in addition to the materials mentioned, Planning and Evaluation Grids, Extra Worksheets, Worksheets for Fast-finishers, and Go Beyond Worksheets, for Inclusive Learning and for Cross-curricular Learning. It also includes Picture Book Activities, Arts and Crafts, Film Activities, Preparation for the End of the School Year, End-of-the-year Song Suggestions, and a Model of Significant and Non-Significant Adaptations. In addition to these materials, there are extras, such as Audios, Songs, PowerPoints, and Games, which are only available online. However, there are also physical materials, such as the Puppet (Mr. Tricky), Posters, Word Cards, Flashcards, a Picture Book and Pocket Dice Cards. Students only have access to the Coursebook, Workbook, Super Easy-Peasy Extensive Reader, Picture Dictionary, and a name folder.

In order to become more familiar with organising lesson plans before the cooperating teacher observed us, my colleague and I organised a 3rd grade lesson on colours and shapes. No adaptation for dyslexia was necessary in the two classes we organised. Additionally, I developed lesson plans for 3rd year classes (Annexes 7 & 8), which are not the focus of this report, as the focus was on the 4th year student with dyslexia. Having said that, I will now analyse two lesson plans I developed for this student's class from the first two units from the coursebook: Unit 1: My Body and I and Unit 2: Numbers, dates and time as these were the lessons that I was allocated to teach.

The first lesson was in Unit 1: My Body and I. The main objective of this unit is to introduce the vocabulary of parts of the body. The lesson which I taught was linked to pages 16 and 17 of the coursebook, which is presented in Figure 6 below and which I will now present and analyse. Following this, I will provide a brief discussion of the adaptations I made to meet the learning needs of student X.

Figure 4

Easy-Peasy English 4, pp. 16-17



The main aim of these pages is to introduce and practice vocabulary related to the parts of the body, using a combination of listening, speaking, reading and writing activities, so as to develop these skills. The structure of these pages is divided into different parts, each with an individual objective and with the aim of developing a particular language skill. Part 1 targets the introduction of the target vocabulary; Part 2: is dedicated to developing controlled speaking practice with the target vocabulary; Part 3: aims to apply the target vocabulary in context in a listening comprehension exercise; Part 4: goes a step further and develops students' production skills with the target language by presenting a controlled writing practice- a model for students to follow; followed by Part 5 which allows students to personalise the writing model they were previously exposed to in Exercise 5. Each part will now be analysed in further detail.

Part 1: Vocabulary introduction. The learning objective of this part is to introduce the vocabulary about the body parts through visual and auditory stimulation. Exercise 1 begins with a "Listen, Point, Repeat and Stick" activity, in which students will be introduced to the vocabulary they will be exploring throughout the lesson. The exercise consists of listening to a recording, pointing to the parts, repeating the words, and sticking the matching sticker. These scaffolding steps – listen, point, repeat and stick – can cater for students' short attention spans as they have to be active in every step. Stickers are very valuable in this task, as they add interest on the part of the students, since they are interactive elements that capture students' attention and motivate

them, creating a playful and enjoyable learning environment. This exercise not only develops listening skills, but also speaking skills, since this is focused on developing their pronunciation to ensure that they learn to pronounce the words correctly from the very beginning. This is important because students should first learn to pronounce words correctly before tackling their spelling in order to avoid making unnecessary pronunciation mistakes which are then difficult to relearn.

Part 2: Controlled vocabulary practice. The learning objective of this part is to reinforce the target vocabulary through TPR, involving movement and gestures, to make learning more memorable so that students can better retain the information. In exercise 2, In the “Mr Tricky says” game, listening skills are being developed, as the students have to listen and follow the verbal commands given by the teacher, or, in this case Mr Tricky, to touch or point to different parts of the body. By using Mr. Tricky, students are even more engaged and motivated in class, as it is familiar figure (mascot) that students are always excited to see. By listening to each command and having a physical response, they are reinforcing learning through kinaesthetic learning. Additionally, the game provides an opportunity for students to learn through play in a safe learning environment, allowing weaker students further exposure to the target language without putting them on the spot.

Part 3: Applying Target Vocabulary in Context. The learning objective is to be able to identify the vocabulary learnt in a broader context. In exercise 3, students have to listen to an audio description of robots and match them to their owners. This is a problem-solving task, as the students have to match the robots to the respective owner. To do this, they have to be attentive. The way that the exercise is structured is motivating because it not only develops language skills but is also cognitively challenging. This exercise once again develops listening comprehension, as it is by listening to the audio that they are able to identify the correct answers.

Part 4: Controlled writing practice. In the following exercise, students have to read the text and fill in the blank with the information in the picture. In this exercise, the coursebook provides formulated sentences with simple sentence structures and basic descriptive language, which exposes students to a familiar language model. By practising descriptions, the coursebook prepares students for real-life situations where they can describe people, objects, or animals. Here, the main focus is on students developing their writing skills.

Part 5: Personalise. The last activity encourages students to draw their own robot and describe it, by personalising the model provided in the previous exercise. This activity allows students to express their creativity and apply what they've learnt to the personal description of their robots. By using language in a free activity, students tend to retain vocabulary and sentence structures better because they engage with the material in a more meaningful and personal way. In this activity, they are developing their writing skills, while forming sentences using the target vocabulary and structures.

The pages analysed were structured to support the initial development of this target vocabulary, involving three language skills (listening, speaking and writing). At the end of these activities, students should be able to name and identify at an oral and written level the body parts they have learnt. Although this material is suitable for students in general, I feel that it is not completely adapted for a student with dyslexia, as I can identify some parts where these students would have more difficulties. The exercises that can cause the most difficulties among students with dyslexia are exercises 3, 4 and 5. In exercise 3, students with dyslexia experience difficulties with phonological processing and, in descriptions such as these, where students need to retain information, the level of difficulty increases as students with dyslexia have difficulties with auditory memorisation. In exercise 4, which involves reading and filling in blanks, the challenges present are in decoding words, comprehension and writing. Finally, exercise 5 requires students to write a description, which can be challenging as dyslexic students have difficulties in writing and organising ideas in a coherent way. Therefore, when planning the lesson with student X, I made the following adaptations.

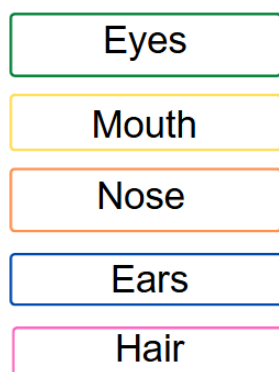
The first plan I designed for observation lesson 0 was aimed at the 4th grade class which the student with dyslexia is part of (Annex 9). Since this class was a little behind in the curriculum, I had the opportunity to introduce the theme of the parts of the body from Unit 1: My body and I. This plan was developed considering the specific needs of student X. Therefore, I tried to adapt the coursebook as best I could at every step to ensure accessibility. In this lesson plan, pages 16 and 17 of the coursebook were used as a basis for introducing the vocabulary. However, to complement this, I added other activities with extra interactive elements to introduce the topic in a more engaging way. In addition, the exercises in the coursebook were adapted to meet the needs of student X. All the materials created were written using the dyslexia-friendly font, in this

case Arial. The lesson plan is divided into six parts: the same parts mentioned in the coursebook, and an extra part for a warm-up and brainstorming session, used to revise the vocabulary.

Before using the coursebook, and as a way of brainstorming, I established a “bridge” between the previously learnt vocabulary –parts of the face – and the new vocabulary. For this, in the first activity, to help student X better retain the target vocabulary, I prepared colour-coded word cards. Students with dyslexia often face challenges with vocabulary retention due to their short- and long-term memory, as mentioned in Part I: section 4. I used different colours to create a visual association that would reinforce vocabulary retention. In addition, these cards were created to provide additional support, and to make student X feel more confident when going to the board, as this is a difficulty described in the student’s characterisation. These cards used can be seen in the following figure:

Figure 5

Word cards: parts of the face



Regarding the presentation of the target vocabulary, students proceeded to do exercise 1 of page 16 of the coursebook. Upon analysing this exercise, I decided to adapt it as follows: the audio was played twice for the entire class, and I changed the playback speed to a slower speed, to make it easier to hear the words and distinguish their sounds. This was possible because in the digital coursebook, the teacher can choose the speed of the audios to better cater for their students’ needs. This adaptation was designed primarily to support student X, who had difficulties with exercises of this type, as mentioned in the student’s characterisation. Furthermore, as mentioned in Part I: subsection 3.2, students with dyslexia often face difficulties with auditory memorisation and problems capturing and integrating sounds. Following the audio, I helped

student X stick the stickers in their respective places and the student used colour coding to reinforce the association between the parts of the body and their location. Each word was circled or underlined in a specific colour, as was the corresponding arrow or area. The colours used were those that are found in the last exercise the student did, mentioned later. The aim of this adaptation was to help the student follow along visually and make connections more easily.

Afterwards, I chose to use flashcards to reinforce the introduction of vocabulary, as I believed that a listening exercise alone was not enough. In addition, flashcards, as I stated in Part I: subsection 1.3, allows students to memorise words easily, as they combine pictorial and textual elements, thus increasing their long-term retention of vocabulary. As I showed the flashcards, I pronounced the words, and the students had to repeat them. This exercise was repeated twice. After this, I drew the rest of the body on the board for the volunteer students to identify, and invited them to play the game: Fly swatter. The flashcards were spread on the wall next to the board and two volunteers were given fly swatters. As soon as I said the word out loud, the students had to “run” to swat the correct card. The student who got it right first was able to stick the flashcard on the corresponding body part. Regarding the adaptation, if student X volunteered, the student would have the opportunity to review the body parts before the game, with the trainee colleague, to ensure that the student felt more familiar with the vocabulary and confident to participate. These flashcards were created using the dyslexia-friendly font Arial.

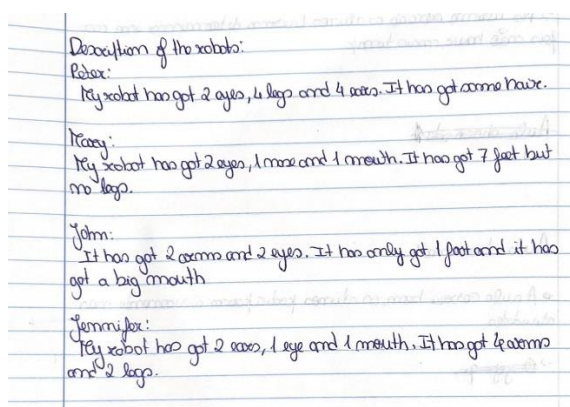
As for the controlled vocabulary practice, I decided to give all the students the opportunity to take part in another game and did exercise 2 on page 16: Mr. Tricky Says. As the game involved a TPR activity, mentioned in Part I: subsection 1.2, it was a strategy that facilitated students' understanding and retention of new vocabulary, as students could learn through observation as well as through performing the actions. In addition, this exercise involved the use of a puppet (Mr. Tricky), which is an excellent teaching tool for introducing new vocabulary, as previously mentioned in Part I: subsection 1.3. In this exercise, I didn't make any adaptations, other than letting student X use the coursebook to have additional support. With this visual reference, student X could follow the game more easily, which contributes to their commitment to the game.

As for the applying target vocabulary in context, exercise 3 can be challenging for students with dyslexia, as it requires a high level of concentration, which is something that these students have more difficulties with when compared to other students, as mentioned in Part I: subsection

3.2. In addition, this activity required a good understanding of the descriptions. In the case of students with dyslexia, who have problems with memorisation, perception and auditory processing – mentioned in Part I: section 4 – the challenge increases. Having said that, I decided that instead of the student listening to the audio and trying to make the connections, I would write the description of the robots next to the names of the owners. By listening to the audio while having access to this information, the student could make the connection to the respective robots. Figure 6 shows the description I recorded in my logbook to write in the student's book. I am not able to provide an image to exemplify this as I did not take a photo of the student's book at the time.

Figure 6

Description of the robots



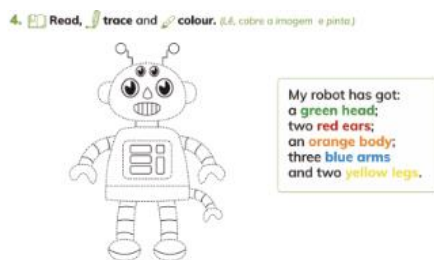
After this exercise, the students had to do exercise 4, the controlled writing practice, on page 17. Due to the great difficulties related to reading and comprehension in dyslexia associated with dyslexia, as mentioned throughout Part I, I decided to sit next to the student to provide additional support. I read the sentences slowly, underlining the key words, but paused before the blank space so that the student could think. If the student continued to have difficulties, I would underline the body parts that corresponded to the blank space and the student would have to put them in the correct places.

In the last exercise on page 17, exercise 5, students had to draw their robot and describe it. However, this was another exercise that could be complicated for students with dyslexia, as they make many spelling mistakes, as mentioned in Part I: subsection 3.2. In addition, student X had difficulties forming sentences and compositions, as noted in the characterisation. That said, I

decided to print out page 9 of the book "Very Easy-Peasy" so that the student could do exercise 4, shown in figure 7. This exercise was more appropriate for the student, as it focuses on reinforcing key concepts through tracing and colouring, reducing the student's cognitive load. In addition, the colours in this exercise are the same colours that the student used to circle the words in the coursebook. In this way, the student was learning in a way that would lead to success.

Figure 7

Adaptation: Exercise 4 from "Very Easy-Peasy" p.9



This lesson was the first I developed for a class with a student with dyslexia. It was a lesson that involved a lot of research to adapt the coursebook for the class and, above all, for student X. My aim in this lesson was for all students, regardless of their needs, to be able to fulfil their potential and I feel I was able to adapt the coursebook to achieve this. However, I feel that I could have implemented more adaptations to meet the student's needs. In the case of student X, I believe that I managed to capture their attention throughout the lesson (see Annex 10).

The second lesson was in Unit 2: Numbers, dates and time. The lesson which I taught was linked to page 34 of the coursebook, which is presented in Figure 8 below and which I will now present and analyse. It should be noted that only one page has been analysed as my objective in this lesson was to introduce ordinal numbers in more depth.

Figure 8

Easy-Peasy English 4, pp. 34

Vocabulary

Ordinal numbers

1. Look and read.

It's the tenth of October today. It's my birthday! Hooray!

2. Listen, point and stick. Then repeat.

1 st first	8 th	stick here
2 nd second	9 th ninth	stick here
3 rd third	10 th	stick here
4 th fourth	11 th	stick here
5 th fifth	12 th twelfth	20 th twentieth
6 th	13 th thirteenth	29 th twenty-ninth
7 th seventh	14 th	30 th
		31 st

3. Role-play.

When's your birthday?

My birthday is on the 1st of September.

It's on the 4th of June. And yours?

When's your birthday?

4. Your turn. When's your birthday?

When's your birthday? / It's on (the) 5th (of) May.

The main aim of this page is to introduce ordinal numbers and practise them in the context of dates. The context provided is birthdays. In this way, this page establishes a basis for students to learn the vocabulary and apply it in everyday situations. The page is organised according to 4 complementary parts, which I will now proceed to discuss.

Part 1: Vocabulary introduction. This page begins with a "Look and Read" exercise with the aim of modelling the use of ordinal numbers in a birthday context. Introducing the vocabulary with a real-life example provides context for the students. The sentences, "It's the tenth of October today. It's my birthday!" emphasises the use of ordinal numbers in dates. Simple sentences like this avoid overloading students and focus on the main objective, which is to introduce vocabulary in a meaningful way. In this introductory context exercise, the language skill developed is reading, as students are encouraged to read and understand the sentence.

Part 2: Controlled Vocabulary Practice. Exercise 2 is a "Listen, Point, Stick and Repeat" exercise with the ordinal numbers 1st to 31st. Students will listen to the audio, point to the numbers, stick the corresponding stickers and repeat the numbers. This exercise aims to introduce the numbers and correct spelling/pronouncing the words correctly. This multisensory approach caters for various learning styles of the students. In this exercise, students are mainly

developing listening skills, because they are exposed to an audio, but also speaking skills are also present, as students practise pronunciation.

Part 3: Controlled speaking practice. The next exercise is a role-play in which the aim is for students to practise, in a real-life context, questions and answers related to birthdays using ordinal numbers. In this exercise, there is a dialogue between students, in which one student asks the question, "When's your birthday?" and another answers, "It's on the (day) of (month). And yours?". Role-play activities are motivating for students as they provide examples of real-life interactions. In this activity, the students are drilling the language structure and developing their speaking skills, as they will be practising speaking.

Part 4: Personalise. In the last activity, the question "When's your birthday?" comes up again, and students must answer it according to their own birthdays. The aim of this exercise is to encourage students to answer the question autonomously and thus practise the vocabulary they have learnt in a meaningful context they can relate to. This type of task is motivating for students because it is a personal activity. By constructing sentences about themselves, students feel a sense of fulfilment and empowerment, as only they can answer the question, thereby taking control of the activity. The language skill developed is writing, as students have to write down their answers.

The primary objective of the page I analysed, as I've already mentioned, is to introduce ordinal numbers and practise them in the context of dates. However, I only used one exercise on this page, as I decided to explore ordinal numbers in greater depth. I believe that this page is more suited for applying the ordinal numbers in real situations, such as the birthday scenario, rather than exploring the concept with more depth. Therefore, I decided to adapt the content to deepen the pupils' understanding of ordinal numbers. This lesson plan I organised was for observation lesson 1 (Annex 11), with the same 4th grade class. I will now proceed to analyse the plan I developed.

This lesson plan is divided into four parts: warm-up and brainstorming, vocabulary introduction with three activities, vocabulary practice with two activities and, finally, writing practice. The students were beginning unit 2 and, in previous lessons, they had learned the cardinal numbers up to 100. In this lesson, students would be introduced to a new topic: ordinal numbers. Therefore, instead of telling the students what they were going to do, I challenged them

to try to come up with the theme. To do this, the class was organised into 6 groups of 4 students. Once the groups were organised, I handed out a set of two cards: one with the cardinal number (which they already knew) and the other with the corresponding ordinal number. The cards provided contained both cardinal and ordinal numbers in full. In terms of adaptation, the group that student X was in received the cards with the ordinal number's suffixes highlighted to ensure that student X participated actively. From there, students discussed patterns they noticed and tried to deduce the topic of the lesson.

Figure 9

Set of two cards



Set of two cards: adapted



Next, I made a short PowerPoint presentation to explain, in a very simplified way, the use of ordinal numbers: describing positions and used in dates. This PowerPoint contained sentences with context, so that students could see practical examples of how ordinal numbers were used. In this PowerPoint, the numbers within the example sentences were highlighted in bold, making them easy to identify. This presentation also contained images that clarified the concept and meaning of the sentence. Regarding the adaptation, to provide additional support, I printed out the relevant pages (the usage pages and the sentences) with some modifications. The phrases that indicated the position were colour-coded to match the colours of the respective cars. This helped

the student to make the connection between the positions indicated by the sentences and the corresponding numbers more visible and clearer. On the other slide, the adaptation I made was to put the number next to the boy and the girl. In the Annex 11, these modifications can be compared.

Following the PowerPoint, students were instructed to open their coursebooks on page 34 to complete exercise 2, a listen, point, and stick exercise featuring ordinal numbers up to 31st. To adapt this exercise, I repeated the audio twice and changed the audio speed again. Next, I helped student X to stick the stickers on the respective place, and instead of pointing to the numbers in the book, the student used his fingers to draw the numbers in the air. In this way, the exercise became more interactive and accessible, allowing to use the multisensory approach mentioned in Part I: subsection 1.2, even though this student wasn't directly touching something, but rather moving. Also, bearing in mind that students with dyslexia often have problems with numbers, a condition known as dyscalculia, as mentioned in Part I: subsection 3.1, and that student X has difficulties with numbers, by adapting the exercise in this way, I feel it reinforced their understanding and memorisation of numbers.

Following the auditory exercise, I created flashcards with the numbers up to 31. I started by explaining that the numbers end with "th", but there are exceptions. In these exceptions, I encouraged students to use a pirate voice to say the numbers out aloud. Subsequently, the students were prompted to repeat the numbers after me. For student X to take part in the same activity, the flashcards I created had the ordinal number with the suffix highlighted in different colours to make it easier for the student to understand. It was in different colours to demonstrate how the endings change depending on the number. Having said that, I underlined the numbers that end with the suffix -st (1st and 21st) in red; in blue I underlined the numbers that end with -nd (2nd and 22nd) ; in orange were those that end with -rd (3rd and 23rd); in green, I underlined the most common numbers, namely those that end with -th (4th and 10th); lastly, in pink I underlined numbers with letters that change when forming an ordinal number, such as twenty which becomes twentieth. Additionally, a step-by-step guidance was provided, ensuring that Student X felt confident in engaging with the activity and could follow along at their own pace.

After practicing vocabulary, I proposed a new activity using realia. I selected student X as my helper and asked for volunteers to take part in this activity. For this activity, I had a bag with objects that the students were familiar with. Student X was asked to organise them in a line of

choice. Once they have been organised, I asked the following question: "Which object is in the 1st position?". The volunteers had to pick up an object and identify it. The students had to speak, listen and answer in English, practising pronunciation and sentence construction. As a form of adaptation, by asking student X to organise the objects, this student was able to participate in the activity while being exposed to the target language. This way, the student had more time to learn the target vocabulary without being put in a difficult position.

After the activity was finished, I distributed 24 flashcards (the number of students in the class) around the room. I had the students' names written on pieces of paper and randomly pulled out a name. Subsequently, I asked the selected student to find a specific number, such as saying, "Student Y, please find the number fifteenth.". "Hot" and "cold" clues were given if the students were having difficulties. After finding the numbers, the students had to organise themselves into rows and, in doing so, they worked as a team. Bearing in mind that all the students had to take part, when student X was selected, I gave them a card with the ordinal numbers, which helped guide them due to their great difficulties with numeracy, as outlined in their characterization.

Finally, to practise at home, I suggested doing exercise 1 on page 18, where the students had to associate the numbers (e.g. 25) with the full written numbers (twenty-five). However, for student X, I chose to print out page 13 of the book "Very Easy-Peasy", with the ordinal numbers and an exercise involving tracing the words and associating them with the numbers. In this way, student X can practise ordinal numbers at a pace and level of complexity that suits their needs.

This lesson was a challenge to plan, as I only chose to use an exercise from the coursebook to introduce the topic. The coursebook was intended to introduce the numbers and then use them in context, in this case, on dates such as birthdays. Although children learn better with context, I felt that ordinal numbers should have been explained in more depth than with just a listen, repeat, point and stick exercise. I realise that this theme will be explored in more detail in the following school years, but I felt that something was missing. In addition, numbers are a more complicated subject, especially for students with dyslexia, as I've already mentioned. Therefore, I planned the lesson with more emphasis on teaching ordinal numbers and not so much on the context used, since it was a topic that could be covered in the next lesson.

The lesson feedback was positive (Annex 12), but when I analyse these two lesson plans, I feel that they were a bit similar and that I could have used other tools/strategies and activities. One of the activities I could have used in this lesson was storytelling, I could have introduced the book "10 Little Rubber Ducks" by Eric Carle. I feel it would have been a different strategy from the ones I've used and an interesting one, given that it is recognised as one of the most natural and effective ways of introducing children to continuous and coherent oral discourse, as mentioned in Part I: subsection 1.3. By doing so, I would also have been forced to step out of my comfort zone, so I believe it would have been beneficial for both the students and myself. The student showed interest and actively participated in the proposed activities, a point further supported by the feedback in the interviews, which will be explored in section 2.2.

From my experience in the internship, I feel that planning each lesson according to the needs of each student requires a lot of extra work on the teacher's part, because it involves personalising content, strategies and activities to meet the individual needs of each student. As well as extra work, it also entails monetary costs if the teacher chooses to bring resources from home, i.e. to create resources. I consider this particular coursebook to be very complete and with several extra resources, which I used at various moments in the lesson. I found it helpful when preparing lesson plans. However, I tried to use resources other than the coursebook, as it is a coursebook designed for general students' needs and not for specific learning challenges, such as dyslexia. In addition, I think that using other materials in the classroom is an asset, as it makes the lesson more dynamic and engaging.

2.2. INTERVIEWS WITH THE CO-OPERATING TEACHER AND THE TRAINEE COLLEAGUE

A likert scale interview (Annex 13) was conducted with the cooperating teacher (see Annex 14) and the trainee colleague (see Annex 15) about the coursebook used and the lesson plans I developed. This interview aimed to better understand their opinions on the effectiveness of the coursebook in meeting the needs of students with dyslexia in English learning. Furthermore, it also aimed to collect the feedback on the lesson plans I developed for student X. In other words, I wanted to understand whether the plans I created were, in fact, sufficient to meet this student's needs and whether the learning objectives were achieved. I intended to carry out a third interview

with student X, as their perspective on the lessons, on the English learning, their difficulties, and on the coursebook, would have been an asset to this study. However, for personal reasons, the parents did not allow this interview to take place. With that being said, I will now analyse the interview with the cooperating teacher and the trainee colleague.

This questionnaire consists of 16 questions, organised into two sections. The first section, dedicated to the coursebook, includes four questions: two to select a score and the remaining two to justify if a score below 5 is given. The second section is about the lesson plans created and includes 12 questions: four to assign scores, two to justify and suggest improvements, two related to observations about student X, and two yes/no questions about student participation.

In the first question about the effectiveness of the coursebook in meeting the needs of students with dyslexia, on a scale of 1 (not effective) to 5 (very effective), the cooperating teacher and trainee colleague selected a rating of 4, which indicates that the coursebook is effective, but not completely effective. In the justification, the trainee colleague said that the coursebook provides accessible layouts, visual resources, multisensory activities, as well as adapted exercises and supplementary materials to personalise lessons and support dyslexic students as can be seen below:

The coursebook offers clear, simple layouts with large fonts and ample spacing, making the content accessible. The visual aids, such as pictures reinforce understanding, while multisensory activities engage students through auditory, visual, and kinesthetic methods. Additionally, adapted exercises and supplementary worksheets, provide extra support (...) personalizing lessons and supporting dyslexic students in their learning journey.

The cooperating teacher mentioned that the effectiveness of the coursebook depends on the design and structure of the materials, but identified a limitation in the teachers' guide, suggesting that there should be more strategies to support students with dyslexia:

The effectiveness of a coursebook for students with dyslexia largely depends on its design, structure and the resources it provides. In my opinion, it's missing a better teacher guidance that provides strategies for teachers on how to support students with dyslexia.

To the second question, about the Easy-Peasy English 4 coursebook being an inclusive coursebook in which all students can learn English, from 1 (not adapted) to 5 (completely adapted), the cooperating teacher and the trainee colleague again selected a 4. The cooperating teacher emphasised that the coursebook has a good font, layout and structure, as well as the digital format

which has options that can be beneficial for students with dyslexia, such as adjusting the audio speed.

Easy Peasy 4th has got a good font and layout. A clear layout helps in reducing visual stress; the structure is also good. The digital format or customizable display options can be particularly beneficial for students with dyslexia. The playback speed is also an important tool.

Both the teacher and the trainee colleague highlighted the availability of supplementary materials, such as glossaries, to promote inclusive learning. However, the cooperating teacher points out that the introductory pages can be difficult for students with dyslexia to understand their meaning.

Although, the engaging opening pages are great for students but to those who has dyslexia they are a little bit difficult.

In relation to the third question, namely how effective the first lesson plan was in meeting the needs of students with dyslexia. There was a discrepancy in the answers, as on a scale of 1 (not effective) to 5 (very effective), the cooperating teacher selected a 3 and the trainee colleague a 4. The trainee colleague's score indicates that the plan was effective, but that there is room for improvement. In justifying this, she mentioned that the lesson plan included multisensory techniques, such as flashcards and interactive games, and collaborative activities, which promote the inclusion and motivation of these students. As a suggestion, she noted that it could have added more practice exercises and activities to develop reading.

The lesson plan effectively supports learning through multisensory techniques like flashcards, and interactive games, while clear instructions and repeated guidance help make tasks easier to understand. The collaborative and engaging activities promote inclusion and motivation. One area for improvement would be to incorporate more opportunities for reading practice (...).

On the other hand, the cooperating teacher's rating indicates that it was moderately effective, with positive aspects and aspects that needed improvement. Among the positive aspects, the teacher highlighted the use of different colours, the audio modification, and interactive activities such as the "Mr. Tricky Says" game.

It was a good option drawing the parts of the face with different colours and write the words with the same colour as the cards. The audio playing twice and slower. The game "Mr Tricky says".

However, regarding aspects for improvement, the teacher emphasised that it was an ambitious plan for just one lesson, and that time should have been better managed. She suggested

working in pairs and also suggested creating an activity in which the students were given a picture to label and student X was given the words.

This lesson plan is too ambitious. IT is for more than one lesson. You could give students a picture to label and give the words to Student X; Time management; They could work in pairs.

Both the cooperating teacher and the trainee colleague agreed on the use of multisensory and interactive resources as positive points of this plan, but their opinions differed on the improvements needed.

In section 2 of the questionnaire, they were asked whether the adaptations made to plan 1, in relation to the content of the coursebook, scaffold student X's learning. Again, there was a discrepancy in the ratings. On a scale of 1 (didn't contribute) to 5 (contributed significantly), the cooperating teacher selected a 3, indicating that they contributed moderately, and the trainee colleague selected a 5, indicating that they contributed significantly. In the justification, the teacher commented that the adaptations were limited and suggested that student X could have carried out the same activity as the other students, drawing the robot, but instead of writing the description, just naming the parts of the body.

The only adaptation was circle the words with different colours and the audio played twice and slowly. I think that student X could do the same activity as the other students – drawing a robot and, instead of describing it, he could label the parts of the body

On the other hand, the trainee colleague's score indicates that the adaptations in this plan were effective and made a significant contribution to the student's learning. No comments were made, as only justifications below 5 were requested.

Still in relation to lesson plan 1, they were asked what they had observed of the student in this lesson, in which the trainee colleague said that student X had shown confidence and involvement, with an emphasis on the adaptations of the coloured cards and the audio activity about robots.

During the lesson, the student X seemed to be feeling confident and engaged. The adaptations made, such as using color-coded word cards and offering slower-paced audio, allowed the student to follow the activities comfortably.

On the other hand, the teacher pointed out that student X showed some motivation, but had difficulties understanding the vocabulary. Also, when asked if the student had been able to participate more actively, the teacher said no, while the trainee colleague said yes.

I think the student showed some level of motivation but struggled to understand the vocabulary.

Regarding lesson plan 2, the same questions were asked about the previous plan in order to make this analysis more coherent. Therefore, they were asked how effective the second lesson plan had been in meeting the needs of pupils with dyslexia. On a scale of 1 (not effective) to 5 (very effective), they both selected a 4, which indicates that it was effective, but that there is room for improvement to make it more effective. The teacher emphasised the use of underlined suffix cards, markers to underline words, the student as the helper and adjusting the audio.

The cards provided contain both cardinal and ordinal numbers in full, with the ordinal number's suffixes highlighted. Using the highlighters to mark words. Be the helper. The audio should be played twice and more slowly

In her comments, the teacher suggested that the PowerPoint could be the same for all the students and that the font could be larger.

The PPT could be the same for all students will be colour-coded to match the colours of the respective cars. The fonts could be bigger.

On the other hand, the colleague emphasised that the activities proposed, such as visual materials, multisensory strategies, repetition, step-by-step guidance and additional time ensured active participation and inclusion. However, there were no suggestions for improvement.

This lesson plan was effective in meeting the needs of dyslexic students by incorporating multisensory strategies, such as visual aids, repetition, and interactive activities. (...) slower audio and repetition allowed more time for processing. Specific adaptations for Student X, such as step-by-step guidance and additional time, ensured an active participation.

Following this, they were asked whether the adaptations made to lesson plan 2, in relation to the content of the coursebook, scaffolded student X's learning. On a scale of 1 (did not contribute) to 5 (contributed significantly), both selected a 4. The trainee's colleague again emphasised the same activities, which allowed the student to follow at their own pace, as well as the individualised support during the activities, reinforced learning in a positive way. However, no suggestions for improvement were made.

The step-by-step guidance allowed student X to follow along at his own pace. The repetition of key activities, such as listening and sticking stickers, and slower-paced audio ensured the student could process information more easily. Additionally, one-on-one support during activities, like the realia activity and flashcard game, provided individualized guidance, reinforcing learning in a supportive way.

The cooperating teacher, on the other hand, emphasised the activity in the book "Very Easy-Peasy". As an improvement, she suggested that the student could have written the numbers in the notebook using the same colours.

The worksheet in "Very Easy-Peasy Book" was a good option. Student X could write the numbers in the Notebook with the same colours

Regarding the student's performance, the trainee colleague mentioned that the proposed activities allowed the student to participate more and helped their confidence.

The activities offered opportunities for active participation, fostering a sense of inclusion and boosting the student's confidence.

The cooperating teacher said that student X was confident and engaged in the lesson. Finally, when asked if the student had been able to participate more actively, both said yes.

He was motivated and engaged in the process.

In conclusion, both the cooperating teacher and the trainee colleague agree that the coursebook is effective in meeting the needs of students with dyslexia and that it is an inclusive coursebook in which all students can learn English. However, by not selecting a score of 5, they suggest that there are improvements that can be made to achieve 100%. In relation to plan 1, they shared different opinions. The trainee colleague focused more on the positive side and the potential of this plan, while the cooperating teacher focused more on the practical side of it. Both praised the use of multisensory resources and interactive activities and made suggestions. The colleague focused on reading practice, while the teacher focused on practical issues such as time and more adapted activities. Regarding the adaptations, the teacher highlighted the limitations and suggested more inclusive activities, while the trainee colleague felt that the adaptations were effective. Regarding participation, the colleague said that the student was confident and engaged, while the teacher noted difficulties with vocabulary and therefore did not participate actively. In relation to plan 2, both selected a 4, considering that the plan was effective in meeting the student's needs, but with future improvements to be made so as to make the lesson even more inclusive for student X.

Taking this participation into account, and reflecting on the two lesson plans I created, I think I could have done more research into specific strategies for students with dyslexia. Although some decisions were effective, I recognise that there was room for improvement due to my inexperience as a teacher. Overall, it was clear that more practical knowledge about strategies to meet the needs of students with dyslexia would have enriched these plans and the student experience. Still, I think I tried to create an inclusive and dynamic environment.

This concludes the second part of this work. The next section is the conclusion, which is dedicated to a reflection of this report, considering the research questions of this study, its objectives, strengths and limitations, as well as the future ahead.

CONCLUSION

Now that we have reached the final stage of this report, it is essential to reflect on the main conclusion of the research conducted regarding the two research questions, the limitations of this research, as well as to reflect on my overall performance and the future ahead.

Firstly, I'd like to mention the duration of the PES intervention, was only 100 hours, 12 of which were teaching and assessment periods. However, during this period, I had the opportunity to observe and interact with different learning styles and teaching methods, which was very enriching. However, I feel that this period was somewhat limited for conducting research of this nature. Considering that the aim of this report came from the interaction I had with student X, I feel that I needed more time with this student to truly understand their needs and determine the best strategies for them. In addition, I only developed two lesson plans for this student, as the supervising teacher didn't have the opportunity to accompany this class and due to my own limitations as a student-worker. Thus, in itself had significant limitations on the findings of the present study.

Secondly, I would like to emphasise the restriction on the number of pages in this report, as I don't believe I had enough space to fully explore both the literature review and the empirical design. The themes I have mentioned are complex and involve an extensive research and careful description. Early foreign language learning involves many aspects, such as those I mentioned in Part I: section 1, subsections 1.1; 1.2; 1.3 and 1.4, covering a wide range of theories and practices. However, as this was not the main focus of the report, I had to limit a lot of the information I found. Another aspect I mentioned was inclusive education and, once again, there is no denying that it's a complex topic and should consequently have been explored in more detail. Dyslexia, being the central theme of this report, deserved a more detailed study, both in terms of the literature review and in terms of the actual analysis. I would have liked to explore more about the extent of this learning difficulty and everything it implies, as it is a theme of great interest to me. However, due to the limited number of pages, it was not possible to do so. Therefore, I decided to focus on what I considered to be the most pertinent. As for the empirical study, the limited number of pages also somewhat restricted the depth of the analysis presented. The strategies and adaptations implemented would have benefitted from a more detailed discussion.

Thirdly, I must stress the absence of student X's testimony. Their direct participation in the present study would have significantly enriched this research, as it would have allowed for a more in-depth and authentic perspective on their experiences in learning English as a foreign language. In addition, their detailed point of view on the strategies implemented and the adaptations would have been essential for a richer, student-centred analysis. However, as I have already mentioned, for personal reasons, the parents did not authorise their direct participation.

We will now move on to answering the research questions of this study:

1. Do coursebooks cater for students with dyslexia?
2. How can educators adapt the coursebook to meet these students' needs?

Regarding the first question, and based on the data collected, namely the analysis of the coursebook and the interviews, it is possible to conclude that, in general, coursebooks are unable to meet the needs of students with dyslexia. I believe that the coursebook itself is not fully adapted. Furthermore, the coursebook is a teacher's resource, and it is the teacher's job to adapt it to meet the needs of the students, as mentioned in Part I: subsection 1.4. For the coursebook to meet these students' needs, teachers must use the supplementary materials which can be included in the coursebook package and, more importantly, incorporate other resources/activities that are specifically adapted for each students' particular learning challenges. Therefore, I agree with the cooperating teacher's suggestion that coursebooks should include guides on strategies to implement for students with dyslexia and those facing other conditions. The coursebook shouldn't be seen as a strict resource that the teacher has to follow, but rather as an adaptable tool (Loukotková, 2009).

At the beginning of writing this report, I suspected that coursebooks were completely inadequate for students with dyslexia. However, after further analysis, I realised that modern coursebooks, when used alongside their supplementary resources, can provide significant support for these students. Nevertheless, the coursebook alone remains insufficient to meet the needs of these students. The effectiveness of the coursebook in supporting students with dyslexia depends very much on how teachers adapt and implement the content.

Concerning the second question, answering this question proved to be more complicated, as I found it difficult to come to a conclusion about specific strategies for this condition. However, considering the specific needs of dyslexic students, which were already mentioned throughout this report, especially in Part I, and based on the data collected and analysed, I can propose the following suggestions.

Students with dyslexia need additional time to complete tasks, as well as for assessments. Therefore, I consider it essential to provide these students with extra time to complete tasks in the coursebook and other planned activities. Moreover, it is essential to provide additional support during the lesson, with step-by-step guidance on the coursebook activities, as students with dyslexia have difficulties understanding and following instructions, as mentioned in Part I: subsection 3.2. Another aspect to consider is the adaptation of auditory materials in listening activities to facilitate the understanding of these students, since they often have difficulties capturing and integrating sounds, as well as auditory perception and imitation, as mentioned in Part I: subsection 3.2. To complement and adapt the coursebook, it is essential to use extra materials available. In the case of the adopted coursebook, the coursebook package provides teachers with a “Very Easy-Peasy” book with activities that are more appropriate for students with learning difficulties, thus creating a more inclusive learning path. In addition, it is essential to incorporate strategies such as realia, TPR, adapted educational games, and to employ multisensory approaches to engage young learners. These approaches, referred to in Part I: subsections 1.2 and 1.3, facilitate understanding and retention of knowledge effectively and make learning more inclusive and meaningful. Additionally, the use of visual materials, such as colour coding, proved to be a useful adaptation of the coursebook, as already mentioned in the analysis of the plans and in the interviews. Finally, the structure of the coursebook should be simple, with a clear and organised layout, and large fonts with ample spacing, to make it easier to read and understand.

In the lesson plans, I have adopted these strategies to adapt the coursebook to support student X. However, I admit that I still have a lot to learn about this learning challenge in order to propose even more effective strategies that are truly inclusive and meet the needs of these students.

Regarding my performance during this period, I have identified several areas for improvement. This research has been both challenging and rewarding. I acknowledge that the

strategies and activities I implemented could have been different, and additional time could have been dedicated to researching them. However, at the time, these strategies seemed effective for student X, but they might not have been effective for other students with the same condition. Furthermore, data collection was limited. Looking back, I think I could have used additional research methods, such as carrying out a questionnaire survey of various teachers regarding dyslexia and the adaptation of coursebooks. In addition, I acknowledge that my training on dyslexia and how to meet the needs of these students is still insufficient.

In the future, to address the gaps in my study, it would be necessary to conduct a longitudinal study. In my case, it wasn't possible to do this as the internship had a limited duration, so a cross-sectional study was conducted. However, future researchers should consider a longitudinal study, as it makes it possible to observe and monitor pupils with dyslexia over an extended period, understanding their needs and progress. Unlike cross-sectional studies, which collect data at a single point in time or over a very short period of time, longitudinal studies offer a more in-depth perspective over time (Kim, 2021). In addition, it is essential that teachers receive continuous training in inclusive teaching strategies and specific difficulties such as dyslexia. Therefore, in the future, I intend to deepen my knowledge of this condition, as well as other learning challenges related to special needs I may encounter as a teacher. I aim to conduct further research in this area and am also planning to attend a course to better prepare myself. In this way, I will feel more fulfilled as a teacher and, above all, be able to support students more effectively, ensuring that everyone is engaged to learn and reaches their full potential in the context of an inclusive classroom and approach to learning.

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ANNEXES

ANNEX 1

An SB classroom.



ANNEX 2

Notes in my logbook on the 3rd SA class.

2/10/2023

→ Turma grande: 14 meninas e 10 meninos

→ Primeira interação: alunos inquietos. Por ser uma turma grande e com alguns alunos mais agitados, a professora teve de chamar mais vezes a atenção com "one, two, three, eyes on me" e alunos respondem "one, two, eyes on you".

→ Disposição da sala: alunos com mais dificuldades estão sentados à frente, como [redacted] que está à frente pelo seu comportamento.

Algumas mesas estão em quadrado com 4/6 alunos.

ANNEX 3

Notes in my logbook on the 4th SA class.

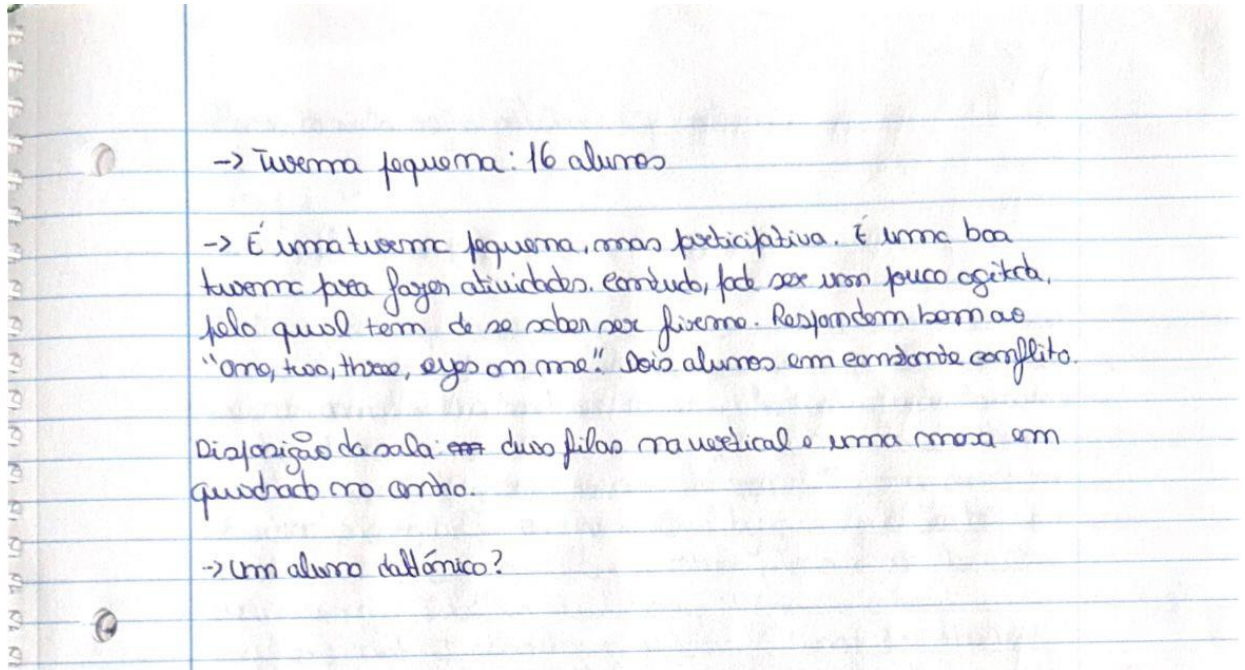
→ Turma grande: 14 meninas e 10 meninos

→ Primeira interação: é uma turma grande, mas é calma. Os alunos com mais dificuldades estão sentados à frente, sendo que um [redacted] tem dislexia e o outro tem síndrome de Asperger (está sinalizado mas não diagnosticado). Há ainda um aluno que, apesar de manter dificuldades de aprendizagem, também está à frente, mas um pouco isolado dos outros devido ao seu comportamento. Como que estabilizam a turma.

- disposição da sala: uma mesa para um aluno; uma fila à frente para os que tem mais dificuldade; resto da sala está em U.

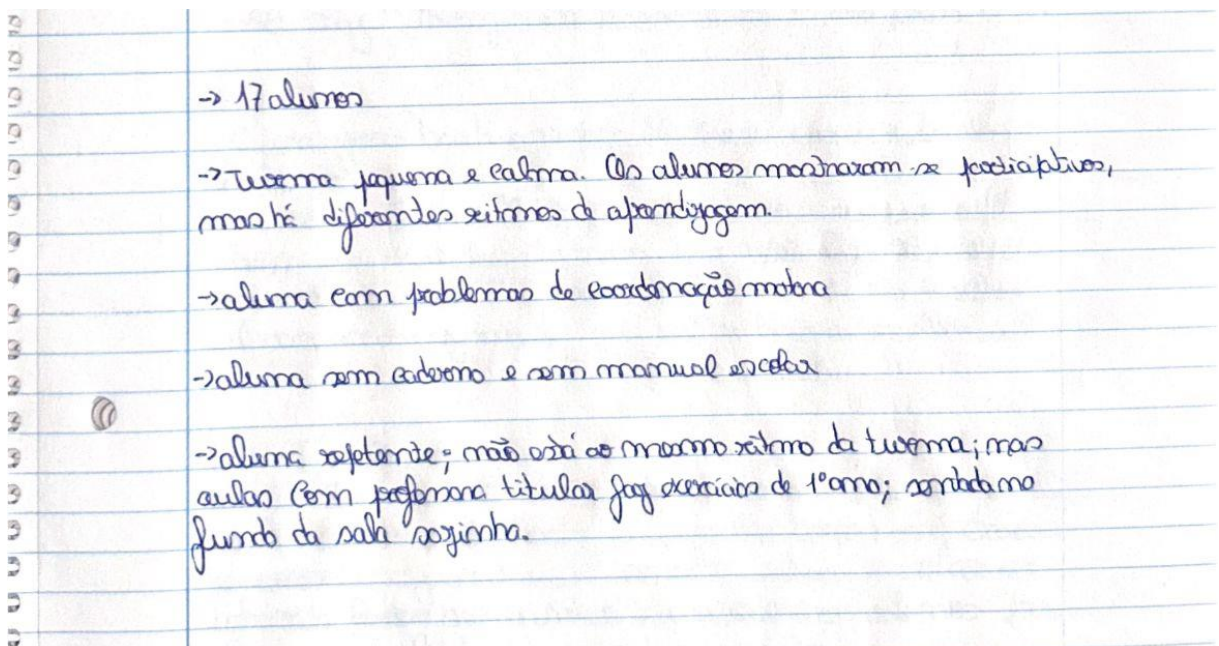
ANNEX 4

Notes in my logbook on the 3rd SB class.



ANNEX 5

Notes in my logbook on the 4th SB class.



ANNEX 7

Observed lesson 2 for the 3rd grade class.

Lesson Plan

Unit 2: Numbers and dates

Observed lesson 2

Class: 3 rd Grade	Number of students: 18	Teacher: Inês Pinheiro
Pupils' Background: The pupils are already aware of: <ul style="list-style-type: none">✓ Greetings;✓ Days of the week;✓ The weather;✓ Months of the year;✓ Birthday		
Summary Unit 2 – Numbers and dates: Months of the year and birthday party invitation.		
Time: 60 minutes		
Introduction: This lesson plan aims to reinforce the vocabulary of months of the year while also familiarizing learners with vocabulary associated with birthdays, which is covered in Unit 2: "Numbers and dates". The unit delves into topics such as numbers, age, days of the week and months of the year. The purpose of this lesson is to enhance proficiency in all language skills, including listening, speaking, writing, and reading.		

The main aim of this class, other than teaching and learning, is to give an opportunity to all students to participate. I consider that is important to involve all students regardless of their language level or abilities.

Contents			
Concepts	Vocabulary	Strategies	Attitudes
<p>Lexical</p> <ul style="list-style-type: none"> ▪ Greetings ▪ Days of the week ▪ Weather ▪ Ordinal numbers ▪ Face and Body ▪ Five Senses <p>Grammar</p> <ul style="list-style-type: none"> ▪ Asking questions about the topic, using Interrogative Pronouns (What, How, Who, Which): ▪ Answering complete answers 	<p>Greetings</p> <ul style="list-style-type: none"> ▪ Hello ▪ How are you? ▪ Good morning ▪ Good afternoon ▪ Good night ▪ Good evening ▪ Goodbye! ▪ See you next lesson! <p>Days of the week</p> <ul style="list-style-type: none"> ▪ Monday ▪ Tuesday ▪ Wednesday ▪ Thursday ▪ Friday ▪ Saturday ▪ Sunday <p>The Weather</p> <ul style="list-style-type: none"> ▪ cloudy ▪ sunny ▪ rainy; ▪ snowy ▪ windy ▪ stormy 	<p>Brainstorming;</p> <p>Repeating words/phrases;</p> <p>Asking/answering questions in order to train vocabulary;</p> <p>Collaboration;</p> <p>Gamification;</p>	<p>Pupils' engagement in the classroom activities;</p> <p>Collaboration;</p> <p>Pupils' engagement with the rest of the class (colleagues and teachers)</p>

	<p>Months</p> <ul style="list-style-type: none"> ▪ January ▪ February ▪ March ▪ April ▪ May ▪ June ▪ July ▪ August ▪ September ▪ October ▪ November ▪ December 		
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Aims:

- ✓ To introduce vocabulary relating to Unit 2: Numbers and dates;
- ✓ To develop speaking skills;
- ✓ To develop collaboration skills;
- ✓ To stimulate critical thinking;
- ✓ To develop autonomy.

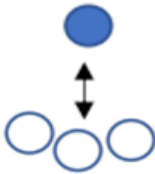
Resources:


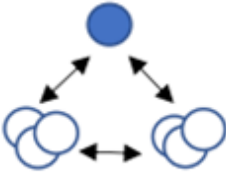
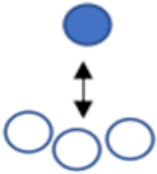
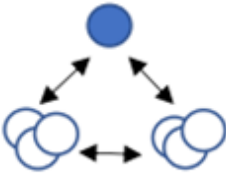
- ✓ Computer;
- ✓ Internet;
- ✓ Projector;
- ✓ Notebook;
- ✓ Digital Poster;
- ✓ Music
- ✓ Bingo Cards;
- ✓ Coursebook “Easy-Peasy English 3”;
- ✓ Pencils;
- ✓ Pen.

Assessment:

- ✓ Assess observation of the pupils;

<ul style="list-style-type: none"> ✓ Assess students' participation; ✓ Assess pupils' speaking; ✓ Assess their interest and engagement;
<p>Skills Developed:</p> <ul style="list-style-type: none"> ✓ Communication skills. ✓ Creativity. ✓ Speaking; ✓ Collaboration;

Lesson Procedures			
Strategies	Social Forms	Skills	Time
<p>Step 0 - Greetings and beginning routine</p> <p>Every lesson begins with a familiar song known to the students, drawing inspiration from "Hello!" featured on the Super Simple Songs channel.</p> <p>Following that, the teacher will display a chart featuring the days of the week and corresponding weather conditions on the board. The students collectively recite the days of the week. Subsequently, the teacher asks which pupil will say the current day, describe</p>		<p>Language Skill: speaking and writing.</p> <p>Social Skill</p>	10'

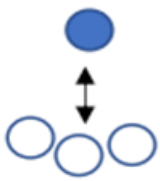
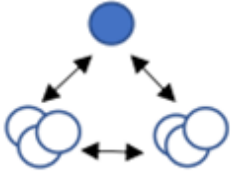
<p>the weather, and specify the lesson number.</p>  <p>(appendix 1 – Hello by Super Simple Songs)</p>			
<p>Step 1 - Warm-up and Brainstorming</p> <p>After the summary has been written, the teacher will ask whether the students recall the topics discussed in the previous session. Students will probably answer by saying days of the week, months of the year, and birthdays.</p> <p>Before the lesson starts, the teacher will sketch a series of icons on the board to facilitate her lesson explanation. To illustrate, the teacher will start by drawing a music note, as the students will start by listening to a piece of music. Subsequently, a game-related icon will be depicted, foreshadowing the students' engagement in a bingo activity. The teacher will then sketch a book and a video icon, indicative of upcoming reading and multimedia components. Lastly, an invitation will be illustrated,</p>	 	<p>Language Skill: learning, listening, and speaking.</p> <p>Strategic Skill</p>	<p>10'</p>

laying the groundwork for an interactive segment of the lesson.

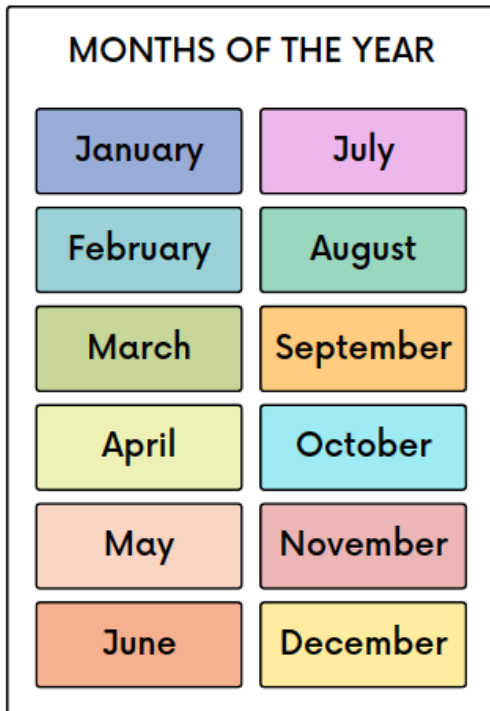
Before the song starts, the teacher will direct the students' attention to the song's icon illustrated on the board so that the students realise where they are in the lesson. Having said this, the teacher will start the current lesson by revisiting the "Months of the Year Syllable Song" introduced in the prior class. Encouraging an interactive approach, the teacher will prompt the students to stand up and engage in singing, incorporating gestures such as clapping and stomping, all synchronized with the recitation of the months of the year. The song will be played twice.



(appendix 2 – Months of the Year Syllable Song by Jack Hartmann)

<p>Step 2 – Let’s Play Bingo!</p> <p>Upon hearing to the song, the teacher will bring out a digital poster with the months of the year and the students will have to repeat it after her. This not only reinforces their understanding of the topic but also enhances their pronunciation skills. Additionally, following the review of the months, the students are prepared for the next activity: engaging in a game of bingo about the months of the year!</p> <p>The teacher will hand out bingo cards for students to complete, and they will stick them in their notebooks. Following the placement of the cards, the students will have to choose six months and fill in the card. While they're doing this, the teacher will go round the room to help the pupils. Once they are ready, the game will begin. Notably, the months will not be announced by the teacher, but rather by Mr. Tricky, for example: “Mr. Tricky says July”.</p> <p>As soon as a student has finished all of his months, he has to say “Bingo”. After that, the game will pause to check for verification. If confirmed, the round continues with the acknowledgment of the successful student, and the game progresses until additional participants</p>	 	<p>Language Skill: learning, listening, writing and speaking.</p>	<p>15’</p>
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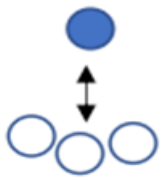
achieve a winning arrangement or until all months are said. This adds an interactive and engaging element to the game as participants eagerly anticipate the opportunity to declare their victory.


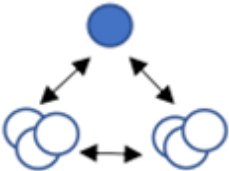
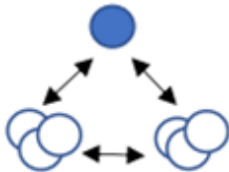


(appendix 3 – digital poster)



(appendix 4 – Bingo)

 <p>(appendix 5 – Mr. Tricky)</p>			
<p>Step 3 – Video Time!</p> <p>Following the conclusion of the bingo game, it’s time to do some more work. Before they start the activity, students will view a video derived from the coursebook, encompassing essential vocabulary. The initial segment of the video focuses on the months of the year and expressions related to birthdays, and the second part focus on birthday invitations.</p> <p>As the narrator articulates the months, students are expected to repeat them. Transitioning to the phrases, the teacher will pause at each one, posing questions and employing gestures to prompt students to decipher their meanings. For instance, in the sentence "Please come to my birthday party," the teacher may use a praying gesture for "please," signal a follow-up action for "come," and</p>		<p>Language Skill: learning, listening and speaking.</p>	<p>5'</p>

<p>express enthusiasm or perform a small dance for the word "party."</p>  <p>(appendix 6 Write & Tell: Birthday Party Invitation)</p>			
<p>Step 4 – Invitation from Mr. Tricky!</p> <p>Upon the viewing the video, the teacher has an exciting surprise in store for the students. The teacher will have an envelope containing invitations from Mr. Tricky, addressed to each student for his upcoming birthday party. The teacher will distribute these invitations and read them aloud. Notably, the structure of these invitations mirrors the format the students are expected to learn and practice.</p> <p>Following the reading of Mr. Tricky's invitation, the pupils will be transitioning to exercise 4 of page 41 of the student's book. The teacher will guide and supervise the students as she moves around the classroom, ensuring a cohesive and productive learning experience. In this task, students will</p>		<p>Language Skill: learning, listening, speaking, writing, and reading.</p>	<p>15'</p>

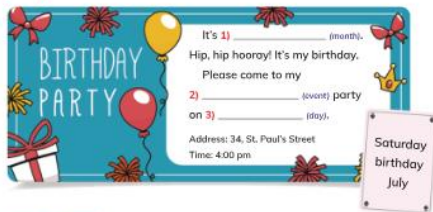
compose their invitation about themselves for Mr. Tricky!

If there is still time, the students can present their invitation to the class.



(appendix 7 – Mr.Tricky birthday invitation)

3. Now, complete the invitation with the words on the card. Unit 2



Text about you

4. Read and complete. Then, write.

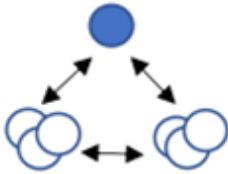
Month:	
Day of your birthday party:	
Address:	
Time:	



(appendix 8 – Coursebook “Easy-Peasy English 3”)

Step 5 – Summary of the lesson and goodbye!

5'

<p>At the end of the lesson, the teacher will ask the students if they enjoyed the lesson and what part of the lesson they liked the most. For example: “Did you have fun today? Which part of our lesson, like the game we played, did you like the most?”. The teacher will ask by pointing to the initial indications she has drawn on the board.</p>		<p>Language Skill: speaking.</p>	
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Appendix 1 – Hello by Super Simple Songs

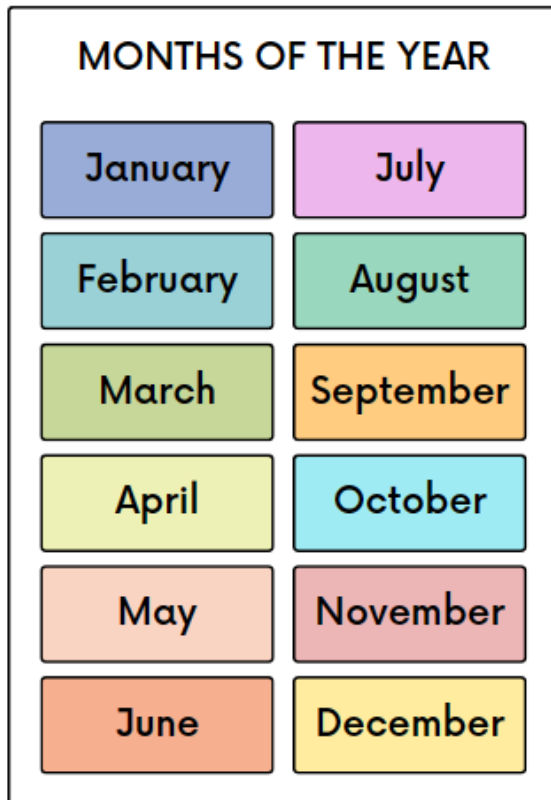


Appendix 2 – Months of the Year Syllable Song by Jack Hartmann



[Months of the Year Syllable Song Phonological Awareness Jack Hartmann \(youtube.com\)](https://www.youtube.com/watch?v=...)

Appendix 3 – Digital poster



Appendix 4 – Bingo



Appendix 5 – Mr. Tricky



Appendix 6 – Write & Tell: Birthday Party Invitation)



appendix 7 – Mr. Tricky birthday invitation



Appendix 8 – Coursebook “Easy-Peasy English 3”

Unit 2

3. Now, complete the invitation with the words on the card.

It's 1) _____ (month).

Hip, hip hooray! It's my birthday.

Please come to my 2) _____ (event) party on 3) _____ (day).

Address: 34, St. Paul's Street
Time: 4:00 pm

Saturday
birthday
July

Text about you

4. Read and complete. Then, write.

Month:	
Day of your birthday party:	
Address:	
Time:	

BIRTHDAY PARTY

It's 1) _____ (month).

Hip, hip hooray! It's my 2) _____ (event).

Please come to my 3) _____ (event) party on 4) _____ (day).

Address: 5) _____

Time: 6) _____

WB

Sixty-one 41

ANNEX 8

Observed lesson for 3rd grade class.

Lesson Plan

Unit 3: School and means of
transport

Observed lesson 3

Class: 3 rd Grade	Number of students: 18	Teacher: Inês Pinheiro
Pupils' Background: The pupils are already aware of: <ul style="list-style-type: none">✓ Greetings;✓ Days of the week;✓ The weather;		
Summary Unit 3 – School and means of transport: Introduction of school supplies vocabulary.		
Time: 60 minutes		
Introduction: This lesson plan aims to introduce new vocabulary about Unit 3: School and means of transport. As implied by the title, this unit delves into school supplies, means of transport, and the usage of prepositions like in, on, under, and near.		

The purpose of this lesson is to enhance proficiency in all language skills, including listening, speaking, writing, and reading.

The main aim of this class, other than teaching and learning, is to give an opportunity to all students to participate. I consider that is important to involve all students regardless of their language level or abilities.

Contents			
Concepts	Vocabulary	Strategies	Attitudes
<p>Lexical</p> <ul style="list-style-type: none"> ▪ Greetings ▪ Days of the week ▪ Weather ▪ School supplies <p>Grammar</p> <ul style="list-style-type: none"> ▪ Asking questions about the topic, using Interrogative Pronouns (What, How, Who, Which): ▪ Answering complete answers 	<p>Greetings</p> <ul style="list-style-type: none"> ▪ Hello ▪ How are you? ▪ Good morning ▪ Good afternoon ▪ Good night ▪ Good evening ▪ Goodbye! ▪ See you next lesson! <p>Days of the week</p> <ul style="list-style-type: none"> ▪ Monday ▪ Tuesday ▪ Wednesday ▪ Thursday ▪ Friday ▪ Saturday ▪ Sunday <p>The Weather</p> <ul style="list-style-type: none"> ▪ cloudy ▪ sunny ▪ rainy; ▪ snowy 	<p>Brainstorming;</p> <p>Repeating words/phrases;</p> <p>Asking/answering questions in order to train vocabulary;</p> <p>Collaboration;</p> <p>Gamification;</p>	<p>Pupils' engagement in the classroom activities;</p> <p>Collaboration;</p> <p>Pupils' engagement with the rest of the class (colleagues and teachers)</p>

	<ul style="list-style-type: none"> ▪ windy ▪ stormy <p>School supplies</p> <ul style="list-style-type: none"> ▪ desk; ▪ chair; ▪ school bag; ▪ pencil case; ▪ pencil; ▪ pen; ▪ rubber; ▪ book; ▪ notebook; ▪ sharpener; ▪ crayons; ▪ markers; ▪ ruler; ▪ glue; ▪ scissors. 		
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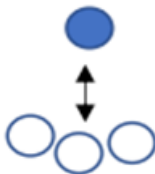
Aims:


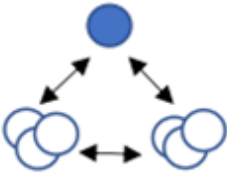
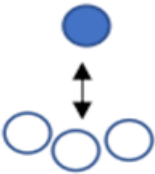
- ✓ To introduce vocabulary relating to Unit 3: School and means of transport;
- ✓ To develop speaking skills;
- ✓ To develop collaboration skills;
- ✓ To stimulate critical thinking;
- ✓ To develop autonomy.

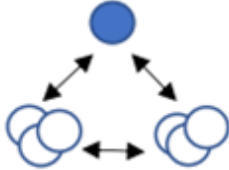
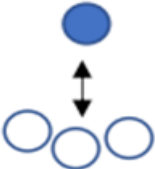
Resources:

- ✓ Computer;
- ✓ Internet;
- ✓ Projector;
- ✓ Notebook;
- ✓ Poster;
- ✓ Coursebook “Easy-Peasy English 3”;
- ✓ Realia of school objects;

<p>Assessment:</p> <ul style="list-style-type: none"> ✓ Assess observation of the pupils; ✓ Assess students' participation; ✓ Assess pupils' speaking; ✓ Assess their interest and engagement;
<p>Skills Developed:</p> <ul style="list-style-type: none"> ✓ Communication skills. ✓ Creativity. ✓ Speaking; ✓ Collaboration;

Lesson Procedures			
Strategies	Social Forms	Skills	Time
<p>Step 0 - Greetings and beginning routine</p> <p>Every lesson begins with a familiar song known to the students, drawing inspiration from "Hello!" featured on the Super Simple Songs channel.</p> <p>Following that, the teacher will display a chart featuring the days of the week and corresponding weather conditions on the board. The students collectively recite the days of the week. Subsequently, the teacher asks which pupil will say the current day, describe</p>		<p>Language Skill: speaking and writing.</p> <p>Social Skill</p>	10'

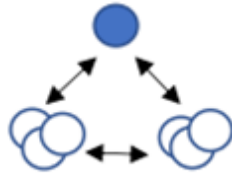
<p>the weather, and specify the lesson number.</p>  <p>(appendix 1 – Hello by Super Simple Songs)</p>			
<p>Step 1 – Instructions</p> <p>Before the lesson starts, the teacher will sketch a series of icons on the board to facilitate her lesson explanation. To illustrate, the teacher will start by drawing a book on the board, as the initial activity will be in the coursebook. After that, a poster will be illustrated, with the intention of facilitating a comparison with the coursebook. Following this, the teacher will draw some flashcards, serving as a supplementary tool for introducing new vocabulary. The drawing of the book will be revisited, and ultimately, the teacher will draw a school bag, which will conclude this lesson plan.</p>		<p>Language Skill: learning and listening.</p> <p>Strategic Skill</p>	<p>2’</p>

			
<p>Step 2 – New Unit!</p> <p>As a new unit approaches, students will engage in an exploration of the opening pages of Unit 3 in their coursebooks. This practice is a consistent ritual whenever a new unit is introduced. The teacher will instruct the students to open their coursebooks on pages 48 and 49, where they will be tasked with identifying seven hidden words on the opening pages. The students consistently exhibit enthusiasm as they eagerly search for these hidden words.</p> <p>Following this, the teacher will ask the students questions related to the illustration, prompting them to observe details such as "Where is Mr. Tricky?" (located in the pencil case), "What colour is the pen?", "What colour is the book?", "How many pencils can you</p>		<p>Language Skill: learning, listening and speaking.</p>	<p>10'</p>

see?", etc.. This interactive approach encourages students to actively engage with the material and enhances their comprehension of the unit's content. It also allows the teacher to assess whether the students already know any of the target vocabulary.



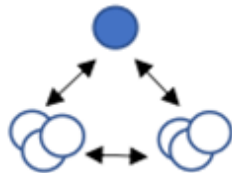
(appendix 2 – Unit 3: School and means of transport)



Step 3 – Find the differences!

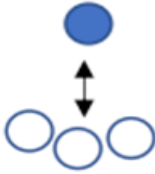
Next, the teacher will present a poster featuring the same image but with five differences from the coursebook. The students will be challenged to identify these discrepancies and describe them in English.

The differences are as follows: the pen in the coursebook is blue and in the poster it's red; in the coursebook there are 6 pencils and in the poster there are 8; the inside of the box is pink and in the poster it's green; the card in the box has a circle and in the poster it has a square; in the coursebook Mr. Tricky is inside



Language Skill: learning and speaking.

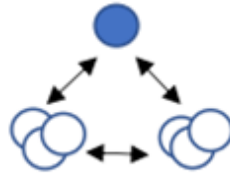
5'



<p>the pencil case and in the poster he's on top of the box; and finally, in the coursebook there's a ruler on the pencil case and in the poster there isn't one.</p> <p>This activity not only promotes visual observation skills but also encourages language practice as students actively communicate and express the distinctions they notice between the two representations.</p> <p>(appendix)</p>			
<p>Step 4 – Flashcards</p> <p>Upon identifying the differences, the teacher will start a discussion about school materials. To introduce this discussion the teacher is going to say “Today Mr. Tricky is going shopping to buy school supplies, let’s help him make his shopping list.”. To facilitate this discussion, the flashcards provided by the coursebook will be used, aiming to introduce and reinforce relevant vocabulary. Despite the students having a general understanding, there may be specific terms they are not yet familiar with, making the flashcards instrumental in expanding their vocabulary in the context of school-related items.</p>		<p>Language Skill: learning, listening, and speaking.</p> <p>Strategic Skill</p>	<p>10’</p>


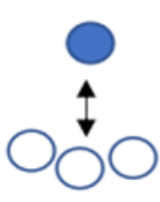
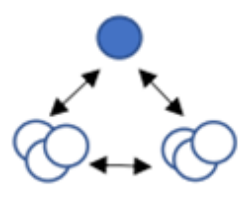
The teacher will show the flashcards and hide the names of the materials and try to get the students to guess. Then, the teacher will stick the flashcards on the board, say the names and ask the students to repeat them.

Following the standard listening and repetition phase, the students will incorporate movements and emotions while doing their repetition exercises. For instance, the teacher might demonstrate by raising her arms while uttering the word "chair" and subsequently lowering her arms while repeating the same word. Then, the teacher is going to ask students to shout and whisper the words. This dynamic approach not only reinforces verbal repetition but also integrates physical actions and emotions, fostering a multisensory learning experience for the students.



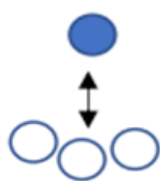
This auditory activity will be repeated a minimum of two times.



 <p>(appendix 3 -Flashcards)</p>			
<p>Step 5 – Listen, repeat and stick</p> <p>After the flashcards, the teacher will ask the students to open the coursebook on page 50. The teacher will guide the pupils through listening, pointing, and sticking the stickers on the corresponding place, allowing for repetition. Whenever a school item is said, the teacher will stop the listening so that the students can repeat it. Instead of students pointing to the book, they'll have to show the material they've heard. In the case of the chair, students can point to the chair itself and the same goes for the desk.</p> <p>Ultimately, the students, with the help of the teacher, will stick the stickers in the designated spaces.</p>		<p>Language Skill: listening and speaking.</p>	<p>5'</p>

<p>School supplies</p> <p>1. Listen, point and repeat. Then stick.</p>  <p>(appendix 4 – Coursebook “Easy-Peasy English 3” p.50)</p>			
<p>Step 5 – Blindfold Game</p> <p>Following the preceding task, the teacher will progress to the final activity of the lesson, while pointing to the instructions on the board. In this activity, the teacher will bring a school bag or a bag containing school supplies covered in the session. Considering the class is composed of 18 students, the teacher will include duplicate items in the bag, so there is a school supplies for everyone.</p> <p>Subsequently, the teacher will call each student individually. The student should take an object out of the bag, students must take an object out of the bag, and answer the question "What's that?". The challenge lies in the fact that students must rely solely on their sense of touch, as they will be blindfolded while</p>	 	<p>Language Skill: learning, listening and speaking.</p>	<p>12’</p>

<p>attempting to guess and respond with, "It's a (name of the object).".</p> <p>To do so, students will receive hints from the teacher. For instance, when presenting markers, the teacher might offer a clue such as, "This object is used for colouring in" and continue in a similar way for other items in the bag.</p> <p>The blindfolded aspect of the activity encourages students to rely on their sense of touch, enhancing sensorimotor skills. This engages different sensory modalities and fosters a deeper understanding of the objects through tactile exploration. By providing clues, the teacher stimulates critical thinking skills among students. They must process the information given, link it to their knowledge, and make informed guesses. Introducing teaching methods, such as this interactive guessing game, caters to different learning styles within the classroom. It ensures that students with varying strengths and preferences find the lesson engaging and accessible.</p>			
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  <p>(appendix 5 – Blindfold game)</p>			
<p>Step 5 – Extra practice and goodbye!</p> <p>Concluding the lesson, the teacher will assign page 18 from the workbook as homework. This page serves as an excellent opportunity for students to reinforce and apply the vocabulary they have acquired during the lesson.</p>		<p>Language Skill: writing, reading and learning.</p>	<p>1'</p>

<p>School supplies Unit 9</p> <p>1. Look and label the pictures.</p> <p>glue • desk • scissors • ruler pencil case • notebook • crayons • school bag</p> <p>1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____ 7) _____</p> <p>2. Read and colour in.</p> <p>1) The marker is red. 2) The book is purple. 3) The pencil is pink. 4) The ruler is yellow.</p> <p>3. Read and complete the sentences.</p> <p>What's that? It's a blue <u>sharpener</u>.</p> <p>1) What's that? It's a white _____ 2) What's that? It's a green _____ 3) _____? It's a _____</p> <p>18 <i>caption</i></p> <p>(appendix 6 – Workbook p.18)</p>			
<p>Step 5 – Summary of the lesson and goodbye!</p> <p>At the end of the lesson, students will have to say if they enjoyed the lesson and what part of the lesson they liked the most. The teacher is going to ask questions such as: “Did you have fun today? Which part of our lesson, like the game we played, did you like the most?”. The teacher will ask by pointing to the initial indications she has drawn on the board.</p>		<p>Language Skill: speaking.</p>	<p>2'</p>



Appendix 2 - Unit 3: School and means of transport



Appendix 3 -Flashcards



Appendix 4 – Coursebook“Easy-Peasy English 3” p.50

School supplies

1. Listen. point and repeat. Then stick.



Appendix 5 – Blindfold game



Appendix 6 – Workbook p.18

1. Look and label the pictures.

glue • desk • scissors • ruler
pencil case • notebook • crayons • school bag



glue



1) _____



2) _____



3) _____



4) _____



5) _____



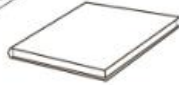
6) _____



7) _____

2. Read and colour in.

- 1) The marker is red.
- 2) The book is purple.
- 3) The pencil is pink.
- 4) The ruler is yellow.



3. Read and complete the sentences.

What's that? It's a blue sharpener.



- 1) What's that? It's a white _____.
- 2) What's that? It's a green _____.
- 3) _____? It's a _____.



ANNEX 9

1st Lesson plan: My Body and I.

Lesson Plan

Unit 1: My body and I

Observed lesson 0

Class: 4 th Grade	Number of students: 24	Teacher: Inês Pinheiro
Pupils' Background: The pupils are already aware of: <ul style="list-style-type: none">✓ Greetings;✓ The days of the week;✓ How to identify the weather;✓ The parts of the face;✓ Five Senses.		
Summary My body and I: Introduction of parts of the body vocabulary.		
Time: 60 minutes		
Introduction: This lesson plan aims to introduce the vocabulary of parts of the body, covered in unit 1: "My body and I". The unit delves into topics such as facial features, body parts, the five senses, and personality. The primary objective of this lesson is for students to learn the target vocabulary and to be able to apply it in different contexts. It also aims to		

develop the four language as well as other skills, such as collaboration, which are outlined in the “skills developed” section below.

The main aim of this class, other than teaching and learning, is to give an opportunity to all students to participate by ensuring that an inclusive learning environment is created. One student has dyslexia requiring close monitoring by the teachers. Thus, the lesson has been planned so as to allow the student to take part in the same activities as the other pupils with a few adaptations and the help of the supervising teacher or my trainee colleague who will support the student in question.

Contents			
Concepts	Vocabulary	Strategies	Attitudes
<p>Lexical</p> <ul style="list-style-type: none"> ▪ Greetings ▪ Days of the week ▪ Weather ▪ Colours ▪ Numbers ▪ Face and Body ▪ Five Senses <p>Grammar</p> <ul style="list-style-type: none"> ▪ Asking questions about the topic, using Interrogative Pronouns (What, How, Who, Which) ▪ Answering complete answers 	<p>Greetings</p> <ul style="list-style-type: none"> ▪ Hello ▪ How are you? ▪ Good morning ▪ Good afternoon ▪ Good night ▪ Good evening ▪ Goodbye! ▪ See you next lesson! <p>Days of the week</p> <ul style="list-style-type: none"> ▪ Monday ▪ Tuesday ▪ Wednesday ▪ Thursday ▪ Friday ▪ Saturday ▪ Sunday <p>The Weather</p>	<p>Brainstorming;</p> <p>Repeating words/phrases;</p> <p>Asking/answering questions in order to train grammar and vocabulary;</p> <p>Collaboration;</p> <p>Gamification.</p>	<p>Pupils’ engagement in the classroom activities;</p> <p>Collaboration;</p> <p>Respect;</p> <p>Pupils’ engagement with the rest of the class (colleagues and teachers)</p>


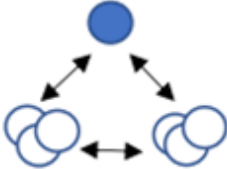
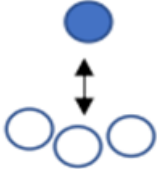
	<ul style="list-style-type: none"> ▪ Cloudy ▪ Sunny ▪ Rainy; ▪ Snowy ▪ Windy ▪ Stormy ▪ Cold ▪ Hot. <p>Face</p> <ul style="list-style-type: none"> ▪ Head ▪ Eyes ▪ Ears ▪ Hair ▪ Nose ▪ Mouth <p>Body</p> <ul style="list-style-type: none"> ▪ Body ▪ Arms ▪ Hands ▪ Legs ▪ Knee ▪ Foot/Feet ▪ Toes ▪ Shoulders 		
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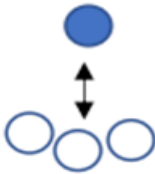
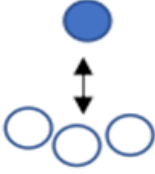
Aims:

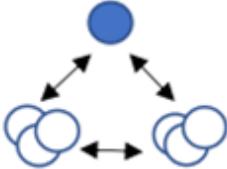
- ✓ To revise vocabulary relating to Unit 1: My body and I – parts of the face;
- ✓ To introduce vocabulary to Unit 1: My body and I – parts of the body;
- ✓ To develop language skills: listening, speaking, writing and reading.
- ✓ To develop collaboration skills;
- ✓ To stimulate critical thinking;
- ✓ To develop autonomy;
- ✓ To develop social skills.

Resources:			
<ul style="list-style-type: none"> ✓ Computer; ✓ Internet; ✓ Projector; ✓ Notebook; ✓ Coursebook “Easy-Peasy English 4” and “Very Easy-Peasy”; ✓ Word cards; ✓ Stickers; ✓ Flashcards; ✓ Fly Swatters; ✓ Puppet (Mr.Tricky); ✓ Pencils; ✓ Colour pencils ✓ Erasers; ✓ Pen; 			
Assessment:			
<ul style="list-style-type: none"> ✓ Observation of the pupils; ✓ Students’ participation; ✓ Pupils’ listening, speaking and writing; ✓ Checking their interest and engagement: their posture and motivation; ✓ Provide feedback to pupils; 			
Skills Developed:			
<ul style="list-style-type: none"> ✓ Four language skills; ✓ Creativity. ✓ Problem-solving. ✓ Questioning; ✓ Collaboration; ✓ Flexibility; ✓ Autonomy. 			

Lesson Procedures			
Strategies	Social Forms	Skills	Time

<p>Step 0 - Greetings and beginning routine</p> <p>Every lesson begins with a familiar song known to the students, drawing inspiration from "Hello!" featured on the Super Simple Songs channel.</p> <p>Then, the teacher writes the summary of the previous lesson on the board, the number of the lesson with pupils' help on the board; the teacher also asks students what the day of the week is and what the weather is like.</p>  <p>(appendix 1 – Hello by Super Simple Songs)</p>	 	<p>Language Skill: Speaking, listening and writing.</p>	<p>5'</p>
<p>Step 1 – Instructions</p> <p>Before the lesson starts, the teacher will sketch a series of icons on the board to help students understand the various steps of the lesson. The teacher will start by drawing a board.</p>		<p>Language skills: Listening</p>	<p>2'</p>

<p>Next, she will draw a book, as the second activity will be in the coursebook. Following this, the teacher will draw some flashcards, that will serve as a motivating resource for introducing new vocabulary. After that, the teacher will draw a game icon, as students will play a game. Lastly, the teacher will draw a book again, as the book will be used until the end of the class. The teacher and students go through the various steps of the lesson and clarifies any doubts students may have.</p>		<p>Critical Thinking</p>	
<p>Step 2 – Warm-up and Brainstorming</p> <p>Context: The teacher is going to revise the vocabulary learnt in previous lessons, in this case the vocabulary for the parts of the face. Having said that, the teacher is going to make a bridge to the body parts vocabulary that they will learn during this lesson. This vocabulary will be learnt as part of unit 1. In addition, this vocabulary is important for everyday situations and can be used to describe people or characters.</p> <p>After the instructions, the teacher will ask the students if they remember the vocabulary of the parts of the face that they have already learnt. The teacher will draw a big head and give it a name, such as Mary. The teacher drew the parts of the face in different</p>		<p>Language Skills: Speaking</p> <p>Collaboration</p> <p>Creativity</p> <p>Memory Recall</p>	<p>7'</p>

<p>colours. Afterwards, students will have to identify them.</p> <p>Once the face is complete, the teacher will bridge a gap between what has already been learnt and what will be explored in this lesson. For example, the teacher will say that she has a face, with eyes, etc (pointing to it) but that she also has a body (pointing to the rest of the body). By pointing to the body, the students are able to understand what the topic is going to be. To clarify, the teacher will say “Today we will learn about the parts of the body”.</p> <p><u>Adaptation:</u></p> <p>As a way of adapting, the teacher will hand out word cards for pupil X, with the respective colours she has drawn on the board. For example, the teacher has drawn the eyes in green, so the word card with ‘eyes’ is in green.</p> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="border: 1px solid green; padding: 5px; text-align: center;">Eyes</div> <div style="border: 1px solid yellow; padding: 5px; text-align: center;">Mouth</div> <div style="border: 1px solid orange; padding: 5px; text-align: center;">Nose</div> <div style="border: 1px solid blue; padding: 5px; text-align: center;">Ears</div> <div style="border: 1px solid pink; padding: 5px; text-align: center;">Hair</div> </div> <p>(appendix 2 – Word cards: parts of the face)</p>			
<p>Step 3 – Coursebook</p> <p>Following the conclusion of the brainstorm, the teacher will ask</p>		<p>Language Skills: Listening and Speaking</p>	<p>6'</p>

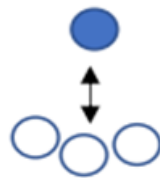
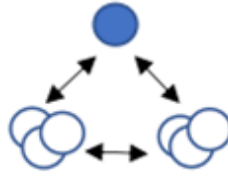
students to open "Easy-Peasy English" coursebook on page 16.

Exercise 1 begins with a "Listen, Point, Repeat and Stick" exercise with the body parts. The teacher will guide the pupils through listening, pointing, and sticking stickers on the specific parts of the body, allowing for repetition. Ultimately, the students will stick the stickers to the designated locations corresponding to the parts of the body.

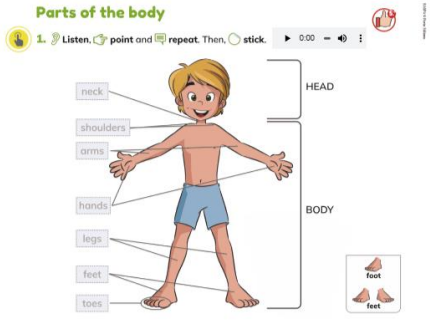
This auditory activity will be repeated a minimum of two times. The second time, the students repeat and point to the body instead of the book.

Adaptation:

The teacher will play the audio twice, but will play it slower so that the students, especially student X, can understand the words and the sounds. The student will have help sticking the stickers in the respective place. For the adaptation, the student will use colour coding to reinforce the association between the names of the body parts and their location. Each word will be circled or underlined in a specific colour, as well as the

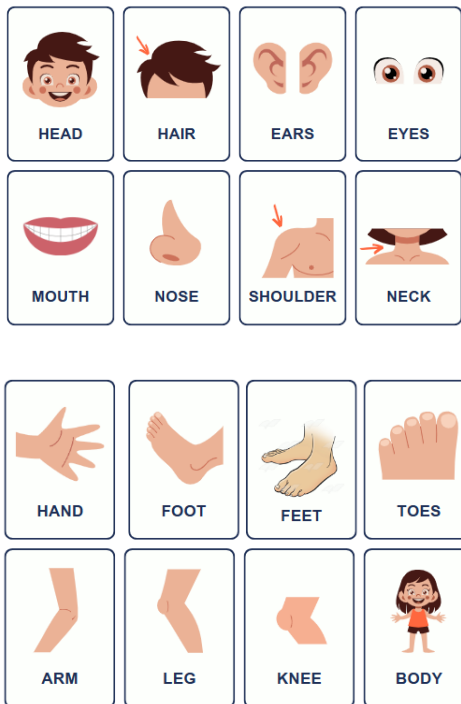
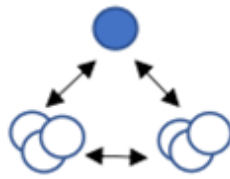


Problem-solving

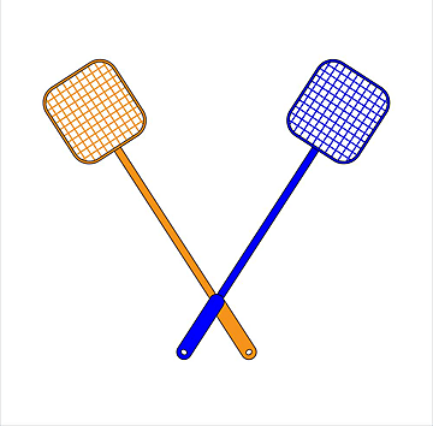
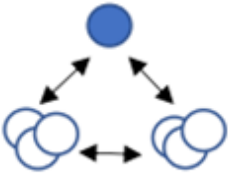
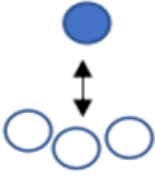
<p>corresponding arrow or area. For example: “legs” will be circled in red, as will the arrow. This allows the student to visually track and make connections more easily.</p>  <p>(appendix 3 – Exercise 1 from Coursebook “Easy-Peasy English 4”, p.16)</p>			
<p>Step 4 – Flashcards!</p> <p>After the coursebook exercise, the teacher will bring out flashcards she has made. The teacher will show them one at a time and ask the students to repeat after her at least two times. Once again, this will reinforce the learning of this vocabulary.</p> <p>After this, the teacher will draw the rest of the body on the board, but for the students to identify the body parts, they will play a game: Fly swatter. The teacher will spread the flashcards on the wall next to the board. Two volunteers will receive fly swatters. The teacher will say the word out loud, and the students have to run to swat the correct flashcard. The student who gets it right first will be able to stick the flashcard on the corresponding body part.</p>		<p>Language Skills: Speaking</p> <p>Collaboration</p> <p>Physical coordination</p>	<p>8'</p>


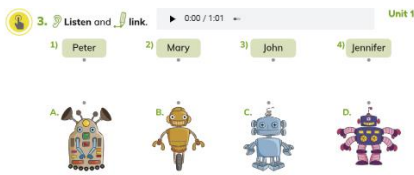
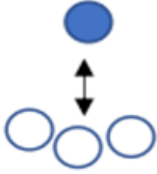
Adaptation:

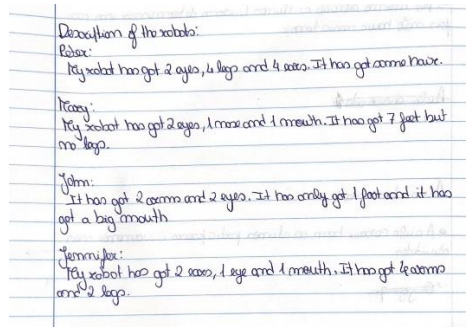
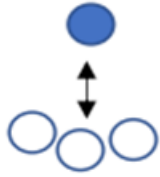
For the student to take part in this activity, the teacher decided to create flashcards using a dyslexia-friendly font, in this case Arial. If student X volunteers, the teacher can help “swat” the flashcard to the body part. In addition, before the game, the student will have the opportunity to review the body parts with the trainee teacher, to ensure that feels more familiar with the words and confident to participate.



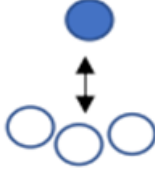





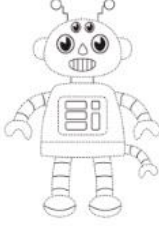
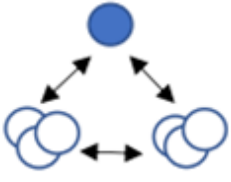
(appendix 4 – Flashcards: Parts of face and body)

 <p>(appendix 5 – Fly Swatter)</p>			
<p>Step 5 – Game Time!</p> <p>Page 16 suggests playing the game “Mr Tricky says”, an adaptation of the game ‘Simon says’. To do so, the teacher will ask the students to call out Mr Tricky, the coursebook’s mascot.</p> <p>This game consists of the teacher saying a part of the body or face that the students have to touch. By doing this, they are revising the vocabulary they have learnt through TPR. This interactivity helps them retain better information. The fun associated with the game can increase enthusiasm for learning, which is crucial for successfully learning a foreign language.</p>	 	<p>Language Skills: Listening</p> <p>Social Skill</p> <p>Physical Coordination</p>	<p>15’</p>

 <p>(appendix 6 – Mr. Tricky from “Easy-Peasy English 4”)</p>			
<p>Step 6 – Identification of the target vocabulary in context</p> <p>After practising the target vocabulary, it's time to apply it in contexts. In exercise 3 of page 17, students have to listen to an audio description of robots and match them to their owners.</p> <p>This auditory activity will be repeated two times.</p> <p><u>Adaptation:</u></p> <p>In this activity, the teacher will write the description of the robots next to the names of the owners to make it more understandable for the student. After writing the description, the student has to link the robots to their owners.</p> 		<p>Language Skills: Listening</p>	<p>5'</p>

<p>(appendix 7 – Exercise 3 from “Easy-Peasy English 4”, p.16)</p>  <p>(appendix 8 – Description of the robots)</p>			
<p>Step 7 – Controlled writing practice</p> <p>In exercise 4, students have to read and fill in the blanks with information about the robot in the picture.</p> <p><u>Adaptation:</u></p> <p>The teacher will monitor student X in this activity, due to the increased difficulties in reading and comprehension. The teacher will read the sentences slowly, emphasizing key words, but pause before the blank, so that the student can think. If the student still has difficulties, the teacher will underline the parts of the body that correspond to the blank and the student will fit them into the correct places.</p>		<p>Language Skills: Reading and Writing</p>	<p>5'</p>

<p>4. Look, read and complete.</p> <p>SCIENCE PROJECT</p> <p>My Robot This is my robot. It is white. It has got one big _____ It's green. My robot has got two _____ but no mouth. It has got four _____ and three _____</p>  <p>(appendix 9 – Exercise 4 “Easy-Peasy English 4” p.17)</p>			
<p>Step 8 – Personalisation activity</p> <p>In the next exercise of the coursebook, students have to draw and describe their robot according to the structure provided in the previous exercise.</p> <p>This activity is a good one to end the lesson with, because it's an open activity and gives the students freedom to express themselves while developing their creativity.</p> <p>If they don't finish this activity in class, the students will have to finish it as homework.</p> <p><u>Adaptation:</u></p> <p>Student will do exercise 4 on page 9 of the book “Very Easy-Peasy” which the teacher will print out. The student is learning in a way that leads to success.</p> <p>5. Your Turn. Draw your robot and write a description.</p>  <p>(appendix 10 – Exercise 5 “Easy-Peasy English” p.17)</p>		<p>Language Skill: Writing</p> <p>Creativity</p> <p>Autonomy</p>	<p>6'</p>

<p>4.  Read,  trace and  colour. (Lê, copie a imagem e pinta)</p>  <div data-bbox="518 257 678 369" style="border: 1px solid black; padding: 5px;"> <p>My robot has got: a green head; two red ears; an orange body; three blue arms and two yellow legs.</p> </div> <p>(appendix 11 – Exercise 4 from “Very Easy-Peasy” p.9)</p>			
<p>Step 9 – Feedback and Goodbye!</p> <p>At the end of the lesson, students will have to say if they enjoyed the lesson and what part of the lesson they liked the most. The teacher is going to ask questions such as: “Did you have fun today? Which part of our lesson, like the game we played, did you like the most?”. The teacher will ask by pointing to the initial indications she has drawn on the board.</p> <p>As the lesson concludes, the teacher will request that students organize their English materials. After tidying up, the teacher will proceed to the door, calling students row by row. Before leaving, each student is asked to identify and say the name of a corresponding body part as part of a concluding activity.</p>		<p>Language Skill: Speaking</p> <p>Self-evaluation</p>	<p>3’</p>

Appendix 1 – “Hello!” by Super Simple Songs ([12\) Hello! | Super Simple Songs - YouTube](https://www.youtube.com/watch?v=12Hello!))

Appendix 2 – Word cards: parts of the face

Eyes

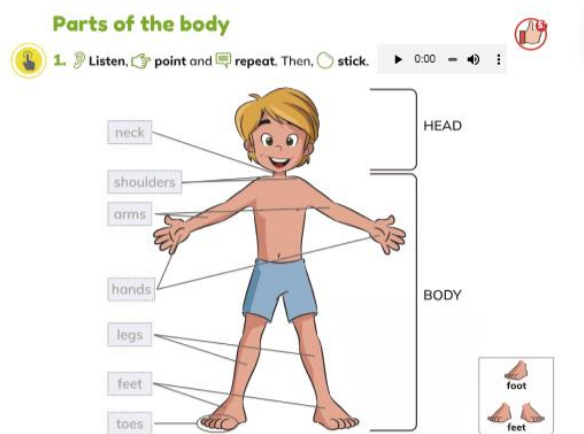
Mouth

Nose

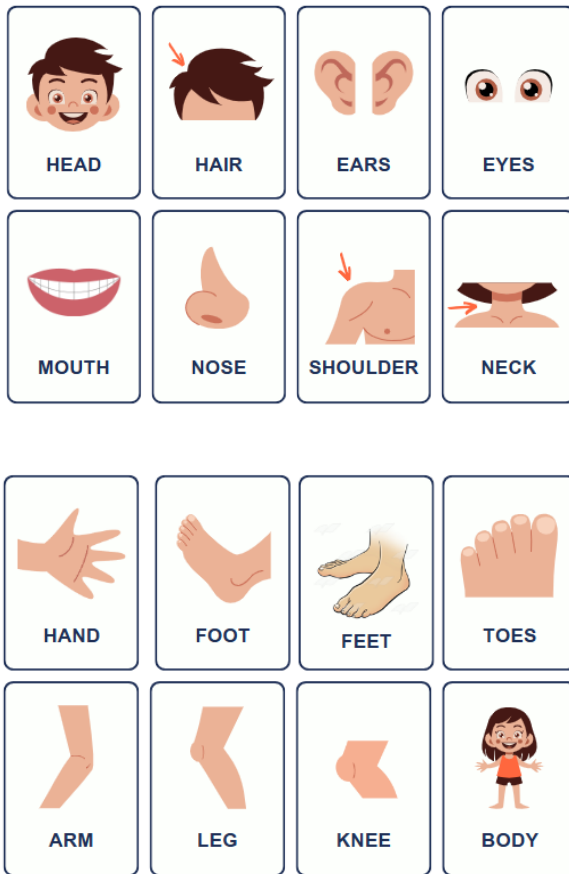
Ears

Hair

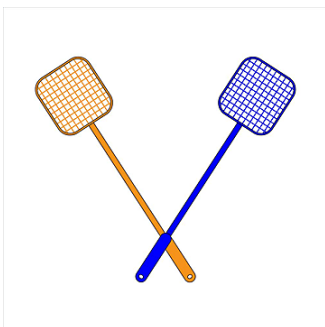
Appendix 3 – Exercise 1 from Coursebook “Easy-Peasy English 4”, p.16



Appendix 4 – Flashcards: Parts of the face and body



Appendix 5 – Fly Swatters







Appendix 6 – Mr Tricky



Appendix 7 – Exercise 3 from “Easy-Peasy English 4”, p.16

3. Listen and link. 0:00 / 1:01 Unit 1

1) Peter 2) Mary 3) John 4) Jennifer

A.  B.  C.  D. 

Appendix 8 – Description of the robots

Description of the robots:

Peter:
My robot has got 2 eyes, 4 legs and 4 ears. It has got some hair.

Mary:
My robot has got 2 eyes, 1 nose and 1 mouth. It has got 7 feet but no legs.

John:
It has got 2 arms and 2 eyes. It has only got 1 foot and it has got a big mouth.

Jennifer:
My robot has got 2 ears, 1 eye and 1 mouth. It has got 4 arms and 2 legs.

Appendix 9 – Exercise 4 “Easy-Peasy English 4” p.17

4. Look, read and complete.

SCIENCE PROJECT

My Robot

This is my robot. It is white.

It **has got** one big _____. It's green.

My robot **has got** two _____ but no mouth.

It **has got** four _____ and three _____.



Appendix 10 – Exercise 5 “Easy-Peasy English” p.17

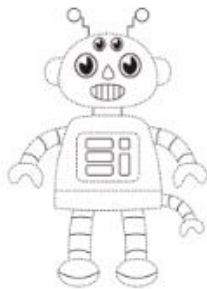
5. Your Turn. Draw your robot and write a description.



seventeen 17

Appendix 11 – Exercise 4 from “Very Easy-Peasy” p.9

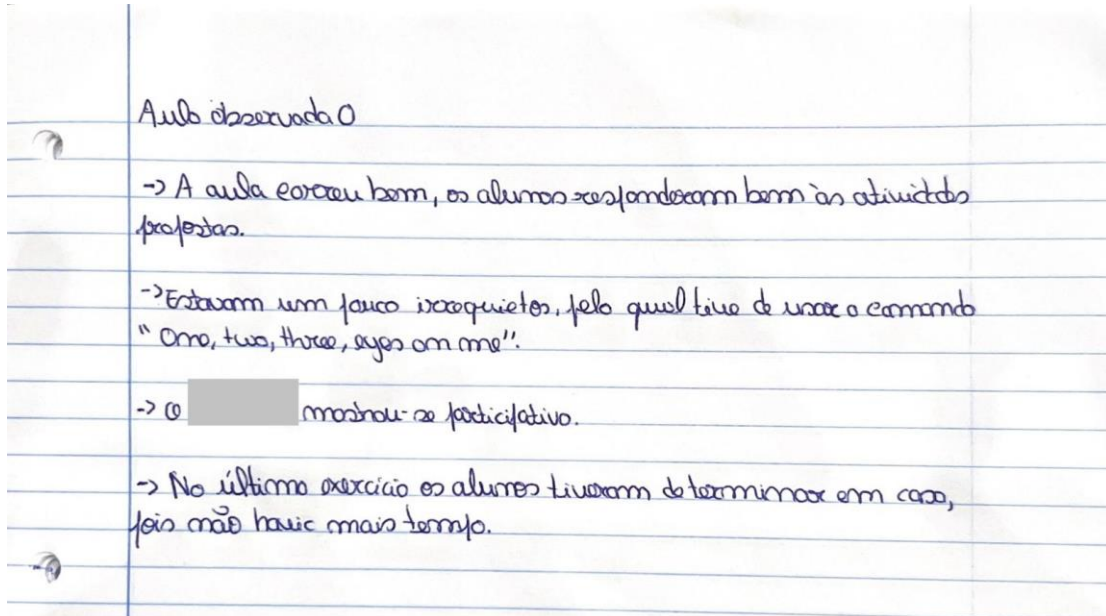
4. Read, trace and colour. (Lê, copie a imagem e pinta.)



My robot has got:
a green head;
two red ears;
an orange body;
three blue arms
and two yellow legs.

ANNEX 10

Notes in my logbook about lesson 0.



ANNEX 11

2nd Lesson plan: Ordinal numbers.

Lesson Plan

Unit 2: Numbers, dates

and time

Observed lesson 1

Class: 4 th Grade	Number of students: 24	Teacher: Inês Pinheiro
Pupils' Background:		
The pupils are already aware of:		

- ✓ Greetings;
- ✓ Days of the week;
- ✓ How to identify the weather;
- ✓ Cardinal numbers 1-100;
- ✓ Months of the year;

Summary

Unit 2 – Numbers, dates and time: Introducing ordinal numbers.

Time: 60 minutes

Introduction:

This lesson plan aims to introduce the vocabulary of ordinal numbers which is covered in Unit 2: "Numbers, dates and time". The unit delves into topics such as cardinal numbers, ordinal numbers and dates, and telling the time.

The main aim of this class, other than teaching and learning, is to give an opportunity to all students to participate by ensuring that an inclusive learning environment is created. One student has dyslexia requiring close monitoring by the teachers. Thus, the lesson has been planned so as to allow the student to take part in the same activities as the other pupils with a few adaptations and the help of the supervising teacher or my trainee colleague who will support the student in question.

Adaptation: In all the resources prepared by the teacher, the font is dyslexia-friendly. In this case, it is Arial.

Contents

Concepts	Vocabulary	Strategies	Attitudes
Lexical <ul style="list-style-type: none"> ▪ Greetings 	Greetings <ul style="list-style-type: none"> ▪ Hello 	Brainstorming;	Pupils' engagement in the

<ul style="list-style-type: none"> ▪ Days of the week ▪ Weather ▪ Cardinal numbers ▪ Ordinal numbers <p>Grammar</p> <ul style="list-style-type: none"> ▪ Asking questions about the topic, using Interrogative Pronouns (What, How, Who, Which) ▪ Answering complete answers 	<ul style="list-style-type: none"> ▪ How are you? ▪ Good morning ▪ Good afternoon ▪ Good night ▪ Good evening ▪ Goodbye! ▪ See you next lesson! <p>Days of the week</p> <ul style="list-style-type: none"> ▪ Monday ▪ Tuesday ▪ Wednesday ▪ Thursday ▪ Friday ▪ Saturday ▪ Sunday <p>The Weather</p> <ul style="list-style-type: none"> ▪ Cloudy ▪ Sunny ▪ Rainy; ▪ Snowy ▪ Windy ▪ Stormy ▪ Cold ▪ Hot. <p>Months</p> <ul style="list-style-type: none"> ▪ November <p>Ordinal Numbers:</p> <p>1st to 31st</p> <ul style="list-style-type: none"> ▪ 1st - first ▪ 2nd - second ▪ 3rd – third ▪ 4th – fourth ▪ 5th – fifth ▪ 6th – sixth 	<p>Repeating words/phrases;</p> <p>Asking/answering questions in order to train grammar and vocabulary;</p> <p>Collaboration;</p> <p>Gamification;</p> <p>Homework.</p>	<p>classroom activities;</p> <p>Collaboration;</p> <p>Respect;</p> <p>Pupils’ engagement with the rest of the class (colleagues and teachers)</p>
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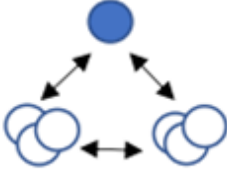
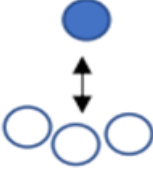
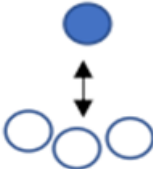
	<ul style="list-style-type: none"> ▪ 7th – seventh ▪ 8th – eighth ▪ 9th – ninth ▪ 10th – tenth ▪ 11th – eleventh ▪ 12th – Twelfth ▪ 13th- thirteenth ▪ 14th – Fourteenth ▪ 15th – fifteenth ▪ 16th - sixteenth ▪ 17th – seventeenth ▪ 18th – eighteenth ▪ 19th – nineteenth ▪ 20th – twentieth ▪ 21st – twenty-first ▪ 22nd – twenty- second ▪ 23rd – twenty- third ▪ 24th – twenty- fourth ▪ 25th – twenty- fifth ▪ 26th – twenty- sixth ▪ 27th – twenty- seventh ▪ 28th – twenty- eighth ▪ 29th – twenty- ninth ▪ 30th – thirtieth ▪ 31st – thirty-first 		
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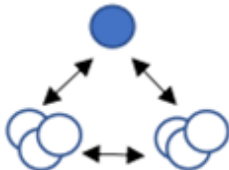
Aims:

- ✓ To introduce vocabulary relating to Unit 2: Numbers, dates and time;
- ✓ To develop speaking skills;
- ✓ To develop collaboration skills;
- ✓ To stimulate critical thinking;
- ✓ To develop autonomy.

Resources:			
<ul style="list-style-type: none"> ✓ Computer; ✓ Internet; ✓ Projector; ✓ Notebook; ✓ Coursebook “Easy-Peasy English 4”; ✓ Coursebook “Very Easy-Peasy Book”; ✓ PowerPoint presentation; ✓ Flashcards; ✓ Bag; ✓ Pencils; ✓ Pen. 			
Assessment:			
<ul style="list-style-type: none"> ✓ observation of the pupils; ✓ Assess pupils’ participation; ✓ Assess pupils’ listening and speaking; ✓ Assess their interest and engagement; ✓ Provide feedback to pupils. 			
Skills Developed:			
<ul style="list-style-type: none"> ✓ Language Skills: mainly speaking and listening; ✓ Communication skills; ✓ Critical Thinking; ✓ Creativity; ✓ Problem solving; ✓ Questioning; ✓ Speaking; ✓ Collaboration; ✓ Autonomy. 			

Lesson Procedures			
Strategies	Social Forms	Skills	Time
Step 0 - Greetings and beginning routine			

<p>Every lesson begins with a familiar song known to the students, drawing inspiration from "Hello!" featured on the Super Simple Songs channel.</p> <p>Then, the teacher writes the summary of from the previous lesson, the number of the lesson with pupils' help on the board; the teacher also asks students what the day of the week is and what the weather is like.</p>  <p>(appendix 1 – Hello by Super Simple Songs)</p>	 	<p>Language Skill: Speaking, Listening and Writing.</p>	<p>5'</p>
<p>Step 1 – Instructions</p> <p>Before the lesson starts, the teacher will sketch a series of icons on the board to help students understand the various steps of the lesson. the teacher will start by drawing two cards, as the first activity will be explored using cards. Next, she'll draw a computer, as the next activity consists of showing a short PowerPoint presentation. Following this, the teacher will draw a book, because the coursebook will be used for one exercise only. Afterwards, the teacher will draw some flashcards, that will serve as a motivating resource for</p>		<p>Language Skill: Listening</p> <p>Visual learning</p>	<p>2'</p>

<p>introducing new vocabulary. After that, the teacher will draw a game icon, as students will play a game. Lastly, the teacher will draw a sticker, as good performance stickers will be awarded at the end of the lesson. The teacher and students go through the various steps of the lesson and clarifies any doubts students may have.</p>			
<p>Step 2 - Warm-up and Brainstorming</p> <p>Context: The students are beginning unit 2 and, in previous lessons, they learnt the cardinal numbers up to 100. In this lesson, students will be introduced to a new topic: ordinal numbers.</p> <p>To initiate the session, instead of telling the students what they're going to do, the teacher will let them try to come up with the theme. To do this, the class will be organised into 6 groups of 4 students. Once the groups are organised, the teacher will hand out a set of two cards: one with the cardinal number (which they already know) and the other with the corresponding ordinal number. From here, students will discuss patterns they notice and try to deduce the topic of the lesson.</p>		<p>Language skills: Listening and Speaking.</p> <p>Critical Thinking</p> <p>Numeracy Skills</p> <p>Collaboration</p>	<p>10'</p>



Adaptation:

To ensure that student X participates actively, the cards provided contain both cardinal and ordinal numbers in full, with the ordinal number's suffixes highlighted.

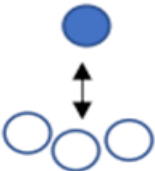
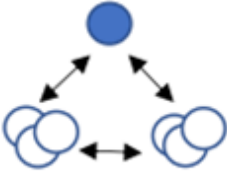


(appendix 2 – Set of two cards)

Step 3 – PowerPoint Presentation

Language
Skills:

8'

<p>After identifying the differences, students will see a brief PowerPoint presentation about the usage of ordinal numbers.</p> <p>The teacher will explain that ordinal numbers are used to describe positions/order and dates. In the PowerPoint, there will be sentences with context, so that students can see practical examples of how ordinal numbers are used.</p> <p><u>Adaptation in the PPT to support student X:</u></p> <p>In this PowerPoint, the numbers within the example sentences are highlighted in bold, making them easy to identify. This presentation also contains images that clarify the concept and meaning of the sentence. In addition, to provide additional support, the teacher will print out the relevant pages (the usage pages and the sentences) with a modification. The phrases that indicate the position will be colour-coded to match the colours of the respective cars. This helps the student to make the connection between the positions indicated by the phrases and the corresponding numbers more visible and clearer.</p>	 	<p>Listening and reading;</p>
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Ordinal Numbers

Ordinal Numbers

Position/order



Dates

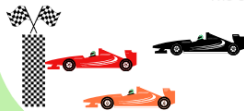


Position

The red car is in the **first** place.

The orange car is in the **second** place.

The black car is in the **third** place.



Position

The girl is the **first** in line

The boy is the **second** in line.


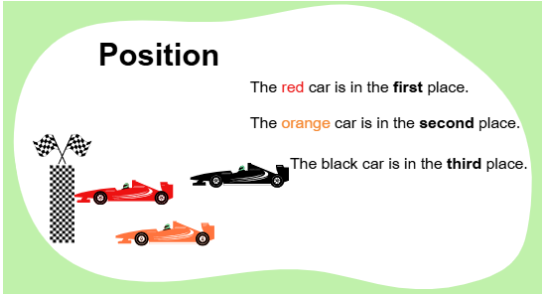
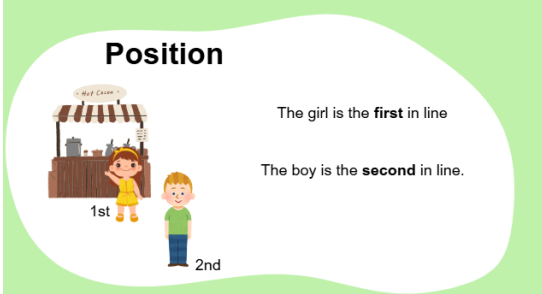


Dates

It's the **fourth** of November today.

Tomorrow it's the **fifth** of November.



 <p>Adapted:</p>   <p>(appendix 3 – PowerPoint presentation of ordinal numbers)</p>			
<p>Step 4 – Coursebook Activity</p> <p>Following the PowerPoint, it’s time to learn the remaining ordinal numbers. Students will be instructed to open their coursebooks “Easy-Peasy English” on page 34, where they will find a listen, point, and stick exercise featuring ordinal</p>		<p>Language Skills: Listening and Speaking</p>	<p>10’</p>

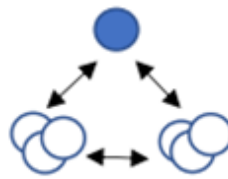
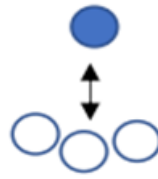
numbers up to 31st. The teacher will guide the pupils through listening, pointing, and sticking the stickers on the specified numbers, allowing for repetition. Whenever a number is said, the teacher will stop the listening so that the students can repeat it. Ultimately, the students, with the help of the teacher, will stick the stickers in the designated locations corresponding to the missing numbers.

This auditory activity will be repeated a minimum of two times.

Adaptation:


The audio will be played twice, but more slowly so that the students, especially student X, can understand the words and the sounds. The student will stick the sticker with the help of the teacher. Instead of pointing to the numbers, the student could use their fingers to write the numbers in the air.

(appendix 4 – Coursebook “Easy-Peasy English” p.34)



Numeracy Skills


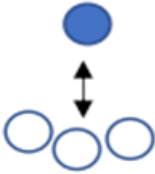
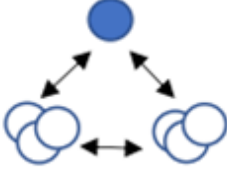
Motor Skills


<p>Step 5 – Flashcards</p> <p>Following the auditory exercise of listening to and sticking the numbers, the teacher will present flashcards featuring numbers up to 31st. The teacher will explain that normally numbers end with “th”, but there are exceptions. In these exceptions, the teacher will encourage the students to use a pirate voice, a louder voice to say the numbers out aloud. Subsequently, the students will be prompted to repeat the numbers after the teacher. This approach aims to reinforce memorization of pronunciation and numerical sequences through active listening and repetition. Besides, using playful voices capture students’ attention as it keeps the students interested, making the lesson more enjoyable and memorable.</p> <p><u>Adaptation:</u></p> <p>Student X will take part in the same activity, with the support of the cooperating teacher in the repetition and encouragement to use the pirate voice. The flashcards have the ordinal number with the suffix highlighted in different colours to make it easier for the student to understand. It's in different colours to demonstrate how the endings change depending on the number. Having said that, underlined in red are the numbers that end with the suffix -st</p>		<p>Language Skills: Listening and Speaking</p> <p>Memorization</p> <p>Creativity</p>	<p>6'</p>
---	---	--	-----------

(1st and 21st); in blue are the numbers that end with -nd (2nd and 22nd) ; orange are those that end with -rd (3rd and 23rd); in green, the most common, are those that end with -th (4th and 10th); lastly, in pink are the letters that change when it comes to an ordinal number, such as twenty which becomes twentieth.

Additionally, a step-by-step guidance will be provided, ensuring that Student X feels confident in engaging with the activity and can follow along at their own pace.



 <p>(appendix 5 – Flashcards)</p>			
<p>Step 5 – Realia Activity</p> <p>After practising the vocabulary, the teacher will call for volunteers to come to the board. The teacher will nominate student X to be her helper. The teacher has a bag with objects that the students are familiar with. Student X will have to organise them in a line of his choice. Once they have been organised, the teacher asks the following question: “Which object is in the 1st position?”. The volunteers have to pick up an object and identify it. The students have to speak, listen and answer in English, practising pronunciation and sentence construction, such as: “The pencil is in the first position.”</p> <p><u>Adaptation:</u></p> <p>By asking pupil X to organise the objects, the teacher is getting this pupil to participate in the activities while being exposed to the target language. The student</p>	 	<p>Language skills: Listening and Speaking</p> <p>Numeracy Skills</p> <p>Collaboration</p>	<p>10’</p>

<p>is given more time to pick up the target vocabulary without being put on the spot.</p>			
<p>Step 6 – Flashcard Game</p> <p>Afterwards, the teacher will distribute the flashcards randomly around the class, limiting them to number 24 to match the class size. Next, the teacher will have a bag containing the students' names. From this bag, she will randomly draw a student's name. Subsequently, she will instruct the selected student to locate a specific number, such as saying, "Student Y, please find the number fifteenth.". Subsequently, the students will be instructed to arrange themselves in a line with those numbers. This activity encourages collaborative efforts among the students, as they work together to organize the line through teamwork.</p> <p><u>Adaptation:</u></p> <p>In the case of student X, when selected, the teacher will give a card with the ordinal numbers up to 31st, which will guide the student due to his great difficulties with numeracy. The teacher will also give clues like “hot” and “cold”.</p>		<p>Language Skills: Listening</p> <p>Problem-Solving</p> <p>Collaboration</p>	<p>15'</p>

<div data-bbox="236 203 600 725" data-label="Image"> <p>ORDINAL NUMBERS</p> <table border="0"> <tr> <td>1st FIRST</td> <td>11th ELEVENTH</td> <td>20th TWENTIETH</td> </tr> <tr> <td>2nd SECOND</td> <td>12th TWELFTH</td> <td>29th TWENTY-NINTH</td> </tr> <tr> <td>3rd THIRD</td> <td>13th THIRTEENTH</td> <td>30th THIRTIETH</td> </tr> <tr> <td>4th FOURTH</td> <td>14th FOURTEENTH</td> <td>31st THIRTY-FIRST</td> </tr> <tr> <td>5th FIFTH</td> <td>15th FIFTEENTH</td> <td></td> </tr> <tr> <td>6th SIXTH</td> <td>16th SIXTEENTH</td> <td></td> </tr> <tr> <td>7th SEVENTH</td> <td>17th SEVENTEENTH</td> <td></td> </tr> <tr> <td>8th EIGHTH</td> <td>18th EIGHTEENTH</td> <td></td> </tr> <tr> <td>9th NINTH</td> <td>19th NINETEENTH</td> <td></td> </tr> <tr> <td>10th TENTH</td> <td></td> <td></td> </tr> </table> </div> <p>(appendix 6 – Card with the ordinal numbers)</p>	1 st FIRST	11 th ELEVENTH	20 th TWENTIETH	2 nd SECOND	12 th TWELFTH	29 th TWENTY-NINTH	3 rd THIRD	13 th THIRTEENTH	30 th THIRTIETH	4 th FOURTH	14 th FOURTEENTH	31 st THIRTY-FIRST	5 th FIFTH	15 th FIFTEENTH		6 th SIXTH	16 th SIXTEENTH		7 th SEVENTH	17 th SEVENTEENTH		8 th EIGHTH	18 th EIGHTEENTH		9 th NINTH	19 th NINETEENTH		10 th TENTH					
1 st FIRST	11 th ELEVENTH	20 th TWENTIETH																															
2 nd SECOND	12 th TWELFTH	29 th TWENTY-NINTH																															
3 rd THIRD	13 th THIRTEENTH	30 th THIRTIETH																															
4 th FOURTH	14 th FOURTEENTH	31 st THIRTY-FIRST																															
5 th FIFTH	15 th FIFTEENTH																																
6 th SIXTH	16 th SIXTEENTH																																
7 th SEVENTH	17 th SEVENTEENTH																																
8 th EIGHTH	18 th EIGHTEENTH																																
9 th NINTH	19 th NINETEENTH																																
10 th TENTH																																	
<p>Step 7 – Prize</p> <p>Upon finishing the game, each student will be rewarded with a sticker titled "Champ of Ordinal Numbers," which they can stick to their notebooks. This award is a sign of recognition for the students' work.</p> <div data-bbox="225 1272 748 1794" data-label="Image"> </div> <p>(appendix 7 – Sticker)</p>	<div data-bbox="820 1055 1050 1227" data-label="Diagram"> </div>	<p>Language Skill: Listening</p>	<p>3'</p>																														
<p>Step 8 – Extra practice and goodbye!</p>																																	

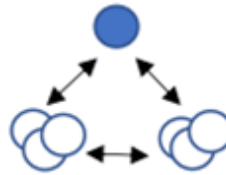
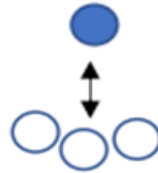
Should there be any remaining time, students will engage in exercise one on page 18 of the Workbook. This exercise involves correctly associating words with their respective numbers.

Adaptation:

As for the student X, the teacher will offer page 13 of the "Very Easy-Peasy" book. The student should trace the letters and link them to the numbers.

Upon concluding the lesson, the teacher will summon the students based on their class numbers to leave the class.

(appendix 8 – Workbook p.18)



Language Skills:
Reading,
Writing,
Listening and
Speaking

Autonomy

Numeracy Skills

Ordinal numbers

It's 2nd October

It's 10th October

It's 31st October

1 st first	11 th eleventh	21 st twenty-first
2 nd second	12 th twelfth	22 nd twenty-second
3 rd third	13 th thirteenth	23 rd twenty-third
4 th fourth	14 th fourteenth	...
5 th fifth	15 th fifteenth	30 th thirtieth
6 th sixth	16 th sixteenth	31 st thirty-first
7 th seventh	17 th seventeenth	...
8 th eighth	18 th eighteenth	
9 th ninth	19 th nineteenth	
10 th tenth	20 th twentieth	

1. Trace the words and link. (Cobre as palavras e liga.)

first second third fourth

2nd 30th 1st 20th

4th 23rd 10th 3rd

tenth twelfth twenty-third thirtieth

(appendix 9 – “Very Easy-Peasy Book” p.13)

Appendix 1 – “Hello!” by Super Simple Songs ([12\) Hello! | Super Simple Songs - YouTube](https://www.youtube.com/watch?v=12Hello!)



Appendix 2 – Set of cards





Appendix 3 – PowerPoint about ordinal numbers



Ordinal Numbers

Position



Dates

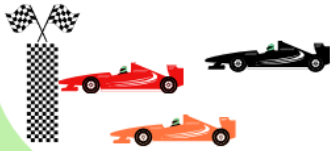


Position

The red car is in **first** place.

The orange car is in **second** place.

The black car is in **third** place.



Dates



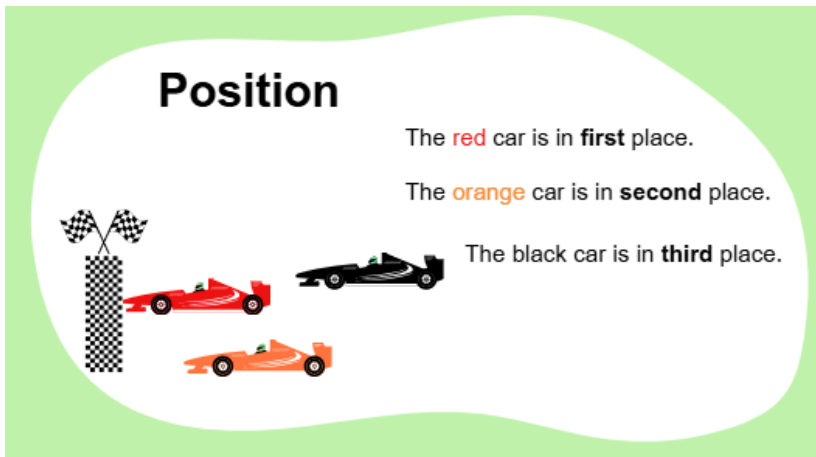
It's the **fourth** of November today.

Tomorrow it's the **fifth** of November.



Great Job!

Adapted version of the slide of position:



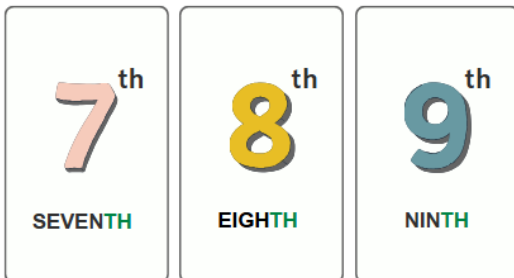
https://www.canva.com/design/DAGW8Feh6lk/tLk3vJTrs2W_i8kLf9BqFw/edit?utm_content=DAGW8Feh6lk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 4 – Coursebook “Easy-Peasy English” p.34

2. Listen, point and stick. Then, repeat.

1 st first	8 th <input type="text" value="stick here"/>		
2 nd second	9 th ninth		
3 rd third	10 th <input type="text" value="stick here"/>		
4 th fourth	11 th <input type="text" value="stick here"/>		
5 th fifth	12 th twelfth		20 th twentieth
6 th <input type="text" value="stick here"/>	13 th thirteenth		29 th twenty-ninth
7 th seventh	14 th <input type="text" value="stick here"/>		30 th <input type="text" value="stick here"/>
		31 st <input type="text" value="stick here"/>	

Appendix 5 – Flashcards



13th THIRTEENTH	14th FOURTEENTH	15th FIFTEENTH
--------------------------------------	--------------------------------------	-------------------------------------

16th SIXTEENTH	17th SEVENTEENTH	18th EIGHTEENTH
-------------------------------------	---------------------------------------	--------------------------------------

19th NINETEENTH	20th TWENTIETH	29th TWENTY-NINTH
--------------------------------------	-------------------------------------	--

30th THIRTIETH	31th THIRTY-FIRST
-------------------------------------	--

Appendix 6 – Card with ordinal numbers



Appendix 7 – Sticker



Appendix 8 – Workbook p.18

1. Look and write the numbers.

18 _____
 12 _____
 79 _____
 24 _____
 36 _____
 91 _____
 52 _____
 63 _____
 25 _____

twenty-five
 thirty-six
 eighteen
 sixty-three
 seventy-nine
 ninety-one
 fifty-two
 twelve
 twenty-four

Appendix 9 – “Very Easy-Peasy Book” p.13

Ordinal numbers

It's 2nd October

It's 10th October

It's 31st October

1 st first	11 th eleventh	21 st twenty-first
2 nd second	12 th twelfth	22 nd twenty-second
3 rd third	13 th thirteenth	23 rd twenty-third
4 th fourth	14 th fourteenth	...
5 th fifth	15 th fifteenth	30 th thirtieth
6 th sixth	16 th sixteenth	31 st thirty-first
7 th seventh	17 th seventeenth	...
8 th eighth	18 th eighteenth	
9 th ninth	19 th nineteenth	
10 th tenth	20 th twentieth	

1. Trace the words and link. (Cobre as palavras e liga.)

first second third fourth

2nd 30th 1st 20th

4th 23rd 10th 3rd

tenth twentieth twenty-third thirtieth

ANNEX 12

Notes in my logbook about observed lesson 1.

Aula 1
-> A aula correu bem e os alunos estavam motivados.
-> O [redacted] esteve interessado e participou ativamente, independentemente das suas dificuldades na numeração.
-> feedback foi positivo

ANNEX 13

Model for the likert scale interview.

Interview

The purpose of this likert scale interview is to collect feedback on the effectiveness of the *Easy-Peasy English 4* coursebook, and the lesson plans made to meet the needs of students with dyslexia. Your answers are essential for analysing this research and improving more inclusive teaching strategies.

Thank you in advance for your time and honesty in answering the questions.

About the coursebook:

1. On a scale of 1 (not effective) to 5 (highly effective), how effective do you think the coursebook is in meeting the needs of students with dyslexia?

1	2	3	4	5

2. If your answer is below 5, please explain.

3. On a scale of 1 (not adapted at all) to 5 (fully adapted), to what extent do you believe that Easy-Peasy English 4 is an inclusive coursebook that allows all students to learn English?

1	2	3	4	5

4. If your answer is below 5, please explain.

About the lesson plans:

5. On a scale of 1 (not very effective) to 5 (very effective), how effective do you believe lesson plan 1 was in meeting the needs of the student with dyslexia?

1	2	3	4	5

6. If your answer is below 5, please explain and, if possible, provide any suggestions for improvement.

7. On a scale of 1 (did not contribute) to 5 (contributed significantly), to what extent did the adaptations in the lesson plan 1, regarding the contents in the coursebook, scaffold learning for student X?

1	2	3	4	5

8. If your answer is below 5, please explain.

--

9. What did you notice about student X during the lesson?

--

10. Was the student able to participate more actively?

Yes	No

11. On a scale of 1 (not very effective) to 5 (very effective), how effective do you believe lesson plan 2 was in meeting the needs of the student with dyslexia?

1	2	3	4	5

12. If your answer is below 5, please explain and, if possible, provide any suggestions for improvement.

--

13. On a scale of 1 (did not contribute) to 5 (contributed significantly), to what extent did the adaptations in the lesson plan 2, regarding the contents in the coursebook, scaffold learning for student X?

1	2	3	4	5

14. If your answer is below 5, please explain.

15. What did you notice about student X during the lesson?

16. Was the student able to participate more actively?

Yes		No	
-----	--	----	--

ANNEX 14

Interview with the Cooperating Teacher

Interview

The purpose of this likert scale interview is to collect feedback on the effectiveness of the *Easy-Peasy English 4* coursebook, and the lesson plans made to meet the needs of students with dyslexia. Your answers are essential for analysing this research and improving more inclusive teaching strategies.

Thank you in advance for your time and honesty in answering the questions.

About the coursebook:

1. On a scale of 1 (not effective) to 5 (highly effective), how effective do you think the coursebook is in meeting the needs of students with dyslexia?

1	2	3	4	5
			X	

2. If your answer is below 5, please explain.

The effectiveness of a coursebook for students with dyslexia largely depends on its design, structure and the resources it provides. It's essential to select materials that are inclusive and supportive of diverse learning needs.

In my opinion, it's missing a better teacher guidance that provides strategies for teachers on how to support students with dyslexia.

3. On a scale of 1 (not adapted at all) to 5 (fully adapted), to what extent do you believe that Easy-Peasy English 4 is an inclusive coursebook that allows all students to learn English?

1	2	3	4	5
			X	

4. If your answer is below 5, please explain.

Easy Peasy 4th has got a good font and layout. A clear layout helps in reducing visual stress; the structure is also good. It has got good teaching methods, such as visual aids, audio components, and interactive activities. It includes supplementary materials and resources, such as glossaries, vocabulary aids and online support. The digital format or customizable display options can be particularly beneficial for students with dyslexia. The playback speed is also an important tool.

It includes glossaries of key terms provides quick references for students, enhancing vocabulary development. It Presents vocabulary in context with visuals can aid memory retention and understanding.

Although, the engaging opening pages are great for students but to those who has dyslexia they are a little bit difficult.

About the lesson plans:

5. On a scale of 1 (not very effective) to 5 (very effective), how effective do you believe lesson plan 1 was in meeting the needs of the student with dyslexia?

1	2	3	4	5
		X		

6. If your answer is below 5, please explain and, if possible, provide any suggestions for improvement.

Positive aspects:

- It was a good option drawing the parts of the face with different colours and write the words with the same colour as the cards.
- The audio playing twice and slower.
- The game "Mr Tricky says"

Aspects to improve:

- This lesson plan is too ambitious. IT is for more than one lesson.
- You could give students a picture to label and give the words to Student X;
- The fly swatter game it was a little bit hard for student X
- Time management
- They could work in pairs.

7. On a scale of 1 (did not contribute) to 5 (contributed significantly), to what extent did the adaptations in the lesson plan 1, regarding the contents in the coursebook, scaffold learning for student X?

1	2	3	4	5
		X		

8. If your answer is below 5, please explain.

The only adaptation was circle the words with different colours and the audio played twice and slowly. The "Very Easy-Peasy" activity is very different of the one in the coursebook. I think that student X could do the same activity as the other students – drawing a robot and, instead of describing it, he could label the parts of the body.

9. What did you notice about student X during the lesson?

I think the student showed some level of motivation but struggled to understand the vocabulary.

10. Was the student able to participate more actively?

Yes		No	X
-----	--	----	---

11. On a scale of 1 (not very effective) to 5 (very effective), how effective do you believe lesson plan 2 was in meeting the needs of the student with dyslexia?

1	2	3	4	5
			X	

12. If your answer is below 5, please explain and, if possible, provide any suggestions for improvement.

Positive aspects:

- the cards provided contain both cardinal and ordinal numbers in full, with the ordinal number's suffixes highlighted.
- Using the highlighters to mark words.
- Be the helper
- The audio should be played twice and more slowly

Aspects to improve:

- The PPT could be the same for all students will be colour-coded to match the colours of the respective cars
- The fonts could be bigger.

13. On a scale of 1 (did not contribute) to 5 (contributed significantly), to what extent did the adaptations in the lesson plan 2, regarding the contents in the coursebook, scaffold learning for student X?

1	2	3	4	5
			X	

14. If your answer is below 5, please explain.

The worksheet in "Very Easy-Peasy Book" was a good option.

Student X could write the numbers in the Notebook with the same colours

15. What did you notice about student X during the lesson?

He was motivated and engaged in the process. He liked playing the ordering game.

16. Was the student able to participate more actively?

Yes	X	No	
-----	---	----	--

ANNEX 15

Interview with the trainee colleague.

Interview

The purpose of this this likert scale interview is to collect feedback on the effectiveness of the *Easy-Peasy English 4* coursebook, and the lesson plans made to meet the needs of students with dyslexia. Your answers are essential for analysing this research and improving more inclusive teaching strategies.

Thank you in advance for your time and honesty in answering the questions.

About the coursebook:

1. On a scale of 1 (not effective) to 5 (highly effective), how effective do you think the coursebook is in meeting the needs of students with dyslexia?

1	2	3	4	5
			X	

2. If your answer is below 5, please explain.

The coursebook offers clear, simple layouts with large fonts and ample spacing, making the content accessible. The visual aids, such as pictures reinforce understanding, while multisensory activities engage students through auditory, visual, and kinesthetic methods.

Additionally, adapted exercises and supplementary worksheets, provide extra support, allowing students to engage with the material at their own pace and in a way that suits their learning needs. Furthermore, the teacher's kit, which includes flashcards and other adaptable resources, provides further tools for personalizing lessons and supporting dyslexic students in their learning journey.

3. On a scale of 1 (not adapted at all) to 5 (fully adapted), to what extent do you believe that Easy-Peasy English 4 is an inclusive coursebook that allows all students to learn English?

1	2	3	4	5
			X	

4. If your answer is below 5, please explain.

The Easy-Peasy English 4 coursebook and its package includes complimentary worksheets that help adapt learning to meet the diverse needs of students. These additional resources allow teachers to personalise lessons, offering simplified activities, more visuals, and tasks that can be broken down into smaller steps. This flexibility supports students with varying abilities, including those with dyslexia, and ensures they can engage with the content in a way that suits their learning needs. The extra materials help create a more inclusive and supportive classroom environment by providing tailored learning experiences for all students.

About the lesson plans:

5. On a scale of 1 (not very effective) to 5 (very effective), how effective do you believe lesson plan 1 was in meeting the needs of the student with dyslexia?

1	2	3	4	5
			X	

6. If your answer is below 5, please explain and, if possible, provide any suggestions for improvement.

The lesson plan effectively supports learning through multisensory techniques like flashcards, and interactive games, while clear instructions and repeated guidance help make tasks easier to understand. The collaborative and engaging activities promote inclusion and motivation.

One area for improvement would be to incorporate more opportunities for reading practice, such as paired reading or shorter, manageable text chunks. This would further support the student in building confidence and fluency in reading while ensuring they feel more comfortable with the materials.

7. On a scale of 1 (did not contribute) to 5 (contributed significantly), to what extent did the adaptations in the lesson plan 1, regarding the contents in the coursebook, scaffold learning for student X?

1	2	3	4	5
				X

8. If your answer is below 5, please explain.

9. What did you notice about student X during the lesson?

During the lesson, student X seemed to be feeling confident and engaged. The adaptations made, such as using color-coded word cards and offering slower-paced audio, allowed the student to follow the activities comfortably.

10. Was the student able to participate more actively?

Yes	X	No	
-----	---	----	--

11. On a scale of 1 (not very effective) to 5 (very effective), how effective do you believe lesson plan 2 was in meeting the needs of the student with dyslexia?

1	2	3	4	5
			X	

12. If your answer is below 5, please explain and, if possible, provide any suggestions for improvement.

This lesson plan was effective in meeting the needs of dyslexic students by incorporating multisensory strategies, such as visual aids, repetition, and interactive activities. Visual materials like flashcards and PowerPoint slides helped students with reading challenges, while slower audio and repetition allowed more time for processing. The plan included engaging activities, like organizing objects and answering questions, which made abstract concepts more concrete. Specific adaptations for Student X, such as step-by-step guidance and additional time, ensured an active participation. Overall, the lesson was inclusive and well-structured, offering the support needed for.

13. On a scale of 1 (did not contribute) to 5 (contributed significantly), to what extent did the adaptations in the lesson plan 2, regarding the contents in the coursebook, scaffold learning for student X?

1	2	3	4	5
			X	

14. If your answer is below 5, please explain.

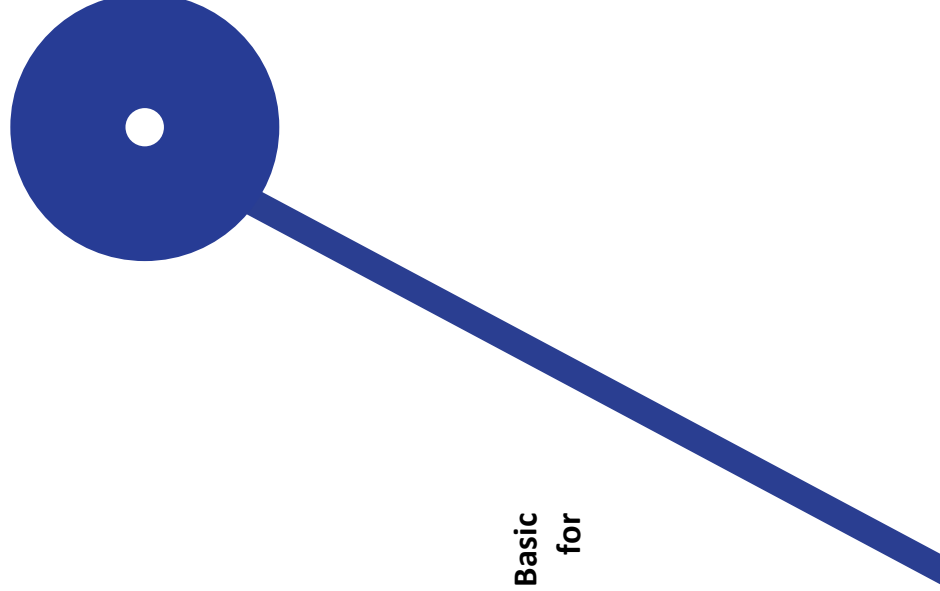
The step-by-step guidance allowed student X to follow along at his own pace. The repetition of key activities, such as listening and sticking stickers, and slower-paced audio ensured the student could process information more easily. Additionally, one-on-one support during activities, like the realia activity and flashcard game, provided individualized guidance, reinforcing learning in a supportive way.

15. What did you notice about student X during the lesson?

The activities offered opportunities for active participation, fostering a sense of inclusion and boosting the student's confidence.

16. Was the student able to participate more actively?

Yes	X	No	
-----	---	----	--



**Teaching English in the 1st Cycle of Basic
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Inês Santos Pinheiro