DELIVERABLE T2.3

Collection of Best Practices in EFL per Disability & CEFR Level

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Introduction

Purpose, Background and context

This collection of best practices emerges from the SPLENDID (Supporting Foreign Language Learning for Students with Diverse Needs) project, an initiative aimed at transforming foreign language education for Students with Diverse Needs in mainstream educational settings. The collection represents an outcome of the project's comprehensive research and analysis phases, which bridges theoretical research with practical needs assessment to create meaningful educational solutions for all learners.

The development of this collection stems from an urgent need identified across the European educational landscape. This work is part of the SPLENDID project, coordinated by the University of Macedonia (UoM). While inclusive education has become a priority, the lack of harmonized approaches and practical guidance for language teachers working with students with diverse learning needs has created significant barriers to effective foreign language instruction. Building on findings from literature review (T2.1) and needs analysis (T2.2), this collection of best practices (T2.3) was developed collaboratively across partner institutions: UoM (led by Marianna Karatsiori), the National and Kapodistrian University of Athens (NKUA, led by Trisevgeni Liontou), Catholic University of Lublin (KUL, led by Ewa Domagała-Zyśk), University of Ljubljana (UL, led by Milena Košak Babuder and Mojca Poredoš), and University of Education Heidelberg (PHHD, led by Karin Vogt).

The University of Macedonia (UoM) searched online for potential international contributors who had experience teaching foreign languages to students with diverse learning needs in an attempt to gather perspectives from experts, end-users and practitioners across the world. Over thirty invitation emails were sent to identified experts, with positive responses received from Lucia Pintado Gutierrez (Dublin City University) and a team from Herzen University, St. Petersburg, Khakhalina Marina Sergeevna, Anna Borisovna Bagramova and Oxana Nikolaevna Pavlova. Additional contributions were gathered from local Greek educators: Anna Zourna, Maria Bazopoulou (MA, Hellenic Open University and Charikleia Panagiotaki (MA, Hellenic Open University), Mavrogeorgiadis Efthymios (from the Experimental School of the University of Macedonia) and Dr. Marianna Karatsiori.

The members from the Faculty of Education of University of Ljubljana (PeF UL), Milena Košak Babuder, Karmen Javornik, Karmen Pižorn and Mojca Poredoš, gathered good practices, which address different communicational skills (writing, reading, speaking), and are reported by similar projects (DysTEFL; Nijakowska et. al., 2014), are copyrighted national practice (Kunaver, 2014), or are well known good practices also published in pre-existing literature (Bagnato & Meltzer, 2010; Kolb, & Miltner, 2005).

The other University partner institutions contributed practices developed by their own faculty members based on their specific expertise: the Catholic University of Lublin (KUL) focused on deaf and hard of hearing students through the work of Prof. Ewa Domagała-Zyśk, , and the University of Education Heidelberg (PHHD) provided practices for ADHD and mobility impairments through Prof. Karin Vogt's work.

Main objectives

The primary purpose of this collection is to transform the landscape of foreign language education through comprehensive, research-based practices that support inclusive learning environments. At its core, this work strives to equip language teachers with practical, implementable strategies that enhance their ability to support diverse learners in mainstream classrooms. By bridging the critical gap between theoretical understanding and classroom

implementation, these practices offer concrete pathways for educational success. The collection carefully aligns inclusive teaching practices with CEFR levels and language skills, ensuring a structured approach to language acquisition that maintains high academic standards while accommodating diverse learning needs. Through these practices, we aim to promote equitable access to quality foreign language instruction, ensuring that all students have meaningful opportunities to develop their language skills. Furthermore, this collection seeks to foster the development of multilingualism among all learners, recognizing that linguistic diversity enriches both individual learning experiences and the broader educational community.

Target Audience

This collection has been developed with a broad spectrum of education professionals in mind, primarily serving the needs of language teachers working in mainstream education settings who seek to create more inclusive and effective learning environments. Special education professionals will find valuable insights and strategies that complement their expertise, enabling better collaboration and support for diverse learners in language acquisition. Teacher educators and trainers can utilize these practices as foundational material for professional development programs, helping to prepare the next generation of educators for inclusive language teaching. School administrators and policy makers will discover evidence-based approaches that can inform institutional policies and support system-wide implementation of inclusive practices. Educational researchers and practitioners will find a rich resource of tested methodologies that can inspire further investigation and development in the field of inclusive language education. Through addressing the needs of this diverse professional audience, the collection aims to create a ripple effect of positive changes throughout the educational system, ultimately benefiting all learners in their language learning journey.

Distinctive Features and Organization

The collection combines research-informed approaches with practical classroom applications. Drawing from both academic research and direct feedback from students with diverse learning needs, these practices aim to support effective language teaching in mainstream classroom settings. The practices incorporate various approaches to support learning across different CEFR levels, offering suggestions for adapting activities to different educational contexts and individual needs. To support contemporary teaching methods, the collection includes guidance on incorporating digital tools and assistive technologies where appropriate.

To facilitate easy access and implementation, the practices follow a clear organizational structure. They are arranged primarily by learning support focus, considering the different approaches needed for various aspects of language learning. Within this framework, practices are further categorized by CEFR levels (A1-B2/C1) and language skills (reading, writing, speaking, and listening). Each practice is presented in a consistent format, beginning with objectives and expected outcomes, followed by suggested materials and preparation steps. Teachers can find step-by-step implementation guidelines, along with suggestions for assessment. To help teachers adapt the practices to their specific classroom needs, variations and modifications are suggested. Additionally, Universal Design for Learning (UDL) checkpoints are included to support inclusive teaching approaches. This organization aims to help teachers find and adapt relevant practices for their specific teaching contexts.

Overview of Best Practices

The following table presents an overview of the best practices included in this collection. Each practice is categorized by its primary learning support focus, while also indicating the specific learning needs it addresses. This dual categorization aims to support both inclusive education approaches and practical implementation needs.

In alignment with Universal Design for Learning (UDL) principles, these practices are designed to enhance the quality of language education for all students in mainstream classrooms. While each practice highlights specific learning support focuses, their implementation aims to benefit the entire classroom community, fostering an inclusive learning environment where all students can thrive. The practices incorporate multiple means of engagement, representation, and expression, supporting diverse learning preferences and needs within the same learning space. Teachers in mainstream classrooms can use these practices as building blocks for creating accessible learning experiences . Regular reflection on student engagement, progress, and well-being helps ensure that the practices continue to serve their intended purpose of supporting equitable access to language learning opportunities in mainstream educational settings.

Table 1: Overview of SPLENDID Best Practices: Contributors, Focus Areas and CEFR Levels

No.	Best Practice Name	Learning Support Focus	Primary Learning Considerations	CEFR Level	Creator(s)
1	Feel the Sounds	Visual & Sensory Support	Designed for blind/visually impaired learners; benefits tactile and kinesthetic learners	B1	Anna Zourna & Marianna Karatsiori, UoM
2	Expressing Emotions	Visual Learning & Sensory Support	Designed for blind/visually impaired learners; supports emotional literacy development for all learners	B1-B2	Lucia Pintado Gutierrez, UoM
3	Rainforest Wonders	Visual & Sensory Support	Designed for blind/visually impaired learners; enhances multisensory learning experiences	A1-A2	Marianna Karatsiori, UoM
4	Cultural Tapestry	Visual Learning Support	Designed for blind/visually impaired learners; enriches cultural understanding for all learners	B1-B2	Khakhalina Marina Sergeevna, Anna Borisovna Bagramova, Oxana Nikolaevna Pavlova, UoM
5	Touchable Spaces	Visual & Tactile Learning Support	Essential for blind/visually impaired learners; benefits spatial learning and orientation	A1-A2	Ewa Domagała-Zyśk, KUL
6.	The Very Hungry Caterpillar	Visual & Sensory Learning Support	Designed for severe visual loss; benefits multisensory story comprehension	A1	Bazopoulou Maria, UoM
7	Visual Aids for Students with ADHD	Attention & Focus Support	Designed for learners with attention difficulties; benefits all learners needing structured support	A2+/B1	Karin Vogt, PHHD
8	Boosting Vocabulary Retention with Popplet	Multiple Learning Support	Supports various learning needs including ADHD, dyslexia, and motor development; benefits all vocabulary learners	A1/A2	Karin Vogt, PHHD
9	Vocabulary Practice Through Interactive Ball Game	Motor Skills & Movement Support	Designed for learners with motor/physical needs; enhances kinesthetic learning for all	A1	Karin Vogt, PHHD
10	Enhancing Listening Comprehension for ADHD Learners	Attention & Listening Support	Essential for learners with attention difficulties; improves listening skills for all	A2	Karin Vogt,PHHD

No.	Best Practice Name	Learning Support Focus	Primary Learning Considerations	CEFR Level	Creator(s)
11	WebQuest for ADHD Learners	Attention & Visual Processing Support	Supports learners with attention and visual processing needs; benefits digital learning	A1	Karin Vogt, PHHD
12	The Use of Amira for Children with Dyslexia	Reading & Processing Support,	Essential for learners with dyslexia; Supports all developing readers	Pre-A1	Charikleia Panagiotaki, UoM
13	Phonics and Spelling Boost	Reading & Phonological Support	Designed for learners with dyslexia; strengthens phonological awareness for all	A1-A2	Joanna Nijakowska; summarised and adapted by Milena Košak Babuder, Karmen Javornik, Karmen Pižorn & MojcaPoredoš, UL
14	English Through Rainbow Shortcut	Reading & Memory Support	Essential for learners with dyslexia; enhances visual memory techniques for all	B1-B2	Dušica Kunever; adapted by Milena Košak Babuder, Karmen Javornik, Karmen Pižorn & MojcaPoredoš, UL
15	Self-Monitoring Word Reading	Reading & Self-Regulation Support	Supports learners with dyslexia; develops metacognitive skills for all readers	A1-B1	Jennifer Bagnato and Lynn Melzer; adapted by Milena Košak Babuder, Karmen Javornik, Karmen Pižorn & MojcaPoredoš, UL
16	Star Strategy	Writing & Organization Support	Benefits learners with dyslexia; improves writing organization for all	A1-C1	Milena Košak Babuder, Karmen Javornik, Karmen Pižorn & Mojca Poredoš, UL
17	The Learning Machine	Memory & Spelling Support	Designed for learners with dyslexia; enhances spelling strategies for all	A1-B2	Klaus Kolb, Klaus and Frank Miltner; adapted by Milena Košak Babuder, Karmen Javornik, Karmen Pižorn & MojcaPoredoš, UL
18	Read My Lips	Auditory Processing Support	Essential for deaf/hard of hearing learners; develops communication awareness for all	B1-B2	Mavrogeorgiadis Efthymios, UoM
19	Sign Language in the Foreign Language Classroom	Alternative Communication Support	Essential for deaf/hard of hearing learners; enriches communication repertoire for all	A1-B1	Ewa Domagała-Zyśk, KUL
20	Enhancing Oral Communication with Subtitled Videos	Auditory & Visual Processing Support	for deaf/hard of hearing learners; benefits visual learners and audio processing	All	Ewa Domagała-Zyśk, KUL
21	Cued Speech in Foreign Language Classes	Visual Communication Support	Supports deaf/hard of hearing learners; benefits phonological awareness development	A2-B2	Ewa Domagała-Zyśk, KUL
22	Role Models in Learning English	Identity & Communication Support	Designed for deaf/hard of hearing learners; promotes inclusive role modeling	A1/A2	Ewa Domagała-Zyśk, KUL
23	International Communities	Social & Communication Support	Supports deaf/hard of hearing learners; enhances global communication awareness	B2/C1	Ewa Domagała-Zyśk, KUL

GOOD PRACTICE 1: FEEL THE SOUNDS

Title: **Feel the Sounds**

Designed by: **Anna Zourna** (azourna@gmail.com) & **Marianna Karatsiori** (mkaratsiori@uom.edu.gr)

Objectives: Students will:

1. consider that society should not treat the blind as disabled people but as a linguistic minority with its own culture, community, history and heritage,

2. be offered new experiences, experience the magical world of music and sounds with all their senses.

3. improve their English vocabulary as regards music, instruments, and visual impairments.

4. practise their English listening and speaking skills.

5. develop their English writing skills through the production of a biography.

Time needed: 1-2 hours

Contextual information: This activity is designed for a diverse group of EFL students aged 9-12, B1 CEFR level in a mainstream classroom setting. The learner group may include students with visual impairments, ranging from mild to severe low vision. The activity aims to create an inclusive learning environment that supports the language learning needs of all students.

Preparation: In addition to gathering the necessary materials and creating accessible resources, the teacher should:

- Familiarize themselves with assistive technologies and tools that students with visual impairments may use, such as screen readers or braille displays.

- Ensure that the classroom layout is conducive to movement and that any potential obstacles are removed for students with visual impairments.

Materials needed: computer with internet connection, video projector, a braille sheet of music, cloths for blindfolding, four goalballs etc.

Age level(s): 10-12, CEFR B1

Number of participants per group: 3 or 4

PROCEDURE

1. Vocabulary preview (10 minutes):

   -Introduce 15-20 key vocabulary words related to music, instruments, and visual impairments.

   -Provide definitions and example sentences for each word.

   -Engage students in vocabulary activities (matching, fill-in-the-blanks, sentence creation).

An example of a vocabulary list:

-Melody (n): a sequence of notes that creates a recognizable musical phrase

-Rhythm (n): the pattern of regular or irregular pulses in music

-Harmony (n): the combination of simultaneous musical notes to create chords

-Lyrics (n): the words of a song

-Composer (n): a person who writes music

-Genre (n): a category or type of music, such as pop, rock, or classical

-Ensemble (n): a group of musicians who perform together

-Acoustic (adj): relating to sound or music produced without electronic amplification

-Auditory (adj): relating to the sense of hearing

-Braille (n): a system of raised dots used by people with visual impairments to read and write

-Accessibility (n): the quality of being easy to approach, enter, or use, especially for people with disabilities

-Inclusive (adj): including or involving everyone, especially people who might otherwise be excluded

-Empathy (n): the ability to understand and share the feelings of another person

-Diversity (n): the state of having a variety of different types of people or things

-Perspective (n): a particular way of considering or understanding something

-Resilience (n): the capacity to recover quickly from difficulties or challenges

-Obstacle (n): a thing that blocks one's way or prevents progress

-Perseverance (n): persistence in doing something despite difficulty or delay in achieving success

-Accomplishment (n): something that has been achieved successfully

-Inspiration (n): the process of being mentally stimulated to do or feel something creative

Musical luminaries

Fill in the blanks with the appropriate word from the list below. Some words may be used more than once.
melody, rhythm, harmony, lyrics, composer, genre, ensemble, acoustic, auditory, Braille, accessibility, inclusive, empathy, diversity, perspective, resilience, obstacle, perseverance, accomplishment, inspiration

1. Ray Charles, a pioneering_____, combined gospel, R&B, and blues to create a unique sound that inspired generations of musicians.

2. Despite facing the_____of blindness, Stevie Wonder's_____and talent allowed him to become one of the most successful musicians of all time.

3. Andrea Bocelli's powerful voice and emotional_____have made him a beloved figure in the classical _____.

4. The_____of Jose Feliciano's "Light My Fire" showcases his masterful guitar skills and unique _____ on the classic rock song.

5. By learning to read_____, these visually impaired musicians were able to access sheet music and compose their own songs.

6. The_____of their music, which blends different styles and influences, reflects the rich_____of their life experiences.

7. Through their_____, these musicians have demonstrated the power of music to break down barriers and create a more_____society.

8. Their_____in the face of adversity serves as an_____to aspiring musicians around the world.

9. The catchy_____and uplifting_____of Stevie Wonder's songs have made him a beloved figure in popular music.

10. By sharing their stories and experiences, these musicians have promoted greater_____and understanding for people with visual impairments.

Key:
1. composer
2. obstacle, resilience
3. lyrics, genre
4. acoustic, perspective
5. Braille
6. diversity, diversity
7. accomplishments, inclusive
8. perseverance, inspiration
9. melody, lyrics
10. empathy

2. The teacher discusses with the classroom about personal experiences, p.ex. if someone in their families has visual problems or if they, themselves have difficulties in seeing clearly, etc.

And then the teacher asks the students:

- "How do you interact with people with visual problems?"

- "How does the society in your country treat people with visual problems?"

- "How do you believe that blind people and people with visual problems are being treated in other European countries?"

-"Can you think of ways to improve the quality of everyday life for these people?"

-"Do you believe that people with visual problems should play team sports?"

-"How do you think that people with visual problems read sheets of music?"

Teacher notes on the blackboard/interactive board the students' answers.

3. Speaking: Students discuss in English how visual impairment might affect daily life and learning.

4. The teacher introduces to the student the physiology of the human eye and how do people see and which spectrum they are able to see, by playing the video https://www.youtube.com/watch?v=NGSFsLZgVNk (Appendix 1). The teacher makes sure that everybody understands the video. He/she translates it if needed, he/she stops it every few seconds and explains what is depicted.

5. The students get to know cases of famous musicians with visual problems. The teacher speaks about:

Ray Charles (23/09/1930 – 10/06/2004)

Charles was born in Albany, United States to a very poor family. He developed vision problems from the age of two and while he started playing the piano at the age of three, at the age of six he became completely blind. His talent and musical ability were so evident to all that many simply referred to him as "The Genius Ray Charles - Hit the Road Jack on Saturday Live 1996 - YouTube (Appendix 2)

Jose Feliciano (10/09/1945 -)

José Montserrat Feliciano García, was born blind, is a Puerto Rican musician, singer and songwriter known for many international hits, including the best-selling Christmas single "Feliz Navidad" His music is known for its Latin jazz acoustic guitar sound, blues, soul and even rock rhythms. Light My Fire - Jose Feliciano (Doors) - YouTube (Appendix 3)

Stevie Wonder (13/05/1950 -)

He is one of the most successful singers of the 20th century. He was a child prodigy and is skilled not only as a singer, but as a songwriter, producer, and playing a wide variety of instruments. He has received twenty-two Grammy Awards, the most ever awarded to a male solo artist. His eyes failed to fully develop as he was born six weeks premature, so he became blind shortly after birth. [I wish / Isn't She Lovely Stevie Wonder (Live in HD) - YouTube](#) (Appendix 4)

The teacher shows the videos and makes sure that everybody understands the videos. He/she translates them if it is needed he/she stops them every few seconds and explains what is depicted.

6. Listening skills: Teachers could also provide hands-outs with lyrics for one or more of this songs and have students fill in some gaps i.e: **Love's In Need Of Love Today**

Fill in the blanks with the appropriate words or phrases:

Good morn or evening friends
Here's your_____(1)
I have_____(2) news to pass on to everybody
What I'm about to say
Could mean the world's_____(3)
Could change your joy and laughter to_____and_____(4)

It's that Love's in_____(5) of love today
Don't_____(6)
Send yours in_____(7)
_____(8) goin' 'round
Breaking many hearts
Stop it please
Before it's gone_____(9)

The_____of_____(10) plans
To make you its_____(11)
And it will if we let it
_____(12) everybody
We all must take
_____(13)
If love and peace you_____(14)
Then you'll hear me when I say

Oh that Love's in need of love today
Don't delay

Send yours in right away
Hate's goin' 'round
Breaking many_____(15)
Stop it please
Before it's_____(16)

People you know that Love's in need of love today
Love's in need of love today
Don't_____(17)
Don't delay
Send yours in_____(18)
Right away
You know that hate's
Hate's
Hate's goin' 'round
Hate's goin' 'round
Breaking many hearts
Breaking hearts
_____it please (19)
Before it's gone too far
_____(20)

Key:
1. friendly announcer
2. serious
3. disaster
4. tears and pain
5. need
6. delay
7. right away
8. Hate's
9. too far
10. force of evil
11. possession
12. Destroy
13. Precautionary measures
14. treasure
15. hearts

16. gone too far
17. delay
18. right away
19. Stop stop
20. Gone too far

7. Written component (30 minutes):

   Introduce the writing prompt: "Write a biography of one of the musicians with visual impairments discussed in class."

   -Provide a writing template and graphic organizer to help students structure their paragraphs.

   -Offer a list of transitional words and phrases to help students connect their ideas.

   -encourage students to use the vocabulary words from the preview activity in their writing.

8. The teacher presents the 2nd Activity:

   The teacher introduces students to Goalball, a team sport designed specifically for athletes with vision impairment and he shows them the video "How do you play Goalball?" (Appendix 6).

9. After the game introduction, the teacher leads the students to the school's yard, he/she blindfolds their eyes and they start playing the game (2 groups of 3 for each Goalball). Each student group tries to throw a ball that has bells embedded in it into the opponents' goal.

UDL Checkpoints:

1. Provide multiple means of engagement:

   o Optimize individual choice and autonomy by allowing students to choose the musicians they want to learn about or the instruments they want to explore.

   o Minimize threats and distractions by creating a safe and inclusive classroom environment where all students feel valued and supported.

2. Provide multiple means of representation:

   o Offer ways of customizing the display of information by providing materials in various formats, such as large print, braille, or digital files compatible with assistive technologies.

   o Offer alternatives for auditory information by providing clear, detailed verbal descriptions and using tactile cues to supplement spoken instructions.

- o Clarify vocabulary and symbols by explicitly teaching and reviewing key terms related to music, instruments, and visual impairments.
- o Support decoding of text by providing manipulatives or tactile graphics to help students understand written content.

3. Provide multiple means of action and expression:

- o Optimize access to tools and assistive technologies by ensuring that students with visual impairments have the necessary devices and supports to participate fully in the activity.
- o Use multiple media for communication by encouraging students to express their understanding through various means, such as verbal discussions, written reflections, or tactile creations.

Additional elements to consider:

- Invite a guest speaker with a visual impairment to share their experiences and insights with the class, either in person or through a video call.
- Encourage students to create their own tactile representations of musical instruments or famous musicians using various materials, such as clay, fabric, or recycled items.

Appendices:

Appendix 1: YouTube link with the video https://www.youtube.com/watch?v=NGSFsLZgVNk

Appendix 2 : YouTube link with the video Ray Charles - Hit the Road Jack on Saturday Live 1996 - YouTube

Appendix 3: YouTube link with the video Light My Fire - Jose Feliciano (Doors) - YouTube

Appendix 4: YouTube link with the video: Love's In Need Of Love Today, Steve Wonder:

https://www.youtube.com/watch?v=_ZditPOzJnM

Appendix 5: How to play Goalball: YouTube link with the video https://www.youtube.com/watch?v=p2Z6z-FVgZQ

GOOD PRACTICE 2: EXPRESSING EMOTIONS

Title: **Expressive AudioScape: Bridging Emotions and Language in ESL**

Designed by: **Lucia Pintado Gutierrez** (lucia.pintado@dcu.ie)

Contextual information: Description of learner group, learner(s) with DLN

This activity is aimed at students who are blind or visually impaired and who are learning English as a foreign language. The objective is that blind or visually impaired students at an intermediate or higher intermediate level (B1 -B2) will reinforce their abilities to express feelings in different manners. They will use both written material (brief braille texts) as well as aural and oral skills. NB. This activity does not apply to students who cannot communicate orally in their L1 or L2.

CEFR level: B1/B2 (can be adapted depending on the student level)

Purpose/Objectives of the activity: The activity is based on audio description (AD), understood as an innovative pedagogic practice in foreign language (FL) teaching and learning that explores communication as a mediation activity. Learners consider how to communicate across different codes (written and oral), thus integrating mediation in FL teaching and learning, and AD as a modality of audiovisual translation.

The activity will foster linguistic accuracy as well as inclusive communication skills whereby students learn to act as mediators -i.e. they learn to use strategies to transfer meaning in their FL or across different languages (*see variations below) and modalities, based on an understanding of the needs of the interlocutor(s).

Students will:

- become familiar with audio description as an intersemiotic activity;

- act as a mediator;

- become familiar with audio description in English;

- enhance their understanding of vocabulary and expressions related to feelings in context;

- broaden and practice everyday expressions in English.

Time: Three sessions of 50 minutes each

Materials:

- Short video clips presenting everyday situations [in English].

- Students will have the conversations in the clip in braille also.

- Clips will contain situations where the characters express their feelings (i.e., they can be disappointed, sad, happy, etc.).

Preparation: Clips should be available to students -they might be found in YouTube for instance. An example of the materials recommended is: https://www.youtube.com/watch?v=3XA0bB79oGc&t=56s

PROCEDURE

SESSION 1

Step 1. All the students will listen to a clip in English (https://www.youtube.com/watch?v=3XA0bB79oGc&t=56s — 4'18'') and discuss in pairs or small groups what they think happens. Then, the group class will consider what type of relevant information should be used in the AD.

Step 2. All the students will listen to three examples of professional audio descriptions of Disney films. Students will need to think about the following questions and make notes, taking into account the elements that are relevant in each of the ADs:

- Do you think all products are audiodescribed in the same way?
- What is described in the following clips, when, how and why?

The audio described clips that will be used with the students are:

- The Lion King (language and image; importance of scenario description; intonation): https://www.youtube.com/watch?v=7-XOHN2BWG4 (2.23')

- Frozen (importance of audio description of characters and language related to the body): https://www.youtube.com/watch?v=O7j4_aP8dWA&t=2s (1.31')

- Beauty and the Beast: how a trailer is audiodescribed, how dialogue affects audiodescription; audiodescription vs. reading captions: https://www.youtube.com/watch?v=uBfopguVJmY (1.20')

Teacher's Role:
- Facilitate the listening session, ensuring all students can access the audio.
- Guide the discussion, prompting students to think about the content and context of the clip.
- Help students identify key elements that should be included in an audio description (AD).
- Encourage students to share their perspectives and ensure inclusive participation.

SESSION 2

Step 1. Students are given the dialogue of the first clip they were given and the written script in braille for the audio

description in English (https://www.youtube.com/watch?v=3XA0bB79oGc&t=56s).

Step 2. In pairs, students will read the dalogue and the script for the audio description and see whether they make sense of the clip overall. They will work on their comprehension skills in English.

Step 3. The instructor will ensure that students have understood what happens in the clip.

Step 4. In pairs, students will identify expressions related to feelings in the script and try to find other synonyms or ways to rephrase such expressions in English.

Step 5. In small groups, students prepare their own audio description that will be submitted to the instructor.

Teacher's Role:
- Supply students with the dialogue and written script in braille for the audio description in English.
- Organize students into pairs to read the dialogue and script and ensure they comprehend the clip.
- Confirm that students understand what happens in the clip, addressing any comprehension issues.
- Encourage students to identify expressions related to feelings in the script and find synonyms or alternative phrasings.
- Oversee small group activities where students prepare their own audio descriptions.
- Review and provide feedback on the audio descriptions prepared by students.

SESSION 3

Step 1. The instructor will have selected three options for the audio description from the students ad recorded them. All three options will be played and the students will discuss:

- What audio description they think is best overall.

- Which expressions related to feelings better explain what is happening and why.

Step 2. Students will discuss what difficulties they face when drafting the audio description in English as blind and/or visually impaired users and how to negotiate conveying the message in the best possible way.

Teacher's Role:
- Organize the listening of three different audio-described Disney films.
- Lead a discussion on the style and content of each audio description.
- Pose questions to the students regarding the differences in audio descriptions across various media.
- Assist students in making notes on the relevant elements in each AD, focusing on language use, description timing,

and the purpose of specific descriptions.

- Facilitate a comparative analysis of the ADs, encouraging students to think critically about how audio descriptions vary in different contexts and why.

Follow-up (optional)

Students may record their reflections and have them embeded in a vlog related to audiovisual texts, audiovisual translation, UDL, etc. To show their agency.

Variation(s): This activity may include students in the classroom who are not blind. In this case the working groups would be mixed (non-blind and blind students) and the non-blind students would prepare the script for the audio description for the blind or visually impaired students. The blind or visually impaired students would work with the non-blind students on the script guiding them what works best while acquiring new vocabulary. Students would practice oral, aural and written skills. It can therefore be used in a regular class in inclusive education.

Digital enhancement: Short clips, Computers, laptops, tablets

Texts in English in braille

Evaluation /assessment options:

1. Provide constructive feedback on pronunciation and language use.

2. Carry out peer assessment where students evaluate each other's scripts.

3. Encourage students to record their own reflections as part of the follow-up activity. This will make them be more with the learning and also their role as mediators.

4. After the activity, seek feedback from students to assess the relevance of this activity and make the necessary adjustments for future sessions.

UDL Checkpoints:

UDL Principles	Application in Activity	Examples
1. Multiple Means of Representation	Provide information in different formats to make it accessible for all students.	Use audio clips, braille scripts, and video with audio descriptions.

UDL Principles	Application in Activity	Examples
2. Multiple Means of Action and Expression	Allow students to express what they have learned in various ways.	Students can create their own audio descriptions, participate in discussions, and write reflections.
3. Multiple Means of Engagement	Engage students in the learning process through diverse and interactive methods.	Use group discussions, role-playing scenarios, and analysis of professional audio descriptions to maintain interest and motivation.

GOOD PRACTICE 3: RAINFOREST WONDERS

Title: **Rainforest Wonders**

Designed by: **Marianna Karatsiori** (mkaratsiori@uom.edu.gr)

Contextual information: Description of learner group, learner(s) with DLN

This activity is aimed at students who are blind or visually impaired and who are learning English as a foreign language.

The objective is that blind or visually impaired students at a beginner level (A1-A2) learn and reinforce how to express feelings in different manners. They will use both written material (brief braille texts) as well as aural and oral skills.

CEFR level: A1/A2

Purpose / Objectives of the activity:

1. **Enhance Language Skills:** Aimed at ESL students at the A1 level, the activity is designed to improve English language proficiency through engaging content. It includes listening, reading, speaking, and comprehension exercises tailored to beginners.
2. **Introduce Environmental Education:** By focusing on the rainforest, the activity educates students about this vital ecosystem, its unique characteristics, the variety of life it supports, and its importance to the global environment.
3. **Promote Inclusivity:** By providing materials in braille, audio, and video formats, the activity ensures that students with visual impairments and other diverse learning needs can fully participate and benefit.
4. **Develop Critical Thinking and Empathy:** The activity encourages students to think critically about environmental issues and fosters empathy towards living creatures and their habitats, promoting a sense of global citizenship and responsibility.
5. **Foster Teamwork and Communication:** The session that involves pair work and class discussions promotes teamwork, communication, and social skills, as students share insights and learn from each other.

Time: One session of 50 minutes

Materials:

1. A short story about "Rainforest Wonders" in English. It will also be given to students in braille or/and audio.

2. A short video: What is rainforest habitat? https://www.bbc.co.uk/bitesize/articles/zxdsvcw

3. A short video: Rainforest animals https://www.youtube.com/watch?v=nFJ_0JrKAWs

Preparation:

1. **Gather Materials:**
   - Ensure you have the "Rainforest Wonders" story available in both print and braille, as well as in an audio format for students with visual impairments.
   - Obtain or create tactile materials that represent different aspects of the rainforest (e.g., textured representations of animal fur or leaves) for a more immersive learning experience for students with visual

impairments.

2. **Technological Setup:**
   - If using digital braille displays, ensure they are charged and functioning.
   - Prepare any necessary software or apps for screen reading or magnification for students who might use these tools.
3. **Create Accessible Learning Materials:**
   - Convert the "Rainforest Wonders" story into braille and audio formats.
   - Prepare audio descriptions for the videos to ensure students with visual impairments can follow along.
   - Create or adapt comprehension questions and activities in formats accessible to all students, including braille and large print if necessary.
4. **Plan the Session Layout:**
   - Consider the placement of students with visual impairments to ensure they have equal access to the teacher and any visual aids that will be used.

PROCEDURE

SESSION 1

Step 1. Reading Comprehension: **Rainforest Wonders**

In the heart of the green rainforest, under the warm sun, a big tree stood tall. Near the river, plants and flowers bloomed, painting the land in beautiful colors. Rain often visited, making the water flow and the leaves dance.

One sunny day, animals gathered by the river. Birds sang in the trees, and fish swam swiftly in the clear water. A jaguar watched quietly, hidden behind thick bushes. Parrots, with their bright feathers, chatted loudly, while a frog jumped from leaf to leaf.

In this rainforest, every creature, big and small, lived in harmony. Anteaters searched for ants, not minding the slow, cool snake passing by. Far from the busy town, this place was a peaceful world, full of life and mystery.

People said the rainforest was like a giant farm, providing food and shelter. Fruits hung from trees, and the river was a source of water for all. It was a perfect example of how beautiful and important the natural world is.

"Isn't it great?" a young parrot asked, feeling happy and safe. "Yes, it's our favorite place," replied an old frog, wise and content. Together, they enjoyed another day in their rainforest home, thankful for its gifts and beauty.

1. **Multiple Choice Questions:**
a) What is the setting of the story?

   - A) A busy town
   - B) A green rainforest
   - C) A snowy village
   - D) A warm beach

b) Which animal is mentioned as watching quietly?

   - A) Parrot
   - B) Frog

- • C) Jaguar
- • D) Fish

c) What makes the water flow and the leaves dance?

- • A) Wind
- • B) Rain
- • C) Sun
- • D) Snow

d) What do the fruits on the trees provide?

- • A) Shelter
- • B) Food
- • C) Noise
- • D) Weather

e) Who finds the rainforest to be their favorite place?

- • A) The old frog
- • B) The young parrot
- • C) Both the young parrot and the old frog
- • D) The jaguar
  2. **Key:**

a) B) A green rainforest

b) C) Jaguar

c) B) Rain

d) B) Food

e) C) Both the young parrot and the old frog

3. Feedback:

a) Correct answer: B. The story is set in a green rainforest, which is described as a place full of life and colors.

b) Correct answer: C. The jaguar is mentioned as watching quietly, indicating its presence without disturbing the harmony of the rainforest.

c) Correct answer: B. Rain is responsible for making the water flow and the leaves dance, showing its importance to the rainforest's ecosystem.

d) Correct answer: B. Fruits hanging from trees in the rainforest provide food for the animals, highlighting the rainforest's role as a natural provider.

e) Correct answer: C. Both the young parrot and the old frog find the rainforest to be their favorite place, expressing their happiness and contentment living there.

SESSION 2

Step 1: Engaging with the Animated Video

Introduction: Briefly introduce the video's topic, emphasizing the unique aspects of rainforests and their importance to the ecosystem.

Accessibility Adjustments: For students with visual impairments, provide an audio description that complements the video. This can be a pre-recorded track that plays alongside the video or a live narration by the teacher.

Students watch/listen the short animated video: https://www.bbc.co.uk/bitesize/articles/zxdsvcw

{Video transcript: In the UK we get a lot of rain. But this habitat gets so much rain that they named it a rainforest.
This is the Amazon rainforest, the largest rainforest on Earth.
Oh, it's really raining and very warm!
Plants grow well here because it's so hot and wet.
This tree has its own microhabitat. Microhabitats are very small habitats inside a bigger one.
It's home to lots of bugs and insects. All in this tiny spot of the tree!
And what's that animal up in the tree? A jaguar! How did it get up there?
Its sharp claws make climbing trees a simple task.
There are other animals too. Like that howler monkey.
It uses its tail like an extra arm, helping it move from tree to tree.
And it's eating a banana. One of over three thousand types of fruit that grow in the rainforest.
There's an insect too! A butterfly. They can taste fruit through their feet. Imagine that!
So, rainforest habitats are wet and hot.}

Step 2: Verification of Understanding

- **Instructor's Role:** Confirm that all students, regardless of their visual capabilities, have understood the clip's content. Use engaging questions that encourage students to express what they've learned in their own words.

Step 3. In pairs, students will read the dialogue and the script for the audio description and see whether they make sense of the clip overall. They will work on their comprehension skills in English.

SESSION 3

Step 1: Engaging with the Video: What type of animals live in the rainforest?

- **For All Students:** Begin by introducing the video topic to pique interest. Explain that the video explores various animals living in the rainforest, focusing on their unique characteristics and habitats.
- **For Students with Visual Impairments:** Provide them with tactile or braille materials related to rainforest animals beforehand. This could include textured representations of animal fur or feathers, braille descriptions of the animals, and their environments to help them visualize the content.
- **Activity Instructions:** Ask all students to focus on identifying three animals from the video, paying attention to their names and descriptions. Encourage note-taking or recording observations in a format accessible to them.

Step 2: Watching the Video

- **Video Watching:** Direct the class's attention to the video on rainforest animals. Provide the link and ensure it's accessible for all students. Depending on their level students can watch the whole video or only the first 2 minutes.
- **Accessibility Tip:** For students with visual impairments, ensure that the video is audible, you can pause it, replay it based on their needs.

The whole class watches the video: What type of animals live in the rainforest?
https://www.youtube.com/watch?v=nFJ_0JrKAWs

SESSION 4

Rainforest animals: https://www.youtube.com/watch?v=nFJ_0JrKAWs

Teacher's Role:

- Additional Tips:
- Utilize Technology: Use screen readers or other assistive technologies to ensure all students can access written materials.
- Feedback: Offer constructive feedback on the students' audio descriptions, highlighting strengths and areas for improvement.

Follow-up (optional): Students may record their reflections and have them embeded in a vlog related to audiovisual texts, audiovisual translation, UDL, etc. To show their agency. Students can take a look at these links: National Geographic Kids: https://www.natgeokids.com/uk/discover/geography/physical-geography/15-cool-things-about-rainforests, https://www.rainforest-alliance.org/everyday-actions/10-easy-ways-kids-can-help-save-rainforests/

The CEFR level of these links is B1.

Variation(s): This activity may include students in the classroom who are not blind. In this case the working groups would be mixed (non-blind and blind students) and the non-blind students would prepare the script for the audio description for the blind or visually impaired students. The blind or visually impaired students would work with the non-blind students on the script guiding them what works best while acquiring new vocabulary. Students would practice oral, aural and written skills. It can therefore be used in a regular class in inclusive education.

Digital enhancement: Short clips, Computers, laptops, tablets

Texts in English in braille or/and audio

Evaluation/assessment options:
Self-Evaluation Rubric for "Rainforest Wonders"

Name: _____ **Date:** _____

Instructions: Check the box that shows what you think about your work and learning.

1. Understanding the Rainforest

- I know a lot about the rainforest. (I can talk about animals, plants, and why it's important.)
- I know some things about the rainforest. (I remember a few animals and plants.)
- I am still learning about the rainforest. (I need to learn more about animals and plants.)

2. Learning New Words

- I learned many new words. (I can use them when I talk or write.)
- I learned some new words. (I remember a few and what they mean.)
- I am still learning new words. (I need to practice more.)

3. Talking About My Favorite Animal

- I can talk about my favorite rainforest animal and why I like it.
- I can say the name of my favorite rainforest animal.
- I want to learn how to talk about my favorite animal.

4. Working with Friends

- I worked well with my friends. (We listened to each other and shared ideas.)
- I worked a little with my friends. (Sometimes I listened and shared.)
- I need to get better at working with my friends. (I need to listen and share more.)

5. Sharing What I Learned

- I shared a lot about what I learned. (I talked about the rainforest in front of the class.)
- I shared a little about what I learned. (I talked about one thing I learned.)
- I want to get better at sharing what I learn. (I need to practice talking in front of others.)

What I liked most about the rainforest wonders:

_____

_____

_____

_____

UDL Checkpoints:

UDL Principles	Application in Activity	Examples
Multiple Means of Representation	Offer content through various sensory modalities to cater to diverse learning preferences and needs.	**Story in Braille and Audio:** The rainforest story is available in braille for tactile learning and audio for auditory learning. **Videos with Audio Descriptions:** Videos on rainforest habitat and animals include audio descriptions for students with visual impairments. **Tactile Materials:** Provide tactile or Braille materials related to rainforest animals for hands-on learning.

UDL Principles	Application in Activity	Examples
Multiple Means of Action and Expression	Provide different ways for students to demonstrate understanding and express their learning.	**Audio Descriptions by Students:** Students create their own audio descriptions of rainforest habitats or animals, practicing language skills and expressing their understanding. **Group Discussions:** Engage in discussions about the videos and story, allowing for verbal expression of ideas. **Reflective Vlog or Written Reflections:** Students can choose to record their thoughts in a vlog/padlet or write them, offering flexibility in how they express their learning.
Multiple Means of Engagement	Use a variety of strategies to motivate students, stimulate interest, and encourage participation.	**Interactive Pair and Group Activities:** Reading and discussing in pairs or groups promotes engagement and social interaction. **Video Watching with Purpose:** Watching videos with a focus on identifying specific animals or habitat features makes the learning task interactive and goal-oriented. **Environmental discussion:** Encourage discussions on how students can contribute to rainforest conservation, fostering a sense of responsibility and engagement with real-world issues.

GOOD PRACTICE 4: CULTURAL TAPESTRY

Title: **Cultural Tapestry: Exploring Traditions in the English-Speaking World**

Designed by: **Khakhalina Marina Sergeevna** (xaxalinam@gmail.com), Anna Borisovna Bagramova and Oxana Nikolaevna Pavlova, Herzen University (St Petersburg, Russia).

CEFR level: Blind or visually impaired students level-B1-B2

Purpose / Objective of the activity: The aim of the activity is:

-to broaden students' knowledge of the history and culture of English-speaking countries;

-to help students learn new vocabulary;

-to help students perceive and understand English speech;

-to improve students' overall communication skills

Time: 60 minutes

Materials: A reading text from the University's Moodle: https://moodle.herzen.spb.ru/course/view.php?id=17109

Preparation: Reading texts, listening and other learning materials are presented in one of the University MOODLE (modular object-oriented dynamic learning environment) courses. The texts must be presented in html format, accessible for processing by special software, screen readers and voice synthesizers. Only black-coloured font is used. Images and pdf materials, as well as word-matching exercises, are avoided.

PROCEDURE

Step 1. Introduction of new word based upon Pronunciation Dictionary.

Vocabulary list (with translation into the mothertongue)

1. custom – обычай

2. holly -остролист

3. tradition – традиция

4. to break with tradition – нарушить традицию

5. to become a tradition – войти в традицию

6. to establish a tradition – положить начало традиции

7. to observe traditions – соблюдать традиции

8. to adhere to the tradition – придерживаться традиций

9. to transmit a tradition to the younger generation – передавать традицию молодому поколению

10. to pass a tradition down to the next generation – передавать традицию следующему поколению

11. to keep up the family traditions – сохранять семейные традиции

12. deep-seated tradition – устоявшаяся традиция

13. deeply rooted tradition – глубоко укоренившаяся традиция

14. iron-bound tradition – твердо установившаяся традиция

15. cherished tradition – бережно хранимая традиция

16. an outmoded custom – отживший обычай

17. pagan – языческий

18. to revert to a custom – возродить обычай

19. to domesticize a custom – перенять обычай

20. continuity provided by traditions – преемственность поддерживается благодаря традициям

21. religious ceremonies – религиозные обряды

22. to be rich in traditions – богат традициями

23. to maintain traditions – поддерживать традиции

24. have their origins in – берут свое начало в

25. superstitions – суеверия

26. by tradition - по традиции

27. holiday – праздник

28. public holiday — национальный праздник

Step 2. Match the definition and a key word.

superstition, traditions, customs, pagan
 1. an action or way of behaving that is usual and traditional among the people in a particular group or place; 2 : something that is done regularly by a person.

2. a belief or behavior (folk custom) passed down within a group or society with symbolic meaning or special significance with origins in the past. A component of cultural expressions and folklore, common examples include holidays or impractical but socially meaningful clothes (like lawyers' wigs or military officers' spurs), but the idea has also been.

3. This word was once used to refer to a person who practiced a polytheistic religion—one based on belief in more than one god.

4. It is a belief or practice resulting from ignorance, fear of the unknown, trust in magic or chance, or a false conception of causation.

Step 3. Study the text. Read and translate the text.

Blind.html

Every part of the world has its own customs and traditions. Some are rooted in the historic values held by certain cultures, while others are born from social patterns. These are the traditions that have been bred from the American way of life.

Driving Everywhere

Americans live fast paced lives. Big cities like New York and Los Angeles are especially fast moving and therefore require getting around by way of anything but foot. Most Americans own cars and those who don't usually rely on public transportation. You'll find a few smaller towns where people walk to and from places, but for the most part, driving everywhere is how Americans get around.

Not Taking Maternity Leave

Among 41 nations, the United Stated is the only country that doesn't mandate paid leave for new parents. The closest option for working professionals is to take unpaid time off that allows for job security under the Family and Medical Leave Act (FMLA). Under this law, employees can take up to 12 weeks of leave, as long as they have worked for their employer for at least 12 months and put in a minimum of 1,250 hours of work. President Trump has recently proposed a historic plan that would offer six weeks of paid maternity leave to new mothers.

Celebrating the Fourth of July

To commemorate the United States' birth and newfound freedom, Americans celebrate on July 4th. On that date in 1776, the Declaration of Independence granted the United States freedom from the British Empire. The 4th of July is often celebrated with parades, cookouts, concerts, and most notably, fireworks. It is a federal holiday where many display American flags and dress in red, white and blue to honor the colors of the flag. Some even incorporate the colors into holiday food, drinks, and decor.

Working Way Too Many Hours

Not only do American workers put in more hours than workers in most other countries, they also retire later and take fewer vacations. According to the ILO (the International Labour Organization), Americans work almost 25 percent more hours than Europeans, 137 more hours per year than Japanese workers, and 499 more hours per year than French workers. More than half of American men and women work more than 40 hours a week.

There is no federal law requiring American workers to take paid sick days, and the United States is one of the few industrialized nations with no legally mandated annual leave.

Tipping For Services

In the United States, it is customary to tip for various services. This includes tipping servers at restaurants, hair stylists, taxi drivers, and bartenders. Standard tipping rates range from 15-20 per cent for most services. Most restaurant servers make around $2.13 per hour, relying heavily on tips to pay their bills and support their families.

Step 4. Check the comprehension of the text.

Read each of the following statements carefully to determine whether each is true (T), false (F) or not stated (NS).

1. People in smaller towns would rather walk than drive.

Multiple choice question 1

○ T

○ F

○ NS

2. According to FMLA, new parents can only keep their workplace for 3 months.

Multiple choice question 2

○ T

○ F

○ NS

3. New mothers might have an opportunity soon to have a month and a half of paid maternity leave.

Multiple choice question 3

○ T

○ F

○ NS

4. On the 4th of July American families are happy to drive to the countryside to enjoy picnics.

Multiple choice question 4

5. The United States like many other countries in the world provides its citizens with an annual paid vacation.

Multiple choice question 5

○ T

○ F

○ NS

6. Speaking of tips, Americans are not frugal and mean tippers.

Multiple choice question 6

○ T

○ F

○ NS

Step 5. Listen and write the underlined words in the correct order (Source:

https://moodle.herzen.spb.ru/mod/quiz/attempt.php?attempt=4177507&cmid=383628)

I'm really the in interested other of culture [＿＿＿＿＿＿] countries. I don't know why, but I always think other cultures are interesting more culture own my than [＿＿＿＿＿＿]. Every time I travel, I learn wonderful, strange, amazing and interesting other things cultures about [＿＿＿＿＿＿]. One of the biggest surprises I had went a to was the when USA I as [＿＿＿＿＿＿] child. I'm English so I thought [＿＿＿＿＿＿]

Americans had the same culture as me. America when went understood I to I [＿＿＿＿＿＿] Americans and Brits are very different people. Understanding very culture other is the of people [＿＿＿＿＿＿] important. It helps us all to get along. If everyone really learn to tried cultures other about [＿＿＿＿＿＿], the world would be a more peaceful place. is the becoming world smaller [＿＿＿＿＿＿], so I think this is happening.

Script.

I'm really interested in the culture of other countries. I don't know why, but I always think other cultures are more interesting than my own culture. Every time I travel, I learn wonderful, strange, amazing and interesting things about other cultures. One of the biggest surprises I had was when I went to the USA as a child. I'm English so I thought Americans had the same culture as me. When I went to America I understood Americans and Brits are very different people. Understanding the culture of other people is very important. It helps us all to get along. If everyone really tried to learn about other cultures, the world would be a more peaceful place. The world is becoming smaller, so I think this is happening.

Step 6. Watch or listen to the video about 10 very strange British traditions. Choose one tradition and say why you liked it. https://www.youtube.com/watch?v=ScJ21ZSrghY

Teacher's Role:

- Facilitate access to materials in accessible formats (braille, audio).
- Guide students through the vocabulary introduction, ensuring comprehension and pronunciation.
- Assist in matching definitions with key words, providing context and examples.
- Lead the text study, aiding in translation and interpretation.
- Conduct comprehension checks, offering feedback and clarifications.
- Support students in listening and writing exercises, ensuring clarity and understanding.
- Encourage discussion and reflection on the video about British traditions.

Follow-up (optional): Students are encouraged to make a video on customs, ways and tradition s of any English-speaking country they choose. Their speech covers about 5-7 customs of the country (students work individually or in pairs): *The video should be from 2 to 3 minutes.*

Variation(s): Students are encouraged to look for information about traditions and customs of English-speaking countries from different sources: encyclopedias, books, the internet.

Digital enhancement: Students use speech synthesizers to get access to the learning materials provided online in easy-to-read formats (doc, txt, rtf) and audio materials in MP3 format.

Evaluation/assessment options :

1. **Audio or Video Project Evaluation:** For the follow-up video assignment, assess the clarity, content, and presentation skills. Provide alternative formats for submission if needed.

2. **Peer Feedback:** Incorporate peer assessment where students provide feedback to each other on the video.

UDL Checkpoints

UDL Principles	Application in Activity	Examples
Representation	Use accessible formats for learning materials.	Provide vocabulary lists in braille, enlarged print, and audio formats. Ensure Moodle course materials are screen-reader friendly.
Action & Expression	Offer different ways to demonstrate understanding.	Allow students to choose how they complete the video follow-up assignment. For blind students, they could create an audio project or a podcast discussing the customs and traditions, narrating their thoughts and insights. For sighted students, the option of a traditional video project remains. This approach allows all students to engage with the assignment in a format that suits their abilities, ensuring everyone can participate fully and express their understanding effectively.
Engagement	Engage students with culturally relevant content.	During the study of customs and traditions, include interactive discussions and encourage personal connections to the content, making it relatable and interesting.

GOOD PRACTICE 5: TOUCHABLE SPACES

Title: **Touchable Spaces**

Designed by: **Ewa Domagala-Zysk (ewa.domagala-zysk@kul.pl)**

Contextual information: Description of learner group, learner(s) with DLN
English prepositions of place, discussing directions and reading (virtual) maps might be a difficult part of learning this language for many learners. For the blind and seriously visually impaired they are even more difficult. For the blind and visually impaired it is difficult to experience the position of outer objects and then understand their images on the piece of paper. They might not learn language connected with these skills not because of the language barrier, but because of the gaps in their general knowledge about spatial relations and their representation on the paper.

CEFR level: A1 - A2

Purpose/Objectives of the activity: To teach spatial relations and pronouns of place and language for asking about directions and giving directions

Time: 90 minutes (usually needs to be repeated)

Materials: books, toys and equipment for teaching spatial orientations, available e.g. at:

https://www.hungryfingers.com/

Preparation: the teacher should have the necessary toys and equipment and a room with plenty of space to exercise the body positions and use drama to teach the spatial relations.

PROCEDURE

Step 1. Real objects and situations

If it is only possible, use real life objects and Total Physical Response strategy to allow the learners to experience the space around them shapes, structure, materials, surfaces et.c. Use body language, gestures and the sense of touch to experience as much as possible about space and orientation in the space. Stand *behind* the student, *next to* the student, and allow them to touch different object *on their left, on their right, in front of them and behind them*. Put real objects *on, under, between and behind* other objects (photo 1).

Photo 1. Professor Bob Marek is teaching blind children how to describe animal and their shapes

Step 2. Symbols

Use materials and products which may help children understand the relations between reality - and their language description: You may want to use the methodology of professor B. Marek and his ideas for teaching materials: **https://www.hungryfingers.com/products.html**

The shape detective

The "Shape detective 1 - 5" series includes four booklets and one set of tactile overlays (size A5).The series takes children from drawings of lines (straight, curved, zigzags, vertical, horizontal, diagonal, parallel, solid, dashed, dotted) shown in a flip chart style activity tactile booklet Shape detective 1, to simple geometric shapes (Shape detective 2 activity book, and to combinations of lines and shapes (Shape detective 3), helping understand that simple geometric shapes are made by three or more lines. Shape detective 4 and 5 are to be used with the Space Organizer. The set of cards in Shape detective 4 alllows children to fill tactile outlines with wooden magnetic shapes, or to add or remove shapes to make new geometric shapes. Shape detective 5 is a tactile booklet with drawings of a large square made of various combinations of other shapes. The task for the child is to identify the shapes which are "hiding" in the square. The range of activities can be expanded by using the drawings with the Space Organizer.
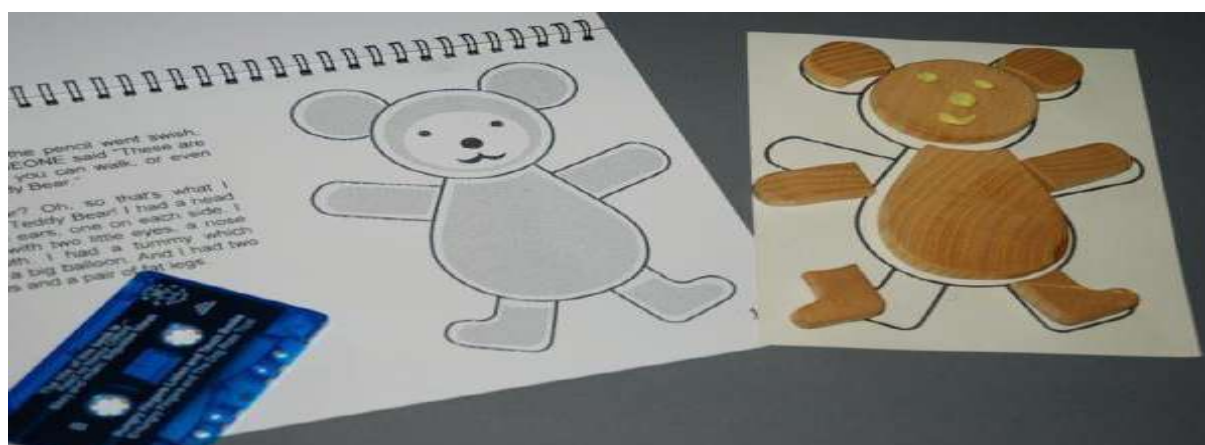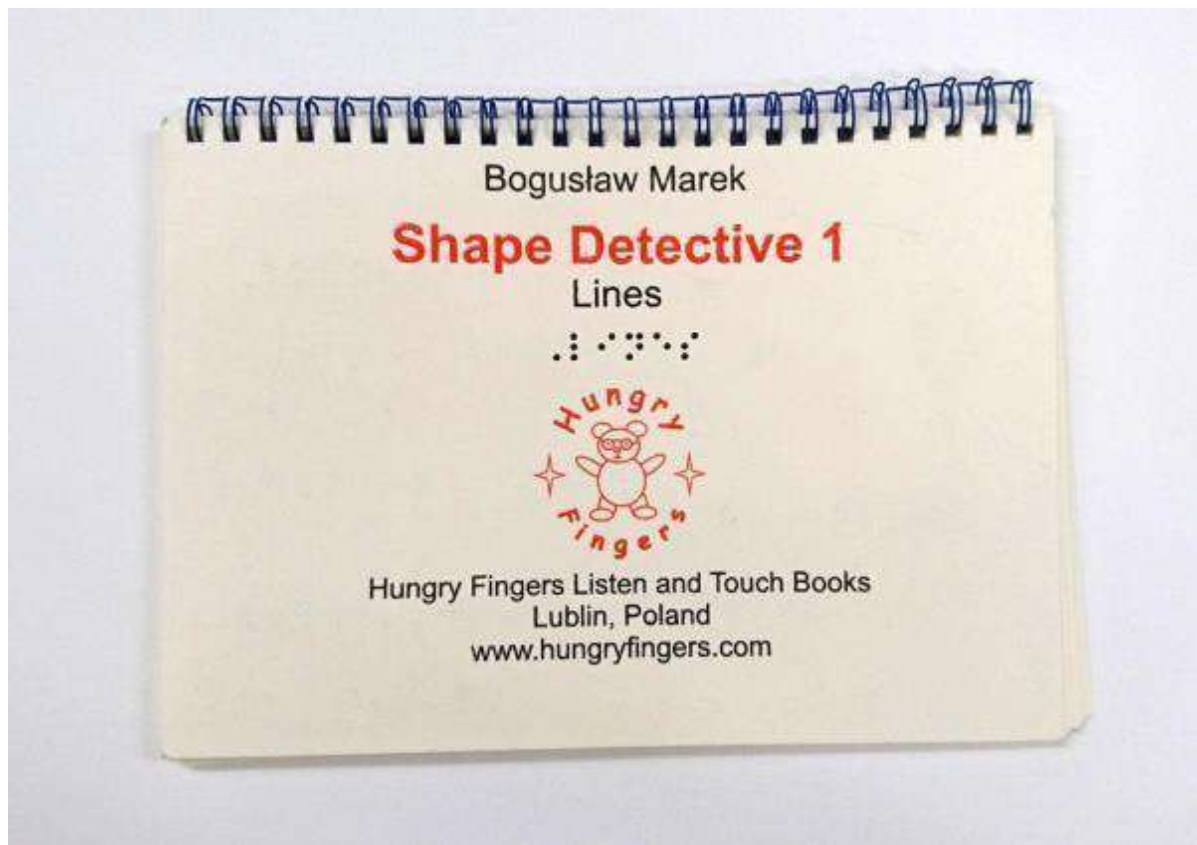
Getting ready for maps 1 and 2

A set of two books developed by a teacher from the the Laski School for Blind Children, with activities taking learners from exploring drawings of various arrangements of items making a breakfast set to a larger space of a table set for dinner for one, two and more persons. The drawings can be compared with various combinations of items making a complete or incomplete breakfast set for one or more persons. This way children learn the concept of a "map" of a small area from which they can move to floor plans of buildings and maps of towns, countries and of the world.
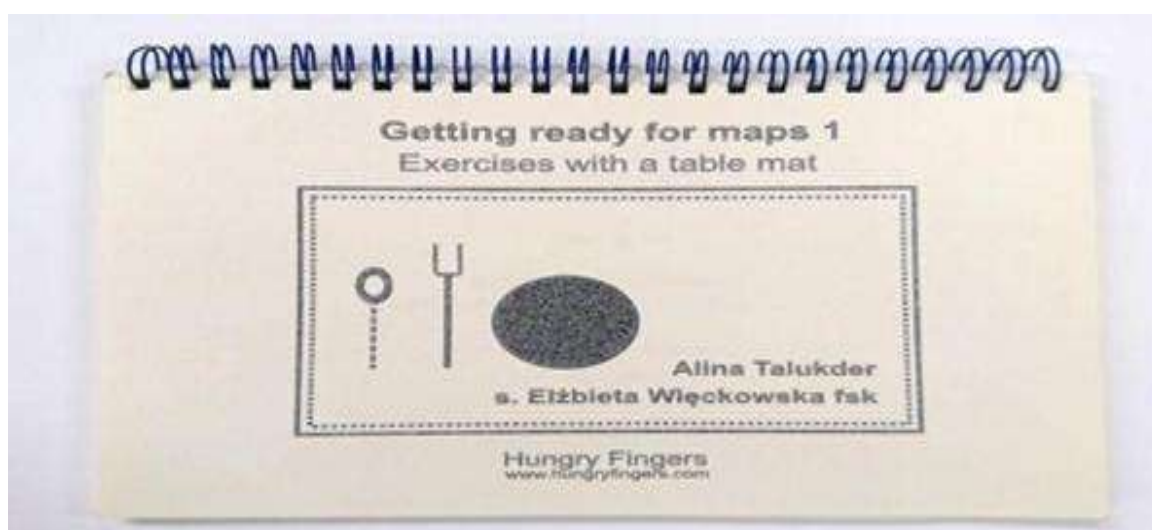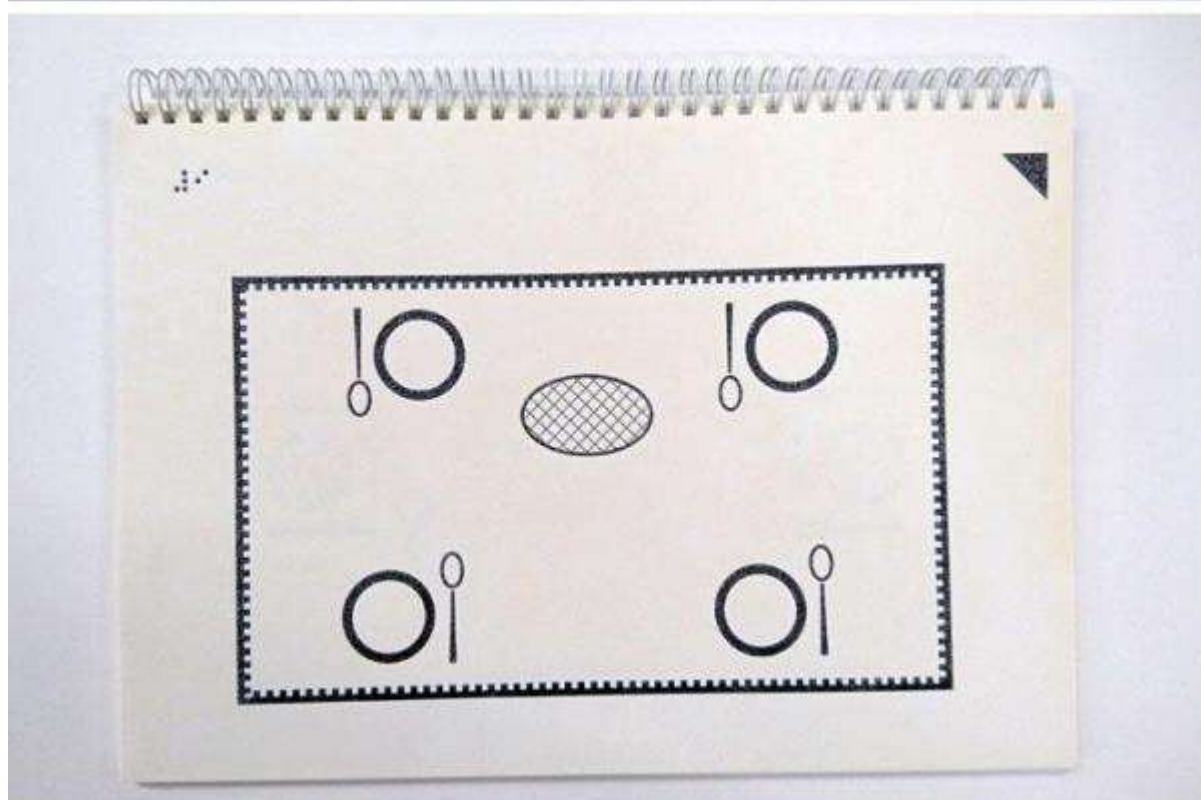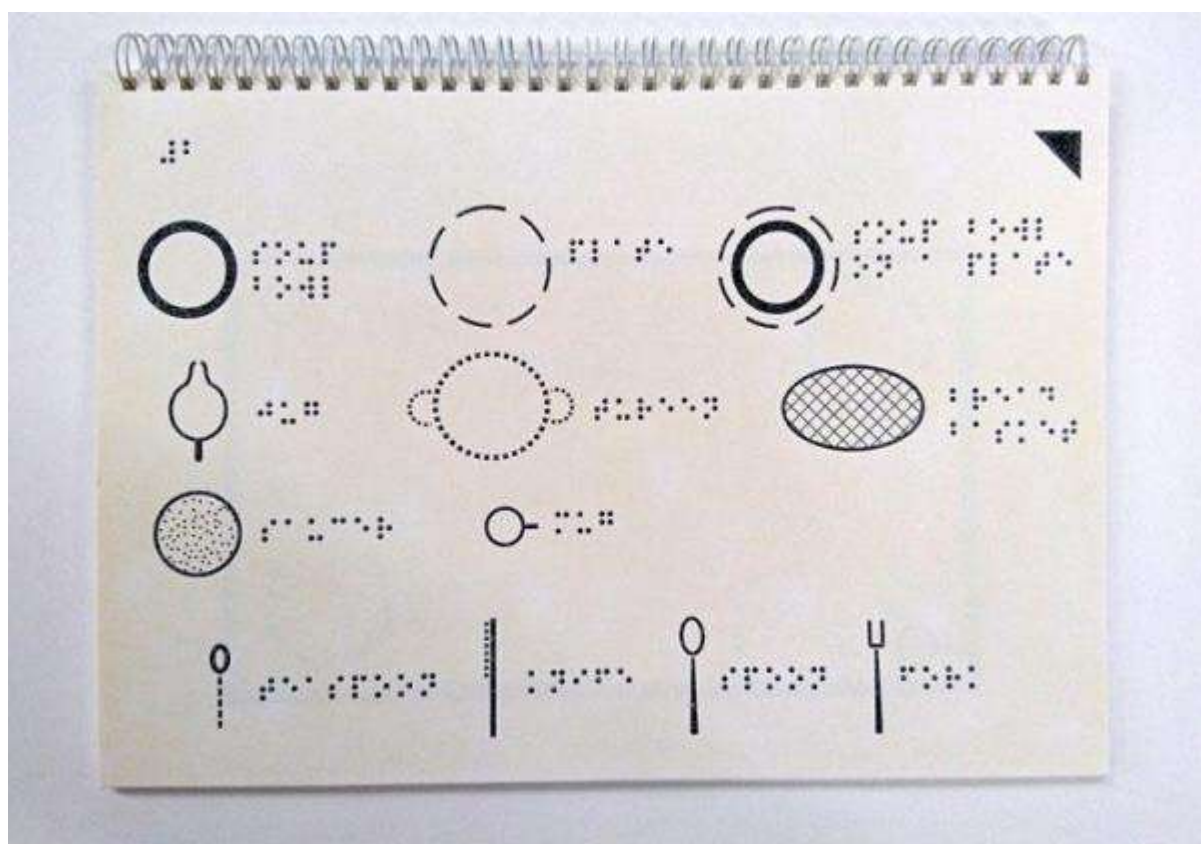
Cubograph

Hungry Fingers Cubograph, one of the most recent additions to the Hungry Fingers collection, is probably the first resource which attempts to explain to totally blind learners drawings of 3D geometric shapes. Edges of a collapsable cube can be compared with those in a tactile drawing, helping understand why some edges are drawn with solid lines and some with dashed lines. Understanding this serves as a basis for understanding drawings of other 3D geometric shapes in a book which comes with the Hungry Fingers Cubograph.
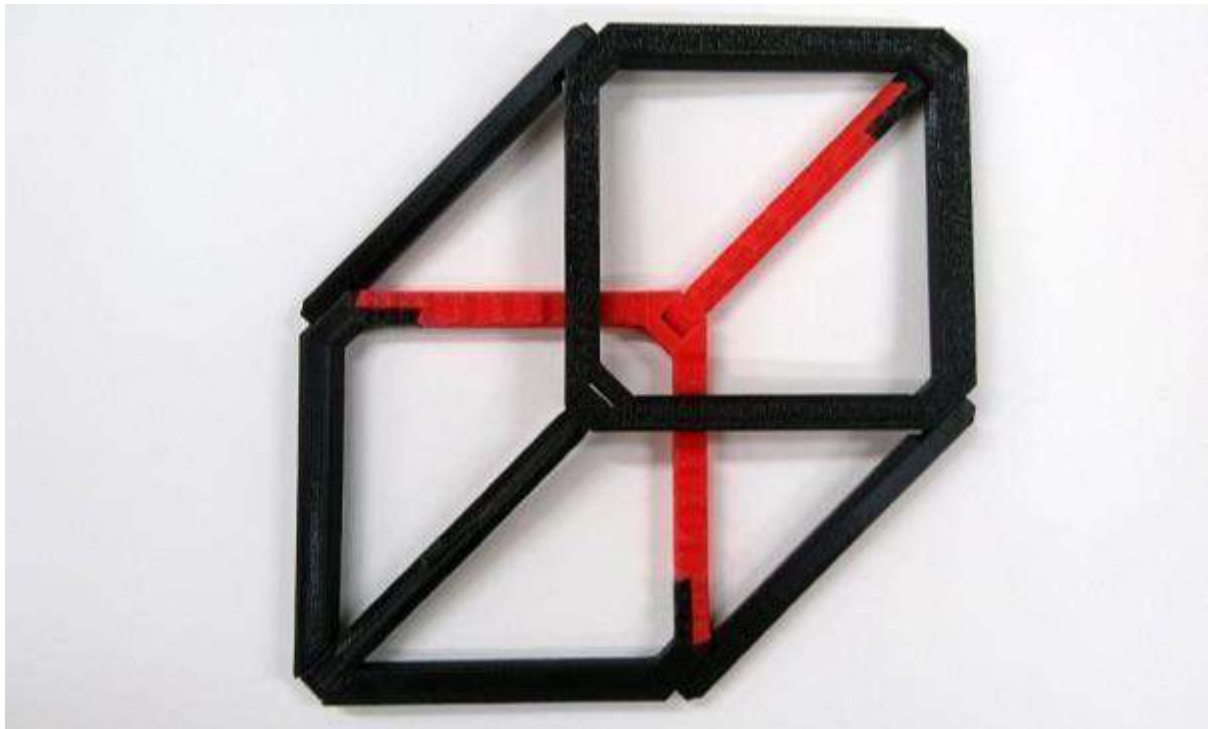
Rotograph

Hungry Fingers Rotograph: a set of wooden plates for helping the child understand the concept of rotation, and the fact that rotation of a triangle, square, rectangle or half-circle affects their location but not the shapes themselves, even if they feel different in a new location.

Transfograph

Hungry Fingers Transfograph: probably the most important of all Hungry Fingers inventions. It helps understand the very basics of tactile graphics – the concept of a drawing as a 2-dimensional representation of a 3-dimensional object. Models of six different objects (furniture) slide into wooden "lids" of a box, revealing tactile outlines of a table, chair, bed, desk, and a chest of drawers, which can be compared with tactile drawings of each model. All elements of the **Hungry Fingers Transfograph** set are made of wood (six models, six lids and a storage box). Thermographic printing in the book of instructions ensures clear, durable tactile drawings of all objects.

Fleximan

Tactile drawings with all their "sighted" conventions constitute one of the most difficult areas in education of children with a visual impairment. Two-dimensional representations of objects neither look nor feel like their three-dimensional "inspirations". It is therefore important that the child gains understanding of the very idea of the concept of a "drawing" before engaging in exploration of tactile drawings and diagrams.*

FLEXIMAN is an educational tool prompted by a comment from a totally blind child, who said: "I can understand drawings of people standing but I can't understand drawings showing people doing different things."

FLEXIMMAN was designed to help children with a visual impairment improve understanding of body parts and understanding of tactile drawings showing people performing different activities. This magnetic "stick figure" of a man can be adjusted to take up different postures. Asking the child to imitate (copy) Fleximan, or to "rearrange" FLEXIMAN so that the magnetic man "performs" different activities or copies postures prompted by the child can be used to create endless opportunities for improving understanding of the child's own body.

Tactile overlays which come with FLEXIMAN can be used to fill the outlines with the magnetic shapes, helping understand the relation between the body and a drawing of a person. In this type of exercise FLEXIMAN works as an intermediate stage between a three-dimensional object (human body) and its two-dimensional representation.

FLEXIMAN comes in three versions, which make a set showing human body from different perspectives - left and right profiles, as well as back and front. For this, modeling clay can be used to indicate front view of FLEXIMAN. (by adding eyes, nose and mouth). This way FLEXIMAN can offer invaluable help in explaining and reinforcing understanding of such concepts as "left" and "right" (FLEXIMAN's left arm will either be on child's left or right hand side depending on whether FLEXIMAN is facing the child or not.) Additional activities can be found in "Playing and Learning with Fleximan" and in "Tactile Graphics: Games for concept understanding, mobility and orientation". Lightweight magnetic boards are offered as an option.

FLEXIMAN can also be used as invaluable help in such areas as physical training and foreign languages by introducing and explaining different activities and by combining concept development with language practice in accessible contexts.
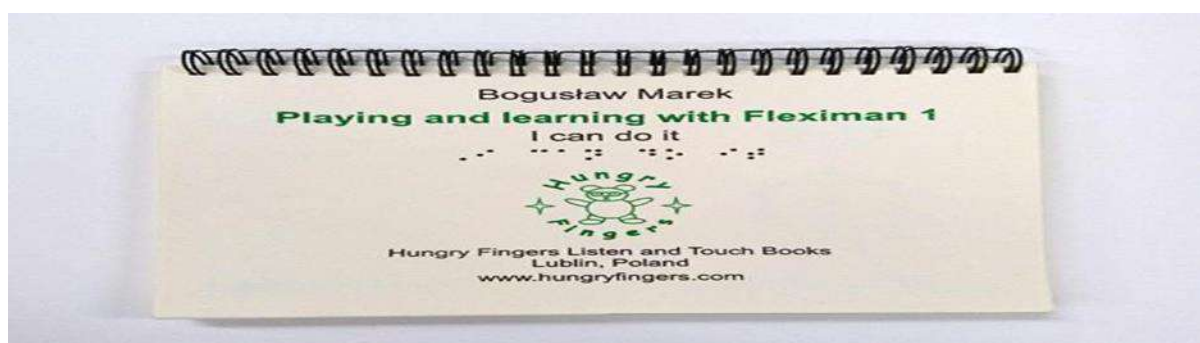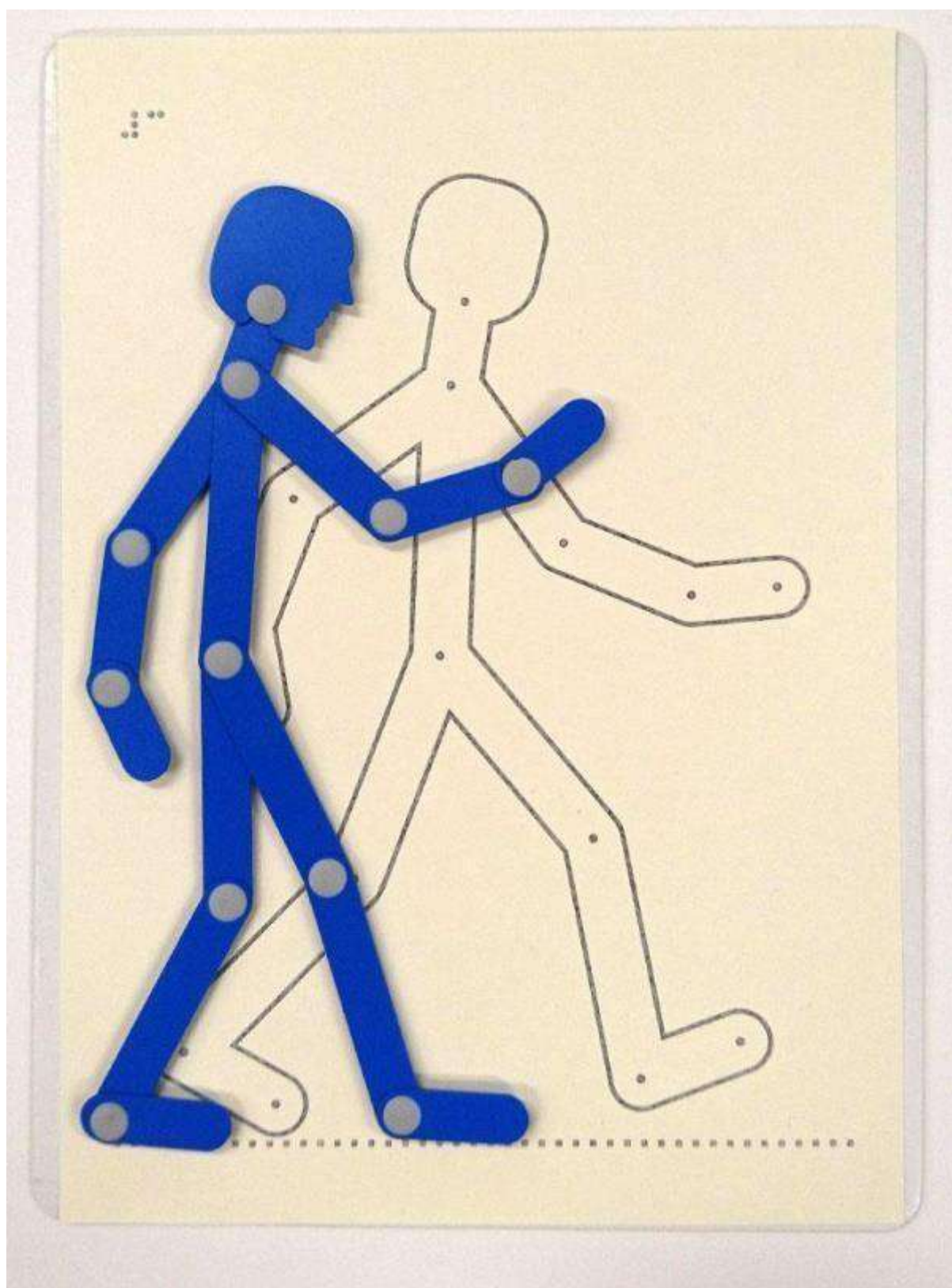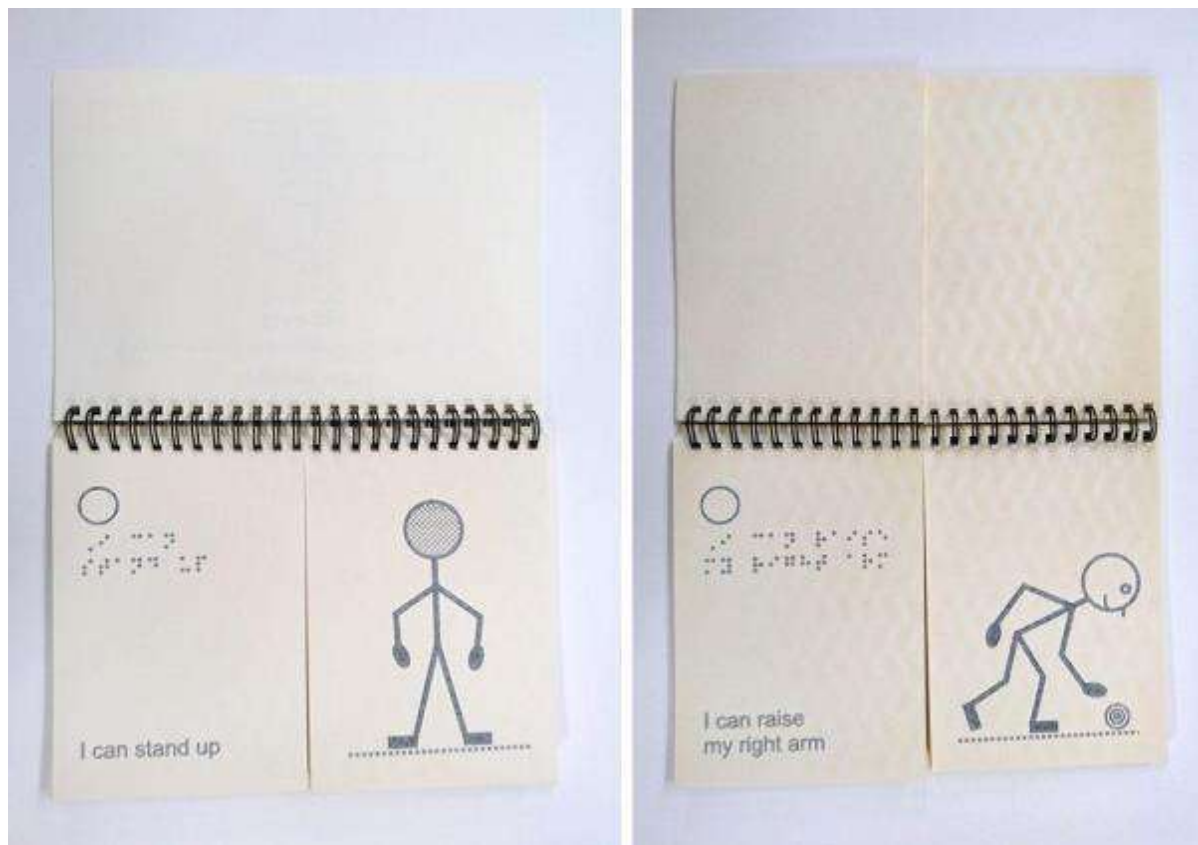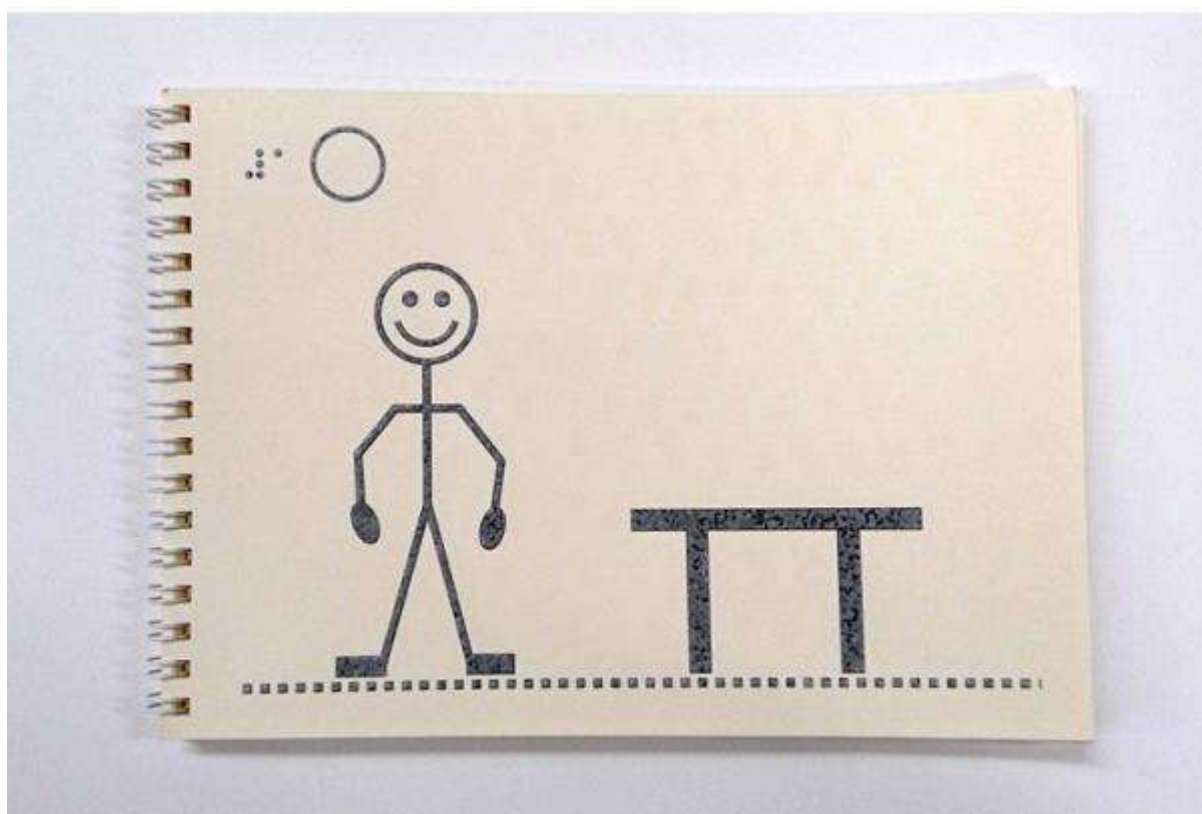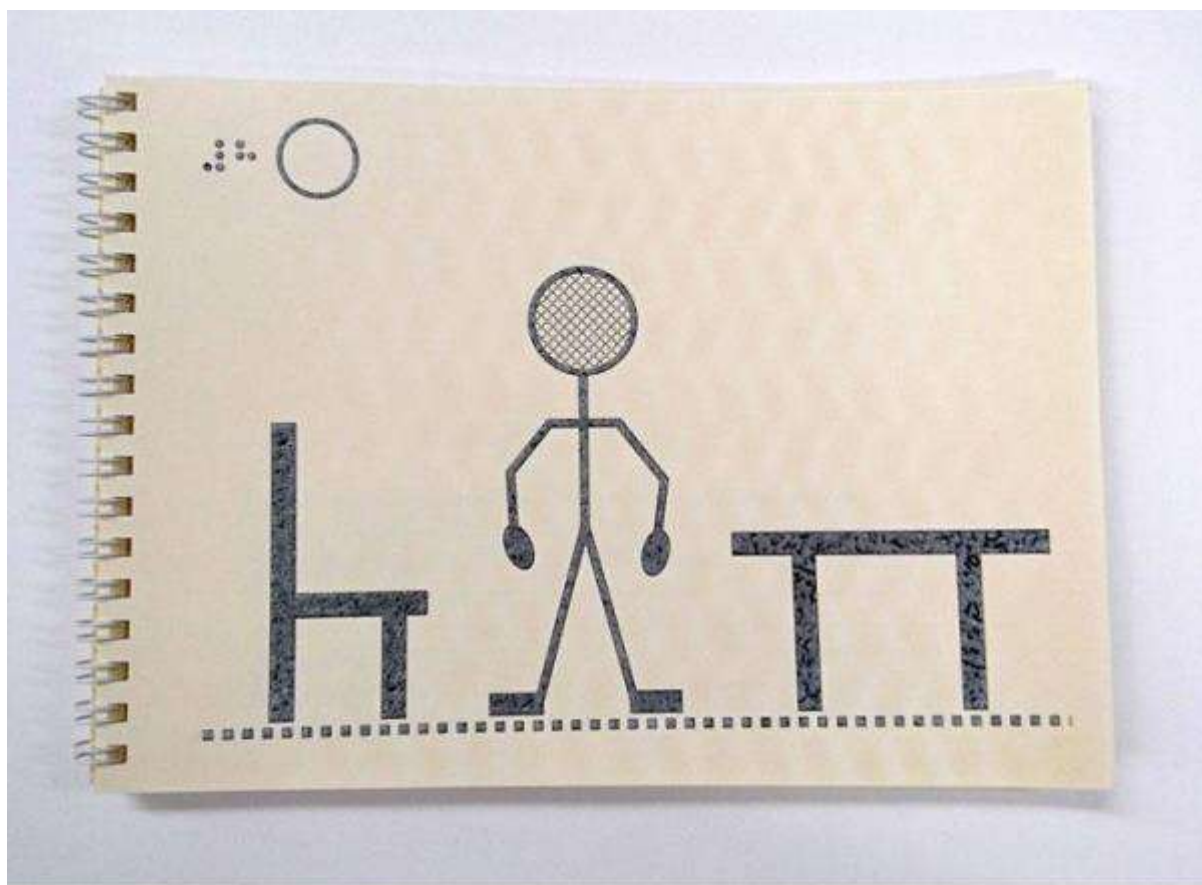
Assessment Techniques

- **Verbal Feedback:** After the activity, ask students to verbally describe the position of objects in relation to each other, assessing their understanding of spatial relations and the use of pronouns of place.
- **Hands-On Activities:** Create an assessment where students are asked to arrange objects themselves based on verbal instructions, allowing you to gauge their comprehension and application of the learned concepts.

Technology Integration

- **Audio Descriptions:** Use audio recordings that describe the spatial relations and positions of objects in the classroom, complementing the tactile and hands-on learning experience.
- **Tactile Screen Overlays:** If digital devices are used, tactile screen overlays can be employed to provide a physical representation of on-screen content, such as the layout of the classroom or positions of objects.

Parental Involvement

- **Home Reinforcement Activities:** Provide parents with simple at-home activities, like setting a table or organizing a room, where the child can practice using pronouns of place and spatial relations in a familiar setting.

UDL Checkpoints

UDL Principles	Description	How "Touchable Spaces" Aligns
Representation	The 'what' of learning; involves the presentation of information and content in different ways to address the diverse needs of learners.	The activity uses tactile and audio elements to represent spatial concepts and language, making the content accessible and understandable for visually impaired students.
Expression	The 'how' of learning; involves allowing learners to express what they know in different ways.	Students are encouraged to express their understanding through verbal descriptions, hands-on arrangement of objects, and potentially through technology like tactile overlays, accommodating different forms of expression.
Engagement	The 'why' of learning; involves stimulating learners' interest,	The activity is designed to be interactive and hands-on, engaging students through physical manipulation of

UDL Principles	Description	How "Touchable Spaces" Aligns
	motivation, and engagement in learning.	objects and active participation. This approach is particularly effective for learners who benefit from kinesthetic and experiential learning opportunities.

A step forward:

Inclusive Group Storytelling with Pronouns

"Enchanted Pronouns in the Whispering Woods"

Context for the Story:

The story is set in a magical forest known as Whispering Woods. This forest is home to various mystical creatures and talking animals. Each character in the story should be described vividly so that all students, including those with visual impairments, can imagine them.

Objective:

To engage students in creating a collaborative story, focusing on the use of pronouns, with tactile elements to ensure inclusivity for blind students.

Description:

1. **Setting the Scene:** The teacher begins the story set in the mystical Whispering Woods, introducing a main character like a wise owl named Oliver. This introduction includes vivid descriptions to engage all students.
2. **Tactile Pronoun Cards:** Pronoun cards are prepared in both Braille and large print. These cards include pronouns such as 'he', 'she', 'they', 'his', 'hers', and 'theirs'. Students draw a card before their turn to determine which pronoun they should focus on.
3. **Story Contribution:** Each student adds to the story, using the pronoun from their tactile card. For instance, if a student draws 'her', they might say, "Near the river, she met a curious fox named Fiona. Her fur was as red as the setting sun."
4. **Continuing the Story:** Each student builds upon the previous parts of the story, maintaining the use of their selected pronouns and introducing new characters or elements as they go.
5. **Descriptive Language:** Students are encouraged to use detailed, descriptive language, enabling blind students to visualize the scenes and characters through their other senses.
6. **Interactive Elements:** Tactile representations of story elements (like textured leaves or miniature figures) can be passed around to give a physical sense of the story's setting and characters.

Teacher's Role:
- **Facilitation:** The teacher ensures that pronouns are used correctly and helps students maintain the continuity of the story.
- **Inclusive Participation:** Ensuring that every student gets a turn and feels included in the storytelling process.
- **Prepare Tactile Materials:** Create or gather tactile story elements and Braille/large print pronoun cards.
- **Facilitate Story Development:** Guide the storytelling process, ensuring the correct use of pronouns and helping to weave individual contributions into a cohesive narrative.

Benefits:

- **Inclusivity:** The use of tactile pronoun cards and story elements ensures that blind students are fully included in the learning activity.
- **Language Skills:** Students practice using pronouns in context, enhancing their understanding and use of English grammar.
- **Creativity and Empathy:** The activity fosters creativity and encourages students to consider the perspectives and experiences of their peers.

Photo 2. A group of students and teachers in India – during their workshop with professor Boguslaw Marek.

Photo 3. Before understanding what is presented on the piece of paper – it is good to feel that in your body.

Step 3. Language activities – in exercise books, as interactive virtual exercises.

After a set of these activities the children might be ready to do the classical foreign language exercises on prepositions of place, describing moving around, showing directions etc. It is also possible to use a special termograpghic paper to 'feel' the drawing as it is bulging.
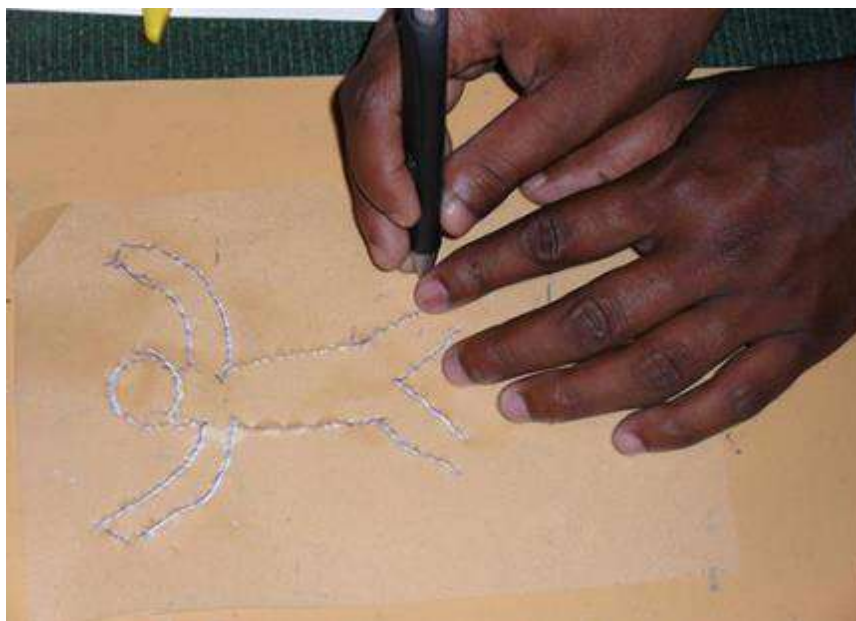
Photo 4. You can draw so as to feel the drawing

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Marek, B. (2001). Before a blind child canreada map. First steps in tactile graphics: https://www.hungryfingers.com/public1.html

Marek, B. (2000). "DOES A STONE LOOK THE WAY IT FEELS?" Introducing tactile graphics, spatial relations and visual concepts to congenitally blind children. Paper presented at the European ICEVI Conference, Cracow 9 -13 July 2000 https://www.hungryfingers.com/public2.html

Marek, B. (2018). The Hungry Fingers Way to Tactile Graphics, https://nfb.org/sites/default/files/images/nfb/publications/fr/fr37/1/fr370106.htm. American Action Fund for Blind Children and Adults, *Future Reflections* , Winter 2018, GRAPHICS AND ART.

Marek, B. & Gulati, A. (2023). Joining hands for tactile graphicsliteracy in India https://www.youtube.com/watch?v=uGGlXT-jw64

GOOD PRACTICE 6: THE VERY HUNGRY CATERPILLAR
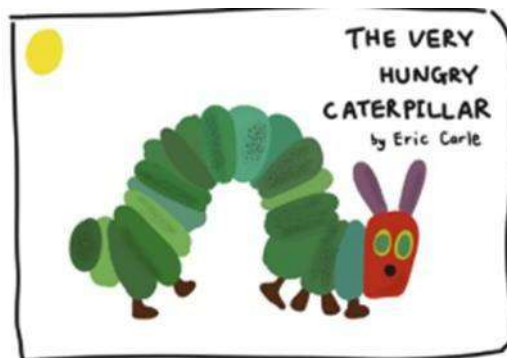
Title: **The Very Hungry Caterpillar-A Sensory Story**

Designed by: **Bazopoulou Maria**, EFL teacher, MA in Teaching English as a Foreign/International Language of the Department of Humanities, Hellenic Open University (maria.bazop@gmail.com)

Contextual information: The story *The Very Hungry Caterpillar* by Eric Carle and the multisensory activities based on it are designed for a group of EFL learners 9 to 12 years old. The activity caters for the needs of student(s) who have severe visual loss. Since most language course work focuses on visual input to b e used as the main tool for teaching language, there are certain issues that arise in this specific teaching context and certain practices that must be applied so as to ensure access to the student with a severe visual loss. Classroom activities should be designed in a way that enables the student with a severe visual loss to take in the language with his/her other senses.

CEFR: The level of the class is A1 according to CEFR.

Purpose/Objectives: The main objective of the multisensory activities designed is to teach vocabulary associated with food and fruit. Furthermore, these activities aim at engaging multiple senses so as to make the learning process more accessible and enjoyable for all students, including those with severe visual loss. Finally, they intend to promote cooperation and practice of the students' listening and speaking skills.

Time: The allocated time for the activities is 45 minutes.

Materials: The following materials should be gathered and organised before the lesson.

a. A copy of the story book *The Very Hungry Caterpillar*: https://fliphtml5.com/zfycw/hxzl/basic

b. Then, the teacher should have a basket with 4 models of a small caterpillar, either of plastic or made with felt, cotton, cloth or any other available material. The basket will include 4 leaves, 4 chickpeas to represent the caterpillar egg, pieces of eggshell, 4 butterfly models and 4 balloons filled with flour to represent the big fat caterpillar.

c. Moreover, there should be 4 trays with the fruit and food items introduced in the story, that is apples, pears, plums, strawberries, oranges, pieces of chocolate cake, ice cream cones, pickles, slices of cheese, slices of pepperoni, lollipops, slices of cherry pie, pieces of sausage, cupcakes and slices of watermelon. As it would be quite costly for the teacher to get all these things, it would be a good idea if each student could provide one kind of them. Of course, the teacher should communicate with the students' parents and make the necessary arrangements before the lesson.

d. The students will also need an old shirt to put on so that they will not get dirty, a scarf to cover their eyes and a bedsheet or blanket.

Preparation: To begin with, the teacher should be informed about any food allergies the students may have. Secondly, the teacher should make accommodation arrangements before the beginning of the lesson. There should be 4 stations for each one of the 4 groups the students are going to be divided into. There is going to be a desk with 3 chairs in for each station. There is going to be one tray with the fruit and food introduced in the story on each desk. The old shirts, scarves and the bedsheets/ blankets are on the back of the chairs.

PROCEDURE

Step 1: As soon as the teacher and students get into the classroom, the teacher explains that he/ she is going to read them the story of *The Very Hungry Caterpillar* and links the topic of the story with the vocabulary to be introduced by asking them if they know any words about fruit and food. Then she adds that the particular lesson is going to be different because all of them will be blindfolded.

Step 2: The teacher divides the students into 4 groups of three and shows them to their stations. At that time, there is nothing on the desks. The teacher asks the students to put on their old shirts to avoid getting dirty and to cover their eyes with the scarves. The teacher can help anyone who needs help. The students sit down, the teacher brings them the trays and he/ she explains that, in the tray, there are different kinds of fruit and food.

Step 3: The reading of the story begins and the teacher goes around the classroom, pausing every time he/ she wants the students to touch and feel the materials used with the story. For example, when the teacher mentions the *little egg laying on the leaf*, she gives the students the leaves and chickpeas to touch. When the tiny caterpillar pops out of the egg, the teacher makes the sound of the breaking egg using the eggshells. Then, he/she gives them the eggshells and the small caterpillar models to touch and feel. After that, the teacher pauses every time a fruit or food item is mentioned. He/she goes around the classroom and gives the students the fruit or food in the story. The students are encouraged to touch, feel and smell the fruit or food to understand which one it is. Next, the teacher and students discuss the vocabulary related to them. When the caterpillar gets a stomach ache, the teacher pretends to be in pain and asks the students to touch their stomachs and pretend they are in pain, too.

When the caterpillar becomes big and fat, the teacher gives the students the balloons filled with flour so that they can sense how big it has become. When the caterpillar wraps itself in a cocoon, the teacher helps the

students to wrap themselves in the bedsheets/ blankets to get the feeling of being in a cocoon. In the end, when the caterpillar becomes a butterfly, the teacher asks the students to open their hands and arms, get rid of the bedsheets/ blankets and pretend they are flying.

Follow- up: To reinforce vocabulary practice, the students are allowed to taste the fruit and food in the trays, repeat the words and discuss their taste and texture. For additional activities, these worksheets could also be used/adapted:

https://www.meadowhighschool.org/_site/data/files/pupils/AE87F89AF6A5F49E277764B3FB722D6F.pdf

Variations: With their eyes still covered, the students can taste the fruit and food in their trays and try to guess what they have eaten. Another thing they could do is to make a fruit salad and practise the relevant vocabulary while they are making it.

Evaluation/assessment options: Oral teaching and testing should be an integral part of the learning process. Evaluation ought to be continuous and comprehensive. Therefore, the teacher should be guiding, monitoring and facilitating the students throughout the lesson, exploiting every opportunity given to elicit, repeat and practise the target vocabulary. This way, teaching and testing take place simultaneously.

UDL checkpoints

Using multisensory stories in EFL teaching exposes learners to authentic materials that can be customised according to their needs and potential and be exploited in the best possible way. The students are provided with a safe environment to work in which reduces stress and increases their motivation. Learners are encouraged to develop their personal coping skills and strategies while learning becomes an enjoyable experience during which cooperation is promoted. A variety of materials and tools are used to s upport and enhance learning. With the specific activities, learners who face blindness or visual impairment are actively involved throughout the lesson and have equal access to the learning process. Both teaching and learning are facilitated with the hands- on experiences which also provide a meaningful context for learning.

Links to pictures:

https://draxe.com/nutrition/eggshell/

https://stock.adobe.com/gr_en/search?k=bed+sheet

https://stock.adobe.com/search?k=scarves

https://in.pinterest.com/pin/664984701204462496/

https://stock.adobe.com/search?k=fruit

https://stock.adobe.com/search/images?k=cheese

https://www.istockphoto.com/search/2/image-film?phrase=blanket

https://www.shutterstock.com/el/search/hungry-caterpillar

https://www.istockphoto.com/vector/isolated-colorful-lollipops-rainbow-lollipop-and-_heart-shaped-lollipop-with-red-bow-gm1330455757-413862973

https://www.argiro.gr/recipe/cupcakes-vasiki-syntagi/

https://www.istockphoto.com/search/2/image-film?phrase=chickpeas

https://stock.adobe.com/search?k=balloons

https://www.funathomewithkids.com/2015/03/15-spring-butterfly-crafts-for-kids.html?m=0

https://www.messylittlemonster.com/2023/03/caterpillar-crafts-for-preschoolers.html

https://www.freepik.com/photos/leaf

GOOD PRACTICE 7: VISUAL AIDS FOR STUDENTS WITH ADHD

Title: Enhancing Classroom Engagement and Focus: Using Icons & Visual Organizers for Students with ADHD

Designed by: Karin Vogt (**vogt@ph-heidelberg.de**)

Contextual information: Ken, 14 years old, is a student in 9th grade of a middle school in Germany. He has been part of the class since 5th grade. He is not as developed as his classmates and is still quite childish which is expressed by uncontrollable laughter, fooling around, and sending stupid text messages or images into the class-group-chat. Ken is sometimes not aware of the gravity of his actions (like drawing Nazi-symbols for fun). He loves football and strongly identifies with his country of origin. He is quickly distracted, and he is often not able to follow instructions on his own or to complete a task. Additionally, it is difficult to include him in group work as he tends to lose focus and concentration quickly, thus, frustrating his group members. Ken's performance in class is average to low, although it can improve at times depending on the topic and activity in English. Ken has an average intelligence, that he can only concentrate for a short period of time and that he gets distracted easily. Noises – whether inside or outside the classroom lead to distraction. He has the tendency to get absent-mindedly if he is not activated regularly. After the subsequent medical examination, he has been diagnosed with ADHD with pronounced hyperactivity. He has been prescribed medication which leads to loss of appetite and regular attacks of nausea. He does not have psychotherapy. Nevertheless, he has recurring meetings with the school's social worker and the teacher who usually oversees the training room. The plan is to find solutions for learners like Ken that help them manage his workload and extend their attention span. Others profit from this routine as well.

CEFR level: A2+/B1, can be done from beginning level (A1)

Purpose/Objectives of the activity: Creating a structured classroom routine with clear expectations and guidelines is key for focussing. This is often achieved by utilizing visual aids, such as graphic organizers. They support learners like Ken in organizing his thoughts and better understanding concepts. Additionally, they indicate phases of the lessons or tasks which helps them to stay focused as they immediately know what exactly they should be working on.

Time: Throughout the lesson at the beginning of the lesson (as advanced organiser) and for transitions of phases

Materials: Whiteboard, poster or ppt slides

Preparation: Prepare icons for the different phases on (electronic) whiteboard, ppt or printout for posters

PROCEDURE

Step 1: At the beginning of the lesson: Advance organiser with icons that help symbolise the various phases of the lesson, e.g. speech bubbles for a dialogue. The phases of the lesson and their purposes are explained to the learners, using the (same) icons in every lesson.

Step 2: As a transition, the icons are shown to the learners to mark the transition to the next phase of the lesson. With physical posters or on whiteboards, a magnet or peg can be moved to the next icon for orientation.

Step 3 (optional): When closing the lesson, the icons can be used to look back and evaluate the lesson outcome or individual phases, talk about difficult aspects or give praise to the learners

Variation(s): media can be varied: whiteboard, electronic whiteboard, ppt projection etc.

Digital enhancement: Use the electronic whiteboard with a timer function in addition to the icons for those students who work well with these.

UDL Checkpoints:

Providing a visualised help for orientation, this strategy helps all learners and those with attention problems, e.g. ADHD in particular, to focus on the content of the lesson, to minimize distractions and heighten motivation as a result of more focus. The icons provide an additional way of displaying information and help learners stay focused because they know at what stage of the lesson they are at any point and what is to come as the next step. Therefore the icons clarify spoken and written (vocabulary, syntax) language and support learners in decoding text. The visualisation guides the learners through the lesson, making the various steps of the lesson more transparent to them. Visualisation with icons supports learners in their own planning of activities and by adding another modality (visuals), facilitates the information resource that the lesson overview represents.

GOOD PRACTICE 8: BOOSTING VOCABULARY RETENTION WITH POPPLET

Title: Boosting Vocabulary Retention with Popplet

Designed by: Karin Vogt (vogt@ph-heidelberg.de)

Contextual information: Class 8b consists of seven learners, five boys and two girls. The learners attend a special needs school and have various challenges ranging from epilepsy and genetic defects to cerebral palsy. They all attend a special needs school designed for motor and physical development, and they all have additional issues such as ADHD or dyslexia. What they have in common is a limited attention span and the need to revise vocabulary frequently. Some get tired easily and need frequent breaks or get physiotherapy or other treatments, thus missing a part of the lesson and needing to catch up. The goal is to find solutions that help learners keep their motivation for vocabulary learning even if they have to practice new vocabulary frequently before they memorise it.

CEFR level: A1/A2

Purpose/Objectives of the activity: Visualise and practice vocabulary on word and chunk level, in word fields, helps for high-frequency vocabulary practice

Time: Flexible, inside and outside of the EFL classroom

Materials: App Popplet for learners and the teacher. Popplet is a free tool for collaborative brainstorming, presenting and visualising ideas and thoughts in so-called popplets with text, images, videos, drawings and their relationships to each other. It can be used for various school subjects, foreign languages included.

Preparation: Download the app (https://app.popplet.com) for PC and IOS

PROCEDURE

Step 1: Learners individually recall words they learned in the prior vocabulary unit of their textbook or the

previous English lesson. The selection of the vocabulary for the examples shown below is based on a textbook unit.

Step 2: Learners either write individual words in boxes (s. Figure 1), also called "popples", or to organise the words directly into schematic groups (s. Figure 2). The latter may be particularly suitable for advanced students since they not only have to recall pre-studied words but also have to categorise them thematically.

Step 3: Learners add images as multimodal content.

Step 4: Learners can share their word cards or mind maps with other students by exporting them as pdf or jpeg or copying and pasting a link. Moreover, students and teachers can copy and paste the link directly on the smartboard so the class can easily start editing the given popplet. After the learners have received the popples of their classmates, they can then link the given popples with their respective meanings or again visualise the meaning with drawings or pictures.

Follow-up (optional): Learners can use the vocabulary in different contexts. Teachers can use the popples to have learners fill in blanks, add words or chunks, use the vocabulary in a context…

Variation(s): On Popplet, a challenge can be optimised through the variation of demands and perceived as motivating due to the differentiation of the degree of complexity of the popples (CAST, 2018, checkpoint 8.2). For dyslexic learners, this could be an option to remember the pre-taught words without pressure as they can either draw the meaning of the word or add an uploaded picture, "provid[ing] alternatives in the permissible tools […]" (CAST, 2018, checkpoint 8.2). Dyslexic learners also benefit from the function on Popplet that allows them to adjust the font size, choose between three different sizes and type in words right-, centre- or left justified.

Digital enhancement: The app fulfills an assistive technology function

Evaluation/assessment options: Popples could be used as the basis of evaluation, with the number of words in a word field being assessed within a popplet as well as their contextualisation outside of the app.

UDL Checkpoints:

Choosing their own popples on the basis of preselected vocabulary optimises learners' individual choice and autonomy, it also optimises the relevance of the content for their learning and varies demands and resources to optimize challenge. Learners (hopefully) feel as autonomous learners who develop their personal strategies related to vocabulary memorisation and retrieval. In this, they develop a reflective attitude towards their learning.

The popples and the way that learners can design them offer ways of customizing the display of information according to learners' own DLN. The multimodal approach with images allows learners to clarify vocabulary and symbols and to promote understanding across languages when they e.g. can also include their L1 or the school language as a popple. The images help to activate background knowledge by activating the visual channel. Hence, they also activate visualisation of the vocabulary to be memorised.

By choosing the content and digital mode of the respective popples, the learners can vary the methods for their response, optimising access to assistive technology. They can use various tools within the app for the construction of their individual popplets, which they can share and optimise later in communication with peers or their teacher.

The use of the app and the choice on different levels that it provides for the learners supports their goal-setting related to the vocabulary that are part of the curriculum and that were pre-taught. Also, the guided approach of the app supports and scaffolds strategy development when e.g. learners have to decide for a mode in a popple. At the same time, they facilitate meaning regarding the semantic information/meaning and other types of knowledge related to vocabulary knowledge.
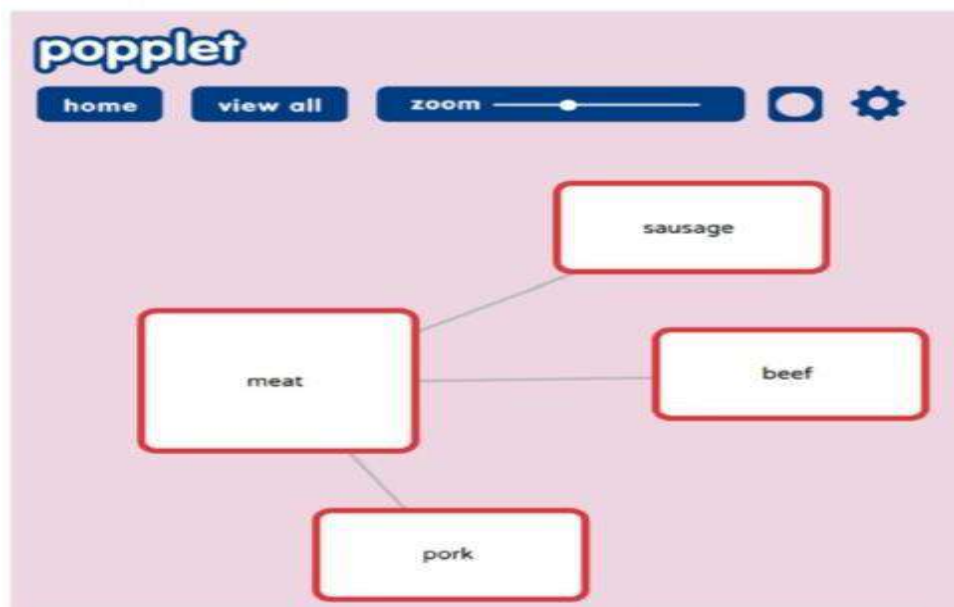
Figure 1

Individual popples

Popplet (n. d.). https://www.popplet.com/
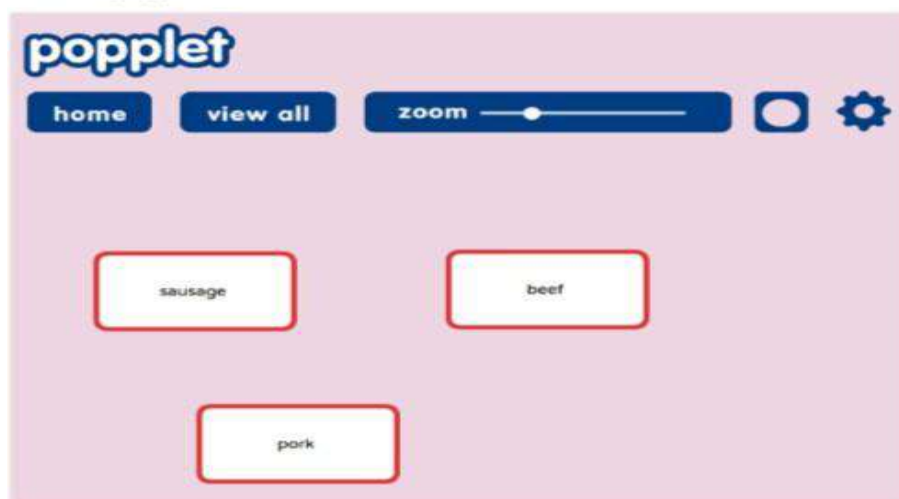
Figure 2

Popples organised in schematic groups

Popplet (n. d.). https://www.popplet.com/

Figure 3

Popples including a drawing and an image of an apple

Popplet (n. d.). https://www.popplet.com/
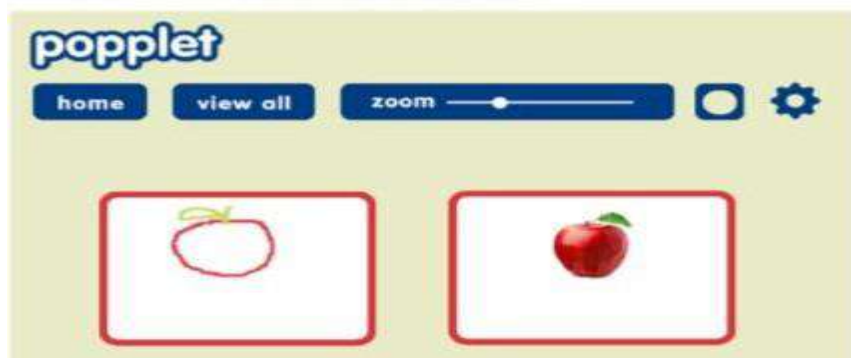
https://img.freepik.com/fotos-premium/rote-aepfel-lokalisiert-auf-weissem-hintergrund-reife-frische-aepfel-clipping-path-apfel-mit-blatt_299651-595.jpg

Figure 4

Words in different font sizes and justifications

Popplet (n. d.). https://www.popplet.com/
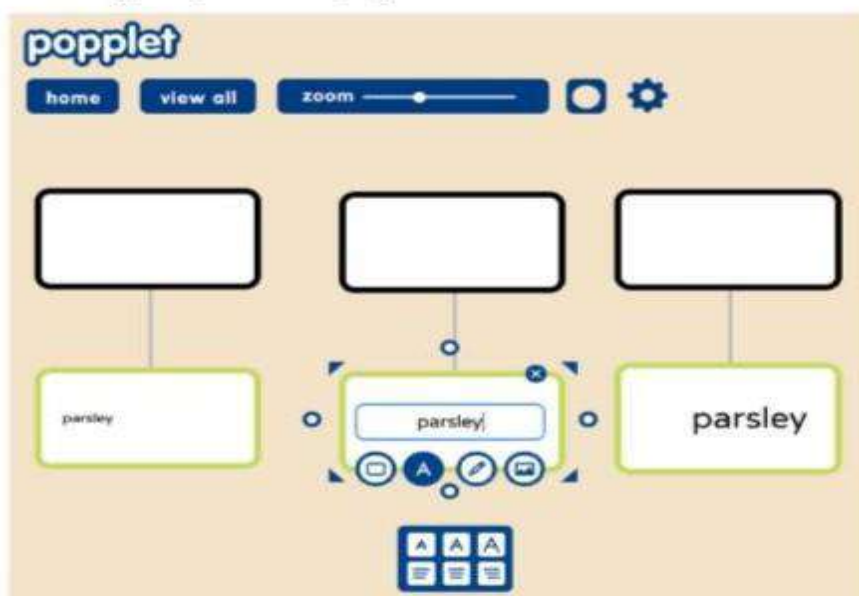
Figure 5

Popples in different colours and blue layout

Popplet (n. d.). https://www.popplet.com/
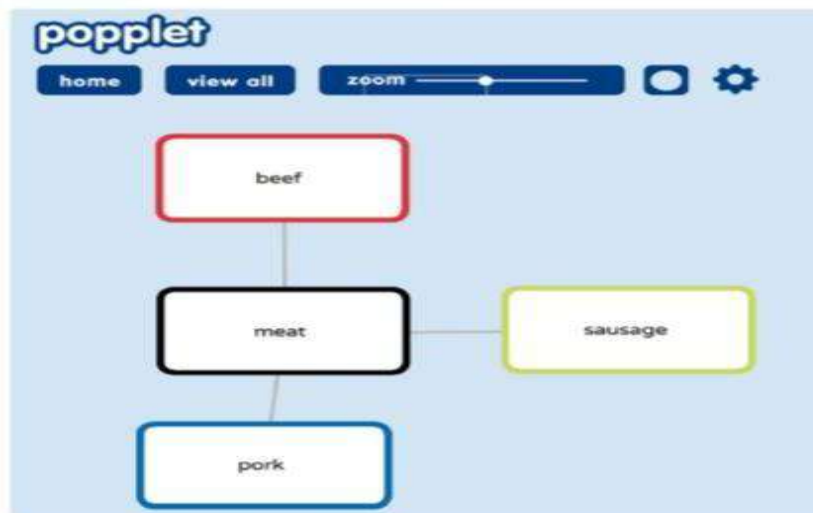
Figure 6

Individual popples with blanks to fill in

Popplet (n. d.). https://www.popplet.com/

https://image.stern.de/32920192/t/sG/v2/w1440/r1.7778/-/butter--1-.jpg
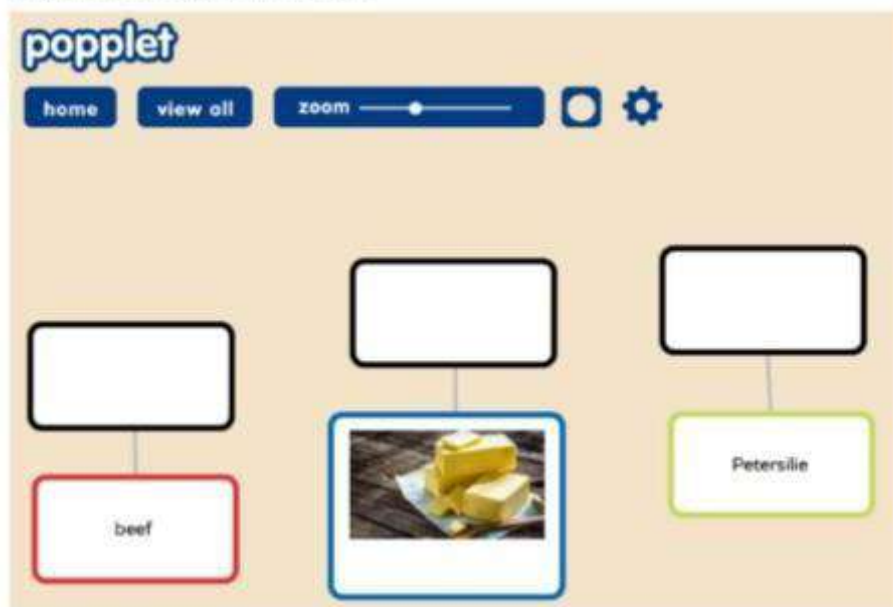
Figure 7

Mind map with blanks to fill in

Gonzales, M. (2020). Supporting Students with ADHD Attention Deficit and Hyperactivity Disorder. In: Systems Thinking for Supporting Students with Special Needs and Disabilities. Springer.

GOOD PRACTICE 9: VOCABULARY PRACTICE THROUGH INTERACTIVE BALL GAME

Title: **Vocabulary Practice Through Interactive Ball Game**

Designed by: **Karin Vogt (vogt@ph-heidelberg.de)**

Contextual information: The 7th grade at a special needs school for motor and physical development consists of 7 learners between the ages of 14 and 16. Two of the students are in wheelchairs, and some learners face challenges related to purposeful bodily movements and coordination of body parts.

CEFR level: A1

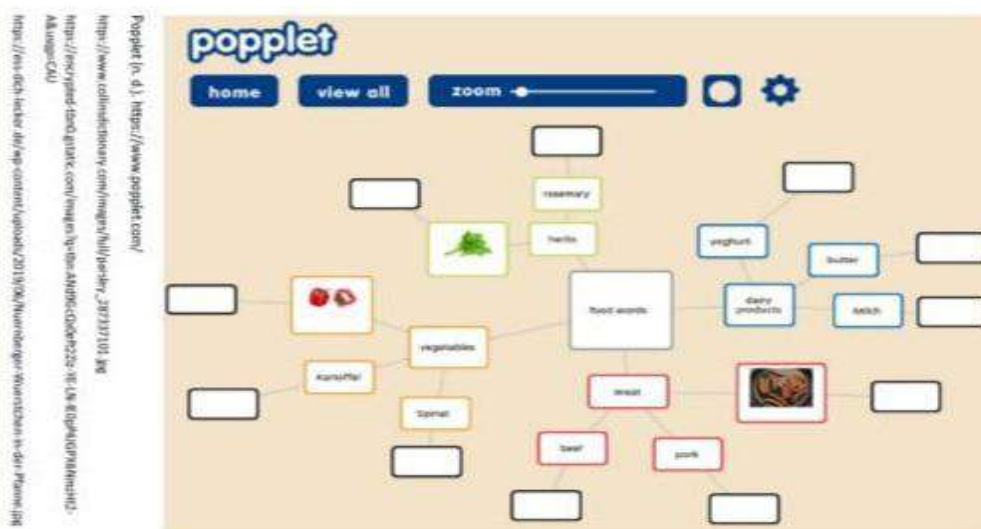**Purpose/Objectives of the activity**: Interactive ball game for practicing vocabulary in combination with physical movement; can be used at the beginning of the English lesson to revise topic-specific vocabulary that had already been introduced in previous lessons

Time: 10 min

Materials: soft ball, list of vocabulary items to be revised

Preparation: Provide a soft ball and a list of the words or chunks to be practiced as a ppt slide to be projected in the classroom

PROCEDURE

Step 1: The teacher shows the vocabulary words on the Smartboard, so weaker learners had additional language support, and explains the rules of the game.

Step 2: The learners take turns throwing the ball to each other while saying a vocabulary word. With correct pronunciation of the vocabulary, the student passes the ball to the next person. The focus of the activity is on the accurate pronunciation. The teacher repeats and corrects incorrect pronunciation. The items are presented in spoken form and the other learners listen to them, thus practicing speaking and listening at the same time, using their lexical and syntactic knowledge as well as perception and language skills to make sense of what they

heard.

Follow-up (optional):

Learners contextualise the vocabulary items by embedding them in a (crazy / funny) story.

Scaffolded story with blanks to be filled in or jumbled story with blanks for relevant vocabulary items.

Variation(s): The activity can be used as a routine at the beginning of a lesson or at the end to check comprehension and practice pronunciation of newly learned words during the lesson.

The game can be made competitive by learners scoring every time they pronounce an item correctly (focus on accuracy / pronunciation). The learner who can score the most points wins.

Students work in pairs. This way, they increase their individual language production.

Learners could also formulate whole sentences instead of just naming a single word.

Digital enhancement: Words could be presented in multimodal form, e.g. with pictures, sounds, videos etc.

Evaluation/assessment options:

Formative assessment: every correctly pronounced vocabulary item scores a point.

UDL Checkpoints:

The activity is a game-based activity and in a non-competitive form, it minimises threats. It fosters collaboration and community because it relies on the learners working together, and the physical activity results in a good atmosphere. The activity includes mastery-oriented feedback because the teacher provides teacher-initiated corrective feedback for the pronunciation part of the vocabulary items. The aim of correctly pronouncing the correct word promotes expectations that enhance the motivation to get the items right. The activity offers alternatives for visual (textual) information by adding the pronunciation of the vocabulary items and by focussing on these. It supports the decoding of text by using the pronunciation channel and thus supports understanding across languages. It varies the methods for response in the sense that pronunciation is juxtaposed with the written representation of the word, and it uses multiple / digital media for communication. Since it facilitates dual coding (written representation / pronunciation) of the vocabulary items, it facilitates

meaning related to the vocabulary items, particularly if they centre around a semantic field. As students can monitor their own pronunciation of the vocabulary items, the activity can enhance capacity for monitoring the progress they are making in retrieving the meaning of the word/ item connected to their written representation and pronunciation.

GOOD PRACTICE 10: ENHANCING LISTENING COMPREHENSION FOR ADHD LEARNERS

Title: Enhancing Listening Comprehension For ADHD Learners

Designed by: Karin Vogt (vogt@ph-heidelberg.de)

Contextual information: The context is a 9th grade at a special needs school for students with specific learning difficulties (SpLDs). One student, Paul, has been diagnosed with ADHD. He is fifteen years old, his background is German and he is being raised by a single mother. Thus far, I have noticed that Paul is easily distracted by stimuli, has difficulty remaining seated when required to do so, talks excessively and interrupts others. In addition, he is very impulsive, has poor planning skills and has problems following through on a task. He often has a messy backpack and desk, suggesting poor executive skills. Paul is easily distracted. Occasionally, he lays his head on the desk while he is supposed to work on a task. Also, he often says that he is not willing to work on a task because of lack of motivation . When Paul talks excessively, the teacher separates him from his neighbor and makes him sit alone at a table in the front when one or two warnings have not been successful in bringing out the required behavior. When he interrupts others or has difficulty remaining seated, he is sent to an isolated room to calm down. The combination of being easily distracted, having a poor short-term memory, having trouble focusing and acting without thinking may cause learning difficulties and underachievement in the context of learning a foreign language. Since ADHD interferes with concentration and attention, it may be even more difficult for an affected student to perform well in the educational system.

CEFR level: A2

Purpose/Objectives of the activity: breaking down a listening task into various steps in order to help the learner stay on task

Time: 10-15 mins as part of a lesson on generation Z

Materials: listening text as audio file, textbook, worksheet

Preparation: prepare worksheet for Paul and others who have similar issues, get audio file ready.

PROCEDURE

Step 1: The context of the listening comprehension is an interview on the radio in which teenagers voice their opinion on their generation ("generation like"). The global listening comprehension task refers to pictures that the teenagers are talking about. The learners have to identify these pictures on the basis of the listening text. The task is broken down into smaller steps for Paul. Paul's worksheet only has the sub-task with the pictures on it (Figure 1) . Because the worksheet is designed this way, students can only focus on this one task when they listen to the audio for the first time.

Step 2: Provide the worksheet for task b). There should be some space at the top of this worksheet for students to glue in their solutions from task a). By doing this, they will know which picture is being talked about in the audio and can fill in their tables for task b). Have learners glue the worksheet for task a) onto the worksheet for b), the final product has both tasks on it (Figure 2).

Step 3: The learners simulate a call-in for the radio show and say whether they think about the aspects mentioned in the interview. This statement can be scaffolded by providing chunks in speech bubbles.

Digital enhancement: The statement they make could be video or audio recorded on a feedback tool like flipgrid or another digital board like Padlet.

Evaluation/assessment options: The grids from the worksheet could be assessed in terms of how many ticks the learners got right (formative assessment). The follow-up could be taken as a target task and the statement could be assessed with criteria like e.g. fluency, range of vocabulary / structures, pronunciation, soundness of reasoning/argument (summative or formative assessment).

UDL Checkpoints:
The personal statement based on the interviews with teenagers in the radio show allows individual choice and therefore optimises not only autonomy, but also the relevance of the task for learners. It is more authentic as it aims to be closer to the lifeworlds of learners.

As learners can choose the output and the mode (audio / audiovisual) their output is to be generated in, the task varies demands and resources in order to optimise the challenge posed to the learners.

The task, which is individualised on the content level, facilitates personal coping skills and strategies. By having the learners monitor their output, they are forced to resort to self-assessment.

The decoding of the listening text is scaffolded by the grids for tasks a) and b), broken down into smaller steps for Paul. As the learners listen to aspects and later discuss aspects pertaining to their own generation, critical features and big ideas are highlighted and their deliberations are generalised, with transfer to general populations like a whole generation being maximised.

For their own statement, the choice between audio and audiovisual outputs help vary the methods for response and navigation and optimise access to tools like flipgrid or oncoo. They also encourage the use of multiple media for communication and multiple tools / output forms for the composition of their statement.

Figure 1

Unit 4: Generation *like*

p. 74, ex. 2: LISTENING Teens react

a) Listen to four teens talking and note down which five images (A – R) the teens are talking about.

	1	2	3	4	5
Which picture?					

Figure 2

GOOD PRACTICE 11: WebQuest FOR ADHD LEARNERS

Title: WebQuest for ADHD Learners

Designed by: Karin Vogt (vogt@ph-heidelberg.de)

Contextual information: T. (10 years old, 5th grade, L1 German) is an engaged and friendly child. He is curious and eager for knowledge which leads him to learn a lot outside of school for example by reading books. Due to his ADHD, he struggles with the regulation of different emotions and behavior. He needs assistance from his guide or a teacher to accomplish uninteresting tasks. Contrarily, tasks that are interesting to him are accomplished fast and with a lot of enthusiasm. The regulation of that enthusiasm, which may cause him to become loud and uncareful and leads to him struggling with following a teacher's instructions, for example if the lesson is over and he needs to pause his task, is still hard for him at times. He is very interested in sharing his knowledge. In conversations struggles sometimes with controlling that enthusiasm and adhering to conversational rules. He is very socially competent. He has a strong need for social justice. If an injustice happens to him or a friend, he can react emotionally charged and get unkind with words and body. His ADHD also reflects in motoric unrest. Activities involving movement, frequent breaks and phase changes are beneficial for him.

Visual Disabilities:

- Distant visual acuity: ambilateral 1,0

- Near visual acuity: ambilateral 0,6

- Visual perception disorder

Other Diagnoses:

- ADHD

- Social behaviour disorder

- Slight reduced intelligence

- Underdevelopment

- Substantial deficits in visual perception, limitation in near visual acuity and spatial perception

Aids: School guide/ assistant

Written media:

- No special need for enlargement

- Clearly structured tasks

- Clearly structured and non-overcrowded worksheets (due to crowding issues) or ones that can be partially covered

Adjustments in class:

- Table with slant for ergonomic purposes and blue metal mat for contrast and the possibility to use magnets

- Seat looking toward the wall to reduce distracting visual stimuli

- Headphones to reduce distracting auditory stimuli

- Access to more different aids like a weighted pillow and a high desk

CEFR level: A1

Purpose/Objectives of the activity: While not every topic may be interesting to a student and some topics need to be done in class, sometimes a topic or some leftover time after completion of the mandated topics can have enough wiggle room to allow some adjustment in order to fit to the students' interests.

T. for example has some interest in countries like the United States of America. Therefore, to accommodate his interest, the teacher deals with "English speaking countries around the world" as a topic that allows differentiation to the different needs of the learners give T. a to pursue a topic he is interested in: The United States of America. The students are assigned countries based on the difficulty level (considering for example the location and name of countries) and known interests. The learners are given a uncoloured version of their countries' flag, and T. is overjoyed (and screaming quite a lot) which indicates that that choice was correct.

Activities & strategies: An activity in this case would be guided research as a webquest, and the presentation of the answers as a mini presentation. The learners would be supported by diverse aids like prepared language chunks, a translator app as well as iPads to research their countries. It is important to monitor the students to see any issues that occur. Specifically with T.e the initiation of tasks might be an issue which needs

close monitoring. **Time**: 45-90 minutes

Materials: suitable websites or texts, videos, podcasts etc. on the respective countries, translator app like DeepL, iPads with internet connection

Preparation: prepare webquest or pre-research websites, videos, podcasts etc. for the respective countries; assign learners countries / regions to research in alignment with their interests (have learners vote on various topics/ countries beforehand)

PROCEDURE

Step 1: On the basis of the assigned or chosen topic, learners research their topic by completing a mini webquest on the topic. The initiation of tasks, i.e. a clear idea on how to start, what to do, what step to take first or which method to use, will have to be facilitated with T. and he will have to be closely monitored to keep up his motivation.

Step 2: In order to break down the research task into smaller steps, the presentation is pre-structured as a web quest with questions to be answered during the research. The answers then form the diff erent parts of the presentation. The presentation is completed inserting the answers in the appropriate spaces.

Step 3: A selection of (pre-prepared if needed) images (photos etc.) is offered to the students and can e.g. be used in a matching pre-task, then used to illustrate the presentation.

Step 4: Learners write or dictate captions for the selected pictures.

Step 5: Learners rehearse their mini presentation in pairs.

Step 6: Learners present their country or region in groups of four learners.

Variation(s): Learners can choose freely what countries / topics they would like to research; pre -research poll

Digital enhancement: iPad / internet research, multimodal texts (audio, audiovisual, etc.) for research; output as a podcast, video, etc.

Evaluation/assessment options: The presentations can be assessed formatively or summatively.

GOOD PRACTICE 12: THE USE OF AMIRA FOR CHILDREN WITH DYSLEXIA

Title: **The Use of Amira for Children with Dyslexia** **https://amiralearning.com/**

Designed by: **Charikleia Panagiotaki**, M.A. in Teaching English as a Foreign International Language, Hellenic Open University, 2024

Contextual information: Description of learner group, learner(s) with DLN

Learning Disabilities (LDs) became more prevalent during the last decades and educational systems have been introducing measures towards reforming them in order to create more inclusive classrooms. Dyslexia is a specific learning disability with regard to Reading LDs and it falls into three general categories, relating to fluency, decoding, and reading comprehension (Archer et al., 2003). Fluency is considered to be the bridge between word recognition and comprehension (Vaughn & Linan-Thompson, 2004). It is examined along three axes, that is, rate, prosody, and accuracy (Deeney, 2010). While rate is linked to the speed of automatic decoding, prosody relates to comprehension, and accuracy, to decoding; the level of attainment of all three ultimately influences reading comprehension (Deeney, 2010). Having developed reading fluency, learners/readers become able to read smoothly and with accuracy, both of which, in turn, allow them to focus on the content and meaning of the text rather than being invested in word decoding. According to the International Dyslexia Association, dyslexia is a learning disability neurological in origin and it is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. Given these challenges, finding effective interventions and tools is crucial for supporting affected learners. One such promising tool is Amira, an advanced AI-driven reading assistant designed to support literacy development**.**

The learners group consists of ten 3rd grade students diagnosed with dyslexia. These students experience difficulties with word recognition, decoding abilities and poor spelling. Despite their challenges they exhibit a keen interest in stories and interactive activities. They also find it easier when their activities involve the use of technology. The learners are at a Pre-A1 to A1 level on the Common European Framework of Reference for Languages (CEFR). This relates to the early stages of language learning that mostly focus on simple sentence structures, basic reading skills and vocabulary.

Objectives of the Activity:

1. Build fluencies with graduated levels of support for practice and performance

2. Enhance comprehension skills through interactive reading

3. Optimize access to tools and assistive technology

4. Optimize individual choice and autonomy

5. Develop self -assessment and reflection

8. Build confidence with language use

Time: It will be a 60-minute lesson, divided into three parts:

1. Introduction and warm up: 10 mins

2. Main Activity with Amira: 40 mins

3. Review and Feedback: 10 mins

Materials:

Whiteboard/ Interactive whiteboard and markers

Tablets and computes with the Amira Learning Platform installed

Headphones for the individual activities, speakers for the group activities (for the following lesson)

Printed story excerpts (in case the homework section involves answering comprehension questions)

Preparation: Prior to the lesson the teacher should ensure that the tablets or the computers function well, the Amira Learning Platform is installed and the codes are accepted. When using the Amira Learning Platform, the school needs to have a subscription and a code for the classes to log in. The teacher distributes this code to the learners. Individual or group codes can be created. The teacher needs to have prepared a list of story excerpts that match the learners' reading level and familiarized themselves with the features of the platform well before the lesson.

PROCEDURE

Introduction and Warm up (10 mins)

The teacher greets the students and briefly presents the lesson's objectives. Then he/she introduces some key words from the main vocabulary the learners will be exposed to during their reading session, preferably using pictures on the whiteboard.

Main Activity with the Amira Learning Platform (40 mins)

The teacher introduces the Amira platform to the learners and explains how it will help them improve their reading skill. The log in and navigation details are also explained. The teacher familiarizes the students with the platform using the interactive whiteboard (which is connected to her/his computer) while the learners look at it on their tablets/ computers.

The Reading Session

Each student will get a specific excerpt to read aloud to Amira. The platform provides them with real feedback and assistance (e.g., when a word is mispronounced, the platform asks the user to repeat it as many times as needed). Amira uses 26 micro-interventions covering language comprehension and 35 micro-innervations covering word recognition. It delivers the mix for interventions each student needs based on their skills. Regarding dyslexia Amira's screening process covers each and every approach recommended by the International Dyslexia Association for reliable identification. During this time, the teacher monitors and provides help as needed.

Feedback (10 mins)

After the reading session, the students are gathered for a group discussion. They express their thoughts of the experience and the teacher asks them comprehension questions from the excerpt they were provided with. This is mostly done to encourage discussion allowing students to use some of the vocabulary they encountered while reading and reinforcing simple sentence structures. Though this the teacher gets feedback concerning their progress.

Follow Up

The teacher encourages learners to use the platform at home. The parents will be sent a detailed informative letter explaining the application of the platform. For homework, learners are asked to practice a reading excerpt

of their choice and present the story to the class for the next lesson. Alternatively, the teacher gives learners, in paper, and asks them to practice on the platform and to briefly answer two to three comprehension questions. For the next lesson they present their answers and read aloud parts of the excerpt in class.

The Next Lesson

Once the learners become familiar with the platform themselves for the following lesson, they may be asked to work in small groups during which they will have to create their own story. Individual groups will present their story to the class.

Digital Enhancement: The Amira Learning Platform identifies the learner' weaknesses, it offers personalized experience and feedback. This feedback reinforces the learners' self -esteem as they can see the positive results of their efforts. Moreover, digital techniques have better results for dyslexic learners, they help them decode input more easily.

Evaluation/ Assessment Options:

Formative Assessment: The teacher monitors the learner's progress during the learning process. This allows for assessment by both the teacher and the learner. The teacher can improve their instructions and the learner can enhance their learning.

Summative Assessment: The use of Amira's built in assessment features encourage progress and identifies areas for improvement.

Peer Assessment: The teacher has students provide feedback to each other during the group discussion. This method is mostly preferred with older learners.

UDL Checkpoints:

Multiple Means of Engagement: The gaming elements of Amira keep learners motivated. The personal use of the platform minimizes distractions.
Multiple Means of Representation: The audio, visual and interactive features of Amira offer ways to customize the display of information.
Multiple Means of Action and Expression: Through reading aloud, digital interaction and group discussion learners are urged to use different methods for response and navigation.

Comments: The Amira Learning platform represents a significant advancement in the use of technology to support learners with dyslexia. This personalized, real-time feedback and engaging content can help dyslexic learners overcome their difficulties more quickly than traditional methods would do. This will benefit them not only educationally but also psychologically since a great percentage of the learning PROCEDURE involves boosting the learner's confidence and well being.

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GOOD PRACTICE 13: PHONICS AND SPELLING BOOST FOR YOUNG LEARNERS WITH DYSLEXIA

Title: **Building phonological and orthographical awareness of learners with dyslexia**

Designed by: **Joanna Nijakowska,** Assoc. Prof., Centre for Foreign Language Teacher Training and European Education, University of Warsaw, Poland; Summarized and adapted by: **Milena Košak Babuder** (Milena.Kosak@pef.uni-lj.si), **Karmen Javornik** (karmen.javornik@pef.uni-lj.si), **Karmen Pižorn** (karmen.pizorn@pef.uni-lj.si) & **Mojca Poredoš** (Mojca.Poredos@pef.uni-lj.si)

Contextual information:

- Learners with SpLD (dyslexia)

- Young learners (app. 6 –10 years of age)

- Students with dyslexia often have difficulties with phonological awareness, for example differentiating sounds, dividing words into syllabus, onsets and rimes and phonemes, adding or removing sounds to form new words. They also have difficulties with orthographic awareness (letter positions, combinations and sequences that make a word, difficulties; recognizing familiar letter patterns within whole words or within words; how sounds/phonemes correspond to letters), especially with languages where a single sound can be represented by more than one letter (e.g. bright) or different letter combinations in different words (e.g. try, time), like in English.

CEFR level: A1; A2

Purpose/Objectives of the activity: Developing phonological and orthographic awareness

Time: 20-25 min

Materials: Picture cards, set of cards with letters or combination of letters (regarding spelling patterns)

Preparation: Think of a story in which you include 5-7 words that you need later for practicing phonological awareness. Tell the story by using a lot of visual and nonverbal support. Students need to understand the main ideas and the main message of the story. They also need to comprehend the words you have selected for the practice. So do pay attention to those words. After listening to the story and doing some comprehension and vocabulary tasks, prepare sets of cards with spelling patterns taking into account the possession of a sound in a word and surrounding sounds which have an effect on the spelling of this sound.

PROCEDURE

Step 1: Prepare the cards.
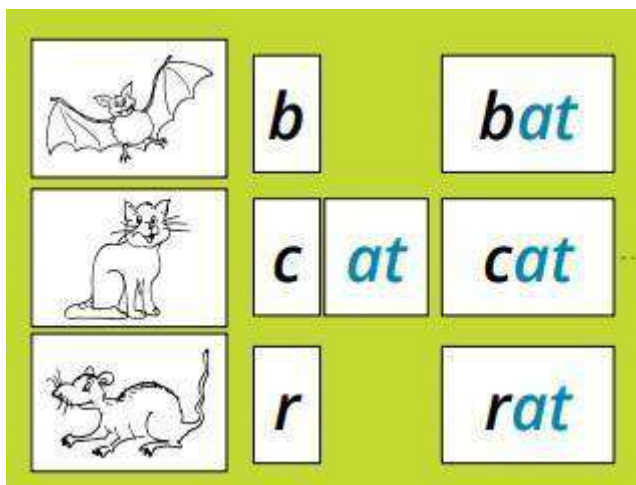
Source: (Nijakowska, 2019).

Step 2: You pronounce the word. The learner forms the correct word using the cards or the cards with frame (See the Follow-up activity) and strap for each spelling pattern.

Step 3: We provide the learner with feedback, focusing on promoting listening and reading specific spelling patterns.

Follow-up (optional):

1) You can use a specially designed card with more than one frame and strap for each spelling pattern.
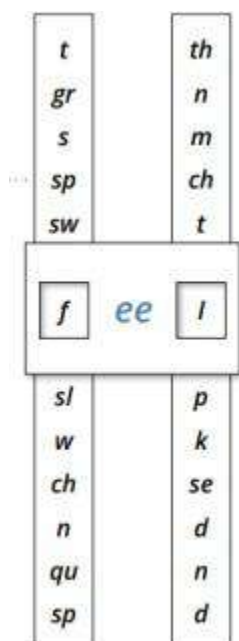
Source: (Nijakowska, 2019).

Note that it is essential to consider the language proficiency of the learners, their age, and their literacy development when selecting appropriate words for them to practice with. This can ensure that the learning process is effective and tailored to their specific needs.

Variation(s):

1) You can use cards with individual letters.
2) You can use a specially designed card with one frame and strap for each spelling pattern.
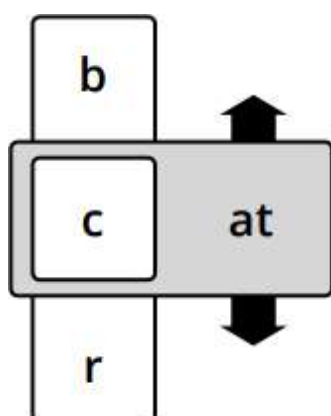
Source: (Nijakowska, 2019).

3) You can use different designs of spelling pattern sets (as shown in the picture).
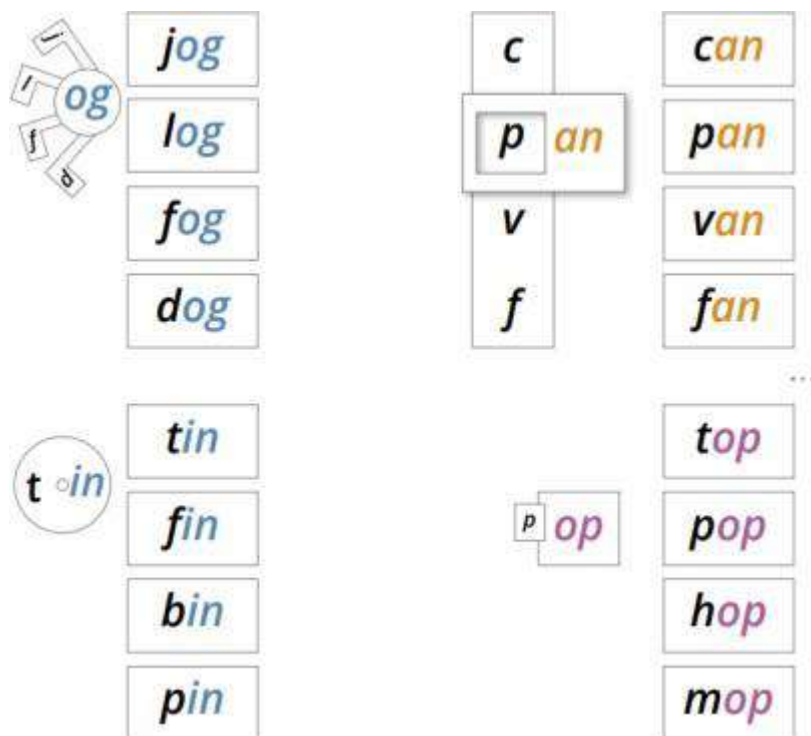
Source: (Nijakowska, 2019).

4) For more spelling pattern sets, google minimal pairs of words.

5) You can use Braille script.

Digital enhancement : This activity could be digitalized. There are many games available, however the existing games have many shortcomings (e. g. the instructions are not clear, the feedback is not sufficient, they are not necessarily equipped with sound). https://www.splashlearn.com/ela/rhyming-words-games

Evaluation/assessment options:

1. Constructive feedback on correct solutions and pronunciation.
2. Self-assessment by comparing the pronunciation with an audio recording.

UDL Principles	Key Checkpoints	Implementation in Phonics and Spelling Boost Practice
Multiple Means of Engagement	- Minimize threats and distractions - Vary demands and resources - Increase mastery-oriented feedback - Facilitate personal coping skills	- Structured card activities reduce cognitive overload - Multiple difficulty levels through different card designs - Immediate feedback on pronunciation and spelling - Progressive learning from simple to complex patterns - Self-paced practice with cards builds confidence
Multiple Means of Representation	- Customize display of information - Offer alternatives for auditory/visual information - Clarify vocabulary and symbols - Support decoding of text - Guide information processing - Maximize transfer	- Various card designs and layouts available - Multiple formats: visual cards, audio, Braille option - Clear spelling pattern frameworks - Story context supports word learning - Systematic presentation of phonological patterns - Connection to real reading contexts through minimal pairs
Multiple Means of Action & Expression	- Optimize access to tools and assistive technologies - Use multiple tools for construction - Provide options for physical action	- Digital game options available - Multiple card designs and frames for word building - Physical and digital response options - Self-assessment through audio recording - Various ways to demonstrate word construction

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GOOD PRACTICE 14: ENGLISH THROUGH RAINBOW SHORTCUT

Title: **English through rainbow shortcut**

Designed and copyrighted by: **Dušica Kunaver,** professor of English and Russian; Summarized and adapted by: **Milena Košak Babuder** (Milena.Kosak@pef.uni-lj.si), **Karmen Javornik** (karmen.javornik@pef.uni-lj.si), **Karmen Pižorn** (karmen.pizorn@pef.uni-lj.si) & **Mojca Poredoš** (Mojca.Poredos@pef.uni-lj.si)

Contextual information:

- Learners with SpLD (dyslexia)

- Learners with dyslexia often have difficulties processing and remembering verbal information due to difficulties in verbal memory and verbal processing speed (BDA, 2010; Rose, 2009). This can affect the acquisition of different literacy skills and functioning in other areas, such as organizational skills and meta-cognition (BDA, 2010). In line with different information processing co-occurring difficulties may be seen in some aspects of language, concentration and personal organization. Connecting verbal information to visual information (color), can facilitate the process of learning and recalling of specific words or places of those words in a sentence. Also, it organizes information in a simple and effective way, and by that supports organizational skills and meta-cognition, especially meta-language.

- Learners with basic/intermediate knowledge (app. 9-25 years of age).

- Individual, in smaller groups, in a classroom.

CEFR level: B1, B2

Purpose/Objectives of the activity:

- Supports understanding of basics and foundation of English language (basic building blocks).

- Supports formation of different types of sentences.

- Supports learning about individual basic building blocks.

- Supports memory and memory recall by offering different paths to access information (via visual clue or via verbal information).

- Supports more in depth learning and understanding of individual building block.

Time with material prepared: from 5 to 45 minutes

Materials:

- Colourful tables containing summarised basic information about "building blocks" (e.g. sounds – vowels, consonants, diphthongs; word order, gender, plural formation, adjective comparison) of different European languages. In the materials, most important information that either distinguishes or find similarities among the selected languages, is highlighted and emphasised. For example, one may find information about the number of consonants, specific modifications of adjectives in relation to the nouns etc. in the selected languages. Similarities and differences are highlighted, which additionaly organizes input information and supports working memory.
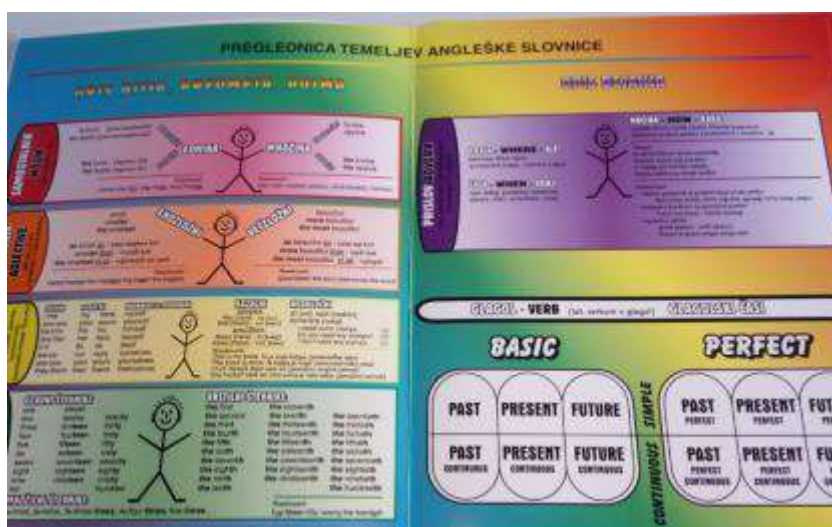
Source: Kunaver, 2014

- Puzzle pieces with nouns, adjectives, pronouns, counters, proposition, adverb, verb.

Source: Kunaver, 2014.

- You need to provide a story (you can tell it) or show a picture or both. Afterwards, give learners a set of puzzle pieces with words and ask them to make (a) sentence(s). If there are more sentences, you can ask your learners to put them in the correct order.

Preparation:

- Preparing all the materials with different puzzle pieces (i.e. all words needed for a specific topic in different chosen colours; each part of speech must be the same colour, e.g. all nouns are red, all verbs are blue etc.).

Some words stay the same in different topics so you make a bank of most frequent words and save time.

-   Preparation of a table with summarised basic information about each building block (table can be given to each student; tables can be in bigger format and put up on the wall)

PROCEDURE

Step 1: Present students with a story or a picture.

Step 2: Student choses a word (first a noun, later other words) from preprepared materials (or a box of words) in relation to the picture or a story, which is presented in a specific colour (e.g. red).

Step 3: The teacher says the word loud or you play the pre-recorded word. It's important that the student is presented with correct phonetic form of the word.

Step 4: The student writes down the word in the notebook and pronounces the word.

Step 5: The student chooses the correct word from the box of words and places it on the correct place in a sentence. In this way, the student learns the basic rules of English sentence formation.

Follow-up (optional):

-   You can prepare materials for different topics and with different level of difficulty, taking into account the complexity of sentences and difficulty of individual words.

-   For more advanced learners, you can design a task in which the student has to fill in the gaps which are colored according to the set rules you had provided before. For example, there are 8 empty boxes on the paper. They are in different colours, e.g. *The small girl is sitting on the bench* can be represented by two red boxes (girl, bench), two green boxes (the, the), two blue boxes (is, sitting), one yellow (on) and one pink box (small).

Variation(s): You can choose any colour you like for individual building block (however, after that you have to be consistent). You can also choose different shapes or materials for individual building blocks.

Digital enhancement:

-   This activity could be digitalized by enabling a drag and drop for each building block, e.g. https://apps.apple.com/ca/app/rainbow-sentences/id427578209

-   The activity can be changed into a game by adding time limitations, points gathering options, a story line, etc.

- The theoretical background of such tasks may also be designed in a digital form.

Evaluation / assessment options:
- Constructive feedback regarding correctness of sentences.
- Written tests, oral assessment, digitalised quizzes etc.
- Self-assessment by comparing sentences they make with correct solutions.

UDL Principles	Key Checkpoints	Implementation in Rainbow Shortcut Practice
Multiple Means of Engagement	- Optimize individual choice and autonomy - Vary demands and resources - Increase mastery-oriented feedback - Develop self-assessment - Promote expectations	- Students choose words and build sentences at their own pace - Multiple difficulty levels available (basic to advanced) - Color-coding system supports learning progress - Self-assessment through comparing with solutions - Progressive learning from single words to complex sentences
Multiple Means of Representation	- Customize display of information - Offer alternatives for auditory/visual info - Clarify syntax and structure - Support decoding - Highlight patterns and relationships - Guide visualization - Maximize transfer	- Color-coded word categories - Both visual (color) and auditory (recorded words) input - Clear sentence structure through puzzle pieces - Visual patterns through consistent color coding - Organized tables of basic information - Connection between color and word function - Transfer to different topics and contexts
Multiple Means of Action & Expression	- Use multiple tools for construction - Build fluencies with graduated support - Facilitate meaning - Enhance progress monitoring	- Physical and digital tools (puzzle pieces, drag-and-drop) - Progressive complexity from single words to sentences - Immediate visual feedback through color system - Multiple assessment options (written, oral, digital) - Self-monitoring through color-guided construction

Sources:

British Dyslexia Association. (2010). *What is dyslexia? - British Dyslexia Association.* https://www.bdadyslexia.org.uk/dyslexia/about-dyslexia/what-is-dyslexia

Kunaver, D. (2014) *Angleščina - z rokami:mavrična sestavljanka št. 1 iz zbirke Angleščina po mavrični bližnjici.* Ljubljana: Samozaložba.

GOOD PRACTICE 15: SELF-MONITORING WORD READING

Title: **Self-monitoring word reading for students with dyslexia**

Designed by: Jennifer Bagnato and Lynn Melzer, PhD, President and Director of the Institutes for Learning and Development in Lexington, Massachusetts, an Associate in Education at the Harvard Graduate School of Education; adapted by: **Milena Košak Babuder** (Milena.Kosak@pef.uni-lj.si), **Karmen Javornik** (karmen.javornik@pef.uni-lj.si)**, Karmen Pižorn** (karmen.pizorn@pef.uni-lj.si) & **Mojca Poredoš** (Mojca.Poredos@pef.uni-lj.si)

Contextual information: Reading is a complex process that requires self-monitoring and cognitive flexibility on many levels. When reading individual words, students should monitor and be mindful of the strategies they are using for reading. That would enable them to switch among strategies in relation to their usefulness for specific situations or even combine them appropriately. Learners with SpLD (dyslexia) struggle with skills involved in accurate and fluent word reading. This strategy can help them improve their word reading, while at the same time offering them different strategies, which they can use when faced with a new word they want to read. It's appropriate for learners of different ages (from 9 to 25) with basic/intermediate knowledge, however we can adapt the pictures/symbols for strategies they use. We can teach these strategies individually, in small groups or in a bigger classroom.

CEFR level: A1, A2, B1
Note: Adults may self-monitor their reading process, while children up to 10/11 will find any meta-linguistic or meta-cognitive tasks challenging. This is why teachers have to be careful in selecting such tasks.

Purpose/Objectives of the activity:
- To build an awareness of strategies students use for word reading.
- To build a repertoire of strategies they can use when getting stuck.
- Improve individual word reading.
- Improve reading in general.
- Build self-efficacy and self-esteem.
- Improve self-monitoring.

Time: It depends on the number of words and or the length of the text. From 1 minute to 45 minutes.

Materials: A suitably difficult text or a list of individual words (known and unknown). A card with questions and

symbols.

Preparation: The time needed for the text selection or words preparation (from a few minutes to one hour).

PROCEDURE

Step 1: Present the students with symbols, explain their meanings and different word strategies they might use while reading.
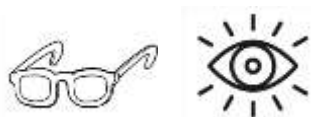
Did I recognize the word right away?

Did I sound it out?

Did I pull it apart?

Did I use other clues in the sentence?

Step 2: Encourage students to read the text/list of words. Ask them to reflect on their reading strategies while reading by writing the set symbols above/next to the parts of the text/individual words.

Step 3: Students show understanding of the word and use different and/or appropriate strategies when faced with a new/unknown word.
Repeat this with different texts.

Follow-up (optional): Without the card with symbols (see above) and/or questions.

Variation(s): Choose different texts, word lists and symbols. In addition, you may use a different number of

symbols/strategies.

Digital enhancement: This activity could be digitalized by designing a drag and drop task.

Evaluation/assessment options:

- Constructive feedback on which strategy they use the most/the least often, which strategy they can use more often.
- Self-assessment by comparing the strategies used across different texts.

UDL Principles	Key Checkpoints	Implementation in Self-Monitoring Word Reading Practice
Multiple Means of Engagement	- Optimize individual choice and autonomy - Optimize relevance and authenticity - Vary demands and resources - Increase mastery-oriented feedback - Facilitate personal coping skills - Develop self-assessment	- Students choose which strategies work best for them - Uses real reading situations and authentic texts - Offers different difficulty levels of texts - Provides constructive feedback on strategy use - Builds personal toolkit of reading strategies - Enables self-reflection through symbol system
Multiple Means of Representation	- Offer alternatives for auditory information - Support decoding of text - Promote cross-language understanding - Activate background knowledge - Highlight patterns and relationships - Guide information processing - Maximize transfer	- Visual symbols support strategy recognition - Explicit strategy instruction for decoding - Can be applied across different languages - Connects to known words and strategies - Shows patterns in word recognition - Guides systematic approach to reading - Skills transfer to new reading contexts
Multiple Means of Action & Expression	- Support planning and strategy development - Facilitate meaning resources - Enhance progress monitoring	- Teaches explicit reading strategies - Provides symbol system as resource - Enables tracking of strategy use - Allows self-monitoring of progress

Bagnato, J. S. & Meltzer, L. (2010). Self-Monitoring and Self-Checking: The Cornerstones of Independent Learning. In L. Meltzer (Ed.), Promoting Executive Function in the Classroom (pp. 160 – 175). New York: The Guliford Press.

GOOD PRACTICE 16: STAR STRATEGY

Title: **Star strategy**

Designed by: Lynn Melzer, PhD, President and Director of the Institutes for Learning and Development in Lexington, Massachusetts, an Associate in Education at the Harvard Graduate School of Education; Adapted by: **Milena Košak Babuder** (Milena.Kosak@pef.uni-lj.si), **Karmen Javornik** (karmen.javornik@pef.uni-lj.si), **Karmen Pižorn** (karmen.pizorn@pef.uni-lj.si) **& Mojca Poredoš** (Mojca.Poredos@pef.uni-lj.si)

Contextual information:

- Learners with SpLD (dyslexia)

- Learners with basic/intermediate/advanced knowledge (app. 10-25 years of age)

- Learners with dyslexia (and some other SpLDs) often have difficulty in forming a coherent complete written thought or narrative that is well organized, where priorities are easily evident, and where there is a clear transition between key ideas and relevant details. Their writings often do not contain all the relevant information, or the link between them is not clear. Their writings therefore do not necessarily reflect a realistic level of knowledge and/or understanding.

- Individual, small groups, class.

CEFR level: A1, A2, B1, B2, C1

This type of tasks may be suitable for beginners as well as advanced learners, however, teachers have to be careful in selecting appropriate texts (or individual words for the low levels).

Purpose/Objectives of the activity: To create a coherent complete written description or narrative that is logically organised, contains all relevant information, and where there is a clear transition between key ideas and relevant details.

Time: 20-60 min

Materials: A prepared scheme for the star strategy; in the case of more skilled learners, it can also be just paper and pen (in which case the learner draws the scheme himself) or a computer.

Preparation: Draw a star on the piece of paper or make a template on the computer (more skilled learners can draw the star themselves or be supported by the teacher's guidance/instruction).

PROCEDURE

1. The teacher introduces the template to the learners or the learners draw the star themselves according to the instructions. An example of such a template is shown in the picture below.
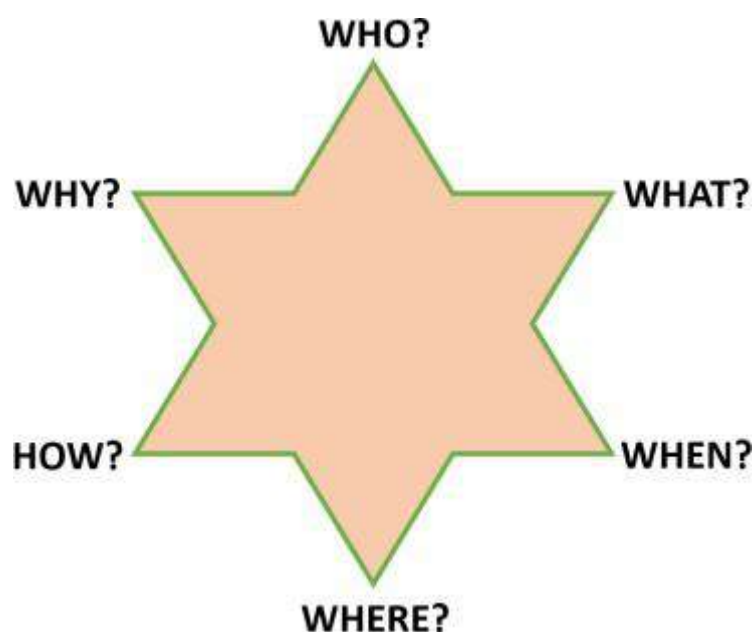

Figure 1. *The star strategy template.*

2. The teacher writes the main idea or the title of the topic in the centre of the star.

3. In each section of the star, the teacher encourages the students to answer the question related to the topic with the given WH question words. Students may provide answers orally, in a written form or by providing key words.

4. With the help of the template, the learner constructs the text by using the pre-prepared answers to the key questions. It is common to advise learners to start by answering the question "Who?" and then answering other given questions in a clockwise direction. Depending on the context, the order can be changed.

Follow-up (optional): Other relevant questions can be added or omitted, depending on the context, age, level of language proficiency, topic complexity etc.

Variation(s): The star strategy can be used to create simple stories, retellings of books or movies, descriptions of experiences and so on. The presented variation or the variation with additional/adapted questions can also be used for more complex content, such as descriptions of historical events, technical procedures etc. Different shapes may be used for the template (i.e. a flower, a sun, a snowflake, a butterfly, a tree).

Digital enhancement: The template and the process can be digitalized. Digital tools can also be helpful for text creation (e.g. speech-to-text converter, error correction tools).

Evaluation/assessment options:

1. Constructive feedback on the correct solutions and the relevance of the choices.

2. Use of digital tools or a tutor to check the accuracy of the writing.

UDL checklist

UDL Principles	Key Checkpoints	Implementation in Star Strategy Practice
Multiple Means of Engagement	- Optimize individual choice and autonomy - Optimize relevance and authenticity - Minimize threats and distractions - Heighten salience of goals - Vary demands and resources - Increase mastery-oriented feedback - Promote expectations - Facilitate coping skills - Develop self-assessment	- Choice in how to answer questions (oral/written/keywords) - Flexible order of addressing questions - Structured template reduces cognitive overload - Clear visual organization shows writing goals - Adaptable for different skill levels (A1-C1) - Progressive building of text through guided steps - Clear framework builds confidence - Systematic approach develops writing strategies - Visual template enables self-monitoring
Multiple Means of Representation	- Customize display of information - Offer alternatives for auditory info - Offer alternatives for visual info - Clarify syntax and structure - Activate background knowledge - Highlight patterns and relationships - Guide information processing - Maximize transfer	- Flexible template format (drawn/digital) - Visual organization of ideas - Template can be adapted for different needs - Clear structure through WH-questions - Connects to familiar question formats - Shows relationships between ideas - Guides systematic text construction - Skills transfer to different writing tasks
Multiple Means of Action & Expression	- Optimize access to tools - Guide goal-setting - Support planning and strategy - Enhance progress monitoring	- Multiple format options (paper/digital) - Clear writing objectives through template - Structured approach to text organization - Visual tracking of completed sections

Sources:

Krishnan, K., & Feller, M. J. (2010). Organizing: The Heart of Efficient and Successful Learning. In L. Meltzer (Ed.), *Promoting Executive Function in the Classroom* (pp. 86–109). The Guilford Press.

Meltzer, L. (2010). Understanding, Assessing, and Teaching Executive Function Processes: The Why, What, and How. In L. Meltzer (Ed.), *Promoting Executive Function in the Classroom* (pp. 3–27). The Guilford Press.

Javornik, K. (2019). *Kako naj naredim to?: knjižica z nasveti za delo na področju izvršilnih funkcij učenca*. Bravo - društvo za pomoč otrokom in mladostnikom s specifičnimi učnimi težavami.

GOOD PRACTICE 17: THE LEARNING MACHINE

Title: **The learning machine or. The five-box technique**

Designed by: Klaus Kolb, Klaus and Frank Miltner; adapted by: **Milena Košak Babuder** (Milena.Kosak@pef.uni-lj.si) **Karmen Javornik** (karmen.javornik@pef.uni-lj.si), Karmen Pižorn (karmen.pizorn@pef.uni-lj.si) & **Mojca Poredoš** (Mojca.Poredos@pef.uni-lj.si)

Contextual information:

- Learners with SpLD (dyslexia)
- Learners with basic/intermediate knowledge (app. 8-15 years of age or more)
- Learners with dyslexia (and some other SpLDs) often have difficulty spelling words accurately, especially when there are subtle differences between the spellings of different words. These difficulties are usually even more pronounced in non-transparent/foreign languages. For learners with dyslexia, it is essential that the content is divided into smaller parts and that the learner tends to practice what is more challenging for him more frequently. The final aim is for the learner to use the newly learned words with flexibility, not tied to a specific order. It makes sense not to always practice writing new words in the same order (e.g., as given in the textbook or in another previously prepared list of words). As learners with dyslexia often need a lot of practice, they tend to lose motivation when practicing this type of content in a monotonous way.
- Individual or in pairs.

CEFR level: A1, A2, B1, B2

Purpose/Objectives of the activity: Practising the correct, accurate spelling of (complex) words

Time: 5-20 min (depends on the number of words)

Materials: A box with 5 compartments (sections), cards with words to be practiced

Preparation: Prepare a box with 5 compartments and cards with words to be practiced. Write one new word on each card. Words can be written on the cards in advance or together with the learner.

PROCEDURE

1. Place 7 cards with words in the first compartment of the box.

2. On the first day, students' task is to write the correct word on each card, following the dictation. The correctness of the writing can be checked by the teacher checking the writing or by the students themselves by comparing their writing with the writing on the card. If the students' writing is correct, they put the card in the second compartment, if it is incorrect, the students return the card to the first compartment. Students repeat the process with all the cards in the first compartment.

3. The next day, students try to write the words from the cards in the first compartment correctly again. They move each card to the next section only if it is spelled correctly.

4. The students revise the words on the cards in the first compartment every day, in the second compartment every other day, in the third compartment once a week, in the fourth compartment once a month. When the card reaches the fifth compartment, it can be assumed that the student has learnt the correct spelling of the word.

5. Depending on the learning contexts (e.g. students' age, topic, text complexity, language proficiency, students' learning pace), new cards may be added to the first compartment.

Follow-up (optional): The type of task associated with each card can be upgraded or customised. For example, students may be required to make a sentence with the word written on the card.

Variation(s): Examples of tasks with cards that can be practised in a similar way:

- a card with a picture; students' task is to name individual objects (people, activites etc.) in the picture;
- a card with a word in students' language of schooling (or in different students' L1); students' task is to translate
- the word into the foreign language (or vice versa);
- a card with a word in a foreign language; the students' task is to say/write a sentence containing this word;
- a card with a question; the students' task is to say or write down the answer, etc.
- The revision intervals may be adjusted to the students' needs (i.e. the distribution of revision intervals, e.g. once or twice a week, and the number revisions, e.g. each is word is revised 5 times which means 5 compartments, each word is revised 8 times which means 8 compartments).
- The number and frequency of newly added cards may also be adjusted to the needs of the students.

Digital enhancement: Materials and the task process can be digitalized. A friendly reminder may also be added to the task. Digital tools can also be helpful for practising writing (e.g. error correction tool).

Evaluation/assessment options:

- Students can also independently check the accuracy of the written words by comparing their own writing with the writing on the card. Support is provided only if needed.

 - This strategy allows students to experience small successes by moving cards to the next compartments and so enhancing their motivation.

UDL table

UDL Principles	Key Checkpoints	Implementation in Learning Machine Practice
Multiple Means of Engagement	- Optimize relevance and authenticity - Minimize threats and distractions - Vary demands and resources - Increase mastery-oriented feedback - Promote motivation - Facilitate coping skills - Develop self-assessment	- Personalized word selection based on student needs - Structured, clear compartment system - Progressive difficulty through compartments - Immediate feedback through self-checking - Visual progress through compartment movement - Systematic approach to spelling practice - Self-monitoring through card movement
Multiple Means of Representation	- Customize display of information - Offer alternatives for auditory info - Offer alternatives for visual info - Guide information processing - Maximize transfer	- Flexible card formats (words/pictures/translations) - Both written and spoken word practice - Visual organization through compartments - Systematic review schedule - Skills transfer to different contexts
Multiple Means of Action & Expression	- Build graduated fluencies - Guide goal-setting - Support planning and strategy - Facilitate meaning - Enhance progress monitoring	- Progressive mastery through compartments - Clear learning targets with compartment system - Structured review strategy - Multiple practice variations - Visual tracking of progress

Sources:

Kolb, K., & Miltner, F. (2005). *Otroci se zlahka učijo: skozi igro do učenja, spodbujanje spomina, koncentracije in razuma, test: kateri učni tip je vaš otrok*. Mladinska knjiga.

Javornik, K. (2019). *Kako naj naredim to?: knjižica z nasveti za delo na področju izvršilnih funkcij učenca* . Bravo - društvo za pomoč otrokom in mladostnikom s specifičnimi učnimi težavami.

GOOD PRACTICE 18: READ MY LIPS

Title: **Read My Lips**

Designed by: **Mavrogeorgiadis Efthymios (emav@peiramak.gr)**

Contextual information: This activity is designed for students aged 12-15 in mainstream secondary schools. The target group includes students with hearing impairments integrated into regular classrooms. These students may face challenges in auditory processing, speech comprehension, and communication. In language learning, they may struggle with listening exercises, pronunciation, and oral communication activities. The activity aims to raise awareness among all students about the challenges faced by those with hearing impairments and to develop empathy and inclusive practices.

CEFR level: B1-B2

Time: 4 hours

Purpose/Objectives of the activity:

1. Raise awareness about the challenges faced by people with hearing impairments in communication.

2. Familiarize students with the basic principles of lip-reading.

3. Develop empathy for people with hearing impairments through simulated experiences.

4. Improve reading and listening comprehension skills in English.

5. Practice reading International Phonetic Alphabet symbols.

6. Promote collaboration and communication among students.

7. Develop high- and low-order thinking skills.

8. Learn how to provide positive support to students with hearing impairments.

9. Enhance vocabulary related to hearing, communication, and disabilities.

10. Improve students' ability to express themselves in English when discussing sensitive topics.

Materials:

- Worksheets

- Personal computer

- Cardboard

- Interactive board (if available)

- Headphones (if available)

- Earplugs (if available)

- Internet access for video content

- Printed materials in large font and Braille (for visually impaired students)

- Sign language interpreter (if required)

Preparation:

1. Collaborate with the Biology teacher to introduce concepts of speech production and ear morphology.

2. Prepare vocabulary lists related to hearing, communication, and disabilities.

3. Ensure all digital content is accessible (e.g., videos with subtitles, transcripts available).

4. Set up the classroom to facilitate group work and presentations.

5. Test all technology and digital resources before the lesson.

PROCEDURE

Step 1: Introduction (5 minutes)

The teacher prepares the students for the subject to be examined by introducing the topic of physical impairments with associated vocabulary and language structures his/her students need to practise.

Step 2: Reading Comprehension (20 minutes)

- Collaboration with the Biology teacher is advisable as familiarity with speech production and the morphology of the inner, middle and outer ear can enhance student understanding and efficiency while working on the activities provided.

- Students are asked to study an excerpt from *Seeing at the Speed of Sound* (https://stanfordmag.org/contents/seeing-at-the-speed-of-sound). The teacher makes no mention to the subject of lip-reading expecting that students will associate the text with the issue of failure to communicate due to the foreign language barrier. At this point, linking lip-reading difficulties with failure to communicate in a foreign language will facilitate student empathy toward people with auditory impairments in the long run. (Worksheet 1, Activity 1)

Step 3: Multimodal Text Analysis (20 minutes)

Students are asked to compare/contrast a typical text (excerpt from *Seeing at the Speed of Sound* at https://stanfordmag.org/contents/seeing-at-the-speed-of-sound) with/to a multimodal text (video with textual prompts found at https://www.youtube.com/watch?v=_dZDFP05ZGA) using their analytical skills. They should reach the conclusion that both texts refer to the difficulties people with auditory impairments face while trying to communicate. (Worksheet 1, Activity 2)

Step 4: Empathy Development (10 minutes)

Students comment on a video they have watched (https://www.youtube.com/watch?v=_dZDFP05ZGA) and the development of empathy toward people with auditory impairments is encouraged as the former pinpoint comments submitted by the latter expressing their personal experience with lip-reading. (Worksheet 1, Activity 3)

Step 5: Lip-Reading Challenges (25 minutes)

- Students watch a video about lip-reading difficulties (https://www.youtube.com/watch?v=n1jLkYyODsc).

- In groups, students discuss the challenges of lip-reading and alternative communication methods, which further enhances the development of empathy toward people with auditory impairments. (Worksheet 2, Activity 1)

Step 6: Experiential Learning (10 minutes)

-Students study another excerpt from *Seeing at the Speed of Sound* (https://stanfordmag.org/contents/seeing-at-the-speed-of-sound) which describes the experience of lip-reading on the part of a person with auditory impairments. They are required to draw parallels between the difficulties they face while trying to communicate in a foreign language and the experience described in the text in order to facilitate empathy. Another experiential activity involving their favourite songs and how easily they can identify them with a limited number of clues further helps in this direction. (Worksheet 2, Activity 2)

Step 7: Lip-Reading Challenge (15 minutes)

The students are asked to watch a BBC video posted under the title *Charlie's Lip Reading Challenge* (https://www.youtube.com/watch?v=PmHHVaYbNmY) which gradually demonstrates how difficult it is to read lips while getting students involved through gamification. The students then create their own challenge, present it in class, and compete with their classmates as they try to read their lips. (Worksheet 2, Activity 3)

Step 8: Introduction to International Phonetic Alphabet (30 minutes)

-The students are experientially introduced to the International Phonetic Alphabet and the concept of phonemes and their distinctive features through inquiry learning (using the information found at https://en.wikipedia.org/wiki/Help:IPA/English). They are directed to the relevant Wikipedia page where they are asked to work in pairs and read the examples provided, noting sounds that look similar to a lip -reader. (Worksheet 3, Activity 1)

Step 9: Advanced Phoneme Analysis (25 minutes)

-Expanding on the previous activity, the students visit an interactive page on the IPA (https://www.cambridge.org/features/IPAchart/), where consonants are grouped in voiced/voiceless pairs, which are extremely difficult to distinguish while lip-reading. Comparing the answers they provided in the previous activity with the table at hand, they are expected to reach a conclusion about the source of the problem with the help of the teacher and create their own impossible to distinguish word pairs. (Worksheet 3, Activity 2)

Step 10: Creative Application (20 minutes)

Building on the gamification concept, the students form groups that need to use the knowledge acquired on lip-reading and the International Phonetic Alphabet to create a short story which they read silently before their classmates. The aim of the activity is not to prevent the other students from understanding the story but to encourage students to "perform" the story in such a way that it is as easy to understand as possible. The students are expected to develop strategies that help them become better communicators for lip-readers.

Step 11: Reflection and Conclusion (15 minutes)

- Class discussion on the experience of lip-reading and communicating without sound.

- Students reflect on how they can support people with hearing impairments in everyday life.

- Teacher summarizes key learnings and encourages ongoing awareness and support.

-In a plenary session, students discuss their attempt to experience reading lips, the difficulties they had to overcome, the strategies they came up with to facilitate communication and how they could help people with hearing impairments communicate efficiently. If there are students with such impairments at their school, they could propose ways of implementing their conclusions or, if no students with hearing impairments study at their school, the teacher could suggest visiting or initiating a collaborative project with a school for students with hearing impairments in the vicinity. Direct contact with students who actually communicate reading lips is expected to consolidate empathy towards people with hearing impairments and encourage them to adopt a supportive attitude towards them.

Follow-up (optional):

- Organize a visit to a local school for deaf and hard-of-hearing children.

- Create an awareness campaign within the school about supporting students with hearing impairments.

- Develop a peer support program for students with hearing impairments.

Variations:

- Adapt the activity for different age groups by adjusting the complexity of texts and tasks.

- Include sign language learning elements for a more comprehensive understanding of deaf communication.

- Extend the activity to explore other sensory impairments and their impact on language learning.

Digital enhancement:

- Use speech-to-text software to provide real-time captions during class discussions.

- Incorporate interactive online games focusing on lip-reading and phoneme recognition.

- Create a class blog or vlog documenting the learning journey and raising awareness about hearing impairments.

Evaluation/assessment options:

- Formative assessment through observation of group work and class discussions.

- Peer assessment of lip-reading performances and story creation.

- Self-reflection essays on the learning experience and empathy development.

- Quiz on key concepts, vocabulary, and IPA symbols learned during the activity.

Notes to the teacher:

The teacher acts as a facilitator, supporting students with the vocabulary and the language structures they need before, during, and after each activity. It is important for the students to express their feelings in order to develop empathy toward the people with hearing impairments and the teacher should give them the opportunity to do so while at the same time trying to avoid personal "confessions" on the part of the students.

Notes to the students:

The students need to be highly motivated and get involved in all of the activities in order to develop empathy and lip-reading skills as well as familiarize themselves with the International Phonetic Alphabet and its usefulness as a language-learning tool. Within this framework, preparation work to raise awareness about disabilities in general must have taken place beforehand with scaffolding activities that help build the vocabulary and language structures needed.

UDL Checkpoints:

Engagement:

- Optimize individual choice and autonomy by allowing students to choose their partners and groups.

- Minimize threats and distractions by creating a supportive, non-judgmental classroom environment.

- Facilitate personal coping skills and strategies by discussing real-life applications of the learned skills.

Representation:

- Offer alternatives for auditory information through visual aids, transcripts, and subtitles.

- Clarify vocabulary and symbols related to hearing impairments and phonetics.

- Support decoding of text through scaffolded reading activities and vocabulary support.

- Promote understanding across languages by incorporating multilingual resources when possible.

Action and Expression:

- Optimize access to tools and assistive technologies by providing various digital and physical resources.

- Use multiple media for communication, including text, video, and interactive online tools.

- Guide information processing and visualization through structured worksheets and graphic organizers.

Appendices: Worksheets 1-4

Worksheet 1

Activity 1

Read the text below and collaborate with your partner to answer the questions that follow. Discuss your findings with the rest of the class. (15 mins)

Seeing at the Speed of Sound

By Rachel Kolb

I am sitting in my office during a summer internship. Absorbed by my computer screen, I do not notice when my manager enters the room, much less when he starts talking. Only when a sudden hand taps my shoulder do I jump. He is gazing expectantly at me.

"I'm sorry, I didn't hear you come in," I say.

"Oh, right." His expression changes: to surprise, and then to caution. He proceeds to say something that looks like, "Would you graawl blub blub vhoom mwarr hreet twizzolt, please?" I haven't the faintest idea what he said. I have no excuse, for I was looking straight at him. But despite my attention, something went wrong. He spoke too fast; my eyes lost focus.

Illustration: Julia Breckenreid

"Um, could you repeat that, please?" I ask.

His eyebrows raise, but he nods and says it again. I sit up straighter, attempt to concentrate, but again it reaches my eyes as a garbled mess.

"It's fine," he answers. "I'll send you an email."

Well, at least I understood *that* part, I think as he walks out.

Taken from: https://stanfordmag.org/contents/seeing-at-the-speed-of-sound

Question 1
Who are the two characters that appear in this excerpt? What is their relationship?

Question 2
Identify and list the events described in this short excerpt. How do the people involved feel?

Question 3
What is the problem they are facing and how are they trying to solve it?

Activity 2

Watch the video your teacher will show you (https://www.youtube.com/watch?v=_dZDFP05ZGA) and collaborate with your partner to find similarities and/or differences with the excerpt entitled *Seeing at the Speed of Sound*. Trying to answer the same questions as in Activity 1 might be helpful. Discuss your findings with the rest of the class. (15 mins)

Activity 3

Working with your partner, visit the webpage of the video in Activity 2 (https://www.youtube.com/watch?v=_dZDFP05ZGA) and leave a comment explaining how you feel about it. Read the rest of the comments and try to identify the ones that were submitted by people who identified with the girl. Which one impressed you the most and why? Have you had any similar experiences? Discuss with the rest of the class. (15 mins)

Worksheet 2

Activity 1

What is it like to read lips? Watch the video below and discuss the questions that follow with your group. Report your conclusions to the rest of the class. (15 mins)

https://www.youtube.com/watch?v=n1jLkYyODsc

1. How does it feel to read lips?
2. What difficulties do people with auditory impairments face while trying to read lips?
3. What else do people with auditory impairments use to communicate?

Activity 2

The following text is another excerpt from *Seeing at the Speed of Sound*. It describes how a person with auditory impairments handles lip-reading. Underline the words you don't know and work with your group to answer the questions that follow. Report your conclusions to the rest of the class. (15 mins)

> Lip-reading, on which I rely for most social interaction, is an inherently tenuous mode of communication. It's essentially a skill of trying to grasp with one sense the information that was intended for another. When I watch people's lips, I am trying to learn something about sound when the eyes were not meant to hear.
>
> Spoken words occur in my blind spot, a vacancy of my perception. But if I watch a certain way, I can bring them into enough focus to guess what they are. The brain, crafty as it is, fills in the missing information from my store of knowledge.
>
> Want an example?
>
> ---- the ---- before --------- when ------------- the house
>
> not .... cre_____ even .... m_____
>
> Do you recognize the opening of "The Night Before Christmas"? Perhaps so, because in American culture the poem is familiar enough for one to fill in the blanks through memory. Filling in the blanks is the essence of lip-reading, but the ability to decipher often depends on factors outside of my control.
>
> *Taken from: https://stanfordmag.org/contents/seeing-at-the-speed-of-sound*

1. What are the similarities between lip-reading and trying to understand a text with a lot of unknown words?

2. Based on the video you watched earlier, list the factors that you think hinder understanding for a lip-reader.

3. On a piece of paper write a few lines from the lyrics of your favourite song dropping a few words here and there. Exchange your pieces of paper within your group. Can you guess the title of each song?

Activity 3

Let's take up *Charlie's Lip Reading Challenge*! Work in groups to write your answers on a piece of cardboard while watching the video below. The group with the most correct answers wins the challenge.

https://www.youtube.com/watch?v=PmHHVaYbNmY

Now, come up a phrase of your own. A representative from each group will read their phrase silently in front of the class while the rest of the groups try to read his/her lips. (15 mins)

Worksheet 3

Activity 1

Visit the webpage below and work with your partner to answer the questions and do the tasks that follow. Report your conclusions to the rest of the class. (25 mins)

https://en.wikipedia.org/wiki/Help:IPA/English

1. What is the International Phonetic Alphabet?
2. Have you seen it used before? Where?
3. Watch your partner's lips while s/he is reading the examples provided on the webpage above. Write down in your notebook pairs of sounds that "look" similar when pronounced.

Activity 2

Visit the webpage below and work with your partner to answer the questions and do the tasks that follow. Report your conclusions to the rest of the class. (20 mins) https://www.cambridge.org/features/IPAchart/

1. Check the sound pairs you have noted down during the previous activity with the tables provided on the webpage above. How many have you found?
2. Why do you think these pairs of sounds sound different but "look" the same while lip-reading?
3. Use these pairs of phonemes to write words that sound different but "look" the same while lip-reading.

Worksheet 4

Activity 1

Let's play a game! Use what we've learnt about lip-reading and the International Phonetic Alphabet to work with your groups and prepare a short story (100 words) which you are going to read silently before your classmates. They will try to lip-read as many words as possible. Practise with your group before reading your story in front of the class. The winning team is the one whose story will be the easiest for the other groups to understand. (45 mins)

GOOD PRACTICE 19: SIGN LANGUAGE IN THE FOREIGN LANGUAGE CLASSROOM

Title: **Sign language in the foreign language classroom**

Designed by: **Ewa Domagała-Zyśk (ewa.domagala-zysk@kul.pl)**

Context: Deaf and hard of hearing persons use a variety of means of communication: they speak, lip -read, use sign language or sign supported national language. It is necessary to include all ways of students' communication into the process of foreign language learning.

Teacher's Role and Preparation:

- **Learn Basic Signs:** Familiarize yourself with basic signs in American or British Sign Language relevant to the lesson content.There are plenty of online materials on that, e.g.

American Sign Language: https://www.youtube.com/watch?v=0FcwzMq4iWg

British Sign Language: https://www.british-sign.co.uk/

https://www.youtube.com/watch?app=desktop&v=gMNHvXSW4iE

Teachers and students can use this video to get accustomed to more sign language signs:

25 ASL Signs You Need to Know | ASL Basics | American Sign Language for Beginners

https://www.youtube.com/watch?v=0FcwzMq4iWg

- **Gather Resources:** Collect websites or printed materials using British or American Sign Language.

- **Prepare Lesson Content:** Design lesson plans that introduce new vocabulary and concepts in English, accompanied by their sign language equivalents.

Classroom Arrangement:

- **Visibility and Accessibility:** Arrange seating to ensure clear visibility for all students, especially for viewing sign language and lip movements.

- **Technology Utilization:** Use visual aids like projectors or screens for displaying subtitled content and sign language videos.

Conducting the Activity:

1. **Sign Language Introduction:** Start by introducing new vocabulary in both spoken/written English and sign language. Use visual aids to reinforce learning.
2. **Interactive Practice:** Engage students in interactive exercises where they use both sign language and spoken English to communicate. This could include role-playing or conversation simulations.
3. **Feedback and Support:** Provide constructive feedback on students' use of language and sign language. Encourage peer support and learning.

Benefits:

- **Dual Language Development:** Students develop skills in both English and sign language, enhancing overall communication abilities.
- **Inclusive Learning Environment:** The activity acknowledges and respects the preferred communication methods of DHH students.
- **Confidence Building:** Regular practice in a supportive environment boosts students' confidence in using English in various contexts.
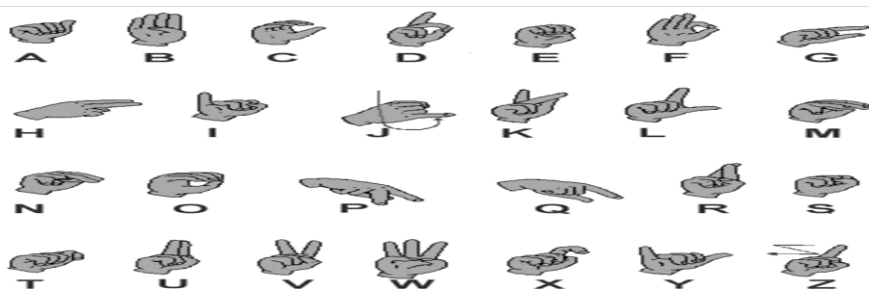
Picture 1 American sign language (source: American Sign Language fingerspelling https://www.researchgate.net/publication/299478983_Application_of_Template_Matching_Algorithm_for_Dynamic_Gesture_Recognition_of_American_Sign_Language_Finger_Spelling_and_Hand_Gesture)

References:

Hilzensauer M. (2012). Teaching English to Deaf Adults: "SignOnOne" An Online Course for Beginners. https://link.springer.com/chapter/10.1007/978-3-642-14100-3_28

Kontra E., Csizer K.(2020). Foreign Language Learning Characteristics of Deaf and Severely Hard-of-Hearing Students. The Modern Language Journal, 1-17, DOI: 10.1111/modl.126300026-7902/20/1- 17.

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Websites:

Sign Solutions https://www.signsolutions.uk.com/what-are-the-different-types-of-sign-language/

The SignON Project https://signon-project.eu/

GOOD PRACTICE 20: ENHANCING ORAL COMMUNICATION WITH SUBTITLED VIDEOS

Title: Everyday English

Designed by: Ewa Domagała-Zyśk (ewa.domagala-zysk@kul.pl)

Contextual information: Students who are deaf or hard of hearing do hear to some extent, use speech for communication and participate in everyday oral communication. Using hearing aids or cochlear implants they can receive speech sounds. They support their hearing abilities with mastered speechreading/lipreading techniques. A crucial learning tool for exercises in speech and pronunciation is using visual enhancement in the form of subtitling. NB This activity do not apply to Deaf student who do not communicate orally in their national language and usually do not communicate orally in a foreign language.

CEFR level: All levels. The content of the conversations presented should be adjusted to the students' level of English.

Purpose/Objective of the activity: The aims of this activity are:

- to enhance skills of understanding vocabulary in context
- to practice everyday English in short conversations

Time: 45 min

Materials: Short video clips/films presenting everyday conversations/short communications in English
- the speakers' faces should be well lit and clearly visible
- the clips/films must have subtitles prepared for hard of hearing persons (i.e. subtitling not only speech but background sounds, like „the siren is wailing", „somebody is knocking at the door", „the dog is barking"

Preparation: Subtitled clips/films are available as teaching materials for some textbooks. If a teacher is using their own materials, subtitles might be prepared using some free applications, like e.g. Wave.video
Recommended teaching materials: **https://elt.oup.com/student/englishfile/?cc=pl&selLanguage=pl**

PROCEDURE

Step 1. Explain key vocabulary which will be used in the clips (e.g. match the word and the definition; match a word and a picture)

Step 2. Present short subtitled video clip with everyday English conversations/short communications in English, presented by people of different ages/pronunciation styles/ English subtitles (like people from GB, US, Australia) you can use the subtitled clips form this website: **https://elt.oup.com/student/englishfile/?cc=pl&selLanguage=pl**
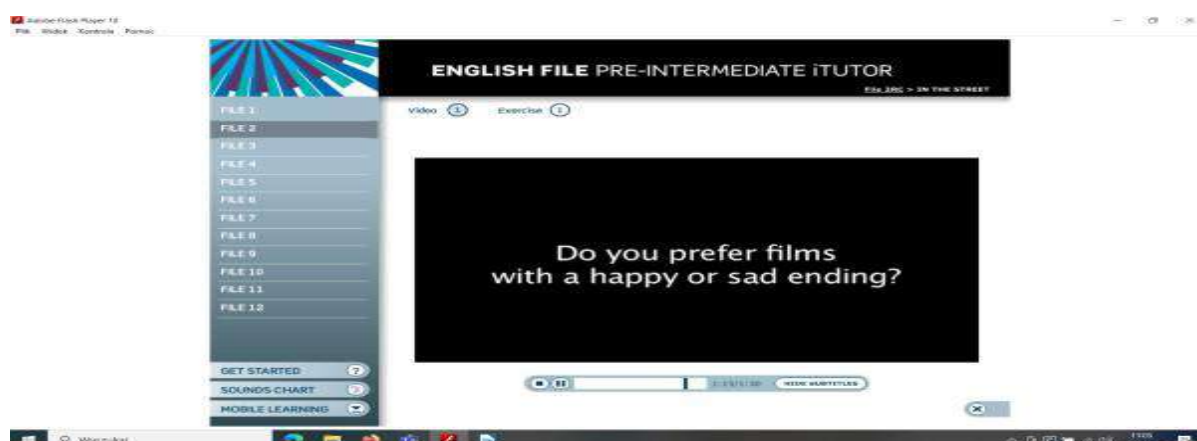
Step 3. Discuss the vocabulary used, typical for oral conversations (e.g. short sentences, joining words, repetitions). Make sure you clarify the pronunciation issues, too.

Step 4. Discuss the nonverbal elements of communication: word stress, sentence stress, gestures, mimics, rising intonation etc.


Step 5.

Step 6. Student/s note down new interesting vocabulary to be remembered and used, plan their own short communications or conversations.

Step 7. Encourage group work and peer interactions. Students can practice conversations in pairs or small groups, which can be especially beneficial for DHH students as they can see each other's lip movements and facial expressions.

Practice the conversations: using tape scripts of the clips (you can download subtitles or use a pre-prepared tape script). Take turns, play, exaggerate a bit to receive the result: vivid, emotionally engaged language exchange.
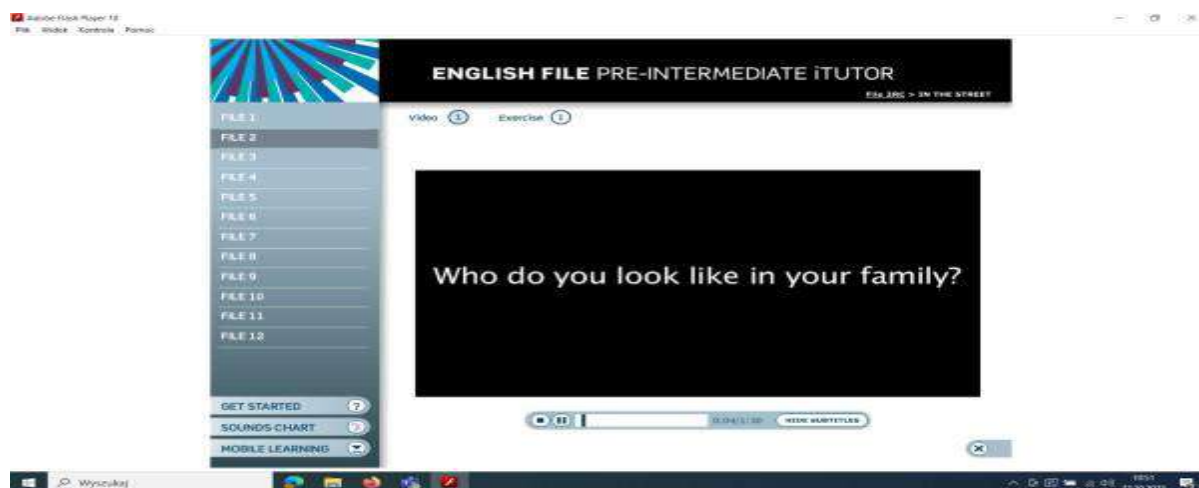
Follow-up (optional): They are encouraged to practice the dialogues outside the classroom while meeting foreign friends, travelling etc. Students are encouraged to record their own short communications in English (e.g. using their mobile phones) and present them to their teacher or peers to be discussed. They could be e.g. short 1 minute vlogs about some interesting events of the day.

Variation(s): This activity is for individual class or small group class of DHH students practicing oral skills. It can be also modified to be used in a regular class in inclusive education. Students might work in groups, use tablets (1 per group) and headphones.

Digital enhancement: Short video films/clips, computers, tablets, headphones for better hearing – if necessary student use their CI and HA; Induction loop in the classroom – for better hearing

Evaluation/assessment options:

1. Provide constructive feedback on pronunciation and language usage.
2. Consider a peer assessment component where students evaluate each other's conversations.
3. Encourage students to record their own conversations or vlogs as part of the follow-up activity. This not only reinforces learning but also allows for self-assessment and improvement.
4. After the activity, seek feedback from the DHH students to assess its effectiveness and make necessary adjustments for future sessions.

UDL Checkpoints:

Optimize individual choice and autonomy:

1. Allow students to choose the video clips or conversations that interest them most from a selection of options. This empowers them to take ownership of their learning.

2. Use their everyday experience as a starting point for learning. You can use the methodology of experiential learning https://experientiallearninginstitute.org/what-is-experiential-learning/

 Minimize threats and distractions:

1. Design the classroom in a deaf space mode https://infoguides.rit.edu/deafspace/principles

e. g. put the students' desks in a circle or semi-circle, care for good acoustics by using carpets or cork mats, avoid unnecessary noises like scrubbing the chairs on the concrete floor etc.

Provide options for perception:

1. Offer ways of customizing the display of information i.e allow students to adjust the font size, colour, or background to match their preferences. Many useful tips can be found here https://www.washington.edu/accesscomputing/AU/ or here https://www.accessibility-services.co.uk

2. Offer alternatives for auditory information: Provide customizable subtitles or captions for the video clips. You can use subtitled teaching materials or create the subtitles yourself (check how to do it efficiently: https://www.indeed.com/career-advice/career-development/srt-subtitles

Examples of good practice: Video files in this website can be used with or without subtitles. They can be played at normal speed – quicker – or slower. There are also options for voice correction (like using more bass sounds which is profitable for some DHH students.

https://elt.oup.com/student/englishfile/?cc=pl&selLanguage=pl

Provide options for physical action:

1. Optimize access to tools and assistive technologies

With younger groups Total Physical Response, role plays or drama acts might support your efforts

https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/articles/total-physical-response-tpr

2. Create opportunities for real life actions and experiences, like inviting native speaker to the class, involving students in interviewing people in the corridors, form other classes/language groups etc.

3. Make sure the equipment works, like induction loops https://www.hearinglink.org/technology/hearing-loops/what-is-a-hearing-loop/

4. Check it student's equipment works, like personal microphones Bluetooth or FM.

5. Check if the battery works (especially with younger students, the older will do this for themselves)

Provide options for sustaining effort and persistence:

1. Vary demands and resources to optimize challenge i.e offer different levels of complexity for activities related to the video clips.

2. Provide extensions or alternative tasks for students who want to explore the topic further or need more support. Graded reading series might serve well if you work with diverse groups:

https://learnenglishteens.britishcouncil.org/study-break/reading-zone/a2-graded-reading

Provide options for language and symbols:

1. Clarify vocabulary and symbols, root them in the students' experiences, make sure you know the gaps in their general knowledge and bridge them

2. Provide visual aids or illustrations to support understanding.

3. Clarify syntax and structure. Charts, tables or grids are perfect tools. You can use the regular one provided for mainstream users

4. Promote understanding across languages. You may want to introduce elements of American Sign Language or British Sign Language in your classes: https://www.nad.org/resources/american-sign-language/what-is-american-sign-language/

Provide options for expression and communication:

1. Use multiple media for communication: If a student is a sign language user, apart form writing – let them use signs for instructional purpose. It is avdisable for you as a teacher to know the basics of sign language. The school might also provide interpereting services allowing for national sign language or BSL/ASL to be used in the class.

2. Some students may require AAC tools, learn to use them too:

https://www.asha.org/public/speech/disorders/aac/

3. Using Cued Speech which is a system of speech visualisation is profitable for CS users:

https://cuedspeech.eu/pl/ & https://www.cuedspeech.co.uk/

Provide options for self-regulation:

1. Facilitate personal coping skills and strategies.

2. Tutoring or peer tutoring strategies might be helpful.

Provide options for comprehension:

1. Guide information processing and visualization, i.e. students may benefit from tutoring or coaching on their learning skills

2. Provide options for executive functions

3. Facilitate meaning and information resources

4. Support students in designing their learning goals in a foreign language class

5. Supoort students in choosing the most effective learning strategies

6. Support students in monitoring their progress

Goal: Expert learners who are

- purposeful and motivated

- resourceful and knowledgeable

- strategic and goal-directed

GOOD PRACTICE 21: CUED SPEECH IN FOREIGN LANGUAGE CLASSES

Title: Using Cued Speech in foreign language classes with deaf and hard of hearing students
Designed by: Ewa Domagała-Zyśk (ewa.domagala-zysk@kul.pl)

Contextual information: Some deaf and hard of hearing students use the Cued Speech System for their everyday communication. Cued Speech is a system of gestures that helps to recognise spoken words. Cued Speech was invented by R.O. Cornett for English in the USA in 1964 and since then it has been adapted to many different languages, among them French (Langue française Parlée Complétée) and Polish (fonogesty). Cued Speech is a visual communication system that aims to make spoken languages accessible to the deaf and hard of hearing. It was developed by Dr. R. Orin Cornett at Gallaudet University in 1966. Cued Speech is not a language itself, but a tool that can be used to supplement a variety of spoken languages.

Here's how Cued Speech works:

1. **Phonemic Basis:** Cued Speech is based on the phonemes of a spoken language the distinct units of sound that differentiate one word from another in a particular language.

2. **Handshapes and Locations:** It uses a combination of handshapes and placements near the speaker's face to visually represent these phonemes. There are a limited number of handshapes and locations, and they are combined to represent the different sounds of the spoken language.

3. **Lip-reading Enhancement:** Cued Speech enhances lip-reading by providing additional visual cues to distinguish between similar-looking lip movements. For example, words like 'pat' and 'bat' look similar on the lips, but in Cued Speech, they would have different hand cues to distinguish them.

4. **Language Flexibility:** It can be adapted to any spoken language, making it a versatile tool for deaf and hard of hearing individuals in diverse linguistic environments.

5. **Educational and Communicational Tool:** Cued Speech is used in educational settings to teach language, reading, and phonetics. It's also used for everyday communication, allowing deaf or hard of hearing individuals to more accurately perceive spoken languages.

Activity: "Discovering Cued Speech" based on the video Cued speech "Spread the word" https://www.youtube.com/watch?v=YNVKgjiLEuI

Objective: To introduce students to Cued Speech and its role in enhancing communication for DHH individuals, thereby fostering understanding and inclusivity in the classroom.

Target Group: English language learners at various CEFR levels, including DHH students if present.

Activity Description:

1. **Pre-Video Discussion:**
   - **Introduction:** Begin with a brief discussion on different ways people communicate, especially in the context of hearing impairments.
   - **Guiding Questions:** Ask questions like, "What are some ways you know of that people with hearing difficulties might use to communicate?" to gauge prior knowledge and spark interest.
2. **Watching the Video:**
   - **Video Selection:** Choose a short, informative video that explains what Cued Speech is, how it works, and its importance in communication for DHH individuals.
   - **Viewing:** Watch the video as a class. Ensure that the video is accessible, with captions and clear visuals.
3. **Post-Video Discussion and Activities:**
   - **Discussion:** Lead a discussion on the video's content. Ask questions like, "What did you learn about Cued Speech?" and "How do you think it helps in understanding spoken languages?"
   - **Reflection:** Encourage students to reflect on the importance of understanding and respecting diverse communication methods.
4. **Practical Demonstration:**
   - **Demonstration:** If possible, invite a guest speaker who is proficient in Cued Speech to demonstrate it in person. Alternatively, use additional video resources for demonstration.
   - **Interactive Learning:** Have students try out simple Cued Speech handshapes and placements, if appropriate.
5. **Integration with English Learning:**
   - **Vocabulary Practice:** Use Cued Speech to reinforce new vocabulary words learned in class.
   - **Reading Comprehension:** Discuss how Cued Speech can aid in reading comprehension and language acquisition for DHH individuals.

Teacher's Role:

- **Facilitator:** Guide the discussions, ensuring all students are engaged and understand the content.

- **Inclusive Practices Advocate:** Highlight the importance of inclusivity and respect for different communication modes.

- **Resource Provider:** Offer additional resources for students interested in learning more about Cued Speech.

Benefits:
- **Awareness and Sensitivity:** Raises awareness about different communication methods used by DHH individuals, promoting empathy and inclusivity.
- **Language Skills Enhancement:** Helps students understand how Cued Speech can be a tool for improving language comprehension and literacy.
- **Cultural Insight:** Provides insight into the DHH community and its communication strategies.

UDL Principles	Description	Integration in "Discovering Cued Speech" Activity
Representation	Presenting information in diverse ways to cater to different learning styles and abilities.	The activity uses a video, discussions, and a possible live demonstration to present information about Cued Speech in multiple formats.
Action and Expression	Providing various methods for students to express what they know and have learned	Students engage in discussions, reflections, and hands-on activities, allowing them to express their understanding in different ways.
Engagement	Stimulating interest and motivation for learning through diverse approache	The activity includes interactive elements, like trying out Cued Speech handshapes, and discussions to engage students and connect learning to real-world scenarios.

Additional materials: Cued speech 'Spread the Word'
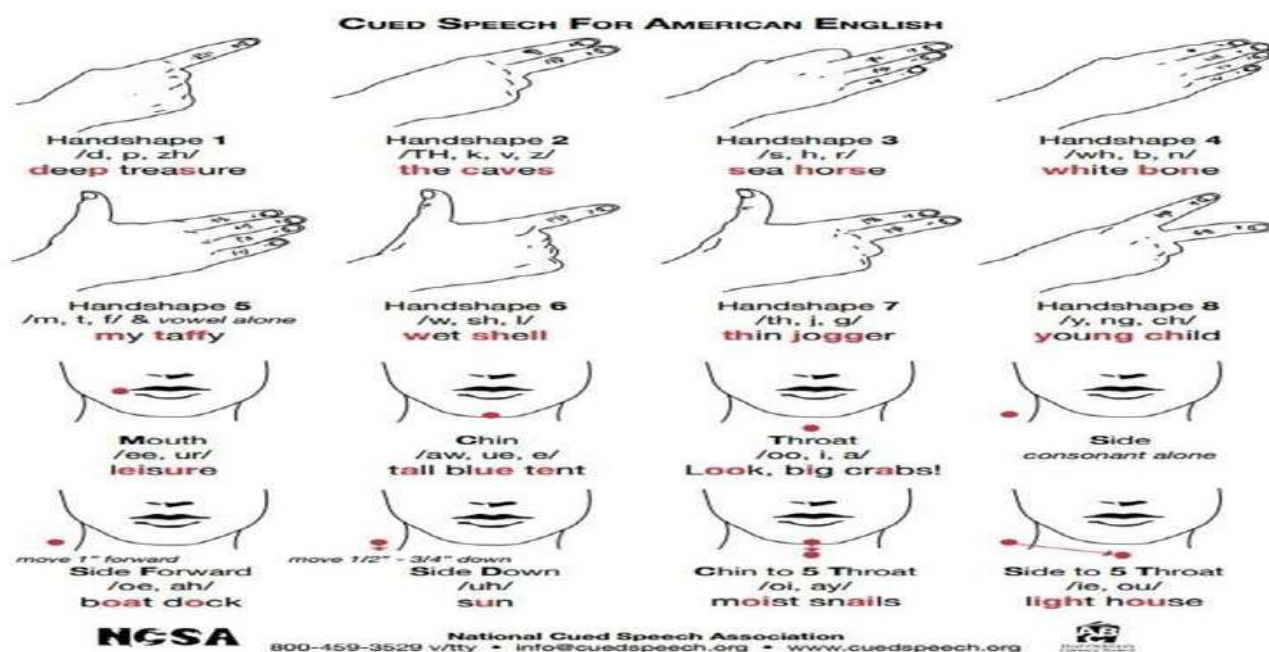
Picture 1. How to speak American English with Cued Speech? *(source: https://successforkidswithhearingloss.com/cued-speech-information/)*

How to speak British English with Cued Speech? https://www.cuedspeech.co.uk/product/at-a-glance-chart/

https://youtu.be/YNVKgjiLEuI

Rabbit's Nap World Book Day

https://youtu.be/cT3mZtC_J7s

How Cued Speech works"

https://youtu.be/jn4e9V3oigs

The Phoneme Dance' with Cued Speech

https://youtu.be/84ws7VUbwSA

Hansel and Gretel in Cued English

https://youtu.be/V3VuXrQUqUA

Cueing Past Tenses

https://youtu.be/obeBxe1NY3k

Cued Speech - 'Silent Night'

https://youtu.be/PFus9jJ26mA

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GOOD PRACTICE 22: ROLE MODELS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Title: Deaf and hard of hearing role models in learning English as a foreign language

Designed by: Ewa Domagała-Zyśk (ewa.domagala-zysk@kul.pl)

Contextual information: Deaf and hard of hearing students need to consciously take care of their self -esteem and quality of life. They sometimes struggle a lot to find their way in a society, where almost everybody can hear. It is very important for them to have as role models not only hearing figures, but also people who are deaf or hard of hearing. Biographies and interviews are a big part of learning materials for foreign languages. Sadly, very rarely they include deaf and hard of hearing persons.

CEFR level: A1/A2

Purpose / Objectives of the activity:

- to extend vocabulary to be able to express personal experiences

- to enhance students' self-esteem

- to introduce deaf and hard of hearing biographies into the learning material in foreign languages

Time: 45 min

Materials: TED talks:
How to truly listen | Evelyn Glennie
https://www.youtube.com/watch?v=IU3V6zNER4g

I Am Hearing Impaired and I Am America
https://www.ted.com/talks/lillian_byers_i_am_hearing_impaired_and_i_am_america

Why we need to make education more accessible to the deaf
https://www.ted.com/talks/nyle_dimarco_why_we_need_to_make_education_more_accessible_to_the_deaf

Preparation: The teacher needs to know the biographies and background information about the characters presenting their talks.

PROCEDURE

Step 1. Watch the TED presentations with subtitles in English.

Step 2. Discuss the biographies of the persons, including their hearing status, successes and challenges

Step 3. Encourage students to present their own speech on their personal experiences.

References:

Domagała-Zyśk E., Moritz N., Podlewska A. (red.) (2021). English as a Foreign Language for Deaf and Hard of Hearing Learners Teaching Strategies and Interventions. London: Routledge, ss. 156. DOI: 10.4324/9781003162179-3.

Domagała-Zyśk E., Podlewska A. (2021). A Challenge, a Must, an Adventure: English as a Foreign Language for Deaf and Hard of Hearing Students. W: Banegas D.L., Beacon G., Perez Berbain G. (red.). International Perspectives on Diversity in ELT. Palgrave Macmillan, p. 265-281.ISBN 978-3-030-74981-1.

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GOOD PRACTICE 23: INTERNATIONAL COMMUNITIES OF DEAF AND HARD OF HEARING PEOPLE

Title: Introducing students into the international communities of deaf and hard of hearing people

Designed by: Ewa Domagała-Zyśk (ewa.domagala-zysk@kul.pl)

Contextual information: Students learn foreign languages, especially English, not only to pass their exams or speak with their teachers. They need to have a wider perspective of using English for real communication with other people in a natural context. Such opportunities create international organizations for deaf and hard of hearing persons. Deaf and hard of hearing students can join the organizations - or the events organized by them, including online events.

CEFR level: B2/C1

Purpose / Objectives of the activity:

- to practise English in a natural context
- to provide a space to express their own ideas and points of view
- to provide a space for self-advocacy
- to motivate student for more extensive learning when they plan future event or trips

Time: 45 min

Materials: news and information on the websites:

The International Federation for Hard of Hearing Young People: https://ifhohyp.org/

European Federation of Hard of Hearing People: https://www.efhoh.org/

World Federation of the Deaf: https://wfdeaf.org/

Preparation: Teacher needζ to check the websites beforehand to find interesting news or information.

PROCEDURE

Step 1: Search the websites to find the news about the organization in general and about the upcoming events. Students usually want to read also more about biographies of other deaf or hard of hearing persons and their everyday activities.

Step 2: Explain new vocabulary connected with deafness, medical and social approach to it. Practice with the students vocabulary and grammar constructions necessary to prepare applications, present yourself to new communities, etc.

Step 3: Students write applications to join the future events. Students are encouraged to regularly read the news on these websites, on social media websites of deaf or hard of hearing persons.

 References:

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