

TEACHING GERMAN AS FOREIGN LANGUAGE TO ELEMENTARY STUDENTS WITH DEVELOPMENTAL DYSLEXIA: A LANGUAGE INTERVENTION APPROACH FOR MONOLINGUAL AND BILINGUAL LEARNERS

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ABSTRACT

The aim of the present paper is to propose to foreign language teachers a language intervention approach for monolingual and bilingual elementary students with developmental dyslexia. A learner with developmental dyslexia faces difficulties in processing written language (reading and writing) including problems in oral language. In addition, students with dyslexia experience difficulties in short-term and long-term memory, in organization and processing of information, along with issues in phonological decoding. Hence, phonological, syntactic and semantic deficits in first and any other foreign language learning are present. More problems arise when the teacher must manage mixed classes with dyslectic and typically developing learners. An effective language intervention must exploit differentiated instruction, multisensory approach, along with visualization, direct instruction and the use of technology. The current intervention utilizes previous research findings and offers a 4-hour teaching plan for monolingual and bilingual elementary students with dyslexia (A1 level), who learn German as a foreign language and attend mixed classes of public schools.

Keywords: developmental dyslexia, foreign language teaching, language intervention approach, bilingualism