

LEARNING ENGLISH!

A MATERIAL PACKAGE FOR DYSLEXIC 7th GRADERS
IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOMS

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<p>Tiivistelmä – Abstract</p> <p>Yksi suurimmista haasteista nykypäivän peruskoulussa ovat oppiladen erilaiset oppimisvaikeudet. Tutkimusten mukaan jopa 80 % oppimisvaikeustapauksista taustalla on dysleksia, jossa oppilaalla on vaikeuksia niin teknisessä lukemisessa kuin oman kirjoittamisensa hallinnassa.</p> <p>Tämän tutkielman tarkoituksena on vastata niihin haasteisiin, joita dysleksiasta kärsivien oppilaiden opettamisessa esiintyy. Vaikka nykypäivän oppikirjoista löytyy jo jonkin verran eriyttävää materiaalia eri taitotasoilla oleville oppilaille, joutuvat opettajat usein muokkaamaan materiaaleja oppilaiden tarpeita vastaaviksi ja valmistamaan itse lisämateriaalia. Usein opettajien voimavarat ja mahdollisuudet eivät tähän riitä. Sen vuoksi valmiiden eriyttävien materiaalien valmistaminen on tärkeää.</p> <p>Tutkielman teoreettinen viitekehys tuo esille erilaisia käsityksiä kielten oppimisesta ja opettamisesta. Lisäksi esitellään dysleksian taustaa ja seurauksia oppimiselle, keskittyen kyseisen oppimisvaikeuden kannalta olennaisimpiin alueisiin – lukemiseen ja kirjoittamiseen ja niihin prosesseihin, joita onnistunut tekninen lukeminen sekä kirjoittaminen edellyttävät.</p> <p>Materiaalipaketti koostuu tehtävistä, jotka harjoittavat dysleksian kannalta keskeisimpiä osa-alueita. Ensisijaisesti tehtävät keskittyvät yksilön fonologiseen prosessointikykyyn, toisin sanoen sanojen fonologiseen tunnistamiseen sekä oikean ääntämisen ja oikeinkirjoituksen hallintaan. Mukana on tehtäviä, jotka harjoittavat niin lukemista, kirjoittamista kuin luetun ymmärtämistäkin. Lisäksi materiaali sisältää lyhyen johdannon dysleksiaan liittyen.</p>	
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1 INTRODUCTION

As language skills are highly appreciated in today's society and professional life, acquiring good knowledge of different languages is an investment in one's own future. Keeping this in mind, it is a huge benefit that Finnish children begin studying other languages already from the second or third grades onwards. Moreover, the majority of information is nowadays conveyed through different print media, which necessitates good literacy skills. Thus, in order to manage every-day life, one needs to be able to read, write and speak coherently, preferably in more than one language.

Even though mastering a language is never easy, most of us are able to achieve satisfactory levels of expertise. For many, however, learning a language – first or second - is beyond ordinary difficulties. There are numerous children as well as adults who feel that learning languages is so overwhelming that they want to give it up totally. They have a hard time concentrating on keeping up with the same pace as others and often end up falling behind. In fact, learning itself might be quite a dilemma for them as everything that others seem to do so easily is much more complicated for them. For some, reading will be confusing, and for others writing correctly might seem impossible. Speaking aloud might be a nightmare! If children with these kinds of difficulties manage to pass through their school years without adequate support in their studies, the same problems will continue later on in life and make everything much more difficult for them than for others without major difficulties in their language development.

Learning disabilities are the key factors affecting children's learning in present-day classrooms. According to Numminen and Sokka (2009:17), learning disabilities are the reason for poor learning results in over 50% of the cases. Research done by Statistics Finland (2010) show that in 2009-2010, over 20% of Finnish school aged children were in the need of special education, the numbers being 25-30% in primary and 15-20% in elementary levels. All in all, it

has been estimated that approximately 10-15% of children in Finland have learning disabilities (Numminen and Sokka 2009).

The number of children diagnosed with difficulties in reading and writing is quite high; it has been estimated that 20 % of Finnish children do not achieve adequate literacy skills needed in the information society (Holopainen and Savolainen 2006:203). According to Ahvenainen and Holopainen (2005:3), 15-20 % of Finnish elementary students have also trouble learning to read and/or write foreign languages. These figures are alarmingly high, as difficulties in basic literacy skills have a major effect on one's life at multiple levels; it is obvious that poor learning outcomes in turn influence the learner's self-confidence, motivation, school adjustment and even his/her future prosperity in general.

It seems quite undisputed to state that regardless of the nature of the disability, all learning difficulties inevitably have considerable consequences in (second) language learning as well and must thus not be underestimated. The crossfire between adequate language development and language learning disabilities places major demands on the educational field. For all teaching and learning to be meaningful, professionals must be aware of the possible conditions their students have and know how to teach pupils to overcome them. The major challenge for a (second) language teacher is to be able to provide help and support for all the individuals in the classroom in order for their learning to be successful.

The aim of this study is to create a material package for professionals teaching English to children with a specific learning difficulty called dyslexia (reading- and writing disability). Even though there have always been learners with different disabilities, research in this area has been done only for a few decades. There are several practitioners who have tried to find out and explain the best possible solutions for people to overcome learning disabilities, dyslexia in

particular. However, as this research area is quite new, I feel that there still is room for new second language teaching materials.

Several excellent material packages on teaching the English language have also been done in the past few years. However, they have usually concentrated on teaching one particular area of language at a time (i.e. vocabulary, grammar, or phonology). With this learning material package I try to cover a wider area of learning by focusing on both of the skills that are of most concern with dyslexic students. In other words, the focus will be on reading as well as writing and the possible difficulties they include in different areas of language (i.e. vocabulary, phonology and spelling).

With a focus both on reading and writing, the designed materials can be used in multiple ways; with students who have difficulties only with reading or writing as well as with students who have several difficulties in learning languages. As there are dyslexic students in nearly every classroom today, I feel that this way the material package will be the most helpful tool for me in my future teaching career as well. With such a versatile package of tasks, also learners without any difficulties can benefit from the assignments included.

The theoretical background of this thesis includes information about language learning, reading and writing as well as learning disabilities in general. As the major themes here are dyslexia and the influence it has on second language learning, it is relevant to distinguish what it actually means to learn languages. When we acknowledge the basic elements of language acquisition, it is easier to understand the difficulties that dyslexic students encounter. Accordingly, after an introduction to learning disabilities with dyslexia as the primary concern in chapter two, the following chapters will focus on discussing language acquisition and the skills one needs to possess in order to succeed in his/her language development. The discussions will also thoroughly explore the difficulties that dyslexics may encounter with their learning.

Thus, in chapter three the steps of language learning will be explored by introducing the main frameworks of language development. In addition, the most important theories concerning language learning and learning disabilities will be discussed. As the main focus here is on second language learning, the discussion will outline the most important elements concerning second language as well. In chapter four, two of the essential functions concerning language and its use –reading and writing - will be established. This is because the two are the fundamental skills that dyslexic learners have difficulties with. After unveiling the diversity of the difficulties that dyslexics may encounter with their learning, the focus will be on discussing solutions to the problems mentioned. Finally, after introducing the material package in chapter five and a brief conclusion in chapter six, the focus will turn to the actual material package.

2 DYSLEXIA – A DISABILITY WITH LEARNING

Learning experiences may turn out to be difficult for numerous reasons. As Numminen and Sokka (2009:17) explain, occasionally poor learning outcomes are the result of insufficient teaching practises or unsuitable learning methods. At times, they continue, one's learning may be influenced by external (i.e. environmental) factors, such as differences between the languages used during learning processes. Furthermore, the internal factors of individuals play a major role in their language development and in fact, as Numminen and Sokka conclude, it has been established that more and more frequently challenges in one's learning occur because of certain learning disabilities that disturb his/her acquisition processes.

It is crucial to understand that learning disabilities can never be disregarded. On the contrary, an awareness of the diverse disabilities that individuals may suffer, helps professionals to modify their teaching when necessary. Hence, this chapter concentrates on a brief introduction to learning disabilities in general, with the main focus on the theme of this thesis – a specific difficulty called dyslexia.

2.1 Defining learning disabilities

It is relevant to distinguish here between the terms *impairment* and *disability* because of the different indications they have. According to Terzi (2008:97), impairment is considered to be either physical or mental but all the same a terminal state with an absence of a certain function. An example of impairment is, for instance, blindness.

Disability, on the other hand, is “the inability to perform some significant functionings that individuals are on average and typically able to do under favourable conditions” (Terzi 2008:97). That is to say, a disability is a phenomenon where one technically should be able to perform the function

required, but for some reason is unable to do that. Terzi continues by explaining disabilities as innate states that are affected by our personal characteristics as well as the environment we inhabit. Consequently, disability is a state that can be influenced, can change and possibly even disappear, whereas impairment is a permanent condition. As the following chapters will demonstrate, overcoming a learning disability is a demanding but possibly manageable challenge.

2.1.1 The term learning disability

A learning disability refers to a retardation, disorder, or delayed development in one or more of the processes of speech, language, reading, writing, arithmetic, or other school subject resulting from a psychological handicap caused by a possible cerebral dysfunction and/or emotional or behavioural disturbances. It is not the result of mental retardation, sensory deprivation or cultural and instructional factors. (Kirk 1962, as cited in Hallahan et al. 1996:33)

The term *learning disability* as such is quite new as it was formally introduced in 1962. However, there have always been students with learning difficulties - previously they were only categorised differently implying to several other diagnoses as well. Nowadays the classifications of different learning disabilities are much more specified and learning disabilities are seen to include multiple disorders in the areas of reading, spelling, writing, mathematics and spoken language as well as difficulties with behaviour and socialization (Christensen 1999:228-229; Torgesen 1999:106-107; Hallahan et al. 1996:14).

Intrinsically the term *learning disability* (Christensen 1999:228-229; Torgesen 1999:106-107) refers to possible neurological or psychological impairments which result in weakened (academic or cognitive) performances and can thus be identified by comparing one's potential (i.e. *knowledge*) and his/her actual achievement (i.e. *performance*). Accordingly, for a person to be diagnosed as having an actual learning disability, failures in his/her learning performances cannot be caused by other identifiable factors such as different sensory

impairments like deafness or blindness. Neither a general lack of intelligence nor social or economic disadvantages are considered symptoms of learning disabilities. Hence, although learning disabilities may occur together with these kinds of handicapping conditions, which all obviously have an effect on one's learning, they are not the result of those conditions.

It is possible for anyone to have difficulties in learning. In addition, it is possible for an individual to have only one or multiple learning disabilities (i.e. comorbid conditions). Nevertheless, as for example Hallahan et al. (1996:20) point out, it is important to remember that learning disabilities usually affect only certain areas of one's learning and overall development, whereas the individual is able to function perfectly in all the other areas. The extent of learning disabilities varies individually as some people manage with their problem(s), whereas others have much more severe conditions. Accordingly, all disabilities must be evaluated individually by examining their extent and quality as well as the degree of difficulty (Torgesen 1999:110; Hallahan et al. 1996:14 -20). In research the terms general- and specific learning disability are used.

2.1.2 General versus specific learning disabilities

According to Numminen and Sokka (2009:35), people with lower level of intelligence and problem solving abilities are considered to have general learning disabilities. The broader one's disabilities are the more they affect his/her life on the whole. Numminen and Sokka point out, however, that diagnosing general learning disabilities is still inadequate as research mainly concentrates on mental disorders and specific learning difficulties.

Specific learning difficulties in turn usually occur only on one of the information processing skills (*linguistic, visual, attentional, organizational and social skills*) at a time (Numminen and Sokka 2009:19). Thus, when one's intelligence is limited in a certain subarea, learning difficulties are considered

to be specific. Numminen and Sokka list the most common specific learning difficulties to be reading disorders, linguistic difficulties, and visual shaping disorders as well as mathematical difficulties.

According to Siegel (1999:161), there are three main types of specific learning disabilities representing partially different difficulties: *reading disability*, *writing-arithmetic disability* and *ADHD*. She explains that people with a reading disability have usually difficulties in their phonological processing ability, which complicates their understanding of words as they have problems in identifying sounds with the corresponding letters. Siegel also points out that individuals with a reading comprehension deficit usually have difficulties in both their short-term as well as working (long-term) memory. Nonetheless, she concludes that it is possible for an individual to suffer only from reading-comprehension difficulties without problems in his/her phonological processing abilities.

People with writing-arithmetic disability, according to Siegel (1999:161), have difficulties with computational arithmetic, spelling and writing. They also have problems with their short-term memory as well as with their fine-motor coordination skills. However, it is typical that they have good oral language skills.

People with the third type of disability, ADHD (attention deficit hyperactivity disorder), have difficulties concentrating and controlling their behaviour. Siegel (1999:161) notes that it is nowadays quite common that people with difficulties in learning have also symptoms that refer to ADHD. Even though she also points out that there is no complete agreement between researchers whether ADHD really is a learning disability, or just a comorbid condition usually occurring together with learning disabilities, it is obvious that the disability has negative effects on one's learning outcomes.

The subject of this thesis, dyslexia, is usually considered to be a specific reading disability, as it mainly comprehends versatile difficulties with reading. However, it is well recognised that dyslexic learners with difficulties in reading commonly have difficulties in their writing as well (Moilanen 2002). The following discussion focuses on explaining this disability in particular.

2.2 Reading and writing disabilities

The classifications of reading and writing disabilities differ between professional fields. Medicine explains reading and writing difficulties through different somatic reasons, whereas psychological and pedagogical fields emphasize the roles of different learning environments, learning processes and levels of achievement. The term *reading and writing disability* is seen to cover all the possible difficulties under the field and nowadays it has generally been replaced by the term *dyslexia*. However, Takala (2006:67) points out that dyslexia is only one of the three different reading difficulties, the other two being *hyperlexia* and the so called *garden variety-group*. Before examining more closely the definition of dyslexia, the other classified reading difficulties will be briefly explored.

In Takala's (2006:67) definition of hyperlexia, people usually master the necessary technical reading ability but have difficulties in understanding what they have read. An individual with hyperlexia does not remember or comprehend the point of the text just read and is thus, usually unable to make conclusions about the text without the help of pictures and headings. Takala adds that hyperlexics have also difficulties in understanding what they hear and are, in addition, verbally weak.

Individuals in the garden variety-group, according to Takala (2006:67), have difficulties in word recognition as well as in their reading comprehension. Their linguistic abilities are generally delayed and they might never learn to read. Usually they also have extensive developmental difficulties, due to

mental retardation or other severe difficulties counted as general learning disabilities.

However, the most widely known and studied reading disability, affecting 80 % of all learning disabled, is dyslexia (Moilanen 2002). It is a hereditary and developmental (innate) specific learning disorder, in which the learner has difficulties with his /her phonological processing abilities and thus fails in achieving the level of competence required (Takala 2006; Moilanen 2002). What separates the condition from hyperlexia and the garden-variety group is that dyslexics generally do not have difficulties in their general understanding. The use of the term specific learning disorder also separates the condition from general learning disabilities which usually refer to disorders inside the garden-variety group.

2.2.1 Causes of dyslexia

Even though the exact causes of dyslexia are still not clear, it is widely recognised that the condition with cognitive-perceptual deficits is neurobiological in origin (Numminen and Sokka 2009:18-23; Harwell and Williams-Jackson 2008:17; Hudson et al. 2007; Catts and Kamhi 2005:94-99). Thus, there are deviances in the learner's genotype (i.e. genes) as well as nerve system that interfere with his/her learning processes. Based on research, Catts and Kamhi (2005: 98) note, that the genes associated with one's reading ability actually master one's phonological processing abilities and thus underlie word recognition difficulties. For more information about the specific genes affecting dyslexia, see also May 2006.

According to Hudson et al. (2007) as well as Numminen and Sokka (2009), there are also structural differences between the brains of a non-dyslexic and a dyslexic person. The reasons for abnormality in one's brain are usually either hereditary or caused by pre- or postnatal illnesses, traumas or different kinds of handicaps. Actually, as Hudson et al. conclude, the fact that learning

disabilities, dyslexia included, usually originate from differences in one's brain activity separates them from other problems of learning.

Even though the external factors affecting dyslexia (and other learning disabilities) are considered to be secondary, they obviously have an effect on one's learning processes as well. For example, Catts and Kamhi's (2005:50-71) explanation of what reading practise necessitates gives a good insight on the versatility of different learning processes. Their explanation introduces the most important (secondary) matters that have a supportive effect on one's acquisition development; it highlights the fact that in order for one to actually benefit of learning processes, he/she needs guided exposure to the issue in question, as well as explicit instruction on the issue and opportunities to practise and develop his/her skill(s). Obviously the lack of these secondary skills will have an individual effect on every learner as well.

However, the severity of one's condition determines the impact it has on one's learning processes as well as the amount of help that the disability requires. In order for the support given by professionals to be helpful, it is crucial to establish the complexities that the individual has. Next, I will examine the specific difficulties that characterize dyslexia.

2.2.2 Describing dyslexia

The primary symptom of dyslexia is considered to be the difficulty to analyze language at the phoneme level which in turn influences one's word recognition processes (Catts and Kamhi 2005: 50-71; Moilanen 2002: 11-13). Catts and Kamhi (2005) divide failures in one's phonological processing abilities into four different categories and explain that difficulties may occur in one's phonological awareness, phonological memory, phonological retrieval processes as well as in his/her phonological production abilities. In other words, whereas in a perfect perception process the learner is able to recognise the encountered (either read or heard) sounds through retrieving them from

one's memory and matching them with the sound patterns already familiar, a dyslexic learner fails in the task and is unable to recognise the sounds well enough.

Failures in recognition processes arise because a dyslexic learner is, for some reason, unable to identify the correct representations of different sounds and thus, cannot separate between different letter-sound correspondences. This in turn leads to difficulties with storing the correct representations of different sounds into one's memory. In addition, with a weaker memory capacity, storing illogical sound representations slows down one's abilities to retrieve the correct sounds and thus word recognition becomes quite vulnerable (Moilanen 2002:11-13). What is more, it may be that one is not able to store anything in his/her memory, which makes building an understanding of the encountered words quite impossible as one has to start from the beginning every time.

These limitations in one's phonological processing abilities ultimately affect the ways one interferes and comprehends the encountered information. Inevitably it also affects the way one is able to process one's own productions. Thus, both insufficient reading fluency as well as poor writing ability are the secondary symptoms of dyslexia, caused by one's inadequate phonological analyzing abilities (Moilanen 2002). In addition to these primary concerns of dyslexia, the list of individual difficulties that dyslexics may encounter is quite extensive and thus, the focus of this study will be on explaining the main characteristics of the disability.

According to Takala (2006), dyslexia can be divided into two subgroups: *phonologic* and *orthographic* dyslexia. Individuals with phonologic dyslexia have difficulties in their linguistic actions: their phonologic reading process is slow and laborious as they cannot separate between phones that sound similar. They tend to read words incorrectly and end up guessing the words. They also have difficulties in learning to speak.

People with orthographic dyslexia have morphological difficulties (Takala 2006). They have trouble learning the letters of the alphabet and reading whole words no matter how common they are. According to Takala, the term dysgrafia (writing difficulty) refers to difficulties in one's orthographic processing. However, as dyslexics often have spelling difficulties in addition to difficulties in spoken and written language, the term dyslexia is widely used to refer to dysgrafia also.

Because of both the phonological and orthographic difficulties, a dyslexic person usually finds reading and writing tasks too demanding or even repulsive. Because of the poor letter-sound recognition abilities, the learner may not even notice the errors he/she makes. Hence, it is usual that there occur omissions (leaving out sounds, letters or words), insertions (adding sounds or letters), substitutions (replacing sounds and letters), mispronunciations, reversals, transpositions (changing word classes i.e. lexical categories of words) as well as occasionally hesitating with unknown words (Takala 2006; Moilanen 2002; Mercer 1987: 373-374).

As the dyslexic learner has also frequently trouble memorizing and naming the words encountered, there occur difficulties in understanding different texts and structures (Moilanen 2002: 19-20). Moilanen explains that difficulties with one's memory get the learner easily confused and thus understanding a text just read becomes difficult as one is not able to recall either basic facts, sequences or the main themes of the text. Moilanen continues that even though there usually is nothing wrong with one's general intelligence/understanding, the actual technical process of reading or writing turns out so laborious that one is not able to succeed.

In addition, even though the disability is not considered especially to be a problem with one's visual processing, Moilanen (2002: 91) as well as Mercer (already in 1987: 373-374) argue that the learner's visual channel might also have an effect on his/her reading and writing processes. They explain that with

some dyslexics the letters might seem unclear or start jumping and switching places in front of the reader. This weakens and slows down the reading process as it will be hard to follow the text when the reader loses place frequently. In addition, a dyslexic child may also have difficulties in noticing the fine differences between, for example, letters (m, n) and words (pan, pat). However, they both conclude that visual processing problems may occur also with people who do not suffer from dyslexia.

According to Westby and Clauser (2005:277) as well as Moilanen (2002:15-16), both the inability to control one's technical reading as well as the inadequacy of reading experiences reflect in turn in one's writing as poor clause structures and the paucity of text. They continue that the weak learner is usually also very illogical: sentences have no reasonable meaning and the text they have produced might be confusing. It is also difficult for a dyslexic student to come up with topics as well as formulate his/her thoughts into writing as his/her brain processing skills are slower than others. In addition, Westby and Clauser refer to the inability to correct or even notice one's grammatical, spelling and/or punctuation errors which weaken the writing process. Together with poor memorization and word naming abilities, it is obvious that one's writing processes become slow, laborious and very frustrating.

Dyslexic learners can also have difficulties in organizing their work – reading or writing – in a rational order (Moilanen 2002). Individuals suffering from a weak working memory easily forget things such as page numbers, the question the teacher asked, or the assignment one should be doing. Consequently, working becomes quite confusing as one does not have a clear picture of the different steps that help to proceed through tasks.

It is worth noticing that every individual has his/her individual difficulties, and thus it is not justifiable to evaluate people only through certain characteristics. What one can conclude, however, is that obviously these multiple difficulties that dyslexics may encounter have a tremendous effect on

the ways they succeed in what they are doing. Using less efficient “tools” in different acquisition and learning processes, slows down one’s understanding abilities and overall development. Accordingly, it is vitally important to disentangle the distinctive features of every individual.

As I have now briefly explored the overall characteristics of dyslexia, it is time to move on to discuss the different areas of language that the disability more or less influences. This discussion will more thoroughly explore the versatile nature of the disability by comparing the themes discussed with a dyslexic’s perspective. This way it will be easier to understand the multiple difficulties that one might have when learning languages. Thus, I shall next focus on the supporting themes of this thesis – language acquisition as well as the technical skills of reading and writing.

3 LANGUAGE ACQUISITION

“Languages are complex and multidimensional systems of conventional symbols that are used in various modes for thought and communication” (Kamhi and Catts 2005:1). In other words, our ability to communicate with others is dependent on certain mediated rules and codes that make it possible for individuals to understand each other. The ability to use different languages is vital as it helps us to explore, understand and function in the surrounding world. Language is also the key to learning at schools. Thus, language proficiency is one of the most important skills that we possess, affecting our abilities to communicate with others and to learn new information.

This chapter focuses on reviewing language learning in general, by discussing the main frameworks of language acquisition as well as the most important theories concerning language learning and learning disabilities, dyslexia in particular. In order for one to recognise and understand the possible difficulties that language learners may suffer, it is crucial to be aware of the basic concepts of language learning processes. Accordingly, language acquisition will be considered through a dyslexic’s perspective.

However, before examining the issue of language learning any further I wish to discuss the basic terms used in research on language learning. Firstly the different concepts defining language learning will be briefly explored. After this discussion the distinction between the terms *second language* and *foreign language* will be explained.

3.1 Learning, acquisition, development and/or participation?

Sharwood Smith (1994: 11-12) argues that language proficiency is the result of a process most aptly called *development* but that also terms *learning* and *acquisition* are equally used. Although in the field of research the terms are seen as

complementing each other, there are distinctions between their meanings. Next, I will briefly explain the different meanings they have.

The term *acquisition*, as Krashen (1981:1) points out, is a process that requires both natural as well as guided language use which help the learner to build an understanding of how to interact with other speakers of a certain language. Based on Krashen's view, Tomlinson (2007:3) concludes acquisition "as an initial stage of gaining basic communication skills of a certain language". Thus, acquisition processes are seen to happen constantly and subconsciously: in formal settings such as at school as well as in informal situations such as private conversations. However, even though the process is seen to include guided instruction, the actual acquisition processes are seen to happen without focused error correction and explicit teaching of rules.

The term *learning*, on the contrary, is explained as an utterly conscious process usually occurring in classroom contexts, i.e. when teaching and in other comparable situations (Saville-Troike 2009:45; Tomlinson 2007:3). Unlike acquisition, learning highlights the presentation of explicit rules and focuses on both error correction as well as on repetitive practice. The learner is seen as being guided through the structures of a language.

Complementing the different terms in educational literature and research, the term *participation* has been gaining growing interest in recent years. According to Pavlenko and Lantolf (2000:155-156), it shifts the interest from learning language structures to actually using the language in focus. People are described as potential members of certain communities, having the opportunity to fully join their community if they are able to utilize the norms as well as the language of the community. Compared to the other terms that accentuate *what* one knows, participation places emphasis on *how* one uses what he/she knows.

Closely associated with participation, the term *development* focuses on the processes of learning and gaining new skills by explaining what happens inside

the actual language learner. Tomlinson (2007:4) describes language development as a “deliberate optimizing of communication skills already gained”. Thus, after learning the basics of a language, one focuses on gaining new levels of expertise and finally becomes able to master the language.

Exploring the terms used in literature and research gives a brief insight into the different views concerning (language) learning. Based on the definitions above, it could be concluded that the process which builds on both acquisition and learning results to differentiating levels of development as well as participation (i.e. expertise), and thus the terms have somewhat different meanings. However, as all these terms are considered to more or less refer to gaining new skills – in this case learning languages – , they will be used as virtually synonyms in this paper.

3.2 Second language versus foreign language

At this point, it is also relevant to distinguish between the terms *second language* and *foreign language*. According to Grabe (2009) as well as Saville- Troike (2009) and Sajavaara (1999: 75), the term second language (SL) has two different indications. Some consider all languages after acquiring one’s mother tongue as second languages, whereas others define them to be the official or the dominant languages of certain society, used and needed in, for example, everyday basic purposes as well as education and professional life. Minority group members with another language than their mother tongue are often obliged to learn the dominant language, and thus their second language, in order to survive in the society they live in.

A foreign language, on the other hand, is a language not widely used in the learner’s immediate social context, and is thus non-dominant (Grabe 2009; Saville-Troike 2009; Sajavaara 1999: 75). Instead, one might benefit from learning it and use it in the future in, for example, different cross-cultural communication situations such as travelling abroad. In some cases foreign

languages can also be studied as curricular requirements (as has been with English in Finland) or electives in schools without any immediate or necessary application.

As a general term, *second language acquisition* (SLA) refers to the process of learning additional languages after learning one's mother tongue. According to Saville-Troike (2009), it is widely accepted that the term includes a mixture of formal learning that happens in classrooms as well as informal learning situations in naturalistic settings. That is why the term (SLA) will be used in this paper referring to any additional language learning after acquiring one's mother tongue, even though the description above might suggest just the opposite.

3.3 Frameworks of language development

As we have now explored the basic terms used in research on language learning, it is time to concentrate on establishing the multiple perspectives of language development. This will be done by defining the three main frameworks of language acquisition: *the behaviourist*, *cognitive* and *constructivist* views of language learning. After this discussion the most important theories according to (second) language learning and dyslexia will be introduced.

The behavioural framework of language learning highlights the reactions between an individual learner and the environmental factors that have an influence on his/her language development (Mercer 1987:184). According to Ahvenainen and Karppi (1993:8-9), behavioural theories include the most traditional views of language learning, with teaching being the primary focus. Thus, the behaviourist view accents direct instruction and teacher guidance, versatile stages of learning as well as learning principles. In this view of language acquisition, skills are usually taught in a hierarchical order through small units to major skills. An example of this is, for instance, reading comprehension,

which begins from recognising letters to reading words and finally understanding the meaning of what one has read.

Ahvenainen and Karppi (1993) continue that in order for one to be able to show what one knows, the behavioural view learners are expected to exploit their previous knowledge when acquiring new information. Accordingly, learners need to react to different kinds of stimulations (for instance letters, words, whole texts) by decoding, associating and finally encoding new information through what they already know. After analysing all the new information the learner should be able to use the data independently and thus possibly change his/her own behaviour as well as one's model of understanding. In other words, the learning process focuses on changing the learner's observable behaviour – what he/she does or says, – and that way modifying his/her learning. The behavioural framework highlights the fact that those learner reactions that gain positive feedback (i.e. correct answers/understanding) will be stored in one's memory and learned.

The cognitive approaches of language learning, on the other hand, stress language acquisition as knowledge based and typical intellectual development of human kind (Ahvenainen and Karppi 1993:11). Learners are seen as being responsible for their learning and acquiring language knowledge as they mature and observe their environment. In other words, as also Mercer (1987: 182-184) points out, one's internal mental state affects his/her cognitive learning processes and thus students must be helped to improve and monitor the abilities that help them to learn. Improving such abilities as memory, attention span, perception and problem-solving (thinking), according to the viewpoint, increases learning efficiency of academic skills and subject content. Focus is not so much on the actual teaching process with instructions and rules but rather on how to help one to study and learn in the best possible way.

Whereas the more traditional theories of learning have focused on the cognitive aspects of learning, *the constructivist perspectives* on language learning highlight

language as “a meaning making activity that is socially and culturally shaped and individually as well as socially purposeful” (Weigle 2002:19). Thus, constructivists believe that language acquisition happens through interaction with others without conscious emphasis on guidance or goal-oriented action. All learning, such as reading and writing are seen as functions that accomplish particular purposes and are always shaped for their intended audience, differing according to the situation. Adapting Hayes’s (1996, cited in Grabe 2009) definition of the social learning perspective, it could be noted that language acquisition is a social action as it is a social artefact carried out in social settings. Everything we do (speaking, reading, writing) is shaped by social conventions and by our history of social interaction. The genres in which we act are invented by others and what we do has usually been carried out by others as well.

Currently, our modern society highlights *the cognitive-constructivist perspectives* of language learning, emphasizing the learner’s abilities to understand, conclude and apply one’s knowledge and expertise (Aro, Siiskonen et al. 2007: 101). Learning is viewed as an information process where the learner actively combines new information to his/her previous knowledge and experience. Thus, learning is not just a behaviourist transformation process between a teacher and a learner but rather a holistic process where learners are responsible for orienting their learning towards the desired direction. The focus is on one’s learning skills, in other words, on the ability to work independently, be goal-oriented and examine one’s own learning processes. In this view, rather than being the sovereign specialist of one’s subject, the language teacher is seen as an expert advisor supporting and guiding learners in their learning processes. The cognitive-constructivist view places more demands on the individual learner but is obviously quite rewarding if the student is able to succeed.

However, from what has already been explained of dyslexic learners and their difficulties in acquiring languages, it is quite obvious that they need strong

guidance, especially at the beginning stages of their learning. Difficulties in their basic acquisition processes, especially in their phonological processing abilities, prove that their learning situations can be quite confusing without adequate support from professionals. Thus, dyslexics obviously benefit from guided learning and short, direct instructions on what to do. In addition, for dyslexic students to fully benefit from the help given, they must, in my opinion, also be systematically taught different kinds of learning skills and techniques. The continuing support from professionals makes it possible for dyslexics ultimately to be able to perform more and more independently and as experts of their learning.

The three main frameworks discussed above include multiple theories of language learning. In the following, the most important theories concerning language acquisition and learning disabilities will be examined by focusing on the linguistic, pedagogical as well as neurological perspectives of language learning. These theories focus on the cognitive sides of language development and help to explain the versatile processes they necessitate. In addition, the following discussion of language development theories gives more insight on just what kind of difficulties dyslexics may encounter and what kind of support they need with their learning processes.

After examining these basic concepts of language development, we are able to compare different kinds of learners and their knowledge of expertise as well as evaluate what happens if one does not control all these necessary areas of development. In other words, exploring what happens inside the learner as well as in the learning environment (usually the classroom) is necessary for understanding the ways that help one to learn as well as what is missing when one does not learn. The discussion begins with introduction to the fundamental inner features that affect our learning. This is done by explaining the neurological functions of human beings as deviations in our neurology have an effect on the other areas of cognitive language development as well.

3.3.1 Language learning as a neurological process

As researchers agree that all learning happens with the help of our central nervous system (brain), it is justifiable to begin the discussion of language learning theories from the neurological perspective. Neurologically speaking, learning happens when “nerves throughout our body pick up different sensory stimuli and then send the encountered messages via the spinal cord to our brain” (Harwell and Williams-Jackson 2008:17). Harwell and Williams-Jackson conclude that in order for us to be able to interpret and utilize everything we perceive (i.e. see, hear, feel, taste, smell), it is necessary for all the different parts of our brain to collaborate and function properly.

The human brain, however, is a complex organ with several functions that help us to control our body and to process all the information that we receive. According to Hudson et al. (2007), it consists mainly of two types of material called *gray matter* and *white matter*. The gray matter is mostly nerve cells on the cerebral cortex of our brain and its primary function is to control our information processing. The white matter is located deeper inside our brains and its primary function is to help information transfer and thus, communication between different nerves.

The human brain is also divided into two symmetrical (right- and left-) hemispheres and further on into several primary and secondary lobes, which are responsible for all our conscious actions (Harwell and Williams-Jackson 2008:18-19, Hudson et al. 2007). The traditional theories of neurology have emphasized the role of the left hemisphere in language actions as it is a well recognised fact that the left hemisphere contains all the necessary tools for analyzing linguistic information (Ahvenainen and Karppi 1993:18). Thus it is specialized in information processing and assignments that require the ability to use linguistic concepts, naming skills as well as logical differentiation of subjects. Consequently, as for example Feldman (2005:282) points out, the usually non-dominant right hemisphere focuses on functions that require

parallel information processing, non-linguistic intuition and holistic acquisition skills, i.e. comprehension tasks.

In the primary areas of the left hemisphere are located both *Sylvia's groove* and *Rolandi's groove*, which are responsible for helping one to code the information he/she receives (Hudson et. al. 2007; Feldman 2005; Ahvenainen and Karppi 1993:18). According to the above named, *the Broca's area* in the frontal lobe of the left hemisphere is responsible for our ability to organize, product and manipulate language(s) as well as our actual speech actions. The frontal lobe is also responsible for our silent reading techniques together with our consciousness as well as emotional behavior. In addition, the parietal lobe further back on the left hemisphere controls our sensory perceptions and helps us to link both spoken as well as written languages to our memory so that we are able to understand the languages we encounter.

At the back of one's brain, the so called Brodman's area together with the secondary areas at the backside of the left hemisphere is in charge of our primary visual cortex, which in turn is responsible for all our visual perceptions such as recognizing different letters (Hudson et. al. 2007; Feldman 2005; 282 Ahvenainen and Karppi 1993: 18-20). The critical tool for language processing (hearing and comprehension) as well as reading, Wernicke's area, is located in the lower part of the left hemisphere.

In addition, Hudson et al. (2007) note that there are two other systems important for reading in particular. These systems process languages within and between lobes, helping us to understand the written and spoken languages that we encounter. The first system guides our decoding of words, in other words letter-sound correspondences, whereas the second system is a very critical area enabling our fluent reading ability by focusing on our automatic and rapid naming of words.

According to Feldman (2005:282), recent studies show that even though both hemispheres are to some extent specialized in their own occupations, they also collaborate in different language learning processes. The collaboration between hemispheres depends on the nature of the task, the level of performance required as well as on the individual and the strategy he/she uses. In addition, it is to be noted that the areas in both of the hemispheres are not solely specified in language functioning but also participate in skills required for other functions as well.

Nevertheless, as all learning is dependent on our brain functions, it is obvious that any damage to an important subcomponent of one's brain causes difficulties at some level of learning. As mentioned in chapter 2, it has been examined that dyslexic persons have anomalies in their brains compared to people without dyslexia. Studies show that dyslexics have less both grey as well as white matter in the left hemisphere of their brain. According to Felmand (2005), this reduction of both grey as well as white matter may be the possible fundamental reason of dyslexia, causing the other difficulties of the disability, as it has an impact on the way the brains of a dyslexic person activate. Accordingly, the activation process in dyslexia is slower and happens in different parts of one's brain than normally (Feldman 2005; Moilanen 2002).

The dysfunction of one's brain sections in turn leads to difficulties in the individual's auditive channel and affects his/her hearing as well as the ability to analyze what one has heard (Feldman 2005; Moilanen 2002). Ultimately this complicates one's phonological processing as one is not fully able to separate between the different sounds heard or to recognise the letters that different sounds represent. When one's awareness of different sound structures is disturbed, it naturally affects his/her abilities to read and write coherently.

According to Hudson et al. (2007), deficiencies in the white matter of the left hemisphere of a dyslexic's brain also have an effect on the efficiency of communication between the different brain regions. They note that it has been

proven that people with difficulties in reading have also differences in their hemispherical brain asymmetry and may have lateralization of the right hemisphere. In other words, the brain of a dyslexic person “has a different distribution of metabolic activation than the brain of a person without reading problems when accomplishing the same task” (Hudson et al. 2007). Thus, there is a failure in regions of the left hemisphere, which enables them to function properly during reading and that leads the individual to compensate his/her weaknesses by using the corresponding but less efficient areas of the right hemisphere instead.

Inevitably all this means that during learning processes a dyslexic person is disadvantaged from the very beginning as the foundation(s) of his/her learning are more or less damaged. Obviously, if one does not fully benefit from the vital elements concerning language acquisition (i.e. Sylvia’s groove, Rolandi’s groove, Broca’s area; Brodman’s area) compared to an average learner, he/she is in a severely lower position from the start. Using incomplete parts of the left hemisphere and substituting them with the less efficient right hemisphere weakens as well as slows down remarkably one’s acquisition processes. This leads to difficulties that can be seen in different linguistic as well as pedagogical language learning situations discussed in the following.

3.3.2 Language learning as a linguistic process

The basic concepts in psycholinguistic language research are **linguistic competence** and **linguistic performance** (Ahvenainen and Karppi 1993:15-17). Linguistic competence refers to one’s “inner”, subconscious knowledge of how languages work, which helps one to recognize the correct linguistic forms (i.e. segments) of a language. It is hypothesized that linguistic competence is a skill that develops through both linguistic- as well as non-linguistic (needs and motivation) experiences. Thus, one’s linguistic competence is dependent on how well he/she is able to internalize the information encountered.

Whereas the term linguistic competence refers to one's knowledge of different segments in a language, the term linguistic performance is considered to be the output one produces in different situations, using his/her linguistic knowledge, i.e. competence (Ahvenainen and Karppi 1993:15-17). It is affected by such things as one's memory capacity, social expectations, the feedback one gets as well as one's physical and emotional state of mind. However, as Ahvenainen and Karppi conclude, the output one creates represents only a part of his/her whole knowledge. Thus, it should not be considered a perfect indication of one's skills.

All in all, a person's linguistic competence determines the amount of information he/she is able to process (Ahvenainen and Karppi 1993:15-17). Hence, it is obvious that it has a major influence on one's ability to perform in any language used. According to Ahvenainen and Karppi, the two main concepts mentioned include the "*the surface*" as well as the "*deep*" structures of different languages.

Ahvenainen and Karppi (1993:15-17) explain that the surface structure of a language informs one of the different structures existing and thus helps him/her to express himself/herself diversely either by writing or speaking. In other words, the surface structure of a language is actually the input of one's phonological (speech) and orthographic (writing) output. The deep structure of a language, according to the above named, informs one about the grammatical information necessary for him/her to understand what has been said, read or written.

From a dyslexic person's point of view, the concepts of linguistic processing are quite demanding as they highlight several issues that are problematic for people with reading and writing difficulties. As proven, the neurobiological deviances occurring in the primary areas of one's brain in dyslexia cause in turn troubles in one's language acquisition processes. Thus, both one's

linguistic competence as well as performance are highly affected by the amount of the difficulties one suffers neurologically.

The more there are anomalies in one's brain functions, the more difficult it will be for him/her to understand the different components of languages. With a limited linguistic competence, it is challenging to try to analyze the information encountered. Above all, it is challenging to store the already gained (i.e. "old") information as the memory capacity of a dyslexic is smaller than it is on average. Automatically, these have a tremendous effect on the ways one is able to perform and produce his/her output. Next, I will examine more closely the different components one is expected to master when mastering a language and show the precise difficulties that dyslexics have with them.

3.3.3 Language learning as a pedagogical process

Language acquisition is dependent on the language data (*input*) that one receives and is able to process through his/her linguistic competence. According to Gardner (1997:45), this data can be visual, auditory or kinaesthetic-tactile, but in order for it to be integrated and stored for later use, the input, i.e. information, must get through both the learner's auditory as well as visual modalities into his/her central processing system. Thus, in order to succeed one has to be able to decode both visual as well as verbal information by sequencing, synthesizing and analyzing the input. Gardner continues that the knowledge acquired through these processes is called *intake*. After all the analysing processes the learner must also be able to use the intake, i.e. acquired information, in his/her performance, either verbally or by writing (*output*). This way the information comes back out in those two major expressive elements and learning has provably happened.

As has already been explained, the case is not just this simple with a dyslexic person. Even with analyzing the shortest possible data received one can experience several difficulties. First of all, as proven when discussing the

neurological reasons of dyslexia, there usually is something wrong with one's auditive channel, which automatically creates great differences in one's analyzing processes of phonological information. With a false auditive interpretation, the outcome will obviously be wrong. Secondly, there might be something wrong with one's visual channel as well. Even though problems with one's visual channel are not considered to be the primary reasons of the disability, it cannot be argued that they will not affect the outcome. Again, indistinct interpretations will most definitely lead to wrong conclusions. If one manages to analyze everything correct, it might be that he/she for some reason still misinterprets the information received. All in all, with incomplete techniques and differing levels of expertise, it is difficult to reach successful results.

As it happens, one major problem concerning language development is that there is not only one aspect of a language at a time one needs to concentrate on but there are several processes happening at the same time. It is generally agreed that there are five parameters of language knowledge which every language learner must acquire in order to succeed (Saville-Troike 2009:33). Those are semantics, phonology, morphology, syntax and pragmatics. Needless to say, the difficulties that dyslexic learners have ultimately lead to difficulties in these five areas of language.

Semantics explains the meaning of words and word combinations and is sometimes divided into lexical as well as relational categories of semantics. Lexical semantics involves the meaning conveyed by individual words, whereas relational semantics explains the existing relationships between different words (Saville-Troike 2009:33). However, before actually developing an understanding for semantics, everyone needs to be able to build different words through interpreting different letters and their sounds. As we know, for a dyslexic that is the most difficult part.

Thus, from a dyslexic point of view, the most fundamental area concerning language acquisition of these five is *phonology* which, according to Saville-Troike (2009:33), focuses on the rules that explain pronunciation (speech sounds) in different languages. This is the area of most concern with dyslexia as the main difficulty in the disability is just with letter-phoneme segmentation. In other words, the major difficulty with most dyslexics is to be able to find the correct sound for a certain letter of the alphabet. Accordingly, if one does not manage this area of the different language components, it will be very difficult to understand and utilize the other components either.

Morphology (Saville-Troike 2009:33) is an aspect that explains the meanings that specific grammatical words and inflections serve. Again, together with semantics this is an area that dyslexics should focus only after covering basic phonemic rules and codes. Thus, understanding morphology is not the most fundamental area of language, even though it understandably is an area one needs to control in order to fully master the language in question.

Syntactic rules (syntax) explain word order, sentence organization and the relationships between words, word classes and sentence constituents, such as noun phrases and verb phrases, and this way show how words are combined into larger meaningful units in a language (Saville-Troike 2009: 33). Once again, it needs to be stated that it will be challenging for a dyslexic learner to learn to understand larger connections unless he/she masters the smaller connections first. Thus, understanding syntax is dependent on how well one understands the other components of a language.

Finally, *pragmatics* explains the different discourse patterns that people exploit in different situations of language use, for instance, when greeting, requesting information or answering questions (Saville-Troike 2009:33). Of all the different areas in language development, this might be the only category one manages to succeed in terms of common knowledge. However, together these five parameters have a fundamental role in language acquisition and help the

learner to understand different languages. Failing in one of the areas complicates one's whole understanding process. This is particularly true with dyslexia, as it is possible that a dyslexic controls all the other parameters but has troubles in the phonologic area and is thus unable to succeed.

All in all, it can be noted that the neurological processes of individuals, including the limitations that they may experience, have an effect on the ways in which pedagogical processes are turned into linguistic processes and furthermore into learning experiences. Ultimately, as explained above, difficulties in one's neurological functions disadvantage both the pedagogical processes experienced and the abilities to use one's own linguistic tools. This in turn, creates difficulties in acquiring as well as storing new information and thus, complicates language learning.

3.4 Similarities and differences between L1 and L2 acquisition

Next, I will briefly focus on examining the similarities and differences in learning additional languages after one's mother tongue. The objectives of this thesis are Finnish students learning English and thus, the languages more thoroughly examined will be Finnish (as an L1) and English (as an L2). This discussion will also focus on second language learning from a dyslexic's point of view.

Even though there are similarities between different languages, the processes of learning L1 and L2 cannot be equated as the processes are not identical. However, it has been proven that second language learning follows the same patterns as one's first language acquisition, which means that SL learners are able to exploit their L1 knowledge in learning new languages (Saville-Troike 2009:18; Grabe 2009:122; Sharwood Smith 1994: 46-47). This opportunity to benefit from one's L1 is called transfer.

As for example Masuhara (2007) and Sharwood Smith (1994) explain, it is obvious that L1 acquirers have an advantage over L2 learners in terms of

language exposure, motivation and opportunities to use the language. L1 learners are usually surrounded by the language in real contexts, and have plenty of proficient users around to help them negotiate meaning and get efficient feedback on their productions. Compared to L2 learners, L1 learners also spend a considerable amount of time acquiring their mother tongue. Generally, the development of one's mother tongue takes place without conscious effort so that the language in question is acquired while growing up among people who speak the language. However, as also the above named conclude, L1 learners acquiring their mother tongue start out as cognitively immature beings with relatively simple language systems, whereas L2 learners have already developed basic knowledge of how languages function.

Learning additional languages after one's mother tongue is a totally different process; SLA usually occurs mainly in classrooms and thus, L2 learners are expected to learn the aspects of the new language - orthographic, phonological and morphosyntactic systems of L2 - in a very short period of time compared to L1 learners (Grabe 2009: 121). One has to learn new affixation procedures and word-stem changes that are usable in the second language. The learner also needs to recognise and build himself/herself a schema of the acceptable and various structures in the second language. Furthermore, he/she needs to learn new letter-to-sound patterns differing from one's mother tongue.

As both second language acquisition and reading acquisition start simultaneously, there is no time for the L2 learner to establish the necessary phonological core ability of the new language which conflicts the learning process (Masuhara 2007:26-27). However, situations of formal instruction give L2 learners an advantage in relation to the development of the skills required for consistently appropriate and effective use of the language (Tomlinson 2007: 3). Also the availability of one's L1 system gives L2 users a head start over L1 acquirers in terms of sheer communicative ability at the outset of learning (Sharwood Smith 1994: 50). Thus, L2 learners already possess a well developed basic language knowledge as well as more world knowledge and experience

than L1 acquirers. L1 language systems help L2 learners to compensate their weaknesses in their L2 and to convey complex ideas even with limited L2 resources.

However, it has been argued that learners will benefit from their mother tongue only if the first language is well-learned and automatic; otherwise the L1 will not be useful for them (Grabe 2009: 122). For a person suffering from dyslexia this is a crucial observation as it usually is the case that he/she does not control his/her mother tongue well enough either. Instead, trying to learn additional languages with a limited capacity in one's mother tongue only complicates one's second language learning processes.

Also the differences in patterns between the L1 and L2 are likely to have a significant impact on the speed and accuracy of word-recognition processes in L2 (reading) development, particularly at lower proficiency levels. According to Grabe (2009:109), the linguistic distance (linguistic differences) between languages is a factor that needs to be considered in L2 knowledge development because the more distinct the two languages are linguistically the greater linguistic processing interference there will be. That is to say, the greater the difference between L1 and L2 is, the more problematic learning the second language can become.

A comparison between Finnish and English shows that the languages differ quite notably. The Finnish language has a shallow orthography, which means that certain letters always correspond to certain sounds and thus, the correspondence between them is fairly easy to acquire. Accordingly, shallow orthography makes it possible for a language learner to progress in his/her learning process fairly quickly. After learning the letter-sound correspondence in one's mother tongue, a Finnish student trying to learn English will find that the phonological rules of the new language are rather inconsistent. The English language has a deep orthography and thus, the grapheme-phoneme correspondence is not as straightforward as it is in Finnish. There are no

similar letter-sound correspondences one could rely on. Instead, for example Catts and Kamhi (2005:34-35), conclude that depending on the situation, the English phonemes usually have several phonetic variations. They continue by pointing out the basic irregularity of the language: there are 26 letters in English, forty-four sounds of English and 251 different spellings for the sounds given!

Thus, as these two languages help to explain, understanding the variations of phonology, orthography, morphology, syntactics as well as semantic systems between different languages can be demanding even for average learners. With this in mind, one can only imagine how frustrating and overwhelming it can be for a dyslexic learner. When comparing the elements between the Finnish and English languages, it can be concluded that there are several issues that are of major concern with Finnish students trying to learn English.

As the frameworks of language acquisition as well as the most important theories regarding the theme of this thesis have now been presented, it is time to concentrate on defining two of the most important issues related to dyslexia. These are reading and writing as they are the actual areas that people with dyslexia have difficulties with. The discussion of these themes will also discover the versatile tools that reading and writing necessitate.

4 DEFINING READING AND WRITING

Throughout one's life, impairments in the development of one's linguistic abilities comprehend an entity that affects one's learning, interaction with others as well as his/her psychological and emotional well-being (Numminen and Sokka 2009: 58; Ahonen, Aro and Siiskonen 2007: 14). Difficulties in one's basic literacy skills may create major challenges on his/her life in general, which is why it is important to recognise the difficulties one has as early as possible. The following discussion focuses on two of the essential skills in literacy that dyslexic students have the most difficulties with.

According to Ahvenainen and Holopainen (2005:15, 52-53), it is quite impossible to determine whether the writing or the reading skill is the dominant ability in language acquisition as they are usually learned simultaneously. The skills are seen to substantiate each other as the information resources which enable all learning are based on eyesight as well as hearing-, and the motoric perceptions that one makes. The successful processing of all the different perceptions concludes to acceptable results/output in both of the skills.

Both reading and writing have been defined through several different perspectives; they can be seen as neurological, psychological, linguistic, pedagogical as well as social actions. The most relevant perspectives according to this thesis are the cognitive models of reading and writing as they focus on the different learning processes defined in chapter 3. All in all, reading and writing necessitate the same basic functions as language learning in general. They have a lot of common features, and consist of the same sub skills but as processes they are very different. In the following, both concepts will be briefly explained through the different perspectives and models they include.

4.1 Reading

Reading is one of the most crucial skills helping us to survive at school and in life in general. According to Catts and Kamhi (2005), it is considered to be a skill that is usually taught, and thus the development of one's acquisition process is dependent on both the quality as well as the quantity of instruction. Good reading skills predict one's school success as understanding of different kinds of texts and new information depends on one's reading fluency (Lyytinen 2002:41). In addition, reading ability is also the foundation as well as requirement for fluent writing ability.

The perspectives of reading can be roughly divided into three main theories: *the cognitive*, *socio-cognitive* as well as *social* theories of reading. These versatile theories include several models of reading development and will be here shortly introduced. The main focus will be on the cognitive perspective and its models as they most closely relate to the theme of this thesis.

According to Pitkänen-Huhta (1999:260), *the social perspective* of reading highlights the fact that individuals are always connected to society and thus, create their own understanding through the contexts and culture they experience. Applying this with the concept of reading, it can be stated that texts are also somewhat connected to society and thus reading can be considered a social action; the reader interprets written texts through his/her own experiences. The different elements in reading (*the process, the text, meaning and the reader*) are not separated but they function together in creating new interpretations.

Also the socio-cognitive models of reading emphasize both the individual's cognitive as well as social abilities to function in certain contexts (Pitkänen-Huhta 1999:260). Similarly to the social perspective, reading in the socio-cognitive perspective is considered to be not only a string of different processes but a situationally dependent action, affected by different incidents and the

surrounding environment. This view stresses that reading is not just a purely mechanical skill but individuals always have a reason for their reading, and learning.

Whereas these two perspectives focus on the social and context dependent actions of reading as well as overall learning, the cognitive theory of reading development explains reading to be a solely technical process separated from its surrounding environment and controlled by the individual (Pitkänen-Huhta 1999:260; Ahvenainen and Karppi 1993:38). In this view, reading is seen as a skill that can be objectively evaluated, measured and, thus, taught as well as developed. Regardless of teaching practices, reading is considered to be a function that develops hierarchically involving several sub processes of information processing. In order to be able to develop his/her knowledge one needs to control the different components involved. The same skill perspectives can be found from the processes of writing also.

4.1.1 The cognitive processes of reading

From the cognitive point of view, the process of reading begins from visual observations and ends when the received information is interpreted and understood (Baynham 1995). Thus, reading is divided into two main processes: *text recognition* and *text understanding*. These cognitive models are explained as the *bottom-up*-, and the *top-down* models of reading and are considered to be the fundamental tools of reading and information development.

The bottom-up model represents the decoding processes of reading (Wyse and Jones 2002: 45; Pitkänen-Huhta 1999:269; Baynham 1995:168–169). This step-by-step process begins when the learner focuses on an auditory or visual stimulus (input). Together with the input received as well as one's lower-level skills (explained below), the reader's language knowledge develops through different stages to progressively larger and more meaningful units.

In other words, learning begins from letter- and word-recognition and continues to sentence and paragraph meanings. The linguistic forms of the text one is reading are central as one literally silently articulates the text word-by-word when reading. The primary focus is thus on letter recognition, decoding and reading strategies, whereas the meaning of the text is secondary (Pitkänen-Huhta 1999: 269; Baynham 1995: 168-169). This is because the meaning of a text is considered to be obvious and clear if one only manages to decode the text.

The most important factor concerning letter recognition and decoding is the fluency of the process: slow and inaccurate recognition process leads to multiple difficulties in understanding of the correspondences between different sounds and letters as well as with ultimately recognising whole words and sentence structures (Kamhi and Catts 2005: 30-31). Individuals who struggle with these basic elements of reading acquisition will have considerable difficulties with their text comprehension abilities. In the end, frustration already at the basic level of orientation usually leads the individual to give up permanently.

In contrast to the bottom-up model, *the top-down* (or whole language) *model* focuses instead on both *the surface* as well as *deep structures* of texts (Wyse and Jones 2002: 45; Pitkänen-Huhta 1999: 269; Baynham 1995: 168-169). In other words, both the grammatical features and structures of a text as well as the overall meaning of it are considered important. However, this model places more emphasis on interpretation i.e. comprehension processes and the outcomes of reading. In contrast to the bottom-up processes, here the interest shifts from the text to the reader and his/her perceptions about the text. The whole process of reading is seen as a guessing game where the reader, using higher-level skills together with his/her prior knowledge, makes hypotheses and predictions about the input (being) processed. This model could thus be called the reading-for-meaning model as understanding the meaning of the text is considered to be more important than managing the mechanical skill.

Beside these two cognitive processes, a growing interest has been placed on *the interactive model* of reading which combines both our linguistic abilities as well as our minds (Kamhi and Catts 2005:4-5; Pitkänen-Huhta 1999: 269; Baynham 1995: 168-169). This model employs both one's top-down as well as bottom-up processes. In other words, the interactive model stresses that achieving satisfactory understanding of what one is reading is dependent on the interaction between the reader's higher-level skills, his/her previous knowledge of the issue as well as his/her skills of processing information.

Generally speaking, it could be noted that, learning to read usually begins from bottom-up processes and develops to top-down processes. Thus, as the previous discussion of the disability proves, the difficulties that dyslexics encounter begin already from the fundamental processes that both reading and ultimately also writing necessitate. From what can be concluded of the discussion above, achieving the level of top-down processes will be quite challenging for dyslexic learners as they usually have tremendous difficulties already with mastering the bottom-up processes.

4.2 Writing

According to Scott (2005:234), writing can be understood as meaning anything from forming letters to writing extended discourse. At the same time it represents a process of transcription, communication and demonstration of one's knowledge. In addition, writing is an important learning tool, helping one to remember as well as to broaden his/her understanding of different topics.

Theoretically, writing is the opposite of reading; reading is a recognition process in which the reader receives clues (such as context) for word recognition, whereas writing is a retrieval process in which the learner is left without a complete visual stimulus and receives fewer clues (Snowling 1985: 80-81; Mercer 1987:345-346). Ahvenainen and Holopainen (2005:67-70) explain writing to be a process that develops from the technical expression of words

through graphemes to a tool that helps one to explore language during the learning process. Thus, successful writing ability helps the learner to convert sounds into letters and further on to words. They conclude that “spelling requires concentration on each letter of every word, while in reading it is not necessary to know the exact spelling of words or to attend to every letter.”

Accordingly, the writing ability is a technical (i.e. cognitive) skill based on information processing which can be exploited when trying to understand new concepts. In addition to being a tool for learning, writing skill is also an essential medium for us to express ourselves (Vauras et al. 2007:149). The major difference between reading and writing is the rapidity of processes: writing is a much more prolonged process which enables both the learner and teacher to interfere it more thoroughly (Ahvenainen and Holopainen 2005:67-70).

Pedagogically writing is seen as a sub skill of literacy; it is the output that one produces as well as a skill that can be learned. Similarly to reading, the writing skill is an entity including different hierarchical sub skills which are usually divided into two functions: *form* and *content* (Vauras et al. 2007:149; Ahvenainen and Karppi 1993:43). The term *form* refers to a sub skill of producing, for example with a pen or a keyboard, the specific graphic symbols that constitute a certain language (e.g. the sounds, syllables or whole words of Finnish). The term *content* describes a more complicated long-term process which results in coherent, rule-based and understandable messages that the writer of the text wants to convey (to the readers). In order for one to successfully manage writing processes one has to possess well developed literacy as well as strategic skills and abilities that effectively guide one's actions.

The foundation of writing is on speech, as writing is a process of modifying speech into a text. Technically writing is a motoric process, where certain phonological sounds are turned into visual (orthographic) features. In addition, according to Mercer (1987:335), writing skills include competence in writing,

spelling, punctuation, capitalization, studying, making sound-letter correspondences, knowing the alphabet, and distinguishing one letter from another.

Thus, the basic mechanical skill in the writing process is the ability to produce words on paper so that certain appointed symbols represent certain parts of the spoken language. However, although mechanical writing ability is important and useful, it lacks the ability of producing profound meanings. That is why, as Ahvenainen and Holopainen (2005:67-70) conclude, writing could rather be seen as a productive and creative action, connected to the writer's features, the writing situation, the task and the surrounding culture. Thus, as is the case in reading, also writing is better described to be a multilevel and goal oriented process constituting of building meanings as well as coding and communicating by using certain structured symbols.

Whereas Ahvenainen and Karppi (1993:27-29) discuss reading as an example of a "multifunctional decoding process" where one's brain exploit its several different lobes working together in visualizing and analyzing the received information in the best possible ways, they consider writing to be the more demanding skill for our brains. This is because they consider writing to necessitate even more demanding functions at the same time. Accordingly, when writing our brain apply mechanisms that simultaneously receive as well as produce speech, together with employing our fine motor(ic) skills and analyzing what has just been written.

As explained hitherto, in order for one to succeed in language acquisition, there are certain areas one needs to more or less control. This is valid also when reading or writing are concerned. To become a skilful and creative reader one has to first know how to decode writing and learn the different stages of reading. After acquiring the reading ability, the learner has also acquired resources that help him/her to learn to write accurately. Knowing a language perfectly implies that we know the areas of semantics, phonology, syntax,

pragmatics as well as morphology and apply them in use. However, when using a language in either reading or writing, there are certain skills that determine the depth of our processing abilities (Grabe 2009). The broader those skills are, the better we are able to function. Next, these necessary skills will be examined more closely, with the notion that these are also the fundamental skills that dyslexic students have difficulties with.

4.3 Lower-level skills

“Describing certain skills as “lower-level” does not mean that they are simple or undemanding; rather, they form a group of skills that have the potential to become strongly automatized, and this automatizing of lower-level skills is a requirement for fluent reading” (Koda 2005, as quoted in Grabe 2009:21). Thus, mastering lower-level skills is essential in acquiring fluent technical literacy skills as the same automatized skills enable both our successful reading as well as writing abilities. According to Ponsila (1998:79), the fundamental lower-level processes of reading and writing include *linguistic awareness*, *memory* as well as *attention skills*.

4.3.1 Linguistic awareness

Linguistic awareness is necessary for understanding the aspects and structures of different languages. It combines the sub skills of *phonologic awareness*, *word-recognition*, “*syntactic parsing*” (using grammatical information) and “*semantic-proposition encoding*” (finding meanings) (Grabe 2009:22; Ponsila 1998). The above named writers conclude that linguistic awareness helps us to build clause-level meanings based on words and the grammatical information they give.

Grabe (2009:22-23) defines *word recognition* as the singular recurring activity in reading and one of the key factors contributing to reading comprehension. He states that word recognition includes identifying features, i.e. letters and words

as well as decoding them into a meaningful interpretation. However, as Grabe states, the simple form-meaning connection does not provide an accurate picture of all the necessary processes used during reading, writing and successful comprehension processes.

Grabe (2009) continues by explaining that to know a word we need to understand at least nine components of word knowledge: how the word is spelled (its orthography); the word's morphology (word-family relations); in what kinds of parts of speech it can be used; the word's pronunciation; its different meanings (referential range, variant meanings, homophones); collocations of the word (knowing which words commonly occur with one another); as well as its meaning associations (topical links, synonyms, antonyms, hyponyms) together with the specific uses of the word and the register of the word (power, politeness, disciplinary domain, formality, slang, dialect form).

Above all, word recognition occurs through two separate sub skill processes according to the competence level of the reader. *Orthographic* (i.e. *direct*) processing happens if the reader is familiar with the words read; if he/she is able to recognise the words in letter groups and visual word shapes and transform them into a rational meaning in both word- and clause level (Koda 2005: 32; Ahvenainen and Holopainen 2005: 31; Stackhouse 1985). Thus, word figures activate the reader's orthographic knowledge consisting of visual pictures of letter characters. Then the spelling of the words is compared to the "pictures" in one's orthographic memory in order to find the correct orthographic meaning of the word. Fluent readers usually use this sub skill and succeed in recognising and understanding words as well as texts automatically without any difficulties.

However, before learning the specific ways in which different symbols (i.e. letters) are combined to represent spoken words, learners must become aware that each written symbol (and as in for example the English language several

written symbols,) corresponds with certain speech units, in other words, sounds (Koda 2005:32). This competence development depends on the *phonological (i.e. indirect) processing knowledge* that the learners possess.

The sub skill of phonological processing is a necessary requirement in successful reading and learners usually acquire it before the orthographic processing skill (Ahvenainen and Holopainen 2005:16-17; Stackhouse 1985). Phonological processing refers to decoding unknown words into letters and further into sounds. It assists one to focus one's attention from word's semantics to its sound scheme, to make assumptions of the sound structures of words and to execute linguistic operations directed to those sound operations. Phonological knowledge helps readers to separate sounds from each other as well as combine larger entities from single sounds (Ponsila 1998). Thus, *sound segmentation* and *sound synthesis* are indispensable skills to a language learner, helping him/her to form understandable meanings from the text he/she is reading or writing.

Consequently, the development of one's phonological awareness is closely related to reading and writing skills, especially in languages that use alphabetical writing system, as we use phonological processing skills when having troubles identifying words and clause-level meanings. Thus, a person learning to read and write must understand the parallel between sounds of a spoken language and the letters of a written language. Both of these sub skills together constitute the foundation of fluent reading-, as well as, writing ability (Ahvenainen and Holopainen 2005: 31).

As explained in chapter 2, when discussing dyslexia, it is well recognised that difficulties in both one's orthographic as well as phonologic processing are the key factors challenging his/her linguistic development. Consequently, the foundations that reading and writing necessitate are at the same time the major factors causing difficulties to dyslexic learners. Thus, even though one would succeed in all the other areas needed in reading and writing development,

his/her overall acquisition process might turn out to be insufficient because of the inability to overcome the fundamental difficulties of orthographic or phonologic processing. This explains how tremendous the disability can be and helps to understand its severity.

4.3.2 Memory

One's memory and attention skills are also essential in helping to acquire new information. Memory capacity helps one to rapidly name the words encountered and to analyse language structures (Numminen and Sokka 2009: 75-76). According to the above named, both short- and long-term memory are equally important for successful disentangling of phonological information and deficiencies in one's memory control lead to difficulties in both his/her reading and writing abilities as well as in his/her understanding what is read and/or written.

One's short-term (i.e. working) memory is the core of his/her information processing system, which actively processes the continuous flood of information one receives (Numminen and Sokka 2009:82-83). It is needed in word recognition processes, in analysing words as well as in memorizing words, sentences and different kinds of structures. Its mission is to temporarily store linguistic information and to transfer that information (sounds, words, sentences, grammar) to one's long-term memory, where the information can be retrieved when necessary. However, as Numminen and Sokka conclude, one's short-term memory stores information only for a few seconds at a time, and thus it is crucial for it to function perfectly.

In memorizing linguistic information, the central procedure is the articulatory repeating of the material, i.e. "inner speech" (Tomlinson and Avila 2007:65; Ahvenainen and Holopainen 2005:15; Ponsila 1998:88-89) According to Ahvenainen and Holopainen (2005), learners use their "inner speech" when reading and writing. "Inner speech" has three major functions at the beginning

stages of learning. First, it focuses the learner's attention to the assignment. Then the inner speech activates the learned graphic symbols i.e. letters to one's active knowledge. Finally it helps the writer to memorize the word figures, as in letters and the graphic symbols they represent, in one's short-term memory by repeating the words silently and this way giving the student enough time to write the words on paper. Thus, inner speech helps the learner to control the learning process and focus on the assignment.

Our long-term memory has three functions: it stores the information received from one's short-term memory and helps him/her to construe that information as well as recover information already stored in his/her memory (Numminen and Sokka 2009: 85). According to Numminen and Sokka, one's long-term memory does not have such a limited capacity as his/her short-term memory, as it always has room for new information to be stored and shaped according to the already existing information. In addition, the long-term memory modifies new information according to one's experiences and thus, helps one to connect that information with what he/she has already learned. The older one gets, and the more he/she learns, the more important it is that information is well structured in his/her mind so that it can be quickly recovered when necessary.

It is obvious that deficiencies in one's memory cause difficulties in his/her different understanding processes. As explained, it is quite common that dyslexics have difficulties in their memorizing abilities as well as their overall memory capacity. Using limited memory complicates both reading and writing processes as the storages of different concepts, words, letters and even sound structures in one's memory are not as clear or versatile as they should on average be. This in turn has an effect on the ways one is able to analyze the different issues encountered: one's limited short-term memory might not be able to store the received information long enough for one to analyze it, and the information may not be processed at all. It may also be the case that one's long-term memory will not be able to store all the information processed and thus,

the reader/writer may have to start recognition processes from the beginning every time he/she starts reading/writing. Obviously this weakens one's abilities to perform compared to others and slows down his/her acquisition processes on the whole.

4.3.3 Focusing one's attention

As people are constantly surrounded by distractions, the way they react to their surroundings and perceive information in different social interactions depend on their ability to concentrate on relevant issues (Numminen and Sokka 2009:76). In order for one to understand what he/she is reading, one needs to be able to concentrate on the text and if one wants to succeed in writing, he/she has to have peaceful opportunities to focus solely on that. Thus, the ability to concentrate and focus one's attention is essential and helps one to succeed in whatever he/she is doing.

In other words, it is important that people are able to pay attention only to relevant issues and forget the rest. The two main phenomena in one's attention abilities are *general vitality* and *the ability to be selective* (Ahvenainen and Karppi 1993: 29-33). The term *vigilance*, which can vary during the day, refers to one's ability to rapidly react to different stimuli. *Selectivity*, on the other hand, is a much more affective tool as it makes people both to recognize as well as ignore matters. Luckily, as Ahvenainen and Karppi conclude, the vigilance mechanisms are flexible and aim at focusing one's attention to where it is needed. They also continue that these two mechanisms help people to focus on their "inner" minds. In other words, they help one to retrieve necessary information in different situations. In order for one to achieve fluent literacy, it is crucial that these pre-organized attention skills become highly automatized.

Consequently, in order for one to acquire a fluent reading/writing ability, one has to dominate word-recognition skills which help him/her to rapidly name words and understand how they are constructed. After achieving this, one is

able to understand what he/she is reading/writing as well as be able to follow, for example, teaching (Numminen and Sokka 2009: 76-77). All the lower-level skills mentioned are prerequisites for a fluent reading as well as writing ability. However, in addition to the lower-level skills that help one to actually manage the different linguistic actions necessary in successful information processing, understanding the information processed requires also comprehensive literacy skills which in turn includes also higher-level skills.

4.4 Higher-level skills

Even though both technical reading as well as writing are possible without the help of higher-level skills, it is generally acknowledged that the ability to understand what one is reading/writing is the basis for comprehensive learning. According to Numminen and Sokka (2009: 79), it has been estimated that 20 % of Finnish pupils have difficulties in understanding what they read. Difficulties in understanding have a major impact in our learning processes. This becomes obvious ultimately at school when learning gradually shifts from concrete to more abstract issues and managing higher-level processes becomes necessary for developing one's knowledge.

According to Grabe (2009:22), higher level skills of reading and writing include several aspects: *monitoring* one's actions and comprehension together with *setting* as well as *shifting goals* when necessary; *updating one's working memory* and *using one's metacognitive* as well as *metalinguistic knowledge* in all the processes. Metacognitive knowledge is the foundation of these higher-level skills as it actually includes all the named skills one should develop. It refers to our skills as information processors, to our abilities to estimate the demands that certain tasks set, as well as the actions they demand. It also refers to our knowledge of different kinds of methods used in different situations. The ability to use all the higher-level skills together with the mastering of all the lower-level skills leads to an overall control of one's abilities to read and write

coherently as well as understand the read or written texts encountered (Westby 2005:165).

As has been proven throughout this study, acquiring sufficient basic literacy skills comprehends versatile processes that one has to be able to utilize nearly perfectly in order to succeed. The number of different processes that reading and writing necessitate is quite extensive and managing them is understandably never easy. Based on the above discussion, in my opinion, it is quite justifiable to note that for a dyslexic learner developing an understanding of any language is a challenging task that demands a lot of work from both the student as well as his/her teacher.

5 THE AIMS OF THE MATERIAL PACKAGE

When considering the list of possible difficulties in dyslexia, and from what I know from personal experience, it can be concluded that professionals are constantly faced with the dilemma of modifying their teaching materials to suit the versatile needs of different learners. From my point of view, the ready-made materials given in English study books and teacher materials seldom are usable as such. Rather, they are either too demanding or the structure of the tasks is too complicated for the students.

In addition, based on my own experience I feel that present day teaching places too little emphasis on training the correct English pronunciation as well as spelling forms. Sadly, I have noticed that there are major divergences between elementary level students and their understanding of the correct English pronunciation. It is not unusual that even ninth graders have no idea of how to use English correctly – how to speak it and how to write it. Even though it is true that one does not need to pronounce nor spell English perfectly in order to be understood, I feel that everyone should manage the basic rules of the language anyhow.

Accordingly, the aim of this material package is to provide supportive tasks for professionals to use when teaching learners with difficulties in their basic reading and writing skills. The material focuses on training the learner's vocabulary development together with correct pronunciation and spelling abilities as these are the areas of most concern with dyslexic students. As dyslexics usually do not have difficulties with their general understanding, the tasks focus on training the technical abilities that both reading and writing necessitate.

5.1 The target group

Even though the present material package is a teacher's material, the target group of the following package are Finnish, dyslexic twelve to thirteen-year-old junior high students studying English as their second language. At that age learners are usually on the seventh grade in the comprehensive school and are thus experiencing the change from quite concrete primary school subjects to the more abstract issues of the junior high. Accordingly, the learners are at a stage where they need to adapt to more demanding tasks, new school subjects as well as longer school days and a more rapid attendance.

For dyslexic students the change can be overwhelming. Even though one has been studying English from the third grade onwards and the first months on the seventh grade focus on rehearsing the already gained information, the new situation – possibly a new teacher, new classmates and more demanding materials – may all disturb one's learning processes. In addition, one's own understanding of his/her disability as well as his/her self-esteem have an effect on the ways one acts in classroom situations.

Accordingly, students beginning seventh grade and having difficulties in their basic literacy skills are at a stage where they need all the possible help from professionals in order to keep up with the same learning pace as before. At this level, I feel that it still is possible to have positive results with quite easy procedures and arrangements. However, this is also the stage where the more and more demanding processes of acquiring new information may turn out to be overwhelming if dyslexics are being left alone with their problems or if no one recognises their difficulties.

However, as dyslexia is a disability that affects one's learning outcomes and development already before school age, most of the objectives have hopefully had the best possible support in their primary level studies also. Accordingly, they have developed positive learning strategies and have at some level

acknowledged their difficulties. In any case, it is important that the support given at the primary level continues also in the junior high level, and thus it is relevant that all the teachers acknowledge their students' skills as well as their deficits.

5.2 The content and organization of the material package

The tasks in the present material package have been designed as supportive material for professionals to use when teaching English as a second language. The assignments included are based on the background discussion of the study as well as on my personal experience of working with dyslexic learners. The assignments should not, however, be used as a sole teaching material as they are only supportive tasks that help to train certain areas of language.

The material focuses on training pronunciation, spelling as well as basic vocabulary as they are of most concern with dyslexic students. In other words, the material is designed to train students' basic pronunciation as well as technical writing abilities with the main focus on different sound-letter correspondences. The correct level of the vocabulary has been gathered by comparing different English study books used with seventh graders in Finland. There are no specific themes in the material but the words included represent categories such as music, family, food, animals, clothes, studying, hobbies and so on. These basic categories are mentioned also in the Finnish National Core Curriculum for Basic Education (2004), which outlines the levels of requirement in different school subjects.

In addition, as the focus is on word level knowledge, there are no actual grammatical issues highlighted in the exercises. However, in order to succeed in some of the tasks, it is important that learners are aware of different grammar rules, such as using indefinite pronouns, knowing the difference between present and past tenses as well as being able to separate

words to substantives, verbs, adjectives and so on. Thus, it is important that the teacher takes care of practising the necessary grammatical issues with students if needed.

The material consists of three separate sections named Pronunciation, Simple snacks and Read & write – in English! The first section focuses on training students' basic pronunciation abilities. However, the tasks can be used only if students are aware of the different phonetic alphabet of the English language and know how to decode that kind of writing. Thus, it is the teacher's responsibility to go through the basic pronunciation of the language. The second section focuses on training basic spelling of English words. In the third section, the focus turns to training learners to read a little longer texts as well as writing their own productions. In addition, the section focuses on the basic understanding of texts included.

The tasks in the different sections are designed so that they can be used individually or in whatever order one wishes to. Each task consists of an introduction to the task, possible handout(s) for students as well as a handout for the teacher (i.e. answer key). As dyslexic students get quite easily confused, and thus benefit from simplicity, the tasks included have been designed to look as simple as possible. That is why there are, for example, no extra pictures on students' handouts. In addition, the instructions of tasks have been kept quite short. In some tasks, there are different kinds of colours used to help students to separate between the words given.

All in all, the tasks included can be considered basic training of the English language. From my point of view, and from what has been presented in this study, this is the area that dyslexic students need practice with. Only after acquiring and managing the basic technical levels of literacy, it is possible to progress in one's learning.

6 DISCUSSION AND CONCLUSION

For most of us, languages are such an obvious tool for communication that we usually do not even realise what it means to be able to use them. However, not everyone progresses in their linguistic abilities in the way they are expected to: students with learning disabilities constitute a constantly growing group of learners in present day classrooms. Even though all learning disabilities must be taken seriously, it is quite an alarming notion that possibly even in 80 % of the cases, the disability behind versatile difficulties may be a specific disability called dyslexia. What makes the condition so severe is that dyslexic persons have difficulties in both their technical reading as well as writing abilities, and thus have troubles in their basic literacy.

Inadequate basic literacy skills in turn have severe consequences on one's acquisition and learning processes. Ultimately these kinds of difficulties lead to lower levels of proficiency and have an effect on one's life on the whole. As studying already in the elementary level becomes more and more demanding year after year, the challenges a dyslexic learner faces may become overwhelming at some point. Without proficient help, one may easily fail with even the easiest tasks given and at some point may fall behind others permanently. Ultimately the consequences of a learning disability may be life-long. Thus, the longer the disability stays unrecognised, the more difficult it will be to overcome it.

The list of difficulties that dyslexic students may encounter is quite extensive. Even though every individual has his/her individual problems with learning, there are certain general characteristics which help to recognise as well as explain dyslexia. As explained in the background discussion, the disability primarily includes problems with one's phonological understanding processes which in turn cause several secondary symptoms. These symptoms become recognisable in one's word recognition-, pronunciation-, as well as spelling processes. In addition, these are the processes this material package focuses on.

Nevertheless, it needs to be stated that this material package is only one small example of the modified materials that are desperately needed in the educational field(s) in Finland. Even though it is generally agreed that every professional should be able to modify his/her teaching methods according to the different needs of different students, we all know that no one can do it alone. In addition to the modified materials, co-operation between professionals, as well as more training and tools for special education are needed.

At the moment professionals are, in my opinion, already challenged by the voluminous amount of difficulties and disabilities in their classrooms. Unfortunately, the lack of resources –both locally and nationwide – has a negative impact on the possibilities to help learners with special needs. In addition, in the growing demand of integration, teachers have very little time for the individuals in their class, and lack the tools of modifying their teaching for the learners that need special support. Correspondingly, all these matters have an effect on especially the learning outcomes of students that have difficulties with their learning.

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LEARNING ENGLISH

A material package for dyslexic 7th graders
in English as a foreign language classrooms

Suvi Kinnunen

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Dear teacher,

This **Learning English** –material package is designed to provide tasks that complement and support your teaching. It is designed especially for the dyslexic students in your classroom. The tasks included in the material are based on common assignment types that are the most useful with students who struggle with their basic skills in reading and writing. Thus, the tasks focus on training both students' pronunciation as well as spelling abilities and ultimately focus on the different technical skills of fluent literacy, with emphasis on basic reading and writing techniques.

The material includes three different categories named as **PRONUNCIATION**, **SIMPLE SNACKS** and **READ & WRITE – in English**. The first category (Pronunciation) includes assignments that train students' abilities to recognize and analyze different sounds as well as sound structures. The tasks included train both one's understanding of the phonological as well as the written forms of the English language. The second section (Simple snacks) includes several short as well as quite easy tasks that can be used as "snacks" whenever during lessons. The third section (Read & write – in English) focuses on the actual training of reading and writing. In this category, there are tasks that can be used solely as technical reading exercises or as tasks that also train one's understanding of what has been read. In addition, the different writing exercises range from writing a few words to writing a longer text.

As the materials are designed to complement your teaching, feel free to choose tasks depending on the needs of your students as well as the time you are able to use. Each task contains an introduction to the task, as well as a possible handout(s) for students and a handout for the teacher (i.e. answer key). You are also free to modify the materials according to your needs – in fact several of the tasks include suggestions on how to modify the task in question. Remember, however, that every student is an individual with his/her individual needs. What suits one, may not suit the other. Nevertheless, I hope you will find the material package motivating and useful.

Suvi Kinnunen

Students with dyslexia in present-day classrooms

Dyslexia is one of the most common learning disabilities in our environment today. The versatile nature of the disability makes it challenging to find suitable solutions for every individual. However, there are several basic symptoms of dyslexia that help to give an insight of the severity of the condition. In the following there is a short introduction to the symptoms as well as practical information of the matters you need to take into consideration when teaching dyslexic students.

The main difficulty in dyslexia is the deficiency in one's phonological processing ability. In other words, a dyslexic student has problems in identifying and separating between the different sounds and sound structures he/she reads or hears. In addition, a dyslexic learner may have difficulties in his/her memory capacity and abilities to store or retrieve sounds or words from one's memory. These primary symptoms ultimately lead to difficulties in one's (technical) reading as well as writing processes. Thus, it might be very difficult for a dyslexic learner to decide the correct pronunciation or spellings of words. In addition, their reading process is usually quite slow and they often end up guessing words.

When teaching a dyslexic student:

1. Keep your tasks as simple as possible. Focus on one theme at a time.
2. Give short and direct instructions. One instruction at a time.
3. Remember to repeat, repeat and repeat.
4. Remember that there are several ways to train both reading and writing. Eventhough the similarity of tasks may help your students to focus on what they are doing, it is important to keep the tasks interesting by varying them occasionally.
5. Give your students enough time to complete the tasks.
6. Remember to praise your students whenever possible!

PRONUNCIATION

TASKS 1 – 9: Silly Sounds

Time: 20 – 30 min.

The aim: to focus students' attention on the correct pronunciation as well as spelling forms with the help of familiar words.

Note! It is crucial that the teacher is aware of the correct pronunciation of the English words used as he / she will be the one pronouncing them out loud to the students.

Preparation:

- Print out a copy of the handout(s) for each student.

The task:

- **The following tasks 1- 9 consist of 5 sub sections:**
- Take a few example words that present the sounds you wish to rehearse with your student(s). Focus on a few similar sounds at a time. There are extra words in every teacher's handout (i.e. answer key), presented after the students' handouts with tasks 1-9. Introduce the different sounds as well as the phonetic alphabet which represent them to your students and practise the correct pronunciation of the sounds with them. Explain your students that these are the sounds you want them to focus on in the following tasks.
- Give your students the handout. First, ask them to write down the words they hear you say in English (task 1. in the handout). Check together if the words you said were heard and written correctly. Before moving on with the tasks discuss and practise the pronunciation differences in the words said / written.
- In the next section (task 2. in the handout), students need to cross the sound they hear to be used in the words you say. Check together again and repeat the words together with your students.

- In section three (task 3. in the handout), students should read the words given in the handout and decide which alternative sound they hear to be used in the words. Students can either do the exercise independently by reading the words silently or you can do the exercise together and ask the students to read the words out loud. Check the correct answers and practise the differences between the sounds and words together.
- Then, (task 4. in the handout) have the students themselves invent and write down more words that have the sounds you have been practising this time. Decide together with the students how many words they should invent. If weaker students have trouble inventing words on their own, let them do pair / group work with better students who help them in the task. You may also give your students words in Finnish and ask them to translate the words into English.

NOTE! The correct sounds are underlined in the teacher's handout!

Alternatives:

* As the list of words you can use in this level is already quite extensive, similar kinds of tasks can be invented and used several times. Short lists of example words to use are given in the teacher's handouts (1-9). Here are a few examples on how to vary the exercises:

- In exercise 2 (Silly sounds 9.) students are asked to tick a box when they hear the sound in question to be used in the words their teacher says.
- In exercise 3 (Silly sounds 9.) students are asked to answer YES or NO depending on if the words they read include the sound they are asked to focus on.
- In exercise one, in all the tasks 1-9, you may also ask your students to translate the words they wrote into Finnish as well.
- In exercise two, in all of the tasks 1-9, you may ask your students to also write down the words they hear you say. Again, it will be useful to translate the words into Finnish as well.
- In exercise three, in all of the tasks 1-9, students can also underline the sound they are asked to recognise in the given words.

Silly sounds 1.

(handout)

1. Write down the words you hear:

_____	_____
_____	_____
_____	_____
_____	_____

2. Which sound do you hear?

	1.	2.	3.	4.	5.	6.
[ʌ]	()	()	()	()	()	()
[æ]	()	()	()	()	()	()
[ɑ:]	()	()	()	()	()	()

3. Which sound is used in these words? Read and circle the correct alternative in every word.

1. Mustard	[ʌ]	[æ]	[ɑ:]
2. Salad	[ʌ]	[æ]	[ɑ:]
3. A banana	[ʌ]	[æ]	[ɑ:]
4. A shark	[ʌ]	[æ]	[ɑ:]
5. A puppy	[ʌ]	[æ]	[ɑ:]
6. A parrot	[ʌ]	[æ]	[ɑ:]

4. Write down more words with the sounds [ʌ], [æ] and [ɑ:].

Silly sounds 1.

(Teacher's handout)

1. Write down the words you hear; example words:

- | | |
|-----------------------------|------------------------------|
| 1. A <u>du</u> ck [ʌ] | 5. A to <u>ma</u> to [ɑ:] |
| 2. A <u>ra</u> bbit [æ] | 6. A <u>mo</u> nkey [ʌ] |
| 3. A <u>ga</u> rden [ɑ:] | 7. An <u>an</u> imal [æ] |
| 4. A <u>co</u> usin [ʌ] | 8. An <u>ar</u> tist [ɑ:] |

2. Which sound do you hear?

- | | |
|---------------------------------|-----------------------------|
| 1. A <u>bu</u> ttlefly [ʌ] | 4. A <u>ca</u> rpet [ɑ:] |
| 2. <u>Ca</u> bbage [æ] | 5. A <u>tra</u> ctor [æ] |
| 3. An <u>ap</u> artment [ɑ:] | 6. A <u>tru</u> ck [ʌ] |

3. Which sound is used in these words? Read and circle the correct alternative in every word.

- | |
|------------------------------|
| 1. M <u>u</u> stard [ʌ] |
| 2. S <u>a</u> lad [æ] |
| 3. A ba <u>n</u> ana [ɑ:] |
| 4. A sh <u>a</u> rk [ɑ:] |
| 5. A p <u>u</u> ppy [ʌ] |
| 6. A p <u>a</u> rrot [æ] |

4. Write down more words with the sounds [ʌ], [æ] and [ɑ:].

[ʌ] = A budgie, a bus, butter, a club, a cup, funny, honey, lovely, a mum, a mushroom, a nut, once, one, an onion, a plum, some, a son, the sun.

[æ] = An ankle, an apple, a back, a bat, a cab, a camel, a carrot, a cat, a dad, a fat, ham, a hamster, a hand, a hat, a lamb, a man, a mat, a rat, a sandwich, sat, a van.

[ɑ:] = An architect, an arm, bark, basketball, a car, a card, a class, half, hard, last, a market, marmalade, a park, the past, a plant, slalom.

Silly sounds 2.

(handout)

1. Write down the words you hear:

_____	_____
_____	_____
_____	_____
_____	_____

2. Which sound do you hear?

	1.	2.	3.	4.	5.	6.
[ɔ]	()	()	()	()	()	()
[ɔ:]	()	()	()	()	()	()

3. Which sound is used in these words? Read and circle the correct alternative in every word.

1. A lorry	[ɔ]	[ɔ:]
2. A horse	[ɔ]	[ɔ:]
3. Porridge	[ɔ]	[ɔ:]
4. Volleyball	[ɔ]	[ɔ:]
5. A strawberry	[ɔ]	[ɔ:]
6. Abroad	[ɔ]	[ɔ:]

4. Write down more words with the sounds [ɔ] and [ɔ:].

Silly sounds 2.

(Teacher's handout)

1. Write down the words you hear; example words:

- | | | | |
|------------------------|-----|-----------------------|------|
| 1. A d <u>o</u> g | [ɔ] | 5. A s <u>o</u> ry | [ɔ:] |
| 2. A h <u>o</u> spital | [ɔ] | 6. A fl <u>o</u> or | [ɔ:] |
| 3. An <u>o</u> range | [ɔ] | 7. Imp <u>o</u> rtant | [ɔ:] |
| 4. A w <u>o</u> ch | [ɔ] | 8. <u>A</u> lways | [ɔ:] |

2. Which sound do you hear?

- | | | | |
|------------------------|------|----------------------|------|
| 1. A t <u>o</u> rtoise | [ɔ:] | 4. S <u>o</u> uce | [ɔ:] |
| 2. A w <u>o</u> rring, | [ɔ] | 5. A f <u>o</u> rest | [ɔ] |
| 3. L <u>o</u> undry | [ɔ:] | 6. B <u>o</u> rrow | [ɔ] |

3. Which sound is used in these words? Read and circle the correct alternative in every word.

- | | |
|--------------------------|------|
| 1. A l <u>o</u> rry | [ɔ] |
| 2. A h <u>o</u> rse | [ɔ] |
| 3. P <u>o</u> rridge | [ɔ] |
| 4. Volle <u>o</u> ll | [ɔ:] |
| 5. A str <u>o</u> wberry | [ɔ:] |
| 6. Ab <u>o</u> ad | [ɔ:] |

4. Write down more words with the sounds [ɔ] and [ɔ:]

[ɔ] = Chocolate, a coin, cottage, golf, a hobby, hockey, hop, horror, hot, often, an olive, popular, population, porobably, poblem, a restaurant, a rocket, shopping, socks, sop, a toilet, wolk, wot.

[ɔ:] = All, August, awful, a boll, a cornor, a door, (a) foll, a fork, a holl, a howk, a morring, poor, a pork, a rocord, solt, sore, short, shorts, smoll, sport, a store, a storm, a woll, worm, woter.

Silly sounds 3.

(handout)

1. Write down the words you hear:

_____	_____
_____	_____
_____	_____
_____	_____

2. Which sound do you hear?

	1.	2.	3.	4.	5.	6.
[e]	()	()	()	()	()	()
[i]	()	()	()	()	()	()
[i:]	()	()	()	()	()	()

3. Which sound is used in these words? Read and circle the correct alternative in every word.

1. A minute	[e]	[i]	[i:]
2. A lemonade	[e]	[i]	[i:]
3. A police	[e]	[i]	[i:]
4. A test	[e]	[i]	[i:]
5. Pretty	[e]	[i]	[i:]
6. Bread	[e]	[i]	[i:]
7. A knee	[e]	[i]	[i:]
8. A pencil	[e]	[i]	[i:]

4. Write down more words with the sounds [e], [i] and [i:].

Silly sounds 3.

(Teacher's handout)

1. Write down the words you hear; example words:

- | | | | |
|----------------------------------|--------------|------------------------------|-----------------------------|
| 1. A <u>m</u> elon | [e] | 5. A <u>m</u> edicine | [e] and [i] |
| 2. A <u>b</u> iscuit | [i] | 6. A <u>m</u> istake | [i] |
| 3. A <u>w</u> ee <u>k</u> | [i:] | 7. A <u>s</u> ea <u>s</u> on | [i:] |
| 4. A <u>g</u> ui <u>ne</u> a pig | [i] | 8. An <u>e</u> lephant | [e] and [i] |

2. Which sound do you hear?

- | | | | |
|------------------------------|--------------|---------------------------------|--------------|
| 1. <u>G</u> uilty | [i] | 4. A <u>k</u> ettle | [e] |
| 2. A <u>l</u> esson | [e] | 5. A <u>w</u> olver <u>i</u> ne | [i:] |
| 3. A <u>p</u> ea <u>n</u> ut | [i:] | 6. <u>H</u> one <u>y</u> | [i] |

3. Which sound is used in these words? Read and circle the correct alternative in every word.

- | | | | |
|------------------------------|--------------|----------------------------|--------------|
| 1. A <u>m</u> in <u>u</u> te | [i] | 5. <u>P</u> re <u>t</u> ty | [i] |
| 2. A <u>l</u> emonade | [e] | 6. <u>B</u> re <u>a</u> d | [e] |
| 3. A <u>p</u> olice | [i:] | 7. A <u>k</u> nee | [i:] |
| 4. A <u>t</u> est | [e] | 8. A <u>p</u> encil | [e] |

4. Write down more words with the sounds **[e]**, **[i]** and **[i:]**

[e] = Best, a dentist, a desk, a dress, an egg, an elk, a friend, a hen, an insect, a leg, a lemon, a lettuce, met, a neck, a pen, a pet, tennis, a test, a vet, wet, when.

[i] = A berry, body, busy, coffee, crisps, a dentist, easy, greasy, ill, an insect, a kitten, a lettuce, a lip, a pig, quick, recently, sick, a skin, skinny, tennis, a wallet, weekly, a wrist.

[i:] = A bean, a bee, an eagle, east, easy, eat, an email, an eve, feat, a freezer, greasy, heat, a knee, a leaf, leave, leaves, meat, meet, a meeting, people, a pizza, a priest, a queen, recently, a sea, a seagull, a seal, a seat, see, a street, sweet, tea, a teacher, a team, three, a tree, a TV, weekly.

Silly sounds 4.

(handout)

1. Write down the words you hear:

_____	_____
_____	_____
_____	_____

2. Which sound do you hear?

	1.	2.	3.	4.	5.	6.
[u]	()	()	()	()	()	()
[u:]	()	()	()	()	()	()

3. Which sound is used in these words? Read and circle the correct alternative in every word.

1. A room	[u]	[u:]
2. A foot	[u]	[u:]
3. Who	[u]	[u:]
4. A woman	[u]	[u:]
5. Should	[u]	[u:]
6. Move	[u]	[u:]

4. Write down more words with the sounds [u] and [u:]

Silly sounds 4.

(Teacher's handout)

1. Write down the words you hear; example words:

- | | | | |
|----------------------|------|-------------------|------|
| 1. A <u>bul</u> ly | [u] | 4. Cu <u>t</u> e | [u:] |
| 2. A <u>tooth</u> | [u:] | 5. A <u>coo</u> k | [u] |
| 3. A <u>tour</u> ist | [u] | 6. <u>Beau</u> ty | [u:] |

2. Which sound do you hear?

- | | | | |
|------------------|-----|-------------------------|------|
| 1. A <u>book</u> | [u] | 4. A track <u>sui</u> t | [u:] |
| 2. A <u>cue</u> | [u] | 5. Ju <u>ic</u> e | [u:] |
| 3. A <u>wolf</u> | [u] | 6. <u>Blue</u> | [u:] |

3. Which sound is used in these words? Read and circle the correct alternative in every word.

- | | |
|--------------------|------|
| 1. A <u>roo</u> m | [u:] |
| 2. A <u>foo</u> t | [u] |
| 3. <u>Who</u> | [u:] |
| 4. A <u>woma</u> n | [u] |
| 5. <u>Shou</u> ld | [u] |
| 6. <u>Mo</u> ve | [u:] |

4. Write down more words with the sounds [u] and [u:].

[u] = A bull, cooking, could, good, a hood, (a) look, push, took, tourism, a uniform, a university, a universe, wood, wool, would.

[u:] = Beautiful, a boot, choose, a clue, cool, a cube, a cucumber, do, a few, a flu, a flute, food, a fruit, glue, a goose, a group, June, knew, lose, a menu, move, a movie, a nephew, new, news, a noon, a pupil, a queue, a raccoon, a roof, a school, a shoe, soon, a soup, a spoon, a suit, too, true, tuna, use, who, whose, you, a zoo.

Silly sounds 5.

(handout)

1. Write down the words you hear:

_____	_____
_____	_____
_____	_____

2. Which sound do you hear?

	1.	2.	3.	4.	5.	6.
[ə]	()	()	()	()	()	()
[ə:]	()	()	()	()	()	()

3. Which sound is used in these words? Read and circle the correct alternative in every word.

1. A shoulder	[ə]	[ə:]
2. Furniture	[ə]	[ə:]
3. A surprise	[ə]	[ə:]
4. A nurse	[ə]	[ə:]
5. Purple	[ə]	[ə:]
6. A member	[ə]	[ə:]

4. Write down more words with the sounds [ə] and [ə:].

Silly sounds 5.

(Teacher's handout)

1. Write down the words you hear; example words:

- | | |
|------------------------------|---|
| 1. <u>A</u> moment [ə] | 4. <u>All</u> ergic [ə] and [ə:] |
| 2. <u>S</u> eptember [ə] | 5. <u>A</u> neighbour [ə] |
| 3. <u>S</u> urname [ə:] | 6. <u>A</u> university [ə] and [ə:] |

2. Which sound do you hear?

- | | |
|---------------------------------------|--|
| 1. <u>S</u> ummer [ə] | 4. <u>V</u> egetable [ə] |
| 2. <u>A</u> beaver [ə] | 5. <u>A</u> journey [ə] and [ə:] |
| 3. <u>A</u> birch [ə] and [ə:] | 6. <u>P</u> ersonality [ə:] and [ə] |

3. Which sound is used in these words? Read and circle the correct alternative in every word.

- | | |
|----------------------|--------------|
| 1. <u>A</u> shoulder | [ə] |
| 2. <u>F</u> urniture | [ə:] and [ə] |
| 3. <u>A</u> surprise | [ə] |
| 4. <u>A</u> nurse | [ə:] |
| 5. <u>P</u> urple | [ə:] |
| 6. <u>A</u> member | [ə] |

4. More words with the sounds [ə] and [ə:]

[ə] = Afraid, ago, allow, along, an aquarium, an area, around, arrive,
August, awful, a bear, a blazer, butter, a centre, cereals, collect,
danger, dangerous, December, a deer, a dinner, an ear,
an elevator, famous, a finger, a flower, forget, the future, a gazelle,
hair, a hamburger, a hamster, a hippopotamus, an hour, a ladder,
a lemon, a leopard, a letter, a lion, a lizard, a member, a minister,
a mirror, a mosquito, never, November, October, an octopus,
original, paper, particularly, a pear, (a) pepper, a pigeon, polite,
a potato, a reindeer, a relative, remember, scissors, seldom,
a sentence, serious, silver, a sister, a skyscraper, a sofa, a spider,
sugar, terrible, tired, today, a tomato, tomorrow, tonight, a tortoise,

Silly sounds 5.

(Teacher's handout)

[ə] = trainers, under, an underwear, vanillaa, a vitamin, a visitor,
a waiter, water, a watermelonu, whisper, winter, a zebra.

[ə:] = A bird, burn, burnt, a circus, curly, early, first, fur, furry, a gerbil,
 German, Germany, a girl, a gorillaa, her, herself, hurt,
 a journalist, a journey, learn, learnt, nerves, nervous, perfect,
 a person, personal, prefer, a purse, return, serve, shirt, skirt,
 a surfboard, surfing, Thursday, a turkey, Turkey, turn, a word,
 work, a worm.

Silly sounds 6.

(handout)

1. Write down the words you hear:

_____	_____
_____	_____
_____	_____
_____	_____

2. Which sound do you hear?

	1.	2.	3.	4.	5.	6.
[s]	()	()	()	()	()	()
[z]	()	()	()	()	()	()
[ʃ]	()	()	()	()	()	()

3. Which sound is used in these words? Read and circle the correct alternative in every word.

1. A mosquito	[s]	[z]	[ʃ]
2. An instrument	[s]	[z]	[ʃ]
3. Furniture	[s]	[z]	[ʃ]
4. Rubbish	[s]	[z]	[ʃ]
5. A desert	[s]	[z]	[ʃ]
6. An instrument	[s]	[z]	[ʃ]
7. Moustache	[s]	[z]	[ʃ]
8. Meatballs	[s]	[z]	[ʃ]

4. Write down more words with the sounds [s], [z] and [ʃ].

Silly sounds 6.

(Teacher's handout)

1. Write down the words you hear; example words:

- | | | | |
|----------------------|------------|-----------------------------------|---------------------------|
| 1. A <u>s</u> ummer | [s] | 5. A di <u>sh</u> wa <u>sh</u> er | [ʃ] |
| 2. Always <u>s</u> | [z] | 6. Sa <u>t</u> urday | [s] |
| 3. A li <u>z</u> ard | [z] | 7. Down <u>s</u> tair <u>s</u> | [s] and [z] |
| 4. An o <u>ce</u> an | [ʃ] | 8. A lun <u>ch</u> | [ʃ] |

2. Which sound do you hear?

- | | | | |
|------------------------|------------|-------------------------------|-------------------------------|
| 1. Twin <u>s</u> | [z] | 4. A gue <u>s</u> t | [s] |
| 2. A nie <u>ce</u> | [s] | 5. A hu <u>s</u> band | [z] |
| 3. A <u>s</u> harpener | [ʃ] | 6. A <u>c</u> ent <u>u</u> ry | [s] (and [tʃ]) |

3. Which sound is used in these words? Read and circle the correct alternative in every word.

- | | | | |
|------------------------|------------|--------------------------------|---------------------------|
| 1. A mo <u>s</u> quito | [s] | 5. A de <u>s</u> ert | [z] |
| 2. Touri <u>s</u> m | [z] | 6. An in <u>s</u> trument | [s] |
| 3. A goldfi <u>s</u> h | [ʃ] | 7. Mou <u>s</u> tac <u>h</u> e | [s] and [ʃ] |
| 4. Rubbi <u>s</u> h | [ʃ] | 8. <u>S</u> ometi <u>s</u> es | [s] and [z] |

4. Write down more words with the sounds **[s]**, **[z]** and **[ʃ]**.

[s] = Augst, a bus, a desk, a dinossaur, a foxs, a gooses, grasss, a guest, a hamster, a horse, Isceland, an insect, an instrument, last, a lesson, a lettuce, mise, a mouse, next, an octopuss, paresnts, past, a sasmon, a school, a seagull, a sesal, a sesason, sescond, seseldom, Seseptember, a sisght, a sisgn, a sister, a snail, a snsake, a son, soson, Spsain, a spsider, spsring, a spsruce, the sun, Susunday, a squisrel, a swallsow, a swan, a test, a tortoise, the west, a wrist.

Silly sounds 6.

(Teacher's handout)

[z] = A couzin, a deszert, a desszert, downstairz, drumz, a freezer,
 a gazzelle, headphonz, leavzes, muszic, newzs, a nosze, physzics,
 a przison, a seaszon, stairzs, studizes, Tueszday, Thurszday, touriszm,
 trouszers, upstairzs, a vasze, viszit, Wales, Wedneszday, a zebra.

[ʃ] = A bush, delicishs, a detentshion, a dictshionary, dishshes, educatshion,
 English, fashshion, a fish, fressh, the futshure, Irsh, a mushshroom,
 a natshionality, Polish, Russshian a shark, a sheeshp, a shelf, a ship,
 a shoulder, a show, a shower, Spanish, a statshion, shugar, sunshine,
 Swedish.

Silly sounds 7.

(handout)

1. Write down the words you hear:

_____	_____
_____	_____
_____	_____

2. Which sound do you hear?

	1.	2.	3.	4.	5.	6.
[ʒ]	()	()	()	()	()	()
[tʃ]	()	()	()	()	()	()
[dʒ]	()	()	()	()	()	()

3. Which sound is used in these words? Read and circle the correct alternative in every word.

1. A cello	[ʒ]	[tʃ]	[dʒ]
2. Casual	[ʒ]	[tʃ]	[dʒ]
3. A budgie	[ʒ]	[tʃ]	[dʒ]
4. A chick	[ʒ]	[tʃ]	[dʒ]
5. A luggage	[ʒ]	[tʃ]	[dʒ]
6. Beige	[ʒ]	[tʃ]	[dʒ]
7. A teacher	[ʒ]	[tʃ]	[dʒ]

4. Write down more words with the sounds [ʒ], [tʃ] and [dʒ].

Silly sounds 7.

(Teacher's handout)

1. Write down the words you hear; example words:

- | | | | |
|--------------------------|---------------|---------------------|---------------|
| 1. An arm <u>ch</u> air | [tʃ] | 4. A bea <u>ch</u> | [tʃ] |
| 2. A televi <u>s</u> ion | [ʒ] | 5. U <u>s</u> ually | [ʒ] |
| 3. A pa <u>g</u> e | [dʒ] | 6. <u>J</u> une | [dʒ] |

2. Which sound do you hear?

- | | | | |
|----------------------|---------------|-------------------------|---------------|
| 1. A per <u>ch</u> | [tʃ] | 4. Bei <u>j</u> ing | [dʒ] |
| 2. Lei <u>s</u> ure | [ʒ] | 5. A he <u>d</u> gehog | [dʒ] |
| 3. Porri <u>d</u> ge | [dʒ] | 6. A depar <u>t</u> ure | [tʃ] |

3. Which sound is used in these words? Read and circle the correct alternative in every word.

- | | | | |
|-----------------------|---------------|-----------------------|---------------|
| 1. A <u>c</u> ello | [tʃ] | 5. A luggage <u>d</u> | [dʒ] |
| 2. Ca <u>s</u> ual | [ʒ] | 6. Bei <u>g</u> e | [ʒ] |
| 3. A bud <u>d</u> gie | [dʒ] | 7. A tea <u>ch</u> er | [tʃ] |
| 4. A <u>ch</u> ick | [tʃ] | | |

4. Write down more words with the sounds **[ʒ]** , **[tʃ]** and **[dʒ]****[ʒ]** = A garage, leisure (wear), pleasure, a treasure, usual.**[tʃ]** = An armchair, a bench, a birch, a branch, a chair, chalk, a check, a cheath, a cherry, chew, a chicken, a chimpanzee, a chin, China, chocolate, a church, French, ketchup, a kitchen, literature, a lunch, March, an ostrich, a peach, a speech, teach, a teacher.**[dʒ]** = An age, allergic, allergy, biologiy, a bridge, (a) cabbage, a cottage, Egypt, an engine, an engineer, a fridge, geography, a gerbil, German, a giraffe, a gym, gymnastics, a jacket, January, a javelin, jeans, a jeep, a journalist, a journey, a judge, a jumper, a language, large, a message, a page, a pigeon, pyjamas, a sandwiche, a sledge, a subject, vegetable, a village.

Silly sounds 8.

(handout)

1. Write down the words you hear:

_____	_____
_____	_____
_____	_____

2. Which sound do you hear?

	1.	2.	3.	4.	5.	6.
[ə]	()	()	()	()	()	()
[ð]	()	()	()	()	()	()

3. Which sound is used in these words? Read and circle
the correct alternative in every word.

1. Health	[ə]	[ð]
2. The Netherlands	[ə]	[ð]
3. A throat	[ə]	[ð]
4. There	[ə]	[ð]
5. Together	[ə]	[ð]
6. Nothing	[ə]	[ð]

4. Write down more words with the sounds [ə] and [ð].

Silly sounds 8.

(Teacher's handout)

1. Write down the words you hear; example words:

- | | | | |
|------------------------|------------|-------------------------|------------|
| 1. An ear <u>th</u> | [ə] | 4. The wea <u>th</u> er | [ð] |
| 2. <u>Th</u> under | [ə] | 5. A fa <u>th</u> er | [ð] |
| 3. Every <u>th</u> ing | [ə] | 6. O <u>th</u> ers | [ð] |

2. Which sound do you hear:

- | | | | |
|------------------------|------------|---------------------------|------------|
| 1. Al <u>th</u> ough | [ð] | 4. An ear <u>th</u> quake | [ə] |
| 2. An a <u>th</u> lete | [ə] | 5. Rhy <u>th</u> m | [ð] |
| 3. Nei <u>th</u> er | [ð] | 6. Som <u>eth</u> ing | [ə] |

3. Which sound is used in these words? Read and circle the correct alternative in every word.

- | | | | |
|-----------------------------|------------|----------------------|------------|
| 1. Hea <u>th</u> | [ə] | 4. <u>Th</u> ere | [ð] |
| 2. The Ne <u>th</u> erlands | [ð] | 5. To <u>ge</u> ther | [ð] |
| 3. A <u>th</u> roat | [ə] | 6. No <u>th</u> ing | [ə] |

4. Write down more words with the sounds **[ə]** and **[ð]**.

[ə] = Anything, athletics, a bath, a bathroom, bith, both, ethics, fith, fourth, heathy, maths, a moth, a moth, nith, noth, nothing, a path, seveth, a sith, soth, teeth, thank, a theatre, thick, thin, a thing, think, thirsty, thought, a thousand, a thread, threw, through, throughout, throw, Thursday, a tooth, a toothbrush, woth.

[ð] = Altogether, another, bathing, breathe, clothes, either, a feather, leather, a mother, nothern, other, sothern, than, that, the, their, them, then, themselves, there, therefore, these, they, this, those, with(out).

Silly sounds 9.

(handout)

1. Write down the words you hear:

_____	_____
_____	_____
_____	_____

2. Tick a box when you hear the sound [ŋ] being used.

1.	2.	3.	4.	5.	6.
[ŋ]	()	()	()	()	()

3. Is the sound [ŋ] used in the following words?

1. Summer	YES	NO
2. Spring	YES	NO
3. Between	YES	NO
4. During	YES	NO
5. Sleep	YES	NO
6. Canoeing	YES	NO

4. Write down more words with the sound [ŋ].

Silly sounds 9.

(Teacher's handout)

1. Write down the words you hear; example words:

- | | | | |
|------------------------|------------|-----------------------|------------|
| 1. A kang <u>ar</u> oo | [ŋ] | 4. A pen <u>qu</u> in | [ŋ] |
| 2. Amaz <u>ing</u> | [ŋ] | 5. Eng <u>l</u> ish | [ŋ] |
| 3. Rid <u>ing</u> | [ŋ] | 6. Sail <u>ing</u> | [ŋ] |

2. Tick a box when you hear the sound **[ŋ]** being used.

- | | |
|--------------------------|------------|
| 1. Hik <u>ing</u> | [ŋ] |
| 2. Bil <u>ing</u> ual | [ŋ] |
| 3. Stud <u>y</u> | -- |
| 4. A ce <u>il</u> ing | [ŋ] |
| 5. Stun <u>ning</u> | [ŋ] |
| 6. Interest <u>ed</u> in | -- |

3. Is the sound **[ŋ]** used in the following words?

- | | |
|----------------------|------------|
| 1. Summer | NO |
| 2. Spr <u>ing</u> | YES |
| 3. Betw <u>ee</u> en | NO |
| 4. Dur <u>ing</u> | YES |
| 5. Sleep | NO |
| 6. Canoe <u>ing</u> | YES |

4. Write down more words with the sound **[ŋ]**.

[ŋ] = Along, angry, bathing, a beginning, belong to, a boarding pass, a boomerang, boring, bring, a building, a bungalow, camping, cycling, a dingo, disgusting, a dressing, driving, earrings, an ending, England, an evening, exciting, a finger, a flamingo, good-looking, hard-working, Hungarian, Hungary, hungry, ironing, a jungle, a king, a kingdom, a language, a living room, a mango, (a) morning, a painting, parking, reading, recycling, a ring, shopping, sing, a singer, (a) single, skateboarding, skating, skiing, snowboarding, a song, string, strong, sunbathing, surfing, surprising, swiming, a swing, tango, a tongue, a Viking, washing, a wedding, wrestling, wrong, young.

TASK 10: Choose one

Time: 10 – 15 min.

Preparation:

- Print out a copy of the handout for each student.

The task:

- Give your students the handout and ask them to choose the correct English pronunciation form for every Finnish word between the two alternatives given.
- Ask your students to write the words in question in English as well. Here they can use the help of the correct pronunciation form.
- Check the answers together with your students and practise the correct pronunciation of every word.

Alternatives:

- After checking the correct alternatives / answers, go through the rest of the words (pronunciations) in the handout and check if your students are able to separate between nonsense and actual words / pronunciations. Train your students to pronounce the extra words as well and ask them to both write the words in English and then translate them into Finnish.
- The task is also easy to vary by using other English words and inventing new pronunciation alternatives.

Choose one

(handout)

Valitse suomenkieliselle sanalle oikea englanninkielinen äännöstapa annetuista vaihtoehdoista. Kirjoita sen jälkeen suomenkielinen sana englanniksi äännösmallin avulla.

- | | <u>1.</u> | <u>2.</u> | |
|----------------|--------------|----------------|---------|
| 1. KOIRA = | [ə dɔg] | [ə dɔ:ʔ] | = _____ |
| 2. HIIRI= | [ə maus] | [ə mais] | = _____ |
| 3. KANI= | [ə rabbit] | [ə ræbit] | = _____ |
| 4. LAMMAS= | [ə fip] | [ə fɪ:p] | = _____ |
| 5. HEVONEN= | [ə hɔ:s] | [ə həus] | = _____ |
| 6. VUOHI= | [ə gəut] | [ə geit] | = _____ |
| 7. VIRTAEHO= | [ə rino] | [ə rainəu] | = _____ |
| 8. LEIJONA= | [ə lion] | [ə laiən] | = _____ |
| 9. KILPIKONNA= | [ə tɔ:təs] | [ə təuz] | = _____ |
| 10. LINTU= | [ə bə:d] | [ə bə:] | = _____ |
| 11. KÄÄRME= | [ə snaik] | [ə sneik] | = _____ |
| 12. TIIKERI= | [ə tiger] | [ə taigəʔ] | = _____ |
| 13. HÄMÄHÄKKI= | [ə spaideʔ] | [ə späido] | = _____ |
| 14. KISSA= | [ə kæt] | [ə cat] | = _____ |
| 15. PERHONEN= | [ə bʌtəflai] | [ə batterflie] | = _____ |

Choose one

(Teacher's handout)

Valitse suomekieliselle sanalle oikea englanninkielinen äännöstapa annetuista vaihtoehtoista. Kirjoita sen jälkeen suomenkielinen sana englanniksi äännösmallin avulla.

1. KOIRA = 1. [ə dɒg] = a dog

2. HIIRI = 1. [ə maʊs] = a mouse

3. KANI = 2. [ə ræbɪt] = a rabbit

4. LAMMAS = 2. [ə ʃi:p] = a sheep

5. HEVONEN = 1. [ə hɔ:s] = a horse

6. VUOHI = 1. [ə gəʊt] = a goat

7. VIRTACHEPO = 2. [ə raɪnəʊ] = a rhino

8. LEIJONA = 2. [ə laɪən] = a lion

9. KILPIKONNA = 1. [ə tɔ:təs] = a tortoise

10. LINTU = 1. [ə bɜ:d] = a bird

11. KÄÄRME = 2. [ə sneɪk] = a snake

12. TIIKERI = 2. [ə taɪgə*] = a tiger

13. HÄMÄHÄKKI = 1. [ə spaɪdə*] = a spider

14. KISSA = 1. [ə kæt] = a cat

15. PERHONEN = 1. [ə bʌtəflaɪ] = a butterfly

EXTRA WORDS: [ə dɔ:ʔ] = a door = ovi, [maɪs] = mice = hiiret, [ə ʃɪp] = a ship

= laiva, [ə geɪt] = a gate = portti, [təʊz] = toes = varpaat.

NONSENSE WORDS: [ə maɪs], [ə rabbit], [ə həʊs], [ə rɪnə], [ə təʊz], [ə snaɪk],
[ə späɪdə], [ə cæt], [ə tɪgə], [ə bɜ:], [ə laɪən], [ə bʌtəflaɪ].

TASK 11: Body parts

Time: 10 – 15 min.

Preparation:

- Print out copies of the handouts which include both the picture of a human body as well as the words of body parts written with phonetic alphabet.
- Glue the handouts on a thick sheet of paper. Cut the words written with phonetic alphabet.

The task:

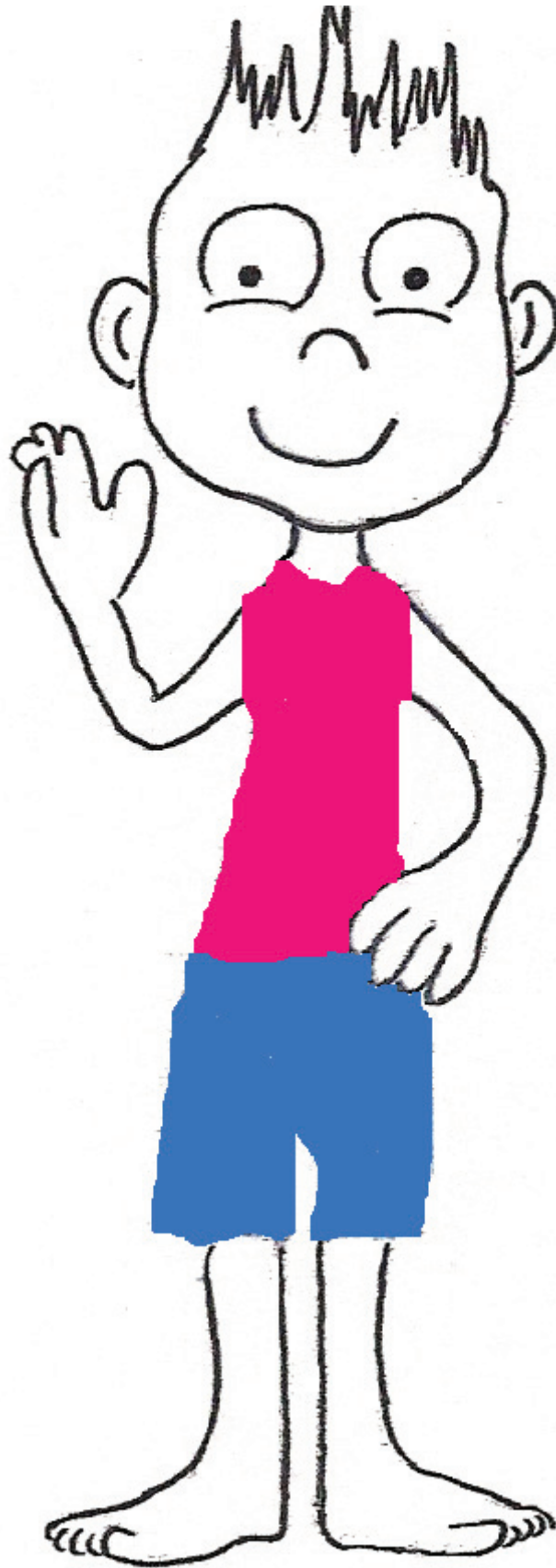
- Give your students the handout that has the picture of a human body.
- Then give your students the words of body parts that have been written with phonetic alphabet. Explain your students that their task is to match the words with the picture.

Alternatives:

- The words of different body parts have also been written in English so you can choose to use them instead of the phonetic versions (and thus, make the task possibly a bit easier).
- Ask your students to translate the words written with phonetic alphabet into English and then into Finnish.
- Create a memory game by using both versions of the body words.

Body parts

(handout I)



Body parts

(handout II)

[æŋkl]

[stʌmək]

[leg]

[hi:l]

[weist]

[hed]

[hænd]

[heə*]

[fɪŋgə*]

[ai]

[feɪs]

[nəʊz]

[ni:]

[θam]

[fʊt]

[ɑ:m]

[nek]

[ʃəʊldə*]

[maʊθ]

[rɪst]

[tʃi:k]

[tʃɪn]

[iə*]

[təʊ]

[elbəʊ]

ankle

stomach

leg

heel

waist

head

hand

hair

finger

eye

face

nose

knee

thumb

foot

arm

elbow

neck

shoulder

mouth

wrist

cheek

chin

ear

toe

Body parts

(Teacher's handout)

[æŋkl] = ankle = nilkka

[stʌmək] = stomach = maha

[leg] = jalka

[hi:l] = heel = kantapää

[weist] = waist = vyötärö

[hed] = head = pää

[hænd] = hand = kämmen

[heə*] = hair = hiukset

[fɪŋgə*] = finger = sormi

[aɪ] = eye = silmä

[feɪs] = face = kasvot

[nəʊz] = nose = nenä

[ni:] = knee = polvi

[θam] = thumb = peukalo

[fʊt] = foot = jalka (pöytä)

[ɑ:m] = arm = käsivarsi

[nek] = neck = niska

[ʃəʊldə*] = shoulder = olkapää

[maʊθ] = mouth = suu

[rɪst] = wrist = ranne

[tʃi:k] = cheek = poski

[tʃɪn] = chin = leuka

[iə*] = ear = korva

[təʊ] = toe = varvas

[elbəʊ] = elbow = kyynärpää

TASK 12: Crosswords I & II

Time: 10 – 20 min.

Preparation:

- Print out the handouts (crosswords) for each student.

The task:

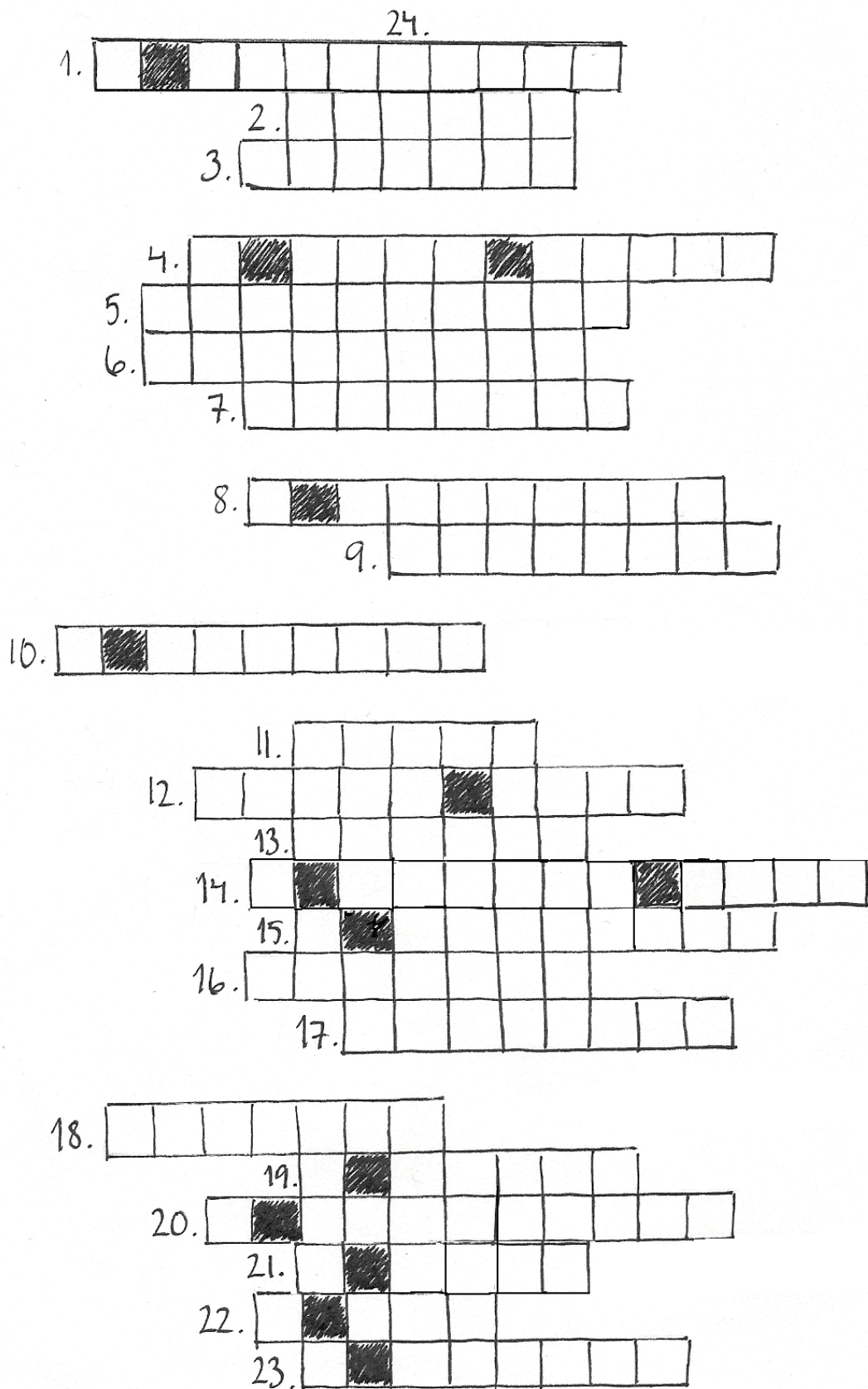
- Give your student(s) either one of the handouts and ask them to solve the words given in phonetic alphabet.

Alternatives:

- Ask your student(s) to translate the words given in phonetic alphabet into Finnish as well.
- Similar kinds of crosswords are easy to make by inventing other themes for the tasks.

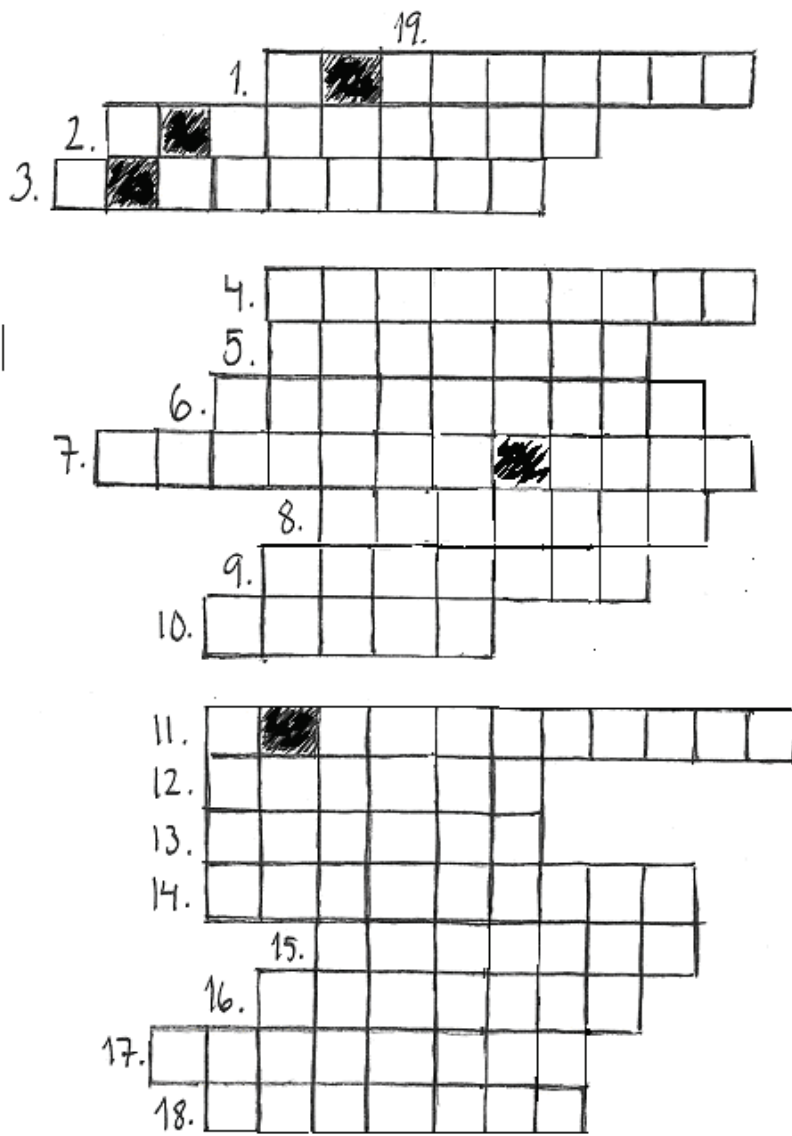
Crossword I

(handout)



Crossword II

(handout)



Crossword I: words

(handout)

- | | | |
|-----------------------------------|--------------------|-----------------|
| 1. [ə taimteibl] | 2. [sku:l] | 3. [peərənts] |
| 4. [ə kɔ:l limit] | 5. [præktisiŋ] | 6. [brekfəst] |
| 7. [houmwə:k] | 8. [ə kəmpju:tə*] | 9. [futbɔ:l] |
| 10. [ə hɔlɪdeɪ] | 11. [mju:zɪk] | 12. [speə*taɪm] |
| 13. [mu:vis] | 14. [ə pensl keɪs] | 15. [ə nəʊtbʊk] |
| 16. [kləʊðz] | 17. [sɒpɪŋ] | 18. [ri:diŋ] |
| 19. [ə ru:lə*] | 20. [ə sɑ:pne*] | 21. [ə desk] |
| 22. [ə pet] | 23. [ə rʌbə*] | |
| 24. [ðə laɪf ʌv ə sevənθ greɪdə*] | | |

Crossword II: words

- | | | |
|--------------------------|-------------------|------------------|
| 1. [ə ti:tʃə*] | 2. [ə ʃɒgət] | 3. [ə stju:dənt] |
| 4. [kemɪstri] | 5. [fɪnɪʃ] | 6. [neɪbə*] |
| 7. [tekstəɪəl wɔ:k] | 8. [baɪələdʒi] | 9. [hɪstəri] |
| 10. [mæθs] | 11. [ə klɑ:sru:m] | 12. [biheɪv] |
| 13. [frentʃ] | 14. [dʒɪɒɡrafi] | 15. [rʌʃən] |
| 16. [spæniʃ] | 17. [rɪlɪdʒən] | 18. [swɪ:dɪʃ] |
| 19. [ðə ɪŋɡlɪʃ læŋɡwədʒ] | | |

Crossword I

(Teacher's handout)

- | | |
|--|------------------------------------|
| 1. [ə taimteibl] = a timetable | 2. [sku:l] = school |
| 3. [peərənts] = parents | 4. [ə kɔ:l limit] = a call limit |
| 5. [præktisiŋ] = practising | 6. [brekfəst] = breakfast |
| 7. [houmwə:k] = homework | 8. [ə kəmpju:tə*] = a computer |
| 9. [fʊtbɔ:l] = football | 10. [ə hɔlɪdeɪ] = a holiday |
| 11. [mju:zɪk] = music | 12. [speə*taɪm] = spare time |
| 13. [mu:vɪs] = movies | 14. [ə pensl keɪs] = a pencil case |
| 15. [ə nəʊtbʊk] = a notebook | 16. [kləʊðz] = clothes |
| 17. [ʃɒpɪŋ] = shopping | 18. [ri:dɪŋ] = reading |
| 19. [ə ru:lə*] = a ruler | 20. [ə sɑ:pneɪ*] = a sharpener |
| 21. [ə desk] = a desk | 22. [ə pet] = a pet |
| 23. [ə rʌbə*] = a rubber | |
| 24. [ðə laɪf ʌv ə sevənθ greɪdə*] = the life of a seventh grader | |

Crossword II

(Teacher's handout)

- | | |
|---|-----------------------------|
| 1. [ə ti:tʃə*] = a teacher | 2. [ə jɒgət] = a yoghurt |
| 3. [ə stju:dənt] = a student | 4. [kemistri] = chemistry |
| 5. [finiʃ] = Finnish | 6. [neibə*] = neighbour |
| 7. [tekstaiəl wɔ:k] = textile work | 8. [baɪələdʒi] = biology |
| 9. [histəri] = history | 10. [mæθs] = maths |
| 11. [kla:sru:m] = a classroom | 12. [biheiv] = behave |
| 13. [frentʃ] = French | 14. [dʒiɒɡrafi] = geography |
| 15. [rʌʃən] = Russian | 16. [spæniʃ] = Spanish |
| 17. [rɪlɪdʒən] = religion | 18. [swɪ:dɪʃ] = Swedish |
| 19. [ðə ɪŋɡlɪʃ læŋɡwədʒ] = the English language | |

S I M P L E

S N A C K S

TASK 13: Mixed months

Time: 10-15 min.

Preparation:

- Print out copies of the handouts (a task sheet and a separate answer sheet) for each student.

The task:

- Give students the handout (task sheet) and ask them to write their answers either in their notebook or on the separate answer sheet. Your students' task is to solve the correct words from the mixed letters. There are twelve different words and students will probably soon understand that the mixed words are months in English.
- Ask the students to translate the months into Finnish as well.
- Check the answers and read/practise the words together with your students.

Alternatives:

- The task is easy to vary by changing the words used in the task. Decide a subject you want to use (i.e. school, food, days of the week, numbers) and pick words that are included in the subject. Then, mix the letters of the words and use them with your students.
- After students have completed the mixed months task, you can also ask them to invent their own mixed words and ask other students to try to figure them out.

Mixed months

(handout)

Sanat ovat menneet sekaisin. Selvitä mikä sana on kyseessä ja kirjoita sana sekä englanniksi että suomeksi.



PETSEMBRE



NUJE



ANUJYRA



RILPA



MEBVONRE



LYJU



BOCTROE



CHARM



MECREBDE



AMY



SUGATU



BRUERAFY

(Mixed months - answer sheet)

MIXED WORD

IN ENGLISH

IN FINNISH

1. _____ = _____ = _____

2. _____ = _____ = _____

3. _____ = _____ = _____

4. _____ = _____ = _____

5. _____ = _____ = _____

6. _____ = _____ = _____

7. _____ = _____ = _____

8. _____ = _____ = _____

9. _____ = _____ = _____

10. _____ = _____ = _____

11. _____ = _____ = _____

12. _____ = _____ = _____

Mixed months

(Teacher's handout)

Sanat ovat menneet sekaisin. Selvitä mikä sana on kyseessä ja kirjoita sana sekä englanniksi että suomeksi.

1. ANUJYRA = JANUARY = TAMMIKUU
2. BRUERAFY = FEBRUARY = HELMIKUU
3. CHARM = MARCH = MAALISKUU
4. RILPA = APRIL = HUHTIKUU
5. AMY = MAY = TOUKOKUU
6. NUJE = JUNE = KESÄKUU
7. LYJU = JULY = HEINÄKUU
8. SUGATU = AUGUST = ELOKUU
9. PETSEMBRE = SEPTEMBER = SYYSKUU
10. BOCTROE = OCTOBER = LOKAKUU
11. MEBVONRE = NOVEMBER = MARRASKUU
12. MECREBDE = DECEMBER = JOULUKUU

TASK 14: Where's the word?

Time: 10 – 15 min.

Preparation:

- Print out a copy of the handout for each student.

The task:

- Give your students the handout and explain them that there are fifteen English words in the handout that the students need to recognise.

! Notice, that it is very likely that dyslexic students have difficulties with the fact that there are extra letters in the words they should understand and find. However, the words are written so that there are extra letters only before and after the actual word. Thus, explain your students that there are extra letters before and after the correct words and ask them to read the words slowly several times. !

- Ask students to write the words they find both in English and in Finnish.
- Check the answers and read / practise the words together with your students.

Alternatives:

- The task is very easy to use several times by inventing new varied words for students to find.

Where's the word?

(handout)

Monisteella on 15 englannin kielen sanaa. Tehtäväsi on löytää sanat ja kirjoittaa ne englanniksi. Suomenna sanat lopuksi.

1. CANO AREXAMPLETS = _____

2. OTHES CAFUTUREBO = _____

3. BTHAPPINESSOUY = _____

4. SANIO BAFTERNOONCS = _____

5. SETUESDAYRD = _____

6. COSAUSAGERTH = _____

7. DAFF ABCROCODILETHE = _____

8. STUCHOCOLATEREF = _____

9. XZDANGEROUSGHT = _____

10. FAUND OTELEPHONETS = _____

11. SAVF ERSHARPENERAST = _____

12. KAN OIWALLET = _____

13. SAX ITSECRETAR = _____

14. DANI SHELEVATOREST = _____

15. XAD UGSTORAGERD = _____

Where's the word?

(Teacher's handout)

Monisteella on 15 englannin kielen sanaa. Tehtäväsi on löytää sanat ja kirjoittaa ne englanniksi. Suomenna sanat lopuksi.

1. CANO AREXAMPLETS = AN EXAMPLE = ESIMERKKI
2. OTHES CAFUTUREBO = THE FUTURE = TULEVAISUUS
3. BTHAPPINESSOUY = HAPPINESS = ONNELLISUUS
4. SANIO BAFTERNOONCS = AN AFTERNOON = ILTAPÄIVÄ
5. SETUESDAYRD = TUESDAY = TIISTAI
6. COSAUSAGERTH = SAUSAGE = MAKKARA
7. DAFF ABCROCODILETHE = A CROCODILE = KROKOTIILI
8. STUCHOCOLATEREF = CHOCOLATE = SUKLAA
9. XZDANGEROUSGHT = DANGEROUS = VAARALLINEN
10. FAUND OTELEPHONETS = A TELEPHONE/PHONE = PUHELIN
11. SAVF ERSHARPENERAST = A SHARPENER = TEROITIN
12. KAN OIWALLET = A WALL/WALLET = SEINÄ / LOMPAKKO
13. SAX ITSECRETAR = A SECRET = SALAISUUS
14. DANI SHELEVATOREST = AN ELEVATOR = HISSI
15. XAD UGSTORAGERD = A STORAGE = VARASTO

TASK 15: What's the word?

Time: 10 – 15 min.

Preparation:

- Print out the handout for each student.

The task:

- Give your students the handout and ask them to choose the correct spelling / written form of every word given (15 words).
- Check the answers and read / practise the words together with your students.

Alternatives:

- As the extra words in the handout include both nonsense as well as actual English words, go through all the words with your students and check if they are able to separate which words are nonsense and which ones are actual words.
- The task is very easy to use several times by using different words and new alternatives for correct answers.

What's the word?

(handout)

Valitse suomenkielisen sanan oikea englanninkielinen muoto.

1. PÄÄKAUPUNKI a) A capitle b) A capital c) A captal
2. KIRJAIN, KIRJE a) A letter b) A leather c) A ladder
3. RAVINTOLA a) A resitant b) A restaurant c) A restore
4. SILTA a) A fridge b) A ridge c) A bridge
5. VANHEMMAT a) Parents b) Pears c) Pearants
6. NAAPURI a) A niece b) A neighbour c) A nice
7. SILMÄLASIT a) Glasses b) Classes c) Glacces
8. VIESTI a) A massage b) A mestage c) A message
9. TÄHTI a) A stairs b) A star c) A stair
10. HIUKSET a) Here b) Hear c) Hair
11. KATTO a) A sailing b) A ceiling c) A seiling
12. YLÄKERTA a) Apstairs b) Upsteirs c) Upstairs
13. KEITTIÖ a) A chicken b) A kitchen c) A midget
14. ASUNTO a) An amusement b) A pavement c) An apartment
15. MUISTI,
MUISTO a) Memory b) Scenery c) Hungary

What's the word?

(Teacher's handout)

Valitse suomenkielisen sanan oikea englanninkielinen muoto.

1. PÄÄKAUPUNKI = b) A capital
2. KIRJAIN, KIRJE = a) A letter
3. RAVINTOLA = b) A restaurant
4. SILTA = c) A bridge
5. VANHEMMAT = a) Parents
6. NAAPURI = b) A neighbour
7. SILMÄLASIT = a) Glasses
8. VIESTI = c) A message
9. TÄHTI = b) A star
10. HIUKSET = c) Hair
11. KATTO = b) A ceiling
12. YLÄKERTA = c) Upstairs
13. KEITTIÖ = b) A kitchen
14. ASUNTO = c) An apartment
15. MUISTI,
MUISTO = a) Memory

TASK 16: What's missing?

Time: 10 – 15 min.

Preparation:

- Print out a copy of the handout for each student.

The task:

- The student's handout includes English words that have letters missing. Students' task is to figure out the missing letters and then to translate the words into Finnish. In the parentheses, there are clues and you can choose if you want your students to complete the task with or without the clues given.

Alternatives:

- The task is very easy to use several times by inventing new words with missing letters.

What's missing?

(handout)

Lisää sanoihin puuttuvat kirjaimet ja suomenna sanat.

1. A _ RE _ K _ AS _ = _____ (SYÖDÄÄN)
2. A G _ AP _ FR _ IT = _____ (HEDELMÄ)
3. A _ IZ _ RD = _____ (ELÄIN)
4. A T _ _ TOI _ _ = _____ (ELÄIN)
5. A J _ UR _ A _ IST = _____ (AMMATTI)
6. A _ IRE _ TO _ = _____ (AMMATTI)
7. A R _ L _ TIV _ = _____ (PERHE)
8. A L _ NG _ _ G _ = _____ (PUHUA/LUKEA)
9. AN A _ MC _ _ IR = _____ (HUONEKALU)
10. A _ AT _ R _ _ M = _____ (ASUMINEN)
11. A B _ IL _ IN _ = _____ (ASUMINEN)
12. A B _ R _ _ D _ Y = _____ (IKÄ)
13. P _ _ UL _ T _ _ N = _____ (VÄESTÖ)
14. A M _ G _ Z _ N _ = _____ (LUETTAVA)
15. A _ OU _ EN _ R = _____ (MATKUSTUS)

What's missing?

(Teacher's handout)

Lisää sanoihin puuttuvat kirjaimet ja suomenna sanat.

1. A BREAKFAST = AAMIAINEN
2. A GRAPEFRUIT = GREIPPI
3. A LIZARD = LISKO
4. A TORTOISE = KILPIKONNA
5. A JOURNALIST = TOIMITTAJA / JOURNALISTI
6. A DIRECTOR = OHJAAJA
7. A RELATIVE = SUKULAINEN
8. A LANGUAGE = KIELI
9. AN ARMCHAIR = NOJATUOLI
10. A BATHROOM = KYLPYHUONE
11. A BUILDING = RAKENNUS
12. A BIRTHDAY = SYNTYMÄPÄIVÄ
13. POPULATION = VÄKILUKU
14. A MAGAZINE = (AIKAKAUS)LEHTI
15. A SOUVENIR = MATKAMUISTO

TASK 17: Spelling words

Time: 10 – 20 min. (Depending on the number of words used)

Preparation:

- Print out a copy of the handout.
- Glue the handout on a thick paper and cut the words in the handout.

Note! It is important that students know the correct pronunciation of the English alphabet.

The task:

- Review the correct pronunciation of the English alphabet with your students.
- Give each of your students a few words cut from the handout.
- Explain your students that their task is to spell the given words to the other students in the group. Others need to write down the words spelled.
- Check together the correct answers and correct spellings of every word.

Alternatives:

- Ask your students to write down the words that you spell in English. Go through the correct spellings / words together and translate the words into Finnish.

Spelling words

(handout)

Example words:

- | | |
|-------------------|------------------|
| 1. A REINDEER | 2. A SQUIRREL |
| 3. A WOLVERINE | 4. A MOSQUITO |
| 5. A HEDGEHOG | 6. A CHIMPANZEE |
| 7. A BEAVER | 8. A KANGAROO |
| 9. A DENTIST | 10. AN ARCHITECT |
| 11. A LAWYER | 12. A CARPENTER |
| 13. A JOURNALIST | 14. A POLITICIAN |
| 15. A PRIEST | 16. AN ATHLETE |
| 17. AN ORANGE | 18. A STRAWBERRY |
| 19. A GRAPEFRUIT | 20. A PINEAPPLE |
| 21. A WATERMELON | 22. A COCONUT |
| 23. GRAPES | 24. CLOUDBERRY |
| 25. BLUEBERRY | 26. LINGONBERRY |
| 27. A CAULIFLOWER | 28. A POTATO |
| 29. A MUSHROOM | 30. A LETTUCE |

TASK 18: Remember the adjectives?

Time: 30 - 60 min.

Preparation:

- Print out the handouts. Choose different coloured papers for the Finnish and English words as well as for the words in phonetic alphabet.
- Glue the handouts on a thick paper and cut the words.

The task:

- The task is a memory game that can be played in several ways :
 - 1.) by using all of the cards, and asking the students to find matching groups of three words. This way students need to find adjectives that are written both in English, in Finnish as well as in phonetic alphabet. This will be the most challenging way and can take time.
 - 2.) By using only the English words together with the words in phonetic alphabet and asking students to find the pairs.
 - 3.) By using only the Finnish words together with the words in phonetic alphabet and asking students to find the pairs.
 - 4.) By using the written forms in English and in Finnish and asking students to find the pairs.

Alternatives:

- Use only the English words and ask your student(s) to translate the words into Finnish.
- Ask your students to find the English words that they recognize.
- Use only the Finnish words and ask your students to translate the words into English.
- Use only the words written in phonetic alphabets and ask your students if they recognize the words first in English and then in Finnish.

(Handout: adjectives)

R I C H	P O O R	E A S Y	D I F F I C U L T
G O O D	B A D	K I N D	N A S T Y
H U N G R Y	F U L L	C O L O U R F U L L	C O L O U R L E S S
B L A C K	W H I T E	W E T	D R Y
H E A L T H Y	U N H E A L T H Y	Q U I E T	N O I S Y
B U S Y	L A Z Y	F A S T	S L O W
F R I E N D L Y	M E A N	H A P P Y	S A D
C L E V E R	S T U P I D	M O D E R N	O L D - F A S H I O N E D
S H O R T	T A L L	C U T E	D I S G U S T I N G
H O T	C O L D	E X P E N S I V E	C H E A P
S U N N Y	C L O U D Y	S I M I L A R	D I F F E R E N T
T A S T Y	T A S T E L E S S	S H Y	B R A V E
B E A U T I F U L	U G L Y	O L D	Y O U N G

[ritʃ]	[puə(r)]	[i:zi]	[difikəlt]
[gud]	[bæd]	[kaɪnd]	[nɑ:sti]
[hʌŋɡri]	[ful]	[kʌləfəl]	[kʌlələs]
[blæk]	[wait]	[wet]	[draɪ]
[helθi]	[ʌn'helθi]	[kwaiət]	[nɔɪzi]
[bizi]	[leizi]	[friendlɪ]	[mi:n]
[hæpi]	[sæd]	[mɒdən]	[əʊld'fæʃnd]
[klevə(r)]	[stju:pid]	[ʃɔ:t]	[tɔ:l]
[kju:t]	[dis'ɡʌstɪŋ]	[hɒt]	[kəʊld]
[ik'spensɪv]	[tʃɪ:p]	[sʌni]	[klaʊdi]
[similə(r)]	[difrənt]	[teɪsti]	[teɪstləs]
[ʃaɪ]	[breɪv]	[bju:tɪfəl]	[ʌɡli]
[əʊld]	[jʌŋ]	[fɑ:st]	[sləʊ]

RIKAS	KÖYHÄ	HELPPO	VAIKEA
HYVÄ	HUONO	KILTTI	TUHMA
NÄLKÄINEN	KYLLÄINEN	VÄRIKÄS	VÄRITÖN
MUSTA	VALKOINEN	MÄRKÄ	KUIVA
TERVEELLINEN	HILJAINEN	ÄÄNEKÄS	LAISKA
EPÄ - TERVEELLINEN	AHKERA	VIISAS	TYHMÄ
YSTÄVÄLLINEN	ILKEÄ	LYHYT	PITKÄ
SURULLINEN	ILOINEN	KUUMA	KYLMÄ
VANHANAIKAI- NEN	MODERNI	KALLIS	HALPA
ÄLLÖTTÄVÄ	SÖPÖ	MAUKAS	MAUTON
AURINKOINEN	PILVINEN	UJO	ROHKEA
SAMANLAINEN	ERILAINEN	KAUNIS	RUMA
VANHA	NUORI	NOPEA	HIDAS

TASK 19: Simple & short I

Time: 5 – 10 min.

Preparation:

- This task does not need any special preparations. Just make sure that your students have paper to write on. However, a copy of the letters used in the task for each student can be useful. A copy of one's own, helps him/her to maintain attention on the task because it helps to keep track of the letters already used.

The task:

- The actual task is very simple: write down a list of different letters. For example: **HTPASICWKONHENTREA** or **BLISCKOWTPNHEARE**. The longer the list of letters is, the easier it will be for students to come up with different words. Either write the letters used in the task on a black board OR give each student a list of the letters used in the task.
- Then, ask your students to try to come up with as many English words as possible based on the letters given. Each letter in the list can be used only once.
- Check the words together, practise their pronunciation and translate the words into Finnish as well.

Alternatives:

- Decide a word you want your students to find based on the list of letters given. You can either "hide" the word into the list, for example **AIGSOAPT BET**, or you can describe the word to your students in English/Finnish and ask them to try to solve the word based on the letters given.

TASK 20: Simple & short II

Time: 10 – 20 min. (depending on the number of letters and issues used)

Preparation:

- This task does not need any special preparations. Your students need only paper to write on.

The task:

- Ask your students to write down the letters of the alphabet on the paper given / their notebooks. It may be too overwhelming to use all the letters of the alphabet so decide together with your students which letters to use (i.e. which letters they need to write down). Ask your students to also leave some space between the letters.
- Then, there are several points you can ask your students to write down based on the letters used. You can, for example, ask them to invent as many words as possible that begin with a certain letter of the alphabet. If you wish to specify the task, ask your students to invent for example animals, foods, colours, numbers, adjectives, verbs or nouns that begin with a certain letter.

Alternatives:

- Play the game together with all the students so that you try to come up with as many words as possible.
- Organize a competition based on the task.
- After your students have completed the task, ask them to create a story based on the words invented. The story can either be written down or students can tell it orally.

TASK 21: Match the words

Time: 5 – 10 min.

Preparation:

- Print out a copy of the handout for each student.

The task:

- Give your students the handout and ask them to match the English words with the Finnish words.

Alternatives:

* The task is very easy to vary:

- Decide a certain subject you wish to rehearse with your students.
- Write down approximately 10 – 15 words based on the subject. Write down the words both in English as well as in Finnish.
- Then, print out a copy for each student of the words written and ask them to match the English words with the Finnish words.

Match the words

(handout)

Yhdistä englannin- ja suomenkieliset sanat.

TROUSERS

LIPPALAKKI

A HAT

MEKKO

A COAT

FARKUT

GLOVES

PAITA

SHOES

HAME

UNDERWEAR

HOUSUT

A WOOLLY HAT

LAPASET

A DRESS

KENGÄT

JEANS

TAKKI

A CAP

HANSKAT

SOCKS

PIPO

A BELT

HATTU

MITTENS

ALUSVAATTEET

A SKIRT

SUKAT

A SWEATER

VYÖ

Match the words

(Teacher's handout)

Yhdistä englannin- ja suomenkieliset sanat.

TROUSERS = HOUSUT**A HAT = HATTU****A COAT = TAKKI****GLOVES = HANSKAT****SHOES = KENGÄT****UNDERWEAR = ALUSHOUSUT****A WOOLLY HAT = PIPO****A DRESS = MEKKO****JEANS = FARKUT****A CAP = LIPPALAKKI****SOCKS = SUKAT****A BELT = VYÖ****MITTENS = LAPASET****A SKIRT = HAME****A SWEATER = PAITA**

READ
&
WRITE

- IN ENGLISH !

TASK 22: Draw the word

Time: 15-20 min.

Preparation:

- Print the handout (either the written forms of words or the words written in phonetic alphabet).
- Glue the handout on a thick sheet of paper and cut the words.

The task:

- Give your students a few words and ask them to draw a picture of the word they read.
- Check together and read the words out loud together.

Alternative options:

- Use the words as ALIAS: ask your students to explain the words to each other in English.
- Or use the words as PICTONARY: ask your students to draw the words while others try to guess the word in question.

Draw the word

(handout)

A CLOCK	A BRIDGE	A HOUSE	A BED
A CARPET	A MAGAZINE	A DOOR	A FLOWER
A POSTER	A KEY	A COMPUTER	AN APPLE
MONEY	A MOBILE	A SPOON	A PLATE
A FORK	A KNIFE	A TORTOISE	A GLASS
A KITTEN	JEANS	A LAMP	A LAMB
A CANDLE	THE SUN	THE MOON	A BIRD
A SKIRT	A SHIRT	A CARD	A STAMP
A FLAG	A GUITAR	A BUS	GLASSES
A WINDOW	A STAR	A TABLE	A SOFA
A FISH	A TREE	A TOMATO	A PARROT
A BONE	A HEART	A TIE	A CARROT

(handout)

[ə klak]	[ə brɪdʒ]	[ə haus]	[ə bed]
[ə kɑː.pɪt]	[ə mæɡeɪzɪn]	[ə dɔː]	[ə flau.ə]
[ə pəu.stə]	[ə kiː]	[ə kəmpjuː.tə]	[ən æp.l]
[mʌn.i]	[ə məu.bail]	[ə spu:n]	[ə pleɪt]
[ə fɔːk]	[ə naɪf]	[ə tɔː.təs]	[ə glɑːs]
[ə kɪt.n]	[dʒiːnz]	[ə læmp]	[ə læm]
[ə kæn.dl]	[ðə sʌn]	[ðə mu:n]	[ə bɜːd]
[ə skɜːt]	[ə ʒɜːt]	[ə kɑːd]	[ə stæmp]
[ə flæg]	[ə gɪtɑː]	[ə bʌs]	[glɑː.sɪz]
[ə wɪn.dəu]	[ə stɑː]	[ə teɪ.bl]	[ə səu.fə]
[ə fɪ]	[ə triː]	[ə təmɑː.təu]	[ə pær.ət]
[ə bəʊn]	[ə hɑːt]	[ə taɪ]	[ə kær.ət]

Draw the word

(Teacher's handout)

1. A CLOCK [ə klak] = KELLO
2. A BRIDGE [ə brɪdʒ] = SILTA
3. A HOUSE [ə haʊs] = TALO
4. A BED [ə bed] = SÄNKY
5. A CARPET [ə kɑː.pɪt] = MATTO
6. A MAGAZINE [ə mæɡəziːn] = LEHTI
7. A DOOR [ə dɔː] = OVI
8. A FLOWER [ə flau.ə] = KUKKA
9. A POSTER [ə pəʊ.stə] = JULISTE
10. A KEY [ə ki:] = AVAIN
11. A COMPUTER [ə kəmputɜː.tə] = TIETOKONE
12. AN APPLE [ən æp.l] = OMENA
13. MONEY [mʌn.i] = RAHA
14. A MOBILE [ə məʊ.bail] = KÄNNYKKÄ
15. A SPOON [ə spu:n] = LUSIKKA
16. A PLATE [ə pleɪt] = LAUTANEN
17. A FORK [ə fɔ:k] = HAARUKKA
18. A KNIFE [ə naɪf] = VEITSI
19. A TORTOISE [ə tɔː.təs] = KILPIKONNA
20. A GLASS [ə glɑ:s] = LASI
21. A KITTEN [ə kit.n] = KISSANPENTU
22. JEANS [dʒi:nz] = FARKUT
23. A LAMP [ə læmp] = LAMPPU
24. A LAMB [ə læm] = LAMMAS
25. A CANDLE [ə kændl] = KYNTTILÄ
26. THE SUN [ðə sʌn] = AURINKO
27. THE MOON [ðə mu:n] = KUU
28. A BIRD [ə bɜ:d] = LINTU
29. A SKIRT [ə skɜ:t] = HAME
30. A SHIRT [ə ʃɜ:t] = PAITA
31. A CARD [ə kɑ:d] = KORTTI
32. A STAMP [ə stæmp] = POSTIMERKKI

Draw the word

(Teacher's handout)

- 33. A FLAG [ə flæg] = LIPPU**
- 34. A GUITAR [ə gita:] = KITARA**
- 35. A BUS [ə bʌs] = LINJA-AUTO**
- 36. GLASSES [glɑ:.siz] = SILMÄLASIT**
- 37. A WINDOW [ə win.dəu] = IKKUNA**
- 38. A STAR [ə stɑ:] = TÄHTI**
- 39. A TABLE [ə tei.bl] = PÖYTÄ**
- 40. A SOFA [ə səu.fə] = SOHVA**
- 41. A FISH [ə fiʃ] = KALA**
- 42. A TREE [ə tri:] = PUU**
- 43. A TOMATO [ə təma:.təu] = TOMAATTI**
- 44. A PARROT [ə pær.ət] = PAPUKAIJA**
- 45. A BONE [ə bæun] = LUU**
- 46. A HEART [ə hɑ:t] = SYDÄN**
- 47. A TIE [ə tai] = KRAVATTI**
- 48. A CARROT [ə kær.ət] = PORKKANA**

TASK 23: Guess the word

Time: 10- 20 min.

Preparation:

- Print out a copy of the handout for each student.

The task:

- Either go through the task together with the students as a group or give every student a handout and ask them to solve the task independently.
- In the task, students should guess the word described and either write down or tell orally the word both in English as well as in Finnish.

! Notice that the answers are on the same handout as the actual task. **!**

Alternatives:

- You can also ask students to draw a picture of the word described.
- Or you may ask them to translate the actual descriptions into Finnish.

Arvaa oikea sana kuvailun perusteella ja kirjoita se ylös.

1. This is a place where you usually make and eat food.
2. An object that helps you to draw lines.
3. An object that you need when your pencil is dull.
4. You use this to correct mistakes in your writing.
5. This is on the roof of every house.
6. A place where your food stays cold.
7. An object you use when preparing a dinner.
8. At school you write on this.
9. You need this to write.
10. You keep your school books in this.
11. This cleans for example dirty plates, knives and spoons.
12. You use this if a word is unfamiliar to you.
13. A piano, a violin and drums are ...?
14. Usually this comfy thing is in the living room.
15. This is not a plane, but flies in the sky anyway.

THE ANSWERS: A KITCHEN, A RULER, A SHARPENER, AN ERASER, A CHIMNEY, A FRIDGE, A STOVE, A NOTEBOOK, A PENCIL, A SCHOOL BAG, A DISHWASHER, A DICTIONARY, INSTRUMENTS, A SOFA, A HELICOPTER.

TASK 24: Describe the word

Time: 10 – 30 min (depending on the number of the words used).

Preparation:

- Print out a copy of the handout and glue it on a thick sheet of paper.
- Cut the words.

The task:

- Give a few words to every student.
- Ask the students to write down descriptions of the different words in English.
- You may also ask your students to invent their own words and write descriptions of those as well.
- Collect the descriptions that students have written and let other students solve the correct answers based on the descriptions.

Alternatives:

- You may also divide your students into groups of (about) 4 people and ask them to play a game where one explains the words in English or Finnish and others try to guess the correct word.
- In addition, you can ask your students to translate the words given into Finnish as well.

(handout)

A RELATIVE	CHEESE	A POLICE	A FRIEND
AN EXAM	WEATHER	A PEAR	A BEAR
A DOLL	A CAMERA	A REINDEER	A MIRROR
A PARROT	A BOOK	SUMMER	WINTER
A SCHOOL	A MONKEY	A BANANA	AN ORANGE
AN APPLE	A TREE	A TABLE	A CHAIR
A LIBRARY	MUSIC	A RADIO	A DOCTOR
A PILOT	A COOK	A DENTIST	A TEACHER
A HOSPITAL	A BABY	MOTHER	FATHER
A KITCHEN	A FRIDGE	SCISSORS	TELEVISION
A PAPER	A PIANO	A GUITAR	YELLOW
A CLOUD	A SNAIL	AN ANT	A STONE

TASK 25: Simple sentences

Time: 10 min.

Preparation:

- Print out a copy of the handout for each student /group of students. Use coloured paper to print on.
- Cut the words from the paper and group the words according to the sentences they represent. The first words of the sentences have been written both with and without the capital letter, so you can decide which form to use. Using words with a capital letter helps students to find the first word of the sentence. To not to make the task too simple, all the full stops (at the end of each sentence) have been left out. However, question marks are included.
- Print out a copy of the sentences in Finnish if necessary.

The task:

- Decide whether you want your students to work independently or in groups of two or three people. Divide the students into groups if needed.
- Give each student/group the words printed.
- Ask your students to make sentences of the words given. As the words have already been grouped as separate sentences, the task should be quite easy for the students.
- Check together, and translate the sentences into Finnish. It might be beneficial to practise reading the sentences out loud as well.

Alternatives:

- To make the task more challenging, mix all the words printed together and ask then your students to make sentences of the words.
- If you mix all the words together, you can help the students by reading the sentences they are supposed to create in Finnish. You may also give your students a copy of the sentences in Finnish.
- Turn the task into a competition – which group is the fastest!

Simple sentences

(handout)

Our our father finally bought us

a dog yesterday I have never

travelled abroad What what do you

do usually after school ? Last

last year we had a cat but

it got lost My my sister has

always loved animals I am

seldom late from school My my

can brother sometimes be quite

noisy I often go to bed

before 10 o'clock My my mother

usually makes porridge for breakfast

Where where did you buy those

jeans ?

1. Isämme osti meille eilen lopultakin koiran.
2. En ole koskaan matkustanut ulkomaille.
3. Mitä sinä yleensä teet koulun jälkeen?
4. Viime vuonna meillä oli kissa mutta se katosi.
5. Siskoni on aina rakastanut eläimiä.
6. Myöhästyn harvoin koulusta.
7. Veljeni voi joskus olla melko äänekäs.
8. Menen usein nukkumaan ennen kymmentä.
9. Äitini tekee yleensä puuroa aamupalaksi.
10. Mistä ostit nuo farkut?

TASK 26: Is it English? – Yes, it is!

Time: 20 – 60 min.

Preparation:

- Print out a copy of the handout(s) for each student.

The task:

- The task is a short story written in English but by mixing the letters of the English words. The word order is the same as is in the text. Ask your students to try to figure out the text by forming words of the letters given. Ask them to write the text into their notebooks and finally translate the text together with your students.

Alternatives:

* As the task may be quite difficult for dyslexic students who already have trouble remembering the correct spelling of words, there are four different versions of the task included here:

- In the first version, all the words have mixed letters.
- In the second version, every second mixed word in the text is also written with another colour to make it easier for students to understand the text and separate between the words.
- In the third version, every second word is written with another colour and the first letter of every word is capitalized so that students will know the first letters of words.
- In addition to the previous versions, version four has every second word written in English already. Thus, the students need to translate only every second word and may utilize the words given in English.

Is it English? - Yes, it is!

(handout - version I)

Selvitä teksti muodostamalla jokaisesta annetusta sanasta englanninkielinen sana. Kirjoita sanat englanniksi vihkoon ja suomenna lopullinen teksti.

ti si donMay taydo. nodyMa si ym rouvaterif ady
fo het kewe. I lasulyu og ot hoclos no dynaMos.
tBu dyato I ma ta meho saubece I veba a
Chassritm laihody. woT sady goa saw mristsCah veE
dan heatrF smasitChr vesidit su. eH vega su
plyten fo serpents. I tog hatt wen tinostaPlya
hetre mega hihwc I dah hiswed rof. I sola tog a
wen keyhoc cistk, a DC nad a wen VDD-repaly. lAl
ym shewis mace retu! yM setris tog a lodl dan
a arel nopia. naC oyu evelibe taht! eW sutm veba
neeb ryve nikd salt eary. I nac ton tiwa rof
texn sirtChmsa! tuB fobere ahtt I llist vahe a
helow keew fo samstriCh dilahoy felt !!

Is it English? - Yes, it is!

(handout - version II)

Selvitä teksti muodostamalla jokaisesta annetusta sanasta englanninkielinen sana. Kirjoita sanat englanniksi vihkoon ja suomenna lopullinen teksti.

ti si donMay taydo. nodyMa si ym rouvaterif ady
fo het kewe. I lasulyu og ot hoclos no dynaMos.
tBu dyato I ma ta meho saubece I veha a
Chassritm laihody. woT sady goa saw mristsCah veE
dan heatrF smasitChr vesidit su. eH vega su
plyten fo serpents. I tog hatt wen tinostaPlya
hetre mega hihwc I dah hiswed rof. I sola tog a
wen keyhoc cistk, a DC nad a wen VDD-repaly. lAl
ym shewis mace retu! yM setris tog a lodl dan
a arel nopia. naC oyu evelibe taht! eW sutm veha
neeb ryve nikd salt eary. I nac ton tiwa rof
texn sirtChmsa! tuB fobere ahtt I llist vahe a
helow keew fo samstriCh dilahoy felt !!

Is it English? - Yes, it is!

(handout - version III)

Selvitä teksti muodostamalla jokaisesta annetusta sanasta englanninkielinen sana. Kirjoita sanat englanniksi vihkoon ja suomenna lopullinen teksti.

ti si donMay Taydo. nodyMa si ym rouvateriF aDy
fo heT keWe. I lasulyU og ot hocloS no
dynaMos. tBu dyaTo I ma ta meHo sauBece I
veHa a Chassritm laiHody. woT saDy goA saW
mristsCah veE dAn heatrF smasitChr Vesidit su. eH
veGa su Plyten fo serPents. I toG hatT weN
tinostaPlya heTre meGa hihWc I daH hisWed roF.
I solA toG a weN keyHoc ciStk, a DC nAd a
weN VDD-repaly. lAl ym sheWis maCe reTu! yM
setriS toG a loDl dAn a aRel noPia. naC oYu
eveliBe tahT! eW sutM veHa neeB ryVe niKd saLt
earY. I naC toN tiWa roF texN sirtChmsa! tuB
foBere ahtT I lliSt vaHe a heloW keeW fo
samstriCh dilaHoy felt !!

Is it English? - Yes, it is!

(handout - version IV)

Selvitä teksti muodostamalla annetuista sanoista englanninkielisiä sanoja. Osa sanoista on jo valmiiksi kirjoitettu englanniksi. Kirjoita sanat englanniksi vihkoon ja suomenna lopullinen teksti.

ti is donMay today. nodyMa is ym favourite aDy
of heT week. I usually og to hocloS on dynaMos.
But dyaTo I ma at meHo because I have a
Christmas laiHody. Two saDy ago saW Christmas veE
and heatrF Christmas Vesidit us. eH gave su plenty
fo presents. I got hatT new tinostaPlya three meGa
which I had hisWed for. I also toG a weN
hockey ciStk, a DC and a new VDD-repaly. All
ym wishes maCe true! yM sister toG a loDI and
a real noPia. Can oYu believe tahT! We sutM have
neeB very niKd last earY. I naC not tiWa for
texN Christmas! tuB before ahtT I lliSt have a
whole keeW of samstriCh holiday felt !!

Is it English? – Yes, it is!

(Teacher's handout)

Selvitä teksti muodostamalla jokaisesta annetusta sanasta englanninkielinen sana. Kirjoita sanat englanniksi vihkoon ja suomenna lopullinen teksti.

It is Monday today. Monday is my favourite day of the week. I usually go to school on Mondays. But today I am at home because I have a Christmas holiday. Two days ago was Christmas Eve and Father Christmas visited us. He gave us plenty of presents. I got that new Playstation three game which I had wished for. I also got a new hockey stick, a CD and a new DVD-player. All my wishes came true! My sister got a doll and a real piano. Can you believe that! We must have been very kind last year. I can not wait for next Christmas! But before that I still have a whole week of Christmas holiday left!!

TASK 27: My room 1

Time: 15 -30 min.

Preparation:

- You need paper for your student(s) to draw on.
- If you wish not to read the story out loud for your students (i.e. if you want them to read the text themselves), print out a copy of the handout for each student.

The task:

- Give your students a piece of paper.
- First, ask your students to draw a picture of a room on the paper.
- Then, ask them to follow instructions and to draw different kinds of objects in the picture (everything that can be drawn).
- Either read the story out loud to your students, pausing after each sentence and thus giving time for students to draw (and understand what has been told),
- or, give your students a copy of the handout and ask them to complete the task independently. If you give them a copy of the text, guide them to go through the text line by line and sentence by sentence. Otherwise, the task may become too overwhelming for them. You may want to give them an extra paper so that they can cover the rest of the text and easily follow the line they are at.
- After students have completed the task, compare their pictures and go through the text together. You may also ask them about the extra information given in the text, for example the names of Lily's pets.

Alternatives:

- It may be that some students don't like drawing or are dissatisfied with their own abilities to draw. In that case, you may give them the option to write down the same story in Finnish or to translate the text orally to you.

My room

(handout)

Piirrä tyhjälle paperille huoneen ääriviivat.

Lue teksti ja piirrä huoneeseen asioita tekstin vihjeiden mukaan.

Hello! My name is Lily. I live in the countryside with my family.

Our house is a big yellow detached house and I have my own room there. My room is quite small. The walls as well as the ceiling are white and the floor is black.

On the right-hand wall I have my bed. I have a beautiful orange counterpane. My cats, Lizzie and Lucy, are always on the bed. My dog Ruzz is usually under the bed. Lizzie is all white and Lucy is all black. Ruzz is brown. Lizzy and Lucy are both eight years old, Ruzz is six.

There is a bookshelf on the left-hand wall. There are ten books and two pictures of my best friends, Suzanne and Sarah, in the bookshelf. There is also a radio on the bookshelf. There are two animal posters on the same wall where my bed is. The other has

a picture of an elephant and the other has a picture of a zebra.

There is a window between my bed and my bookshelf. I have yellow curtains which have pictures of flowers on them. In front of the window, there are my brown computer desk and a blue chair. I have my own pink laptop on the desk. My television I have placed on the corner between my bookshelf and the window. On the other corner, between my bed and my desk there is a small table on which is a green table lamp and a plant.

On the floor I also have a pink carpet and there is a lamp hanging from the ceiling of my room, too. I have asked mum to buy me an armchair but haven't got it yet. The best thing is that in my room I have my own peace!

TASK 28: My room 2

Time: 15 min.

Preparation:

- Print out a copy of the handout for each student.

The task:

- Go through the basic use of articles as well as prepositions (that indicate place) with your students.
- Give your student(s) the handout.
- Ask your students to fill in the gaps in the text with suitable prepositions and articles.
- After students have completed the task, go through the task together.

Alternatives:

- After completing the task, you may also ask your students to translate the text into Finnish either by writing or orally.
- You can also give your students a piece of paper and ask them to outline a picture of a room on the paper. After that, ask the students to draw more objects into the picture by following the story.

My room 2.

(handout 1)

Täydennä tyhjät kohdat oikeilla prepositioilla ja artikkeleilla.

Hi! My name is Joe and I'm _____ Texas, America. I live _____ the centre of Texas _____ apartment building with my mom and my three sisters. Our home is small but luckily I have my own room. Next, I'll tell you what my room looks like.

I have _____ bed _____ the left-hand side of my room. There are _____ football, _____ basketball and rollerblades _____ my bed. My desk is _____ _____ wall and _____ it there is _____ big armchair. _____ my desk and _____ bed, _____ window there are my drums. They take _____ lot of space _____ my room. _____ walls I have eight posters of my favourite rock bands, such as Nickelback, Metallica and Nightwish. My own TV and Playstation 3 console are _____ _____, _____ my drums and my bed. I don't have _____ carpet _____ floor but there is _____ lamp _____ _____ my desk.

My room 2.

(handout 2)

Täydennä tyhjät kohdat oikeilla prepositioilla ja artikkeleilla vihjeiden mukaan.

Hi! My name is Joe and I'm _____ Texas, America. I live _____
(jostakin) (-ssa)

the centre of Texas _____ apartment building with my
(kerrostalossa)

mom and my three sisters. Our home is small but luckily I have

my own room. Next, I'll tell you what my room looks like.

I have _____ bed _____ the left-hand side of my room. There are
(art.) (-lla)

_____ football, _____ basketball and rollerblades _____ my bed.
(art.) (art.) (alla)

My desk is _____ wall and _____
(vastapäisellä) (edessä)

it there is _____ big armchair. _____ my desk and
(art.) (välissä)

_____ bed, _____ window there are my
(art.) (edessä + artikkeli)

drums. They take _____ lot of space _____ my room. _____
(art.) (-ssa) (seinillä)

walls I have eight posters of my favourite rock bands, such as

(handout 2)

Nickelback, Metallica and Nightwish. My own TV and Playstation

3 console are _____, _____ my drums
(nurkassa) (välissä)

and my bed. I don't have _____ carpet _____ floor but
(art.) (-lla + art.)

there is lamp my desk.
(art.) (nurkassa) (vieressä)

My room 2.

(Teacher's handout)

Hi! My name is Joe and I'm from Texas America. I live in the centre of Texas in an apartment building with my mom and my three sisters. Our home is small but luckily I have my own room. Next, I'll tell you what my room looks like.

I have a bed on the left-hand side of my room. There are a football, a basketball and rollerblades under my bed. My desk is on the opposite wall and in front of it there is a big armchair. Between my desk and the bed, in front of the window there are my drums. They take a lot of space in my room. On the walls I have eight posters of my favourite rock bands, such as Nickelback, Metallica and Nightwish. My own TV and Playstation 3 console are on the corner, between my drums and my bed. I don't have a carpet on the floor but there is a lamp on the corner next to my desk.

TASK 29: My room 3

Time: 30 – 60 min.

Preparation:

- Go through the use of articles and prepositions that indicate place with your students.
- Tasks 27 and 28.
- Print out a copy of the handout for your students.

The task:

- Give your students a paper with ready made lines that help them in their writing or ask them to take out their notebooks.
- Ask your students to write down an introduction of their own room in English. If they don't have their own room, they can write about their own dream room or tell about their home in general.

Alternatives:

- Students can also draw a picture of their room / dream room / home in general before writing the introduction.
- You can also divide your students into groups of two or more people and ask the others to draw / make notes of what one group member tells about his/her room.

My room 3.

(handout)

IN = SISÄLLÄ

UNDER = ALLA

ON = PÄÄLLÄ

ABOVE = YLÄPUOLELLA

BETWEEN = VÄLISSÄ

NEXT TO = VIERESSÄ

OPPOSITE = VASTAPÄÄTÄ

BEHIND = TAKANA

IN FRONT OF = EDESSÄ

NEAR = LÄHELLÄ

AGAINST = VASTEN

MY ROOM

TASK 30: Word hunt

Time: 15 – 20 min.

Preparation:

- Print out a copy of the handouts for each student.

Stages of the task:

- Give the handouts to your students.
- Ask your students to separate the words given in handout 1 based on the definitions in handout 2.
- Check the correct answers together with your students.
- Ask your students to write a poem or a short story based on the words given in the handouts.

Word hunt

(handout)

Lajittele seuraavat sanat eri aihealueisiin. Aihealueita ovat koulu, vaatteet, ruoka, luonto ja eläimet.

jeans a lake a fox a tomato socks
a break a belt a parrot the sky a mushroom
bread a cap a jumper a snake an elephant snow
a field a stone porridge a dress a cucumber
an orange a desk a mountain cheese a forest
a lion a mouse butter a pupil a skirt
a gold fish a board a leaf an exam a flower
a lesson chocolate the sun a notebook
gloves a hat a teacher
juice a bird homework a shirt
vegetables a sea a butterfly a rubber
a reindeer a timetable a guinea pig a coat
a cake trainers geography an ocean

(handout)



Word hunt

(Teacher's handout)

Lajittele seuraavat sanat eri aihealueisiin. Aihealueita ovat koulu, vaatteet, ruoka, luonto ja eläimet.

SCHOOL = A board, a break, a desk, an exam, geography, homework, a lesson, a notebook, a pupil, a teacher, a timetable, a rubber.

CLOTHES = A belt, a cap, a coat, a dress, gloves, a hat, jeans, a jumper, a shirt, a skirt, socks, trainers.

FOOD = Bread, butter, a cake, cheese, chocolate, a cucumber, juice, a mushroom, porridge, an orange, a tomato, vegetables.

NATURE = A field, a flower, a forest, a lake, a leaf, a mountain, an ocean, a sea, the sky, snow, a stone, the sun.

ANIMALS = A bird, a butterfly, an elephant, a fox, a gold fish, a guinea pig, a lion, a mouse, a parrot, a reindeer, a snake, a squirrel.

TASK 31: Word classes

Time: 15 – 60 min.

Preparation:

- Print out a copy of the handouts for each student.

Stages of the task:

- Give the handouts to your students.
- Ask your students to separate the words given in handout 1 based on the definitions in handout 2. (Part I)
- Check the correct answers together with your students.
- Ask your students to invent and write down sentences or a short story based on the words given in the handouts 1 and 2. (Part II)

PART I: Jaa sanat eri sanaluokkiin. Mukana on substantiiveja, verbejä, adjektiiveja ja pronomineja.

trousers big listen to happy him
 it me furniture I a lamp our bad play
 write an apple
 a board game a bike a house
 laugh a guitar sad he a friend a candle
 beautiful quiet a horse sleep curtains
 your you great feel we
 rich watch cry us
 she helpful drink my her buy
 a ticket eat blue their
 dangerous proud easy a tree
 draw famous think a girl sing nice
 they read

Word classes

(answer sheet)

PART I: Jaa sanat eri sanaluokkiin. Mukana on substantiiveja, verbejä, adjektiiveja ja pronomineja.

SUBSTANTIIVIT	VERBIT
ADJEKTIIVIT	PRONOMINIT

[illegible]

Word classes

(Teacher's handout)

PART I: Jaa sanat eri sanaluokkiin. Mukana on substantiiveja, verbejä, adjektiiveja ja pronomineja.

PART II: Tee lauseita keräämiesi sanojen avulla. Muista ottaa mukaan sanoja eri sanaluokista. Muista myös oikeat taivutusmuodot verbeistä!

SUBSTANTIIVIT = an apple, a bike, a board game, a candle, curtains, a friend, furniture, a girl, a guitar, a horse, a house, a lamp, a ticket, a tree, trousers.

VERBIT = Buy, cry, draw, drink, eat, feel, laugh, listen to, play, read, sing, sleep, think, watch, write.

ADJEKTIIVIT = Bad, beautiful, big, blue, dangerous, easy, famous, great, happy, helpful, nice, proud, rich, quiet, sad.

PRONOMINIT = He, her, him, I, it, me, my, our, she, their, they, us, we, you, your.

TASK 32: Rhyming words

- **Time:** 15 – 30 min.

Preparation:

- Print the first handout for each student. If you wish not to use all the words given in the handout, you can also make your own lists of words with the help of the handout.
- Find different kinds of materials for your students to use when writing (i.e. different kinds of papers, post cards, canvas, wood, stones, leaves etc.)
- You will need also extra scissors, glue, marker pens etc. which can be used when making handicrafts.

The task:

- The idea of the task is to familiarize students with different words that have similar kinds of pronunciation forms and to teach them to use the words correctly.
- Give your students the list of words you have prepared and advice them to write a poem, a short story or some other presentation based on the words given in the list. Advice your students to use different kinds of materials and ask them to use their imagination and to be as creative as possible.
- Before starting the process, decide together with your students if they can use also words that are not included in the list. Remind your students to also use the correct forms of words / inflect the words if necessary.
- After students have completed the task, either go through the presentations together or ask your students to give their presentations to you for evaluation.

Alternatives:

- Use the words as a game where students try to find all the words that rhyme.
- You can also give your students a list of words and ask them to translate the words into Finnish.

Rhyming words

(handout I)

GOAT BOAT COAT THROAT

HOT GOT NOT SPOT

KNEE SEA TEA PEA

KEY WE HE SHE

RAT HAT BAT CAT

SINK PINK THINK DRINK

SAY DAY WAY PLAY

WET VET PET GET

BED HEAD BREAD READ

Rhyming words

(handout II)

SKIRT

SHIRT

BIRTH

DIRT

SHARK

DARK

BARK

PARK

BIRD

WORD

HEARD

THIRD

PEAR

HERE

TEAR

DEAR

HAIR

HARE

BEAR

WEAR

SUN

SON

FUN

RUN

Rhyming words

(Teacher's handout)

GOAT = vuohi	BOAT = vene	COAT = takki	THROAT = kurkku
HOT = kuuma	GOT = sai	NOT = ei (kielto)	SPOT = pilkku, täplä
KNEE = polvi	SEA = meri	TEA = tee	PEA = herne
KEY = avain	WE = me	HE = hän (mies)	SHE = hän (nainen)
RAT = rotta	HAT = hattu	BAT = lepakko	CAT = kissa
SINK = upota	PINK = vaalean- punainen	THINK = ajatella	DRINK = juoda
SAY = sanoa	DAY = päivä	WAY = tie, tapa	PLAY = pelata, soittaa
WET = märkä	VET = eläinlääkäri	PET = lemmikki	GET = saada
BED = sänky	HEAD = pää	BREAD = leipä	READ = lukea
SKIRT = hame	SHIRT = paita	BIRTH = syntymä	DIRT = lika
SHARK = hai	DARK = pimeä, tumma	BARK = haukkua	PARK = puisto
BIRD = lintu	WORD = sana	HEARD = kuuli	THIRD = kolmas
PEAR = päärynä	HERE = täällä	TEAR = kyynel, repiä	DEAR = kulta, rakas
HAIR = hiukset	HARE = jänis	BEAR = karhu	WEAR = pukea, pitää yllään
SUN = aurinko	SON = poika	FUN = hauska	RUN = juosta

TASK 33: What happened then?

Time: 10 – 15 min.

Preparation:

- Print out a copy of the handout for each student

The task:

- Give your students the handout.
- On the handout, there is a text with alternative words from which your students need to choose the correct alternative according to what they read.

Alternatives:

- After your students have read the text and chosen their alternatives, go through the correct answers together.
- Ask then your students to translate the text, either by writing or orally.

What happened then?

(handout)

Lue teksti ja valitse tekstin perusteella oikeat vaihtoehdot.

Vaihtoehdot on merkitty punaisella ja sinisellä.

Luettuasi, kirjoita tarina loppuun.

It was a / an dark and sunny / stormy Friday night / knife. Joe walks / was walking to school / home all alone. He / she had been on his / her best friend's birthday party. But now it was late and Joe was score / scared. Suddenly everybody / someone screamed. Then Joe sea / saw somebody / nothing come towards him on the road... it was a ghost / goal! Joe wanted to sleep / run but he could not move! The creature came closer... and then it was right between / next to Joe! Now, Joe began to run... The creature followed Joe across / under a fridge / bridge. And then anything / something terrible happened... Joe fell! Do you know what happened next?

What happened then?

(Teacher's handout)

Lue teksti ja valitse tekstin perusteella oikeat vaihtoehdot.

Vaihtoehdot on merkitty punaisella ja sinisellä.

Luettuasi, kirjoita tarina loppuun.

It was a dark and stormy Friday night. Joe was walking home all alone. He had been on his best friend's birthday party. But now it was late and Joe was scared. Suddenly someone screamed. Then Joe saw somebody come towards him on the road... it was a ghost! Joe wanted to run but he could not move! The creature came closer... and then it was right next to Joe! Now, Joe began to run... The creature followed Joe across a bridge. And then something terrible happened... Joe fell! Do you know what happened next?

TASK 34: 500 words

Time: 15 -60 min.

Preparations:

- In the following handout, there are 500 common English words. Either use all of them or do a list of your own by choosing the words you want to use on the list.
- Print out copies of the handouts for students to use.
- Find different kinds of materials for your students to use when writing (i.e. different kinds of papers, post cards, canvas, wood, stones, leaves etc.)
- You will need also extra scissors, glue, marker pens etc. which can be used when making handicrafts.

The task:

- Decide whether you want your students to work in groups, pairs or alone.
- Give your students the list of words you have prepared or copied and advice them to write a poem, a (short) story or some other presentation based on the words given in the list. Advice your students to use different kinds of materials and ask them to use their imagination and to be as creative as possible. Thus, they can write, draw, paint, make handicrafts and what ever comes to mind when looking at the words and all the different materials.
- Remind your students to also use the correct forms of words / inflect the words if needed. Ask them to try to use only the words that are in the list.
- After students have completed the task, either go through the presentations together or ask your students to give their presentations to you for evaluation.

Alternatives:

- Begin the task by asking your students to choose one material they want to use (paper, canvas, a card, a leaf etc.) and advice them to create something written based on that material and the words given.

500 words

(handout)

A

A, ABROAD,
ACROSS,
ADVENTURE,
AFRAID,
AIR, ALONE,
ALLERGIC,
ALWAYS,
AM, AN, AND,
ANKLE, ANGRY,
ANIMAL, ANSWER,
ANYTHING, APPLE,
APRIL, ARE, ASK,
AUNT, AWFUL

B

BABY, BALL
BANANA,
BEACH,
BEAUTIFUL,
BECAUSE, BED,
BETWEEN, BIG,
BIRTHDAY,
BLACK, BLUE,
BOARD, BOOK,
BORED, BOY,
BREAKFAST,
BRIDGE, BROWN,
BUSY, BUT,
BUTTERFLY,
BUY

C

CAKE, CAN,
CARD,
CAREFULLY,
CARROT,
CARRY, CAT,
CHEAP, CHEESE,
CHICKEN,
CHILDREN,
CITY, CLOTHES,
CLOUD, COLD,
COMPETITION,
COMPUTER, COOK,
COTTAGE, COW,
CUTE

D

DANCE,
DANGEROUS,
DAY, DELICIOUS,
DECIDE, DENTIST,
DIFFERENT,
DIFFICULT,
DINOSAUR,
DINNER,
DISAPPEAR, DO,
DOCTOR, DOG,
DOOR, DUCK,
DREAM, DRESS,
DRIVE, DRUMS,
DRY

E

EARLY, EARS,
EARTH, EASY,
EAST, EAT, EIGHT,
ELEPHANT, EMPTY,
ENGLAND, ENJOY,
EVENING,
EVERYONE,
EVERYTHING,
EXAM, EXCITING,
EXOTIC,
EXPERIENCE,
EXPENSIVE,
EXPLAIN, EYE

F

FAMILY,
FAMOUS,
FANTASTIC,
FARM, FAST,
FATHER,
FAVOURITE,
FEEL, FELL,
FINALLY,
FIND, FISH,
FIVE, FLOWER,
FOOD, FOOTBALL,
FOREST, FRIDAY,
FRIEND, FRUIT,
FUN

500 words

(handout)

G

GAME, GARDEN,
GEOGRAPHY,
GERBIL, GHOST,
GIRAFFE, GIRL,
GIVE, GLASSES,
GO, GOAL, GOLD,
GOOD, GRADE,
GRANDPARENT,
GREAT, GREEN,
GREY, GROUP,
GUESS, GUITAR

H

HAPPEN, HAPPY,
HAT, HAVE, HE,
HEAVEN, HEAR,
HEART, HEAVY,
HELP, HER, HIM,
HIS, HOBBY,
HOLIDAY, HOME,
HONEY, HORSE,
HOT, HOW,
HUNGRY

I

I, ICE, IF, IDEA,
ILL, IMAGINE,
IMMEDIATELY,
IMPORTANT,
IMPOSSIBLE, IN,
INFORMATION,
INSIDE, INDIA,
INSTRUMENT,
INTERESTING,
INTERESTED,
INVISIBLE,
INVITE, IS,
ISLAND, IT

J

JACKET, JAM,
JANUARY,
JAPAN, JEANS,
JEALOUS,
JEWELLERY,
JOB, JOGGING,
JOIN, JOKE,
JOURNEY,
JOURNALIST,
JUICE, JULY,
JUMP, JUMPER,
JUNE, JUNGLE,
JUNK, JUST,

K

KANGAROO,
KEEP, KETTLE,
KETCHUP, KEY,
KICK, KILOMETRE,
KIND, KING,
KISS, KITCHEN,
KITE, KITTEN,
KIWI, KNIFE,
KNIGHT, KNEE,
KNOCK, KNOT,
KNOW,
KNOWLEDGE,

L

LAKE, LANGUAGE,
LAUGH, LEARN,
LEAVE, LEG,
LET'S, LESSON,
LIE, LIFE, LIKE,
LION, LITTLE,
LIVE, LONELY,
LONG, LOST,
LOVE, LUNCH,
LUCKY, LUGGAGE,

500 words

(handout)

M

MAGAZINE,
MAGIC, MAKE,
MAN, MAP, MEAN,
MEET, MEMORY,
MILK, MILLION,
MIRROR, MINUTE,
MONEY, MONKEY,
MONTH, MOON,
MORNING,
MOTHER,
MOUNTAIN,
MUSIC, MY

N

NAME, NEAR,
NEED,
NEIGHBOUR,
NEVER, NEW,
NEXT, NICE,
NIGHT, NINE,
NO, NOBODY,
NOISE, NORTH,
NOSE, NOT,
NOTICE,
NOTHING,
NOVEMBER,
NOW, NUMBER

O

OCEAN, OCTOBER,
OF, OFFICE,
OFTEN, OIL, OLD,
ON, ONCE, ONE,
ON, ONION, ONLY,
OPEN, OPPOSITE,
OR, ORANGE, OUR,
OUT, OVER, OWN,
OWL,

P

PANCAKE, PAPER,
PARENTS, PARK,
PARROT, PARTY,
PAY, PEOPLE,
PERFECT, PIG,
PINEAPPLE,
PINK, PLANE,
PLAY, PLEASE,
POEM, POLITE,
PONY, POOR,
POUND, PROBLEM

Q

QUACK, QUAKE,
QUARTER, QUEEN,
QUESTION,
QUEUE, QUICK,
QUICKLY, QUIT,
QUIET, QUIETLY,
QUITE, QUIZ,

R

RADIO, RAIN,
RAT, READ,
REASON, RED,
REINDEER, RED,
RELATIVE, RELAX,
REMEMBER,
RESTAURANT,
RICH, RIDE,
RIGHT, RING,
RIVER, ROAD,
ROCK, ROOM,
ROSE, RUN

500 words

(handout)

S

SAD, SCHOOL,
SEA, SECRET,
SEE, SHE,
SHINY, SING,
SIT, SHIP,
SHORT, SHY,
SISTER, SKY,
SLEEP, SNOW,
SOMEBODY,
SPACE, STAR,
STRANGE,
SUN,
SURPRISE

T

TABLE, TAKE,
TEACHER,
TEN, THING,
THINK, THREE,
TIRED, TO,
TODAY,
TOMORROW,
TRAIN, TRAVEL,
TREASURE,
TREE, TRIP,
TROUBLE,
TRUE, TRUTH,
TRY, TUESDAY

U

UGLY, UMBRELLA,
UNCLE, UNDER,
UNDERSTAND,
UNFAIR, UNIQUE,
UNIVERSE,
UNIVERSITY,
UNLESS, UNREAL,
UNTIL, UP,
UPSTAIRS, US,
USE, USEFUL,
USUAL, USUALLY

V

VALLEY, VAMPIRE,
VAN, VANILLA,
VEGETABLE, VEST,
VET, VERY,
VICTORY, VIDEO,
VIEW, VINE,
VILLAGE, VIOLIN,
VIOLET, VISIT,
VISITOR,
VITAMIN, VOICE,
VOLLEYBALL

W

WAIT, WALK,
WANT, WAS,
WATER, WE,
WEATHER, WEEK,
WERE, WET,
WHAT, WHEN,
WHERE, WHITE,
WHO, WHY, WIN,
WINDOW,
WINTER, WISE,
WISH,
WONDERFUL

Y

YACHT, YACK,
YARD, YAWN,
YEAR, YELL,
YELLOW, YES,
YESTERDAY, YET,
YOGHURT, YOU,
YOUNG, YOUR

Z

ZEBRA, ZERO,
ZILLION,
ZOMBIE,
ZONE, ZOO

