

*Addressing the preferences of dyslectic FL students
in the context of compulsory courses in Polish public schools*

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Students with dyslexia pose a challenge to foreign language (FL) educators world-wide. Because of their specific problems with language processing, dyslectic students call for individual approach in FL teaching. This includes diverse forms of language instruction and special arrangements for the time and methods of assessment. Fulfilling these requirements often proves a difficult task, especially to teachers working in public schools with mixed-abilities classes and under time pressure.

In order to understand better the preferences of dyslectic students and in hope of developing strategies for helping them, the author submitted a questionnaire to dyslexia-affected students from five different public secondary schools in Poznań, Poland. 126 students aged 14-16 participated in the survey. They answered twelve questions about the school FL classes they took, giving their opinions on the most and the least attractive FL exercises and sharing their ideas for changing the classes to make them more appealing and effective for themselves.

The obtained answers show great diversity, thus strengthening the belief held by many educators that individual tutorial and developing learner's autonomy are essential for dyslectic students to achieve success in FL learning. However, they also show certain tendencies present among dyslectic students, the strongest of them being a clear preference of group work, a liking for game-like activities and exercises employing conversational skills as well as a fondness of word puzzles (hangman, crosswords, word searches etc.) and perceived difficulties with mastering grammar. These results may be employed to make regular school classes more appealing to dyslectic students in a way that respects the public school teachers' limited time for individual instruction and does not interfere with the needs of non-dyslectic classmates.