

Summary of the 6th annual ELT well Research Round-Up

The 2019 Research Round-up took place a little later in the year than usual - on October 12th this year. While some of us met in the *ELT well* office in Morecambe, others joined us (in our Zoom conference room) from Wales, Argentina, Belgium and Italy. The virtual attendees included 3 of our 4 presenters. Here are the abstracts, with links to the talks.

Ruw Jayasuriya
Lancaster University

“Understanding the impact of Dyspraxia (DCD) and Dysphasia (DLD): An individual case study of a young learner and the implications for additional language learning.”

Ruw reported on her MA dissertation project: an individual case study which investigated the impact on additional language learning of two specific learning difficulties dyspraxia (DCD) and dysphasia (DLD). Apart from issues with working and procedural memory, Ruw explained that the student experienced barriers to classroom participation and noted some of the benefits of individual tutoring. She also concluded that teacher education was key in providing the kind of learning environment and approach that would enable this learner to achieve.

Daniel Foster Correia da Silva
Independent teacher

“Helping learners with ADHD develop communicative competence by dealing with their behavior and interactional competence in the classroom.”

Daniel shared the findings of his classroom-based research when working with young learners with ADHD. He reminded us that there are many overlaps between the effects of several specific learning differences, such as dyslexia and autism, and that this requires a multifaceted approach by the teacher to the lesson and syllabus. In order to accommodate the different rhythms such children have, teachers need to differentiate assignments and consider how to personalize the ratio of space and time in the classroom.

Judith Flynn
Manchester Metropolitan University

“The educational encounter with bilingual children who have specific learning needs.”

In this talk, Judith suggested that there is a particular configuration of political, historical and cultural forces which work together to promote separate language pedagogies for mainstream children, bilingual children and for children with SEN. Through her interviews with school staff, she found that a degree of separation and invisibility were perpetuated by EAL, SEN and mainstream staff. In effect it was possible to exclude and marginalise developing bilingual and bicultural learning needs within the public space of school. She concluded by addressing the question of how such divisions can be overcome for the benefit of the educational encounter by meeting the holistic needs of bilingual children.

Sandra Frattini
Educacion & Neurociencias

“Applying and considering emotional intelligence and multiple intelligences in the classroom. Preparing the right planning that involves every single student.”

Sandra started by reminding us that developing our inter- and intra-personal skills help students and teachers establish rapport and connect to each other much better. She spoke about how we prepare our classes, and suggested that we need to focus more on the individual needs of all the students in the class, taking into account all the aspects of diversity in the class.