



## DON'T EXPECT A FISH TO CLIMB A TREE, JOIN IT IN THE SEA!

Embodied Approaches to Teaching English as a Foreign Language to Students with Dyslexia

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### Introduction

Main issues:

- Italian students with dyslexia face remarkable difficulties in learning English as a foreign language
- Efficacy of English teachers' teaching methodologies in guaranteeing inclusive and equal education
- Confusion in translating theoretical knowledge into practical directions

The attempt of this preliminary study: integrating well-established theories on Language Teaching Accessibility with Embodied theories to improve dyslexic students' learning experience

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1



## Methods

Language Teaching Accessibility



Lessons, materials, activities:

- Gradual and structured
- Multisensory
- Personalized



Body = sensory-motor system that shapes our cognition

- Bodily constraints → Embodied
- Physical environment → Grounded
- Task at hand → Situated

Cognition



Creation of a methodological tool: the Blog

<https://legoblog481121309.wordpress.com/>

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2



## Results



- Change of attitude towards English language learning
- Identification of the new language as a tool to satisfy interests and needs
- Active participation in class
- Concrete, positive results



The foundation on which to build future, long-lasting results

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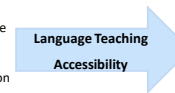


## Discussion

Novelties of the study:

1. An attempt to an **enriching dialogue** between

- Well-established theories in the educational field
- Oriented to practical application



- Theoretical approach: functioning of human brain
- Potential applications?

2. Application of **Embodied Theories** – evidence on **language** – to **teaching contexts**

3. Application of **Embodied Theories** – recent evidence on **intersubjectivity and bodily self** – to **clinical domains**. Improving dyslexic students' learning experience by engaging the **whole Self**

4. Foreign language learning in a **formal educational context**: role of **internal motivation** – to be stimulated

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4