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

Giorgia Camillini, Claudia Scorolli

1 Master’s Student, University of Bologna
2 Department of Philosophy and Communication Studies, University of Bologna

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

Methods

Language Teaching Accessibility

Lessons, materials, activities:

• Gradual and structured
• Multisensory
• Personalized

Embodied Approaches to Cognition

Body = sensory-motor system that shapes our cognition

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

Creation of a methodological tool: the Blog
https://legoblog481121309.wordpress.com/

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

Discussion

1. An attempt to an enriching dialogue between

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

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

Novelties of the study:

1 2 3 4