

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
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**TEACHING FOREIGN LANGUAGES TO STUDENTS WITH DYSLEXIA:
PROPOSING A TEACHING PLAN FOR THE GERMAN LESSON TO LEVEL
A1 STUDENTS**

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ABSTRACT

The symptoms of a child with dyslexia are related to difficulties in the processes of word processing, i.e. reading, writing and spelling of the language, short-term and long-term memory, coordination and organization as well as the process of recruitment and processing information or their phonological decoding. The above results in deficits in the phonological, syntactic and semantic domains of both the mother tongue and the foreign language. More specifically, students with dyslexia have difficulty acquiring vocabulary, grammar and writing, as well as producing and understanding spoken language. They are also expected to encounter difficulties in reading and comprehending written speech, as well as in producing written speech.

The purpose of this paper is to inform foreign language teachers about the difficulties that students with dyslexia face in learning a foreign language and to suggest teaching methods and ways to differentiate material and order so that they can integrate these students into their classroom.

Utilizing the bibliographic and research findings on the difficulties and challenges that students with dyslexia face in the foreign language course, this paper proposes a teaching plan for primary school students, level A1.

The proposal in this paper utilizes the multisensory method, using both auditory, visual and kinesthetic activities as well as memorization techniques while practicing all four foreign language skills. Also, differentiated teaching is applied in order to meet the needs and cultivate the abilities of students with dyslexia.

Keywords : dyslexia, foreign language teaching, intervention

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