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The

Editor: S. Lambropoulou
Introduction

1. Definition of dyslexia as a learning disability or disorder of reading.

Dyslexia is a condition that affects an individual's ability to read, write, and spell. It is characterized by difficulties in processing spoken and written language, which can manifest in various ways, including reading aloud, writing, and understanding written language. Dyslexia is not caused by a lack of intelligence or motivation, but rather by differences in the way the brain processes language and information. It is important to note that dyslexia can affect people of all ages, from young children to adults, and can affect both children and adults who may have been diagnosed with dyslexia in childhood, as well as those who were not identified until later in life.

2. Characteristics of dyslexia

- Difficulty with reading and writing
- Difficulty with spelling and handwriting
- Difficulty with phonological awareness
- Difficulty with rapid naming
- Difficulty with decoding
- Difficulty with comprehension
- Difficulty with memory

3. Causes of dyslexia

- Genetic factors
- Neurodevelopmental differences in the brain
- Environmental factors

4. Prevalence of dyslexia

Dyslexia affects approximately 10% of the population and occurs in all ethnic and cultural groups. It is more common in males than in females, with a ratio of 3:2 in boys to girls.

5. Impact of dyslexia on education and employment

Individuals with dyslexia may face challenges in academic and professional settings, as they may struggle with reading, writing, and other language-based tasks. However, with appropriate accommodations and support, individuals with dyslexia can succeed in various fields.

6. Accommodations for dyslexia

- Use of assistive technology
- Use of modified handwriting materials
- Use of extended time and alternative testing formats
- Use of individualized instruction
- Use of specialized reading programs

7. Conclusion

Dyslexia is a complex and multifaceted condition that requires a comprehensive approach to support. By understanding the characteristics and causes of dyslexia, as well as the available accommodations and support, we can work towards creating a more inclusive and supportive environment for individuals with dyslexia.
A pedagogical distinction in the native language

*4. Problem

Some educators argue that exposure to a second language can have cognitive benefits for children. However, the ultimate goal of teaching a second language is to develop fluency and proficiency in a second language. If children are exposed to a second language in a context that is meaningful and relevant to their daily lives, they are more likely to acquire proficiency in that language.

*5. The Study

A recent study on the effects of teaching ESL indicates that children who are exposed to ESL at a young age show significant improvements in language proficiency. The study suggests that early exposure to ESL can have long-term benefits for children's language development.

*6. Conclusion

In conclusion, teaching ESL to children has the potential to improve their language proficiency. However, it is important to ensure that children are exposed to a second language in a meaningful and relevant context.
1. The problem with your account when the children reach their
  different stages of development.

The problem arises when the children reach different stages correspond to the

2. The problem arises when the children reach different stages of development. Corresponding to our

3. The problem arises when the children reach different stages of development. Corresponding to our

4. The problem arises when the children reach different stages of development. Corresponding to our

5. Traditional approaches of teaching English as a foreign language

Discussion and English as a foreign language
The words were written in large and the students were asked to write them down in different ways on the board. The teacher also asked the students to draw pictures of the words and explain their meanings. The students were then asked to write a short paragraph using the words and sentences from the board.

The words were repeated several times and the students were given different tasks to practice using the words. The teacher also provided feedback on their work and encouraged them to continue practicing.

The students were then given a short quiz to test their understanding of the words and sentences. The teacher reviewed the answers with the class and explained any mistakes.

Overall, the lesson was engaging and the students seemed to be enjoying the activities. The teacher provided clear instructions and support throughout the lesson, which helped the students to feel confident and successful.

6. Spelling Practices in Foreign Language Learning

The importance of spelling practices in foreign language learning cannot be overstated. Many students struggle with spelling, which can make it challenging to communicate effectively in a second language.

According to research, students who practice spelling are more likely to retain new vocabulary and improve their overall language skills. Therefore, it is important for teachers to incorporate spelling exercises into their curriculum.

There are several strategies that can be used to improve spelling skills in foreign language learning.

1. Practice writing words and sentences regularly.

2. Use flashcards to memorize new words and their spellings.

3. Write words in different contexts to understand their usage.

4. Encourage students to write their own sentences using new words.

5. Use technology to practice spelling, such as spell-checking software.

By incorporating these strategies into their teaching, teachers can help their students improve their spelling skills and overall language proficiency.

In conclusion, spelling is an important aspect of foreign language learning. By focusing on spelling practices, teachers can help their students develop a strong foundation in the language, which will benefit them throughout their language studies.
The second column adds some letters in certain words.

1. Money
   - The /th/ is not lost in this word.
   - The /th/ sound is retained.

2. Help
   - The /th/ sound is not lost in this word.
   - The /th/ sound is retained.

3. Help
   - The /th/ sound is not lost in this word.
   - The /th/ sound is retained.

4. Help
   - The /th/ sound is not lost in this word.
   - The /th/ sound is retained.

5. Help
   - The /th/ sound is not lost in this word.
   - The /th/ sound is retained.

In some cases, they used the correct letters but in the wrong order.

- Loom
  - The /th/ sound is not lost in this word.
  - The /th/ sound is retained.

- Burn
  - The /th/ sound is not lost in this word.
  - The /th/ sound is retained.

- Burn
  - The /th/ sound is not lost in this word.
  - The /th/ sound is retained.

- Burn
  - The /th/ sound is not lost in this word.
  - The /th/ sound is retained.

- Burn
  - The /th/ sound is not lost in this word.
  - The /th/ sound is retained.

Improved or Revised Certain Letters

1. They were combined with the use of letters which look like more.
   - Help
     - The /th/ sound is lost in this word.
     - The /th/ sound is not retained.

2. They were combined with the use of letters which look like more.
   - Help
     - The /th/ sound is lost in this word.
     - The /th/ sound is not retained.

3. They were combined with the use of letters which look like more.
   - Help
     - The /th/ sound is lost in this word.
     - The /th/ sound is not retained.

4. They were combined with the use of letters which look like more.
   - Help
     - The /th/ sound is lost in this word.
     - The /th/ sound is not retained.

5. They were combined with the use of letters which look like more.
   - Help
     - The /th/ sound is lost in this word.
     - The /th/ sound is not retained.
The English should be quantitative (Cmt. 1995).

- Spellings
- Pronunciations
- Writing
- Reading
- Spelling

We should not only enrich the written language but also enrich the 

- Change instead of reading - child-constructed (active) expression (Cmt. 1996).

7. Ways of teaching with the specific learning difficulty

are not necessarily made by one person.

The other words concerning the word spelling of the English language

It is also important to say that not all the children make the mistakes

books. Words

Reading: Where are the words?

"Bird" and "bird", "North" and "North", "there" and "their",

"this" and "these", "that" and "those", "the" and "they", "me",

written in some cases where the same words are

Comparison of "the" and "that" when they are in the same situation. The same words are

However, it is important to say that the book is not

In one case the student writes correctly whereas there should be

Dyslexia in English is a complex phenomenon.

(10)
course for teachers of English to children, Cambridge University Press.