ENGaGE

**Digital English and German task bank
for 4th-8th class dyslexic learners**

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An engaging and inclusive approach to learning

Dyslexic students learn best in inclusive classrooms where their special educational needs are catered for. The ENGaGE task bank is a flexible supplementary language teaching resource offering:

- ✓ tasks to develop the phonological, spelling and memory skills of dyslexic language learners,

- ✓ graded tasks for differentiated language skill development in inclusive classes,

- ✓ open-ended projects to allow for varied, creative learner contribution, and

- ✓ playful revision tasks to reinforce learning of vocabulary and grammar

Partnership

- University of Miskolc (Hungary) (coordinator)

- Lingua-Met Ltd. (Hungary)

- Lancaster University (UK)

- Masaryk University (Czech Republic)

- Navigates Ltd. (Hungary)

- University of Szeged (Hungary)

- University of Warsaw (Poland)

"Every child is unique. Although we may rejoice in this fact,
it poses a dilemma for educators. When students are diverse,
teachers can either 'teach to the middle' and hope for the best, or
they can face the challenge of diversifying their instruction."

(Willis and Mann, 2000)

What does the ENGaGE task bank offer?

Innovative and evidence based approach to teaching English and German as an additional language

1   It integrates differentiated skills development, as well as open-ended project work enabling dyslexic learners to participate in collaborative classroom work.

2   The Screenager digital platform provides an appealing multisensory learning space to foster comprehension, and many creative alternatives to writing.

3   Developed in a collaboration of experts on dyslexia and language teaching, the task bank is based on state of the art interdisciplinary knowledge.

4   The task bank is based on a multilingual and multicultural approach. Learners' mother tongue is treated as an asset, and multilingual assistance is provided throughout the task bank.

Differentiation | **Inclusion**

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Multicultural awareness & tolerance | **Autonomy & activity**

Differentiation and inclusion

Dyslexia often causes challenges in foreign language learning. However, in an inclusive environment and with the help of effective support, dyslexic learners can also succeed in foreign language learning.

Techniques and tasks recommended for teaching dyslexic learners such as multisensory teaching, more intensive recycling of previous content, graded tasks, gamification of content are beneficial for all learners: as they deepen understanding, foster skills development, motivate learners, and increase their sense of achievement.

Autonomy and activity

The graded tasks of the task bank offer a choice for learners to proceed at their own speed.

The remix functionality of the Screenager task generator allows them to practise the same exercise several times, and the self-check function provides immediate feedback about achievement.

Group projects encourage learners with different abilities to cooperate, and contribute in their own creative ways to the success of the shared activity.

These features contribute to increasing learner autonomy and activity.