

Foreign Language Learning And Dyslexia Margaret Crombie

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A book on those who know and use two or more languages: Who are they? How do they do it?

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Offering strategies and techniques for teaching modern foreign languages - an often severely challenging subject for pupils with dyslexia - this book is specifically designed to meet the needs of the busy subject specialist teacher looking for guidance on supporting pupils. The book examines alternative approaches to teaching modern languages and introduces useful teaching materials and software. A list of references to resources and organizations offer the reader further assistance. While the book focuses on foreign language learning and teaching at the secondary level, ideas are provided on how to adapt the strategies for both younger and older foreign language learners with dyslexia. The book can be used effectively as a professional text for in-service and pre-service foreign language teachers as well as support staff.

Dyslexia and Foreign Language Learning Routledge

Whether in family life, social interactions, or business negotiations, half the people in the world speak more than one language every day. Yet many myths persist about bilingualism and bilinguals. Does being bilingual mean you are equally fluent in two languages, or that you belong to two cultures, or even that you have multiple personalities? Can you become bilingual only as a child? Why do bilinguals switch from one language to another in mid-sentence? Will raising bilingual children confuse and delay their learning of any language? In a lively and often entertaining book, an international authority on bilingualism, son of an English mother and a French father, explores the many facets of bilingualism. In this book, François Grosjean draws on research, interviews, autobiographies, and the engaging examples of bilingual authors. He describes the various strategies—some useful, some not—used by parents raising bilingual children, explains how children easily pick up and forget languages, and considers how

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bilingualism affects the experience and expression of emotions, thoughts, and dreams. This book shows that speaking two or more languages is not a sign of intelligence, evasiveness, cultural alienation, or political disloyalty. For millions of people, it's simply a way of navigating the complexities of life.

The Routledge Companion to Dyslexia is a ground-breaking analysis of the whole field of dyslexia by a distinguished team of international contributors and editors, engaged in literacy, inclusion and learning. Their diverse perspectives and wide expertise make this invaluable guide one of the most important additions to the field of dyslexia for over a decade. Dyslexia is without doubt the most high profile and contentious learning difficulty, and it is a topic that has attracted a vast amount of research, opinion, professional schisms, and debate. The Companion provides an invaluable overview of the field of dyslexia with vital and clear emphasis on linking theoretical perspectives with best practice. This accessible text: presents a survey of current and future development in research, with a focus on how research can inform practice focuses on areas such as neurobiology, phonological processing, literacy acquisition, numeracy and multilingualism considers assessment and identification, with contributions on early identification, reading, spelling and mathematics addresses identifying and meeting needs in an inclusive context discusses inclusion and barriers to learning in a variety of different national contexts includes models of instruction, direct instruction, co-operative learning and cross-curricular learning. The Routledge Companion to Dyslexia is a superb resource for anyone interested in the subject, whether in education or related subjects such as psychology or neurology. Fully indexed and cross-referenced, with helpful further reading sections at the end of each entry, it is ideal for those coming to the field of dyslexia for

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the first time as well as students and practitioners already familiar with the subject. A reference book aimed at learning support co-ordinators, specialist and non-specialist teachers, and all others involved in helping students with dyslexia. The book includes: step-by-step explanation of the Special Needs Code of Practice legislation; help with teaching spelling and writing to dyslexic students; advice on study skills and preparation for GCSE examinations; information on the provision made by examination boards for dyslexic students; guidance on how technology can help the dyslexic learner; and help with identifying the early warning signs of dyslexia.

This volume brings together chapters which collectively address issues relating to inclusive language education and technology. Topics include language teaching to the Deaf, Hard of Hearing and students with dyslexia, benefits of multimodal approaches for language learning, examples of software use in the language classroom, and copyright matters. The book demonstrates not only a commitment to inclusive practices but suggests practical ideas and strategies for practising and aspiring language teachers and those in support roles. The book also provides case studies and relates the issues to theoretical and policy frameworks. In drawing on different European perspectives, the book aims to promote discussion and collaboration within an international community of practice, especially about the role of technology in widening and strengthening opportunities for teachers and pupils alike and ensuring more effective Modern Foreign Language teaching, learning and assessment for all learners.

This book includes a variety of perspectives on dyslexia from different contexts. Chapters provide examples of empirical research; the outcomes of which have the

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potential to improve the experiences of individuals with dyslexia. The book emphasises the importance of adopting a capability rather than a deficit approach.

Draws on recent scientific breakthroughs to explain the mechanisms underlying dyslexia, offering parents age-specific, grade-by-grade instructions on how to help their children.

"According to International Educational Statistics (2008), there are total of 654.9 million school-age children in the world. If dyslexia affects 10-15% of these youth (Fletcher et al. 2007), this translates to approximately 65-98 million students with difficulties in reading and writing. The EU strategic plan for education (2010) recognises the need for EU citizens to speak a foreign language. As such, foreign language courses are introduced on an obligatory basis at the primary level of education. Dyslexic students are not exempt from this regulation, and, thus, are confronted with different language systems that must be mastered. The difficulty here escalates if the systems differ significantly in their levels of orthographic transparency. Reading and writing are operationalised by the same biological functions that are defined by the universal perspective. However, language systems differ in terms of their transparency; for example, English and French are considered opaque scripts, whereas Spanish and Italian are described as transparent orthographies. These differences are discussed in this book as part of the language specific perspective, which can, in turn, raise questions such as: "Is a dyslexic student equally impaired in any language they study?"

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and "Is the type of difficulty primarily dependent on the language system or is it rather a dyslexia syndrome?" This volume provides answers through a synthesis of research on reading difficulties in first and foreign languages and existing taxonomies of dyslexia sub-types.

Are difficulties in dyslexia the same the world over? What can we learn from resources and practice in different countries? In this book, individuals, institutions and organisations have been gathered from around the world to report on the policies, resources and training for people with dyslexia and those who work with them. Over 50 countries are included in this guide, together with details of dyslexia associations and resources. This unique collection offers a wealth of information to parents, teachers and individuals who are seeking support. It also will be of interest to researchers, practitioners and policy makers. This book is also available as an electronic supplement to *The International Book of Dyslexia: A Cross-Language Comparison and Practice Guide* which is available from your bookshop or from John Wiley & Sons Ltd ISBN 0471498416 The complete volume is an extensive and wide-ranging guide to both dyslexia research and practice around the world.

An examination of how we use the term 'dyslexia' and how this may undermine aid for struggling readers.

"A must read for parents, educators, and people with dyslexia." -Gordon F. Sherman, Ph.D., Past-President International Dyslexia Association Did you know that many

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successful architects, lawyers, engineers—even bestselling novelists—had difficulties learning to read and write as children? In this groundbreaking book, Brock and Fernette Eide explain how 20% of people—individuals with dyslexia—share a unique learning style that can create advantages in a classroom, at a job, or at home. Using their combined expertise in neurology and education, the authors show how these individuals not only perceive the written word differently but may also excel at spatial reasoning, see insightful connections that others simply miss, understand the world in stories, and display amazing creativity. Blending personal stories with hard science, *The Dyslexic Advantage* provides invaluable advice on how parents, educators, and individuals with dyslexia can recognize and use the strengths of the dyslexic learning style in: material reasoning (used by architects and engineers); interconnected reasoning (scientists and designers), narrative reasoning (novelists and lawyers); and dynamic reasoning (economists and entrepreneurs.) With prescriptive advice and inspiring testimonials, this paradigm-shifting book proves that dyslexia doesn't have to be a detriment, but can often become an asset for success.

The first truly systematic, multi-disciplinary, and cross-linguistic study of the language and writing system factors affecting the emergence of dyslexia.

A landmark research volume from The Dyslexia Foundation, this book fully examines what we know about the identification, manifestations, and differences in dyslexia across languages and orthographies. Includes contributions from more than 40

respected res

According to International Educational Statistics (2008), there are total of 654.9 million school-age children in the world. If dyslexia affects 10–15% of these youth (Fletcher et al. 2007), this translates to approximately 65–98 million students with difficulties in reading and writing. The EU strategic plan for education (2010) recognises the need for EU citizens to speak a foreign language. As such, foreign language courses are introduced on an obligatory basis at the primary level of education. Dyslexic students are not exempt from this regulation, and, thus, are confronted with different language systems that must be mastered. The difficulty here escalates if the systems differ significantly in their levels of orthographic transparency. Reading and writing are operationalised by the same biological functions that are defined by the universal perspective. However, language systems differ in terms of their transparency; for example, English and French are considered opaque scripts, whereas Spanish and Italian are described as transparent orthographies. These differences are discussed in this book as part of the language specific perspective, which can, in turn, raise questions such as: “Is a dyslexic student equally impaired in any language they study?” and “Is the type of difficulty primarily dependent on the language system or is it rather a dyslexia syndrome?” This volume provides answers through a synthesis of research on reading difficulties in first and foreign languages and existing taxonomies of dyslexia sub-types.

"After years of battling with a school system that did not understand his dyslexia and the shame that accompanied it, renowned activist and entrepreneur Ben Foss is not only open about his dyslexia, he is proud of it. In "The Dyslexia Empowerment Plan" he shares his personal triumphs and failures so that you can learn from his experiences, and provides a

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three-step approach for success"--

This volume draws together current research on dyslexia and literacy in multilingual settings across disciplines and methodologies. The contributors, all internationally recognised in the field, address developmental and acquired literacy difficulties and dyslexia in a range of language contexts including EAL/EFL. The book uses theories and analytical frameworks of a critical nature to reveal prejudicial social practices, and suggests future research directions towards a critical re-consideration of current understandings of dyslexia in multilingual settings, with a view to foregrounding the potential for interdisciplinarity. The book also suggests ways forward for evidence-informed practice, and it will be a valuable resource for researchers, practitioners and students alike.

The present volume is based on the proceedings of the Advanced Study Institute (AS I) sponsored by the North Atlantic Treaty Organization (NATO) held in Alvor, Algarve, Portugal. A number of scholars from different countries participated in the two-week institute on Cognitive and linguistic aspects of reading, writing, and spelling. The present papers are further versions with modifications and refinements from those presented at the Advanced Study Institute. Several people and organizations have helped us in this endeavor and their assistance is gratefully acknowledged. Our special thanks are to: the Scientific Affairs division of NATO for providing the major portions of the financial support, Dr. L.V. da Cunha of NATO and Dr. THo Kester and Mrs. Barbara Kester of the International Transfer of Science and Technology of the various aspects of the institute; and (ITST) for their help and support the staff of Hotel Alvor Praia for making our stay a pleasant one by helping us to run the institute smoothly.

This timely book provides: current and informative guidance for practitioners involved in areas

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of literacy, multilingualism and dyslexia, invaluable advice on assessment and support for bilingual learners and those needing to acquire a modern foreign language, an essential text for staff development in this area, reference to innovative approaches in technology and other teaching programs beneficial to multilingual learners, advice on learning additional languages. With contributions from international practitioners and researchers, this book will provide guidance to anyone involved in literacy development, language learning and teaching

"This book is intended to help language teachers to work effectively and successfully with students who have specific learning difficulties (SpLD) such as dyslexia. The book takes an inclusive and practical approach to language teaching and encourages teachers to consider the effects that SpLD could have on a language learner. It suggests strategies that can be implemented to enable learners to succeed both in the classroom and in formal assessment"--Publisher.

Teaching Children with Dyslexia is essential reading for any teacher, Special Educational Needs Co-ordinator or teaching assistant who wants an insider's account of what dealing successfully with dyslexia entails. Written by one of the most well-regarded practitioners in the field with over twenty-five years' experience, this book is packed full with photocopiable exercises, activities and recommendations for resources, tests, teaching methods, advice and suggestions for strategies and techniques that are instantly transferable to classroom environments. This essential teaching companion includes chapters on: how to spot dyslexia screening and assessment tests why it does not have to be hell to learn to spell strategies for success for reluctant writers meeting the challenge of dyslexia in adolescence. Written specifically to bolster teachers' confidence and empower them with the key to unlocking

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literacy problems in their most challenging pupils, this resource book should be on the shelf of every staff room.

Coping with Dyslexia, Dysgraphia and ADHD: A Global Perspective uniquely incorporates dyslexia, dysgraphia, and ADHD into one volume, offering practical advice on how to manage each of these disorders. McBride combines a solid research base with interviews with specialists in learning disabilities, as well as parents, teachers, and students with personal knowledge of each difficulty from six continents. The innovative cross-cultural focus of the book is emphasized in the introduction, which is followed by one chapter each on the basics of each of these learning difficulties and another three chapters on their remediation. The book goes on to cover topics such as comorbidities across learning or other difficulties, learning of multiple languages, facilitating self-esteem, and enhancing reading comprehension and writing composition in the face of dyslexia, dysgraphia, and ADHD. Appendices with short, practical tips on learning, multi-media resources, and ways to test and train cognitive-linguistic skills are included as an additional resource. *Coping with Dyslexia, Dysgraphia and ADHD: A Global Perspective* is intended for practitioners, teachers, parents, and those with any or all of these learning difficulties. University or postgraduate students who wish to understand more about dyslexia, dysgraphia, and/or ADHD will also benefit from the clear analysis. With this book, the reader will not only come to understand the fundamental nature of these learning difficulties, but will also get to know the people whose lives are so deeply affected by them.

Seminar paper from the year 2015 in the subject English Language and Literature Studies - Linguistics, grade: 1,0, University of Graz (Anglistik), course: Research Perspectives on Second Language Acquisition, language: English, abstract: After a general overview on

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Dyslexia, defining it as an impairment of the ability to recognize and comprehend written language, accompanied by difficulties in writing and spelling as well as slow reading and reduced reading comprehension, general facts about the deficit are presented, such as its prevalence and its official definition in the international ICD-10 catalogue. With regard to the effects of Dyslexia on foreign language learning the topic of orthographies is discussed and various examples for transparent and less transparent orthographies are provided, as several studies have suggested that the transparency of an orthography determines the ease and speed of reading and writing in a language. The orthography of the German and English language are discussed and differences in transparency are pointed out. German, having a rather transparent orthography, i.e. clear-cut grapheme-phoneme correspondences, is easier to adapt to than English, which has a deep orthography with irregular grapheme-phoneme correspondences. The fact that English is an obligatory subject in most curricula makes it essential to find ways to deal with its inconsistency and to design helpful material for both, normally developing and dyslexic students. Several findings about the effects of Dyslexia on foreign language learning are relevant for the foreign language classroom. Implications for teaching techniques, material and lesson planning are discussed in this paper.

This book provides specific support to teachers who need to accommodate learners with dyslexia in their ELT classrooms – guiding them through the main steps of the process with clear explanations, suggestions, and practical tools. Areas covered include: • the nature and causes of dyslexia • emotional, cognitive, and linguistic factors connected to dyslexia and English as a foreign, second, or other language • methodological guidelines for making English language teaching accessible for learners with dyslexia • strategies for phonological and

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orthographic work • developing communicative skills in oral and written language • accessible language testing and assessment in classroom-based and official contexts. Extra resources are available on the website: www.oup.com/elt/teacher/supportingdyslexia

Seminar paper from the year 2017 in the subject English - Pedagogy, Didactics, Literature Studies, University of Wuppertal, course: Bilingual Studies Abroad, language: English, abstract: Diese Hausarbeit wurde für ein Begleitseminar für ein Auslandspraktikum in Wales zum Thema Inklusion im Fremdsprachenunterricht verfasst. Dabei wurden ADHS und Legasthenie als Schwerpunkt ausgewählt. Ein anderer Schwerpunkt lag auf die Aussichten von einem inklusiven Klassenraum im Englischunterricht in Deutschland. This term paper aims to examine the future prospects for inclusive English classes in Germany. The paper will begin with the introduction of two different kinds of learning disabilities: ADHD and Dyslexia. (The paper will only contain these two additional needs because special needs are a very broad topic.) This part will also aim to introduce methods and approaches of how to deal with these learning needs in foreign language classrooms. The main part will contain a comparison between those methods and approaches and the experiences I made in the Welsh lessons during my stay abroad. The accentuation will be on the linking of the concepts with the experiences. The paper will also contain a conclusion where the future prospects of inclusive classrooms in Germany will be discussed and all results will be concluded.

This fully revised new edition provides advice on the identification, assessment and support of bilingual learners and assists practitioners in identifying the difference between literacy difficulties due to bilingualism or multilingualism and dyslexia. An essential text for staff development, it includes innovative approaches in technology and teaching programmes

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beneficial to multilingual learners and advice on learning additional languages. With contributions from experts from across the globe, this book will provide guidance on key themes, including: the assessment of multilingual learners the impact of dyslexia on bilingualism the literacy challenges facing learners from Indigenous cultures the role of the SENCO in identifying children with English as an additional language and Dyslexia the emotional needs of learners with bi/multilingualism and Dyslexia This book will provide guidance to anyone involved in literacy development and language learning. With the increase in international schools around the globe and the ever growing desire for parents to ensure that their children become proficient in English, this book will appeal to teachers, teaching assistants, specialists, and all other practitioners who work with bi/multilingual children. This book provides an overview of topics related to the language learning processes of learners with special needs including students with learning disabilities as well as Deaf language learners and methods of teaching foreign languages to them. The chapters written by authors in a wide variety of educational settings discuss individual learner characteristics and profiles, diagnosis and assessment issues and instructional programs.

Many of today's foremost innovators from a variety of fields--business, medicine, law, entertainment, design, government and literature--are dyslexic. Most rose to their positions through talent, grit, and a careful navigation of barriers. Meet some of these leaders in the pages of this book.

Using case studies, reflection questions, and research on course design, this book addresses the world language instructor and the diverse learner. Devoted to strategies based on Universal Design for Instruction, it serves as a valuable resource for all college instructors

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confronting a changing and diversifying world language classroom.

ENDORSEMENTS "This book is a conduit for students, teachers, and teacher educators -- a carefully guided path to making language learning not only possible, but meaningful and fun " --Marjorie Hall Haley, PhD, Board of Directors of the American Council on the Teaching of Foreign Languages (ACTFL), Director of Foreign Language Teacher Licensure, George Mason University "Professor Konyndyk has developed a foreign-language pedagogy that makes students' deserts bloom. Foreign-language instructors and special educators will find themselves grateful to her for this contribution. --Lynn E. Snyder, PhD, CCC-SLP, Professor Emerita and Former Director of the Center for Language and Learning, University of Colorado at Boulder "Though I was told for such a long time 'No, you can't, ' you constantly were a voice saying 'Yes, you can and you will.' You not only helped show me that the world of language is one that is possible for me, but you also showed me the way that we . . . can have such a positive impact on the lives of others." --a personal note from one of Irene's own at-risk students

ABOUT FOREIGN LANGUAGES FOR EVERYONE "This book is about how I learned to teach a second language to those who either have failed before or were not really given a chance to succeed. I wrote it to help others to be smart, productive teachers of foreign languages to students with learning disabilities. The book called me. My life journey prepared and inspired me to write it." --Irene Brouwer Konyndyk, from her preface

Foreign Languages for Everyone is based on Professor Irene Brouwer Konyndyk's careful study and classroom experience teaching foreign languages effectively to students with learning disabilities. The goal of serving at-risk students became highly personal for Irene when she realized that her own daughter had a learning disability but could succeed academically with the right

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combination of multisensory learning experiences. This is a wonderfully practical and inspiring book loaded with practical tips and pedagogical insights for successfully teaching foreign languages to children, young people, high school and college students, and older adults who have difficulty learning a second language. ABOUT IRENE AND HER FREE ONLINE RESOURCES Irene Brouwer Konyndyk has taught languages at all levels -- from elementary through college. She received the Calvin College Innovative Teaching Award for her groundbreaking work developing a successful curriculum for at-risk second-language learners. She leads workshops across North America. Her free website, FOREIGN LANGUAGES FOR EVERYONE, provides: (1) downloadable copies of book-related appendixes, forms, and lesson plans, (2) illustrative video and audio clips, (3) news about important developments at the intersections of special education, learning disabilities, and foreign-language instruction, and (4) a community for second-language instructors to share best practices. TEACHING ENGLISH AS A SECOND LANGUAGE (ESL) This book is ideal for educators and volunteers who teach English as a second language (ESL).

When an assassin kills Princess Jiara's older sister Scilla, Jiara takes her sister's place as the bride to the king of a faraway country—hoping she can catch the killer before her sister's vengeful ghost murders their family—and making Jiara the killer's next target.

The No Child Left Behind Act is confusing to parents, educators, administrators, advocates, and most attorneys. This book provides a clear roadmap to the law and how to get better educational services for all children. Includes CD ROM of resources and references.

The Second Language Learning Processes of Students with Specific Learning Difficulties is the only recent book available to offer a detailed and in-depth discussion of the second

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language learning processes of students with specific learning difficulties (SpLDs). It summarizes research advances in the fields of cognitive and educational psychology and integrates them with recent studies in the area of second language acquisition (SLA). Thus the book is relevant not only to readers who are particularly interested in the role of specific learning difficulties in learning additional languages, but also to those who would like to understand how individual differences in cognitive functioning influence SLA. The book focuses on four important areas that are particularly relevant for language learners with SpLDs: the processes of SLA in general and the development of reading skills in particular, the effectiveness of pedagogical programs, the assessment of the language competence of students with SpLDs and identifying SpLDs in another language. The book also views learners with SpLDs in their social and educational contexts and elaborates how the barriers in these contexts can affect their language learning processes. This is an excellent resource for language teachers, students, and researchers in the areas of second language acquisition and applied linguistics.

This book addresses specific learning difficulties in reading and spelling – developmental dyslexia. Set in the cross-linguistic context, it presents issues surrounding dyslexia from the perspective of a foreign language teacher. It is intended to serve as a reference book for those involved in foreign language teaching, including experienced in-service teachers and novice teachers, as well as teacher trainers and trainees. It offers an up-to-date and reader-friendly study of the mechanisms of dyslexia and an overview of the current research on the disorder, in theoretical and practical terms. Its aim is to help teachers tackle one of the many challenges they face in the modern classroom: the organization of an effective foreign language teaching

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process for students with dyslexia.

In recent years language learning has been increasingly viewed by some SLA researchers as an essentially social-psychological process in which the role of a wider sociocultural context should not be marginalized. This volume offers a valuable contribution to this growing body of research by providing theoretical considerations and empirical research data on themes such as the development of intercultural communicative competence, the role of English as a lingua franca in intercultural communication, and the place of cultural factors in SLA theorizing, research, second/foreign language teaching and teacher training. The volume also contains contributions which share the linguistic interest in the culture-related concepts and constructs such as time, modesty, politeness, and respect, discussing the culture-dependent differences in conceptualization and their reflection in particular language forms and linguistic devices. Full of practical advice and visual examples, this compact book provides learners with the tools and knowledge to work with their dyslexia. The book's accessible layout and engaging style supports students with dyslexia and enables them to take control of their studies and learn in ways that are most effective for them. It covers all the core study skills, including reading, writing and revision, and includes guidance on how to manage time effectively. This is an ideal resource for students of all levels who want advice on how to manage their dyslexia in a positive way. New to this Edition: - Includes more coverage on the latest assistive technology (including apps) which is available to students - Contains more material on how to manage other SpLDs, including dyspraxia

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