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Enseñanza de Idiomas

TEACHING A FOREIGN LANGUAGE TO STUDENTS WITH COMMUNICATION AND LANGUAGE DISORDERS: AN INTERVENTION PROPOSAL

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THOUGHT STARTER

“La educación escolar tiene como finalidad promover el desarrollo de ciertas capacidades y contenidos necesarios de la cultura. Para conseguirlo, la escuela ha de alcanzar el equilibrio de ofrecer una respuesta educativa, comprensiva y diversificada; respetando las necesidades individuales de cada alumno.

Así mismo, las necesidades educativas pueden ser comunes (aquellas que hacen referencia a los aprendizajes esenciales y que están expresadas en el currículum) o individuales. Estas últimas requieren una atención pedagógica individualizada que se atienden a través de actuaciones como dar más tiempo al alumnado para el aprendizaje de ciertos contenidos.

No todo el alumnado se enfrenta con el mismo bagaje y de forma similar a estos aprendizajes. Así, cada proceso de aprendizaje es único e irrepetible en cada alumno.

Las necesidades educativas especiales aluden a aquellos alumnos que presentan dificultades de aprendizaje o desfases en relación con el currículum que les corresponde por edad. Estas dificultades se atienden por medio de modificaciones en la organización y el funcionamiento del centro o adaptaciones en el currículum con el objetivo de facilitar y reforzar el progreso de estos alumnos hasta donde les sea posible”

(Blanco Guijarro, 2004: 411-412)

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FOREWORD: CONTEXTUALIZATION OF THE POSTGRADUATE DISSERTATION

The present postgraduate dissertation is the last final formal requirement to conclude the *Máster en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas* at the University of Valladolid. The topic of this study belongs to contents in the Specific Module: Foreign Language (English) as presented in the teaching guides of the academic year 2016-2017.

This paper centers on the teaching of a foreign language to students with communication and language disorders. More specifically, it deals with disorders associated with the *communicative field* e.g. Selective/Elective mutism; *language disorders* e.g. Aphasia and Dysphasia; and *speech disorders* e.g. Dysphonia, Dyslalia, Dysglossia, Dysarthria, and Dysphemia. Therefore, I consider that this work can provide with useful information on how to teach students suffering these disorders. Firstly, as a non-native English speaker, researching on this particular area will help me in the sense that it will give me more knowledge about the teaching of English Grammar in general terms and about the disorders at stake. Secondly, as an early-stage researcher, I will become familiar with the procedure of reviewing scientific literature, collecting data, interpreting results and designing my own intervention proposal.

Moreover, it has provided me with the opportunity to undertake research on topic of Attention to diversity, specifically on the communication and language disorders. I have selected this field given that researchers have worked on the topics of teaching English grammar, or Attention to diversity, or communication and language disorders. Nonetheless, I have found an information gap on how to teach a second language to students suffering language impairments.

Thanks to this work, I have explored these speech disorders more in depth than in a simple assignment essay. Furthermore, my own interest on research has increased since this dissertation has opened me a new horizon to direct my future professional career.

I have also applied some of the competences acquired in the different courses taken along my four-year degree and one-year Master's degree. More specifically, through the elaboration of the present study, I have had to put into practice the following general and specific competences described below. These competences are reflected in the official description of the Master (2007), as well.

While working on the Communication and language disorders, I have carried out a bibliographical search using the resources available in the faculty library, both on-line and off-line, as well as internet resources as online articles and websites. This has strengthened both general and specific competences like the following:

- Ability to manage technological means and resources.
- Ability to identify, manage, and synthesis bibliography.
- Skills on managing information.
- Ability to manage specific technological means and resources related to education.
- Capacity to analyze, systematize, conceptualize, and abstract core ideas from a text.
- Research skills: investigation techniques and documentation.

Even though I have been working under the supervision of my tutor, I have been able to design my own educational intervention proposal, which I expound in this paper. This way of working reflects some of the general competences stated in the *Guía Docente de la asignatura: Trabajo Fin de Máster* (2016):

- To know the curriculum related to the subject of Foreign Language (English), together with the didactic knowledges, which revolve around the teaching and learning process.
- To plan and to design the teaching and learning process boosting the educational processes, which make easier the acquisition of own competences in the English subject, taking into consideration the students' level in the L2, their foreknowledge and their orientation, both individually as in cooperation with other teachers and with professionals of the educational institution.
- To design and to develop learning areas with special focus to the equity.
- To acquire strategies to encourage the learners' effort and to promote their ability to learn by themselves and with other mates. To develop thinking skills and decision-making abilities that facilitate the student's autonomy, confidence, and personal initiative.
- To get to know the integration and communication processes in the classroom, to control social skills to encourage learning and the classroom coexistence.
- To design activities contributing to make the school environment a participation place.
- To be familiar with the current regulation and with the institutional organization of the educational system and the models for high- quality teaching and learning applied to the educational centers.

Given that the focus of my work is not only on teaching a foreign language (English) but on how to attend students with communication and language disorders, my research also covers specific competences like the ones below:

- To be familiar with the educational value, the specialization, and the contents related to English.
- To identify assorted learning contexts and situations where teachers make use of different content of the syllabus.
- To get to know the theoretical and practical developments associated with the teaching and learning process of a foreign language (English).
- To turn the curriculum into didactic activities.
- To encourage a climate conducive to learning and to value the learner's contributions.
- To incorporate the audiovisual communication in the teaching and learning process.
- To analyze critically the teaching performance, the good practices and the orientation making use of quality indicators.
- To identify problems with regard to the teaching and learning of a foreign language (English) and to pose alternatives and solutions.

INTRODUCTION

The learning of a foreign language is a task that native speakers as well as non-native speakers may accomplish. In general terms, a particular language and all its grammatical properties are always acquired through a period of time. This is so for both native and non-native speakers. During this acquisition process, the use of correct structures coincides with that of incorrect or ungrammatical ones. In the process of teaching a foreign language (English), teachers have to work hard always keeping in mind their students' capacities given that as future teachers, we may face up to students suffering communication and language disorders. These problems can be a source of difficulty for teachers. At this point, it is crucial to highlight the fact that English teachers, including myself in the future, are not experts on the field of communication and language disorders. This competence is bound to the Auditory and Speech therapist's area for action. Nevertheless, the educational reality proves that the foreign language teacher has to be familiar with the way to cope with in these situations.

The main aim of teachers is to make light of the problems that these communication and language disorders may cause in their classrooms. Therefore, I have designed an educational intervention proposal whose chief goal is to teach a foreign language to the entire student body, whilst the teacher helps students suffering these speech disorders to minimize their impairments in particular.

This dissertation is based on a research on the next two fields of investigation: Teaching of English grammar and Attention to diversity: Communication and language disorders. Moreover, this study investigates a huge variety of language and speech disorders such as Aphasia, Dysphasia, Dysphonia, Dyslalia, Dysglossia, Dysarthria, and Dysphemia. The principal aim of this study is to consider an innovative educational intervention proposal to work with students who suffer communication and language disorders as the ones mentioned above.

This paper is divided into eight main chapters. The introduction is the initial one.

In the first chapter, the teaching of English grammar is described considering the communicative language competences according to the Common European Framework of Reference for languages: Learning, teaching, and assessment (2001) (from now on, CEFR) .

In this chapter, I will also review some previous studies on two models to teach English grammar. One of these models has been designed by the CEFR (2001), whereas the second model has been proposed by Coyle (2005).

The second chapter focuses on Attention to diversity, in particular on the topic of communication and language disorders. It is this chapter where I analyze different disorders taking into consideration three main categories. The first category deals with disorders associated the communicative field, the second one studies language impairments, and finally, some speech disorders are examined in the last subsection.

In the third chapter, I build a relationship between the disorders related to the communication and the language (previously explained in chapter 2) and the teaching of English Grammar (analyzed in chapter 1). Moreover, in this chapter I reflect upon the impairments that may be a competence of the English language teacher.

Then, in chapter 4, I display the educational intervention proposal I have designed in order to work with students who suffer speech disorders in 1st year of Compulsory Secondary Education. In order to do so, I display a pair of activities related to each disorder to minimize the effects caused by the student's disability. Furthermore, I show the conclusions reached after having designed my educational intervention proposal in chapter 5.

To finish off, the sixth chapter is devoted to the bibliography consulted for the creation of this dissertation. In the seventh chapter, I include some annexes related to the development of the activities designed.

THEORETICAL FRAMEWORK

1. TEACHING ENGLISH GRAMMAR¹

This chapter deals with the process of teaching English grammar. For doing so, it will be divided into two main sections.

In section 1, the communicative language competences according to the Common European Framework of reference for languages: Learning, teaching, and assessment (2001) are considered. Therefore, this section 1.1 is organized into three main subsections. They will deal with linguistic, sociolinguistic, and pragmatic competences.

In section 1.2, two model of teaching English grammar will be examined.



1.1. The communicative language competences according to the Common European Framework of reference for languages: Learning, teaching, and assessment

When learning a second language, students have to develop a set of different competences. The Common European Framework of reference for languages: Learning, teaching, and assessment defines those competences as “the sum of knowledge, skills, and characteristics that allow a person to perform actions” (2001:9). In the same way, the communicative language competences enable the student to act implementing his /her own linguistic means. Furthermore, the CEFR (2001) considers that the communicative language competence is composed of three main components:

¹ Council of Europe. (2001). Portada del Common European framework of reference for languages: Learning, teaching, assessment. [Imagen]. Retrieved from <https://www.amazon.es/Common-European-Framework-Reference-Languages/dp/0521005310>. [Accessed 2 March 2017].

- 1.1.1. Linguistic competences
- 1.1.2. Sociolinguistic competences
- 1.1.3. Pragmatic competences

Each of these components comprises particular knowledge, skills, and know-how (CEFR, 2001). This document also provides a set of different scaled descriptors based on these three competences. In the following subsections of this chapter, these three competences will be examined.

1.1.1 Linguistic competences

Linguistic competences include the lexical, phonological, syntactical knowledge, skill, and other dimensions of language as a system. Its organization and accessibility vary from one individual to another and they also vary within the same individual.

Languages are in constant evolution given that they try to adapt to the speakers' new demands. Therefore, many countries have struggled to establish a standard form of the language. The model of linguistic description used to teach corpus is the same to the one employed for the many classical languages.

This 'traditional' model was rejected over 100 years ago by most professional linguists, who insisted that languages should be analyzed as they exist in use rather than as some authorities think they should be described. These professionals also argued that the traditional model was inappropriate since every language is different and unique (CEFR, 2001).

Nevertheless, none of the proposals for alternative models has been widely accepted. In fact, the possibility of creating one universal model describing all languages has been denied. Nowadays, descriptive linguists codify practice, relating form and meaning, using terminology that differs from the traditional practice.

The CEFR defines the linguistic competence as "the knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated" (2001:109).

Thus, in its referential document, the linguistic competence is classified as follows: Lexical competence, Grammatical competence, Semantic competence, Phonological competence, Orthographic competence, and Orthoepic competence.

Lexical competence

The CEFR defines the lexical competence as the “knowledge of, and ability to use, the vocabulary of a language, consists of lexical elements and grammatical elements” (2001:110).

On the one hand, lexical elements consist of fixed expressions (e.g. *be off with someone*), phrasal idioms (e.g. *to be a long shot*), fixed frames (e.g. *Please, may I have...*), fixed collocations (e.g. *make a speech*), single word forms (e.g. *tank*), phrasal verbs (e.g. *to put up with*), and compound prepositions (e.g. *in front of*).

On the other hand, grammatical elements are closed word classes such as articles (e.g. *the*), quantifiers (e.g. *many*), demonstratives (e.g. *these*), personal pronouns (e.g. *she*), question words (e.g. *which*), relatives (e.g. *who*), possessives (e.g. *his*), prepositions (e.g. *at*), auxiliary verbs (e.g. *be*), conjunctions (e.g. *although*), and other particles (e.g. *ja*).

Grammatical competence

The grammatical competence is defined in the CEFR as “knowledge of, and ability to use, the grammatical resources of a language” (2001:112). Moreover, this document also specifies that the grammatical competence is “the capacity to organize sentences to convey meaning” (2001:151).

Given that the grammar of a language is highly complex, there are many competing theories and models related to the organization of words into sentences. The CEFR identifies the following parameters and categories, which have been broadly used in grammatical description.

- Elements, e.g. *morphemes-roots and affixes*
- Categories, e.g. *number, case, and gender*

- Classes, e.g. *open word classes: nouns, verbs, adjectives, adverbs, and closed word classes*
- Structures, e.g. *compound and complex words*
- Processes (descriptive), e.g. *nominalization*
- Relations, e.g. *concord*

At this point, it is important to clarify the main differences between morphology and syntax. The CEFR asserts that morphology deals with “the internal organization of words” (2001:114). Words can be analyzed into morphemes, roots, affixes... As consequence, words may be classified into simple words (e.g. *tree*), complex words (e.g. *sixes*), and compound words (e.g. *oak-tree*).

According to the CEFR, syntax, for its part, studies “the organization of words into sentences in terms of the categories, elements, classes, structures, processes, and relations involved, often presented in the form of a set of rules” (2001:15). A crucial aspect of the communicative competence is to organize sentences to convey meaning.

Semantic competence

The CEFR shows that the semantic competence is concerned with “the learner’s awareness and control of the organization of meaning” (2001:115).

There are three main semantic branches:

- Lexical semantics, which examines questions of word meaning e.g. *relation of word to general context (connotation) and interlexical relations (synonymy/antonymy)*.
- Grammatical semantics analyzes the meaning conveyed in grammatical elements, categories, structures, and processes (CEFR, 2001).
- Pragmatic semantics, which studies the logical relations such as *entailment, presupposition or implicature*.

Phonological competence

As stated in the CEFR, the phonological competence involves “a knowledge of, and skill in the perception and production of” (2001:116-117):

- Sound-units (*phonemes*) of the language and their realization in particular contexts (*allophones*)
- Phonetic features which distinguish phonemes (*distinctive features*, e.g. *voicing*)
- Phonetic composition of words (e.g. *word stress*)
- Sentence phonetics (e.g. *prosody*)
- Phonetic reduction (e.g. *assimilation*)

Orthographic competence

The CEFR defines the orthographic competence as “a knowledge of and skill in the perception and production of the symbols of which written texts are composed” (2001:117).

All European languages are based on the alphabetic principle, thus learners should be able to perceive and produce:

- The form of letters in printed and cursive forms in both upper and lower case.
- The proper spelling of words, including contracted forms.
- Punctuation marks and their conventions of use.
- Typographical conventions and varieties of font, etc.
- Logographic signs in common use (e.g. *@*).

Orthoepic competence

When users are required to read a prepared text aloud or to include in their speech terms first encountered in their written form, they should know how to pronounce these words correctly from the written form (CEFR, 2001). Thus, the CEFR displays that orthoepic competence involves (2001):

- Knowledge of spelling conventions.

- Capacity to consult a dictionary and to understand the conventions related to the pronunciation.
- Knowledge of the implications of written forms. For instance, the punctuation marks used for intonation.
- Ability to solve ambiguity (e.g. *syntactic ambiguities*) in the view of the context.

1.1.2 Sociolinguistic competences

It deals with the sociocultural conditions of language use, regarding social conventions such as rules of politeness, norms governing, and relations between generations, sexes, or classes.

In line with the CEFR, the sociolinguistic competence is concerned with “the knowledge and skills required to deal with the social dimension of language use” (2001:118). The most remarkable aspects associated with language use are linguistic markers of social relations, politeness conventions, expressions of folk-wisdom, register differences, and dialect and accent. These five aspects will be analyzed in the subsequent subsections.

Linguistic markers of social relations

These markers are distinct and unique depending on the language and culture we are dealing with. In English, some of them are *How do you do?*, *Sir*, *Madam*, *dear*, and *My God!*

Politeness conventions

They also vary from one culture to another. They are usually a source of misunderstanding, mainly when polite expressions are literally interpreted.

For example, the inappropriate use of terms such as *thank you* or *please*.

Expressions of folk-wisdom

They are fixed formulae that cooperate with popular culture. Consequently, a knowledge of this folk wisdom is a relevant component of the linguistic aspect of sociocultural competence. Some examples may be:

- Proverbs, e.g. *a stitch in time saves nine*
- Idioms, e.g. *a sprat to catch a mackerel*
- Familiar quotations, e.g. *a man's a man for a' that*

Register differences

As reported by the CEFR, the term register can be described as “the systematic differences between varieties of language used in different contexts” (2001:120). There are six main types of register depending on the level of formality:

- Frozen, e.g. *Pray silence for His Worship the Mayor!*
- Formal, e.g. *May we now come to order, please.*
- Neutral, e.g. *Shall we begin?*
- Informal, e.g. *Right and What about making a start?*
- Familiar, e.g. *O.K. Let's get going.*
- Intimate, e.g. *Ready dear?*

In the CEFR (2001), it is argued that in early learning (supposing up to level B1), the neutral register is the appropriate one. Acquaintance with more formal or more familiar registers is likely to take a period of time. A way of improving student's capacity to learn more registers is by reading of different text-types. Some caution should be taken into consideration in using more formal or more familiar registers given that their inappropriate use may lead to misinterpretation.

Dialect and accent

As mentioned in this document, the sociolinguistic competence also includes the capacity to recognize the next linguistic markers (2001):

- Lexicon, e.g. Scottish *wee* for ‘small’
- Grammar, e.g. Cockney *I ain't seen nothing* for ‘I haven't seen anything’
- Phonology, e.g. New York *boid* for ‘bird’
- Vocal characteristics (rhythm, loudness, etc.)

- Paralinguistics
- Body language

1.1.3 Pragmatic competences

The last type of competences determined in the CEFR are the pragmatic ones which

“[...] are concerned with the learner’s knowledge of the principles according to which messages are:

- a) organized, structured, and arranged (‘discourse competence’)
 - b) used to perform communicative functions (‘functional competence’)
 - c) sequenced according to interactional and transactional schemata (‘design competence’)
- (2001:23).

These competences are defined as follows:

Discourse competence

The CEFR sets forth that the learner’s ability to arrange sentences in sequence in order to produce coherent snippets of language. It includes the knowledge of ordering of sentences in terms of: *topic/focus, cause/effect, coherence and cohesion, and logical ordering* (2001).

When learning a foreign language, a learner starts with short turns usually of single sentence length. When the learner gets a higher level of proficiency, his/her development of discourse competence includes the following aspects presented in the CEFR: flexibility to circumstances, turntaking, thematic development and cohesion and coherence start to improve (2001).

Functional competence

The CEFR (2001) defines the functional competence as “the use of spoken discourse and written texts in communication for particular functional purposes” (2001:125). The two

qualitative factors that determine the functional success of the learner are fluency and propositional precision.

Design competence

Besides, according to the CEFR (2001) the functional competence includes “the knowledge of and ability to use the schemata (patterns of social interaction) which underlie communication” (2001:126-127). The interactive communicative activities involve structured sequences of actions. At their simplest, they form pairs such as *question/ answer*, *statement: agreement/disagreement*, *request/offer/apology*, *acceptance/non-acceptance*, and *greeting/toast: response*.

1.2. Models for Teaching English Grammar

This section deals with two well-known models for teaching grammar: the model proposed by the Common European Framework of reference for languages: Learning, teaching, and assessment (2001) and Coyle’s model of teaching grammar proposed (2005).

1.2.1 Teaching English grammar according to the Common European Framework of reference for languages: Learning, teaching, and assessment

The Common European Framework of reference for languages: Learning, teaching, and assessment (2001) assumes that the grammatical competence is essential to the communicative competence. For this reason, we as future teachers should be concerned with language planning, teaching and testing. This process generally involves three main steps: selection, ordering and in-depth presentation, and rehearsal with new material. This idea can also be connected with the Communicative Language teaching proposed by Nunan (2004). In his work, Nunan (2004) points out the fact that in this process is crucial the interaction between the aims or the goals (students should be able to communicate by using the target language) and the means (classroom activities designed to develop the students’ capacity).

During decades, the status of grammar in the curriculum was undetermined. On the one hand, there were some linguists who claimed that the teacher did not have to teach the students grammar in their classroom given that when students are learning a second language, they spontaneously develop their capacity to focus on meaning. Nevertheless, in recent years, we are more conscious that students have to focus on form when learning a second language. Therefore, grammar is a crucial resource when using language communicatively.

The CEFR (2001) suggests that in the process of learning grammar, students should start with short sentences; consisting of a single clause with its constituent phrases represented by single words (e.g. *Mary is tall*). Once our students get a better understanding and competence in the foreign language, we should work on more complicated sentences, such as multi-clause and complex sentences (e.g. *The students did not go to park because they had an exam*).

However, the inherent complexity is not the only principle that has to be taken into account. The CEFR (2001) proposes that teachers should also consider the next principles:

1. The communicative yield of grammatical categories. The grammatical categories are general notions which should be explained carefully and whose level of complexity will increase progressively indeed.
2. Contrastive factors are of extremely useful when assessing. For instance, learning the mechanism of the subordinate clauses in German is a more complex task for English learners than for Dutch learner. This complexity is due to the fact that Dutch and German are languages, which are closely related, so the mechanisms used in their grammars may be similar. Therefore, learners seem to have less word-order problems.
3. Authentic discourse (*realia*) and written texts should be checked for grammatical difficulty. Sometimes, these new structures or categories are easily acquired and used by skilled students, whereas other students need more time to understand them.
4. Finally, the CEFR also suggest that the learner's acquisition of his/her L1 can be a very helpful indicator when planning his/her L2 development (2001).

According to the CEFR (2001), students should develop the following aspects related to the grammatical competence:

a) Students should understand new grammatical material presented in authentic texts whenever they encounter it. Littlewood (as cited in Nunan, 2004) expounds the same idea in his introduction to communicative language teaching. This author also suggests that students should be able to develop certain skills in manipulating the linguistic system.

b) Learners should incorporate these new grammatical elements, categories, classes, structures, or rules in their texts. Thus, students demonstrate their form, function, and meaning of these grammatical elements.

c) Learners should pay attention to the explanations related to the grammatical aspects and they should explain them and put them into practice by means of formal exercises.

The CEFR recommends the next type of formal exercises that may be employed (2001:152):

- “Gap-filling
- Sentence construction on a given model
- Multiple choice
- Category substitution exercises (e.g. *active/passive*)
- Sentence merging (e.g. *relativisation*,)
- Translation of example sentences from L1 to L2
- Question and answer using particular structures
- Grammar-focused fluency exercises”

d) Teachers should present formal paradigms and tables of forms. They should be followed by explanations in which a suitable metalanguage in L2 or L1 is used.

e) Teachers should also promote elicitation and reformulation of learners’ hypotheses in their classroom.

1.2.2 Coyle's Teaching English Grammar in early learning

Coyle in her article "*El Papel de la Gramática en la Enseñanza-Aprendizaje Inicial de la Lengua Extranjera*" examined the role of grammar teaching in early foreign language learning. Coyle (2005) claimed that the process of acquiring a second language is slow when the learner's attention is not directed to the formal elements of the linguistic system.

Nowadays, many parents are interesting in their children' early foreign language learning. Parents' interest has aroused given that there is common belief that children have a flair for learning second languages (L2). Therefore, from this point of view, children are considered to learn a second language more successful and with less effort than older generations.

Krashen (1982) worked on this field of second- language acquisition pointing out some hypotheses related to this field. He also introduced in his researches some of the advantages of early second language acquisition. Thus, children are able to acquire a better pronunciation and they are able to make better use of the new L2 grammar and vocabulary. The main reason for children's success is due to their greater brain plasticity and to their communicative need. Consequently, children are less reserved when talking in the foreign language.

McLaughlin (1992) as cited in Coyle (2005) stated that even though many children are able to develop a high level of competence in their foreign language, this learning process tends to be slow-moving and not so easy as one might think at first. The key to success will not depend on their age, but on social, psychological, and pedagogical factors. Coyle (2005) conducted a comprehensive review of varied authors who deal with the teaching of English grammar. Some of these authors are (Curtain, 2002), (Marinova Todd et al., 2000), (Rixon, 2000), (Singleton, 1989) and Cameron (2001).

These professionals suggest that one of the most crucial factors to learn a foreign language are the time and intensity devoted to the L2, the teacher's language competence, the teaching activities at the classroom, and the importance of continuity of learning in higher educational levels.

Cameron (as cited in Coyle, 2005) suggested that at the beginning of the process of learning a second language, the child's attention should fall on the comprehension of the new language and on the search of new vocabulary necessary to communicate easy messages. Once the child has acquired this vocabulary, he/ she will be capable of learning the L2 formal aspects.

Furthermore, Coyle (2005) claimed that teachers should not devote a lot of time to teach explicitly the grammatical rules of the foreign language, but instead, they should make the most of the natural instinct students have, to look for patterns and redirect them towards the L2. In fact, there are some studies (Harley, 1989; 1998) proving that when children start to decode a new language, they rely on linguistic clues (such as familiar vocabulary, keywords) to interpret the meaning of the text. At the same time, and by analogy, they apply the knowledge of their mother tongue morphosyntactic rules (word order, word formation) to the linguistic system of the L2. The main problem is that students run the risk of not paying attention to the new L2 rules. Therefore, Cameron (2001) proposes that teachers should help students to watch closely to the specific features of the new language, mostly those that do not stand out or those that differ from the student's mother tongue.

Rod Ellis (1997) suggested a new model related to the L2 linguistic learning. According to this author, students need to follow the next process so as to learn a new language successfully:

- Students should detect the new linguistic features of the L2 in the input. This process will be effective whenever students perceive specific linguistic and lexical forms in the new language (Schmidt, 1990).
- Students should compare the features previously detected to their current linguistic learning, or to their verbal, and/ or written production.
- Students should incorporate all these linguistic features in their interlanguage system by means of the formulation of new hypothesis.

According to Ellis (1997), the new linguistic models perceived by the student in the input will become part of his/her interlanguage. Therefore, this author suggests that the interaction may facilitate the acquisition of a new language when the learner carries on a mental comparison between his/her own production (*output*) and the one of the teacher. Finally, students make

use of the available information as a result of both processes of detection and comparison in order to modify their interlanguage.

Krashen (1982) established a separation between the terms acquisition (implicit knowledge) and learning (explicit knowledge). Whereas Ellis (1997) claims that there is a weak relationship between both types of knowledge. Thus, he suggests that the teaching of formal aspect of a language can contribute to the acquisition of that language.

When applying this proposed model to the English learning, we can assert that the learning at the age of six is implicit. In those classrooms where the teacher communicates with his/her students in English, students will learn in an accidental way; students struggle to understand the English meaning at the same time that their attention will detect new vocabulary and linguistic features. Initially, children compare English to their mother tongue, which will help them to formulate their first hypothesis on the new language. As time goes by, students will acquire more knowledge and they will start to talk and write in their foreign language.

1.2.2.1 Coyle's didactic approach to teaching English formal aspects

The didactic approach here analyzed was proposed by Coyle (2005). This approach will depend on several factors such as the students' age, their competence, their learning context, and their cognitive process.

Firstly, the teacher should decide whether he/she wants to plan his/her intervention in advance or if the teacher prefers waiting for the necessity to solve linguistic problems. The first option is more common when we are working with adults given that we identify previously a linguistic problem and subsequently, students and teacher work together to solve it. The second option is more associated with the communicative approach. The teacher will draw the students' attention to a specific grammatical aspect in the L2 (e.g. *possessive pronouns and wh- questions*).

As students learn more English grammar and vocabulary, they start to notice the differences between their mother tongue language and their L2. Some studies show different techniques used to correct students' output such as elicitation, clarification, and repetitions with rising intonation so that the student modifies his/her utterance correctly.

2. ATTENTION TO DIVERSITY: COMMUNICATION AND LANGUAGE DISORDERS

Arragi, A (1997) defines language disorders as those irregularities, which are not a symptom or a consequence of a particular syndrome. They cause a language acquisition that differs from the “natural acquisition” and require a formal intervention to approach to it.

As a general rule, if there are problems in the acquisition of the first language, there will be troubles in the acquisition of a second language, however, the non-teaching-learning of a second language does not benefit a better development of the first language.

There is limited information about this topic and the number of experiences analyzed with reliable methods is very restricted as well. Some studies confirm that bilingual programs have not a negative effect to the acquisition of the first language, and this conclusion can be applicable to both: students with a normal development and to children with specific language disorders (Arregi, A, 1997). Moreover, Genesee, Lambert and Holobow (1986) carried out a study in Montreal in which English-speaker children were in a linguistic immersion into French. This study proved that if children have troubles when learning their mother tongue, it is very likely that they will have problems when learning a second language. This research also confirmed that the non- teaching of a second language does not benefit the further development of the mother tongue in children with special needs.

This second chapter is divided into four different sections. Firstly, a classification of students with specific education needs proposed by the General Instruction of Educational Innovation and Teacher Training (2015) is presented. Secondly, eight different disorders are determined. Moreover, some tips to work out with students who suffer these impairments will be proposed. Afterwards, disorders associated with the communicative field are examined. Finally, speech disorders are presented. These last two sections will be also organized into its corresponding subsections.

2.1 Specific educational needs

On July 9th, 2015, the General Administration of Educational Innovation and Teacher Training established an instruction dealing with the collection proceeding and dates treatment related to the student body with specific educational needs educated in institutions in Castile and Leon.

| ACTUAL | | | NUEVA | | |
|--|--|-----------------------------|--|---|-----------------------------|
| GRUPO | TIPOLOGÍA | CATEGORÍA | GRUPO | TIPOLOGÍA | CATEGORÍA PROPUESTA |
| ALUMNADO CON ALTAS CAPACIDADES INTELECTUALES | SUPERDOTACIÓN INTELECTUAL | | ALTAS CAPACIDADES INTELECTUALES | PRECOCIDAD INTELECTUAL | |
| | TALENTO SIMPLE O COMPLEJO | | | TALENTO, SIMPLE, MÚLTIPLE O COMPLEJO | |
| | PRECOCIDAD INTELECTUAL | | | SUPERDOTACIÓN INTELECTUAL | |
| ALTERACIONES DE LA COMUNICACIÓN Y DEL LENGUAJE | TRASTORNOS DE LA COMUNICACIÓN Y DEL LENGUAJE | AFASIA | DIFICULTADES DE APRENDIZAJE y/o BAJO RENDIMIENTO ACADÉMICO | TRASTORNO DE COMUNICACIÓN Y LENGUAJE SIGNIFICATIVOS | Se encuentra en grupo ACNEE |
| | | DISFASIA | | | Se encuentra en grupo ACNEE |
| | | MUTISMO SELECTIVO | | | MUTISMO SELECTIVO |
| | | DISARTRIA | | | DISARTRIA |
| | | DISGLOSIA | | | DISGLOSIA |
| | | DISFEMIA | | | DISFEMIA |
| | | RETRASO SIMPLE DEL LENGUAJE | | | RETRASO SIMPLE DEL LENGUAJE |
| | OTROS | DISLALIA | | DISLALIA | |
| | | DISFONIA | | DISFONIA | |
| | | | | | |
| DIFICULTADES ESPECÍFICAS APRENDIZAJE | DISLEXIA | | DIFICULTADES ESPECÍFICAS DE APRENDIZAJE | DE LECTURA | |
| | DISORTOGRAFÍA | | | DE ESCRITURA | |
| | DISCALCULIA | | | DE MATEMÁTICAS | |
| | LECTOESCRITURA | | | DE LECTOESCRITURA | |
| LÍMITES | CAPACIDAD INTELECTUAL LÍMITE | | CAPACIDAD INTELECTUAL LÍMITE | | |

Source: ²

In the image above, we may find an extensive classification of students with specific educational needs. The General Instruction of Educational Innovation and Teacher Training

² Dirección General de Innovación Educativa y Formación del Profesorado. (2015). *Instrucción Alumnado Necesidad Apoyo Educativo*. [Imagen]. Retrieved from <http://transparencia.jcyl.es/Educacion/EDU> (DGIEE) INSTRUCCION_2015-07_09_Alumnado_Necesidad_Apoyo_Educativo.pdf. (pp.12). [Accessed 15 February 2017].²

(2015) defines this group of students as “a type of students who require during a particular period of their schooling or along the whole schooling period specific supports and/ or specialized educational performances/actions” (Instrucción de la Dirección General de Innovación Educativa y Formación del Profesorado, 2015:5).

These students are valued on this way in their corresponding the Report of Psychoeducational assessment or of Compensatory Education. Therefore, this document establishes four main groups:

- Group 1: ACNEE: Students with Special Education Needs.
- Group 2: ANCE: Students with Compensatory Education Needs.
- Group 3: Gifted students.
- Group 4: Learning disabilities and/or Low Academic Achievement.

The present paper will focus on the group 4: Learning disabilities and/or Low Academic Achievement. In turn, this group 4 can also be divided into 4 subgroups, as follows:

- Subgroup 4.1: Disorders related to the communication and to the significant language: (Aphasia, Dysphasia, Selective/Elective mutism, Dysarthria, Dysglossia, Dysphemia, and Simple Language Delay).
- Subgroup 4.2: Disorders related to the communication and to the non-significant language: Dyslalia and Dysphonia.
- Subgroup 4.3: Specific learning disabilities related to reading (Dyslexia), to writing (Dysorthography), to mathematics (Dyscalculia) and to reading and writing.
- Subgroup 4.4: Borderline intellectual functioning.

In the following three subsections, eight communication and language disorders are explained. They correspond to the same disorders established by the Instruction of the General Administration of Educational Innovation and Teacher Training (2015) in the subgroups 4.1 and 4.2. The Simple Language Delay are not be examined in this paper given that it is a disorder which only affects students enrolled in the second cycle of Pre-school Education and Primary Education as this Instruction proposes.

In order to get a better understanding of them, these disorders have been organized into three categories. Thus, each category is related to the next subsections of this second chapter. The

first category deals with disorders associated with the communicative field. Secondly, different types of language disorders will be analyzed and in the last subsection of this chapter, some speech disorders will be examined.

2.2 Disorders associated with the communicative field: Selective and elective mutism

A. Selective and elective mutism

According to professor Schum, “selective mutism is a childhood disorder characterized by a failure to speak in some but not all of the contexts where speaking is normally expected” (2006:1). Normally, it is related to anxiety. Schum (2006) manifests that a common symptom is that children who suffer this language disorder forbear to speak in some particular situations where speaking is required (e.g. community, family, social activities). Nonetheless, these children are able to speak fluently in other settings (e.g. friends or home).

A remarkable characteristic of this language disorder is that it is frequently associated with anxiety both on the part of the parents and on the part of the child.

Moreover, selective mutism tends to be diagnosed during the preschool years. Generally, it appears before the age of five, and it can be a temporary problem that only lasts some months. After that period, this language disorder disappears. Launey suggests that when the mutism comes out and lasts a very short period it is called “elective or partial mutism” (1975:287).

Some treatments to cure this impairment might be medication or family counseling. Nevertheless, treatments research on this language disorder are still very limited. Coiffman-Yohros, a doctor of Psychology who works for The Selective Mutism Foundation proposes several tools in order to work with this type of students. Some of them are (2004):

1. Do not compel the student to speak aloud in the classroom.
2. Give the student some opportunities to work with some tasks, which do not require the spoken language (some of these activities may be related to reading, writing, board games and so on).

3. Allow the student to take part in small group activities.
4. Let the student communicate differently such as using symbols, gestures or cards.
5. The teacher may assign a classmate to the student who suffers this disorder. They will talk in the class, so the student will trust in his /her classmate. Consequently, the classmate will help the student in special situations (e.g. medical needs or restroom).
6. Keep the timetable as consistent as possible and in case of future changes, the teacher should advise the student in advance.
7. Provide plenty of commendation for any attempt at communication the student makes.
8. Provide a loving environment to the pupil and maintain a close and empathic relationship.
9. Keep open communication with the student's parents.
10. Always give the pupil the chance to participate in the class discussion.

2.3 Language disorders

In this section, I will consider different types of language disorders. Therefore, this section is divided into two main subsections. The first one deals with language disorders related to the expression and the comprehension, whereas a brief allusion to a language disorder associated with the phonological, the morphosyntactic, and the semantic level will be presented in the next section.

2.3.1 Language disorders associated with the expression and comprehension

B. Aphasia

According to the American Speech- Language Hearing Association, the aphasia is “a communication disorder caused by the parts of the brain that contain language typically in the left half of the brain” (n.d.).

It may bring about difficulties in speaking, listening, reading, and writing. It is normally motivated by damage from a stroke. The symptoms of aphasia vary depending on the location and extent of brain involve.

- Patients with damage to the front part of the brain may have non-fluent speech.
- Those with detriment to the posterior regions of the brain usually have fluent speech. Nonetheless, their speech may contain wrong words or made-up words.

The American Speech- language Hearing Association suggests that aphasias may cause some of the following symptoms (n.d.):

- Troubles when producing language such as switching sounds within words, substituting the intended word with another term similar in meaning to the initial one, or having difficulties when putting words together to form sentences.
- Difficulty in understanding language like misunderstanding what the speaker says, or misinterpreting jokes by taking the literal meaning of figurative speech.
- Difficulty in reading and writing.

This American Speech- Language Hearing Association also proposes that there are three main types of aphasias (n.d.):

- Expressive aphasia→ People have problems with speaking and writing. Patients may:
 - have trouble thinking of the words they want to use.
 - leave words out of sentences.
 - have problems related to the spelling of words.
- Receptive aphasia→ People with receptive aphasia have problems with understanding and reading. They may:
 - have trouble following a conversation.
 - have trouble understanding what they are reading.
 - say words that do not make sense but they are not aware of the fact that people cannot understand them.

- Global aphasia→ It is the most severe type of aphasia. People with global aphasia have trouble with speaking, writing, understanding, and reading.

Finally, the American Speech- Language Hearing Association suggests the next tips to communicate better with a student with aphasia (n.d.):

1. Get the learner's attention before you start speaking.
2. Maintain eye contact and watch the student's body language and his/her gestures.
3. Abolish background noise (TV, radio, or other people).
4. Keep your voice at a normal level.
5. Keep communication simple.
6. Simplify your sentence structure and highlight key words.
7. Give the student enough time to speak.
8. Communicate with drawings, gestures, writing, and facial expressions as well as speech.
9. Use "yes" and "no" questions rather than open-ended questions.
10. Praise all attempts to speak and downplay any errors. Avoid insisting that each word has to be produced adequately.
11. Encourage autonomy and avoid being overprotective.

C. Dysphasia / SLI (Specific Language Disorder)³

Torres (2003) describes the dysphasia as a language disorder that affects the comprehension and the expression of a language. It may include impaired ability to read, to write, and to use gestures. The most common cause is a cerebrovascular disease. Normally, when this disease acts on children, they tend to start speaking later than usual. These children have problems with the phonology and the morphosyntax. For instance, they may not be able to use nexus to join words or they may have difficulties with the gender and number agreement.

³ The dysphasia is known in Spanish as Trastorno Específico del Language (TEL).

According to Rapin and Allen (as cited in Torres, 2003), the dysphasia can be classified in three types, depending on the most affected element:

- Phonological and syntactic lack: It affects children whose comprehension is better than their expression. They tend to have problems in understanding long, complex, and ambiguous sentences. Furthermore, they are not able to articulate some sounds and they are in trouble when they use connectors.
- Lexico- semantic lack: These children tend to have problems choosing the right words, understanding complete sentences, and keeping the temporal order of the different events in a sentence.
- Semantic and pragmatic lack: These children may have a fluid language, an adequate pronunciation, and they are able to produce grammatically correct sentences. Nonetheless, it is important to emphasize their lack of fit to the interactive environment. In other words, they have problems with the understanding of texts.

The Epworth Rehabilitation proposes the next suggestions when treating patients who suffer dysphasia (n.d.):

1. Reduce classroom noise and distractions.
2. Include the pupil with dysphasia in conversations.
3. Encourage all attempts at communication.
4. Always check to see if both communication partners are talking about the same topic.
5. Make sure you are looking at this student repeatedly.
6. Encourage the student to use gesture, such as hand movements or facial expressions.
7. Make sure this student can see the teacher's face easily.
8. Use simple language and avoid complicated words.
9. Slowly repeat instructions or keywords if you think that this student may have not understood them.

What is the difference between Aphasia and Dysphasia?

Normally, both terms “aphasia” and “dysphasia” are used interchangeably although strictly speaking:

Doctor Sam (2013) defined the aphasia as a complete disruption, a total missing of language; whereas dysphasia stands for a medium disruption, a partial biased of language. To put it differently, when the conditions previously explained are very severe to the point of total loss of speech the term “aphasia” is used. On the other hand, when those conditions are moderate, without implying a total speech disruption, the word “dysphasia” is applied.

2.3.2 Language disorders associated with the phonological, the morphosyntactic and the semantic level

Simple language delay

According to Torres (2003), the Simple Language Delay is an alteration caused by a time delay. Language appears in these children later than usual and it develops slowly. Generally, it is a homogenous delay in the different language areas such as phonology, syntax, semantics, morphology, and so on. This language disorder is often detected when children go to school given that their comprehension capacity is superior to their expression capacity.

2.4 Speech disorders

In this section, several types of speech disorders will be considered. Thus, this section is organized into four groups, namely: speech disorders related to voice and to the resonance; speech disorders related to the articulation of phonemes; speech disorders related to the articulation and expression, and speech disorders related to the rhythm in the expression and in the oral fluency.

2.4.1 Speech disorders related to the voice and to the resonance

D. Dysphonia

Kirshner describes the dysphonia as “an abnormal vocal quality, such as hoarseness” (1995: 14). In the view of Azcoaga et al. (1981), dysphonia may affect the tone of voice, the volume, the voice quality or the duration. This vocal disorder can also differ in its duration: sometimes it is a permanent disease whereas in other cases, the dysphonia is sporadic. Moreover, dysphonia can only appear when speaking, when singing or in both.

Torres (2003) also adds that the dysphonia may be caused by a poor hormonal running, by organic dysfunction, by the loss of coordination of some organs such as the larynx or the vocal cords, by nodules, by polyps, by laryngitis, or by phonastenia. Torres also proposes some of the most important characteristics of the dysphonia are:

- Discomfort when chewing or swallowing.
- Persistent hoarseness.
- Incorrect pronunciation of the phonemes /m/, /n/, or /ñ/.
- Excessive leakage of nasal air when the student is speaking so that his/her voice timber is distorted.
- Difficulty producing high and deep sounds.
- Tendency to mouth breathing.

Dysphonias require a treatment and a detailed exploration carried out by a specialist. In the classroom, we may help these students following the next communication tips proposed by Torres (2003):

1. Avoid screams and excessive high tones in any task, paying special attention to class discussions and group work.
2. Speak in a moderate volume throughout the day.
3. Do not overuse the voice; a student cannot be speaking too many hours when he/ she has a cold for instance.
4. Do not suggest an intense nasal inspiration in physical education.
5. Avoid situations that may cause unnecessary anxiety or stress.

6. The classroom environment should not be too warm or too cold since these situations can inflame our vocal cords.

2.4.2 Speech disorders related to the articulation of phonemes

E. Dyslalia

As reported by Jáuregui Reina et al. (2016), the dyslalia is a language disorder that involves an inappropriate pronunciation of some phonemes, either by the absence or by modification of concrete phonemes, or it may be caused by the improper substitution of phonemes. Dyslalias may affect any vocal or consonant, however, there is a tendency to have problems with the appropriate pronunciation of the next phonemes: /r/ (rhoticism), /k/, and /s/. Marti Prats (2016) defines the rhotacism an improper pronunciation of the phoneme /r/ and it is one of the most common types of dyslalia. Children suffering from this disorder either omit the sound or substitute it. Therefore, they usually interchange the phoneme /r/ for the phoneme /g/. Likewise, students suffering from lisp replace the phoneme /s/ for the phoneme /z/ (“*zmile*”, instead of “*smile*”).

Martí Prats (2016) stated that there are two types of dyslalia: Functional dyslalia, when patient is not able to use correctly the organs involved in articulation of words. Therefore, this individual cannot reproduce specific sounds. Organic dyslalia or dysglossia, when patient has anomalies or deformities in the speech organs, in addition to congenital malformations. Thus, these malformations are often labial, lingual, dental, nasal, and mandibular.

It is important to prevent these language disorders as soon as possible given that they will affect the child’s personality, the child’s communicative capacity, and his/ her social adaptation. Dyslalia is inclined to appear when the child is at the age of five.

Lastly, Marti Prats proposes these useful tips in order to help students suffering dyslalia (2016):

1. To talk to the student.
2. To repeat correctly what he/she has said incorrectly.
3. To organize games which help to breathe.
4. To introduce into the diet solid food so that it helps to strengthen muscles which produce sound.

5. To use clear and simple language.
6. To broaden the vocabulary gradually.

F. Dysglossia

As it has been previously stated, the dysglossia can also be called “Organic dyslalia.” Schröter-Morasch and Ziegler defines the dysglossia as a speech disorder caused by structural changes of the speech organs: tongue, lips, teeth, jaw, palate (2005). These authors also propose some of the reasons why these alterations may appear (2005):

- Due to a surgical and a radiochemical treatment of tumors or accidents.
- Due to congenital malformations. Depending on the damage, the results can range from incomplete realizations of sounds to total failure of functions.

In agreement with Torres, depending on the localization of the damage dysglossias can be classified as labial, dental, lingual, palatal, velopharyngeal and nasal. Its treatment varies depending on the type of dysglossia we are dealing with. In many cases, it requires surgical treatment and the speech therapist’s intervention (2003).

Below, Iramirez recommends the reader some communication advices we can use to help students who suffer this disorder (n.d.):

1. To avoid situations of high noises and shouts.
2. To speak slowly, clearly, and without shouting.
3. To use the audio devices with normal intensity.
4. To avoid cold drinks.
5. To manage to work at class at an acceptable level of noise.
6. Not to stop the noisy environments with shouts.
7. To be get used to speaking loudly without having to shout.
8. To carry out assorted tasks: relaxation or respiration activities.

2.4.3. Speech disorders related to the articulation and expression

G. Dysarthria

According to the National Health Service, dysarthria is caused by brain damages or brain changes after in life. Patients find troubles in speaking (2016). The National Health Service also proposes some of the most remarkable characteristics that a student with dysarthria may have:

- slurred, nasal-sounding speech.
- a strained and hoarse voice.
- extremely loud or quiet speech.
- problems when he /she speaks in a regular rhythm, with frequent hesitations.
- monotonous speech.
- difficulty with tongue and lip movements.
- difficulty when he/she swallows, which may lead to drooling.

Accordingly, a patient with dysarthria may be hard to understand. National Health Service (2016) states that in some cases, patients can only produce short phrases, single words, or no intelligible speech at all. Normally, dysarthria does not harm intelligence or understanding, but a person with the condition may also have problems in these areas .As reported by the National Health Service, there are two main types of dysarthria:

- Developmental: It occurs because of brain damage before or during birth, such as in cerebral palsy.
- Acquired: The National Health Service states that acquired dysarthria tends to happen virtue of brain modifications in life, such as damage caused by a stroke, head injury, brain tumor, or a gradual disease like Parkinson's disease (2016).

Dysarthria in children is commonly developmental, while dysarthria in adults is usually acquired even though both types can affect people of any age. Therefore, The National Health Service suggests the following communication advices to help students who suffer this disorder:

1. Avoid speaking in noisy environments. If your speech is hard to understand when it is quiet, noise will make it even harder.
2. Reduce or eliminate the noise.
3. Communicate face to face if it is possible.
4. Eliminate visually distracting backgrounds so that you force your student to focus on your face.
5. If you are talking in a visually distracting environment, place yourself in a point with no visual distractions behind you.
6. Provide some context before you start talking, especially if you are switching topics.

2.4.4 Speech disorders related to the rhythm in the expression and in the oral fluency

H. Dysphemia

Perelló (1977) defined the Dysphemia as a deficiency marked by the repetition of syllables, words, or spasmodic stops that break off the normal flow of speech (1977). This speech disorder, which affects the rhythm and the oral fluency, is also known as Stammering or Stuttering.

These manifestations tend to be accompanied by sudden movements all over.

According to Torres (2003), dysphemias can be classified taking into consideration the part of the word in which the problem is most obvious, as it can be seen below:

- Clonic dysphemia: the first phoneme or syllable of the word is repeated. This is brought about because the child is not able to pronounce a specific word so that he/she repeats the first syllable until he/she gets it. Normally, the occlusive phonemes are the most difficult to pronounce (/p/, /t/, /k/, /b/, /d/, and /g/).
- Tonic dysphemia: problems when articulating certain sounds. It tends to be preceded by a spasm, and then the word is pronounced.
- Mixed or clonic-tonic dysphemia: combining the two previous types.

The first symptoms of dysphemia show up when the child is aged in between 3 and 7 years old and they often go increasing with age. There can be some periods in which these symptoms subside considerably.

Gallardo (2008) explains that the causes of dysphemia can be divided into two main categories:

- Organic factors (genetic factors, neurological injuries, auditory disorders or lack of coordination between the phonatory, articulatory, and respiratory systems).
- Psychogenic factors (such as personality, anxiety, or impairment problems).

Finally, Torres (2003): proposes us some tips to communicate better with a child with dysphemia:

1. Prevent the student from repeating a word or sentence so that he/she improves the expression.
2. Avoid asking the student to speak slowly.
3. Not to interrupt the learner.
4. Not to rush to finish the sentence. We should give the student enough time to speak.
5. Not to pay excessive attention to the learner's mistakes.
6. Favor situations in which the pupil is not tense, so that he/she speaks and we as listeners should focus on the content that the student transmits and not so much in the form.
7. Talk to the learner slowly, pronouncing clearly by means of simple sentences.

3. THEORETICAL BASES FOR THE METHODOLOGICAL DEVELOPMENT OF THE EDUCATIONAL INTERVENTION PROPOSAL

The principal aim of this chapter is to build a relationship between the disorders related to the communication and the language (previously explained in chapter 2) and the teaching of English Grammar (detailed in chapter 1). Therefore, in this chapter I have reflected upon those disorders and the way they may affect when learning a foreign language. Finally, I would deal with the impairments that in my own opinion may be a competence of the English language teacher. In some of these cases, the teaching of English is contraindicated.

In chapter 2, we have dealt with eight different disorders related to the communication and the language: Selective and elective mutism, Aphasia, Dysphasia, Dysphonia, Dyslalia, Dysglossia, Dysarthria, and Dysphemia.

Many linguists have worked on the topic of teaching English grammar. The same happens with the topic of Attention to diversity and communication and language disorders, which have been widely examined by Auditory and Language Specialists. Nevertheless, few studies have been carried out analyzing the issue at hand: Which impairments are compatible with learning a second language? As a result, we find here a knowledge gap that I will try to bring light in the present paper.

Here, in this chapter, I will select from these eight impairments, the ones I consider may be compatible with learning a second language.

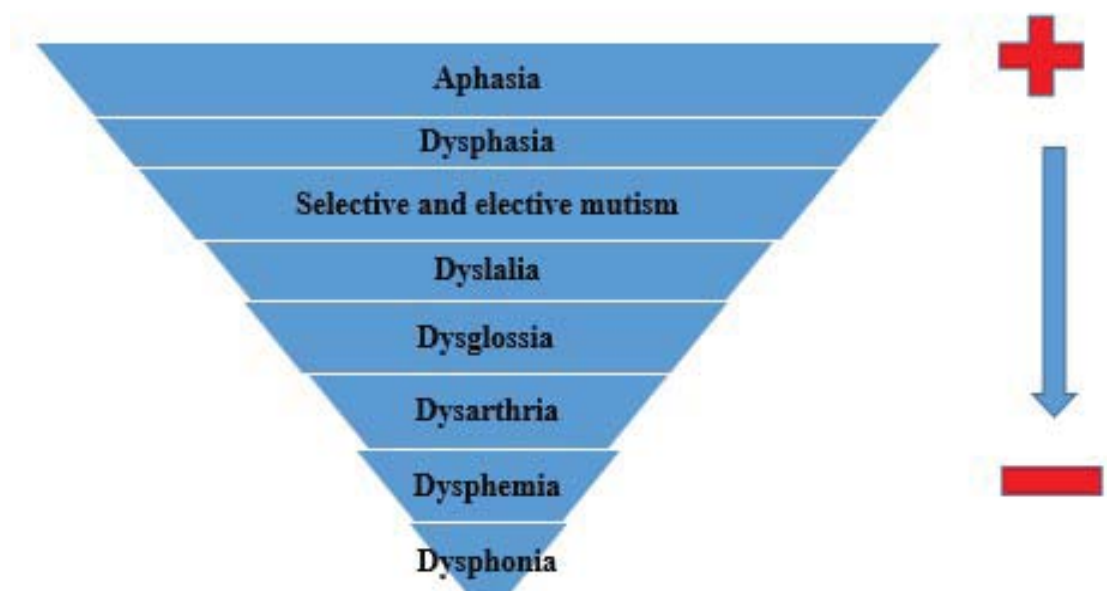
In order to do select them, I have taken into consideration the following variables that affect the learning of a second language like English when being diagnosed with one of these disorders:

- Level/Degree of disorder
- School level
- Student profile
- Distinguishing features of the school

- Type of education, methodologies used and objectives
- Type of necessity
- Family's education: level achieved, relatives' level of education according to the form of education (monolingual- bilingual)
- Family's English level
- Student support
- Professional support
- Accessibility and obstacles to the learning of a foreign language
- Measures and existing resources to contribute to the inclusive education in a second language (English)

Bearing in mind the previous variables, I have designed the following pyramid to show my order preference when asking the question: In your opinion, which impairments are compatible with learning a second language?

As we may infer from the figure below, disorders placed at the bottom of the pyramid are the one more problematic. This is crucial to highlight the idea that these impairments match the disorders associated with the communicative and the language disorders previously explained. These disorders have in common that patients suffering them have troubles with essential components of a language: communication (in the case of elective and selective mutism) and speaking, listening, reading, and writing (aphasia and dysphasia). Whereas, in my opinion speech disorders which are located at the top of the pyramid do not seem to be incompatible beforehand.



Thus, from my view, Dyslalia, Dysglossia, Dysarthria, Dysphemia, and Dysphonia are the disorders, which should be taken into consideration when learning a second language and in some cases; they should be a competence of the English teacher. In the following chapter, I will take into consideration the characteristics of these five speech disorders (previously analyzed in chapter 2) and I will develop an education intervention proposal.

METHODOLOGICAL FRAMEWORK

4. EDUCATIONAL INTERVENTION PROPOSAL

In this chapter, I explain the educational intervention proposal I have designed in order to work with students who suffer communication and language disorders. In particular, learners who have been diagnosed speech disorders. Here, I will take into consideration five different disorders, which are Dyslalia, Dysglossia, Dysarthria, Dysphemia, and Dysphonia. I have selected these speech disorders given that they are compatible when learning a second language and they do not seem to be inconsistent in the teaching and learning process. Besides, I have planned a couple of activities related to each disorder in order to minimize the effects due to the student's disability. Hence, this chapter will be organized into five sections attending to a different speech disorder.

The activities presented have been planned for a classroom of 24 students in 1st year of Compulsory Secondary Education where at least one student suffers a speech disorder. The main reason why I have selected this course is that we are at the very beginning of the cycle and if we verify that these activities have a positive effect on students' learning process we can keep on planning them during the whole cycle.

It is also important to mention that the activities here proposed do not constitute a single unit of work, rather they can be implemented in any period of the academic year as long as the English teacher considers it appropriate.

4.1 Dyslalia

As mentioned above in section 2.4.2, dyslalia is a speech disorder related to articulation of phonemes. Students suffering this disability have troubles pronouncing certain phonemes such as /r/ (rhoticism), /k/, and /s/. The main tendency of these students is to omit the sound or to substitute it by an erroneous one (e.g. substitution of the phoneme /r/ for the phoneme /g/).

- Activity 1: Picture dictation

Class organization: Students will be divided into 6 groups of 4 students. They will work in

couples. The teacher will assign each couple in the group a different role.

Description: One couple will dictate a very short sequence of images prepared beforehand by the teacher (see Annexe 1), whereas the other couple will have to copy the name of those images in a piece of paper. Students who read aloud the words can only pronounce them twice (one each member of the group) and they must not show their answer to the other couple.

The tricky part of the game is that students who dictate the words will not be given in the written form but instead they will have to guess the word by using their dictionaries. Finally, the group who gets the highest number of well-written words will win the game.

Materials needed for the activity: pen, handout designed for the activity, paper, and bilingual dictionary.

Time required for the activity: 15 minutes.








Aims of the activity: To minimize the speech disorder in question (Dyslalia) and to practice the phonemes /k/, /s/, /z/, and /r/ in useful English words.

Input: Let us start with a new activity! In order to carry out this task, you will be divided in groups of 4 members and each of you will work with a partner. Each couple in the group will have a different role. Two of you will say aloud the name of the words I have prepared for you in this handout. The tricky aspect is that you will have to guess by making use of their image and by taking into account their sound. In case, you have troubles finding the right answer you can ask me whenever you need and you can also use your bilingual dictionaries. The other two members of the group will have to copy them down in a piece of paper. Students who read aloud the name of the images can only pronounce them twice (one each member of the group) and they must not show their answer to the other couple.

Finally, the group who gets the highest number of well-written words will win the game. Remember your time is limited to 15 minutes. Do you have any doubt?

Role of the teacher: The teacher will move around the classroom, paying attention to the way students pronounce and write the words. The teacher will help students in guessing some of the words by providing them a definition of the term.

Table 1: Activity 1-Picture dictation: Dyslalia

| | | | COMPETENCES | | | | | | |
|---|--|---|--|---|---|---|---|---|---|
| BLOCK NUMBER | CONTENTS | EVALUATION CRITERIA |  |  |  |  |  |  |  |
| | | | LC | SC | LL | DC | CAE | MC | API ⁴ |
| Block 2: Oral production: expression and interaction | -Sound, stress, rhythmic and intonation patterns - Identification of some basic phonetic symbols related to the pronunciation of phonemes of common use. - Production of basic rhythmic, intonation and, stress patterns in words and phrases. | To Articulate and to modulate the voice in simple and comprehensible way, although at times the student's foreign accent seems to be obvious or they make pronunciation mistakes sporadically whenever they do not interrupt the communication. To differentiate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | |

⁴ The abbreviations used in the tables stand for:

LC: Linguistic and communication competence.

SC: Social and civic competence.

LL: Learning to learn competence.

DC: Digital competence.

CAE: Culture awareness and expressions.

MC: Mathematical competence.

API: Autonomy and personal initiative competence.

- **Activity 2: Run and grab**

Class organization: Students will be divided into 2 groups/teams of 12 students. Then, the teacher will pair students up with a player of the opposite team/group. Therefore, in this way, students will be working on pairs.

Description: By turns, each couple goes to stand at the classroom. There, they will be looking at the wall so that they cannot watch the teacher, the rest of their classmates, and the blackboard.

Then, the teacher will call out one word of a minimal pair out, the pair has to run to the front of the classroom, where the flashcards (see Annexe 2) are placed on the board. Each member of the pair will have to grab the appropriate flashcard. The member of the couple who grabs firstly the correct flashcard will win the entry.

At the end of the game, students from the winning team could have a turn at calling the words for the other team to run to.

Materials needed for the activity: flashcards containing the minimal pairs and blu-tack.

Time required for the activity: 20 minutes.

Aims of the activity: To minimize the speech disorder in question (Dyslalia), to hear, and pronounce the phonemes /k/, /s/, /z/, /g/, and /r/ in useful English words.

Input: Let us begin a new activity! In order to carry out this task, you are going to be divided into two teams of 14 students. Then, you will be paired with a member of the opposite team. In turns, each couple will be placed at the back of the classroom looking at the wall. Keeping quiet and I will pronounce a word, so that you will have to run until the blackboard as quickly as possible and you will have to grab one of the flashcards. Those flashcards (the teacher shows an example to this/her pupils) contain two words so that you will have to decide which the word I have pronounced is.








As you see, this game requires the students to be in silence because I will only pronounce the word once. Go as quickly as you can and grab the correct word.

Finally, the team who gets the highest number correct responses words will win the game and these students will have the opportunity to call the words out for the other team. If you have any doubt, you can ask me. Let us do a test firstly.

Role of the teacher: The teacher will be placed next to the blackboard and he/she will put up

the flashcards on the board using blu-tack. The teacher will only pronounce the word once loudly. He/she will ask the rest of the students for selecting the correct answer before deciding which member of the pair is the winner.

Table 2: Activity 2-Run and grab: Dyslalia

| | | | COMPETENCES | | | | | | |
|--|---|--|--|---|---|---|---|---|---|
| BLOCK NUMBER | CONTENTS | EVALUATION CRITERIA |  |  |  |  |  |  |  |
| | | | LC | SC | LL | DC | CAE | MC | API |
| Block 1: Oral comprehension | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic phonetic symbols related to the pronunciation of phonemes. | To discriminate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |
| Block 2: Oral production: expression and interaction | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic phonetic symbols related to the pronunciation of phonemes. | To articulate and to differentiate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | |

4.2 Dysglossia

As mentioned above in section 2.4.2, dysglossia is a speech disorder related to articulation of phonemes. This speech disorder is caused by structural changes of the speech organs. Depending on the localization of the damage, there are several types of dysglossias some of

them are labial, dental, lingual, palatal, velopharyngeal and nasal.

Learners suffering this disability have troubles pronouncing the phonemes related to these impaired areas. Thus, in the activities described above, I have considered at least one representative phoneme of each speech location. These phonemes are:

- Labial : /p/ and /b/
- Dental : /θ/ and /ð/
- Lingual: /s/ and /z/
- Palatar: /j/
- Nasal /n/ and /m/
- Velopharyngeal: /ŋ/

- **Activity 1: Odd one out**

Class organization: Students will be divided into groups of 3 students.

Description: The teacher will hand in one photocopy to each group (see Annexe 3). In each photocopy, students will find three words. Two words contain the same sound and another one with a different sound. Students have to select the odd word by reading the three words aloud. Later on, they will have to decide and circle the “odd” word. Students will have to reach an agreement given that some of the words are pronounced very similarly. Finally, students will have to note down both the odd and the correct sound in each sequence.

Materials needed for the activity: photocopies containing the lists of words and pen to circle their final answer.

Time required for the activity: 20 minutes.








Aims of the activity: To minimize the speech disorder in question (Dysglossia) and to pronounce the phonemes /p/, /b/, /θ/, /ð/, /s/, /z/, /j/, /ŋ/, /n/, and /m/ in English words.

Input: Let us move on to a new task called “Odd one out”. I hope you enjoy it! I will divide you into groups of 3 students and you will have a sheet of paper like the one I am showing (the teacher shows the photocopy designed). In these photocopy, you will find a sequence of three words. Two of them contain the same sound and another one has a different but very similar sound. Firstly, you will have to read out the three words, then, you will have to decide which word is the “odd” one. In this way, you will discuss your option with the rest of the members of your group and you will have to circle the final response. In case you have any

doubt, I will be moving around your groups and you can ask me for the pronunciation of the words. Finally, you will have to write down both the odd and the correct sound in each sequence. At the end of the session, we will share the answers.

Role of the teacher: The teacher will be moving around the classroom, observing the way the students are working on the activity. She/he will pronounce any of the words if the students need help. She will also pay especial attention to those students who have problems in pronouncing the selected words.

Table 3: Activity 1-Odd one out: Dysglossia

| | | | COMPETENCES | | | | | | |
|--|---|--|--|---|---|---|---|---|---|
| BLOCK NUMBER | CONTENTS | EVALUATION CRITERIA |  |  |  |  |  |  |  |
| | | | LC | SC | LL | DC | CAE | MC | API |
| Block 1: Oral comprehension | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic phonetic symbols related to the pronunciation of phonemes. | To discriminate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | |
| Block 2: Oral production: expression and interaction | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic phonetic symbols related to the pronunciation of phonemes. | To articulate and to differentiate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | |

- **Activity 2: Bingo**

Class organization: Students will work individually.

Description: The teacher will hand in one Bingo card to each student (see Annexe 4). The Bingo card consists of 24 words. Firstly, each student will read aloud one of the word to the rest of the classmates. Then, teacher start reading some words aloud and students will have to mark the word she may have said. Thus, learners will have to use small tones to put on the word they may have listed (and remove them to play again if it is necessary).

The first student to get a row will have to say “Line”. Therefore, he/she will read the 6 words aloud and the teacher will correct them. The game keeps on until another student will have listened all the words, he /she will read the all the words aloud. If it is true, this student will be the winner. This bingo is not so easy because the words are part of a minimal pair so that students will have to be very attentive to the teacher’s pronunciation.

Materials needed for the activity: photocopies containing the Bingo card and some small stones to mark the pronounced words.

Time required for the activity: 30 minutes.

Aims of the activity: To minimize the speech disorder in question (Dysglossia) and to identify and pronounce the phonemes /p/, /b/, /θ/, /ð/, /s/, /z/, /ŋ/, /n/, and /m/ in English words.

Input: Let us finish with a task in which you will have to review the sound we have been dealing with. (The teacher will pronounce each sound individually /p/, /b/, /θ/, /ð/, /s/, /z/, /ŋ/, /n/, and /m/. He/ she will provide the students an example. Moreover, the teacher will write down the phonetic transcription of the sound on the whiteboard).








We are going to play the Bingo but instead of making use of numbers, we will use words and its corresponding sounds. We are going to play individually, so that you will be given one Bingo card per each student. The first step is to read aloud one of the words to the rest of your mates. Then, I will start pronouncing some words aloud and you will have to mark those words using the small stones you have on the table. You will only mark the words you have listened. You have to be very attentive to my pronunciation because the words are part of a minimal pair containing the same consonant sound.

The first student to get a row will have to say “Line”. Later on, he/she will read the six words

aloud and I will correct them. The game keeps on until other of you will have listened all the words, he /she will read the all the words aloud. If it is true, this student will be the winner.

Role of the teacher: The teacher will be pronouncing aloud the word. He /she will be also the responsible of checking the students' pronunciation when winning bingo. He/She will also pay especial attention to those students who have problems in pronouncing the selected words.

Table 4: Activity 2-Bingo: Dysglossia

| | | | COMPETENCES | | | | | | |
|--|---|--|--|---|---|---|---|---|---|
| BLOCK NUMBER | CONTENTS | EVALUATION CRITERIA |  |  |  |  |  |  |  |
| | | | LC | SC | LL | DC | CAE | MC | API |
| Block 1: Oral comprehension | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic phonetic symbols related to the pronunciation of phonemes. | To discriminate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |
| Block 2: Oral production: expression and interaction | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic phonetic symbols related to the pronunciation of phonemes. | To articulate and to differentiate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |

4.3 Dysarthria

As it was previously explained in section 2.4.3, dysarthria is a speech disorder related to articulation of phonemes and to the expression of speech. In some cases, students who suffer this disease are hard to be understood as they can only pronounce isolated short phrases, single words, or no intelligible speech at all. Furthermore, these students tend to have a slurred and nasal- sounding speech and they may have problems with the regular rhythm of words and with sounds involving the movement of tongue and lips.

- Activity 1: Dictation

Class organization: Students will be divided into couples. The teacher will assign each member of the couple a different role.

Description: One member of the couple will dictate a very short sequence of minimal pairs and short phrases or sentences prepared beforehand by the teacher (see Annexe 5), whereas the other member of the pair will have to copy the word or sentence in a piece of paper. Students who read aloud the words can pronounce the words as many times as the other student needs. In this task, students must not show their flashcards to the other student of the pair.

Once they have finished, students will switch their roles so that the student who had been previously dictating now will be writing, and the student previously written the words now, now will be dictating. The new student responsible for dictating will ask the teacher for a new flashcard containing the dictation.

Materials needed for the activity: pen, sheet of paper, and flashcard with the dictation.

Time required for the activity: 30 minutes.

Aims of the activity: To minimize the speech disorder in question (Dysarthria) and to pronounce and understand the phonemes /p/, /b/, /t/, and/d/ in English words and short sentences.

Input: Guys, let us start with a new task, I hope you all love it! You are going to work in pairs. In the pair, one member will dictate a very short sequence of minimal pairs and short sentences to the other partner. The other member of the pair will have to copy the word or sentence in a piece of paper. These sequences of words have been prepared beforehand by me,








here you can see an example.

Students who read aloud the words can pronounce the words as many times as the other student needs. In this task, you must not show your flashcards to your partner.

Once you have finished the dictation, you will switch your roles so that the student who had been previously dictating now will be writing, and the student previously written the words now, now will be dictating. The new student responsible for dictating will ask me for a new flashcard containing the dictation.

Role of the teacher: The teacher will move around the classroom, paying attention to the way students pronounce and write the words. The teacher will help students in guessing some of the words by providing them a definition of the term.

Table 5: Activity 1-*Dictation: Dysarthria*

| | | | COMPETENCES | | | | | | |
|--|---|--|--|---|---|---|---|---|---|
| BLOCK NUMBER | CONTENTS | EVALUATION CRITERIA |  |  |  |  |  |  |  |
| | | | LC | SC | LL | DC | CAE | MC | API |
| Block 1: Oral comprehension | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic phonetic symbols related to the pronunciation of phonemes. | To discriminate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |
| Block 2: Oral production: expression and interaction | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic phonetic symbols related to the pronunciation of English phonemes. | To articulate and to differentiate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |

- **Activity 2: Rhythm Dominoes**

Class organization: Students will be divided into 6 groups of 4 members per group.

Description: All the members of the group will have the same number of cards (five cards). The teacher will say aloud which is the card that should be placed in the middle as starter. Students will take turn to place cards in the table and build a row. In turns, students will have to place one of the cards so that it touches one of the two end cards in the row. In this way, students will join words with its corresponding stress patterns.

Players who are not able to place a card when it is his/her turn, they will miss that turn. One of the most essential rules in this game is the player who places a card incorrectly must take the card back and he /she will miss the turn.

At the end, the first player to place all his or her cards on the row is the dominoes winner.

Materials needed for the activity: card dominoes (see Annexe 6).

Time required for the activity: 35 minutes.

Aims of the activity: To minimize the speech disorder in question (Dysarthria) and to pronounce and understand some basic stress patterns in English words.

Input: Let us move on to a new task! For this task. It is related to stress patterns in English words. As you all know, English words contain different numbers of syllables. For this activity, you will have to take into account the number of syllable a word has and its stress pattern. The stress pattern refers to the stress and unstressed syllables. Some of the most common stress patterns in English are:

(Now the teacher writes some of the following stress patterns on the board and she/he provides the students an example of each pattern). We are going to mark the stressed syllables with the symbol → O, whereas unstressed syllables will be highlighted with the symbol → o. The following table shows some examples of English words depicting the stress patterns.

Table 6.1: Activity 2-Rhythm dominoes: Dysarthria

| STRESS PATTERNS | EXAMPLE OF ENGLISH WORD |
|-----------------|-------------------------|
| Oo | Table |
| oOo | Establish |
| oOoo | Equality |
| Ooo | Operate |
| oOo | Electric |

Now, let us play dominoes! You are going to be divided into 6 groups of 4 members per group. I will provide you the dominoe cards. Firstly, you will have to mix together all the cards and you will select five cards per person. I will tell you which is the card that should be placed in the middle as starter.








Then, you will have to take turn to place cards in the table and build a row. In turns, each of you will have to place one of the cards so that it touches one of the two end cards in the row. In this way, you will join words with its corresponding stress patterns.

Students who are not able to place a card when it is his/her turn, he/she miss that turn. One of the most essential rules in this game is the player who places a card incorrectly must take the card back and he /she will miss the turn.

At the end, the first player to place all his or her cards on the row is the dominoes winner. Good luck, guys!

Role of the teacher: During the game, the teacher will be moving around the class helping the students to solve the doubts they may have. She /He will also check that the matchings are correct.

Table 6: Activity 2-Rhythm dominoes: Dysarthria

| | | | COMPETENCES | | | | | | |
|--|---|--|--|---|---|---|---|---|---|
| BLOCK NUMBER | CONTENTS | EVALUATION CRITERIA |  |  |  |  |  |  |  |
| | | | LC | SC | LL | DC | CAE | MC | API |
| Block 1: Oral comprehension | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic rhythmic symbols related to the pronunciation. | To discriminate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |
| Block 2: Oral production: expression and interaction | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic rhythmic symbols related to the pronunciation. | To articulate and to differentiate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |

4.4 Dysphemia

As it explained above in section 2.4.4, dysphemia is also called Stammering or Stuttering. It is considered to be a speech disorder related to the rhythm in the expression and in the oral fluency. According to Torres (2003), there are three main types of dysphemia: clonic, tonic and mixed dysphemia.

Learners suffering this speech disorder find troubles in pronouncing some specific sounds such as (/p/, /t/, /k/, /b/, /d/, and /g/); as a result, the student repeats the first syllable until he/she gets the correct sound.

- **Activity 1: Reading aloud**

Class organization: Students will work individually for this task.

Description: Students will have to read aloud individually a passage prepared by the teacher containing the sounds (/p/, /t/, /k/, /b/, /d/, and /g/). In this way, students will have to alleviate the stress of speaking in public and they will have to hear themselves saying the words correctly. As a result, students' confidence should grow up.

Students will have to concentrate on pronouncing each word of the sentence slowly. They will have to repeat the words, as many times they need, until they pronounce the sentence without a stutter.

The majority of students will start going very slow, but then, they will improve their speed.

In this way, students will practice to speak more confidently and increase their fluidity.

Materials needed for the activity: photocopies of the paragraphs to be read aloud (see Annexe 7).

Time required for the activity: 15 minutes.

Aims of the activity: To minimize the speech disorder in question (Dysphemia).

To pronounce a passage containing the sounds (/p/, /t/, /k/, /b/, /d/, and /g/).

To alleviate the stress of speaking in public.

To reinforce student's confidence.

Input: Let us continue with a new task! The aim of this activity is that you hear yourselves pronouncing some words correctly. Therefore, you will be given a very short paragraph containing several sounds covered in previous lessons. You will have to read aloud individually the passage.








You will have to concentrate on pronouncing each word of the sentence slowly. You can repeat the words as many times you need, until you pronounce the sentence without a stutter.

As you will see, you will start going very slow, but then, you will improve your speed. Be

patient! You can choose any place of the classroom to start reading.

Role of the teacher: During the task, the teacher will be moving around the class helping the students to solve the problems they may have. She /He will also pay special attention to the students suffering dysphemia.

Table 7: Activity 1- Reading aloud: Dysphemia

| | | | COMPETENCES | | | | | | |
|---|--|--|--|---|---|---|---|---|---|
| BLOCK NUMBER | CONTENTS | EVALUATION CRITERIA |  |  |  |  |  |  |  |
| | | | LC | SC | LL | DC | CAE | MC | API |
| Block 2: Oral production: expression and interaction | -Sound, stress, rhythmic, and intonation patterns. | To articulate and to differentiate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |

- **Activity 2: Song**

Class organization: Students will be divided into 6 groups of 3 members per group.

Description: Firstly, the teacher will play a song in which several sounds analyzed in previous lessons are used. Students will have to listen to the song and they will have to get the main idea of the song. For this first song reproduction, the teacher will activate English subtitles.

Later on, the teacher will hand in the lyrics of the song to the students (see Annexe 8). Now, students will start working in groups and they will have to complete the two task related to the pronunciation of phonemes and to the stress patterns (see Annexe 9).

For task 1, students will have to look for in the lyrics of the song a word for each phonemic sound. These sounds are p/, /t/, /k/, /b/, /d/, and /g/. Students may add as many examples as they find.

In the second task, students will have to find out in the lyrics of the song as many words as

they can, containing the some stress patterns.

At the end of the session, the teacher and the students will correct their answers aloud.

Materials needed for the activity: photocopies with the lyrics and the two activities, smartboard, internet connection, computer, and sound system.

Time required for the activity: 25 minutes.

Aims of the activity: To minimize the speech disorder in question (Dysphemia).

To pronounce and understand plosive sounds /p/, /t/, /k/, /b/, /d/, and /g/ in English words.

To be able to identify some basic stress patterns.








Input: Guys, let us continue with a completely different task! You are going to be grouped in groups of three students.

Firstly, we all will listen to song in which several sounds analyzed in previous lessons are used. For this first song reproduction, you will have to listen to the song and try to get the main idea of it. Later on, I will give you the lyrics of the song so that you will have to start working in groups. You will have to complete the two task related to the pronunciation of phonemes and to the stress patterns.

For task 1, you will have to look for in the lyrics of the song a word for each phonemic sound. These sounds are p/, /t/, /k/, /b/, /d/, and /g/. You may add as many examples as they find. In the second task, you will have to find out in the lyrics of the song words containing the next stress patterns. Note down as many words as you discover. At the end of the session, we will correct the answers together.

Role of the teacher: During the game, the teacher will be moving around the class helping the students to solve the doubts they may have.

Table 8: Activity 2- Song: Dysphemia

| | | | COMPETENCES | | | | | | |
|--|--|--|--|---|---|---|---|---|---|
| BLOCK NUMBER | CONTENTS | EVALUATION CRITERIA |  |  |  |  |  |  |  |
| | | | LC | SC | LL | DC | CAE | MC | API |
| Block 1: Oral comprehension | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic rhythmic symbols related to the pronunciation. | To discriminate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | |
| Block 2: Oral production: expression and interaction | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic rhythmic symbols related to the pronunciation . | To articulate and to differentiate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | |

4.5 Dysphonia

As it explained above in section 2.4.1, dysphonia is a speech disorder related to the voice and to the resonance. This speech disability may affect the tone of the voice, the volume, the voice quality, or the duration. In some patients, the dysphonia is also manifested in the incorrect pronunciation of the phonemes /m/, /n/, or /ŋ/.

- **Activity 1: Sound TPR⁵**

Class organization: Students will be divided into 6 groups of 4 students per group.

Description: Students will be grouped in teams. They will be sitting building a circle. Each student will be given a photocopy containing a list of words (see Annexe 10).

In the middle of the circle, one of the 4 students will be standing up and he will read aloud the words he /she has written in his/her paper. In this way, the other 3 students will have to perform a concrete movement depending on the particular sound of the word (/m/, /n/, or /ŋ/). These three movements will be previously discussed and defined by each member of the group. In this way, students will have to memorize the movements created by each student and they will perform them whenever the creator of the movement is placed in the middle of the circle. The student who makes a mistake in the performance of the movements will take the central position.

Materials needed for the activity: photocopies of the words to be read aloud.

Time required for the activity: 15 minutes.

Aims of the activity: To minimize the speech disorder in question (Dysphonia) and to pronounce and understand English words containing the sounds (/m/, /n/, or /ŋ/).

Input: Let us continue with another task! The goal of this activity is that you perform a different movement when you listen a particular sound. You all are going to be grouped in teams of 4 members.

You will be sitting building a circle. Each student will be given a photocopy containing a list of words. In the middle of the circle, one of the 4 students will be standing up and he/she will read aloud the words he /she has written in his/her paper. In this way, the other 3 students will have to perform a concrete movement depending on the particular sound of the word (/m/, /n/, or /ŋ/). These three movements will be defined by each member of the group. In this way, students will have to memorize the movements created by each student of the group and they will perform them whenever the creator of the movement is placed in the middle of the circle. Some examples of movement may be:

/m/ → Imagine that you are seeing tasty food and say mmmmmm.

/n/ → Make a noise, as if you are a plane – hold arms out and say nnnnnn.








⁵ TPR stands for Total Physical Response.

/ŋ/ → pretend to lift a heavy weight above your head, saying ng...

The student who makes a mistake in the performance of the movements will take the central position.

Role of the teacher: During the task, the teacher will be moving around the class helping the students to solve the problems they may have. She /He will also pay special attention to the students suffering dysphonia.

Table 9: Activity 1- Sound TPR: Dysphonia

| | | | COMPETENCES | | | | | | |
|--|---|--|--|---|---|---|---|---|---|
| BLOCK NUMBER | CONTENTS | EVALUATION CRITERIA |  |  |  |  |  |  |  |
| | | | LC | SC | LL | DC | CAE | MC | API |
| Block 1: Oral comprehension | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic rhythmic symbols related to the pronunciation. | To discriminate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |
| Block 2: Oral production: expression and interaction | -Sound, stress, rhythmic, and intonation patterns. - Identification of some basic rhythmic symbols related to the pronunciation. | To articulate and to differentiate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |

- **Activity 2: Listen and repeat exercise**

Class organization: Students will work in pairs.

Description: Students will be grouped in pairs (12 couples in total). The teacher will give them some flashcards (see Annexe 11) containing ten sentences and the tone of the voice the student should use for each of the sentences. Students will have to pronounce these sentences adapting their tone of the voice. One member of the pair will read the sentence in a firm or harsher voice, whereas the other member will pronounce the same sentence in a friendly tone of voice.

When all pairs have read aloud all the sentences, students will listen an audition with the correct pronunciation of both sentences and they will have the opportunity to practice them again.

Materials needed for the activity: flashcards with the sentences to be read aloud.

Time required for the activity: 20 minutes.

Aims of the activity: To minimize the speech disorder in question (Dysphonia) and to pronounce very useful sentences in English taking into account the tone of the voice: firm or harsher voice and friendly tone of the voice.

Input: Let us continue with another task! The aim of this activity is that you reflect and practice on the tone of voice. As you all know, when we say a sentence both in Spanish and in English, we can sound pleasant and friendly, upset, shy, frustrated, and so on. Therefore, we have to pay attention to the tone of the voice in a conversation given because if not, the message you want to transmit may be the inappropriate one. In this session, we are going to practice two tones of voice: the firm or the harsher voice and the friendly one.

When we express a message in a firm voice, we normally use a louder speaking volume and our facial expressions tend to be more controlled (e.g. we do not smile).

On the other hand, when we convey a message in friendly tone of voice, our speaking volume is used to be softer; we talk in a quieter voice. We also add some facial expressions such as smiling, eye contact, or hand movement.

Once you know these basic ideas on the tone of the voice, we are going to learn it by practice so you are going to work in pairs. I will give you some flashcards like the one I am showing you (the teacher displays a flashcard). As you probably see, each flashcard contains ten








sentences and the tone of the voice you should use for each of the sentences.

You will have to pronounce these sentences adapting your tone of the voice. One member of the pair will read the sentence in a firm or harsher voice, whereas the other member will pronounce the same sentence in a friendly tone of voice.

When all pairs have read aloud all the sentences, I am going to play you an audition with the correct pronunciation of both sentences and you will have the opportunity to practice them again.

Role of the teacher: During the task, the teacher will be moving around the class helping the students to solve the problems they may have. She /He will also pay special attention to the students suffering dysphonia.

Table 10: Activity 2- Listen and repeat exercise: Dysphonia

| | | | COMPETENCES | | | | | | |
|--|--|--|--|---|---|---|---|---|---|
| BLOCK NUMBER | CONTENTS | EVALUATION CRITERIA |  |  |  |  |  |  |  |
| | | | LC | SC | LL | DC | CAE | MC | API |
| Block 1: Oral comprehension | -Sound, stress, rhythmic, and intonation patterns. | To discriminate sound, stress, rhythmic, intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |
| Block 2: Oral production: expression and interaction | -Sound, stress, rhythmic, and intonation patterns. | To articulate and to differentiate sound, stress, rhythmic, and intonation patterns commonly used and to identify their meaning and their general communicative intention related to them. | X | | | | | | X |

To finish of this chapter, I can assert that students suffering speech disorders such as the ones here examined: Dyslalia, Dysglossia, Dysarthria, Dysphemia, and Dysphonia, they can keep up in the classes by making use of external aids. I have implemented some of these external aids in my work such as the use of more visual didactic materials (e.g. flashcards, cards, or photocopies with images) or the adaptation of the teacher's input. Those two are the main strategies or tools I have harnessed in order to develop the communicative and linguistic competences in this special type of student body.

5. CONCLUSIONS

The current dissertation includes an educational intervention proposal to teach students suffering specific speech disorders such as Dyslalia, Dysglossia, Dysarthria, Dysphemia, and Dysphonia. In order to design this educational proposal addressed to students in 1st year of Compulsory Secondary Education, firstly I have presented an overview on the field of Teaching English Grammar. Thanks to this inquiry, I have come into contact with the communicative language competences propounded by the Common European Framework of Reference for Languages: Learning, teaching, and assessment (2001). Particularly, I have focused my attention on the linguistic competences given that they play a crucial role when teaching a foreign language. Some of these linguistic competences (see subsection 1.1.1) are the lexical, the grammatical, the semantic, and the phonological competences.

Moreover, in the theoretical framework, I have also tried to place on record two prominent models for teaching grammar. These models take into consideration the communicative competences analyzed in the previous (subsection 1.1).

In turn, an inquiry focused on the area of communication and language disorders has been carried out. These impairments cause a language acquisition, which contrast from the “natural acquisition” and therefore, require a formal intervention to approach to it. At this point, I have to foreground that even though teachers of foreign languages, we are not specialists in the field of language and communication disorders, we should know how to treat them in the classroom. Thereupon, teachers of foreign languages, specifically teachers of English where I do include myself in the foreseeable future, should be conscious of the guidelines we can follow to manage in these learning situations. For this reason, I have carried out an analysis on several language and communication disorders, which can be affect our student body. In this second chapter, I embrace some effective tips in order to help these students.

The third chapter of this dissertation is devoted to the development of an innovative educational intervention proposal. In order to design it, I have selected five impairments, which at first sight; seem to be compatible with learning a second language. I have also established some variables that affect the learning of a second language to solve the following question: In your opinion, which impairments are compatible with learning a second

language? The result obtained suggests that speech disorders like Dyslalia, Dysglossia, Dysarthria, Dysphemia, and Dysphonia do not seem to be incompatible beforehand given that students do not seem to have troubles with crucial components of language such as communication or speaking, listening, reading, and writing.

Once the five speech disorders have been selected, I have presented my educational intervention proposal for a classroom of 24 students in 1st year of Compulsory Secondary Education where at least one student suffers a speech disorder. The main goal of the ten activities designed is to minimize the difficulties that students suffering speech disorders may encounter, at the same time that students work with some specific aspect of the English language in question. I can conclude that in general terms, these students can keep up with the classes by making use of external aids such as:

- Visual and didactic materials (such as flashcards, cards, or photocopies with images).
- Adaptation of the teacher's input.
- To direct the student's and teacher's attention to the appropriate conducts (praise) and to be unacquainted with the improper ones.
- To establish many oral communicative interactions among students, by strengthening learning situations such as oral presentations, group-work, or peer- work.
- Students suffering communication and language disorders should be assessed always bearing in mind their possibilities. Teachers should be in the view of the fact that these students do not give up their tasks because of tiredness or unwillingness. Thus, the teacher should create a comfortable and motivating environment where the students are able to make the most of their learning in the English subject.
- To encourage the student's reading habit since it is a way of practicing the reading comprehension.
- To carry out tasks in which students have to train their memories.

After having reached the previous conclusions, it is important to emphasize that there is limited information about how to teach a second language to students suffering language impairments. Likewise the number of experiences examined with reliable methods and tools are also very restricted. Ergo, future research could investigate and provide a further analysis regarding to teaching a foreign language to students with communication and language disorders.

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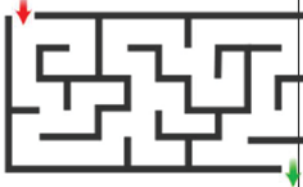









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7. ANNEXES

ANNEXE 1: ACTIVITY 1: DYSLALIA

Sequences of images prepared beforehand by the teacher:

| | PHONEME /K/ | PHONEME /S/ | PHONEME /Z/ | PHONEME /R/ |
|---|---|--|--|---|
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |   | |  |
| 5 |  |   | |  |

| | | | | |
|---|---|---|--|---|
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |

ANNEXE 2: ACTIVITY 2: DYSLALIA

Example of flashcards containing the minimal pairs:

| | |
|----------------|-----------------|
| Kin /kɪn/ | Gin /dʒɪn/ |
| Zeal /zi:l/ | Seal /si:l/ |
| Zoo /zu:/ | Too /tu:/ |
| Late /leɪt/ | Rate /reɪt/ |
| Bus /bʌs/ | Bun /bʌn/ |
| Same /seɪm/ | Name /neɪm/ |
| Came /keɪm/ | Game /geɪm/ |
| Sink /sɪŋk/ | Think /θɪŋk/ |
| Alive /ə'laɪv/ | Arrive /ə'raɪv/ |
| Sea /si:/ | She /ʃi:/ |
| Card /kɑ:d/ | Guard /gɑ:d/ |
| Cold /kəʊld/ | Gold /gəʊld/ |

| | |
|---------------|---------------|
| Could /kʊd/ | Good /gʊd/ |
| Fly /flaɪ/ | Fry /fraɪ/ |
| Light /laɪt/ | Right /raɪt/ |
| Price /praɪs/ | Prize /praɪz/ |
| Dose /dəʊs/ | Doze /dəʊz/ |
| Ice /aɪs/ | Eyes /'aɪz/ |
| Race /reɪs/ | Raise /reɪz/ |
| Sip /sɪp/ | Zip /zɪp/ |

ANNEXE 3: ACTIVITY 1: DYSGLOSSIA

Identify the word that is pronounced with a different sound in each sequence:

| | | | |
|--------------------|-------|-------|--------|
| SEQUENCE 1 | happy | pan | bag |
| SEQUENCE 2 | bag | pen | bout |
| SEQUENCE 3 | dream | map | nap |
| SEQUENCE 4 | worth | teeth | bathe |
| SEQUENCE 5 | nurse | not | mouse |
| SEQUENCE 6 | ring | line | sung |
| SEQUENCE 7 | sip | peas | rice |
| SEQUENCE 8 | zeal | advie | ice |
| SEQUENCE 9 | jam | yes | yellow |
| SEQUENCE 10 | bath | both | clothe |
| SEQUENCE 11 | north | teeth | south |
| SEQUENCE 12 | place | loser | lazy |

ANNEXE 4: ACTIVITY 2: DYSGLOSSIA

| | | | | | |
|-------|------|-------|-------|------|------|
| three | son | pan | ban | raze | zoo |
| pad | time | wing | am | term | sum |
| place | sin | sue | plays | back | turn |
| rise | cap | Maths | this | cab | the |

MINIMAL PAIRS

| <u>/b/- /p/</u> | <u>/θ/- /ð/</u> | <u>/s/ - /z/</u> | <u>/n/- /m/</u> | <u>/n/ - /ŋ/</u> |
|-----------------|-----------------|------------------|-----------------|------------------|
| bad- pad | birth- the | sue- zoo | an- am | thin-thing |
| cab-cap | Maths-then | sip-zip | sum- son | sin- sing |
| ban-pan | three-this | place-plays | time- tine | win- wing |
| cub-cup | thick- with | rise- raze | term-turn | |
| back- pack | | | | |

ANNEXE 5: ACTIVITY 1: DYSARTHRIA

Flashcards given to the students containing the dictation:

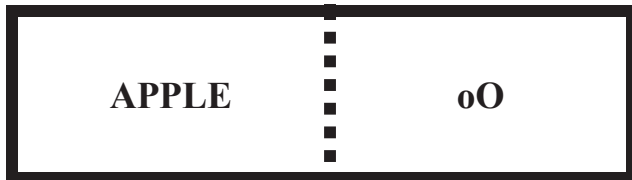
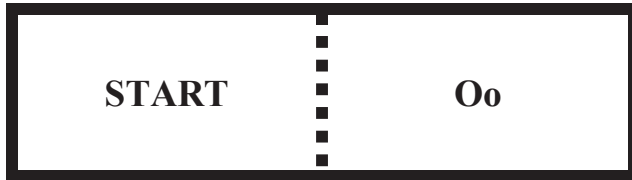
| |
|---|
| pair pear pare - bear bare- top it later- do had made- Get it down |
| peach push- beach bush- it got hat- dad do did- It was hot today |
| pan pill post - buy bought-toy top late- sad said made- What did she do at the top? |
| put paid pay- break broke broken-butter get pot- day dear die- Did it stop at the bottom? |
| spider spout- blow blew blown- hot to later- door duty admire-Dan and Tina had a date on Tuesday |
| cap cop cup - betting bleeding- what ant sat- hidden lady kind- The big puppy barks |
| pin spin keep- bin tubs club-attach pretend italic- ride ended drums- The boy was happy |
| paper people please- bus because before-that Italian interview- dragon drive- Ride your bicycle to the top |
| P pig pie- bar be big- can't fault start-dress dinosaur dog-Bob should stop at the library |
| pay per pet - bay bear bet-meant felt cart- dog ladder day- We ate purple blue pie |
| pill pin poor - bill bin bore-better little party- delete side greed- Peter and Perry popped popcorns for their parents |
| port cup pace- bought cub base-forty city duty-card bid ride- cut the letters out of the alphabet poster tomorrow |
| pat pear pier - bat bear beer- total attack quality- mad laid aid |
| pelt Perry pit - belt berry perry-meeting ability matter- dark door deer- |
| pull lib plays - bull lib blaze- atom metal liter - dirt donkey daisy- |

ANNEXE 6: ACTIVITY 2: DYSARTHRIA

Dominoes cards

0 → stressed syllable

o → unstressed syllable



SATURDAY Oo

FOOTBALL Ooo

HOSPITAL Ooo

ANIMAL oOo

DISGRACEFUL ooOoo

ECONOMICAL oOo

POSITION Oo

BROTHER ooO

MILLIONAIRE Oo

AIRPORT oO

GUITAR Ooo

POPULAR Ooo

YESTERDAY oO

ENOUGH Oo

WINNER

FINISH!

ANNEXE 7: ACTIVITY 1: DYSPHEMIA

Paragraphs to be read aloud:

TEXT 1

When the neighbors were away, little Jonny Bones walked their dog, Raider. Raider is a yellow Lab that weighs much much more than Jonny. Luckily, Raider is well trained and very good when walked with a leash. 2. Last night Bones dreamed that he lost his job. He realized that he was very late for work. Rather than making a large meal, he grabbed a glass of juice and ran to the corner of Main and Lake, where he waited for his ride. No ride came, so he jogged all the way to work. When he got there, his boss let him know that he would likely lose his job for being so late. Bones was very happy to wake up and realize that he was only dreaming.

(Adapted from: <https://cms.psav.com/presentations/asha2011/3442/Mark%20Allen%20ASHA%202011%20Handout%202.pdf?congress=asha2011>)

TEXT 2

The score was tied with only seconds left. Kyle passed the ball to Kenny who dribbled it down the court. Instantly, three defenders swarmed around Kenny and started swiping at the ball.

The clock was winding down, 8...7...6. Kenny found an opening and passed to Tenley. She shot and easily made the basket just as the buzzer went off to end the game.

She arrived at camp after days of driving across most of the United States. Kyle was excited to meet the campers and counselors. She was greeted by counselors from over 30 different countries.

She was taken on a tour of the camp and saw where she would be working; even though the campers had not arrived yet, Kyle knew that this would be a summer to remember.

(Adapted from: <http://www.home-speech-home.com/short-stories-for-speech-therapy.html>)

TEXT 3

Katie had been waiting for 5 months to see the movie, and now she was late. The rain was pouring so hard that her mother had to drive slower than usual.

When they finally parked in the theater parking lot, Katie and her mom opened their umbrellas, stepped out of the car, and ran up to the theater doors. On the doors the sign read "Closed, No Power". The storm had caused a power outage. Five minutes later, Katie and her mother got into the theatre. They really enjoyed the performance.

(Adapted from: <http://www.home-speech-home.com/short-stories-for-speech-therapy.html>)

TEXT 4

It was a long hike down the trail to reach the spring, but they needed more water for their group. Gabe and BJ were thirsty too. They were looking forward to a nice refreshing drink.

As they walked they came to a clearing only to see a very large moose standing 50 feet away from them. "Be quiet and walk slowly," said Gabe. When they could no longer see the moose, BJ said "Phew that was close." They kept on walking all morning and at sunset, they reached a safe shelter.

(Adapted from: <http://www.home-speech-home.com/short-stories-for-speech-therapy.html>)

ANNEXE 8: ACTIVITY 2: DYSPHEMIA

Brandi Carlile- THE STORY (Lyrics)

All of these lines across my face
Tell you the story of who I am
So many stories of where I've been
And how I got to where I am
But these stories don't mean anything
When you've got no one to tell them to
It's true, I was made for you
I climbed across the mountain tops
Swam all across the ocean blue
I crossed all the lines, and I broke all the rules
But, baby, I broke them all for you
Oh because even when I was flat broke
You made me feel like a million bucks
You do
I was made for you
For you
You see the smile that's on my mouth
It's hiding the words that don't come out
And all of my friends who think that I'm blessed
They don't know my head is a mess

No, they don't know who I really am
And they don't know what
I've been through like you do
And I was made for you
And all of these lines across my face
Tell you the story of who I am
So many stories of where I've been
And how I got to where I am
But these stories don't mean anything
When you've got no one to tell them to
It's true, I was made for you
It's true that I was made for you

ANNEXE 9: ACTIVITY 2: DYSPHEMIA

1. Find out in the lyrics of the song as many words as you can containing the following phonemes:

| PHONETIC SOUND | EXAMPLE |
|----------------|---------|
| /k/ and /t/ | |
| /t/ | |
| /k/ and /d/ | |
| /b/ | |
| /b/ and /k/ | |
| /d/ | |
| /b/ and /t/ | |
| /d/ and /t/ | |
| /g/ and /t/ | |
| /t/ and /p/ | |

2. Find out in the lyrics of the song as many words as you can containing the following stress patterns:

0 → stressed syllable

o → unstressed syllable

- Oo →
- Ooo →
- oO →

ANNEXE 10: ACTIVITY 1: DYSPHONIA

Photocopies containing the list of words:

again among gang make most move night note spring

along column enough evening market more own sang then

arm country dinner interest me song strong time young

annual funny home long meet run same string tongue

ANNEXE 11: ACTIVITY 2: DYSPHONIA

Examples of flashcards:

STUDENT A

1. Good morning, how are you doing today? (*Firm tone*)
2. I like the idea you had in today's meeting. (*Friendly tone*)
3. You did a really good job on that project. (*Firm tone*)
4. I'd like to talk to you for a minute if this is a good time. (*Friendly tone*)
5. Would you like to go out for lunch tomorrow at noon? (*Firm tone*)
6. I think that we should go with Al's idea for this project. (*Friendly tone*)
7. You make a good point, and I will keep that in mind. (*Firm tone*)
8. Could we talk about that a little later? (*Friendly tone*)
9. It's so good to see you! (*Firm tone*)
10. Thank you for the compliment. (*Friendly tone*)

(Adapted from: <https://www.diahanboock.com/articles/Tone-Voice>)

STUDENT B

1. Good morning, how are you doing today? (*Friendly tone*)
2. I like the idea you had in today's meeting. (*Firm tone*)
3. You did a really good job on that project. (*Friendly tone*)
4. I'd like to talk to you for a minute if this is a good time. (*Firm tone*)
5. Would you like to go out for lunch tomorrow at noon? (*Friendly tone*)
6. I think that we should go with Al's idea for this project. (*Firm tone*)
7. You make a good point, and I will keep that in mind. (*Friendly tone*)
8. Could we talk about that a little later? (*Firm tone*)
9. It's so good to see you! (*Friendly tone*)
10. Thank you for the compliment. (*Firm tone*)

(Adapted from: <https://www.diahanboock.com/articles/Tone-Voice>)

AFTERWORD: OBJECTIVES REACHED IN THE POSTGRADUATE DISSERTATION

After carrying out the present study, I believe I have reached two of the most important objectives presented in the official description of the Master of Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas (2007) which are the following:

- To apply the knowledges acquired and the capacity to solve problems in new or in non very well-known environments as future professional teachers.
- To incorporate knowledge and to cope with the complexity of formulating judgments from information, which can be incomplete or limited, including reflection on the social and ethical responsibilities linked to the application of educational institutions.

Regarding the first objective, this study has provided me with the opportunity to put into practice several aspects that I have learned throughout my one-year master's degree. The courses involved pertain to the Specific Module: Foreign Language (English) and they are the following:

- Expresión Oral y Escrita Académica en la Lengua Extranjera II (Inglés).
- Diseño Curricular de la especialidad de Inglés.
- Didáctica de la especialidad de Inglés.
- Metodología y Evaluación de Inglés.
- Iniciación a la investigación educativa de la especialidad de Inglés.

Regarding the second objective, I have been able to combine these aspects and to relate them to two principal professional fields in our Master's degree: teaching and research. As I have suggested along my dissertation, this study has given me the occasion to get a better and broader picture of the field of study within didactics. In particular, the analysis of several communication and language disorders and the way I should manage to treat impairments in the classroom, as future teacher of foreign language. The main idea I will emphasize in this dissertation is we as teacher should play down the problem areas concerning with these impairments. In fact, these language disabilities have consequences for language teaching as it evidences the grammatical areas that are affected and that, therefore, need to be reinforced in the language class. Additionally, given that my study is based on the review of previous literature and data, it is also related to a specific research methodology used in the fields of acquisition and language learning.