8fed Gynhadledd Dysgu ac Addysgu

 8th Annual Learning and Teaching Conference

7-9 Medi | September 2020

# Crynoldebau / abstracts

Promoting Inclusive Practice: Video CVs as a Teaching & Learning Tool in the Language Classroom

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This paper will consider the results of the introduction of a Video CV assessment into an intermediate, mixed ability Spanish language class. This task was initially designed both to modernize an existing task and to provide students with dyslexia and other information / language-processing differences with the opportunity to best display their capabilities in the second language.

Dyslexia is a specific learning difference with a range of characteristics that can vary in form and severity, but which particularly effects individuals with regard to language-related activities and information processing. Nevertheless, as West (1991) highlights, individuals with the syndrome often display a seemingly “paradoxical co-existence of special abilities and disabilities”: Abilities which can include verbal acuity, excellent spatial awareness, flexible problem-solving and creative / imaginative abilities all of which can be used to advantage when designing activities and assessments to help students achieve their full potential. For example, a multisensory approach or “the simultaneous presentation of linguistic material with the use of as many sensory channels as possible” (Nijakowska: 2010) is now widely recognised as being of benefit to individuals with dyslexia. Other suggested adjustments include, oral recordings rather than written performance, multimedia presentations and the incorporation of tasks that involve movable or visual aids and a variety of materials in order to activate kinaesthetic-tactile elements of learning, spatial awareness, and creative and flexible problem-solving abilities, all elements mobilized within the Video CV task.

As participants will see, all students benefited from engagement with the preparatory process for the task and those who chose to submit the Video CV option produced work that was multisensory, accessible and creative while also using the second language.