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03-A3

COMPARATIVE ANALYSIS OF RESULTS

[Analysis of data obtained in during the national surveys. Conclusions and common approach at European Level.]

by University of Coimbra

SupEFL Project

Supplemental Self-help in English as a Foreign Language for Learners with Specific Learning Differences/Difficulties

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Introduction

We are a consortium of 7 European partners [Portugal, Finland, Lithuania, Bulgaria, Hungary, Germany] that are working on the project “Supplemental Self-Help in English as a Foreign Language for Learners with Specific Learning Differences” (SupEFL) which has been funded by the Erasmus+ Program of the European Union. We are developing self-help Open Educational Resources (OER) for learners of English with special needs in one or more of the following areas: reading, writing, speaking, listening, memory, motivation and/or learning in general.

SupEFL is directed at learners of English as a Foreign Language (EFL) who are experiencing difficulties with one or more of the four language systems (reading, writing, listening and speaking).

The project objectives are as follows:

- to provide adults with SpLDs in EFL with access to a free ICT-based tools, techniques and resources they need to complete EFL programs
- project contributes toward assisting adults in acquiring critical language skills in English which will enable them to integrate better in the labour market
- to promote language learning and multilingualism and furthers the social and economic inclusion of disadvantaged persons.

The key project audience are learners with Specific Learning Difficulties (SpLDs) who will be end-users and will be most interested in the final product. To reach them the project team is also targeting teachers and trainers who would want and need guidelines on how to identify such individuals, implement our self-help program and track the progress of learners with SpLDs.

This report focuses of the implementation of O3-A3 (see table 1), aimed at the development of the field-work in the participating countries. A comparative analysis of results from national surveys and legislation will be summarized in this report.

Description:		Tasks:
O3 - A1 Analysis Guidelines	Methodology framework	To develop the methodology to be used during the national research
O3 - A2 National Research	Analysis of data obtained in during the national surveys. Conclusions and common approach at European Level.	Data processing and analysis.
O3 - A3 Comparative analysis of results	Development of field-work in participant countries	To carry out national surveys on the specific problems which emerge in the course of English language training in four systems for learners with SpLDs.
O3 - A4 Guidelines elaboration	Development of training guidelines based on the comparative analysis (O3-A3)	Methodology development, drafting learning pathways.

Table 1: Description of O3 activities and tasks

Comparative Analysis of Legislation and Policies

In the context of the project “Supplemental Self-Help in English as a Foreign Language for Learners with Specific Learning Differences“, the Portuguese team (University Coimbra) was responsible for coordinating and developing an analysis of **Existing legislation and policies with respect to neurologically based learning difficulties especially dyslexia.**

Each of the partners compiled (DE, BU, FI, PT, HU, LI) a small report under headings that had been negotiated in face-to-face and online discussions. It was agreed that each partner would discover what was happening in their country with regard to the following questions:

1. Is there an official government definition for the neurologically based learning difficulties?
2. Is dyslexia recognized in legislation in your country as disability?
3. Is dyslexia recognized in legislation in your country as Special Educational Needs?
4. What is the prevalence of dyslexia in your country?
5. Does legislation support learners with neurologically based learning difficulties in compulsory education?
6. Does legislation support learners with neurologically based learning difficulties in higher education?
7. Are dyslexia and other neurologically based learning difficulties part of compulsory teacher training?
8. Is there standardized assessment for neurologically based learning difficulties provided by the state?
9. Is there anti-discrimination legislation for employees? Does it cover persons with learning disabilities?
10. Does a dyslexia association or any civil institutions for people with neurologically based learning difficulties exist in your country?

In the context of the Project, the Portuguese team (FPCE-UC) was responsible for coordinating and developing a legislation analysis, by questioning a group of experts from each of the partners (DE, BU, FI, PT, HU, LI) from all countries, and to write and discuss selected outcomes of that questioning.

The aim of this legislation analysis was to get concrete information about:

- countries' state of information| legislation on the **neurologically based learning difficulties especially dyslexia** problem and intervention strategies

The partners' answers were categorized and analyzed by means of a content analysis. The first aim of this analysis (implemented without recourse to specific software) was to develop a coding system capable of translating the key ideas conveyed by trainers. With this aim partners' answers were divided in smaller content units (which were considered relevant according to the characteristics of the material and the objectives of the study.

The second aim of content analysis was to prepare a text to translate the common features and traits present in the several different messages analyzed, and to interpret, organize and finally, disseminate the results.

The findings that were written up in the country reports were integrated into a transnational synthesis.

1. Is there an official government definition for the neurologically based learning difficulties?

Based on the expert’s collaboration to the questionnaire, the main responses may be organized in 3 major categories: (1) yes, (2) no or (3) a no clear definition.

Table 1. Official Definition

	YES	NO	Y/N (not clear)
1. Official definition – neurologically based learning difficulties?	<p>DE</p> <p>legislation (SGB III) DE</p> <p>a learning disability = comprehensive and long-term disability to learn. (DE)</p> <p>It distinguishes... in terms of their overall ability to perform and behave.(DE)</p> <p><i>a learning difficulty-narrow interference with the learning process (reading or writing)</i> DE</p>	<p>BG, HU, PT</p>	<p>FI, LI</p> <p>no clear definition for disability in the legislation for non-discrimination (Constitution of Finland 731/1999, 1112 / 2011 and Non-Discrimination Act 21/2004). (FI)</p> <p>Such neurological learning disorders are considered as „Special needs“. Education Development Center, operating under the Ministry of Education and Science of Lithuania, is responsible for organizing education for students with special needs. (LI)</p>

1.1. No definition

Portugal, Hungary and Bulgaria do not have a definition of **neurologically based learning difficulties** Bulgaria experts report that “there is no such government specific definition”. Hungary experts that “the law reclines upon the medical and/or the [psychological](#) definitions in case of neurologically based learning difficulties”. Experts from Portugal report that "Decree-Law No 3/2008" only "Provides a framework for educational responses" to be used with "special educational needs of students" with continued Difficulties in communication, learning, mobility, autonomy, interpersonal relationships and social participation

1.2. No clear definition

Finland experts states that “There is no clear definition for disability in the legislation “, and “Disabilities include all types, also learning disabilities” based on the 1999 laws 1999 “Constitution of Finland 731/1999, 1112 / 2011 and Non-Discrimination Act 21/2004”. For the Lithuanian experts such neurological learning disorders **are considered as „Special needs“**. “Education Development Center, operating under the Ministry of Education and Science of Lithuania, is responsible for organizing education for students with special needs”

1.3. Yes

For the German specialists “According to legislation (SGB III), a learning disability constitutes a comprehensive and long-term disability to learn”. As they say “This category includes persons who failed to complete high school or attended a school for disabled children. In contrast, a learning difficulty is considered a more narrow interference with the learning process in a defined area such as reading or writing”

2. Is dyslexia recognized in legislation in your country as disability?

Based on the expert’s collaboration to the questionnaire, the main responses may be organized in 3 major categories: (1) yes, (2) no, (3) a no clear definition or 4) dyslexia is a Special needs

Table 2. Dyslexia in Legislation

	YES	NO	Y/N (not clear)	official term “Special Needs”
2. Is dyslexia recognized in legislation in your country as disability ?	<p>HU</p> <p><i>Yes, it is (HU)</i></p>	<p>BG, LI, PT</p> <p>No, it is referred to as a <i>need</i>. (LI)</p> <p><i>“There are no official government documents recognizing dyslexia directly as a disability.”</i> BU</p> <p><i>Not specifically as dyslexia</i> (PT)</p>	<p>FI, DE</p> <p><i>“Dyslexia is considered a learning difficulty not a learning disability”</i> (DE)</p> <p><i>The group of disabilities includes all disabilities, also dyslexia.</i> (FI)</p>	<p>The official term used is “Special Educational Needs” (SENs) covering many learning difficulties, including dyslexia (BU)</p> <p>included in Special Needs and Special Education. (PT)</p>

2.1. No

Most experts of different countries states that there is no recognition of dyslexia. This applies to Bulgaria that states that “There are no official government documents recognizing dyslexia directly as a disability.” It is also the case of Portugal and Lithuania that states that “No”

2.2. Yes

In Hungary the dyslexia is officially recognized “Yes, it is”

2.3. It's not clear

In Germany the responses of experts are not so clear because they recognized Dyslexia as “*a learning difficulty not a learning disability*” (DE)

On the other hand in Finland “The group of disabilities includes all disabilities, also dyslexia.”

2.4. In legislation - there are an official term “Special Needs”

On the other hand as recognized experts from Bulgaria “The official term used is “Special Educational Needs” (SENs) covering many learning difficulties, including dyslexia.”. The same with Finland “The group of disabilities includes all disabilities, also dyslexia. As the Lithuanian experts refer, dyslexia “is referred to as *a need*”. Also in Portugal the dyslexia is “included in Special Needs and Special Education.”

3. Is dyslexia recognized in legislation in your country as Special Educational Needs?

Based on the expert’s collaboration to the questionnaire, the main responses may be organized in 3 major categories: (1) yes (2) it depends and 3) No.

Table 3. Dyslexia vs Special Need in Legislation

YES	It depends	No
<p>DE, FI, LI</p> <p><i>“dyslexia has been recognized as a difficulty in a conference of ministers of education (Kultusministerkonferenz 2007).” (DE)</i></p> <p>In Finland “Any student requiring special support due to any problem related to learning is entitled to special support and learning arrangements based on the Basic Education Act 628/1998. “</p> <p>In Lithuanian there are “the following groups of learners, having special education needs (...): - Learners with disabilities; - Learners with special needs and Learners with learning difficulties. Dyslexia in this context is acknowledged as disorder of 2nd and 3rd groups. (...)”</p>	<p>HU, BG</p> <p><i>“Yes, but it depends on by which authority was the diagnosis determined” (HU)</i></p> <p>In Bulgaria “There are some documents issued by the Bulgarian Ministry of Education and Science recognizing Special Educational Needs, but those do not mention especially dyslexia (...)”</p>	<p>PT</p> <p>In Portugal, with the “new Decree (3 / 2008) (...) The concept of Special Learning Needs is not very well operated, excluding mental disability, serious behavioral disorders, specific learning disabilities, hyperactivity...” (PT)</p>

3.1. Yes

In Finland, Hungary and Lithuanian “Yes”

In Finland “Any student requiring special support due to any problem related to learning is entitled to special support and learning arrangements based on the Basic Education Act 628/1998. “

In Lithuanian there are “the following groups of learners, having special education needs due to inborn or acquired disorders, identified: - Learners with disabilities; - Learners with special needs and Learners with learning difficulties. Dyslexia in this context is acknowledged as disorder of 2nd and 3rd groups. This group also involves learners who have learning (in 2 or more fields – reading, writing, behaviors and emotions, language and speaking) disorders which obstruct mastering the training programme”

3.2. It depends

In Hungary there are some specific features “*Yes, but it depends on by which authority was the diagnosis determined*”

In Bulgaria “There are some documents issued by the Bulgarian Ministry of Education and Science recognizing Special Educational Needs, but those do not mention especially dyslexia and those are not government legislative documents.”

3.3. No,

In Portugal, with the “new Decree (3 / 2008) (...) The concept of Special Learning Needs is not very well operated, excluding mental disability, serious behavioral disorders, specific learning disabilities, hyperactivity...

What is recognized, in a general form, are the conditions that, as being of permanent character, may seriously compromise student participation and learning and this decision if left to the department of special education to decide when it comes to the eligible conditions, by CIF, to benefit from specialized support.”

4. What is the prevalence of dyslexia in your country?

Based on the expert’s collaboration to the questionnaire, the main responses may be organized in 3 major categories: (1) No data (2) informal data and 3) official data.

Table 4. Prevalence of dyslexia

No data	Informal data	Official data
<p>BG</p> <p>In Bulgaria</p> <p>“There is no official country statistics for dyslexia in BG”</p>	<p>BG</p> <p>“(…) but according to some non-official publications and study reports those are about 2 – 2.5% of all students (606.3 thousand)” (BG)</p>	<p>5-10% (DE) 3- 10% (FI) 15% (HU) 5.4% (PT) 28360...(LI)</p> <p>They range from 5-10% or more of the population. (DE)</p> <p>Dyslexia is estimated to affect 3-10 %, depending on how it is measured. (FI)</p> <p>“15% - However only half of this rate is accepted as special need, rather those who has sever phonological difficulties.” (HU)</p> <p>“According to a recent study the prevalence of dyslexia is of of 5,4% of children with school age.” (PT)</p> <p>“Based on statistics of 2014, in total there are 28360 pupils with low special needs, 11330 medium, 2140 high, 136 very high special needs.” (LI)</p>

4.1. No official statistics

In Bulgaria “There is no official country statistics for dyslexia in BG”

Some informal data

In Bulgaria “There is no official data about pupils with SENs, but according to some non-official publications and study reports those are about 2 – 2.5% of all students (606.3 thousand)

Official

In Finland Dyslexia is estimated to affect 3-10 % of the population in Finland, depending on how it is measured.

In Hungary “15% - However only half of this rate is accepted as special need, rather those who has sever phonological difficulties.”

In Portugal, “According to a recent study (Vale et al., 2011), the prevalence of dyslexia is of 5,4% of children with school age.”

In Germany “There are different estimates depending on the degree of severity and how it is measured. They range from 5-10% or more of the population”

In Lithuania “Based on statistics of 2014, in total there are 28360 pupils with low special needs, 11330 medium, 2140 high, 136 very high special needs.”

5. Does legislation support learners with neurologically based learning compulsory education?

Based on the expert's collaboration to the questionnaire, the main responses may be organized in 3 major categories: (1) No (2) yes and 3) types of legislation

Table 5. Legislation support, compulsory education

No	Yes	Types of legislation
	BG DE FI HU LI PT <i>There are several legislation (...) (BG)</i> <i>Any student requiring special support (...) based on the Basic Education Act 628/1998. "(FI)</i> <i>"(...) special support and learning arrangements. There also are schools that specialize in training persons with learning difficulties"(DE)</i> <i>"During exams like GCSE. it is easier for them to use the support. So the whole support question depends on the teachers, schools, exams, the part of the country and the parents" (HU)</i> <i>"(...)supervised by the Ministry of Education and Science and Education Development Center." (LI)</i> <i>"Several types of measures are defined"(PT)</i>	Bulgaria: Education Act https://www.mon.bg/?h=downloadFile&fileId=36 Ordinance № 1 of January 23, 2009 for the education of children and pupils with special educational needs and / or chronic diseases https://www.mon.bg/?h=downloadFile&fileId=101 Ordinance № 11 /28.03.2005 of Ministry of Education and Science for admission of pupils in state and municipal schools Ordinance №3 /15.04.2003, the Ministry of Education and Science for the assessment system National Plan for the integration of children with Special Educational Needs in the education system Rules of Procedure of the Resource centers (after classes education centers for children with SENs Finland "The Government Decree on the Finnish Matriculation Examination (915/2005, 17.11.2005, 6 §) has regulations (...)" Portugal." Several types of measures are defined depending on the child in analysis (in the DL319 / 91 the support id present in Article 2; and DL3 / 2008 corresponds to Article 16)."

5.1. No

5.2. Yes, Bulgaria, Finland, Germany, Hungary, Lithuania, Portugal

There are several legislation in Bulgaria [issued by the Bulgarian Ministry of Education and Science issued by the Bulgarian Ministry of Education and Science] to support learners with SENs.

In Finland “Any student requiring special support due to any problem related to learning is entitled to special support and learning arrangements based on the Basic Education Act 628/1998. “

In Germany “*Learners with learning difficulties are entitled to special support in compulsory education. This includes special support and learning arrangements. There also are schools that specialize in training persons with learning difficulties*“

In Hungary “Yes, **difficulties in but...**” “*During exams like GCSE. it is easier for them to use the support. So the whole support question depends on the teachers, schools, exams, the part of the country and the parents*”

In Lithuania, “Neurological disorders are legally supervised by the Ministry of Education and Science and Education Development Center.”

In Portugal “Several types of measures are defined”

5.3 Types of legislation

Bulgaria: Education Act <https://www.mon.bg/?h=downloadFile&fileId=36>

- Ordinance N° 1 of January 23, 2009 for the education of children and pupils with special educational needs and / or chronic diseases <https://www.mon.bg/?h=downloadFile&fileId=101>
- Ordinance N° 11 /28.03.2005 of Ministry of Education and Science for admission of pupils in state and municipal schools
- Ordinance N°3 /15.04.2003, the Ministry of Education and Science for the assessment system
- National Plan for the integration of children with Special Educational Needs in the education system

Rules of Procedure of the Resource centers (after classes education centers for children with SENs

Finland “The Government Decree on the Finnish Matriculation Examination (915/2005, 17.11.2005, 6 §) has regulations about special arrangements for students with learning disabilities who are taking the Examination. **Source:**

<http://www.esok.fi/stivisuositus/nakokulmat/eri-tapoja-luokitella-oppimisvaikeuksia>“

Portugal Yes.” Several types of measures are defined: (personalized educational support, individual curricular adjustments, adjustments in the registration process, adjustments in the assessment process...) depending on the child in analysis (in the DL319 / 91 the support id present in Article 2; and DL3 / 2008 corresponds to Article 16).”

6. Does legislation support learners with neurologically based learning difficulties in higher education?

Based on the expert’s collaboration to the questionnaire, the main responses may be organized in 4 major categories: (1) No (2) More or less (3) yes and (4) types of legislation.

Table 6. Legislation support in higher education

No	More or Less	Yes	Types of legislation
DE but “however, some universities provide support to learners with learning difficulties “ (DE)	HU LI PT <i>“More or less, there is some lack between the law and its regulations. It is hard to find a specialist. (...)” (HU)</i> <i>“High schools of teacher education are delivering training programmes on how to work with students having such disorders.(...)” (LI)</i> <i>“Higher education institutions support students in the assessment process. There are many higher education institutions which provide in their student regulations (...) (PT)</i>	BG FI	Finland, “The Non-Discrimination Act (21/2004) states that “Nobody may be discriminated against on the basis of age, ethnic or national origin, nationality, language, religion, belief, opinion, health, disability, sexual orientation or other characteristic”. “The Universities Act (558/2009) states the following about access to University studies:“A factor relating to the health and functional capacity of an applicant may not preclude admission. “There are no specific regulations regarding accessibility for those with learning difficulties or other such issues, but all universities have their own practices concerning the matter”

6.1. No, DE

In Germany there are no support. But *“In practice, however, some universities provide support to learners with learning difficulties “*

6.2. More or less, Hungary, Lithuanian, Portugal

Hungary, *“More or less, there is some lack between the law and its regulations. It is hard to find a specialist. There is discrimination in some areas. Learners have no knowledge about their rights”*

Lithuanian, *“High schools of teacher education are delivering training programmes on how to work with students having such disorders. The key institutions in Lithuania are Lithuanian University of Educational Sciences, Šiauliai University”*

Portugal, *“Higher education institutions support students in the assessment process. There are many higher education institutions which provide in their student regulations or other internal instruments the adjustments to implement with dyslexic students and other disabilities*

6.3. Yes, Bulgaria; Finland

6.4. Legislation

Finland, *“The Non-Discrimination Act (21/2004) states that “Nobody may be discriminated against on the basis of age, ethnic or national origin, nationality, language, religion, belief, opinion, health, disability, sexual orientation or other characteristic”. The Universities Act (558/2009) states the following about access to University studies: “A factor relating to the health and functional capacity of an applicant may not preclude admission. “There are no specific regulations regarding accessibility for those with learning difficulties or other such issues, but all universities have their own practices concerning the matter”*

7. Are dyslexia and other neurologically based learning difficulties part of compulsory teacher training?

Based on the expert's collaboration to the questionnaire, the main responses may be organized in 2 major categories: (1) No (2) More or less.

Table 7. Dyslexia vs Compulsory Education

No	More or Less
<p>BG DE FI HU</p> <p><i>"teachers in Resource centers attend additional courses how to teach learners with SENs (BU)</i></p> <p>"special education teachers are trained separately. (...) in order to learn about special education you need to specialize in or take the special needs teacher's studies" (FI)</p> <p>"They are only part of the curriculum for teachers specializing in teaching disabled children." (DE)</p>	<p>LI PT</p> <p>"Such training is a part of obligatory lectures in subjects of psychology and pedagogics, seminars, internship semesters when students work with pupils having special needs. (...)" (LI)</p> <p>The project's „Alternative development in education system“(2000) outcome "Learning Support Guidelines" is focused on practical aspects of organizing special needs education in schools. (LI)</p> <p>The project „Development of teaching and training forms for people with special needs“(2011) was carried out by National Center. for Special Needs Education and Psychology. The organization has developed methodological guidelines to increase the quality of special education. (LI)</p> <p>"Decree Law DL 79/2014, about teacher training, proposes a course about Special Learning Needs" (PT)</p>

7.1. No, Bulgaria, Germany, Finland, Hungary

Bulgaria "No, teachers in Resource centers (dealing with pupils with SENs) attend additional courses how to teach learners with SENs No, teachers in Resource centers (dealing with pupils with SENs) attend additional courses how to teach learners with SENs"

Finland "No, special education teachers are trained separately. The area is very briefly dealt with in class teacher studies and subject teacher's pedagogic studies, but in order to learn about special education you need to specialize in or take the special needs teacher's studies as a minor subject (e.g. University of Helsinki <http://www.helsinki.fi/teachereducation/education/index.html>)"

Germany "No. They are only part of the curriculum for teachers specializing teaching disabled children."

7.2. More or less, Lithuania, Portugal

Lithuania “It is not obligatory for all future pedagogues. Such training is a part of obligatory lectures in subjects of psychology and pedagogics, seminars, internship semesters when students work with pupils having special needs. There is education for pedagogues who work in schools only with special needs pupils (Master studies in Šiauliai university, specialization „Special needs pedagogue“).

Public bodies and NGOs in the education sector implement projects to support special needs education.

The project’s „Alternative development in education system“ (2000) outcome “Learning Support Guidelines” (<http://www.narbuto.salcininkai.lm.lt/wp-content/uploads/2013/01/Altenatyvus-ugdymas.pdf>) is focused on practical aspects of organizing special needs education in schools. The target group is teachers, parents and stakeholders in education.

The project „Development of teaching and training forms for people with special needs“ (2011) was carried out by **National Center. for Special Needs Education and Psychology** (<http://www.sppc.lt/index.php?-1490251817>). The organization has developed methodological guidelines (http://www.esparama.lt/es_parama_pletra/failai/ESFproduktai/2011_metodines_rekomendacijos_Mokomes_kartu.pdf) to increase the quality of special education.

Portugal, “Decree Law DL 79/2014, about teacher training, proposes a course about Special Learning Needs”

8. Is there standardized assessment for neurologically based learning difficulties provided by the state?

Based on the expert’s collaboration to the questionnaire, the main responses may be organized in 2 major categories: (1) Yes (2) No

Table 8. Dyslexia vs Standardized Assessment

YES	NO
<p>BG, LI, PT</p> <p>“ such evaluation is standardized by Education Development Center. under the Ministry of Education and Science. (LI)</p> <p>“ There is CIF - International Classification of Functionality - which should be filled out all together by the doctor, the teacher and the parents of the child with special learning needs, but sometimes it is filled out by the teacher of special learning education (...).” (PT)</p>	<p>DE, FI, HU</p> <p>“ When a person needs a certificate of dyslexia for the matriculation examination, entrance exams or driving school, they must book a time for an individual test that is performed by a professional specialized in dyslexia (usually a special needs teacher, psychologist or speech therapist).For other neurological disabilities, neuropsychological test and a certificate from a specialist doctor is needed.”(FI)</p> <p>“ Part of the reason is that education falls under the responsibility of the federal states and exams (as well as curricula and the length of schooling) differ between the federal states. “ (DE)</p>

8.1. Yes, HU, Lithuania, Portugal

Lithuania, “Yes, such evaluation is standardized by Education Development Center. under the Ministry of Education and Science.

Portugal, “Yes. There is CIF - International Classification of Functionality - which should be filled out all together by the doctor, the teacher and the parents of the child with special learning needs, but sometimes it is filled out by the teacher of special learning education. There is an official instrument intended to define for each case, what are the mistakes and problems that describe the student that will show up for examination. (including national) so that in the correction of his/her exam, the student will not be penalized for these mistakes presented in the form A.”

8.2. No, Germany, HU, Finland,

Finland, “ There is no standardized test. When a person needs a certificate of dyslexia for the matriculation examination, entrance exams or driving school, they must book a time for an individual test that is performed by a professional specialized in dyslexia (usually a special needs teacher, psychologist or speech therapist).For other neurological disabilities, neuropsychological test and a certificate from a specialist doctor is needed. KELA (The Finnish Insurance Institution) will compensate the costs of rehabilitation.”

Germany “There is no standardized test. Part of the reason is that education falls under the responsibility of the federal states and exams (as well as curricula and the length of schooling) differ between the federal states. “

9. Is there anti-discrimination legislation for employees? Does it cover persons with learning disabilities?

Based on the expert’s collaboration to the questionnaire, the main responses may be organized in 2 major categories: (1) Yes (2) No

Table 9. Anti-discrimination legislation for employees

YES	NO
<p>BG DE FI HU</p> <p>“ documents issued by the Ministry of labor and Social Policy (http://www.mlsp.government.bg/bg/index.asp): Integration of Persons with Disabilities Act http://www.mlsp.government.bg/bg/law/law/index.htm” (BG)</p> <p>“ the Constitution of Finland 731/1999, 1112 / 2011 and Non-Discrimination Act 21/2004” FI)</p> <p>“anti-discrimination act (“Allgemeines Gleichbehandlungsgesetz”)” (DE)</p> <p>“(…) cover persons with learning disabilities, (…)” (HU)</p>	<p>LI PT</p> <p>“The aspects of anti-discrimination are a part of internal rules of organizations (LI)</p> <p>“No. There is legislation that "protects" people with disabilities, but does not include people with learning difficulties. There is only for the purpose of taking the drivers license, where the exam can be adapted in these cases.” (PT)</p>

9.1. Yes, BG, Finland, Germany, Hungary

Bulgaria “Yes, there are such legislative documents issued by the Ministry of labor and Social Policy (<http://www.mlsp.government.bg/bg/index.asp>):

Integration of Persons with Disabilities Act

<http://www.mlsp.government.bg/bg/law/law/index.htm>

Finland, “Yes, discrimination is prohibited on the basis of the Constitution of Finland 731/1999, 1112 / 2011 and Non-Discrimination Act 21/2004: “Nobody may be discriminated against on the basis of age, ethnic or national origin, nationality, language, religion, belief, opinion, health, disability, sexual orientation or other personal characteristics.”(Non-Discrimination Act 21/2004).”

Germany, “Yes, there is an anti-discrimination act (“Allgemeines Gleichbehandlungsgesetz”). It covers race, ethnic origin, gender, religion, worldview, age, sexual identity and disability. Learning differences are not covered by this act. “

Hungary, “Yes, there is. As for me, it should cover persons with learning disabilities, but people with this problem feel a shame because of their problem.”

9.2., No., Portugal, Lithuania

Portugal “No. There is legislation that "protects" people with disabilities, but does not include people with learning difficulties. There is only for the purpose of taking the drivers license, where the exam can be adapted in these cases.”

Lithuania, “The aspects of anti-discrimination are a part of internal rules of organizations

10. Does a dyslexia association or any civil institutions for people with neurologically based learning difficulties exist in your country?

Based on the expert’s collaboration to the questionnaire, the main responses may be organized in 2 major categories: (1) Yes (2) No

Table 10. Dyslexia association or any civil institutions

YES	More or less
<p>BG DE FI HU PT</p> <p>(BG) Association Dyslexia in Bulgaria (http://dyslexia-bg.org) Association of parents of children with dyslexia “Accessible world” – Facebook page link: https://www.facebook.com/pages/%D0%90%D1%81%D0%BE%D1%86%D0%B8%D0%B0%D1%86%D0%B8%D1%8F-%D0%BD%D0%B0-%D1%80%D0%BE%D0%B4%D0%B8%D1%82%D0%B5%D0%BB%D0%B8-%D0%BD%D0%B0-%D0%B4%D0%B5%D1%86%D0%B0-%D1%81-%D0%B4%D0%B8%D1%81%D0%BB%D0%B5%D0%BA%D1%81%D0%B8%D1%8F-%D0%94%D0%BE%D1%81%D1%82%D1%8A%D0%BF%D0%B5%D0%BD-%D1%81%D0%B2%D1%8F%D1%82/111045818929280?fref=nf</p> <p>(FI) “The Finnish Diverse Learners’ Association (Erialaisten Oppijoiden Liitto ry) http://www.erilaistenoppijoidenliitto.fi/ Rehabilitation Foundation http://www.kuntoutussaatio.fi/en Links http://www.lukihairio.fi/linkkeja/ http://www.oppimisvaikeus.fi/oppimisvaikeudet/perustietoa/lukivaikeus http://www.lukijose.fi/media/esitteet/Oppimisvaikeuksien%20tunnistaminen%20testaus%20ja%20kuntoutus.pdf http://www.snf.fi/ http://www.krits.fi/fin/palvelut/oppimisvalmennus/ http://www.esok.fi</p> <p>(DE) “ Bundesverband Legasthenie & Dyskalkulie.”</p> <p>(HU), “<i>but there is a big gap between the civil institutions and the institutions supported by the government, they don’t really find the way of cooperation.</i>”</p> <p>(PT) “.APPDAE - Associação Portuguesa de Pessoas com Dificuldades de Aprendizagem Específicas http://www.appdae.net/ - Portuguese Association of People with Specifically Learning Difficulties. Dislex - Associação Portuguesa de Dyslexia Dyslexia http://www.dislex.co.pt Portuguese Association of Dyslexia Dyslexia http://dislexia.pt -Portal</p>	<p>LI</p> <p>“The learning difficulties on neurological level are addressed per certain disorder, f.e. Association of autism. The competencies of teachers are addressed by National Center for Special Needs Education and Psychology which is the responsible institution (...) (LI).</p> <p>Certain aspects of education process may be adapted to the special needs, f.e. what kind of examination / evaluation can be applied to a pupil with special needs.” (LI)</p>

10.1. Yes, BG, DE, Finland, Hungary, Portugal

Bulgaria “Yes, Association Dyslexia in Bulgaria (<http://dyslexia-bg.org>), Association of parents of children with dyslexia “Accessible world” – Facebook page link:

<https://www.facebook.com/pages/%D0%90%D1%81%D0%BE%D1%86%D0%B8%D0%B0%D1%86%D0%B8%D1%8F-%D0%BD%D0%B0-%D1%80%D0%BE%D0%B4%D0%B8%D1%82%D0%B5%D0%BB%D0%B8-%D0%BD%D0%B0-%D0%B4%D0%B5%D1%86%D0%B0-%D1%81-%D0%B4%D0%B8%D1%81%D0%BB%D0%B5%D0%BA%D1%81%D0%B8%D1%8F-%D0%94%D0%BE%D1%81%D1%82%D1%8A%D0%BF%D0%B5%D0%BD-%D1%81%D0%B2%D1%8F%D1%82/111045818929280?fref=nf>

Finland, “The Finnish Diverse Learners’ Association (Erialaisten Oppijoiden Liitto ry)

<http://www.erilaistenoppijoidenliitto.fi/>

Rehabilitation Foundation <http://www.kuntoutussaatio.fi/en>

Links

<http://www.lukihairio.fi/linkkeja/>

<http://www.oppimisvaikeus.fi/oppimisvaikeudet/perustietoa/lukivaikeus>

<http://www.lukijose.fi/media/esitteet/Oppimisvaikeuksien%20tunnistaminen%20testaus%20ja%20kuntoutus.pdf>

<http://www.snf.fi/>

<http://www.kritsi.fi/fin/palvelut/oppimisvalmennus/>

<http://www.esok.fi>

Germany, “Yes. It is called “Bundesverband Legasthenie & Dyskalkulie.” It has an adult chapter but the biggest chapter consists of parents concerned for their children and this also is the main focus of their work.”

Hungary, “Yes, but there is a big gap between the civil institutions and the institutions supported by the government, they don’t really find the way of cooperation.”

Portugal “APPDAE - Associação Portuguesa de Pessoas com Dificuldades de Aprendizagem

Específicas | <http://www.appdae.net/> - Portuguese Association of People with Specifically

Learning Difficulties. Dislex - Associação Portuguesa de Dyslexia Dyslexia |

<http://www.dislex.co.pt> Portuguese Association of Dyslexia Dyslexia | <http://dislexia.pt> -Portal

10.2. More or less | Disorder, Lithuania

Lithuania, “The learning difficulties on neurological level are addressed per certain disorder, f.e. Association of autism. The competencies of teachers are addressed by [National Center for Special Needs Education and Psychology](#) which is the responsible institution under the Lithuanian Ministry of Education and Science for developing the system of special pedagogical and psychological support in Lithuania.

Certain aspects of education process may be adapted to the special needs, f.e. what kind of examination / evaluation can be applied to a pupil with special needs.”

Results from Surveys to Learners

In all six countries 62 learners filled the Questionnaire. It was intended to get 10 answers by country, but this number was not obtained by Portugal and Hungary.

1. Sample characterization

a) Gender

The sample includes male (n=35) and females(n=27), but the majority is male (56%) (table 1). In Finland the majority of respondents is female (n=7).

Gender	Male	Female	Total
Germany	9	8	17
Portugal	3	1	4
Lithuania	6	7	13
Finland	3	7	10
Bulgaria	10	1	10
Hungary	5	3	8
TOTAL	35	27	62
%	56	44	100

Table 1 - Sample gender

b) Age

The majority (56%) of our respondents learners belong to the younger ranking (18-25), followed by 34-41 years with 18%, and in ex-aequo with 13% of the subjects (26-33 and 42 or more) (table 2).

Age	18-25	26-33	34-41	≥42	Total
Germany	2	4	5	6	17
Portugal	3	0	1	0	4
Lithuania	7	1	4	1	13
Finland	5	3	1	1	10
Bulgaria	10	0	0	0	10
Hungary	8	0	0	0	8
TOTAL	35	8	11	8	62
%	56	13	18	13	100

Table 2 - Sample age

c) Work situation

Most of the learners are students (53%), except in Germany where the great majority are employed (table 3). A small percentage (7%) are unemployed.

Gender	Student	Employed	Unemployed
Germany	1	16	0
Portugal	3	1	0
Lithuania	7	3	3
Finland	4	5	1
Bulgaria	10	0	0
Hungary	8	0	0
TOTAL	33	25	4
%	53	40	7

Table 3 - Sample work situation

2. Difficulties in learning English

Most of the respondents (60%) mentioned that they do not have difficulties in learning English (table 4).

Difficulties in learning English	No	Yes	Total
Germany	12	5	17
Portugal	0	4	4
Lithuania	8	5	13
Finland	5	5	10
Bulgaria	10	0	10
Hungary	2	6	8
TOTAL	37	25	62
%	60	40	100%

Table 4 - Difficulties in learning English

Those that consider having learning difficulties of English as a foreign language, indicated (20 out of 25) the following difficulties: Listening (n=8), Writing (n=7), Vocabulary and spelling (n=5), Speaking (n=4) and Grammar (n=4), Understanding (n=3), Memory (n=2) and Motivation (n=2), finally Reading (n=1) and Learning in general (n=1).

They consider to need help in the following areas beyond the support they get from their teacher in class (table 5), particularly in Speaking, Writing, Listening, Motivation, Memory, Learning in general and Reading. Seven subjects from Finland did not answered this item.

Help in	Reading	Writing	Listening	Speaking	Memory	Motivation	Learning in general
Germany	6	7	5	13	7	4	6
Portugal	1	2	0	3	1	0	0
Lithuania	3	4	2	6	2	4	1
Finland	3	3	3	3	3	3	3
Bulgaria	0	4	5	8	0	2	2
Hungary	1	2	5	3	3	5	3
Total	14	22	20	36	16	18	15

Table 5 - Help in the following areas beyond the support they get from their teacher in class

Learners identified the following specific support they want/need:

- a) Short training videos;
- b) Support for speaking;
- c) Better explanation of the material;
- d) Learning grammar;
- e) Speaking with English people;
- f) Vocabulary and practicing; reviewing topics to remember vocabulary;
- g) Ideas on how to remember new words, some memory-develop exercises and examples;
- h) Support for concentration.

3. Rank of importance for getting free online help

As 1 is the most important, learners rank their preference for getting free online help as follows: Speaking, Writing, Listening, Reading and Memory, Motivation and, finally, Learning in general.

Rank of importance	Reading	Writing	Listening	Speaking	Memory	Motivation	Learning in general
Germany	3.5	3.6	3.6	1.6	4.3	5.5	5.2
Portugal	3.75	2.5	5.25	1.25	5	4	6.25
Lithuania	5	4.76	3.53	3	3.92	3.61	4.15
Finland	4.3	3.1	5.5	5.1	3.9	3.8	5.2
Bulgaria	4.3	2.74	3.8	2.8	4.9	4.7	4.8
Hungary	5	4.28	3.57	3.35	3.85	3.78	4
Mean	4.16	3.54	3.98	2.90	4.16	4.33	4.73

Table 6 - Rank of importance for getting free online help

Some respondents include additional comments focusing on:

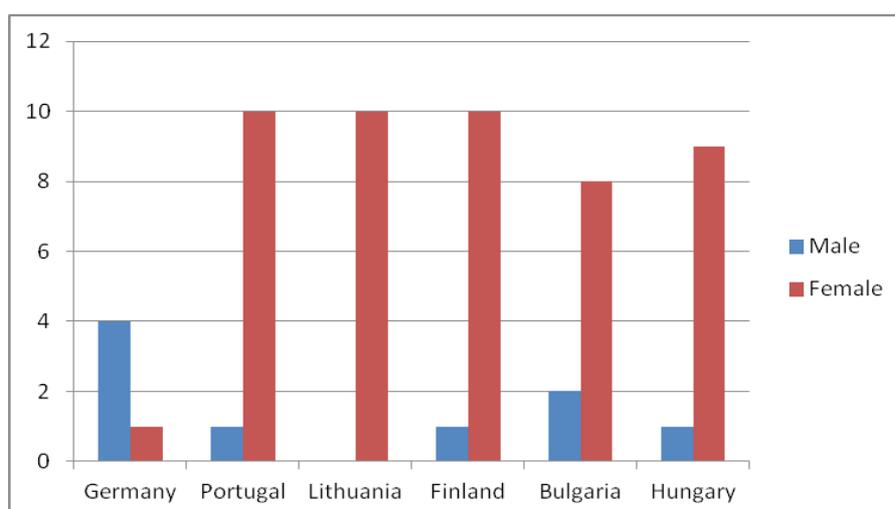
- a) Online contacts with teachers or tutors in English, chatting with English speakers;
- b) It would be good to have online help;
- c) Complete a test online; Applications for IOS and Android (mobile learning);
- d) Hear a narrator.

Results from Surveys to Trainers

1. Gender

In total, 57 trainers participated in the national surveys carried out in each of the six countries. Approximately 10 trainers from each of the six countries answered the survey, except for the case of Germany, where there were only 5 respondents. Most of the trainers were female (48), as can be seen in the table and figure.

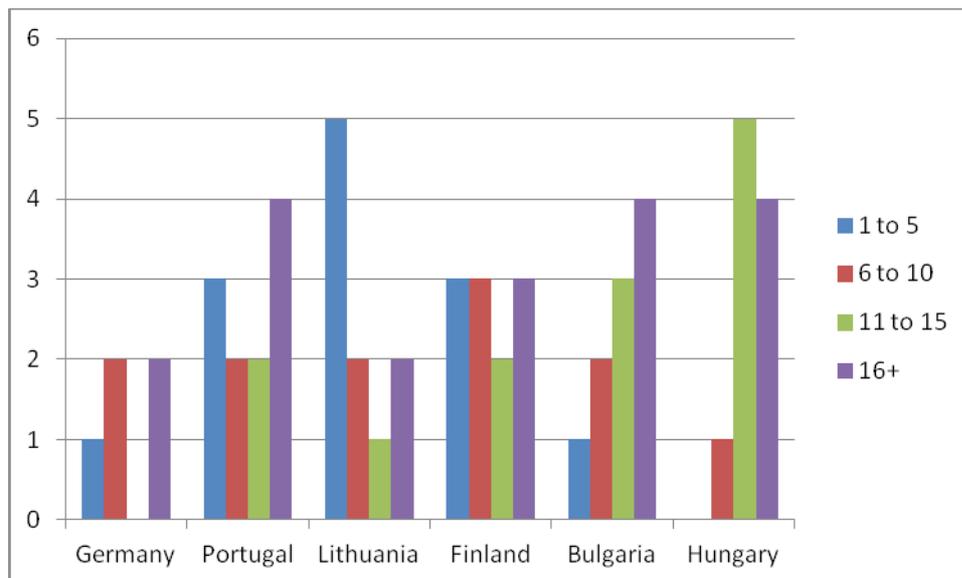
	Male	Female	Total
Germany	4	1	5
Portugal	1	10	11
Lithuania	0	10	10
Finland	1	10	11
Bulgaria	2	8	10
Hungary	1	9	10
Total	9	48	57
%	22,8	84,2	100



2. Years Teaching English

Concerning the experience as English teacher, our sample from each country has mainly 16 years or more of experience in teaching English. In almost all countries, the sample included teachers from all categories of different years of experience (except for Germany and Hungary).

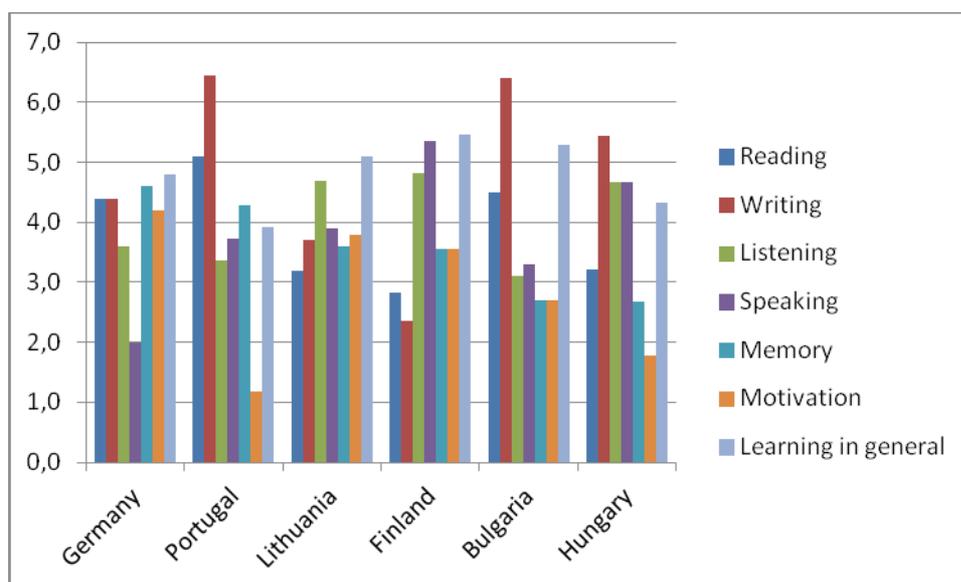
	1 to 5	6 to 10	11 to 15	16+	Total
Germany	1	2	0	2	5
Portugal	3	2	2	4	11
Lithuania	5	2	1	2	10
Finland	3	3	2	3	11
Bulgaria	1	2	3	4	10
Hungary	0	1	5	4	10
Total	13	12	13	19	57
%	22,8	21,1	22,8	33,3	100



3. When providing learners with self-help tools and techniques, please, rank the following in order of importance from 1 to 7 where 1 is the most important:

When asked to rank the importance of self-help tools and techniques to support learners, trainers considered the following order of preference in terms of importance: motivation, memory, speaking, reading, listening, writing and learning in general. In this case, 1 is the most important and 7 the least important.

	Reading	Writing	Listening	Speaking	Memory	Motivation	Learning in general
Germany	4,4	4,4	3,6	2,0	4,6	4,2	4,8
Portugal	5,1	6,5	3,4	3,7	4,3	1,2	3,9
Lithuania	3,2	3,7	4,7	3,9	3,6	3,8	5,1
Finland	2,8	2,4	4,8	5,4	3,5	3,5	5,5
Bulgaria	4,5	6,4	3,1	3,3	2,7	2,7	5,3
Hungary	3,2	5,4	4,7	4,7	2,7	1,8	4,3
Mean	3,9	4,8	4,0	3,8	3,6	2,9	4,8

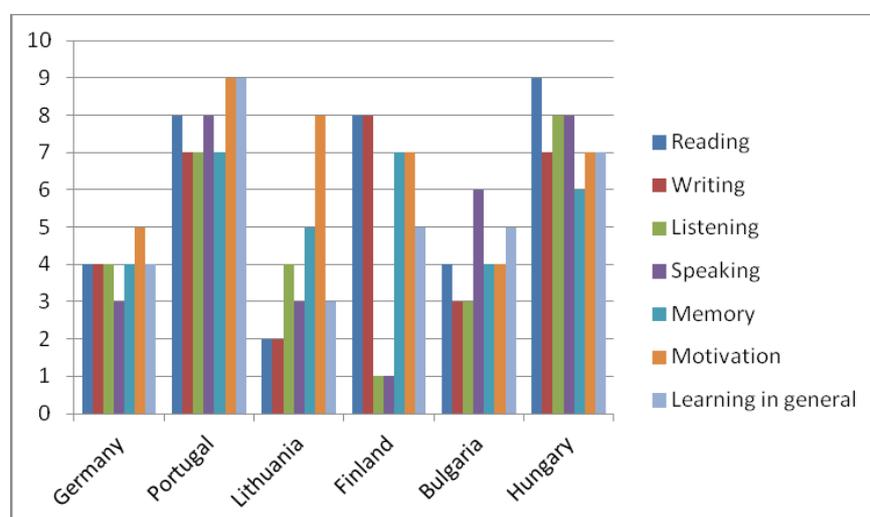


4. Have you taught learners with special needs in one or more of the following areas?

Trainers from our sample have taught learners with special needs mainly in **motivation** areas.

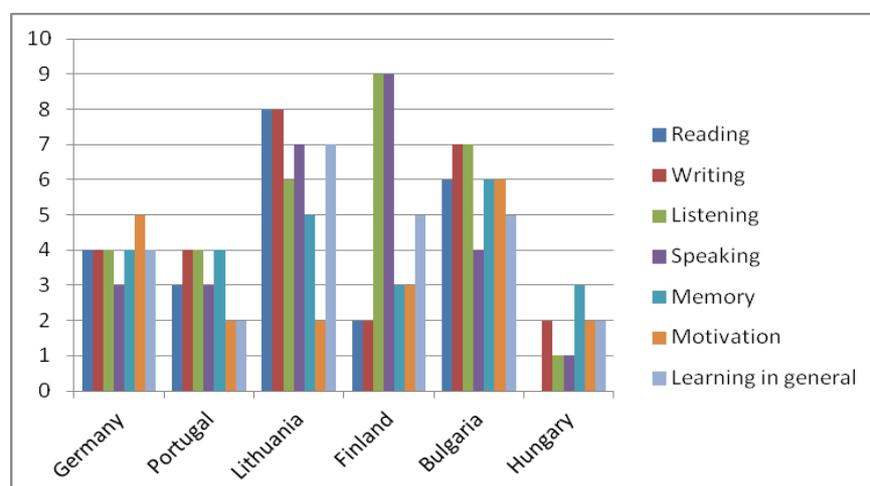
Yes I have taught learners with special needs

	Reading	Writing	Listening	Speaking	Memory	Motivation	Learning in general
Total	35	31	27	29	33	40	33
%	61,4	54,4	47,4	50,9	57,9	70,2	57,9



No I have not taught learners with special needs

	Reading	Writing	Listening	Speaking	Memory	Motivation	Learning in general
Total	23	27	31	27	25	20	25
%	40,4	47,4	54,4	47,4	43,9	35,1	43,9



5. What specific support do you think should be provided to learners with special needs in the following areas? (Please give some examples)

Reading

Germany	Portugal	Lithuania	Bulgaria	Hungary
<ul style="list-style-type: none"> • Funny stories • Texts from different resources • Text, newspapers, magazines • Materials, audiotapes, software • Software 	<ul style="list-style-type: none"> • Listening, repeating, correcting • short stories reading, expressive reading • Books, magazines, newspapers • colorful words, picture stories, "talking books" • blogs, newspapers, magazines, books • short texts, colors • extra time, visual stimuli • instructing • provide oral instructions, present reading materials in an oral format 	<ul style="list-style-type: none"> • no idea • help • I'd like to learn about those • More specified reading activities • It depends on their special needs. • none • Reading texts and tasks that suit the age, interests and abilities of the learners. • links to texts online as per level of knowledge • assessing the level • homework 	<ul style="list-style-type: none"> • Suitable text • Interesting books • Easier texts • Texts, books, articles • Better course materials • Decrease the amount of reading • Adding diagrams, graphics, pictures • Easy to read text • Online reading tools 	<ul style="list-style-type: none"> • more space between words, shorter text with a lot picture, separated paragraphs • using word lists, expanding the meaning of the words in the text • shorten text, pictures, well-structured • Small-group work can give support. Acting, playing a lot. Use different and proper reading strategies • correct word order. different meanings of a word. not using dictionary in case of every single unknown word • reading techniques(scanning, skimming, extensive reading techniques), information about different reading comprehension tasks

Writing

Germany	Portugal	Lithuania	Bulgaria	Hungary
<ul style="list-style-type: none"> • Crosswords • Homework • Script • Homework • Scripts 	<ul style="list-style-type: none"> • listening, reading, dictations, copying • using the short stories they have previously read short texts could be written • Copies • creative writing, drilling • blogs, letters to friends • writing about subjects they can relate with • drilling • allow answers to be given orally; provide notes 	<ul style="list-style-type: none"> • no idea • assistance • I'd like to learn about those • More samples of different writing tasks • Same as first answer • none • Guidance through the steps in the process of writing. • summary of rules • individual activities • finding native speakers / pen friends 	<ul style="list-style-type: none"> • Spelling games • Online guides • More practice • Practical exercises • Spelling exercises • Use computers and additional software • Fill-in the missing word • Computers, big tablets • Use spell checkers 	<ul style="list-style-type: none"> • Funny and interesting exercises that can be answered with short sentences • Change in timing • Encourage a variety of writing activities. Do not focus on mistakes. Teachers do not use red pen, but pencil and rubber when correcting mistakes. • Collocations, different meanings of a word, spelling dictionary • how to collect ideas, brainstorming, mindmapping • useful phrases, . information about different writing

Listening

Germany	Portugal	Lithuania	Bulgaria	Hungary
<ul style="list-style-type: none"> • Music, Audio visual games • CD'S TV programs • Tapes, CD'S • Audiotapes, TV • Audio-devices and technology, 	<ul style="list-style-type: none"> • Pre-reading, cluing • using podcasts and producing their own • Videos and MP3 • Different intonation to reinforce syllable stress • Music, people recordings • Appealing stories • Extra time, interpretative listening 	<ul style="list-style-type: none"> • no idea • assistance • I'd like to learn about those • Simpler listening tasks: more repetition of sentences, single words, etc. • Same as first answer • none • Varied, graded tasks. • links with appropriate materials • culture - music, movies, tv shows • not sure 	<ul style="list-style-type: none"> • Watching videos • Watching movies • Speaking slowly • Watching videos • Listening to radio • Explain and repeat in both verbal and written form • Live exercises • Recordings with slower speech • Listening games 	<ul style="list-style-type: none"> • short simple sentences • implicit learning techniques • Communicate with your body; Give more time, less questions. • reading the text by me by letting my students use the written form of the text, dictating words, how many words can be written after hearing the sounding • listening strategies, .different types of listening tasks and different techniques to manage

Speaking

Germany	Portugal	Lithuania	Bulgaria	Hungary
<ul style="list-style-type: none"> • Native speakers • Conversation • Tips (2) 	<ul style="list-style-type: none"> • Listening, repeating, correcting • After watching a short film they can discuss and/or describe what they have seen • Contacts with native speakers • technological equipment, recording tools • with native speakers, with other students • recording voice • particular subjects that interest them • drilling and repeating 	<ul style="list-style-type: none"> • no idea • urging • I'd like to learn about those • More exercises of speaking in real life situations • Same as first answer • none • encouragement to speak even making mistakes • role play, stepping out of comfort zone • practicing 	<ul style="list-style-type: none"> • Interactive exercises • Watching videos • In group exercises • Communication with native speakers • Encourage interactions between students • Communicate with native speakers • Live exercises • Recording learners • Communication games 	<ul style="list-style-type: none"> • try to find the basic meaning what people want • Vocalizing, gesture, facial expression, body movement, use of pictures and objects, as well as formal systems such as signs, sign language, symbols and communication aids. Encourage them to talk • pictures and creating stories with the help of them, working with videos with subtitle • useful phrases-sentences. Mind-maps about certain topics of

Memory

Germany	Portugal	Lithuania	Bulgaria	Hungary
<ul style="list-style-type: none"> • Games • Flash-cards (3) • Cards 	<ul style="list-style-type: none"> • Repeating, Associating, visualizing • games • Listening to music • external resources • games, lyrics, colors, images, • repeating, memorizing techniques • provide them with concrete objects and events; extra ads 	<ul style="list-style-type: none"> • no idea • exercises • I'd like to learn about those • Copying, repetition, poems, rhythmic sentences • Same as first answer • none • Games • tips and tricks to help memorizing • repeating • depending on person's type: visual, audio material, associations with textures or smells 	<ul style="list-style-type: none"> • Memory games • Memory games • Memory testing games • Games improving retention • Simpler tasks • Use memory helping apps • Memory games • Brain games 	<ul style="list-style-type: none"> • picture memory games • Playing games, • studying irregular words with cards, repeating units from time to time, joining the units to one another • mnemonic devices, multisensory

Motivation

Germany	Portugal	Lithuania	Bulgaria	Hungary
<ul style="list-style-type: none"> • Set up small goals • Humor • Tips (2) 	<ul style="list-style-type: none"> • Games, Trivia, Storytelling, songs • giving feedback about their progress and putting emphasis on their strengths • Involvement • colors, pop ups, interactive exercises • rewards, compliments, stickers • creative exercises • special activities, engagement • concise and short activities; provide specific praising comments • give students daily life examples so they can feel motivated to learn. 	<ul style="list-style-type: none"> • no idea • appraisal • I'd like to learn about those • Motivate showing the areas life could bring after you have learned the language: traveling and real communication with people, studies abroad, work place in foreign countries, etc. • Same as first answer • none • Interesting, fun, varied activities. • basic principles of coaching, defining the true goal of learning the language • team building, setting goals • interactivity and engagement • 	<ul style="list-style-type: none"> • Personal attitude • Personal motivation • Better self-motivation • Use games to teach • Supply regular feedback • Games with competition element 	<ul style="list-style-type: none"> • get them into different life like situations • project task, group work • Depends on pupil's age. Talk. • rewarding with chocolate, having possibility to create tasks for me • it is very important to overcome negative feelings associated with language learning, talking about past experiences, future goals

Learning in general

Germany	Portugal	Lithuania	Bulgaria	Hungary
<ul style="list-style-type: none"> • Articles • Tips (2) 	<ul style="list-style-type: none"> • Films, documentaries • providing a range of items that are of the students' interest and asking them to enlarge their knowledge about the subjects they have been discussing • Using different drills and .strategies • small tasks, cue words • learning grammar in intuitive ways • games • extra time • specific techniques for area • break learning tasks into small steps; present info verbally and visually. 	<ul style="list-style-type: none"> • no idea • motivating • I'd like to learn about those • It gives sense of understanding our multicultural world better and makes us more global and united. • Same as first answer • none • Interesting, fun, varied activities. • n/a • showing a bigger picture of the process, its benefits • not sure 	<ul style="list-style-type: none"> • Better training methodologies • Improved skills how to self-learn • Flexible approach • Avoid too abstract terms and concepts • Divide learning into small steps • • Reflection exercises 	<ul style="list-style-type: none"> • mind maps • mind maps making together • A student completes only a portion of a standard assignment or completes an alternate assignment that is easier than the standard assignment. Giving positive feedback, detailed instructions and goals • during the first month I monitor my students and I try to give them such tasks that are good for their learning process, ask ppts and videos in connection with the units they have to study for the exams • learning strategies in general(mindmapping , mnemonic devices. planning the learning process, how to be organized) •

Additional comments

Hungary

- colorful letters, left alignment, outline texts
- individual and group tasks
- The Reading / Writing were mentioned above as occasionally I have taught learners with literacy needs i.e. their script in L1 is different from the Roman Alphabet. In such cases, there needs to be more emphasis in the syllabus on micro-exercises to train “bottom-up” recognition of letters, words, phrases up to clause and sentence level; micro-skills of reading / writing such as punctuation, capitalization etc need more work. However, I don’t think this represents special needs in the sense that you mean, of which I have no sustained / substantial experience.
- writing is not important, it comes automatically after reading is working well
- every student is a special one with new questions and new viewpoint that make me improve my skills from lesson to lesson. Sometimes they have a strange explanation which can be used for teaching somebody else.
- I did not like the ranking idea in question 1. In my opinion. some areas are often equally important. Moreover, you should always consider the individual needs of the student.
- I had no special learners

Bulgaria

- Who needs additional support should not be afraid to ask for help
- Students should communicate more with native EN speakers
- It’s preferable to ask for additional support from specialists

Finland

- Material to repeat the same things in different ways several times and teaching material with illustrations (for memory) 2. "Easy- reading" material, written in easier language (for

reading) 3. Games for motivation. It would be nice if you make a material bank and make it available for teachers.

- Material to support all the areas, online questions and exercises
- None
- Versatility is important to me. I prefer learning material that can be used in many different ways so it suits pupils with different needs.
- Motivating material using media and infographics instead of worksheets. Today no one wants to fill worksheets, everything could be done online. Typing is also a better way for learners with learning difficulties, their handwriting can sometimes be difficult to understand.
- Videos, pictures, music, games are good learning methods. Oral exams are good for pupils who are not good with writing but still know the answers in tests. I use game "memory game" for practising memory for students, but make words and pictures in the squares. I would like games to use for my class.
- Motivation with students can come from many things. Working on topics they are interested in, music they like to listen to, as they will most likely know the words to the songs. Games for vocab. Interesting articles for reading.
- Maybe something interesting could be made that combines reading, memory, grammar and typing/spelling in one online application or game? There is not very much material for adults in available, so downloadable worksheets, questions on all different subjects for the them to discuss and find words and grammar from, music with exercises, videos with questions, interesting games would be very useful.
- "It would be nice to read fun texts. Young people these days learn much more English through the internet. But the courage to talk and the motivation to learn is more difficult. We have listened to the students and their hobbies/interests have guided the content, but within the curriculum.
- The learning material consists of texts that have been topical, music, films, etc. This has been supported by a text book but also own material. We also played a lot of Alias in

English = a great change from learning grammar :) Nice apps, games, group duels = if there is a small group with a good spirit etc.

- It would be good to have new material also in Finnish... it is good to start in English, but will there also be Finnish material in the future? Pictures are always needed
- More time for exercises, specified exercises, more guidance to start the exercise, motivation for performing, possibility for repetition, possibility to listen to the exercise

Portugal

- Motivation is paramount and repetition is also crucial to develop language skills
- While teaching a foreign language to students with specific learning difficulties teachers have to focus their attention in the strengths of the students, in their major areas of interest and how proficient they can be using their mother tongue. In fact, most of the work has to be done by motivating these students, as all other students, and by gaining their confidence as far as knowledge and their skills are concerned. They have to feel that they are able to learn. After this first approach, certain strategies are the ones I elect as the most profitable and they are the ones based in learning by doing.
- Teaching English with LOVE!