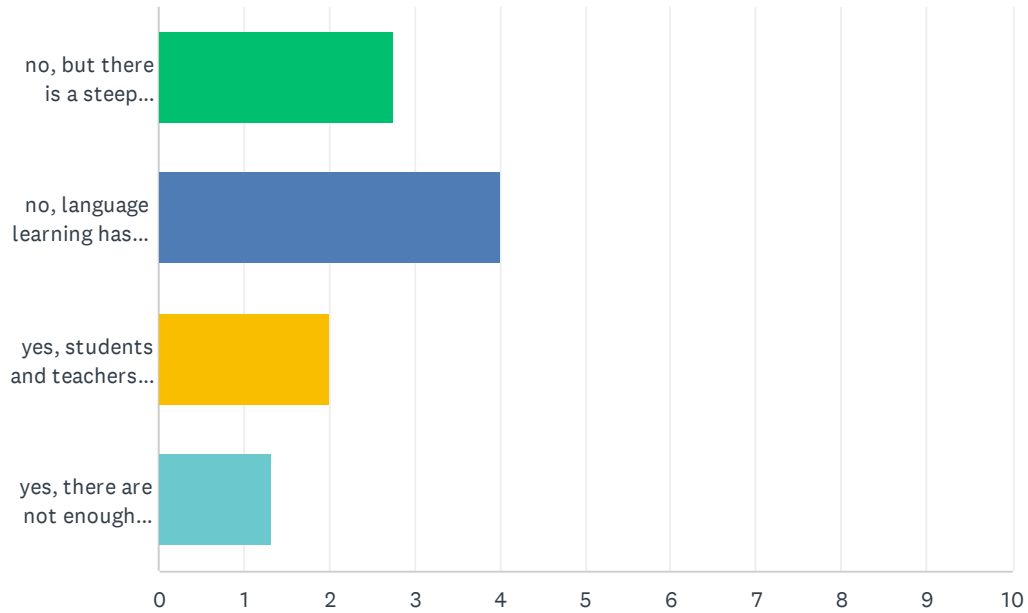


Q1 Would foreign language learning be too demanding for students with dyslexia?

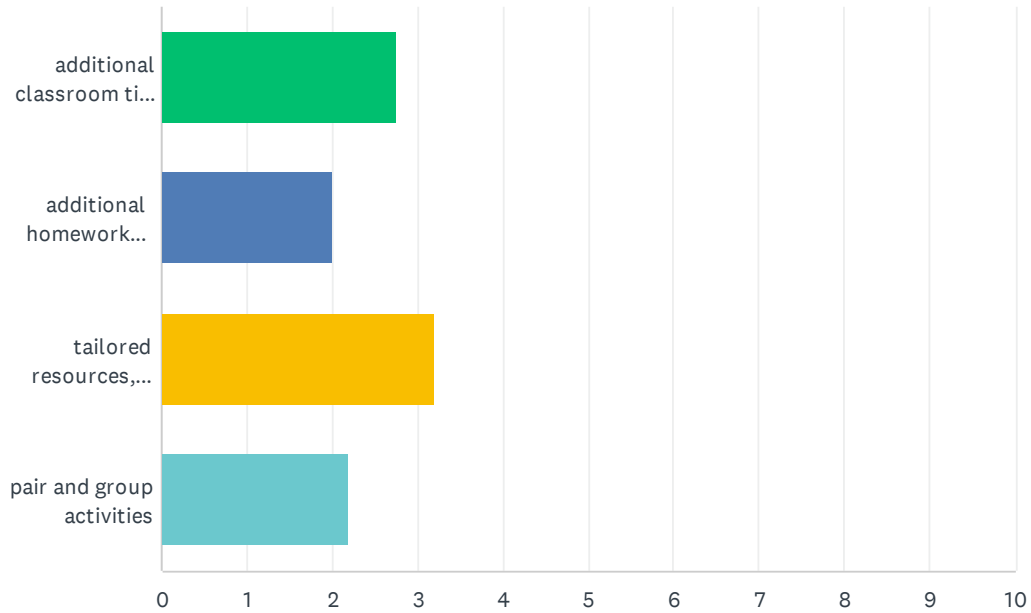
Answered: 5 Skipped: 0



	1	2	3	4	N/A	TOTAL	SCORE
no, but there is a steep curve for both teacher and student, requires more resources	0.00% 0	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4	2.75
no, language learning has many rewards, necessary adjustments can be made to accommodate	100.00% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4	4.00
yes, students and teachers have enough adjustments to make for priority subjects	0.00% 0	20.00% 1	20.00% 1	20.00% 1	40.00% 2	5	2.00
yes, there are not enough benefits to justify the time and resources for student engagement	0.00% 0	0.00% 0	20.00% 1	40.00% 2	40.00% 2	5	1.33

Q2 What accommodations should be considered in a mainstream classroom that are less important to the dyslexic-learners' classroom?

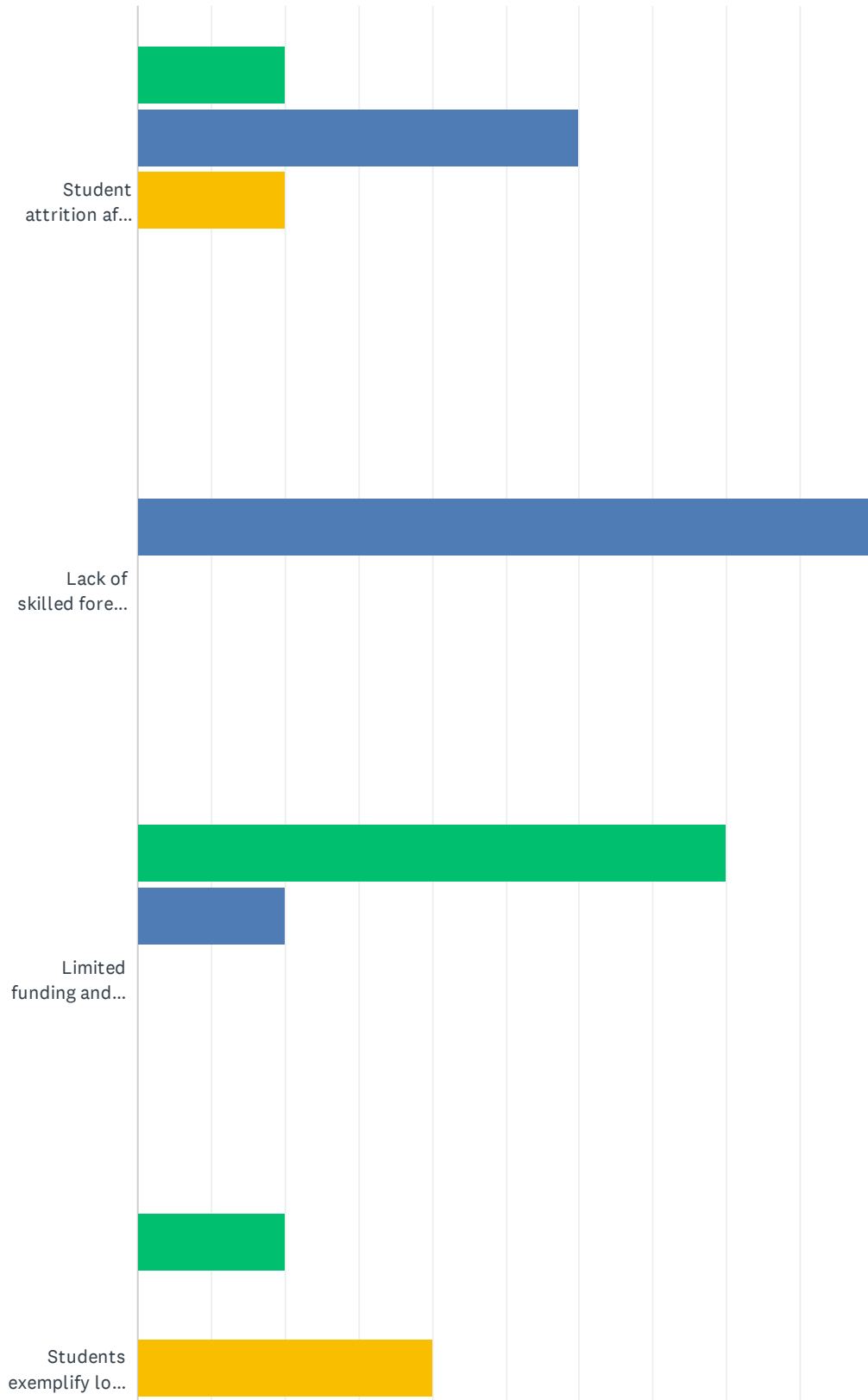
Answered: 5 Skipped: 0

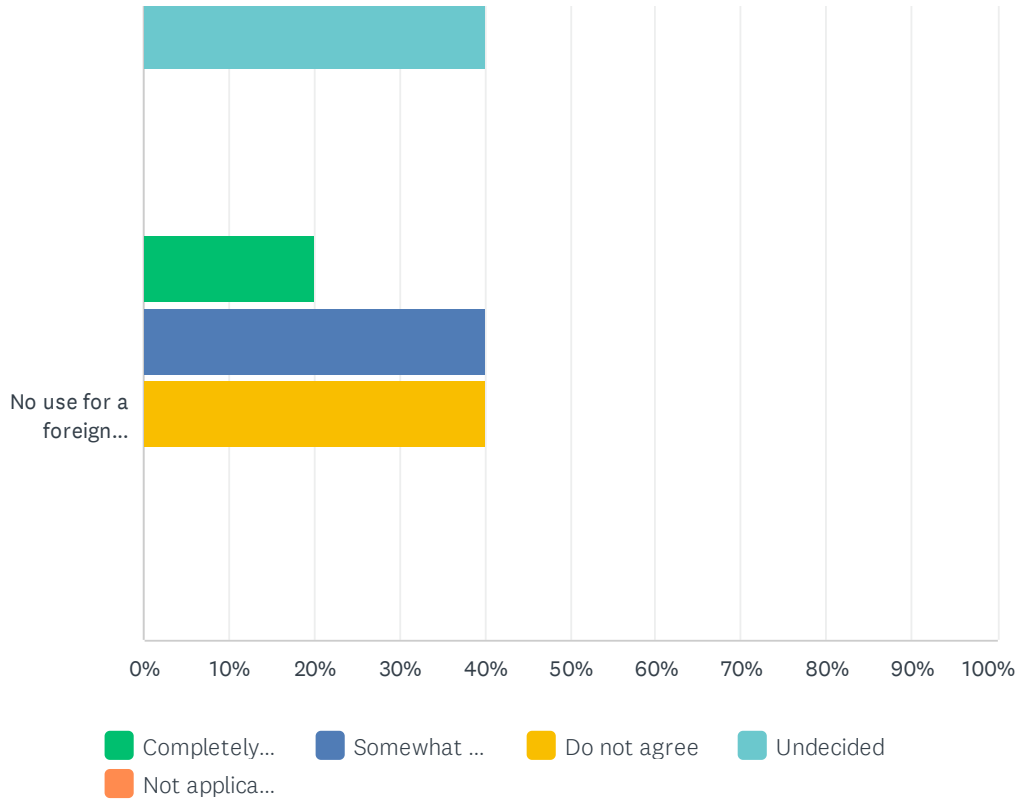


	1	2	3	4	TOTAL	SCORE
additional classroom time on tasks and activities	25.00% 1	50.00% 2	0.00% 0	25.00% 1	4	2.75
additional homework assignments to stay the pace	20.00% 1	20.00% 1	0.00% 0	60.00% 3	5	2.00
tailored resources, realia, revised teaching techniques	40.00% 2	40.00% 2	20.00% 1	0.00% 0	5	3.20
pair and group activities	20.00% 1	0.00% 0	60.00% 3	20.00% 1	5	2.20

Q3 What barriers exist to all students acquiring a second or foreign language?

Answered: 5 Skipped: 0

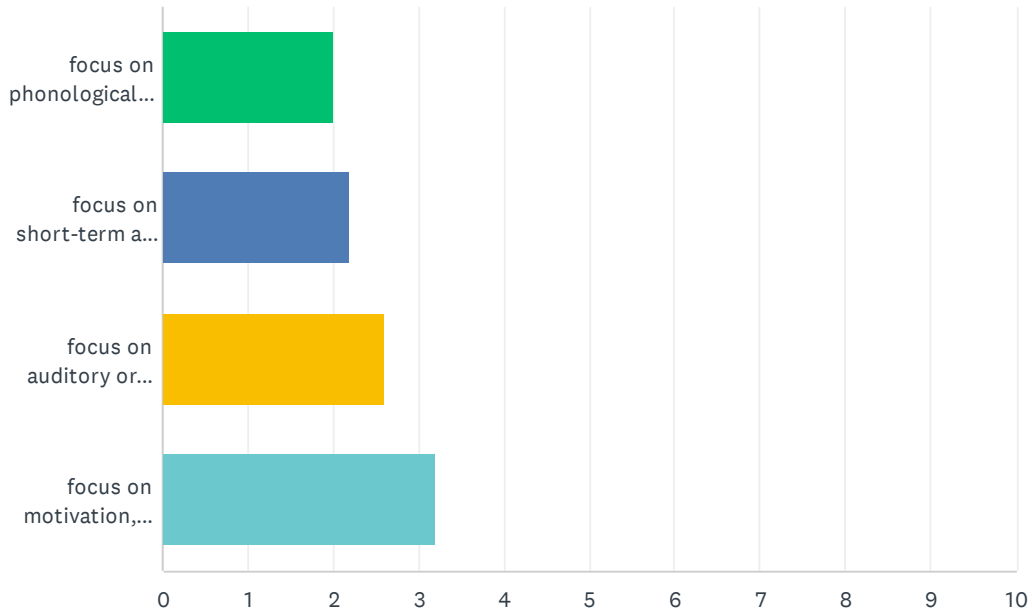




	COMPLETELY AGREE	SOMEWHAT AGREE	DO NOT AGREE	UNDECIDED	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Student attrition after receiving core credits	20.00% 1	60.00% 3	20.00% 1	0.00% 0	0.00% 0	5	2.00
Lack of skilled foreign language teachers	0.00% 0	100.00% 5	0.00% 0	0.00% 0	0.00% 0	5	2.00
Limited funding and institutional support	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5	1.20
Students exemplify low aptitude in other courses	20.00% 1	0.00% 0	40.00% 2	40.00% 2	0.00% 0	5	3.00
No use for a foreign language, English is dominant	20.00% 1	40.00% 2	40.00% 2	0.00% 0	0.00% 0	5	2.20

Q4 Which strategies would you implement to help students with language learning (if it were your own teaching responsibility)?

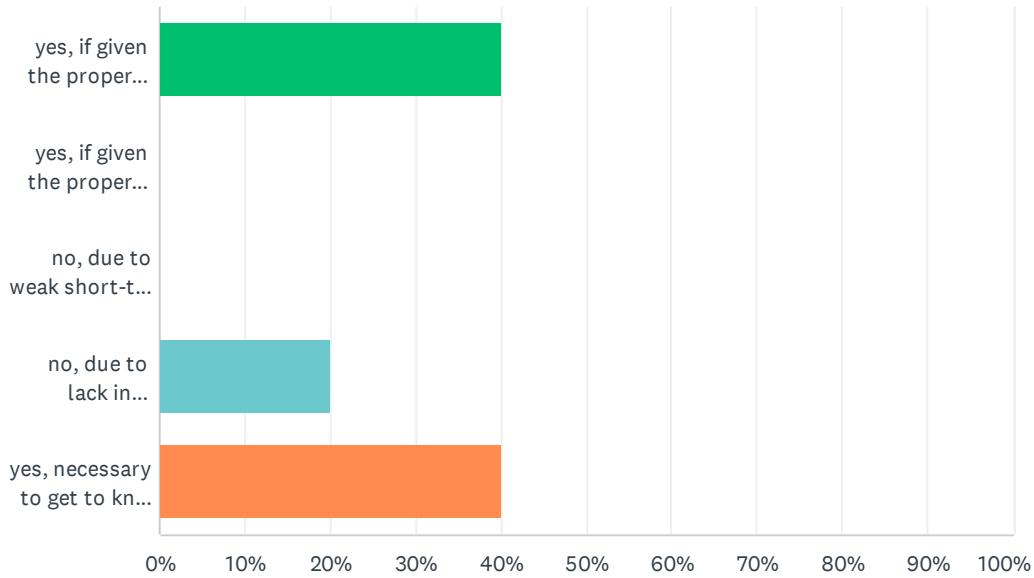
Answered: 5 Skipped: 0



	1	2	3	4	TOTAL	SCORE
focus on phonological processing	20.00% 1	0.00% 0	40.00% 2	40.00% 2	5	2.00
focus on short-term and working memory	0.00% 0	40.00% 2	40.00% 2	20.00% 1	5	2.20
focus on auditory or syntax and grammar	20.00% 1	40.00% 2	20.00% 1	20.00% 1	5	2.60
focus on motivation, self-esteem in positive feedback	60.00% 3	20.00% 1	0.00% 0	20.00% 1	5	3.20

Q5 Are students with dyslexia capable of metacognition?

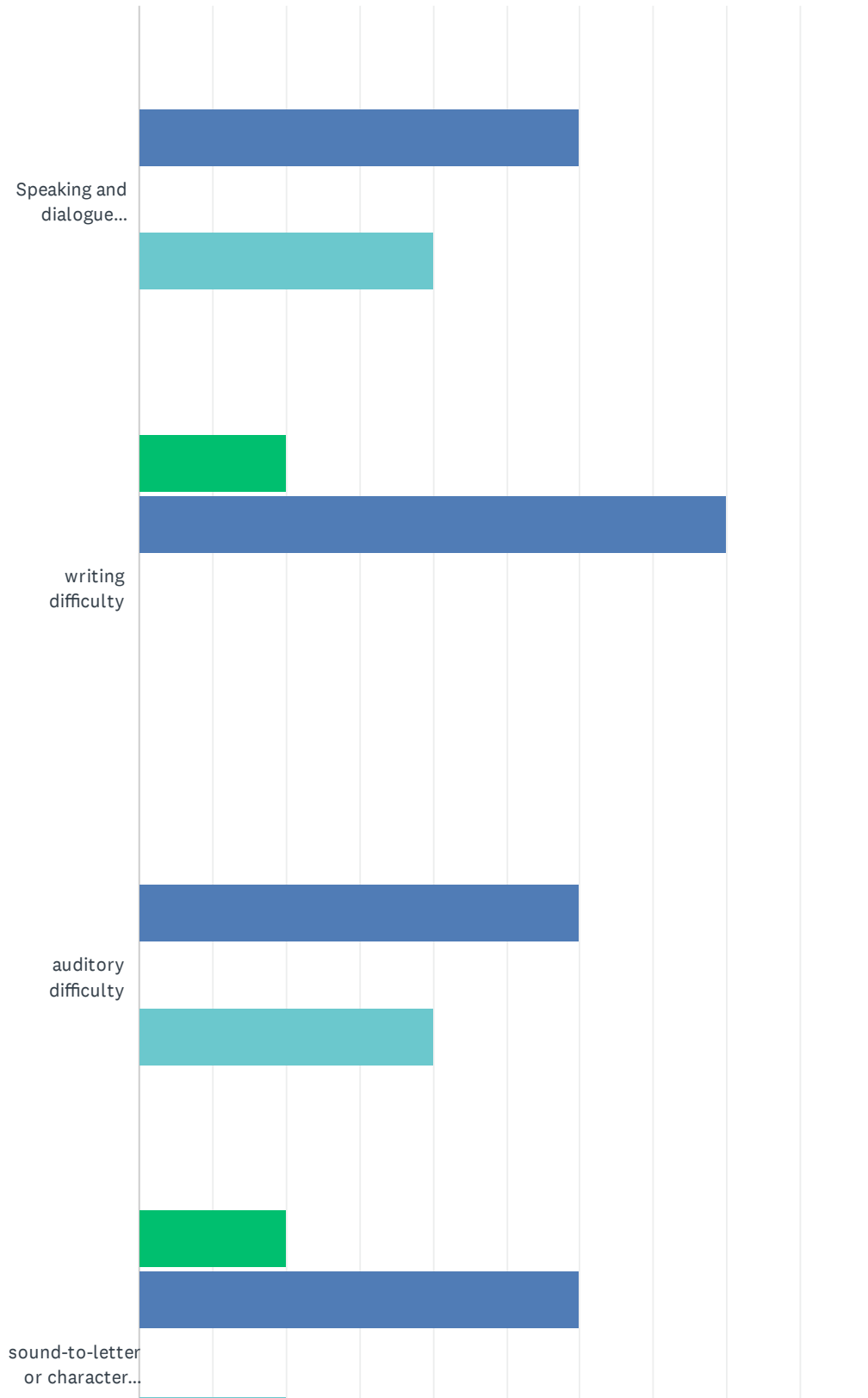
Answered: 5 Skipped: 0

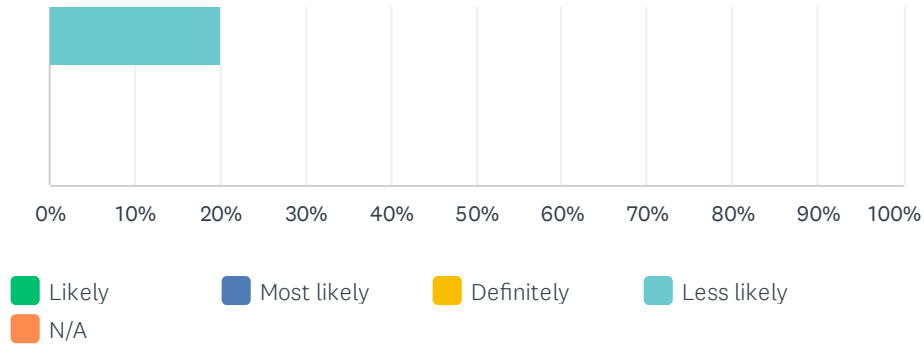


ANSWER CHOICES	RESPONSES	
yes, if given the proper inputs to activate schemata	40.00%	2
yes, if given the proper motivation	0.00%	0
no, due to weak short-term memory	0.00%	0
no, due to lack in word-finding difficulties, slower	20.00%	1
yes, necessary to get to know students' strengths	40.00%	2
TOTAL		5

Q6 What barrier(s) could dyslexic learners experience in attempting to learn a foreign language (most obvious one that could hinder progress)?

Answered: 5 Skipped: 0

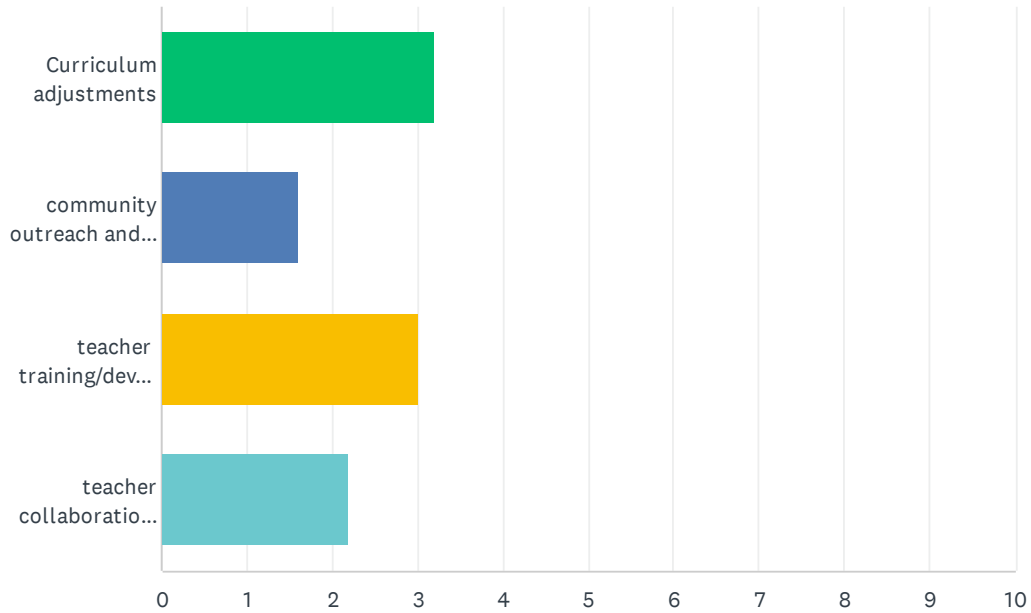




	LIKELY	MOST LIKELY	DEFINITELY	LESS LIKELY	N/A	TOTAL	WEIGHTED AVERAGE
Speaking and dialogue difficulty	0.00% 0	60.00% 3	0.00% 0	40.00% 2	0.00% 0	5	2.80
writing difficulty	20.00% 1	80.00% 4	0.00% 0	0.00% 0	0.00% 0	5	1.80
auditory difficulty	0.00% 0	60.00% 3	0.00% 0	40.00% 2	0.00% 0	5	2.80
sound-to-letter or character combinations	20.00% 1	60.00% 3	0.00% 0	20.00% 1	0.00% 0	5	2.20

Q7 What accommodation would be most effective toward creating an inclusive environment in your classroom?

Answered: 5 Skipped: 0



	1	2	3	4	TOTAL	SCORE
Curriculum adjustments	60.00% 3	20.00% 1	0.00% 0	20.00% 1	5	3.20
community outreach and partnering	0.00% 0	20.00% 1	20.00% 1	60.00% 3	5	1.60
teacher training/development	40.00% 2	40.00% 2	0.00% 0	20.00% 1	5	3.00
teacher collaboration, community of practice	0.00% 0	20.00% 1	80.00% 4	0.00% 0	5	2.20