Creating adapted lexic

Context

Students with SEN, in particular LSD (Learning Specific Disorders) like Dyslexia and DHH (Deaf and Heard of Hearing) can have low language competence, making the reading process difficult for them: following short or long sentences can be a hard time or oral/written words can even not be percieved at all, depending on the nature of the disorder.
Because of these reasons the lexic of the materials presented to this kind of students must be adapted to their language understanding level to make didactic content accessible to them.

Reading difficulties

Poor language competence is typical of students with **SEN**, in particular **LSD** and **DHH** (Deaf and Heard of Hearing); this competence lack is due to the low exposure and poor capacity to acquire the language itself due to the nature of their difficulties.

In the scope of LSD, research has demonstrated that students with reading difficulties will begin to fall behind in vocabulary because they do not read as much as their peers.
It is important that kids with reading problems are read to at a young age and as they get older have access to text via audiobooks and text-to-speech software.
Reading is a challenge for these students because of the text decodification problems.

In the case of DHH students, their challenge is access to the language and understanding its mechanisms.
Reading is a hard task for these students, their vocabulary acquisition is slow and difficult because of the poor language competence.

Research shows that the average adolescent student needs to encounter a word about 12 times or more before he/she knows it well enough to help them comprehend it.

These numbers can be even lower for students with low language skills, their "accessibility to" and "understanding of" contents must be allowed through adapted materials, as part of their special education plan, along with different compensation measures with the objective to ensure inclusion and accessibility.
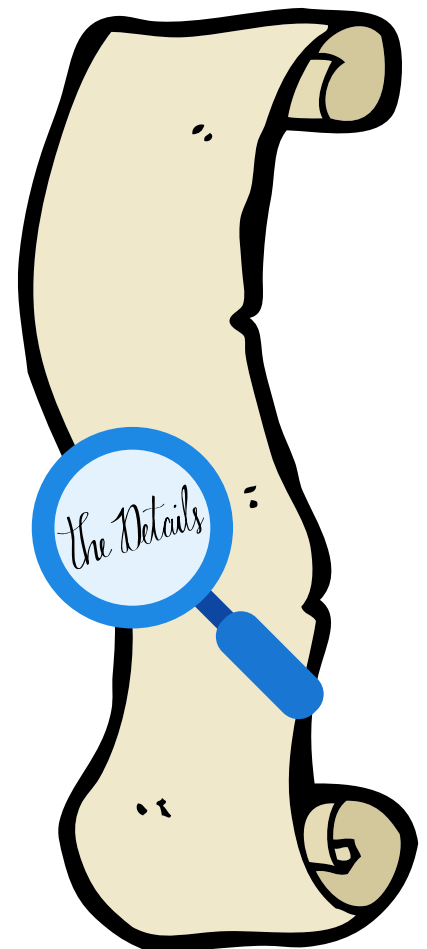
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Guidelines to adapt the language of didactic materials:

- establish the student's level of understanding, the adaptation can be in the **form** or in the **content**
- based on the established level adapt (low or raise the quality level of form/content)
- use visuals, images/multimedia to reinforce students' understanding of key concepts

Form = format in which info are presented (words, CAA, images...)

Content = quality of the format chosen (easier or more difficult words, CAA...)

Vocabulary

Creating **vocabulary list**, like a lexicon or a glossary can be a useful study strategy for understanding written language better and keeping note of key words encountered during lecture or during the readout of a text; writing down new words all together can be helpful for keeping attention on them, expanding vocabulary and regulating the stress levels of students related to reading difficult texts.

Keeping a glossary or a lexicon are parts of a similar strategy for language acquisition reinforce.
The two are similar but have different purposes: while lexicon in essentially a vocabulary of a language's words used in a particular subject; the glossary is a list of words related to a specific field of knowledge.
Both can be useful when learning a new language or approaching a particular field of knowledge that is still unfamiliar.

A utility distinction can be necessary:
the glossary should be used to keep key words important
for understanding the particular page/chapter that is being read; while the lexicon is used to expand vocabulary of a language or a particular professional/scientific sector of knowledge.

These vocaulary lists are usually kept at the end of every writing page or in a dedicated notebook, based on the student's preferencies and age.

Glossary VS Lexicon

English:	Chemistry:
Abacus	Absorption
Basil	Combustion
Chimney	Conductor
Gear	Distillation
Net	Element
Ordinary	Mass
Possibility	Oxygen
Rat	Periodic table
Tower	Ph
Zebra	Vaporization

Resource

To enlarge knowledge on this subject, "**Constructing Lexicon of English verbs**" by Pamela Faber, English teacher expert in cognitive linguistics, can be consulted. The book demonstrates the connections between meaning and highlights of English language, while explaining the hierarchical framework that reflects the lexicon system.