

A Practical Guide for the Teaching of Literacy to Adults With Learning Difficulties

Part V

MAY 2002

A Practical Guide for the Teaching of Literacy to Adults With Learning Difficulties

Diagnosis and Intervention Strategies

**V — Remedial Field
Module: English (Writing)**

MAY 2002

Direction de la formation générale des adultes

English version

Direction de la production en langue anglaise
Services à la communauté anglophone
Ministère de l'Éducation du Québec

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Ministère de l'Éducation, 2002—02-00357

ISBN: 2-550-39382-1

Legal Deposit – Bibliothèque nationale du Québec, 2002

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FOREWORD

There can be a number of different causes of an adult's reading and writing difficulties. In some cases, this kind of problem is due to a lack of educational opportunity; or to the fact that the adult was educated in another language. However, many adults come to literacy programs because they have learning disabilities (problems in memory, or perception, or attention), to allow them to learn in spite of their learning disabilities. The diagnostic and teaching strategies here will be useful for students with and without learning disabilities. It may be the case that the student with learning disabilities will need shorter sessions, more repetition, more examples, more opportunities for practice than the other students. They may also need more encouragement and more imaginative approaches to help them overcome the fears and frustrations of a lifetime of living with learning disabilities. They need to be reassured that a careful structured approach, in small steps, can help them master skills and fill in gaps that they had not been able to manage before.

Dr. Margie Gollick

V—REMEDIAL FIELD

MODULE: ENGLISH (WRITING)

INTRODUCTION

WRITING

At all times and by all means, the teacher should encourage adults to develop good habits in working towards writing. The adoption of a methodology to facilitate writing is crucial, for once the procedure is learned and adopted by the adult, it will become a habit, and lead him or her one more step towards autonomy.

The teacher should try to choose subjects and themes from everyday life, in order to motivate the adult to write about meaningful situations: birthdays, holidays, the absence of a classmate as a result of sickness, events in the school, reactions to outside events, etc. Such circumstances provide communicative situations which can trigger writing projects.

Starting with the situation, the adult and the teacher should next define the writing project; in other words, identify the communicative purpose of the project. To facilitate this process, prompt the adult to ask the following questions:

To whom is this message addressed?

- What do I want to say?
- Why do I want to write this message?
- What final form do I want the message to have?

To expand the adult's knowledge of the subject, the teacher can provide examples of the chosen type of writing.

For example: if the adult wants to create a poster urging people to keep the school clean, the teacher may present different types of motivational posters.

The completion of the project will be facilitated by the use of an orientation chart such as the “Grille universelle pour développer les habilités en écriture” described in *A Guide to Customized Literacy Training*. Such a chart, adapted to the abilities of the adult, will direct and facilitate the search for ideas and words related to the subject at hand. Other useful strategies can be found in Gearheart and Gearheart’s (1989) publication of educational strategies that can be used to teach adults with learning disabilities.

In addition, the adult should be encouraged to use the reference tools at his or her disposal: personal vocabulary notebook, dictionary, grammar guides, etc. This presupposes that the adult is familiar enough with these tools to be able to refer to them easily.

In this regard, the teacher will have to overcome the resistance of the adult who might be reluctant to consult reference tools on the grounds that one does not learn by “copying” words. In such cases, the teacher has to use persuasion, explaining that there are different ways of learning, that the procedure suggested is one of them, and that it works!

Another kind of resistance is possible, especially with beginners: when they begin to learn to write, they often feel helpless and think that the task is beyond their capabilities. Once again, the teacher must be persuasive, insisting that “one learns to write by writing!”

The activity will be successfully launched if, after finishing his or her draft, the adult has internalized personal objectives. The next step is to have the adult reread the text, out loud if possible, to check whether the message is comprehensible and whether it corresponds to the original intention. Here again, the use of a self-correction grid adapted to the adult’s competency level could prove useful. Examples of such grids can be found in the document mentioned above.

To encourage the adult to keep writing, special attention must be paid to the correction of written texts. How a given text is corrected depends on the preference of the teacher, the composition of the group, and the adult’s competence in writing. Whatever correct method is adopted, it should always lead the adult towards self-correction, for example, through use of a code with which the adult is familiar and which refers him or her to accessible reference tools.

Finally, the adult will take pride in a finished product that is attractively presented. There are several ways to achieve this result, from the simple precaution of making corrections in pencil to the production of an “authentic” document (a poster or a letter) on a typewriter or word processor.

REMEDIAL FIELD

ENGLISH

WRITING

1.	Can the adult write the letters of the alphabet:	
1.1.	when writing freely?	
YES:	The adult knows the letters of the alphabet, can write them without assistance and without a model, and recognizes them.	NO: The adult cannot write the letters of the alphabet. It is therefore necessary to verify if he or she has ever been taught to write letters:
		<ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write letters. Based on your findings, you may suspect a learning difficulty. • If not: With the aid of auditory and visual models, teach the adult how to write the letters of the alphabet.

SUGGESTED TEACHING STRATEGIES

- Check whether the adult can read the letters of the alphabet, in other words, if he or she knows the names and sounds of the letters. If not, work on reading first. See section 2.1 of the “English (Reading)” module.
- Encourage the adult to use only **one** type of letter (printed or cursive), whichever suits him or her best. If at the beginning he or she does not have a preference, suggest that he or she print.

SUGGESTED TEACHING STRATEGIES (cont.)

- Use ruled paper printed with sample letters for the adult to trace; these original shapes should be printed lighter and lighter until they gradually fade away.
- Offer different types of paper (dull, shiny, smooth, coloured) and pencils of different thicknesses as tactile stimulations. Let the adult choose whichever suits him or her best.
- Encourage the adult to work on a large writing surface: a blackboard or a large sheet of paper.
- Have the adult use cut-out or raised plastic letters on a magnetic board, on a felt board, etc.
- Encourage the adult to analyze the distinctive characteristics, in other words, the significant differences that distinguish one letter from another. Point out upright lines, open and closed curves, crossings, etc. For example:
 - ◊ *b* as in baby
 - ◊ *m* has two bumps, *n* has one bump
- Help the adult find meaningful associations for the letters that are problematic.
- Use letters that the adult knows, such as those that form his or her own name and address, to teach those that he or she does not know yet, pointing out the differences. For example:
 - ◊ between the *a* and *d*, between *m* and *n*
- Show the adult how to form the letters by tracing them in front of him or her, demonstrating the required strokes.

1. 1.2.	Can the adult write the letters of the alphabet: from dictation?		
YES:	The adult can write the letters of the alphabet from dictation.	NO:	The adult is unable to write the letters of the alphabet from dictation. It is therefore necessary to verify if he or she has ever been taught the relationship between a letter and its graphic symbol: <ul style="list-style-type: none"> <li data-bbox="1008 503 1923 617">• If so: Try to determine why the adult is now unable to write the letters from dictation. Based on your findings, you may suspect a learning difficulty. <li data-bbox="1008 649 1923 742">• If not: With the aid of auditory and visual models, teach the adult how to write the letters of the alphabet.

SUGGESTED TEACHING STRATEGIES

- Give the adult enough time to write the dictation.
- Increase or decrease the number of elements dictated according to the amount of difficulty experienced by the adult. Arrange things so that the adult who has difficulties does not have to write the entire dictation.
- Gradually increase the difficulty of the dictations.
- Teach the adult to repeat silently the letter or word which he or she has to write (refer to mental visualization, as mentioned in section 1.1 of the “English (Reading)” module.
- Show the adult how to check his or her dictation.

SUGGESTED TEACHING STRATEGIES (cont.)

- Encourage the adult to develop the habit of checking the letters or words of the dictation automatically and immediately.
- Instill the habit of automatically making a final check.
- Recommend the use of recorded dictations which the adult may listen to and write at his or her own pace.
- Teach the adult how to prepare for dictation. The techniques suggested below are based on the pedagogical principles formulated by De La Garanderie (1982) as follows:
 - ◇ visualization technique for memorizing the “appearance” of a letter or word, in order to “photograph” the letter or the word: look carefully at the letter or the word, taking note of its characteristics, then shut your eyes and try to visualize the letter or word
 - ◇ double-stimulus technique: look at the letter or word and spell it out loud
 - ◇ technique for the reinforcement of skills related to memory and visual perception: write the letters or words in various colours, with those that give difficulty in a different colour; put the words into categories
 - ◇ solo technique: look at the letter or word, then cover it up, write it down, check it and, if necessary, rewrite it correctly

<p>2. Can the adult write:</p> <p>2.1. isolated sounds:</p> <p>2.1.1. when writing freely?</p>	<p>YES: The adult is able to write the letters corresponding to sounds without assistance and without a model.</p> <p>NO: The adult is unable to write the letters corresponding to sounds. It is therefore necessary to verify if he or she has ever been taught the letter-sound relationship and graphic representation:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write letters on hearing their sounds. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who is unable to read or write may have been exposed to “sight reading” only, without having been taught the sounds of the letters. He or she can then be taught, with the aid of auditory and visual models, to write the letters of the alphabet by associating them with their sounds.
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SUGGESTED TEACHING STRATEGIES

- Check whether the adult knows the relationship between letters and sounds before asking him or her to write them. If not, refer to section 3.1 of the “English (Reading)” module.
- When teaching the rules of letter-sound relationships, use words that the adult is already able to read, preferably familiar words or words from his or her own vocabulary or personal dictionary.

SUGGESTED TEACHING STRATEGIES (cont.)

- Use those words as a basis for writing others, by analyzing shared characteristics; for example, *tennis* begins with the same letter as *teach* and *tender*.
- Focus on the acquisition of letter-sound relationships rather than on spelling, especially with beginners. The adult who writes *enuf* for *enough* has taken a step in the right direction.
- As a second step, point out to the adult that certain combinations of letters represent a sound which is completely different from the sounds expected from the individual letters; for example *ph* = [f], *ough* = [awt], etc.
- Together with the adult, make a chart of sounds which he or she can refer to in order to write other words.

2. 2.1 2.1.2.	Can the adult write: isolated sounds: from dictation?	
YES:	The adult can write the letters corresponding to sounds from dictation.	<p data-bbox="1008 357 1923 552">NO: The adult is unable to write the letters corresponding to sounds. It is therefore necessary to verify if he or she has ever been taught letter-sound correspondence and how to reproduce it graphically:</p> <ul data-bbox="1008 552 1923 951" style="list-style-type: none"> <li data-bbox="1008 552 1923 698">• If so: Try to determine why the adult is now unable to write letters when hearing their sounds. Based on your findings, you may suspect a learning difficulty. <li data-bbox="1008 698 1923 951">• If not: It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters. He or she can then be taught to produce the letters of the alphabet by associating them with their sounds.

SUGGESTED TEACHING STRATEGIES

- Use the procedure suggested in section 1.2.

2.	Can the adult write:	
2.2.	isolated syllables:	
2.2.1.	when writing freely?	
YES:	The adult is able to write the letters corresponding to the sounds of a syllable without assistance and without a model.	<p>NO: The adult is unable to write the letters corresponding to the sounds of a syllable. It is therefore necessary to verify if he or she has ever been taught letter-sound correspondence in a syllable and how to reproduce it graphically:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write the letters of a syllable by referring to the sounds. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters. He or she can then be taught, with the aid of auditory and visual models, to write the letters of the alphabet by associating them with their sounds.

SUGGESTED TEACHING STRATEGIES

- Find out if the adult knows what a syllable is; if not, refer to section 3.2 of the “English (Reading)” module.
- See if the adult knows how to join sounds together to make a syllable; if not, refer to the “English (Reading)” module.
- Make sure that the adult is able to trace the written symbol for a given sound; if not, refer to section 2.1.

SUGGESTED TEACHING STRATEGIES (cont.)

- Compare words that have letters in common:
 - ◇ arranged in a way that emphasizes identical syllables:
tomato and room-**mate**
 - ◇ arranged in a way that emphasizes contrasting syllables:
tomato and **ambulance**
- Have the adult supply the missing syllable in a word by referring to the alphabet.
- Pronounce isolated syllables out loud and have the adult write them down by referring to the alphabet.
- Ask the adult to produce as many syllables as possible from a given set of letters; for example:
 - ◇ letters given: p, o, t
 - ◇ syllables created: pot, top, opt

<p>2. Can the adult write: 2.2. isolated syllables: 2.2.2. from dictation?</p>	
<p>YES: The adult is able to write the letters corresponding to the sounds of a syllable from dictation.</p>	<p>NO: The adult is unable to write the letters corresponding to the sounds of a syllable. It is therefore necessary to verify if he or she has ever been taught letter-sound correspondence in a syllable and how to reproduce it graphically:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write the letters of a syllable by referring to their sounds. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters. He or she can then be taught to produce the letters of the alphabet by associating them with their sounds.

SUGGESTED TEACHING STRATEGIES

- Use the procedure suggested in section 1.2.

<p>2. Can the adult write: 2.3. isolated words: 2.3.1. when writing freely?</p>	<p>YES: The adult is able to write the letters corresponding to the sounds of a word without assistance and without a model.</p> <p>NO: The adult is unable to write the letters corresponding to the sounds of a syllable. It is therefore necessary to verify if he or she has ever been taught letter-sound correspondence in a syllable and how to reproduce it graphically:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write the letters of the syllables of a word by associating them with their sounds. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters. He or she can then be taught, with the aid of auditory and visual models, to write the letters of the alphabet by associating them with their sounds.
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SUGGESTED TEACHING STRATEGIES

- Check whether the adult knows the relationships between letters and sounds before asking him or her to write them; if not, refer to section 3.1 of the “English (Reading)” module.
- Find out if the adult knows what a syllable is; if not, refer to section 3.2 of the “English (Reading)” module.
- Find out if the adult knows what a word is; if not, refer to section 3.3 of the “English (Reading)” module.

SUGGESTED TEACHING STRATEGIES (cont.)

- Check the adult's pronunciation of words and, whenever necessary, correct incorrect pronunciation.
- Draw the adult's attention to his or her most frequent pronunciation errors, and remind him or her to be careful.
- Try to enrich the adult's vocabulary by encouraging him or her to study a few words every week: group the words according to the sounds being learned, spelling difficulties, or themes.
- Increase and vary word exercises: rhyming games, finding words from the same family, crossword puzzles. Play word games such as Hangman, Scattergories, etc.
- Develop in the adult the habit and the skill of guessing and checking how a word is written by teaching him or her how to use a dictionary, a vocabulary notebook, or personal filing cards.
- Have the adult write the words that correspond to illustrations by referring to a syllable chart.
- Give the adult words to complete, with or without the help of pictures, indicating how many letters are missing.

<p>2. Can the adult write: 2.3. isolated words: 2.3.2. from dictation?</p>	<p>YES: The adult can write the letters corresponding to the sounds of the syllables of a word from dictation.</p> <p>NO: The adult cannot write the letters corresponding to the sounds of the syllables of a word. It is therefore necessary to verify if he or she has ever been taught letter-sound correspondence for the syllables of a word and how to reproduce it graphically:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write the letters which correspond to the sounds of the syllables of a word. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who cannot read or write may have been exposed to “sight reading” only, without having been taught the sounds of letters. He or she can then be taught to write the letters of the alphabet which correspond to the sounds.
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SUGGESTED TEACHING STRATEGIES

- Use the procedure suggested in section 1.2.

<p>2. Can the adult write: 2.4. isolated sentences: 2.4.1. when writing freely?</p>	<p>YES: The adult can write the words of a sentence without assistance and without a model.</p> <p>NO: The adult is unable to write the words of a sentence. It is therefore necessary to verify if he or she has ever been taught how to construct a sentence:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to construct a sentence. Based on your findings, you may suspect a learning difficulty. • If not: With the aid of auditory and visual models, teach the adult how to construct a sentence.
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SUGGESTED TEACHING STRATEGIES

- Check whether the adult knows what a sentence is and, if necessary, drill this concept with various exercises.
- Introduce the adult to the construction of sentences by using a person as the subject, at least to begin with.
- Have the adult write simple sentences (subject-verb-object) based on pictures or illustrations.
- Have the adult transform these simple subject-verb-object sentences by replacing some of the words but retaining the logic of the sentences.
- Have the adult complete sentences, making sure that the sentences constructed make sense.

SUGGESTED TEACHING STRATEGIES (cont.)

- Encourage the adult to write down his or her thoughts, even if he or she cannot write all the words; suggest that he or she substitute a drawing for anything that he or she cannot write, or write only the letters he or she knows.
- Encourage the adult to do this by checking the words in his or her reference works, or have him or her find graphic representations for the sounds of the words which he or she wants to write.
- Encourage the adult to use all the reference tools that might facilitate vocabulary research: a dictionary, a personal vocabulary notebook, filing cards.
- Provide the student with a self-correction chart and help him or her to use it. The chart should be adapted to the adult's level of competence.

<p>2. Can the adult write: 2.4. isolated sentences: 2.4.2. from dictation?</p>	<table border="0"> <tr> <td data-bbox="170 358 1008 951"> <p>YES: The adult can write the words of a sentence from dictation.</p> </td> <td data-bbox="1008 358 1923 951"> <p>NO: The adult is unable to write the words of a sentence from dictation. It is therefore necessary to verify if he or she has ever been taught the words of the sentence which forms the dictation:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write the words of the sentence from dictation. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who is unable to read or write may have been exposed to “sight reading” only, without having been taught the sounds of the letters. He or she can then be taught, with the aid of auditory and visual models, how to write a few words correctly. </td> </tr> </table>	<p>YES: The adult can write the words of a sentence from dictation.</p>	<p>NO: The adult is unable to write the words of a sentence from dictation. It is therefore necessary to verify if he or she has ever been taught the words of the sentence which forms the dictation:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write the words of the sentence from dictation. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that often a person who is unable to read or write may have been exposed to “sight reading” only, without having been taught the sounds of the letters. He or she can then be taught, with the aid of auditory and visual models, how to write a few words correctly.
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SUGGESTED TEACHING STRATEGIES

- Use the procedure suggested in section 1.2.

2. 2.5. 2.5.1.	Can the adult write: a text comprising a few sentences: when writing freely?		
YES:	The adult can compose a text without difficulty.	NO:	The adult cannot compose a text. It is therefore necessary to verify if he or she has ever been taught how to construct a sentence: <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write a text of a few sentences. Based on your findings, you may suspect a learning difficulty. • If not: Use auditory and visual models to teach the adult how to write a text, beginning with a few sentences that must be put into logical order.

SUGGESTED TEACHING STRATEGIES

- Check whether the adult knows what a text is and, if necessary, drill this concept with various exercises; for example, ask him or her:
 - ◇ to produce a text by arranging a few sentences in logical and chronological order
 - ◇ to complete a text that has been started, paying attention to logic and chronology
 - ◇ to arrange a few illustrations in logical order and compose a corresponding text

SUGGESTED TEACHING STRATEGIES (cont.)

- Let the adult watch someone write in order to become familiar with the steps that contribute to the creation of a text. Serve as a model by writing a text in the presence of the adult, either on the blackboard or on a conference board, following these steps:
 - ◇ Write down a list of ideas about the chosen subject.
 - ◇ Orally express hesitations, questions about the choice of words, grammatical rules, etc., as well as about the meaningful organization of the text.
 - ◇ Do not hesitate to cross out or rewrite words.
 - ◇ Whenever necessary, look things up in available reference works.
 - ◇ Produce a finished text.

Repeat this exercise regularly in order to allow the adult to mentally review the process of writing a text.

- Give the adults a chance to experiment with the process of writing a text: divide them into groups of two or three, with one person assuming the role of the writer and the others helping with editing and corrections.
- When you make corrections, use symbols that will help the adult identify the kinds of mistakes he or she has made and what resources can be consulted to correct them. Corrections should be made in pencil or erasable pen so that all traces can be removed.

<p>2. Can the adult write: 2.5. a text comprising a few sentences: 2.5.2. from dictation?</p>	<table border="0"> <tr> <td data-bbox="170 358 1008 951"> <p>YES: The adult is able to write the sentences of a text from dictation.</p> </td> <td data-bbox="1008 358 1923 951"> <p>NO: The adult is unable to write the sentences of a text from dictation. It is therefore necessary to verify if he or she has ever been taught the words of the sentences that form the dictated text:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write the words of the sentences in a dictated text. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that a person who is unable to read or write may have been exposed to “sight reading” only, without having been taught the sounds of the letters. He or she can then be taught, with the aid of auditory and visual models, how to write a few words correctly. </td> </tr> </table>	<p>YES: The adult is able to write the sentences of a text from dictation.</p>	<p>NO: The adult is unable to write the sentences of a text from dictation. It is therefore necessary to verify if he or she has ever been taught the words of the sentences that form the dictated text:</p> <ul style="list-style-type: none"> • If so: Try to determine why the adult is now unable to write the words of the sentences in a dictated text. Based on your findings, you may suspect a learning difficulty. • If not: It is important to remember that a person who is unable to read or write may have been exposed to “sight reading” only, without having been taught the sounds of the letters. He or she can then be taught, with the aid of auditory and visual models, how to write a few words correctly.
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SUGGESTED TEACHING STRATEGIES

- Use the procedure suggested in section 1.2.

- confusion between labial and dental consonants:
 - ◊ [m] - [b] - [p]
 - ◊ [n] - [d] - [t]
- confusion between front and back vowels:
 - ◊ [a] - [æ] - [o] - [i] - [u]

SUGGESTED TEACHING STRATEGIES

- Help the adult identify his or her difficulties because many mistakes can be traced to problems in auditory discrimination. To facilitate this:
 - ◊ together with the adult, determine the most frequent types of mistakes
 - ◊ explain the nature of the problem precisely
 - ◊ help the adult to set short-term objectives
 - ◊ give the adult frequent feedback
- Ask the adult a few questions in order to try to discover whether he or she:
 - ◊ knows enough about letter-sound correspondence
 - ◊ pronounces words containing confusing sounds correctly
 - ◊ has good hearing
 - ◊ can hear the difference between sounds confused during writing

When the adult reads, does he or she confuse the same sounds as when writing? If so, refer to the procedures recommended in section 9.1 of the “English (Reading)” module.

SUGGESTED TEACHING STRATEGIES (cont.)

- Teach the adult about attentiveness and auditory memory. To do this, refer to the procedures recommended in section 9.1 of the “English (Reading)” module.
- Help the adult make reference cards that are easy to consult for each of the confused sounds, according to the procedure suggested for auditory discrimination problems in section 9.1 of the “English (Reading)” module.
- Apply this to writing by:
 - ◇ regularly reminding the adult to be careful when writing certain letters
 - ◇ encouraging the adult to look up the answer on his or her reference cards whenever uncertain
 - ◇ regularly using the words that cause problems (words from reference cards) in various kinds of supplementary exercises
 - ◇ regularly having the adult review a few of the words containing problem sounds (words from reference cards) and giving them as dictation exercises
- Help the adult to internalize the graphic appearance of words containing the problem sound by using a multisensory approach; for example, ask the adult:
 - ◇ to look at the written word
 - ◇ to spell the word mentally, with eyes closed
 - ◇ to check the spelling by looking at the word again
 - ◇ if there is a mistake, to write the word with eyes closed, writing on the table with a finger or on the blackboard with a wet sponge
 - ◇ to write the word with eyes open

<p>3. In regard to sounds, when the adult writes are there any:</p> <p>3.1. confusions:</p> <p>3.1.2. linked to problems in seeing differences?²</p>	
<p>YES: When the adult writes, there are signs of visual discrimination problems. He or she has trouble with the following consonants and vowels:</p> <ul style="list-style-type: none"> • confusion between letters which differ only in the direction they face: <ul style="list-style-type: none"> ◇ u – n ◇ p - q – b - d • confusion between certain letters which have a similar appearance and sound: <ul style="list-style-type: none"> ◇ b - d (voiced plosives) ◇ m - n (voiced nasals) • confusion between certain letters which have a similar appearance: <ul style="list-style-type: none"> ◇ a – d ◇ - a (because of the roundness) ◇ f - t (because of the cross-bar) ◇ a - e (in print) 	<p>NO: The adult does not have this problem.</p>

² M. de Maistre, *Dyslexie, Dysorthographe* (Paris: Éditions universitaires, 1970).

It is therefore necessary to verify if the adult made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:

If so: Try to determine if that referral had positive results. Depending on the outcome, a learning difficulty might be suspected.

If not: Give corrective exercises.

SUGGESTED TEACHING STRATEGIES

- Help the adult identify his or her difficulties because many mistakes can be traced to problems in visual discrimination. To facilitate this:
 - ◇ together with the adult, determine the most frequent types of mistakes
 - ◇ explain the nature of the problem precisely
 - ◇ help the adult to set short-term objectives
 - ◇ give the adult frequent feedback
- Ask the adult a few questions to try to discover whether he or she:
 - ◇ knows enough about letter-sound correspondence
 - ◇ pronounces words containing confusing sounds correctly
 - ◇ has good hearing
 - ◇ can hear the difference between sounds confused during writing

When the adult reads, does he or she confuse the same sounds as when writing? If so, refer to the procedures recommended in section 9.1 of the “English (Reading)” module.

SUGGESTED TEACHING STRATEGIES (cont.)

- Teach the adult about observation and visual discrimination and provide him or her with means to improve spatial perception. To do this, refer to the procedures recommended in section 9.1 of the “English (Reading)” module.
- Help the adult make reference cards that are easy to consult for each of the confused sounds, according to the procedure suggested for visual discrimination problems in section 9.1 of the “English (Reading)” module.
- Apply this to writing by:
 - ◇ regularly using the words that cause problems (words from reference cards) in various kinds of supplementary exercises
 - ◇ regularly having the adult review a few of the words containing problem sounds (words from reference cards) and giving them as dictation exercises
 - ◇ pointing out the shape and the orientation of the letters which cause problems
 - ◇ regularly reminding the adult to be careful when writing certain letters
 - ◇ encouraging the adult to look up the answer on his or her reference cards whenever uncertain

<p>3. In regard to sounds, when the adult writes are there any: 3.2. additions?</p>	<table border="0"> <tr> <td data-bbox="170 305 1050 784"> <p>YES: When the adult writes, he or she adds sounds; for example: <i>drome</i> instead of <i>dome</i>. It is therefore necessary to verify if the adult made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 784"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she adds sounds; for example: <i>drome</i> instead of <i>dome</i>. It is therefore necessary to verify if the adult made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
<p>YES: When the adult writes, he or she adds sounds; for example: <i>drome</i> instead of <i>dome</i>. It is therefore necessary to verify if the adult made such mistakes during childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>		

<p>3. In regard to sounds, when the adult writes are there any: 3.3. inversions?</p>	<table border="0"> <tr> <td data-bbox="170 989 1050 1474"> <p>YES: When the adult writes, he or she inverts letters in a word; for example: <i>derest</i> instead of <i>desert</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 989 1919 1474"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she inverts letters in a word; for example: <i>derest</i> instead of <i>desert</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
<p>YES: When the adult writes, he or she inverts letters in a word; for example: <i>derest</i> instead of <i>desert</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>		

<p>3. In regard to sounds, when the adult writes are there any: 3.4. omissions?</p>	<table border="0"> <tr> <td data-bbox="170 300 1050 816"> <p>YES: When the adult writes, he or she omits or “forgets” to decipher all the sounds; for example: <i>deser</i> instead of <i>desert</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 300 1919 816"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she omits or “forgets” to decipher all the sounds; for example: <i>deser</i> instead of <i>desert</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
<p>YES: When the adult writes, he or she omits or “forgets” to decipher all the sounds; for example: <i>deser</i> instead of <i>desert</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>		

<p>3. In regard to sounds, when the adult writes are there any: 3.5. substitutions?</p>	<table border="0"> <tr> <td data-bbox="170 1015 1050 1497"> <p>YES: When the adult writes, he or she changes the sounds of a word; for example: <i>fight</i> instead of <i>right</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 1015 1919 1497"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she changes the sounds of a word; for example: <i>fight</i> instead of <i>right</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
<p>YES: When the adult writes, he or she changes the sounds of a word; for example: <i>fight</i> instead of <i>right</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>		

<p>3. In regard to sounds, when the adult writes are there any: 3.6. repetitions?</p>		
<table border="0"> <tr> <td data-bbox="170 300 1050 777"> <p>YES: When the adult writes, he or she repeats the same sounds in a word; for example: ddoor. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 300 1921 777"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she repeats the same sounds in a word; for example: ddoor. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
<p>YES: When the adult writes, he or she repeats the same sounds in a word; for example: ddoor. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>	

SUGGESTED TEACHING STRATEGIES

- Help the adult to identify his or her difficulties. To do this:
 - ◇ together with the adult, determine the most frequent types of mistakes
 - ◇ for each type of error, identify the sounds that cause the most problems
 - ◇ explain the nature of the problem precisely
 - ◇ help the adult to set short-term objectives
 - ◇ explain the types of suggested teaching strategies
 - ◇ give the adult frequent feedback

SUGGESTED TEACHING STRATEGIES (cont.)

- Ask the adult a few questions, to see if you can discover whether he or she:
 - ◊ has good hearing
 - ◊ pronounces words correctly during the course of ordinary conversation
 - ◊ knows enough about letter-sound correspondence
 - ◊ knows enough about syllabic analysis

- Teach the adult about observation and visual discrimination and provide him or her with means to improve spatial perception. To do this, refer to the procedures recommended in section 9.1 of the “English (Reading)” module.

- Encourage the adult to check and correct his or her own work. To do this, demonstrate the procedures that should be followed, as below:
 - ◊ “I have to write the word *kingdom*.”
 - ◊ “I pronounce the word out loud.”
 - ◊ “I reread the word I have written; I have written *kingdrom*.”
 - ◊ “I break the word into syllables and I correct it.”
 OR:
 - ◊ “I compare what I have written with how the word *kingdom* is spelled in my filing cards or in a reference book.”

- Recommend that the adult pronounce out loud the words he or she wants to write, breaking them into syllables.

- Encourage the adult to reread what he or she has written and try to improve it, by asking: “Does this word make sense?” “What does this word mean?”

- Record the adult reading what he or she has written in order to check whether he or she repeats sounds; if not, ask him or her to simply find the mistakes.

SUGGESTED TEACHING STRATEGIES (cont.)

- Have the adult read words which have similar spellings and ask him or her to explain the differences in meaning; for example:
 - ◇ *gain* and *grain*
 - ◇ *sell* and *shell*
- Add, delete, or substitute a letter, creating a new word with a different meaning each time; this activity can be turned into a game. See the exercises suggested by Gearheart and Gearheart (1989) and Miller (1993).
- Show the adult the letters of a word, but out of order, pronounce the word, and have him or her write it.

<p>4. In regard to syllables of a word, when the adult writes are there any: 4.1. confusions?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 784"> <p>YES: The adult confuses the syllables of a word; for example: <i>loop for pool</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 784"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: The adult confuses the syllables of a word; for example: <i>loop for pool</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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<p>4. In regard to syllables of a word, when the adult writes are there any: 4.2. additions?</p>		
<table border="0"> <tr> <td data-bbox="170 987 1050 1503"> <p>YES: When the adult writes, he or she adds syllables to a word; for example, <i>autoromobile</i> instead of <i>automobile</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 987 1919 1503"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she adds syllables to a word; for example, <i>autoromobile</i> instead of <i>automobile</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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<p>4. In regard to syllables of a word, when the adult writes are there any: 4.3. inversions?</p>	<p>YES: When the adult writes, he or she inverts the syllables in a word; for example: <i>aumotobile</i> instead of <i>automobile</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. <p>NO: The adult does not have this problem.</p>
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<p>4. In regard to syllables of a word, when the adult writes are there any: 4.4. omissions?</p>	<p>YES: The adult omits or “forgets” to write syllables of a word; for example, <i>gag</i> instead of <i>garage</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. <p>NO: The adult does not have this problem.</p>
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4. In regard to syllables of a word, when the adult writes are there any:
4.5. substitutions?

YES: When the adult writes, he or she changes the syllables of a word; for example, *parniament* instead of *parliament*. **It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred** to a specialist in remedial education or a related field:

- **If so:** Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty.
- **If not:** Give corrective exercises.

NO: The adult does not have this problem.

<p>4. In regard to syllables of a word, when the adult writes are there any: 4.6. repetitions of the same syllable in a word?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 784"> <p>YES: When the adult writes, he or she repeats the same syllable in a word; for example, <i>gararage</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 784"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she repeats the same syllable in a word; for example, <i>gararage</i>. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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SUGGESTED TEACHING STRATEGIES

- Use the procedures suggested in section 3, adapting them to the syllable.

<p>5. In regard to sentences or a text, when the adult writes are there any: 5.1. additions of words?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 784"> <p>YES: When the adult writes, he or she adds words to a sentence. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 784"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she adds words to a sentence. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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<p>5. In regard to sentences or a text, when the adult writes are there any: 5.2. omissions or forgotten words?</p>		
<table border="0"> <tr> <td data-bbox="170 989 1050 1466"> <p>YES: When the adult writes, he or she forgets to write words. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 989 1919 1466"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she forgets to write words. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
<p>YES: When the adult writes, he or she forgets to write words. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>	

<p>5. In regard to sentences or a text, when the adult writes are there any: 5.3. substitutions of words?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 860"> <p>YES: When the adult writes, he or she changes the words in a sentence; for example: “there are many cars in the street” instead of “there are many trucks in the street.” It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 860"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she changes the words in a sentence; for example: “there are many cars in the street” instead of “there are many trucks in the street.” It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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<p>5. In regard to sentences or a text, when the adult writes are there any: 5.4. repetitions of the same word in a sentence?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 784"> <p>YES: When the adult writes, he or she repeats the same word in the sentence. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 784"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she repeats the same word in the sentence. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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SUGGESTED TEACHING STRATEGIES

- Help the adult to identify his or her difficulties by pointing out:
 - ◇ the frequency and type of **mistakes**
 - ◇ how these change the meaning or syntax of the sentence or text
- Adjust the teaching strategy accordingly:
 - ◇ If there is no change in either meaning or syntax, merely bring the mistakes to the adult's attention and tell him or her to be careful.

SUGGESTED TEACHING STRATEGIES (cont.)

- If there is a change in meaning or syntax, suggest the following strategies:
 - ◇ See whether certain mistakes, such as omissions or substitutions, are the result of an insufficient or partial knowledge of the rules of syntax.
 - ◇ See whether certain mistakes, such as substitutions, are the result of a limited vocabulary.
 - ◇ According to the importance and frequency of the type of mistakes, encourage the adult to consult an optometrist to find out whether the mistakes are the result of an untreated eyesight problem.
 - ◇ Give exercises to stimulate visual attention, such as those suggested in section 9.1 of the “English (Reading)” module.
 - ◇ Ask the adult to repeat mentally the sentence he or she is writing, in order to get used to thinking about what he or she is writing.
 - ◇ Give the adult strategies for viewing his or her writing objectively, such as:
 - ⇒ rereading his or her text out loud, if possible
 - ⇒ asking questions from a self-correction chart adapted to the type of difficulties being treated

<p>5. In regard to sentences or a text, when the adult writes are there any: 5.5. omissions of whole parts of a sentence?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 823"> <p>YES: When the adult writes, he or she forgets to write words at the beginning, in the middle or at the end of a sentence. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1921 823"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she forgets to write words at the beginning, in the middle or at the end of a sentence. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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<p>5. In regard to sentences or a text, when the adult writes are there any: 5.6. omissions of whole sentences?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 784"> <p>YES: When the adult writes, he or she forgets whole sentences. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1921 784"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: When the adult writes, he or she forgets whole sentences. It is therefore necessary to verify if the adult made such mistakes in childhood and adolescence, and to find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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SUGGESTED TEACHING STRATEGIES

- Help the adult identify his or her difficulties by pointing out:
 - ◇ the frequency and type of omissions
 - ◇ the effect of these omissions on the coherence and clarity of the message
- Check the adult’s knowledge of what a sentence and a text are, and review these concepts if necessary.
- Depending on the frequency of the type of mistakes, encourage the adult to consult an optometrist to find out whether the problem is the result of an untreated eyesight problem.
- Give exercises to stimulate visual attention, such as those suggested in section 9.1 of the “English (Reading)” module.

SUGGESTED TEACHING STRATEGIES (cont.)

- Ask the adult to repeat mentally the sentence he or she is writing, in order to get used to thinking about what he or she is writing.
- Give the adult a few complete and incomplete sentences and ask him or her to complete the latter.
- Give the adult strategies for viewing his or her writing objectives, such as:
 - ◇ rereading his or her text out loud, if possible
 - ◇ asking questions from a self-correction chart adapted to the type of difficulties being treated

<p>6. When writing from dictation, does the adult have difficulties with:</p> <p>6.1. spelling?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 974"> <p>YES: The adult makes spelling mistakes. Only spelling mistakes are dealt with here, not grammar mistakes. The adult writes the word as if he or she has never learned it or transcribes it phonetically, in other words, as it sounds. If this is the case, find out if he or she has ever been taught the word in the dictation before suspecting a learning difficulty. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 974"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: The adult makes spelling mistakes. Only spelling mistakes are dealt with here, not grammar mistakes. The adult writes the word as if he or she has never learned it or transcribes it phonetically, in other words, as it sounds. If this is the case, find out if he or she has ever been taught the word in the dictation before suspecting a learning difficulty. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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SUGGESTED TEACHING STRATEGIES

- Regularly assign words for study, taking the following precautions:
 - ◇ Review the studying strategies suggested in the portions of this guide which deal with dictation, and determine whether the adult is capable of using them.
 - ◇ Make sure that the adult has both the knowledge and strategies needed to memorize the spelling of the assigned words: i.e. sufficient mastery of the letter-sound system (if not, refer to section 2.1), of what a syllable is (if not, refer to section 2.1), and of the rules and groupings (by sound, meaning, family, derivation, etc.) in order to allow the adult to learn a word not in isolation but as part of a group. In this way, when an adult learns the spelling of a word, he or she may also learn the spelling of other words in the same group.

SUGGESTED TEACHING STRATEGIES (cont.)

- Teach the adult to ask himself or herself questions during dictation in order to regularly try to recall the associative grouping which will remind him or her of how a word is spelled.
- Give the adult strategies for viewing his or her writing objectively, such as:
 - ◊ rereading his or her text out loud, if possible
 - ◊ asking questions from a self-correction chart adapted to the type of difficulties being treated
- Encourage the use of reference tools for correction: vocabulary notebook, dictionary adapted to the adult's competency level, personal dictionary, etc.
- Check the pronunciation of words which cause spelling problems and have the adult pronounce them correctly.

<p>6. When writing from dictation, does the adult have difficulties with: 6.2. grammar?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 899"> <p>YES: The adult writes without paying attention to the rules of grammar. He or she may know the rules by heart but is unable to apply them. Find out if the adult has ever been taught these rules before suspecting a learning difficulty. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 899"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: The adult writes without paying attention to the rules of grammar. He or she may know the rules by heart but is unable to apply them. Find out if the adult has ever been taught these rules before suspecting a learning difficulty. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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SUGGESTED TEACHING STRATEGIES

- Teach the adult to ask himself or herself questions during dictation about the relationships between words and to indicate these relationships on paper; for example, by drawing arrows between related words. Refer to the recommendations of Gay (1996) and Miller (1993).
- Encourage the transfer of each concept studied into dictation, which should always be adapted to what has been taught in class. Begin by warning the adult to pay special attention to that concept. Mistakes resulting from a concept that has not yet been studied should simply be corrected, without making an issue of them.
- Regularly assign sentences for study, reminding the adult of the study strategies suggested in the portions of this guide which deal with dictation.

SUGGESTED TEACHING STRATEGIES (cont.)

- Give the adult strategies for viewing his or her writing objectively, such as:
 - ◇ rereading his or her text out loud, if possible
 - ◇ asking questions from a self-correction chart adapted to the type of difficulties being treated

Encourage the use of reference tools for self-correction.

<p>7. When writing freely, does the adult have difficulties with:</p> <p>7.1. spelling?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 1010"> <p>YES: The adult makes spelling mistakes. Only spelling mistakes are dealt with here, not grammar mistakes. The adult writes the word as if he or she has never learned it or transcribes it phonetically, in other words, as it sounds. If this is the case, it is always a good idea to find out if the adult has ever been taught the word used in his or her text before suspecting a learning difficulty. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 1010"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: The adult makes spelling mistakes. Only spelling mistakes are dealt with here, not grammar mistakes. The adult writes the word as if he or she has never learned it or transcribes it phonetically, in other words, as it sounds. If this is the case, it is always a good idea to find out if the adult has ever been taught the word used in his or her text before suspecting a learning difficulty. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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SUGGESTED TEACHING STRATEGIES

- Encourage the adult to use the reference tools at his or her disposal: vocabulary notebook, a list of words grouped around a theme, dictionary, etc.
- Show the adult how to overcome difficulties in an efficient and simple way; for example, by substituting a more familiar synonym: *doctor* for *ophthalmologist* or *anaesthetist*, etc.

SUGGESTED TEACHING STRATEGIES (cont.)

- Teach the adult to question himself or herself by reminding him or her regularly of the associative series which will help to locate the spelling of a word.
- Give the adult strategies for viewing his or her writing objectively, such as:
 - ◊ rereading his or her text out loud, if possible
 - ◊ asking questions from a self-correction chart adapted to the type of difficulties being treated
- Check the adult's pronunciation of words which cause spelling problems and coach him or her to pronounce them correctly.
- Have the adult express himself or herself orally as often as possible; correct mispronunciations, showing him or her the written form of the mispronounced words.
- Make use of every opportunity to enrich the adult's vocabulary, and use the new words again in different contexts.

<p>7. When writing freely, does the adult have difficulties with: 7.2. grammar?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 899"> <p>YES: The adult writes without paying attention to the rules of grammar. He or she may know the rules by heart but is unable to apply them. Find out if the adult has ever been taught these rules before suspecting a learning difficulty. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 899"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: The adult writes without paying attention to the rules of grammar. He or she may know the rules by heart but is unable to apply them. Find out if the adult has ever been taught these rules before suspecting a learning difficulty. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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SUGGESTED TEACHING STRATEGIES

- Work on grammatical analysis, beginning with the simplest concepts and teaching them in sequence.
- Help the adult to discover the rules by himself or herself; for example, ask “What is the difference between *student* and *students*?”
- Give several word classification exercises in each of the various grammatical categories studied.
- Present grammatical concepts in a concrete way, in a table which emphasizes similarities and differences; use symbols and colours whenever possible; for example, divide common nouns into people, animals, things, etc.

SUGGESTED TEACHING STRATEGIES (cont.)

- Teach the adult to ask himself or herself questions, while writing, about the relationships between words, and to indicate those relationships on paper, for example, by drawing arrows between related words.
- Encourage the adult to use the reference tools at his or her disposal: charts adapted to his or her difficulties, etc.
- Give the adult strategies for viewing his or her writing objectively, such as:
 - ◇ rereading his or her text out loud, if possible
 - ◇ asking questions from a self-correction chart adapted to the type of difficulties being treated or the concepts being applied

<p>8. When writing freely, does the adult have difficulties with:</p> <p>8.1. putting ideas together?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 899"> <p>YES: The adult can write a few sentences of text with difficulty, conveying the essence of the message or information. He or she sticks to the subject, but the text is full of nonproductive words. Check to see if the adult has ever been taught to write a text. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 899"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: The adult can write a few sentences of text with difficulty, conveying the essence of the message or information. He or she sticks to the subject, but the text is full of nonproductive words. Check to see if the adult has ever been taught to write a text. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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SUGGESTED TEACHING STRATEGIES

- Teach the adult to make an oral summary; for example, to read a text out loud and summarize its main ideas.
- Have the adult write sentences from pictures, using simple constructions (subject-verb-object) to begin with.
- Teach and encourage the adult to use self-correction charts for the organization and delivery of the message.

SUGGESTED TEACHING STRATEGIES (cont.)

- Give the adult long sentences that contain more words than are necessary to express an idea. Have him or her shorten the sentences while retaining the essential message.
- Make the adult find unnecessary words inserted into a text.
- Give the adult strategies for viewing his or her writing objectively, such as:
 - ◊ rereading his or her text out loud, if possible
 - ◊ having his or her text read by another person
 - ◊ asking questions from a self-correction chart in order to remind himself or herself of specific points to be taken into consideration
- Ask the adult to put a number of illustrations or pictures in the right order to produce a story, paying attention to chronology and logic.
- Remove the words from the conversation balloons or comic strips and have the adult write an appropriate text.
- Introduce the adult to the habit of making an outline or plan of a text he or she is writing. See the recommendations given in Crux (1991).

<p>8. When writing freely, does the adult have difficulties with: 8.2. the coherence of ideas?</p>		
<table border="0"> <tr> <td data-bbox="170 305 1050 899"> <p>YES: The adult’s text is filled with adjoining sentences which have no relationship with each other. It is difficult to follow the development of the subject or to discern the purpose of the text. Check to see if the adult has ever been taught to write a text. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. </td> <td data-bbox="1050 305 1919 899"> <p>NO: The adult does not have this problem.</p> </td> </tr> </table>	<p>YES: The adult’s text is filled with adjoining sentences which have no relationship with each other. It is difficult to follow the development of the subject or to discern the purpose of the text. Check to see if the adult has ever been taught to write a text. Furthermore, check to see if the adult made such mistakes in childhood and adolescence, and find out if he or she has ever been referred to a specialist in remedial education or a related field:</p> <ul style="list-style-type: none"> • If so: Try to determine if that referral had positive results. Depending on the outcome, the problem might be a learning difficulty. • If not: Give corrective exercises. 	<p>NO: The adult does not have this problem.</p>
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SUGGESTED TEACHING STRATEGIES

- Teach the adult to plan the composition, using the chart mentioned above.
- Give the adult strategies for viewing his or her writing objectively, such as:
 - ◇ rereading his or her text out loud, if possible
 - ◇ asking questions from a self-correction chart which will remind him or her of the exact points to take into consideration

V—REMEDIAL FIELD**MODULE: ENGLISH (WRITING)****BIBLIOGRAPHY**

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