



## Welcome to the Callidysc Newsletter!

This project (to give it the full title “Collaborative additional language learning for dyslexic children”) is about how dyslexics respond to language learning using mobile technology (e.g. phones). We believe this will be highly motivating, and provide a valuable tool for dyslexic individuals. This Newsletter provides a forum for sharing ideas and progress about the project highlighting interesting development during the project, and well as other areas that may be of interest to those following the development of the project.

Dyslexics usually have trouble with learning their first language, and the idea of studying a second one is usually a nightmare for them, what with the new sound-letter patterns, words to learn, spelling, grammar, and that is without trying to pronounce it! So we are looking towards finding ways to overcome those underlying difficulties, including boosting self-esteem and motivation,

## Website launches In SIX languages!

Dyslexia is an international phenomenon, and its importance is reflected in this project, with partners from Bulgarian, Hungary, Poland, Romania, Sweden and the UK. For some countries, such as the UK and Sweden, there is already considerable information about dyslexia. In Poland and Hungary, the information exists, but is not widely available. For Romania and Bulgaria, there is very little information on the web in those languages. This website therefore will serve not only as a website for the project, but also a national resource for countries where there is little information. The website provides background information and how to participate in this exciting project.

But the mobile phone, with its downloads, games and mp3 capability, PSPs (photo), Skype, Universal Translators, WiFi and who knows what is just around the corner - this is what this project focuses on. To achieve this, the project will use sound pedagogical principles to develop software dedicated to this project that may be used on a variety of mobile phones.

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## New definition of dyslexia from European Dyslexia Association

Many people argue about that is dyslexia. They all have their reasons, understanding (and misunderstanding!). But one group brings many organisations together is the European Dyslexia Association. At a meeting in March 2007, they put the final touches to their proposed definition which they hope will be more widely accepted. Here it is!

Dyslexia is a difference in acquiring and using reading, spelling and writing skills, that is neurological in origin. The cognitive difficulties underlying these differences can also affect organisational skills, calculation abilities etc. It may be caused by a combination of difficulties in phonological processing, working memory, rapid naming, sequencing and the automaticity of basic skills.

Researchers acknowledge that there are many possible causes of dyslexia, including genetics. There is no relationship between a person's level of intelligence, individual effort or socio-economic position and the presence of dyslexia.

Alongside these issues is the ongoing challenge for people with dyslexia in navigating through life in a largely non-dyslexia friendly world.

Furthermore, across Europe the diversity of languages and the multilingual demands, socio-cultural backgrounds as well as educational opportunity, have a significant influence on the life-chances for dyslexic children and adults.

# N95, the latest “phone”, complete with WiFi.



Technology is moving fast, and this project does not need the latest phones for testing, it is interesting to see where the technology is going. The latest Nokia phone comes complete with mp3 and 5meg camera.

For a fuller review of this product, see the [www.Calldysc.eu](http://www.Calldysc.eu) website, or to [www.nokia.co.uk](http://www.nokia.co.uk)

## International dyslexia

Dr Ian Smythe, Director of Calldysc project partner Ibis, works around the world on development of training and resources about dyslexia. Almost ten years ago, he realised that the internet could provide a valuable method for individuals to find out about the issues. He decided to set up a website that shared contact details of local professionals, organisations, and institutions. This website is to be found at [www.wdnf.info](http://www.wdnf.info). The website also contains basic information for parents and teachers on how to support the dyslexic child in German, Greek, Hungarian, English, Polish, Portuguese and Romania, as well as details of all major EU funded

## Mobile phones and dyspraxia

Dyspraxia is a motor co-ordination difficulty that affects about 6% of the population and about 30% of children with dyslexia will also have these motor difficulties. Commonly children with dyspraxia have difficulties with hand coordination, especially with doing more than one task at a time, such as struggling with a mobile keypad, and thinking about what they want to say next! Children can often learn to type well with practice and if they are motivated to do so. Hiding the mess when using a pen is often a good motivator! When it comes to mobile phones, it may be harder to learn exact finger positioning, especially when you need to count the number of times you hit a key to get the right letter, and to do it before it jumps on to the next letter. It is easy to forget the frustration of this when it happened to us for the first few times. But imagine that same frustration lasting for every use. That is what the dyspraxic child has to overcome. And they are more likely to overcome the frustration, than the difficulty itself. Using IT such as phones to text or play computer games may take longer to learn. However, it does not mean they cannot learn, and do not want to learn. But teachers and their peers may have to learn to be patient too!

## Dyslexia conference in Bulgaria

Sofia and Save the Children Bulgaria played host in March 2007 to a conference with international speakers from the UK, Poland and Russia, including Dr Ian Smythe of Ibis, a partner in this project, and Prof Vanya Matanova of Sofia. Dr Smythe also held a workshop also with Daniela Boneva of The Dyslexia Association of Bulgaria (a Calldysc partner) on development of testing in Bulgarian. Daniela also made a presentation on dyslexic provision in different countries. There were over 200 delegates, and the conference was covered by newspaper and TV.

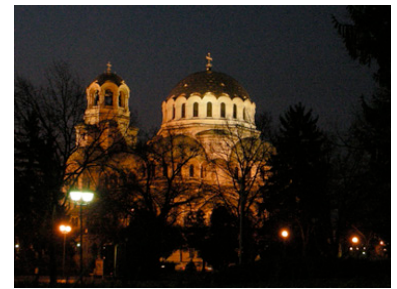


PHOTO: Alexander Nyevisky Cathedral, Sofia

### EDA presentation in Luxembourg by Ibis

Calldysc is not the only EU funded project on dyslexia. At the recent conference in Luxembourg, developed for Presidents of member dyslexia associations, Dr Ian Smythe gave an overview of all the project that are currently active, as well as those that have been completed. A full listing is to be found at [www.wdnf.info/project.html](http://www.wdnf.info/project.html)

# Language learning and the dyslexic individual

Parents usually strive for high level of linguistic education of their children whilst being concerned for their future. Parents' ambitions of dyslexic learners are not usually easy to be fulfilled, because their children face many difficulties in learning languages.

These children may experience problems with visual and/or auditory sensations, therefore the use of more of the child's senses should be involved in learning process, especially touch and movement. This is called multisensory teaching. Foreign languages teachers who search for effective education methods supporting learning process of children with dyslexia, have to bear in mind that important in education and therapy of dyslexic pupils is also multiple repeating and the basic principle for the teaching /learning languages for people with dyslexia is to make learning tasks practical.

The problem of dyslexia in teaching language was elaborated in recent years quite in detail. There are a lot of resources available for language learning, some much more suitable for dyslexic students than others. However there seem to be some substantial gaps in tools which are very popular and attractive. CallDysc project may respond partially to the needs reported by parents of dyslexic children, their teachers and learners themselves by proposing of games, exercises and plays which can cause that learning of foreign languages will become the pleasure for dyslexic individuals.  
Sylwia Knot

## CallDysc launches TWO noughts and crosses games for mobile phones



Making games that can work between two mobile phones is not easy. But if the project could not do this, then we could not develop the collaborative games. So the trick was to find a way for this to happen. However, the project also has a Risk Analysis Strategy, which ensures all components are completed in time. As a consequence, two groups were set the task of solving the problem, one in a basic format, and the other in a more sophisticated form. Both were launched in mid April, and are available to play through the CallDysc website.

Totally different, very innovative approaches were developed, with the lessons learned now being shared in order to develop the best games and activities for the project. Technical details are available within the project technical reviews.

## Educational PC games for dyslexic pupils in Poland

Polish primary and secondary school pupils with dyslexia can support their therapy with properly designed PC games, helping them especially in their orthographical problems. Polish spelling is extremely tricky and a lot of people (not only the dyslexics) have difficulty with correct writing. Polish Association of Dyslexia recommends 4 games: Teach-yourself Orthographical Book, Dyslexic, Dyslexic 2 and Coloured Orthography – Ortofun. All of them represent multisensory approach in orthography learning, combining colours, sounds, shapes and animations with letters and words. Dyslexic pupils can also use 8 computer programmes dedicated to particular issues – writing or reading exercises, tangrams or riddles. The games and programmes are available for testing and ordering on the websites: [www.bpp.com.pl](http://www.bpp.com.pl), [www.ortofrajda.pl](http://www.ortofrajda.pl) and [www.dyslexia.info](http://www.dyslexia.info).

## Dyslexic pupils rights in Poland

Professor Marta Bogdanowicz, honorary President of Polish Association of Dyslexia, has prepared a review of Polish law regulations referring to dyslexic pupils rights at schools. Polish law demands from teachers particular approach to dyslexic pupils during tests and exams, according to the kind of literacy troubles. In the case of text reading and understanding problems as well as emotional and concentration difficulties pupil is allowed to write test in a separate classroom and teacher should read the task aloud. When the pupil writes and reads too slowly, the exam duration can be extended at a rate of 50%. Problems with illegible handwriting can be solved with using capital letters or typing text on the computer. Spelling mistakes made by pupils with orthographical difficulties have to be ignored. These regulations have been established in 2001.

## Partner contact details

If you want to contact your local partner, please write to the following:

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