Creative Writing Activities and TPR Plus: An Implementation of foreign Language Development Project to Students with Dyslexia

Papadopoulos Isaak

Creative Writing Activities and TPR Plus: An Implementation of foreign Language Development Project to Students with Dyslexia

Papadopoulos Isaak
EFL Teacher, M. A in Dyslexic Students and Foreign Language Learning.

Abstract

This paper outlines the rational for and the purpose of designing and implementing a project with the basic purpose to make dyslexic EFL learners develop their language skills through their participation and involvement in interactive psychomotor and creative writing activities. The project, which is a part of a longitudinal project, was implemented in 10 students with diagnosed dyslexia of a Greek primary school. The basic characteristics of the project were the cooperation, communication, verbal interaction, creativity and creative writing and active participation. When the school class was chosen as a teaching place, students participated in classroom activities included creative writing activities, memory and word games, drawings, constructions, role-play games, pantomime as well as songs. When the gym was taken the place of instruction, children participated in creative physical activities, relay races, chases and hopscotch, with the aim in all cases being the improvement of their oral and writing communicative skills. In order to examine the effectiveness and feasibility of the project, an evaluation study was conducted by using: a) a pre- and post- language test administered individually to the children; b) journals kept by the teachers once a week; c) structured interviews conducted with the children, at the end of the project. It was evident that overall psychomotor and creative writing activities had a positive effect on developing dyslexic learners' oral and writing skills, as well as on motivating them to participate in everyday.

Introduction

It is an irrefutable truth lately that the issue of learning difficulties and dyslexia in particular, is the focus of major discussion. This fact may be explained by the progress made in the field of pedagogy and psychology and of course they are included within a broader social context.

The concept of dyslexia loomed through the relationship between the individual's reading ability and brain injuries. To be more specific, studies have shown that the reading ability of man or its acquisition adversely are affected by brain injury (Koltsidas, 1993). By 1917, the work of research scientists focused only on the identification and description of dyslexia. Nevertheless, later systematic studies and investigations were carried out, which led to several conclusions and

definitions. It is true that all modern definitions emphasize the neurological basis of dyslexia. The neurological basis was assumed from the time of Orton (1925, 1937,1966) and of course later presented evidence on neurophysiologic and neuropsychological investigations. During the last 20 years after modern brain imaging techniques there were remarkable findings that ensure consideration of neurological base. In 1997 the British Dyslexia Society, which is the most powerful organization in Britain for helping dyslexic children gave a definition of dyslexia which has prevailed in the wider, academic and scientific community.

"Dyslexia is a complex neurological condition which has constitutive origin. Symptoms can affect many areas of learning and activity, and can be described as a specific difficulty in reading, spelling and written language. One or more of these areas may be affected. The manipulation of numbers and music notation, the motor functions and organizational skills can still be involved. However, it particularly relates to the control of the writing, although speaking is influenced to some extent (Anastasiou, 1998).

Types of Dyslexia
Dyslexia, as a problem of processing the written word, is divided into two major categories, aacquired and special / developmental dyslexia. Regarding Acquired dyslexia (acquired dyslexia), it refers to people who even though had conquered the mechanism of reading, writing and spelling, acquired difficulty or inability in processing the written word, because brain lesions (Anastasiou, 1998). In this category we can distinguish individual sub - branches of acquired dyslexia as deep dyslexia (deep dyslexia) in which the student carries visual and semantic errors, surface dyslexia (surface dyslexia) where students find it difficult to read words with quirky spelling and phonemics, make mistakes and broadcasting (Karapetsas, 1991). Also, as a subcategory of acquired dyslexia exists phonological dyslexia (phonological dyslexia), where people read familiar words and there are several difficulties in reading unfamiliar words and can not read at all pseudo words. In Direct dyslexia (direct dyslexia), where students can read aloud, however, difficulties are noticed in understanding the meaning of those words (Critchley, 1970). Finally, in the Verbal type the word form or letter – by letter dyslexia (word form or letter-by letter dyslexia), they can not recognize words as a whole or read into syllables. Furthermore they recognize individual letters and can read the word letter - by letter, one at a time.

The second major category is Special dyslexia or developmental dyslexia (specific or developmental dyslexia): Johnson and Myklebust (1962, 1967) argue that deficits in this case may be in their nature acoustic and or visual. Thus they distinguish two types of dyslexia: the visual and the aural (Stasinos, 2003). In visual dyslexia, people have difficulty in understanding and reproducing visual sequences and also can not distinguish complex designs and illustrations. Additionally, the confused understanding of written symbols dominates and the general kinetic clumsiness is especially obvious. Many children have difficulty distinguishing between words or letters that have a visual similarity and are shown at the trend of the first contact with the word. During acoustic dyslexia which is perhaps the most difficult form, the student is characterized by deficient ability towards mental representations of the individual sounds of spoken language. He also faces major challenges in the synthesis of sounds, naming people and property and maintaining sound sequence. So, students have difficulty in remembering relevant information, while respecting their proper order and sequence. Sometimes what happens is that he replaces words with other ones that resemble the visual contours (Boder, 1971; Kostaridis, 1998). Typical

difficulties of students with auditory dyslexia relate to the analysis of words into syllables, syllables in the composition of words with text and audio discrimination and detailed audio reproduction sets (Porpodas, 1997). Clearly the weakest performance in writing and spelling than reading is evident in students with auditory dyslexia.

Dyslexia and Foreign Language
One of the long and integrally important pieces of educational programs in Europe is learning the language while the current data show the dominance of a model in which students learn at least two languages from an early age (Grivas, Semoglou, 2012). Languages are becoming increasingly important as an assistant in education and work and language skills improve cognitive flexibility and academic performance (The MCEETYA National Statement). More specifically, the student improves mentally, educationally and a culturally since contact with the language engages him in making comparisons and contrasting elements of one with the other. This results in making him a more active member of the educational community while enriching the knowledge about the culture of the country whose language he is learning. The current requirements and the last sentence of the last model did not leave indifferent students with dyslexia. Generally speaking, students with dyslexia have great difficulties in learning a foreign language, and especially when that language is English because of the special characteristics.

It is an undeniable fact that students with dyslexia exhibit great difficulties in reading and writing grammatically correct, because of the weakness of the conquest of the alphabetic principle of reading (alphabetic principle), ie the ability to use the matching graph-phoneme to decipher the words (Snowling, 2000).

Cross- linguistic studies in the field of dyslexia have shown that (cross linguistic studies) the ways of expression of the difficulties caused by dyslexia and the way those are expressed are affected by the characteristics of spoken language, whether it is the native or a foreign language, the characteristics of the spelling system and teaching methods. Therefore, the Greek dyslexic students who are taught English as a foreign language, are called to practice a new language system, which differs to a great extent and importance than their native language, because the English language is distinguished by a complexity at a phonological and morphological level.

Both the Greek and English language belong to the so-called alphabetic languages in which graphic symbols represent phonemes, ie audio units. The level of transparency of a language, ie the degree of reliability with which a letter ' maps ' a sound, distinguishes languages to shallow or transparent ' and ' opaque or deep ' and determines how easy or difficult it is for users to learn read. In transparent spellings, like in the Greek language, the correspondence between a graph and a phoneme is reliable and students are able to use this information to pronounce unfamiliar words (Goode, 2010).

In opaque or deep spellings, such as in English, there are many mappings between letters and sounds and the phoneme correspondence rules - graph is much less reliable. The degree of consistency of mappings graph - phoneme can also vary depending on the position of the graph within the word (Frith, 1997). In spellings of high degree of consistency, a graph is always pronounced the same, regardless of its position in the word. Transparent spelling systems are clearly much more consistent than the opaque ones, thus making access to unknown words quite smooth. With these data, Greek students with dyslexia who are taught English as a foreign

language are faced with a multitude of " unreliable" rules of pronunciation, as the spoken phonemes in various ways through words.

Teaching Methodology in EFL
The needs of dyslexic students fill or tries to cover the experimental intervention of this work with the help of creative writing and the method of TPR Plus (Total Physical Response Plus).

Creative Writing
The term "creative writing" could be defined as the power to create an imaginative, original literary production or composition and can be applied to a very wide range of types of writing (Ramet, 2007). While, according to Morley (2007) the process of the invention or the best presentation of the ideas in an attractive way. The author thinks critically and reshapes something familiar to something that is different and original. Every piece of writing has a purpose and is aimed at an audience. As for the organization there is cohesion, clear beginning, middle and end. Special attention is paid to the choice of vocabulary, the figurative use of language and style.

There are some keys that help creative writing made more understandable. The first key is the beginning. Creative writing takes its first breath, when the author wonders what could create a certain feeling, an image, experience or memory. The second is the form. Any form that uses the imagination of the author is suitable for the creative development of some fantasy elements(Ioannidou, 2012). Some of the most common types of creative writing is poetry, essays, character sketches, short novels, jokes, songs, parodies, memories, historical fiction, etc. Another key is the audience. A specific audience can not be known at the beginning, and every situation is different. However, if the final piece has a universal significance, history will speak to a wide range of readers and can be of varying importance for different people. Finally, the key to creative writing is the style of the author. For one to succeed in unique writing style focused control is required (Earnshow, 2007).

However, while creative writing is not a panacea, some authors find its implementation therapeutic. Some teachers of writing believe that writing is a powerful aid to various types of therapy, treatment of depression to social rehabilitation. More precisely, writing can contribute to self - development and self-awareness (Morley, 2007)

TPR Plus
The most popular approach to the language development of children with the involvement of motion is the Total Physical Response, which was firstly designed and implemented by James Asher (1966, 1969). At the initial stage of this process the teacher gives some instructions to students (eg, ' get up ', 'Go to the door) and students are asked to carry out actively, while at a later stage, the teacher proceeds to more complex instructions. The method that was proposed by Asher and later was connected with the hypothesis of Krashen (1985), who suggested that the acquisition of a second / foreign language is a necessary period of ' silence ' for students to understand the language before they mentally use it. This reduces anxiety and fear of students as to the correctness of language use and they talk only when they feel ready to talk, something that happens during the learning of the mother tongue (Wolfe & Jones, 1982).

The approach of Tomlinson (1998), TPR-Plus (Total Physical Response-plus) is considered as an extension of the TPR. The TPR Plus, as can be derived from the name of English literature, includes the Total Physical Response method of Asher, but which is enriched and enhanced (plus). The TPR Plus as well is a sensory and motor Forming approach, but in a more complex framework. This approach involves the oral instructions of the teacher to the students not only to produce a series of these operations, but goes one step further by inviting students to combine these operations physically and linguistically. As the learning process proceeds the program is enriched with new events and information. Students can engage in physical games, play role playing games, to dramatize a story, etc (Davis & Rinvolucri, 1995; Tomlinson & Masuhara, 2009). Of course, all this along with directives of the teacher himself, who supervises, coordinates and directs the students of the program.

The Proposed Project
Rationale and Objectives of the Project
According to current bibliography, the impact of physical games in the integration of students with dyslexia is crucial (Chiappetta, 2012). Also, the TPR plus creative writing and acting in accordance with the bibliography on effective learning of foreign language encompasses a number of advantages, which are not related only to the language development of students in a foreign language, and are beneficial to the development of social, cognitive and post cognitive skills by students.

However, the limited research on the effect of kinetic interdisciplinary and creative activities in the development of dyslexic students in a second / foreign language resulted in conducting this research. More specifically, the present study attempted to investigate the efficacy and potential advantages of implementing a program of teaching English as a foreign language through motor games on primary school students diagnosed with dyslexia.

In addition, posed are the following research questions:
a) Does the implementation of a program of creative writing and TPR contribute to the development of speech of dyslexic students in a foreign language?
b) Does the implementation of a program of creative writing and TPR help create incentives for student learning through recreational and constructive learning processes?
c) Will the implementation of a program of creative writing and TPR for learning English as a foreign language enhance the social interaction of students with dyslexia?
d) Will the implementation of a program of creative writing and TPR for learning English as a foreign language develop cognitive and post cognitive skills of students with dyslexia?

Implementation Procedures
The experimental intervention was applied to students of a Greek public elementary school, aiming at the development of dyslexic students in English as a foreign language and to obtain a plurality of individual objectives, through the kinetic interdisciplinary and creative activities. More specifically, students were 12 years and dealt with foregone issues from the course Environmental Studies.

The pleasant learning environment, the effortless learning and fun and entertainment during the intervention were the main objectives of the training. Particular emphasis was given to the interests of students, in particular talents and inclinations and learning styles so as to achieve the

best possible results. Finally, particular emphasis was placed on the development of cooperation and to provide multiple opportunities for learning through a variety of motor activities of free expression, creativity and general activities.

As mentioned earlier the intervention conducted was performed weekly in two hours of instruction with modules based on the course "Environmental Studies " to achieve the interdisciplinary aspect of the intervention with all those positive factors that interdisciplinary aspects involve.

In the first period, the teacher conducted the teaching in the classroom with games suitable for carrying out in the context of a classroom. In the pre - stage, the students were viewing through power point words of the corresponding section visually through the image of the word and through the written form of the word. For example, in the section of the district, for the word bank the image of a bank was shown and underneath appeared the word bank, to achieve phonological awareness.

With the completion of this process, what followed were either creative writing games aimed at consolidating the vocabulary or played songs and which students either sang or viewed videos with very short stories made by both the teacher and either ready ones. Finally, the post - stage was the consolidation of new knowledge in a playful type of consolidation motor activities and creative writing.

In the second period, teaching took place in the gym, which each time was decorated according to the theme of each day. The teacher applied again a program of hourly teaching based, however, on physical interdisciplinary and creative games that aimed at effective and further consolidation of new words from their students. Regarding motor activities, these included games like hopscotch, chase, pantomime, wreaths, dance. Particular attention in the design of the programs for the gym was given by the teacher, so that the activities which would engage the students to give impetus to the development of speech and thus avoid activities that were based on too high speed, since students would give emphasis on speed rather than the development of discourse.

Also, as in every educational, scientific and research intervention as a control group consisting of 10 children of the same age with diagnosed dyslexia was used. The difference was that the control group was taught English as a foreign language through the traditional method. Teaching language! The hours and frequency of courses as well as thematic engagement remained the same.

Special Objectives of the Project
In particular, there were linguistic, cognitive and social - emotional goals, which are:
Linguistic objectives
The dyslexic students / surrogate partners to develop and cultivate skills of spoken and written English as a foreign language, using language as a medium of communication in authentic situations.

Cognitive Objectives
The dyslexic students
a) to learn about the " School", the " Quarter ", the " Days", the "Ages ", the " Weather ", "animals ", the " Fruits and Vegetables ", the " Transport ", "the Land of our country ", the " Tradition ",

the" Sports " as a means of using the English language, following an interdisciplinary approach to the issues to be investigated.

Emotional - Social Objectives
Students with dyslexia:
a) to use their imagination to achieve their goals.
b) learn through active play, imitation and songs.
c) To develop curiosity and diversity.
d) be familiar with the group and form of collaborative teaching and learning, fostering interaction and relations among students.
e) to raise awareness on issues of particular thematic interest on topics like 'Animals ', the animals and extinction, "Water" with emphasis on protecting the environment, " Tradition ", the " Fruits and Vegetables " and relate then to their everyday life.

Participants
This experimental intervention involved a sample of 10 students diagnosed with dyslexia. Students enrolled in various primary schools in the prefecture of Larissa and gathered in the municipal gymnasium and classroom of the Association of Omorfochori. It is worth noting that all the children were native Greek language speakers.
The teaching intervention was implemented during the months of June 2013 - October 2013. During these months, the students were taught English as a foreign language with a program based on kinetic interdisciplinary and creative games and activities of creative writing.

Evaluation of the Effectiveness and Feasibility of the Project
In order to evaluate the effect of educational intervention for students with dyslexia and to determine whether the objectives chosen a priori, three methodological tools were used, an initial test (pre-test) before implementation of the intervention ,a record log by the teacher throughout the duration of the intervention, a final test (post - test) after completion of the intervention, while during and at the end of the intervention alternative specific questionnaires for students were employed.
An initial test was distributed to all students in the experimental group and control group before implementing the intervention. The test focused on identifying speaking and writing skills in a foreign language. The final test was distributed to the same students after completion of the experimental intervention. It should be noted and emphasized that the two tools referred to the same skills and that the results were to be collected, to give possible best information on the effectiveness of the intervention (Stocking, 1999). Initially, the teacher showed students a poster showing a district, to which a special effort was made to have the words of all the thematic intervention. The teacher encourages the individual student to identify any words he knows by observing the poster bibliography illustrated and then the student writes the words on a special form which is given by the evaluator. Additionally, the teacher reads some suggestions in the foreign language and invites the student to find and tell the correct answer. Then the student reads an unfinished sentence and is asked freely and creatively to complete the sentence using the foreign language. Finally, the teacher gives some oral instructions to the student in the foreign language and the student is asked to perform the corresponding kinetic activities.

As a research data collection tool that was chosen by the teacher - researcher was a diary which is a very effective tool to assess experimental and educational interventions organized by teachers (Altrichter et al, 1993). The recording of the diary was at the end of each instruction, while the structure was based on " questions to guide reflection journal entries " of Richards & Lockhart (Richards & Lockhart, 1994: 16 -17). It is worth noting that the questions of the diary were based on three areas a) questions related to teaching b) questions related to students and c) a general assessment of teaching.

The last research tool used in this experimental intervention was the interview with the students. The teacher designed and used some basic but important questions for the students. The questions aimed at the evaluation of the program by the students themselves and primarily referred to the extent at which they enjoyed the project, on the knowledge they gained in motor activities involving as well as creative writing activities. The questions which were included in all the interviews conducted were 5 and they were open questions.

Results of the Project
Dealing with the results, there was used the full statistic packet SPSS for Windows.

Profile of the Participants
In this particular educational project, the sample consisted of 10 students of a primary school of Larissa as an experimental group and other 10 students of primary school as a control group. In the table 1.1 and 1.2, there is the distribution of students by sex and for each group. In fact, the experimental group consisted of 6 girls and 4 boys.

Table 1.1 Distribution of students by sex (Experimental group)

Sex	N	Percentage
Male	4	40%
Female	6	60%
Summary	10	100%

Participants of the Experimental Group
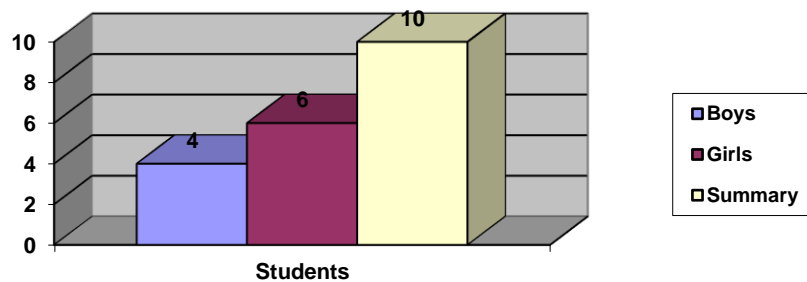
Frame 1.2 Distribution of students by gene (control group)

Gene	N	Percentage
Male	4	40%
Female	6	60%
Summary	10	100%

Participants of the Control Group
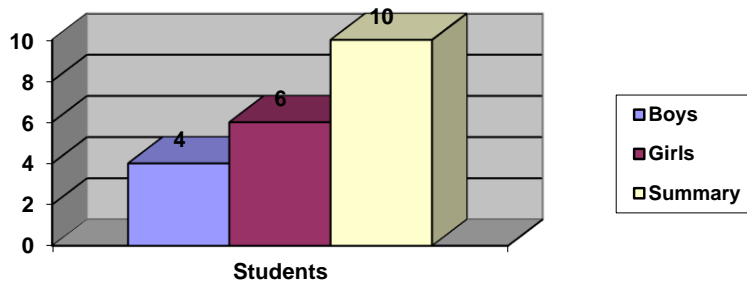
Word Reference

During the initial activity, the teacher showed the students a poster depicting a neighborhood with all the places that is characterize with and students were asked to mention as many words as they know based on what they observe in the picture and then to record them in the specific forms that were given by the assessor. The following tables present the sets of words for each student, the average for all the class and the average words by gene.

Table 4.2.1 Summary of the words referred by each student (experimental group)

Students	Number of words pre-test	Number of words Post test
Student 1	31	46
Student 2	22	48
Student 3	24	44
Student 4	30	39
Student 5	21	52
Student 6	20	47
Student 7	15	43
Student 8	21	48
Student 9	12	45
Student 10	25	44

Table 4.2.3 Summary of the words referred by each student (control group)

Students	Number of words Pre-test	Number of words Post test
Student 1	30	26
Student 2	21	32
Student 3	24	29
Student 4	25	34
Student 5	22	35
Student 6	14	29
Student 7	12	28
Student 8	15	33
Student 9	13	28
Student 10	17	49

Based on the data of the above tables, there are the results shown in following tables and the chart on the average reference words from the students in the experimental group as well as the control group. Also, there are presented the following short specific tables of data analysis and results of the experimental group and the control group by gene.

Table 4.2.3 Mean of words of the experimental group

	Mean scores	Std. Dev.
Words	45,6	3,32

Table 4.2.4 Mean of words of the control group

	Mean scores	Std. Dev
Words	32,3	6.22
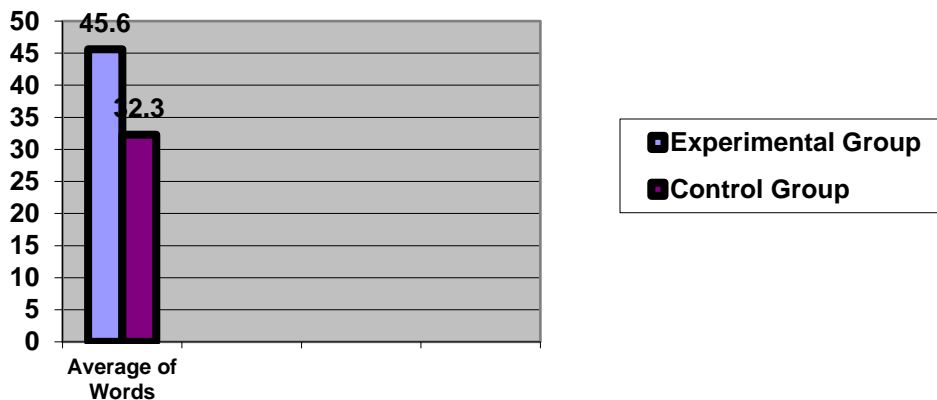
Table 4.2.5 Mean and the Std. Deviation of words by gene
Experimental group

Gene	Mean	Std. Dev
Female	46	3,95
Male	45	1,87

Average of Words (Experimental Group)
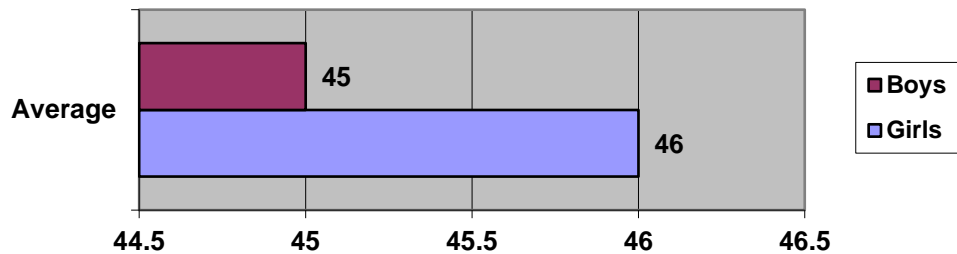
Table 4.2.6 Mean and Std. Deviation of words by gene
Control Group

Gene	Mean	Std. Deviation
Female	30,83	3,13
Male	34,5	8,61

Average of Words (Control Group)
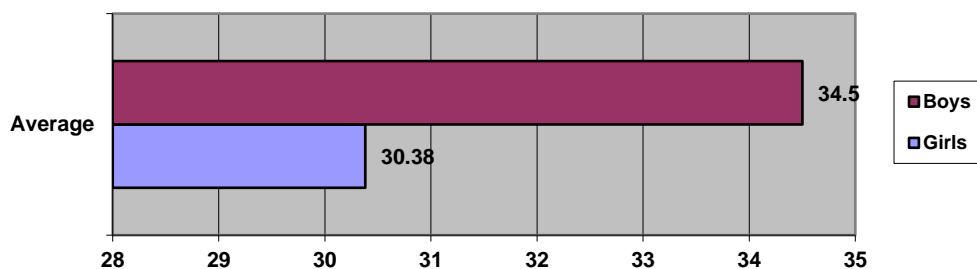
Word Spot

Second activity of the test was the spot of the words from the students. The teacher read the students a sentence in the foreign language and the students were asked to indicate the point phase in which reference is made. The following tables show the mean and standard deviation of students overall.

(1 = he/she immediately found the answer

2 = he/she found the answer with a little thought

3 = he/she found the answer with the help of the teacher

4 = he/she did not find the answer)

4.3.1 Table of Experimental group

Word Spot		
Students	Pre-test	Post-test
Student 1	3	1
Student 2	4	2
Student 3	3	2
Student 4	4	1
Student 5	2	2
Student 6	3	1
Student 7	3	1
Student 8	3	2
Student 9	3	1
Student 10	2	1

Based on the above data, the results obtained, are shown in the following table on the average word spotting of the students in the experimental group.

Table 4.3.2 . Mean and Std. Deviation
Experimental Group

Mean and Std. Deviation Pre- & Post- Test			
Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (Post-test)
3	0,67	1,4	0,516397779

Table 4.3.3 Control Group

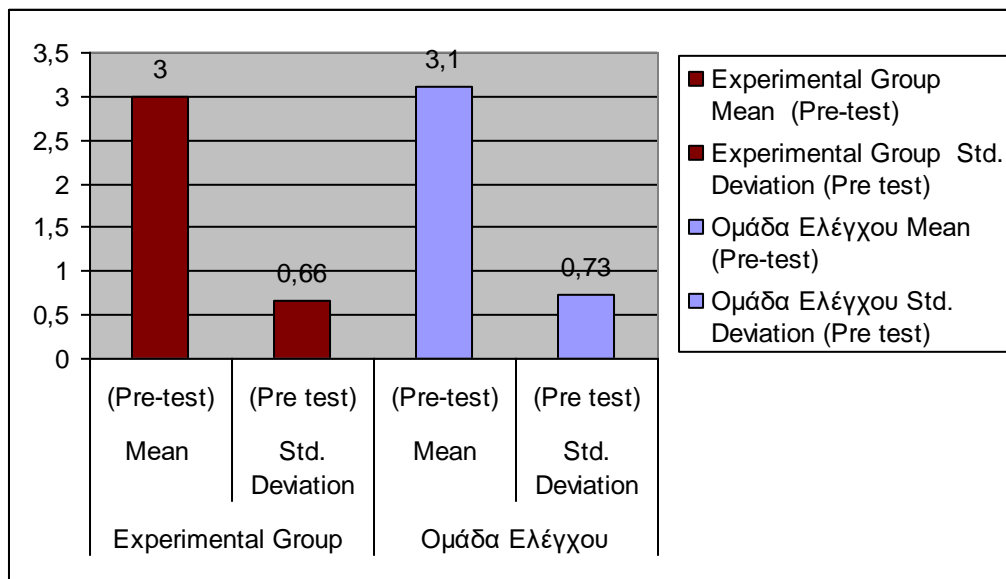| Control Group		
Students	Pre-test	Post-test
Student 1	3	2
Student 2	3	2
Student 3	4	3
Student 4	3	3
Student 5	2	3
Student 6	4	3
Student 7	3	2
Student 8	4	4
Student 9	3	3
Student 10	2	2

Based on the above data, the results obtained, are shown in the following table on the average word spotting of the students in the control group.

Table 4.3.4 Mean and Std. Deviation
Control Group

Mean and Std. Deviation Pre- & Post- Test			
Mean (Pre-test)	Mean (Pre-test)	Mean (Pre-test)	Mean (Pre-test)
3,1	0,73	2,7	0,67

Table 4.3.5 Comparative Analysis pre-tests

Experimental Group		Ομάδα Ελέγχου	
Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Pre-test)	Std. Deviation (Pre test)
3	0,66	3,1	0,73

Finally, we present a comparative analysis of averages of words spots of the experimental group and the control group from pre-test to post-test.

Table 4.3.6 Comparative Analysis post-tests

Experimental Group		Control Group	
Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (Post-test)
1,4	0,51	2,7	0,67
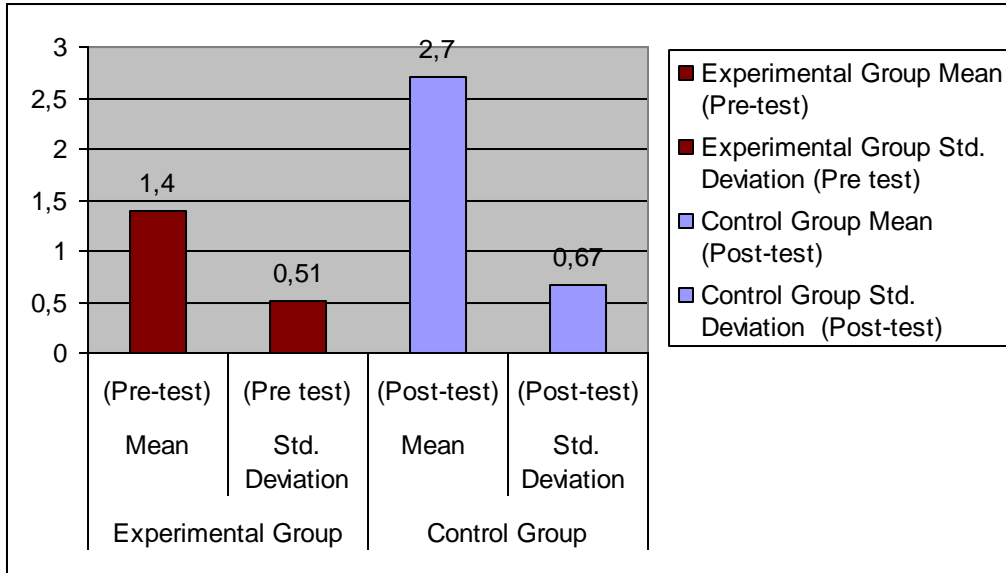
Creative Writing

The third activity was the completion of a sentence in the foreign language (English) by students. The teacher showed a sentence to students in the foreign language and they had to write a possible continuation. The following tables show the average and standard deviation of all students in each group.

(1 = correct completion 2= correct completion with minimal errors 3 = correct completion with a sufficient number of errors 4 = incorrect completion (due to the meaning, many errors etc.).

Table 4.4.1 Mean and Std. Deviation (total)
Experimental Group

Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (post-test)
3,2	0,79	1,4	0,51

Table 4.4.2 Mean and Std. Deviation (total)
Control Group

Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (post-test)
3,3	0,48	2,7	0,67

Follow the "Command"

In the last activity, the teacher gave the students some verbal instructions in the foreign language and students were invited to follow the mandate and to perform physically and linguistically. The following tables show the average and standard deviation of all students in each group.

Table. 4.5.1 Mean and Std. Deviation (total)
Experimental Group

Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (post-test)
3,3	0,67	1,4	0,51

Table 4.5.2 Mean and Std. Deviation (total)
Control Group

Mean (Pre-test)	Std. Deviation (Pre test)	Mean (Post-test)	Std. Deviation (post-test)
3,6	0,51	2,7	0,67

Interviews – Questionnaire

The analysis of data from the student interviews was transcribed from the recordings. Their analysis led to the formation of the categories for each question that are presented below (Table 4.5.1). Note that each student gave more than one answers for each category.

Table 4.5.1 Percentage of Students' Answers During the Interview

Questions	Categories	Percentage
Question 1		
What did you like most?	The occupation with topics of their d routine	80%
	Creative activities (drawings, constructions, posters)	70%
	Activities of Creative writing	80%
	Collaboration with classmates	90%
	Amusing environment	30%
	Projects Presentation	20%
	Role-play games	30%
	Drama play	10%
Question 2		
What was the most difficult thing?	I had not difficulty/ it was easy	30%
	Unknown words	20%
	Searching for information from various sources	20%
	Projects Presentations	10%
	Creative writing activities	20%
	Collaboration with classmates	40%
Questions 3		

What would you like us to change?		
	I would not like anything to change.	80%
	I don't know/answer	20%
Question 4		
What did you learn in the foreign language that you didn't know?		
	To write texts in English	50%
	To communicate orally	40%
	New words	70%
Questions 5		
a. Would you like to participate in such a project next year?	Yes	100%
b. Why?	…because I liked the activities of crea writing and expression	80%
	…to learn more things	60%
	…to learn better English	20%
	…to meet and collaborate with classmates	40%

1st question
Regarding the first question posed to the students of the teacher /researcher, about what they liked most during the experimental intervention, a large proportion of students (90%) reported the collaboration with their peers in the group, as well as the fact that it dealt with issues of interest to them (80%) and work with creative writing (80%).

2ⁿᵈ question
In the second question, the teacher asked students to answer about what they found more difficult. The data obtained show that many students (40 %) found it difficult to work in the team, although the teamwork was something they liked , as demonstrated by their answers to the previous question. Some of the responses to this question were as follows. Some students answered that they had difficulty in something during the project or that it seemed easy, while other students (20 %) reported that they made it difficult for them to complete creative writing activities.

3rd question
Concerning the third question, the teacher asked students to answer what they liked to change on the project and the procedures followed. Students for the most part (80%) answered that they would not like to do something different, as they liked the way the project was implemented.

4th question
Regarding the fourth question, students were asked about what they think they learned in the foreign language, ie what they can do in English that they could not do before their participation in the project. Students in the majority answered that they learned new vocabulary in a foreign language (70%), while also, 50% of students reported the writing skill development.

5th question
In the final question, students were asked to answer whether they would like to participate in the project next year. All students responded positively and enthusiastically to this question, when asked why they wanted to participate again in the project. Students gave a variety of responses, with most (80%) reported the creative writing activities and the acquisition of new knowledge (60%)

Conclusion
It is true, according to the survey results that the intervention was highly successful. Students showed great interest from the beginning to the completion of the intervention. The excitement about the innovative way of working and learning motivated them towards language development both in the classroom and outside the school environment. The issues dealt with by the participants were foregone by the Environmental Studies to be relevant to students and to identify with their skills and interests. In addition, working in groups gave students ample opportunities for interaction and interdependence at work while helping them learn to cooperate and follow democratic procedures in the classroom and demonstrate the importance of learning from those he works with (Krechevsky & Stork, 2000).

 Indeed, the learning effect was a collaborative and enjoyable process where students felt comfortable to express their ideas, play, participate and learn. Furthermore, interaction with peers and the encouragement by the educator to the students seemed to help them gain confidence and desire to learn a foreign language. Besides, the games as a means of learning was something new for them. The teacher / researcher tried to create a learning environment that gives many stimuli to children, creates opportunities for each student separately, taking into account the inclinations and interests of students, the pace and speed of assimilation of matter and of course all these have helped in the success of the intervention.

During the intervention many teaching aids and teaching techniques were used with the aim of multisensory learning and the cultivation of creative thinking of students in a friendly, safe and playful environment. More specifically, the use of multimedia in every meeting as well as the encouragement of pupils for participation in experiential type activities was a new experience for them in the classroom while learning English as a foreign language. Role-playing games, activities creative writing, paintings, collages, computer use reinforced the linguistic development of students, their social skills, their autonomy and their capacity for lifelong learning.

Additionally, with the analysis of the results a significant improvement of students in the experimental group was noticed. More specifically, it became apparent that students in the experimental group who participated in this creative and psychomotor training program showed bigger and better results than students in the control group. Besides of course, of the positive cognitive effects, students in the experimental group showed a clear preference, pleasure and satisfaction throughout the educational intervention, as stated in the answers to a questionnaire which was distributed to students. Thus, it becomes apparent that the teaching process in conjunction with the game and not based on traditional teaching methods help dyslexic students and push them towards learning a foreign language.

The bibliography supports that the implementation of interventions based on games (creative writing and motor ones) for learning English as a foreign language enhances the development of skills in the foreign language, as significant improvements in all four skill areas are presented. Specifically, studies have demonstrated that learning based on movement and creativity lead to significant development of communicative skills of students both verbally and in writing. Regarding the first research question of this research study on whether the motor activities and creative writing activities contribute to the development of speech of dyslexic students in the foreign language, the survey results are very encouraging and show a significant apparent increase in the level of the students in English language and it also shows the post-control. Also, regarding whether the motor activities and creative writing activities help create incentives for students' learning through recreational and constructive learning processes, it can be argued that motor games, activities of creative writing in conjunction with the theme of the Study environment gave plethora of motives to students to learn and participate. Besides, the game, the students can learn effortlessly and spontaneously. Furthermore, on the question of whether implementing a program based on motor activities and creative writing activities for learning English as a foreign language will enhance the social interaction of students with dyslexia, it is evident with the recordings made that students have developed at large their social and communication skills as well as skills of mutual respect, mutual aid and the idea of totality and the team ! Finally, with regard to the question whether implementing a program based on motor activities and creative writing activities for learning English as a foreign language will develop cognitive and post cognitive skills of students with dyslexia, before despite the fact that it was quite a demanding piece with very careful and substantial involvement and effort by the teacher, the students through the results seemed to have developed their cognitive skills as well as by the recording rewards to the development of post cognitive skills were observed and students learned how to learn and what to learn.

Regarding the results of the initial and final test it is worth to emphasize that the intervention helped students / surrogate partners improve in all four areas of language skills in the foreign language skills and of special interest is the fact that all students showed improvement. Meanwhile, according to the analysis of diary records, during the intervention there was an attempt to develop the language skills of students , which was successful since participants were able to read sentences, to understand the spoken word, to produce their own their oral and written piece and of course it was confirmed that through the implementation of a project by motor and creative games and activities creative writing in the foreign language students have the opportunity to understand the language by using it in circumstances with "meaning" and to conquer simultaneously by learning the language, language skills and its content (Huyen, 2003).

The analysis of diary records suggests that participants entertained themselves while learning, and participated in experiential and playful activities and were given opportunities for creative work. Also, it is particularly important that students understand how they can use the talents they have to produce their own work and gain knowledge and learning effortlessly. So it could be argued that the multisensory learning achieved its goal (Favorini et al., 2011, 2012)

Interviews with students confirmed once again that students enjoyed the procedure and managed to learn a foreign language. They stressed that ultimately the learning of the English language is a very easy and fun trip as long as boring methods are not applied. Of course, the higher interest, the enthusiasm and appetite of all students facilitated the smooth flow of the intervention and of course its success.

The citation notes that the kinetic activities (Sorensen, 2007) and creative writing activities (Kotopoulos, 2013) help the students greatly and the findings of this research confirm and reinforce this view since the implementation of psychomotor interdisciplinary and creative projects even helped students with dyslexia to learn a foreign language, let alone the English language which is considered particularly difficult.

More specifically, as shown by the data analyzed a playful project which was based on the interests and needs of students led to growing inquiry skills while helping students to enhance their cognitive and post cognitive skills and to develop their learning strategies. As it is apparent from the diary records the participants during the meeting for the project learned to present the information, develop their critical capacity and use the spoken and written word in English as a foreign language. Still, it was observed that gradually students developed their curiosity and learned to plan learning actions.

Creativity and interdisciplinary approaches in accordance with the literature help the student to process and express themselves freely on various issues (Cone et al, 1998; Tzifas, 2006). By analyzing the results it became very apparent that student's creative thinking of s developed through all the interactive and creative activities designed by the teacher (Nichols, 1994). Also, the contact with a variety of topics and foregone everyday issues from dyslexics brought us closer to the students' knowledge, active participation, autonomous and collaborative learning in general, it is worth mentioning that it created and coined other trends in children (Ginsburg, 2007). During the first meetings with the students they seemed hesitant and uncooperative to each other, however, it evolved into a highly successful collaboration and a path.

Finally, it is noted that the implementation of a psychomotor interdisciplinary and creative intervention in the classroom while learning English as a foreign language for students with dyslexia is a time consuming process for their education, as it entails the detailed planning of activities in terms of their continuous guidance and support towards their students. The provided number of stimuli for opportunities for learning, finding the appropriate materials and supporting in the search and processing of material for the project by the participants themselves are prerequisites for the successful implementation of the method (Beane, 2009).

Summarising it is useful to mention that it would be good to implement more programs that help students with dyslexia. This requires a lot of hard work by teachers, but could be applied to various programs such as the role of board games in the language development of students, music and language development as well so students, coming into contact with a variety of methods that will be able to develop language, cognitively and socially. Of course an important

limitation is the number of students and the diversity in the appearance of different types of dyslexia. However, any interference can work constructively and helpfully towards students.

References
Greek Bibliography
Anastasiou, D. (1998), Dyslexia – Theory and Research, *Opseis Praktiki.*
Gkounti, A. (2010), Teaching English as Second Language to Dyslexic Students, Research Papers in Language Teaching and Learning, Athens, *Open University of Greece*.
Griva, E., & Semoglou, K. (2013), Foreign Language and Game: Physical activities of creative expression in the first years of primary school, Thessaloniki, Afoi. Kyriakidi.
Anagnostopoulou, E., & Karakaskani, Ch. (2008), Activities of psychomotor and cognitive development, Athens, Pedagogical Institute.
Ioannidou, A. (2012), Creative writing to students of primary school, Postgraduate studies thesis, *Charokopio University,* Athens.
Karapetsas, A. (1991), Dyslexia in the child, Athens, *Ellinika Grammata*.
Koltsidas, P. (1993), Specific Learning Difficulty, Athens, *Ta ekpaideftika.*
Kostaridou – Eukleidi. (1997), The psychology of thinking, Gkikas Publications, Ethnos, Μάρκου, Σ.Π., Δυσλεξία (4η Εκδ.). Αθήνα: Ελληνικά Γράμματα, 1998).
Xanthakou, G. (1998), Creativity at school 4th edition, Athens, *Ellinika Grammata.*
Porpodas, K. D. (1997), The reading skill, Athens, Author's publications, pp. 276.
Stasinos, D. (2003), Learning difficulties of the child and the teenager, Athens, *Gutenberg.*
Stasinos, D. (1999), Dyslexia and the school: The experience of a one age research, Athens, *Gutenberg.*
Tzifas, A. (2006), The interdisciplinary in the new curricula and the teaching process, Athens, Atrapos.

International Bibliography
Asher, J. (1966), "The Learning Strategy of the Total Physical Response," The Modern Language Journal, 50, pp. 79-84.
Beane. (2009), Improving pupil group interaction and dialogue in primary classrooms: results from a year, Cambridge, Journal of Education.
Boder, E. (1971). Developmental dyslexia: Prevailing diagnostic concepts and a new diagnostic approach. In Mykleburst, H. R. (ed.), Progress in Learning Disabilities, Vol. II, Grune and Stratton, New York.
Chiappetta, L. (2012), Didattica del gioco e integrazione, Rome, Carocci editore.
Chiappetta, L. (2008), Didattica per l' integrazione, Rome, Anicia.
Cone, Werner, Cone, & Woods. (1998), Interdisciplinary teaching through physical education, Champaingn, Human Kinetics.
Critchley, S. (1970), *The dyslexic child, London* W. Heineman, p.11
Earnshaw, S. (2007). *The Handbook of Creative Writing*. Edinburg University Press.
Favorini, A., Cellamare, S., Zucca, St. (2011), S*tudiare per insegnare*, Milano, Franco Angeli.
Favorini, M. (2012), *Pedagogia speciale e formazione delgi insegnanti*, Milano, Franco Angeli.
Frith, U. (1997), Brain, *Mind and Behaviour in Dyslexia*.

Hulme, C. S., Ginsburg, K. R. (2007), *The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds*. Pediatrics, Vol. 119 (11), pp. 182-191.

Johnson, D. J., & Myklebust, H. R. (1967), *Learning disabilities*, New York, Grune & Stratton.

Landy, S. (2002), Pathways to competence: Encouraging healthy social and emotional development in young children. Baltimore, MD: Brookes.

Masuhara, H. (2009), *Simulation and Gaming*, Free Education Press

Morley, D. (2007). The Cambridge Introduction to Creative Writing. New YorkQ Cambridge *University Press.*

Myklebust, H. R., & Johnson, D. J. (1962), Dyslexia in Children, *Exceptional Children, 29, 14 – 25.*

Nichols, B. (1994), Moving and Learning. The Elementary School Physical Education, Experience. USA: *Mosby.*

Orton, S. T. (1966), The Orton Gillingham approach, *Hopkins Press.*

Orton, S. T. (1925), Word-Blindliness in school children. *Archives of Neurology and Psychiatry* (Vol.14).

Orton, S. T. (1937), *Reading, writing and speech problems in children*. New York, Norton.

Ramet A., (2007), Creative Writing, United Kingdom, *How to books Ltd.*

Richards, J., & Lockhart, C. (1994), Reflective teaching in second language classrooms. Cambridge: *Cambridge University Press*, pp. 16 -17

Sorensen, H., & Meyer, B. (2007), *Serious games in language learning and teaching – a theoretical perspective,* Cambridge, *Cambridge University Press.*

Snow, C., and Hoefnagel-Hohle, M. (1978), The Critical Period for Language Acquisition: Evidence from Second Language Learning. *Child Development.*

Snowling, M. (2000), Dyslexia, England, *Wiley Blackwell Publication*, p.89

Tomlinson, B., & Masuhara, H. (2009), *Simulation and Gaming*, Cambridge, Cambridge *University Press.*

Tomlinson, B., & Asher, J. (1979), Learning Another Language Through Actions*, Language Journal.*