

# **DYSLEXIA AND READING THROUGH COLOURED BACKGROUND IN GREEK PRIMARY EFL LEARNING**

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## **Abstract**

English Foreign Language (EFL) learning may constitute a difficult or even painstaking endeavour for any Greek learner but for a learner with Learning Difficulties (LDs) it may be an extremely demotivating experience. Students with LDs and in particular dyslexia have distinctive educational needs which stem from difficulties they may face in mastering reading and becoming proficient in writing and spelling. Bearing in mind the multidimensional aspects involved in the teaching of English to Greek young learners with dyslexia, this study seeks to investigate the teaching of the reading skill, probing into the effectiveness of the coloured instead of white background in paper so as to make the reading tasks more accessible to students with LDs, establishing a dyslexia-friendly environment. This case study's findings reveal that the reading performance of young learners with dyslexia can be improved and facilitated with the use of coloured background resulting to the development of reading accuracy. We also investigated teachers' perceptions on reading skills and behaviour of learners with dyslexia that proved to be very interesting. The results of the particular research are expected to contribute to the field of LDs towards further development of suitable practices in order to cater for readers with dyslexia.