

Picture This: Re-Thinking Academic Writing for Learners with Dyslexia

Dr Adrian J. Wallbank

Centre for Development of Academic Skills (CeDAS)



ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON

Workshop plan:

- 1) Why visual strategies...? Playing to strengths
- 2) The Brown method...and beyond
- 3) Reading strategies for dyslexics
- 4) Visualising academic writing
 - Macro structure
 - Micro structure

Current dyslexia provision in HE:

62 male dyslexic students:

- only 13% had accessed 'academic subject-specific support', but such support was thought desirable by 64%.
- The provision of taped lecture notes was used by only 3% but was wanted by 64%.
- Only 17% reported receiving the support they would like, and in the key areas of 'difficulties' facing dyslexic students, take up of support was less than encouraging.
- For academic writing skills, only 28% had sought support, but 54% would like to
- for organizing coursework, 25% had used support but 57% wanted to.
- Only 18% in both of these categories thought that there was 'no need to use' such support.

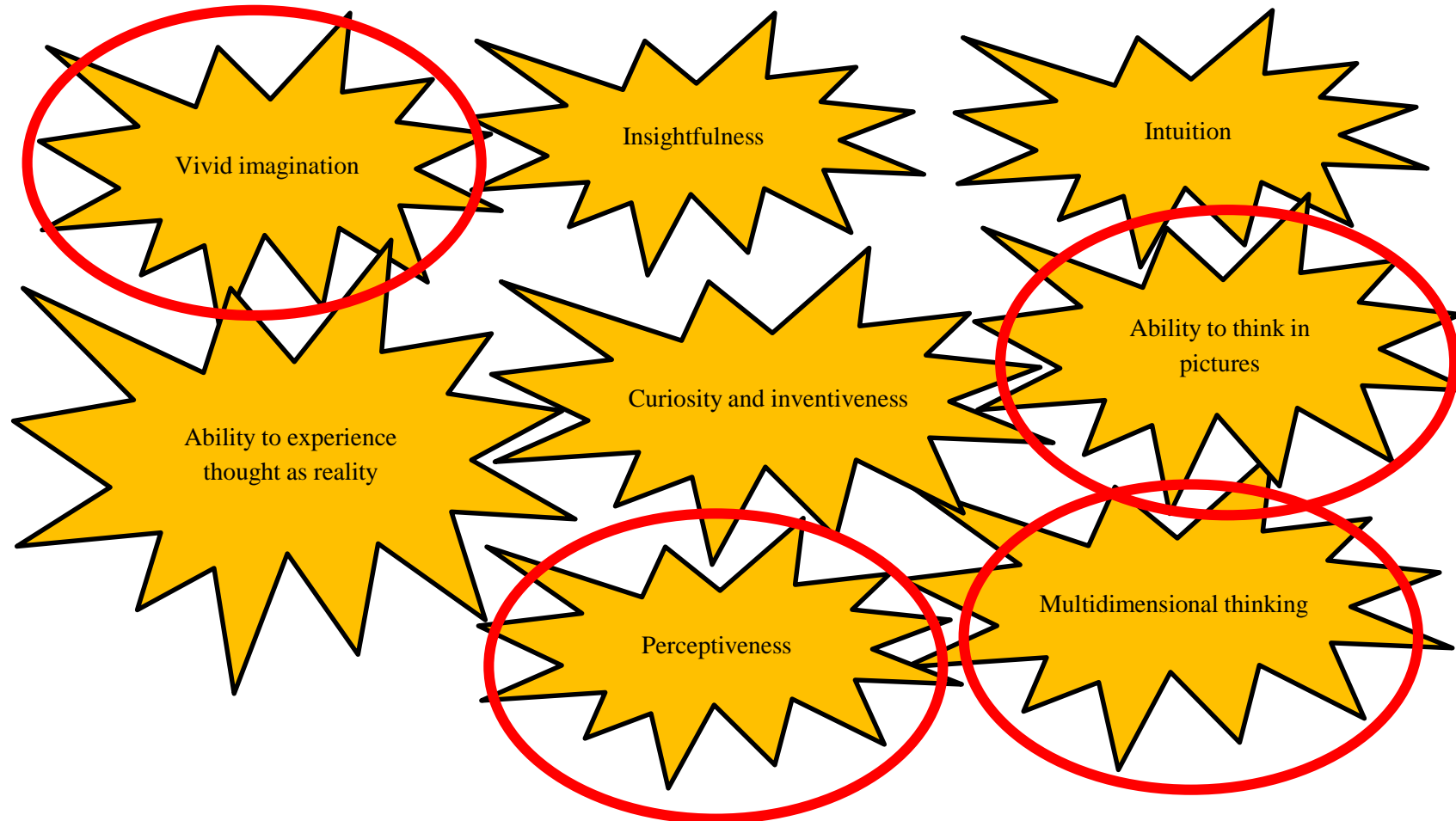
Investigations into what students claim they need and what they access shows a similar gulf in the statistics.

- 88% of the sample wanted support for structuring essays, yet only 47% had used such resources
- For academic writing skills, 82% wanted help, but only 34% had made use of the resources on offer

(Mortimore and Crozier, 2006)

Recent study skills textbooks / toolkits for students with dyslexia in HE – largely the same as generic, non-specialist study guides but with either larger font, thought bubbles, cartoon-like pictures which have little correlation with the core message

In the Forward to the third edition of Ronald D. Davis's famous book *The Gift of Dyslexia* (2010, p.xi), Linda Silverman highlights the 'essential gifts of dyslexics', these being:



‘Dyslexics think differently. They are intuitive and excel at problem-solving, seeing the big picture, and simplifying. ‘They are poor rote reciters but inspired visionaries’ - (Dr Sally Shaywitz, Overcoming Dyslexia).

‘We are the visionaries, inventors, and artists. We think differently, see the world differently, and solve problems differently. It is from this difference that the dyslexic brain derives its brilliance’ (Tiffany Sunday, author and expert on dyslexia and entrepreneurship).

‘The ability to see the big picture, to predict trends, to read customers, to think outside the box, to see patterns, to inspire collaboration among peers, to empathize, to synthesize information from a variety of sources, and to perceive possibilities from different perspectives. These are the natural talents of dyslexics’ (Silverman, 2010, p.xi).

‘I had to train myself to focus my attention. I became very visual and learned how to create mental images in order to comprehend what I read’ (Tom Cruise, actor and dyslexic).

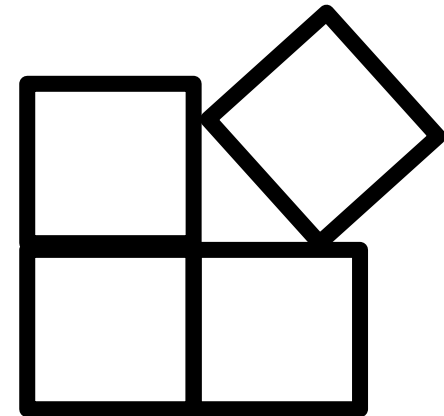
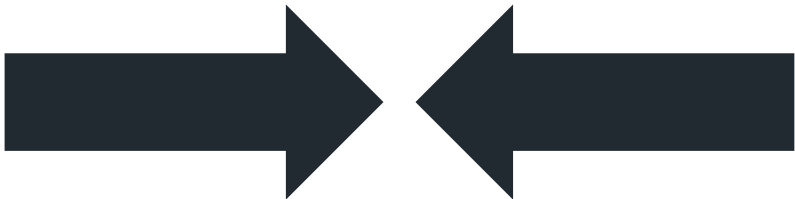
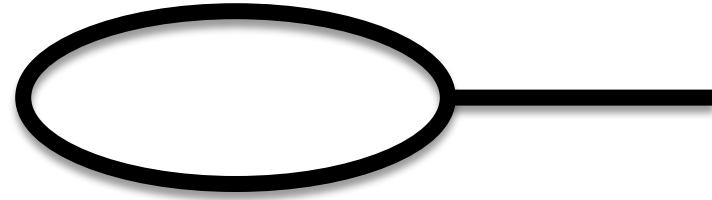
'I hear and I forget. I see and I remember. I see and I understand' - (Confucius – Chinese teacher, politician and philosopher).

'My school career was dismal. I had a very hyperactive mind, so my focus was just not there. My mind just tended to wander...My mind is very visual: I can see anything in pictures, and I always visualize things...It's how I'm wired. So, whatever you talk about, I'll see pictures in my head' (Glenn Bailey, dyslexic entrepreneur)

THE DYSLLEXIC EXPERIENCE:

Spotting fallacies and inconsistencies in arguments is an area in which you can excel. According to Eide and Eide (2011), dyslexic processing often leads to 'the ability to perceive relationships like analogies, metaphors, paradoxes, similarities, differences, implications, gaps and imbalances' (p.5) and 'unite all kinds of information about a particular object of thought into a single global or big picture view' (p.84).

Visualising meaning:



Spelling:

CONDUCTION:

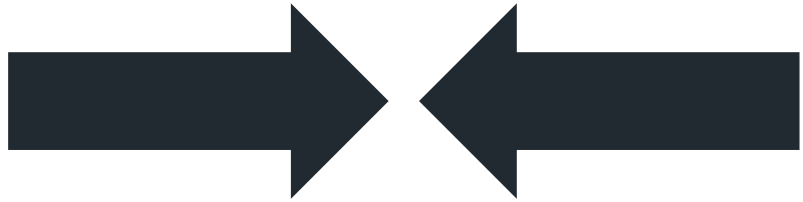
- How would you teach someone to spell this word?

According to a phonological approach, the word 'conduction' is taught using the syllables 'con' + 'duck' + 'shun'.

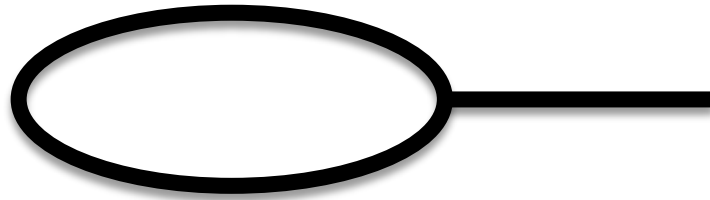
- Similarly, the OED indicates that the word ought to pronounced 'kən'dʌkʃ(ə)n'.
- Most frequent way of teaching the spelling of the word is by breaking it down into the following components:

CON / DUC / TION

Visualising meaning and spelling: the Brown method



CON



DUCT



ION

https://youtu.be/WD_CkJmpN5Y

Responses to the Brown method:

The British Psychological Society:

"An entirely new approach to teaching dyslexic children was reported by Dr. Neville Brown (Maple Hayes School for Dyslexics, Staffordshire). He has developed an 'icon-meaning' system whereby pictures are assigned to letter strings. His methods are likely to be controversial as they challenge the usual views about how to teach dyslexic children" (1983)

"Dr. Brown's advocacy of remediation via the use of a "unimodal" (visual) teaching method based on morphographemic units, actions and "Icons" has considerable appeal. If this approach enables children to avoid the information 'bottleneck' associated with phonological recoding, they may be able to comprehend textual material more adequately" (Pumfrey, cited in Lewis, 1995, p.3)

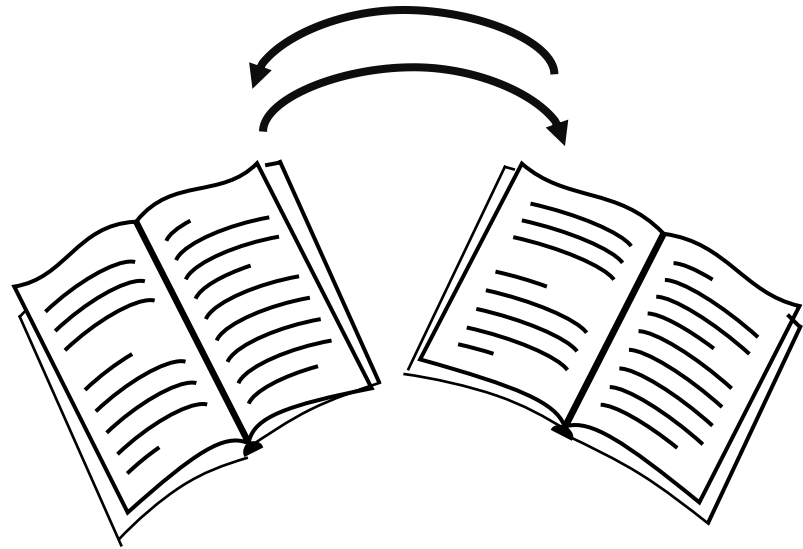
"The icon methodology has much to offer pupils with severe written language retardation or dyslexia. Because of its cognitive component and the integration of this with literacy across the subject curriculum, it has great potential for application to appropriately organised mainstream education, where it could be expected to be a preventative measure for underachievement. It deserves further consideration from everyone in education especially those with responsibility for placing children at taxpayers' expense" (Lewis, 1995, p.15).

í	Information relevant to the chapter's focus
í	Information and comparison between sources
=	"This implies...." Author's view based on the sources
?	Weaknesses in the survey, so caution taken
P=	Relevant viewpoint and conclusion
	Gap in the literature, waiting to be filled!
!	"Large numbers" means this is an important issue
?	A question whether US-based research is suitable
! P	Important conclusion for the chapter's focus

So what am I proposing?

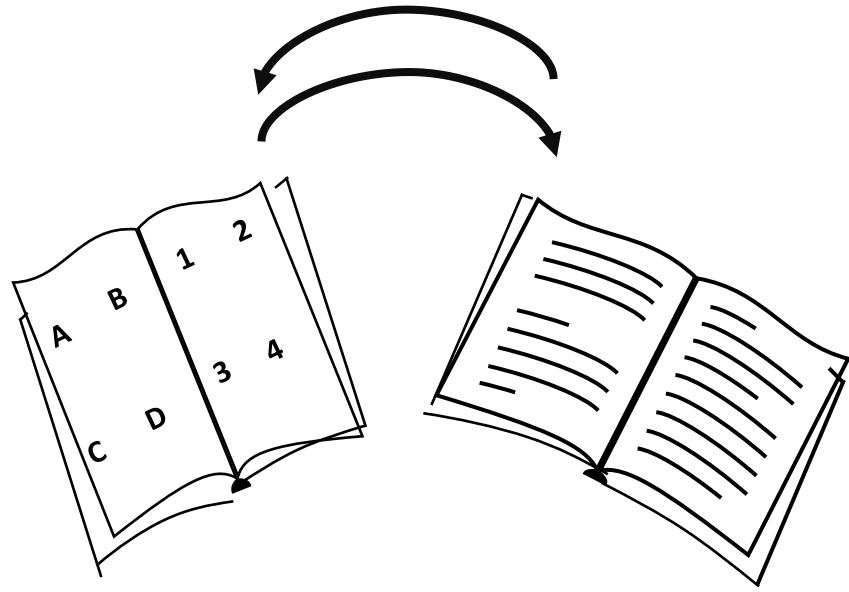
- 1) That dyslexia can only be dealt with via 'compensatory strategies' and that when these fail, increasingly complex / sophisticated 'compensatory strategies' need to be put in place so as to enable the continuation of 'self-scaffolding'.
- 2) That the core principles of good academic writing can be distilled into meaningful visual images, metaphors, templates and icons
- 3) That by understanding the 'big picture' in a visual manner the above system will play to the natural strengths of student writers with dyslexia whilst ALSO helping all students by being inclusive (Universal Design for Learning)
- 4) That 'seeing' and exploiting 'big picture' interconnectedness is vital, and that a reliance upon assistive technologies can be detrimental to this
- 5) That speed is often a productive way forwards, and that remedial 'slow down' approaches are detrimental

Dual reading:



Dyslexics often have a short-term working memory, which means that if you read a text for too long you will lose focus, read on 'autopilot' (you are reading the words but you're actually just daydreaming), or give up entirely. And because dyslexics need quick, immediate, preferably visual gratification, they often get bored by persevering with one reading at a time. One way around this is to alternate between two chapters / books or articles. Read a paragraph, summarise it, have a break, and then flip to another text you are working on. This might sound confusing (and perhaps it is to the non-dyslexic), but dyslexics, as Eide and Eide have suggested, often excel at multidimensional or 'multiframework approaches' that 'engage their ability to see interconnections' (2011, p.174) so why not give it a go! It allows you to pursue multiple interests at once, 'resets' your concentration, and it helps you sustain focus whilst also covering a lot of ground.

Dual assistive reading:



This is a very similar technique to that outlined on the previous slide, but instead of alternating between two different academic texts, the aim here is to alternate between a textbook / study guide / introductory website and an academic text. This is a variation of a strategy which Eide and Eide accurately term 'pre-equipping', whereby students read sections of the textbook / study guide or introductory website first to get an accessible, student-friendly overview or 'big picture' of the subject (2011, p. 177). Here, however, you alternate these readings with more in-depth academic texts on the same topic. This will allow you to flip between 'big picture' introductions and technical / scholarly detail so that you can situate the latter into its context more easily. Importantly, this technique also allows you to associate new information with what you already know from the textbook / study guide / introductory website. This has an important effect on reinforcing, consolidating and scaffolding learning. Again, try reading a paragraph or two, summarise it, and then flip texts – don't get bogged down in reading too much from either text without flipping, or your attention will wane.

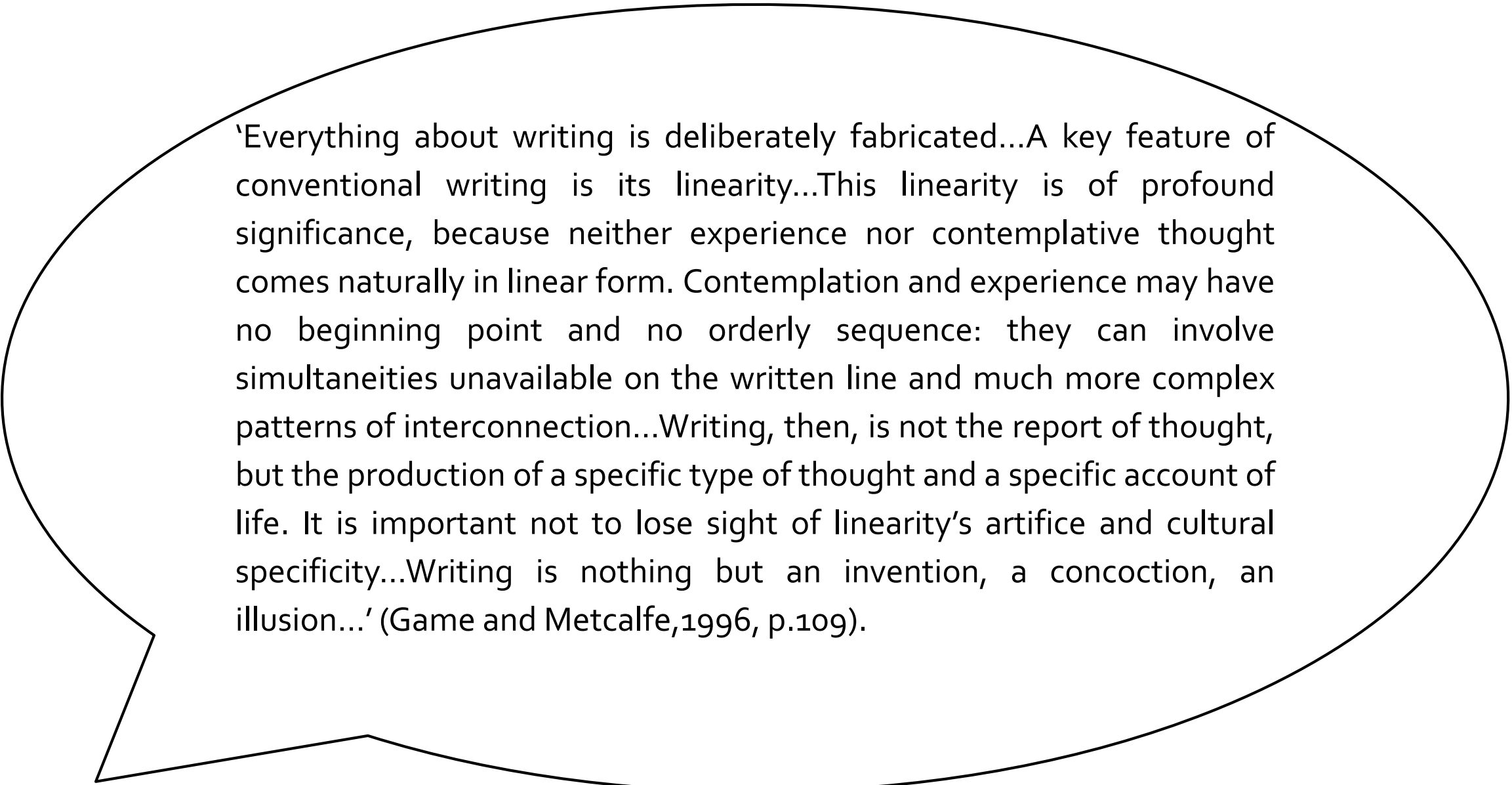
Text scrolls / 'text-mapping':

One method of skimming in order to see the 'big picture' is to produce a scroll. This is also known as 'text-mapping', and was devised by R. David MiddleBrook (1990). The scroll is an effective way of skimming backwards and forwards across the text so as to get an immediate, overall impression of the article, especially when you have marked up the text with your own very brief notes. The way to produce a scroll is to:

- 1) Print the article / chapter out on single sided paper.
- 2) Make notes on the text / highlight the main paragraphs, ideas or sections of relevance. These notes can often be one-word descriptions such as 'introduction', 'background', 'data', 'theory', or 'benefits of consumerism'. You can add to these brief evaluations such as 'useful', not 'useful', 'maybe useful' depending on what works best for you.
- 3) Lay the papers out in order and Sellotape them together.

[illegible]

Sequencing and ordering ideas:



'Everything about writing is deliberately fabricated...A key feature of conventional writing is its linearity...This linearity is of profound significance, because neither experience nor contemplative thought comes naturally in linear form. Contemplation and experience may have no beginning point and no orderly sequence: they can involve simultaneities unavailable on the written line and much more complex patterns of interconnection...Writing, then, is not the report of thought, but the production of a specific type of thought and a specific account of life. It is important not to lose sight of linearity's artifice and cultural specificity...Writing is nothing but an invention, a concoction, an illusion...' (Game and Metcalfe, 1996, p.109).

The Dyslexic Experience:

Given that dyslexics tend to find that their thoughts to wander off onto tangents, it can be tricky to maintain focus and perspective. As Eide and Eide (2011, p.198) have observed, this often manifests itself in two ways:

'Including excessive and irrelevant details because they often see so many connections and levels of meaning between ideas'. In other words, the student wanders away from the task / focus.

Including too few details because they either 'see so much detail in their heads that they forget how little they've communicated' or they experience 'working memory overload before they can get everything down on paper'.

What's wrong with this?

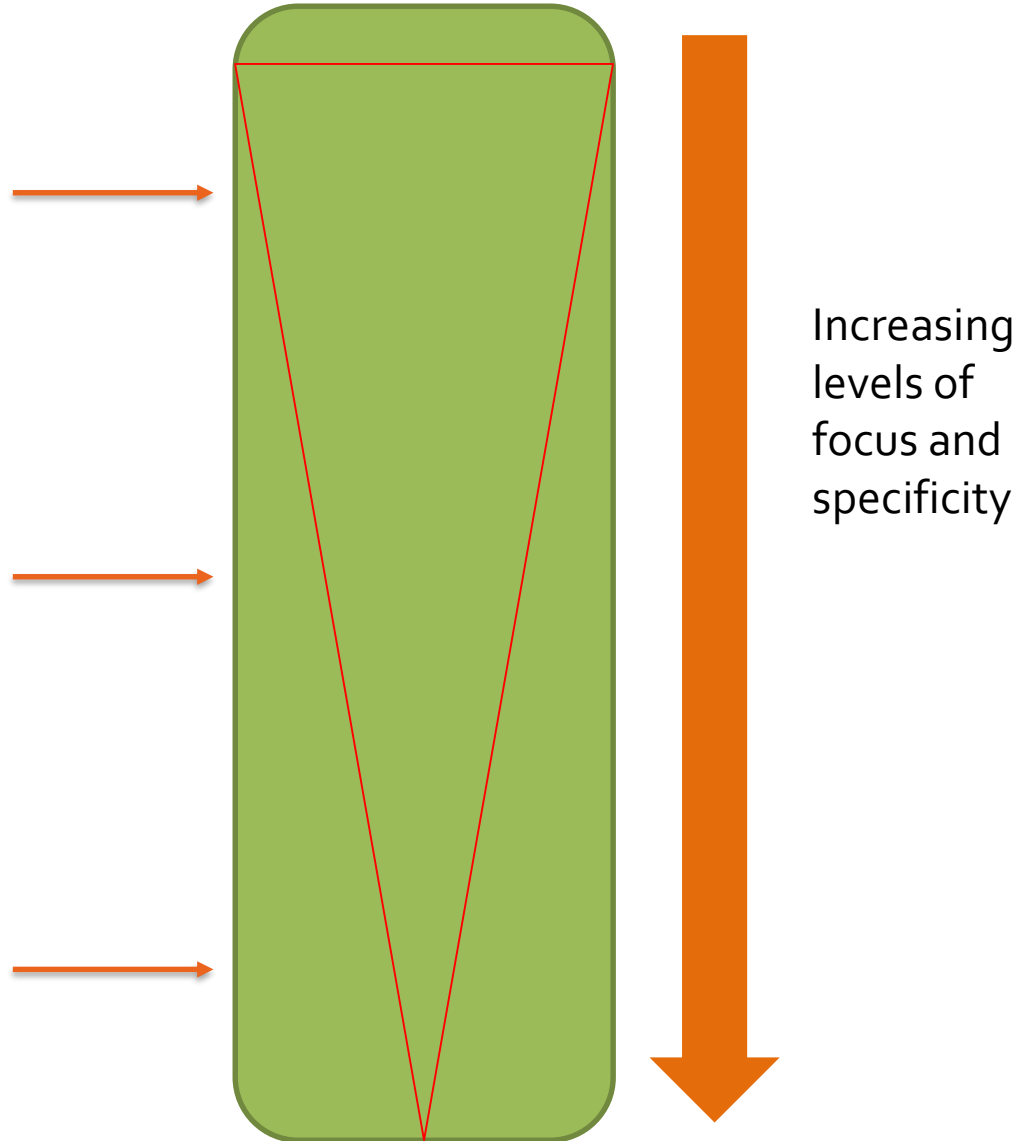
1 With the onset of recession in the early 1970s, most western European states abandoned their 'open door' immigration policies of the post-war reconstruction and economic boom period and resorted to tough and restrictive immigration controls. The 1951 Convention does not set out an unconditional 'right to asylum' because states would not have agreed this extent of loss of sovereignty over the asylum issue and thus their borders. At that time, asylum-seekers were, coincidentally, starting to arrive at unprecedented levels and continued to do so in the following decades. However, states cannot simply deport those seeking refuge within their territory without due process, to ensure that refusal of protection and deportation do not violate the Convention's *non-refoulement* principle. Asylum-seekers are thus safeguarded from unsafe deportation. The Convention became important for the prospects of refugees to Western Europe when asylum applications made in Western Europe increased from 104,000 in 1984 to 692,000 in 1992, thereafter declining, only to rise to 350,000 in 1998 and about 400,000 in 1999. Western European states, therefore, were eager to keep them, just like other immigrants, out.

Logical structure for discussion (main body paragraphs) :

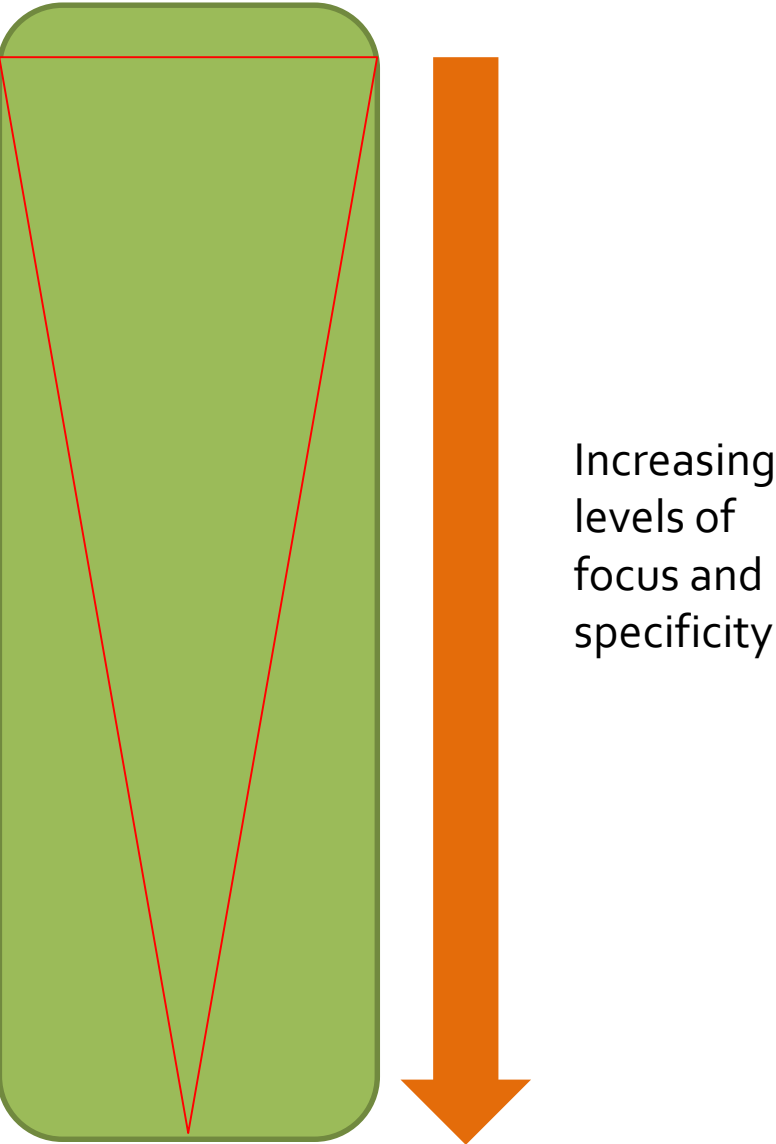
Foundations,
definitions,
principles, theories
etc.

Evidence,
discussion,
consideration of
alternative
arguments, start to
prove argument

More specific
evidence, focus and
detail to prove
argument

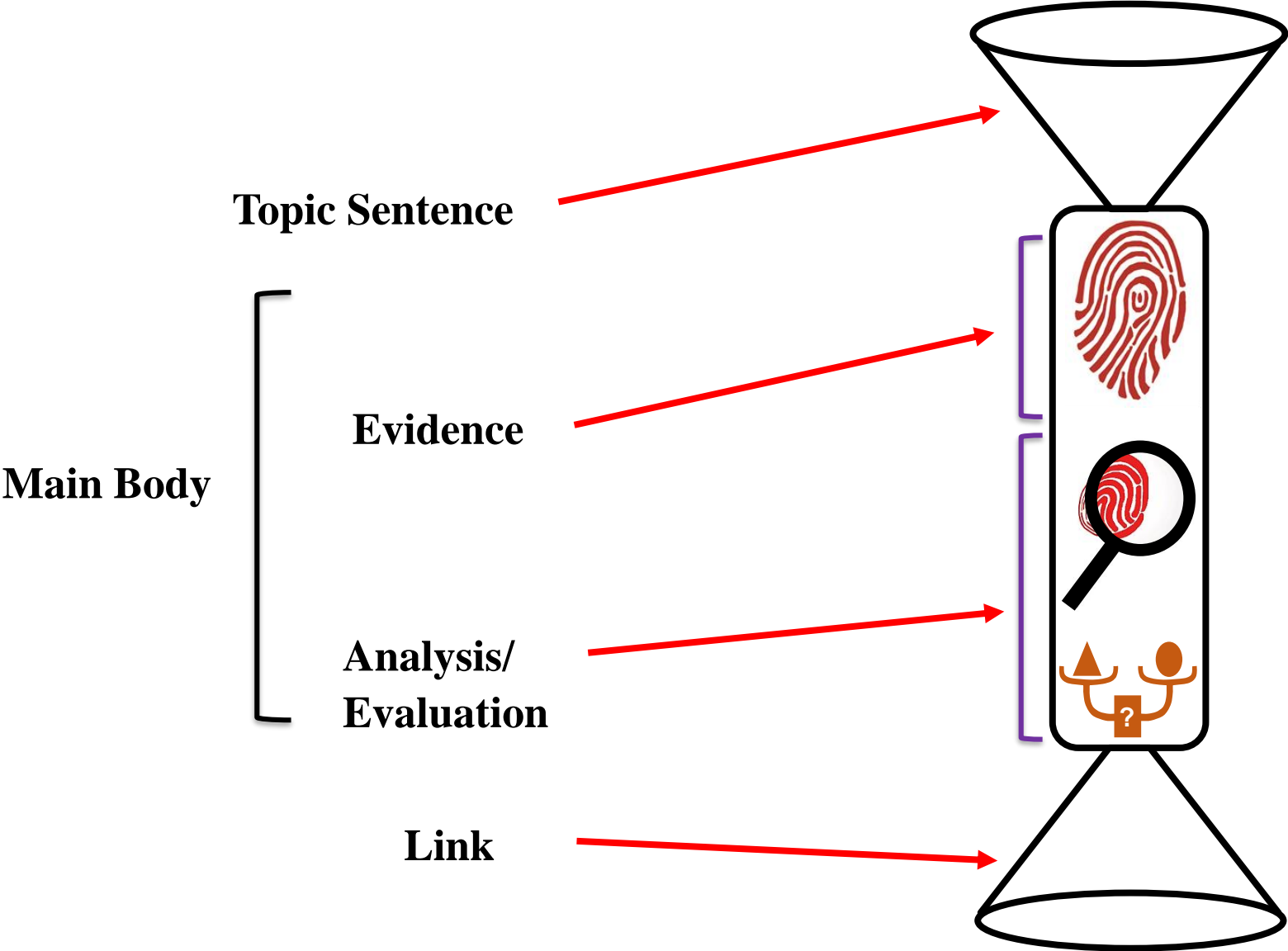


Logical structure for discussion (example):



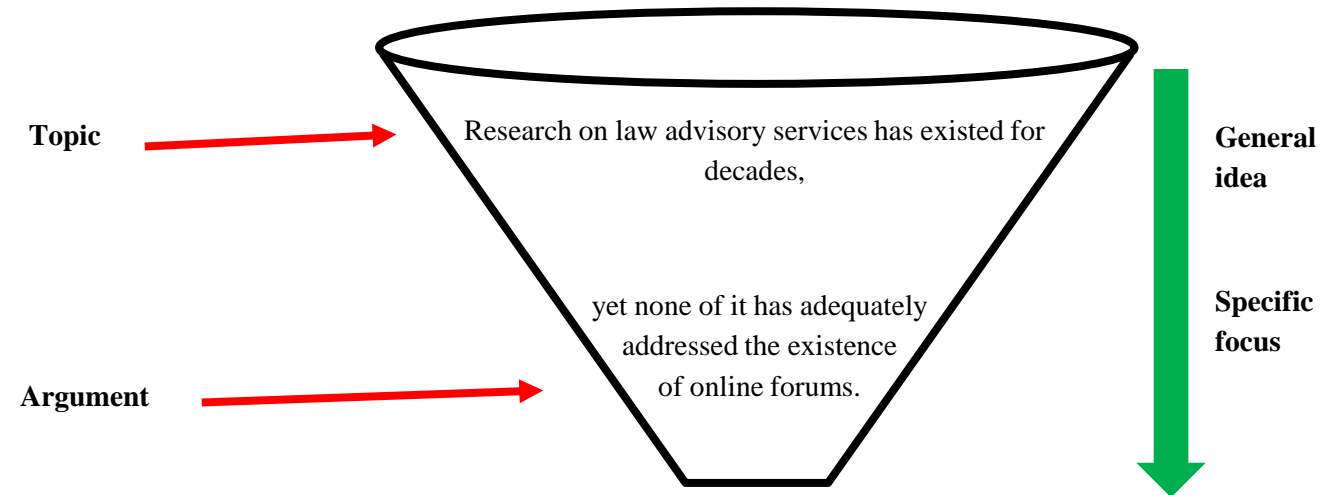
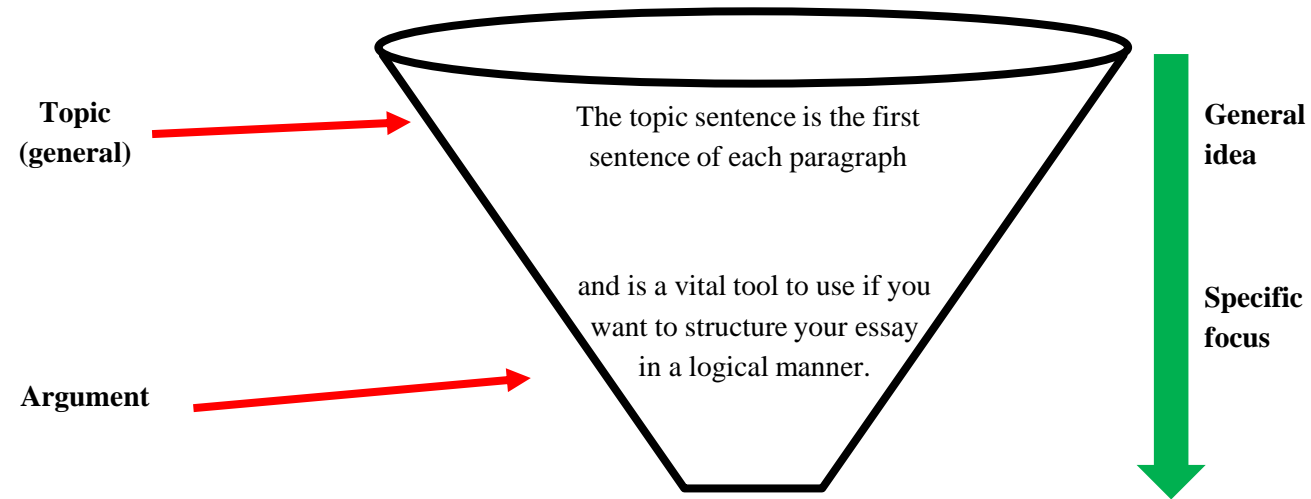
Para:	Discussion: (essay about Elizabeth Inchbald's <i>Nature and Art</i> – was the island of Zocotora its inspiration?)
2:	Early European writers interested in Zocotora and its monsters (16 th century maps, drawings and various spellings – all of which imply wild, untamed territory)
3:	Inchbald more likely to have encountered contemporaneous histories and publications (examples and discussions)
4:	Inchbald interested in geography (evidence)
5:	Evidence that 2 contemporaneous religious books offered Inchbald inspiration
6:	No actual proof Inchbald was inspired by any of the above
7:	Cultural trends and why they point towards the attractiveness of Zocotora for both Inchbald and her readers
8:	Aesthetics of romanticism and why Zocotora is attractive

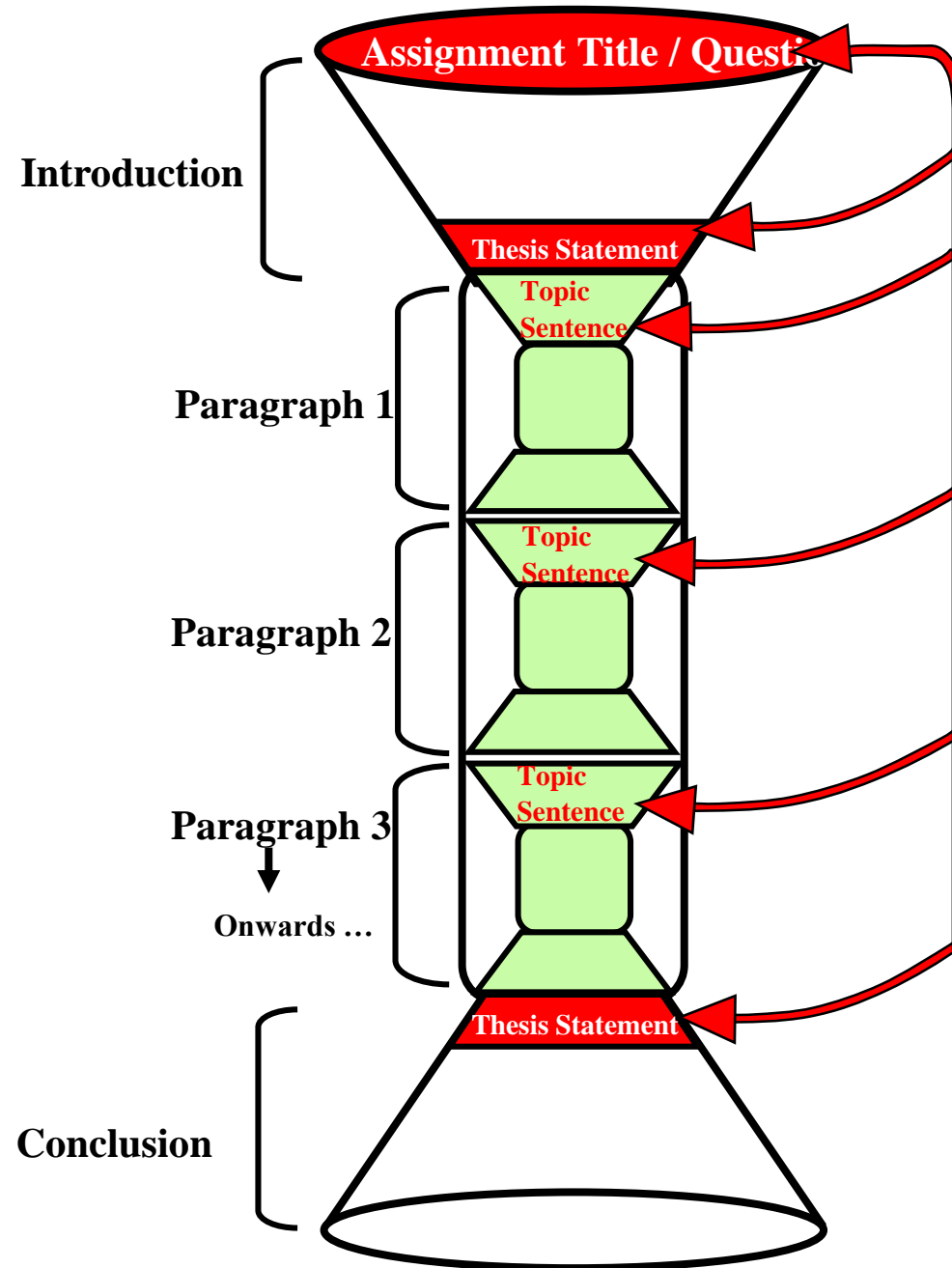
Paragraphing:



Wayward topic sentences:

- 1) The benefits to science are immense.
- 2) The first of these is atmosphere.
- 3) Weinberg and Pehlivan (2011) have provided recommendations on investing in law textbooks, formed from research they have conducted.
- 4) Research on law advisory services has existed for decades, yet none of it has adequately addressed the existence of online forums.
- 5) A particular difficulty in English criminal law is that many serious offences such as murder, manslaughter and conspiracy to defraud derive from common law rather than statutes.





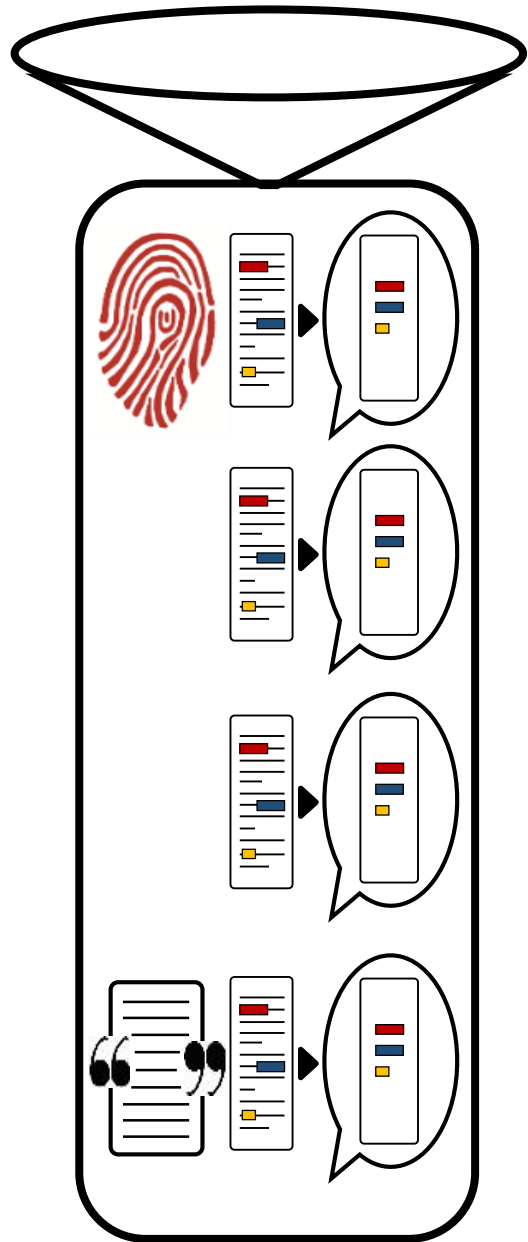
Integrating evidence: 'parachuting'



Research on law advisory services has existed for decades, yet none of it has adequately addressed the existence of online forums. 53% of people now say they seek advice via the internet, so law advisory services are no longer as popular.



Research on law advisory services has existed for decades, yet none of it has adequately addressed the existence of online forums. Online modes of seeking advice are becoming increasingly popular, and as Jones (2015) has demonstrated, 53% of people seeking legal advice for employment related issues say they acquire advice via the internet following recent cutbacks in face-to-face provision and the subsequent lack of accessibility.



Although somewhat contentious, it is possible that arranging workforces into teams may lead to high levels of employee performance. It has been claimed that when an individual worker is positioned in a team, they can draw on the knowledge and skills of their peers and thus maximise their ability to function effectively (Fenwick 2006; Landri 2014). Organising a workforce into teams may also encourage workers to transcend their own self-interest and prioritise the collective good of the organisation (Guzzo and Ditson, 2012). Moreover, as Polanyi (2010) argues, if team members are able to participate in joint decision-making, then task motivation may increase. However, Hockman (1990) suggests that a high level of employee performance is “not inevitable” when a workforce is organised into teams. He claims that there is a tendency to “romanticise” the idea of the team and suggests that there is little empirical evidence to support the widespread belief that team-working is the most effective way of organising a workforce.


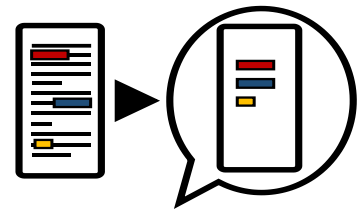
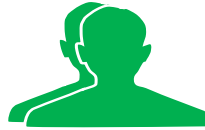
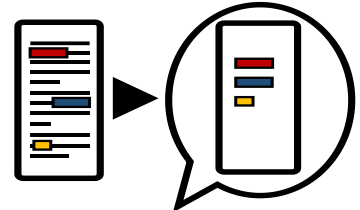

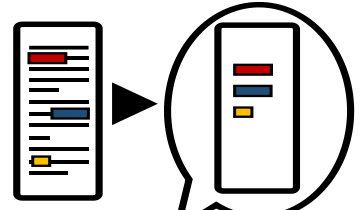

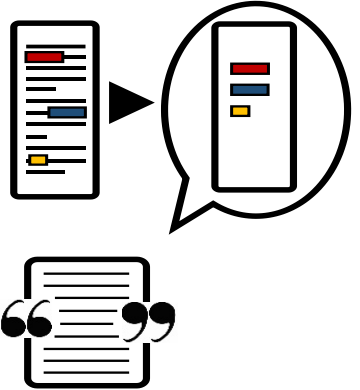
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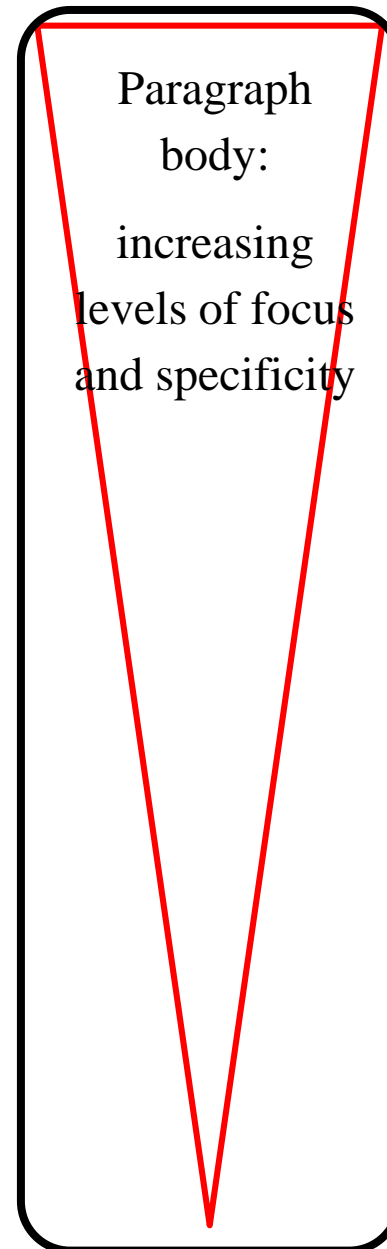
Purple: Summary of two sources for first piece of supporting evidence.

Green: Summary of source for second piece of supporting evidence.

Orange: Summary of source for third piece of supporting evidence.

Blue: Summary of source (with quotation) to introduce counterargument.

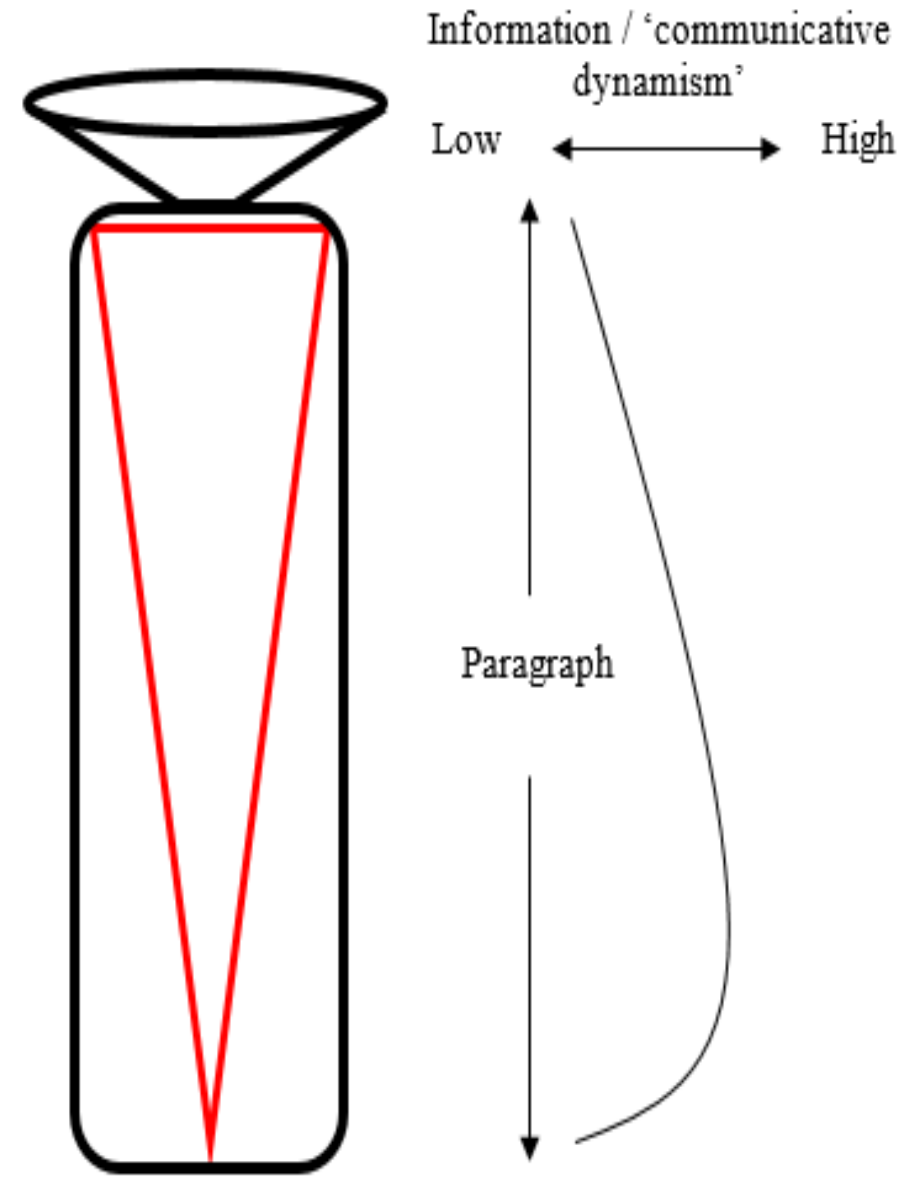
Source:	Quotation, summary or paraphrase:	Function:
 Fenwick and Landri		<p>Outlines the basic premise that it can be beneficial for individuals to work in a team as they can draw upon the skills of others, thereby maximising their own performance.</p>
 Guzzo and Ditson		<p>Builds upon the previous basic premise by outlining that teamwork can help people 'transcend self-interest'. The discussion is now beginning to get more detailed and specific.</p>
 Polanyi		<p>Increases the level of detail and specificity by linking teamwork decision-making to motivation.</p>
 Hockman		<p>Introduces a specific counterview to those expressed previously so as to introduce the idea of the issue being contentious. This provides a crucial platform from which the student can now develop their own specific argument and subject the sources to critical analysis and evaluation.</p>

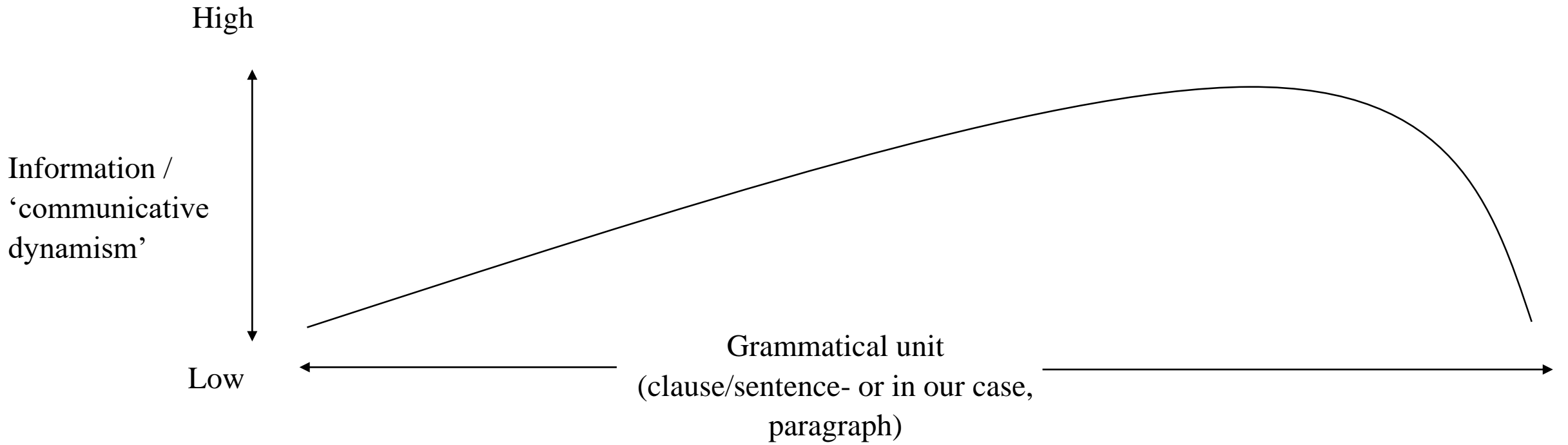


Incorporating 'dynamism':



Research on law advisory services has existed for decades, yet none of it has adequately addressed the existence of online forums. Online modes of seeking advice are becoming increasingly popular, and as Jones (2015) has demonstrated, 53% of people seeking legal advice for employment related issues say they acquire advice via the internet following recent cutbacks in face-to-face provision. But none of the most prominent recent examinations of law advisory services (Smith, 2014, Evans, 2013 and Whittaker, 2013) have examined online forums, and have chosen instead to focus upon issues relating to gender, disability and government austerity measures. Evans did consider the implications of what he terms 'the Facebook generation' (p.38), but given that his sample size was only 98 participants, his conclusion that online forums do not present a threat to face-to-face provision is to be treated with caution. Indeed, the research is now significantly out of date given recent changes in government policies, all of which have resulted in further cutbacks to law services, and his focus upon issues pertaining to land law is too restrictive to give us any real sense of the overall picture concerning legal online forums. As a consequence, research on law advisory services needs to shift its attention to online mediums if it is to understand today's service implications.





Words per sentence:	Topic sentence:	Evidence:	Analysis / interpretation:	Development of argument / interpretation:	Evaluation / implications:
	21	37	32	41 + 53	25

Dealing with and sequencing counterarguments:

Deal with counterarguments first:

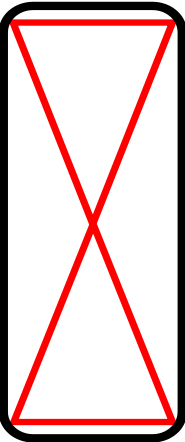
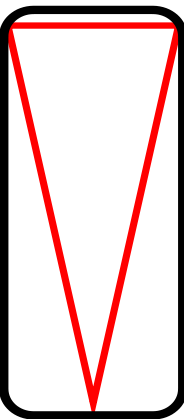
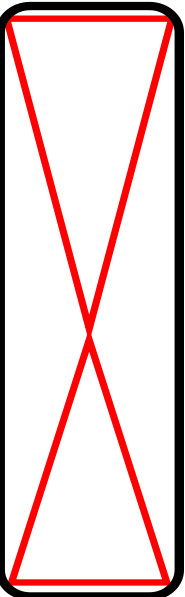
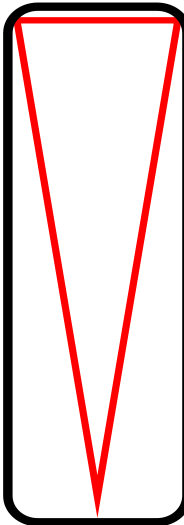
Jones and Smith (2016) have suggested that declining bee populations are directly attributable to loss of suitable habitats, especially wildflower meadows (which have declined by 70% since 1990). However, a far more plausible and compelling explanation for the reduction in bees in recent years has been the widespread introduction and indiscriminate use of neonicotinoid pesticides, which, despite a partial, temporary ban by the EU in April 2013, have had a devastating effect upon populations, especially in relation to the recent phenomena of Honeybee Colony Collapse Disorder (CCD), which is not the result of habitat destruction (as Jones and Smith contend) as this effects existing, previously healthy colonies.

Reporting
followed by
refutation

Dealing with and sequencing counterarguments:

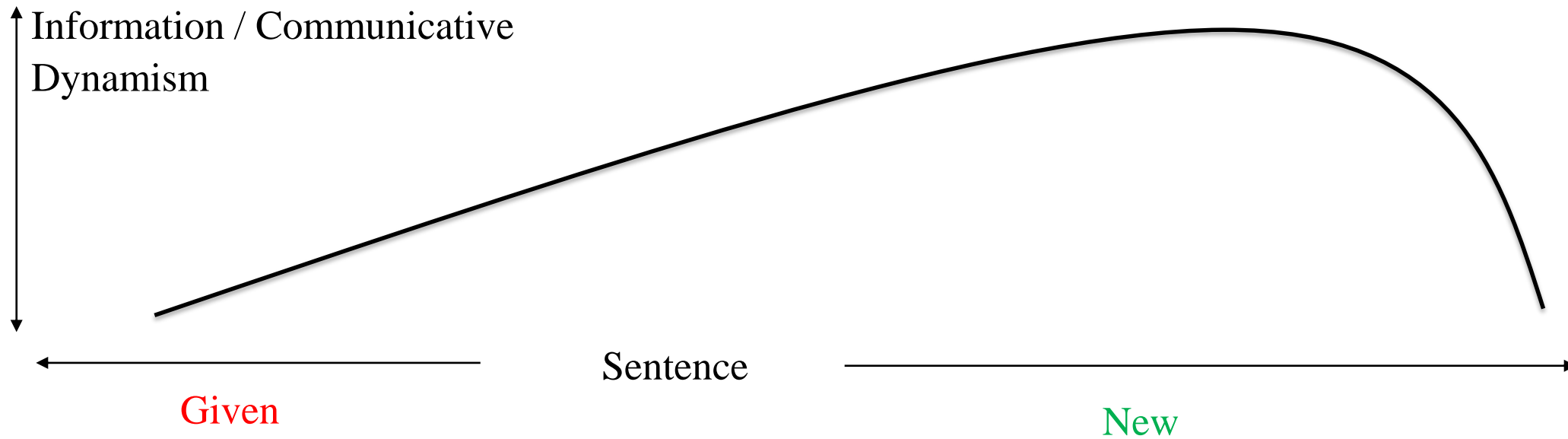
The issues raised by Jones (2014) were once economically valid and they were exonerated by the increases (in some cases of more than 25%) seen across all aspects of the oil industry. However, downward trends in productivity since January 2016 (- 10% in some circumstances) as a result of the declining price of oil has had a profound impact upon economic models of the type proposed by Jones and they are now in urgent need of reassessment.

Concession

Opposing argument refuted / conceded at the end:	Sequence of ideas:	Opposing argument refuted / conceded first (concession)	Sequence of ideas:
<p>Refutation:</p> <p>The recent discovery of a third mutation of Antarctic slime clearly shows that evolution is increasing rather than slowing at its secondary stage. This seems to disprove McNally's theory of evolution, in which she states that the existence of secondary slime shows that evolution is decelerating.</p>		<p>McNally's theory of evolution as decelerating hinges upon the existence of secondary slime (1990). However, the recent discovery of a third mutation of Antarctic slime clearly disproves this and shows that evolution is increasing rather than slowing at its secondary stage.</p>	
<p>Concession:</p> <p>The defendant was absent from the scene and had not authorised military force using the approved communication channels, so it seems plausible that Section 6 of the War Crimes Act would apply and he would be acquitted of the charge. This is despite the fact that the precedent set by Hiscock and Hassle (2003) rightly indicates that the defendant could be legitimately held liable for war crimes.</p>		<p>Although the precedent set by Hiscock and Hassle (2003) rightly indicates that the defendant could be held liable for war crimes, he was absent from the scene and had not authorised military force using the approved communication channels. It seems plausible, therefore, that Section 6 of the War Crimes Act would apply and he would be acquitted of the charge.</p>	

Sentence construction – reversing the priorities:

Sentences usually fall into four distinct categories: simple, compound, complex and compound-complex. Each of these sentence categories have their own distinct rules in relation to clauses, predicates, subjects, objects and verbs but none of this tells us what they are actually for. Research has shown that dyslexics need to understand and see the overarching purpose, aim or 'big picture' of a sentence before looking at the detail. This is a requirement which is opposite to traditional approaches which start with sentence construction (nouns, verbs etc.) and then work towards the purpose and aims (Eide and Eide, 2011, pp.192-3). Before starting your sentences, then, it is worth thinking about what sort of idea you want to express? What is your end goal and what do you want to achieve? What is the key message you want the reader to take from the sentence?



The defendant's claim is clearly inadmissible due to the specifications outlined in Clause 2:1.

Shakespeare's treatment of race has been problematised given the discovery of the Othello manuscript.

Sudden Ash dieback is increasing, but in laboratory tests, Ye (2017) has successfully halted its mutation.

This sequence enables the reader to start with information and topics which are familiar to them before being guided towards new, detailed information (the argument). The golden rule here is to ensure that the most prominent, important information is at the end of each sentence, as in the three examples above.

Sample sentence:

This paper argues that due to the lack of media frames in social and political spheres there is a difficulty measuring the media's power currently (25 words).

Amended version:

The power of the media is currently difficult to measure due to the lack of media frames in social and political spheres (22 words).

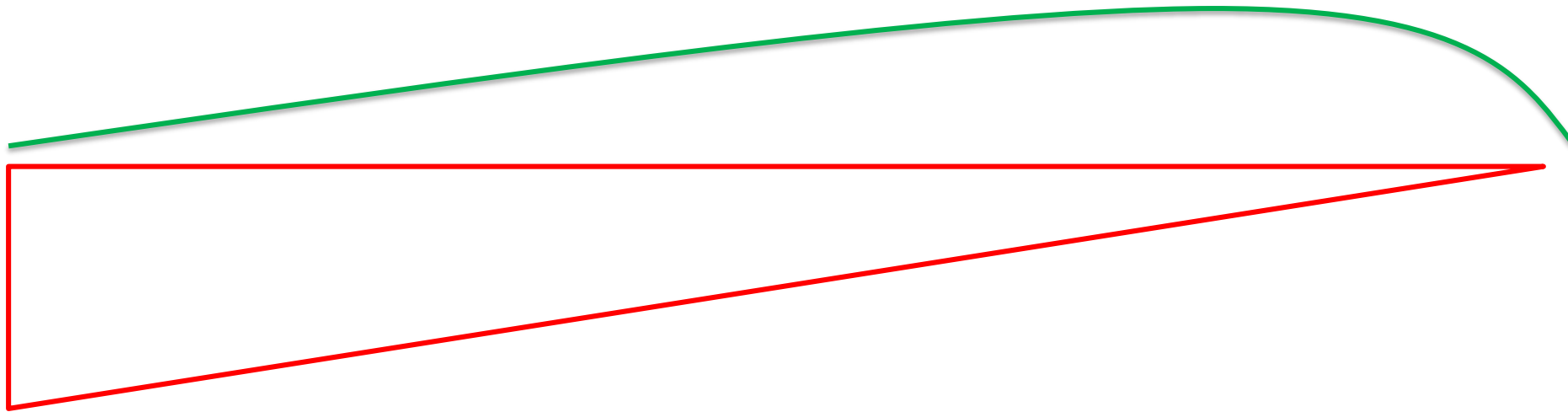
Comments:

The sentence ends awkwardly with an adverb and puts what is already known / given (methodological difficulties) in the priority position. Because of the awkwardness, the writer has signposted the argument at the outset in an attempt to compensate for the lack of clarity / precision. This increases the word count unnecessarily.

This example starts from what we already know and puts the new information at the end. The writer has also moved the previously oddly placed adverb into the middle of the sentence along with the key verb / action (measure), and because everything is clearer there is no need for the previous signposting. As such the sentence is more direct and emphatic, and clearly indicates greater confidence and 'voice'.

1) Descriptive, narrative and explanatory sentences

You should avoid too much description in favour of criticality, evaluation and argument, but there are times when you will need to describe, narrate or explain in order to introduce ideas or set out the background. The main purpose of a descriptive sentence is to inform rather than advance an argument. As such, the given to new sequence is still important, and there is an obvious narrowing of focus from the topic (or 'big picture') to detail (hence the triangle shape in the template below and the green 'wave' indicating 'communicative dynamism'). However, given that there is very little criticality, evaluation or argument, the triangle is red to indicate caution.

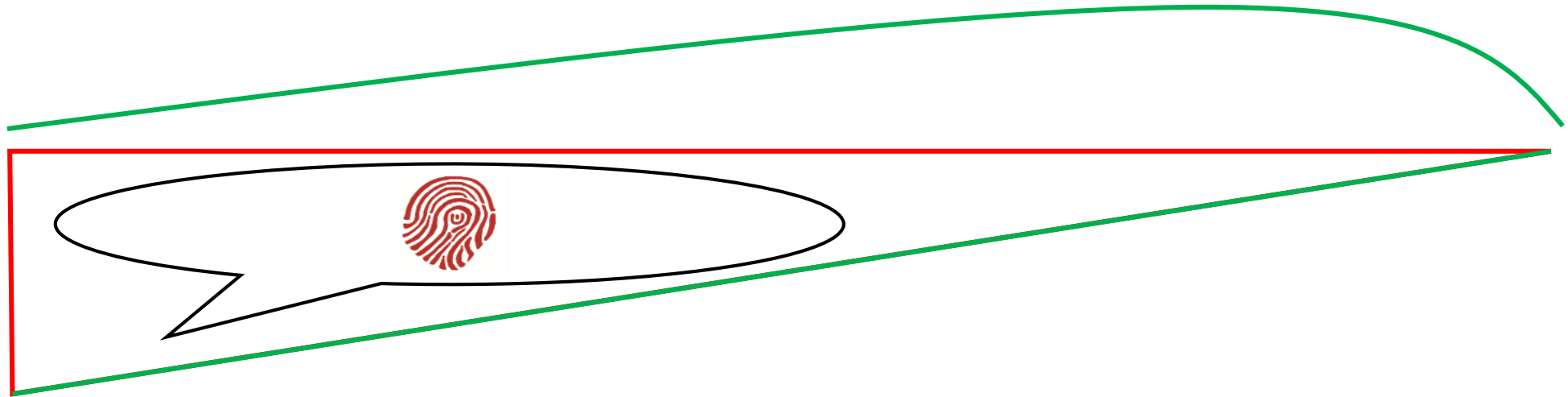


An electron is a fermion, so only a single electron can occupy a specific quantum state in a system.

Auschwitz Museum is a hugely valuable educational resource, attracting 1.4 million visits annually.

2) Reporting sentences:

These sentences are mostly used to introduce the ideas of others. They start with a reporting signaller / discourse marker, which as you can see from the template below, introduces the 'big picture'. The sentence then hands over the rest of the words to others, either in the form of a short quotation, some data, or perhaps a summary / paraphrase of their ideas (hence the use of the evidence fingerprint within the speech bubble in the template below). The top section of the template is red with a green narrowing of focus to indicate that although you are merely introducing / describing rather than analysing (and thus demonstrating knowledge), you are helping to drive forward your argument and lay out the foundations of your analysis / critical evaluation:



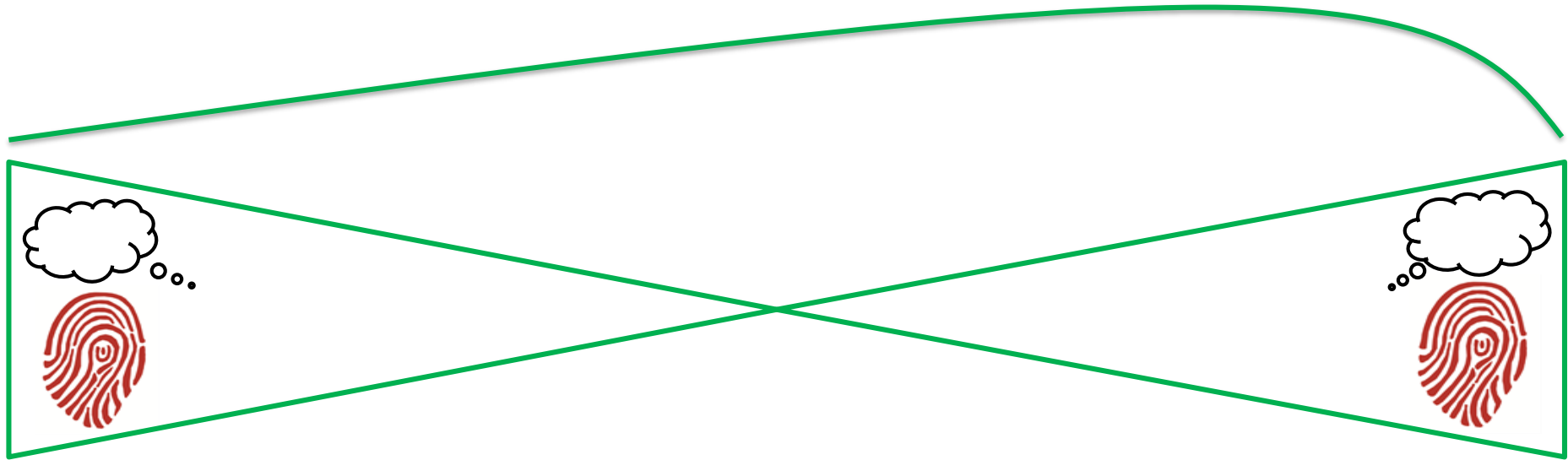
According to Smith (1998), electrons suitable for coupling must have critical value momenta.

Hockman (1990) suggests that better employee performance is 'not inevitable' during teamwork (p.2).

3) Evaluative sentences:

Evaluation often takes place at a paragraph level (or even at an essay level), but individual sentences can also offer important evaluative comments. Because evaluation is so important for articulating an argument, the template is green throughout. An evaluative sentence aims to consider two ideas or pieces of evidence. In considering the first idea / piece of evidence you move from 'big picture' or given information to new information / detail. When introducing the second, alternative idea / piece of evidence, however, you pick up from either the same narrow detail (which they usually have in common), or new details (the specifics of the issue at stake), before moving back out into the 'big picture', as can be seen in the shape of the templates below. An evaluative sentence can do this in an even-handed manner, or it can evaluate with a view to demonstrating a preference and conceding the strengths of an opposing argument. For example:

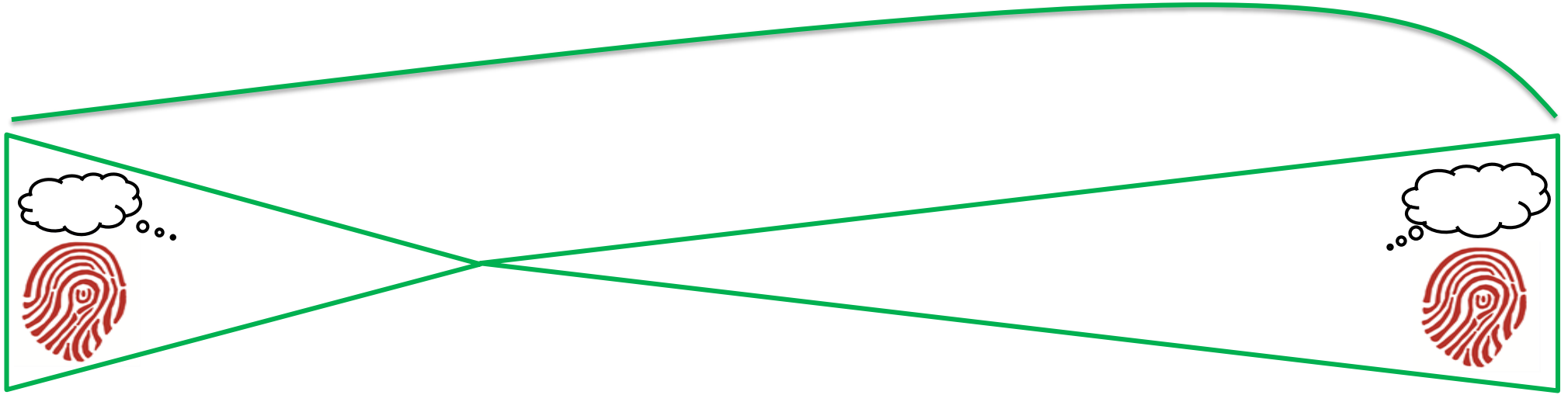
Even
handed



Profitability can derive from strategic risk taking, but it can also cause serious financial deficits.

Crop yield was high due to above average rainfall, but better pesticide use may also be a factor.

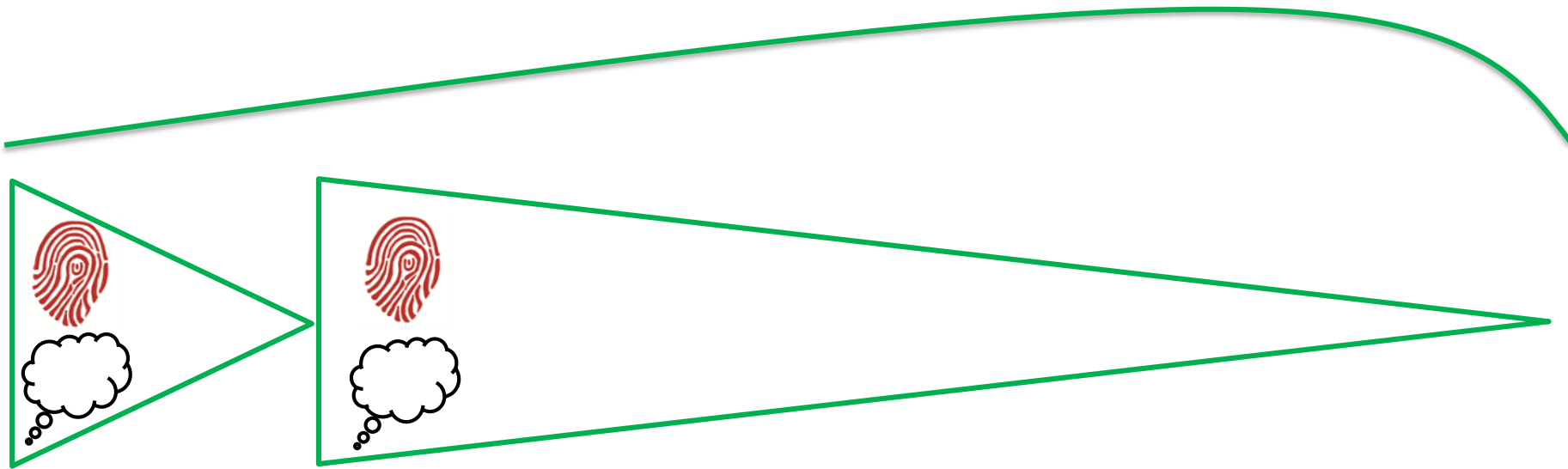
Preferential
evaluation /
concession



Although CO₂ has increased, it would appear that levels of NO₂ give far greater cause for concern.
Despite Wu's suggestions, it is the authoritarian nature of patriarchy itself which needs addressing.

4) Refutation:

Refutation is used when you want to explicitly disagree with the views or ideas of another / another piece of evidence. Unlike concession / evaluation, you do not credit or assess the validity of the opposing view. Rather, you briefly make reference to the main 'big picture' idea / evidence you are refuting and then state your specific, detailed objection based on what your research / knowledge has shown to be more compelling. It is for this reason that unlike above, the template is shaped so as to encourage you move from the 'big picture' to detail of the idea you want to refute to your alternative / the specifics (which repeats the 'big picture' to detail sequence but in greater depth):



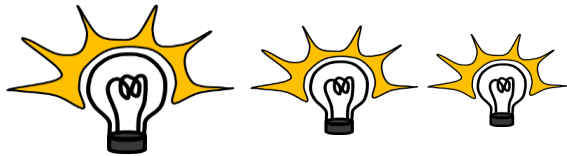
Yu's data, however, is unconvincing since genetics do play a pivotal in child development.

Social buffering is inaccurate; upper echelons theory is considerably better at explaining success.

5) Persuasive sentences:

Persuasive sentences aim to convince your reader of the validity of your ideas and can be particularly useful either before you present your evidence (as a topic sentence) or afterwards as a means of summary / recapitulation. One of the most effective ways of being persuasive is to use what's known as 'the rule of three'. In rhetoric it is thought that using three pieces of evidence is the optimum number to be convincing, so incorporating three key ideas / points into your sentences is the ideal number for being persuasive. Depending on where you want the focus to be, the three ideas can come anywhere within the sentence. However, the order in which you place the three ideas ought to either mirror their importance or their specificity:

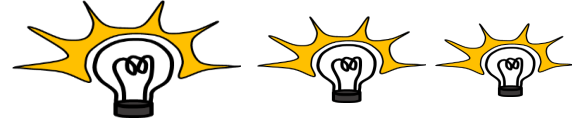
At the
beginning



Drought, pestilence and fire are disasters that can all be overcome if we embrace genetic modification.

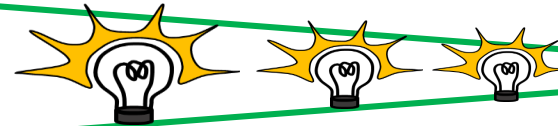
Emphasis, confidence and persuasiveness are all evident if you use the rule of three when writing essays.

In the
middle



In the field of accounting, integrity, honesty and perseverance are the most essential traits in employees.
Increased levels of deforestation, mainly in China, Japan and Malaysia, is causing global warming.

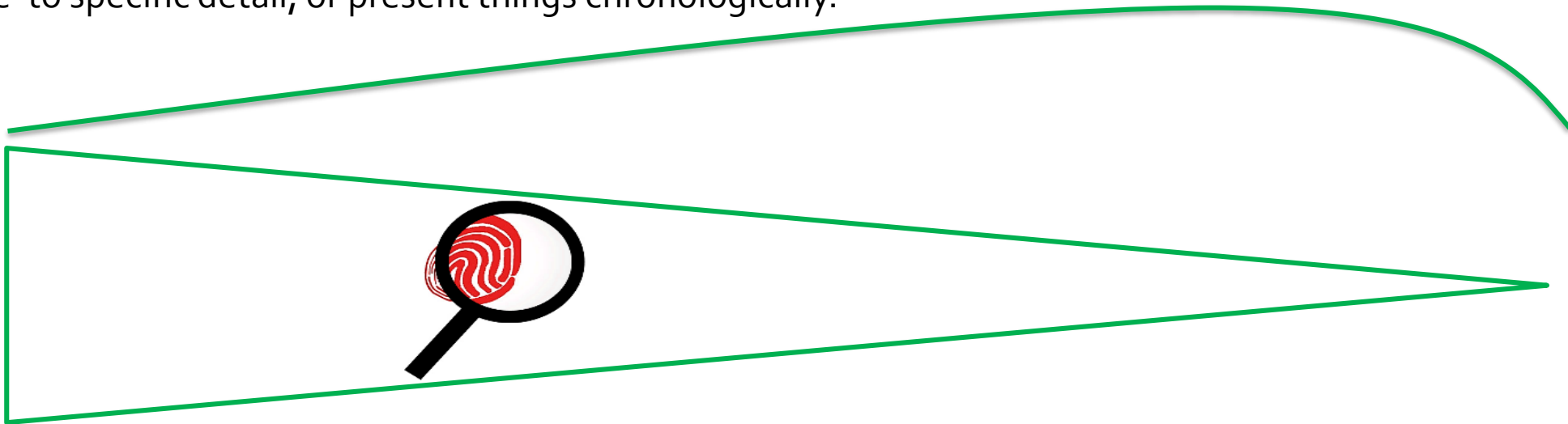
At the
end



The study of history should be compulsory as it allows pupils to understand facts, fictions and values.
Genetic modification ought to play a vital role in overcoming disasters like drought, pestilence and fire.

6) Argumentative / analytical sentences:

Analytical sentences are probably the most important as they directly show that you are critiquing or evaluating ideas and proving your point. These sentences often follow descriptive, narrative, evaluative, concessional, refutational and persuasive sentences and justify / provide depth to the views expressed therein. These sentences are likely to be significantly longer than those we have seen so far (as was mapped onto the table in the previous chapter), simply because analysis requires a layering of depth and the consideration of multiple issues. There are likely to be numerous issues you want to interrogate, and it can be difficult to know how to sequence them (or even if a sequence is needed). The best way to present your analysis in a compelling, confident and clear manner is to either again move from the 'big picture' to specific detail, or present things chronologically.



State liability is too arbitrary to have any effect domestically, let alone internationally and as such...

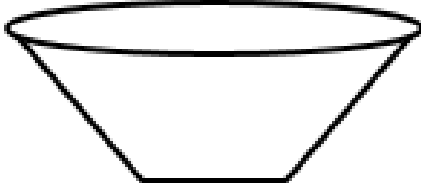
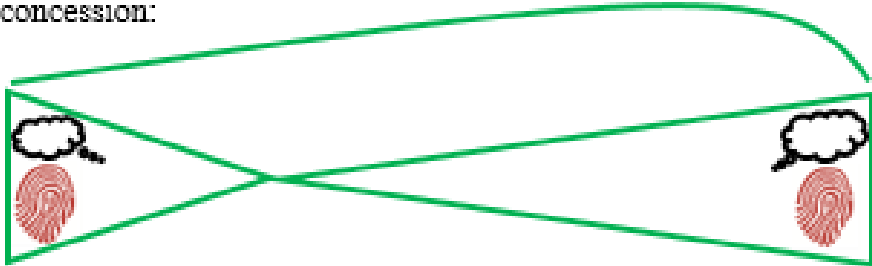
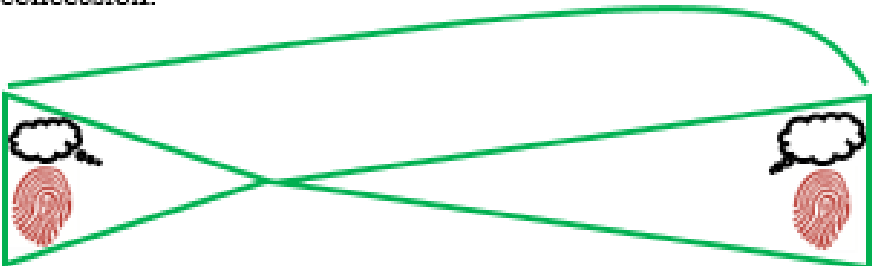
The limitation of synthesising these hypotheses is the failure to implement a mediating variable, since...

Yet 'common assault' cannot accurately reflect the particular severity of domestic violence because...

Putting it all together:

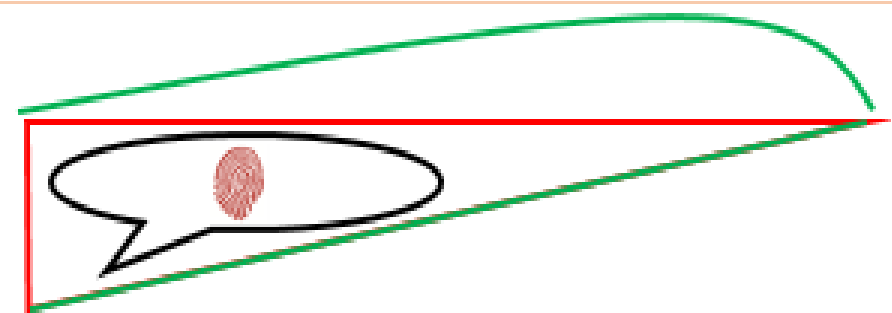
Obviously, over the course of an essay you will use combinations of the above sentence types to express your argument. Together they combine to form your analysis and your paragraphs. Let's have look the law extract from the previous chapter to see how the sentences are combined to provide rich and insightful analysis while driving forward from the given to the new:

Law and domestic violence:

Sentence:	Sentence type / template:
Legal responses to the issue of domestic violence are far from satisfactory.	Topic sentence: 
Although CPS reports suggest that 'highest volumes ever' of domestic violence referrals were charged last year (over 70,000 [CPS 2014b]), there are numerous significant counterarguments which point out inadequacies in the legal framework and its ambiguous definitions.	Preferential evaluation / concession: 
Despite repeated, valid attempts to create a definition of domestic violence which encompasses a wide array of actions (Smith, 1999 and Jones, 2001), the notion of domestic violence as meaning physical beating, remains the 'dominant view' (Stark, 2007, p.84).	Preferential evaluation / concession: 

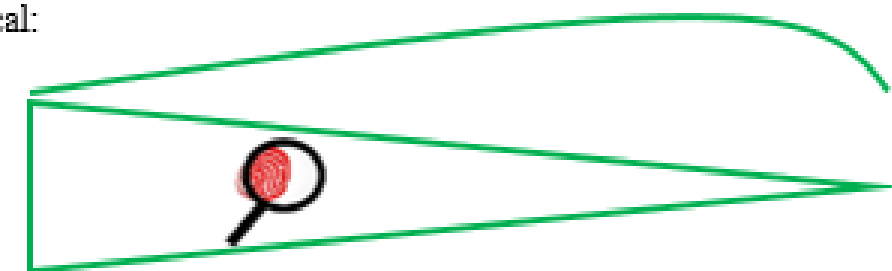
As Stark (2007) has testified, victims are reluctant to acknowledge their situation absent of physical violence (p.111).

Reporting sentence:



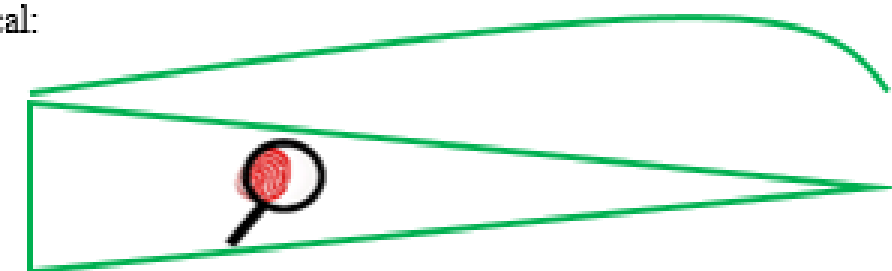
Furthermore, no specific 'domestic violence' offence exists, with instances being artificially categorised as regular offences instead.

Argumentative / Analytical:



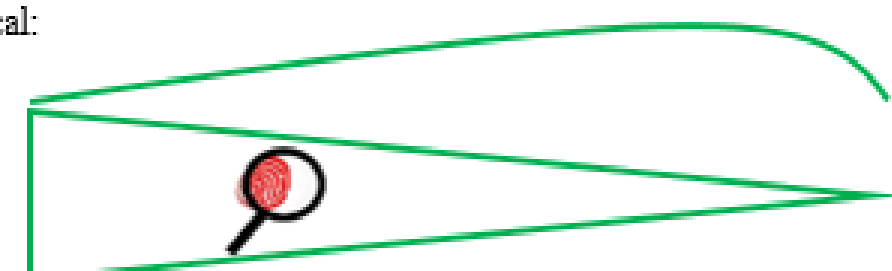
Indeed, they are mostly categorised as 'common assault' which does not accurately reflect the severity of domestic violence (Hester, 2006, p.85).

Argumentative / Analytical:



Additionally, state liability for failing to prevent domestic violence, though welcome, is set to a very high threshold (Osman v UK), and as such may not be robust enough to have much effect domestically save in exceptional circumstances (Burton, 2010, p.134).

Argumentative / Analytical:



Sentence construction:

The main principle you need to keep in mind here (and which maps nicely onto Bruce's wave model of 'communicative dynamism'), is the transition from subject → verb → object or, much less frequently, subject → object → verb. Although other structures exist, these two sentence structures form the basis of over 87% of world languages (Tomlin, 1986, p.22). The subject → verb → object sequence is predominant in English, so we will focus on this basic structure.

For students with dyslexia, all this talk of subjects, verbs and objects might seem confusing and too abstract to be properly understood. It can be made clearer if we:

- 1) Hone in the fact that most sentences have three basic components, and can thus be mapped onto the Christmas Cracker template, and

- 2) Rename the core components so that their labels more accurately describe what they do.

Instead of thinking of the standard sentence structure in terms of subject, verb, object (SVO), it's more easily understood (and memorable) if we think of it as TOPIC, ACTION, DETAIL, or 'TAD'.

Fortunately, 'TAD' can be made even more accessible and understandable if we map it visually, onto the Christmas Cracker template.

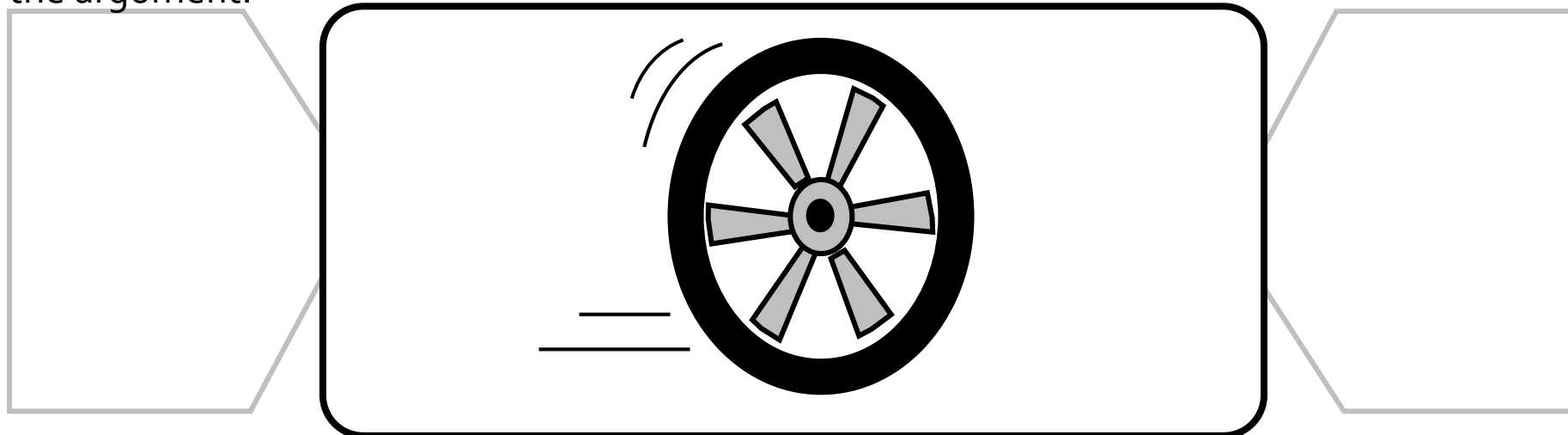
- **Subject > TOPIC:**

The subject position tells us what the sentence is about, so a less abstract way of putting this might be to think of it as the **TOPIC**. The best way to make your sentences clear and emphatic is to ensure that the topic is not only mentioned as near to the beginning of the sentence as possible, but to make your topics as concrete, tangible and 'real' as possible. If you bury your topics in abstractions or vague / fuzzy language (providing your topic isn't actually an abstract idea) your writing will lack precision.



- **Verb > ACTION:**

Verbs are 'doing words' and often explain what is happening to the subject (topic). If the verb is aligned with an adjective (e.g. old, new, large, small, economic, political) or an adverb (e.g. quickly, slowly, usually, precisely, eventually), they indicate processes, change and types of movement. There may be other verbs in the sentence (e.g. auxiliary verbs, phrasal verbs and modal verbs), but what we are interested here is the main verb / action in the sentence, the focal point around which the meaning and action of the sentence revolve. Consequently, it is easier to think of the verb section of the sentence the **ACTION** section. This section is a crucial part of communicating a clear and compelling argument, and again it needs to be as precise as possible (avoid nominalisations), and needs to have action at its core. It is for this reason we can visualise the action section as like a moving wheel, and its location at the centre of the Christmas Cracker template highlights its significance as a driver of the argument:



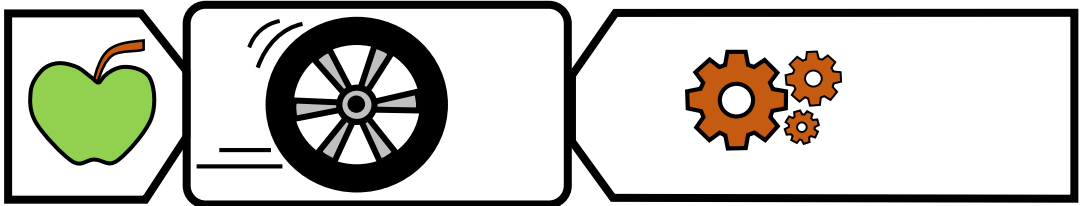
- **Object > DETAIL:**

The object of the sentence is the thing which is 'acted upon' by the topic and the verb, and it provides explicit new detail regarding what the sentence is about. It is the main point of the sentence and adds new information, so a better label for this is **DETAIL**. The detail section drives forward and clarifies the argument, and since it contains the new information, 'communicative dynamism' peaks in this part of the sentence. The best way of visualising this part of the sentence, then, is as a set of consecutively smaller cogs (this an especially relevant image to think about given that this part of the sentence not only provides new detail but explanations as to why things are as they are):



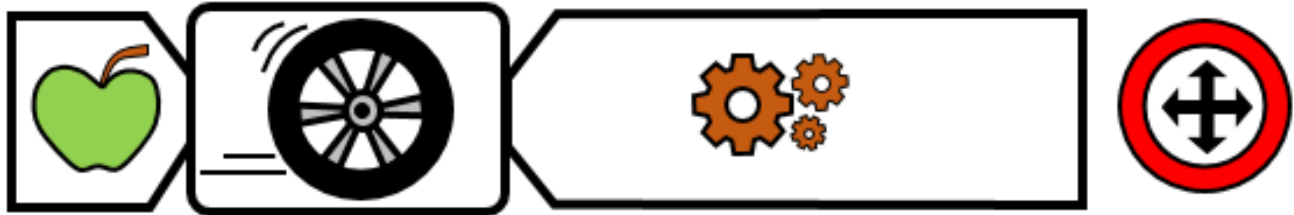
Bringing it all together:

Simple
sentence

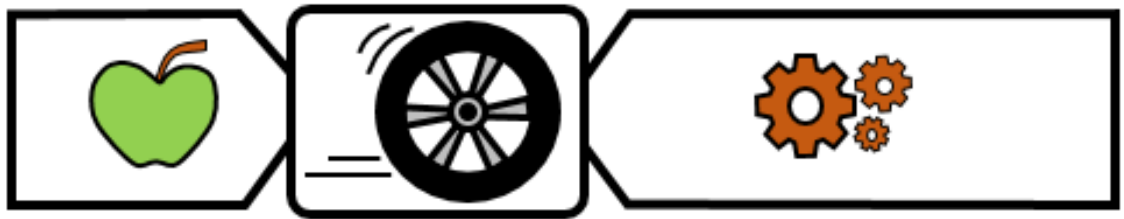


Freud had a huge impact on psychoanalysis.

Compound
sentence



Freud had a huge impact on the field and



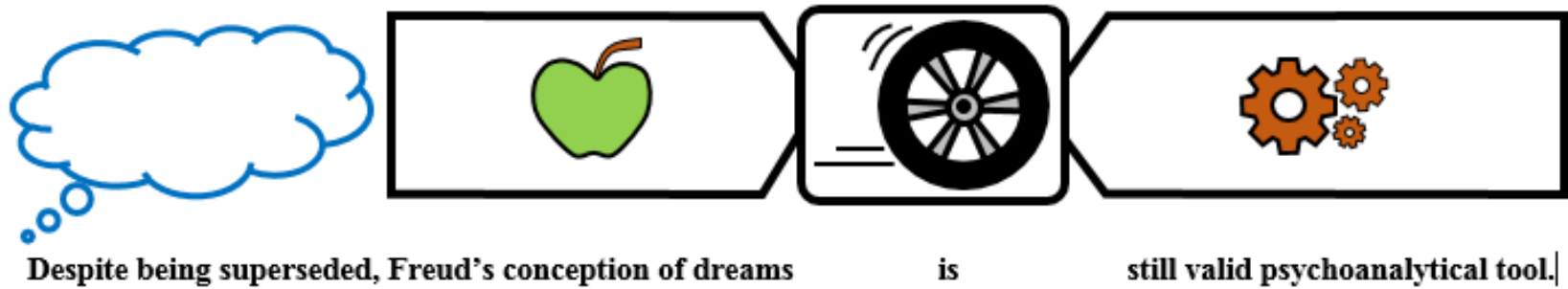
his theory of dreams remains the cornerstone of psychoanalysis.

Complex
sentence

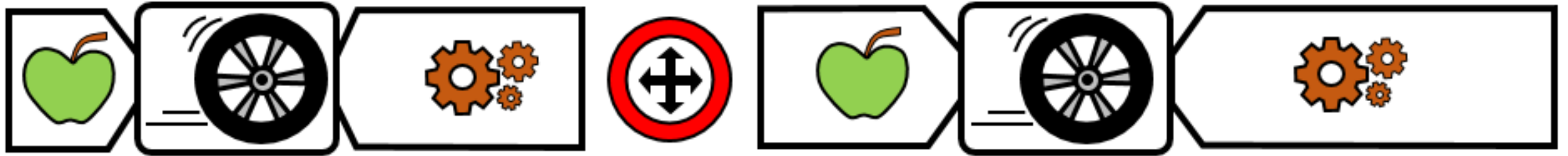
Example a):



Example b):



Compound-
complex
sentences



Freud had a huge impact on the field and his theory of dreams remains the cornerstone of psychoanalysis,



despite persistent controversies.

Any questions?



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