

After reading the two texts, I would say that the first one has more complex vocabulary and difficult structure. (difficult words/expressions to cope with, for most of the students especially those with spLD , extensive use of passive voice and variety of tenses: “to have a draught of wine” “who was famed for his skill far and wide” “mocked...dully placed a bet” “in the course of the gossip” “rang out”, “had it hung”, “had been helped” etc.) Furthermore, the whole story is given in a paragraph, something that is not “visually appealing”, when you have students with learning difficulties. The lack of pictures – compared to the other text – is another issue, as students find it always easier to comprehend a text that is accompanied with colorful images.

So, I would choose the second text for my students. it is simple in layout and structure, as it is divided in small paragraphs which convey the information needed and it has many pictures that help the comprehension of the story. It also has familiar words and expressions so it is easily understood by every student.

As far as appropriate changes are concerned, I would get the class involved in a discussion – before reading the story (or afterwards) - on the issues that are mentioned in the text such as the power of will, friendship and superstitions. I would try to make the story more appealing through role playing. Instead of converting it with Robobrace (which I didn't find very handy), I would have two of the students with good accent read it aloud while some of the rest could mime it. Finally, I would ask my students to work in groups and based on the story, either write some “sayings”, or do some drawings.