

## **DYSLEXIA AND FOREIGN LANGUAGE TEACHING: STRATEGIES AND TOOLS TO HELP DYSLEXIC STUDENTS LEARN A FOREIGN LANGUAGE**

**Voloboieva Anna**  
Lecturer  
Alfred Nobel University

**Volobuieva Polina**  
Senior Lecturer  
Alfred Nobel University

10-15% of the population suffers from dyslexia. Dyslexic students are frequently exempted from learning extra languages or perform poorly in foreign language lessons. Dyslexia is a language-based learning disability that affects one out of every five persons on the planet, making it one of the most frequent. Because dyslexia is a language-based disorder, it will have an impact on a student's academic achievement in most areas, but none more so than language subjects such as their first or second language. Although dyslexia is not a curable disease, most dyslexic students will work with a special-education teacher in their native language to develop methods for academic success. [4].

In 1968, the World Federation of Neurology published one of the earliest working definitions of dyslexia. "A problem in children who, despite conventional classroom experience, fail to develop language abilities of reading, writing, and spelling commensurate with their intellectual potential," they characterized dyslexia as. Since 1968, dyslexia research has advanced significantly, and we now have a greater grasp of the disorder, its symptoms, and its causes. [3].

Dyslexia is a problem with language processing. This means that the dyslexic will struggle with one or more components of language processing. To comprehend what this entails for dyslexics, it is necessary to first comprehend the complicated system known as language. "Phonology is the system that maps speech sounds on to meanings, and meanings are part of the semantic system," Margaret J. Snowling explains language as the interaction of four subsystems. Pragmatics is concerned with language use, while grammar is concerned with syntax and morphology (the way words and word pieces are used to convey different meanings) In order to read, write, and speak, using ones language, these four subsystems must be working in unison. If they are not, for whatever reason, one's ability to write, read and speak will be affected; as seen in the case of dyslexic people. [2].

Of course, it's difficult to say why one dyslexic student may find a subject more difficult than another because each dyslexic has different strengths and weaknesses, but it's safe to say that dyslexics have difficulty learning a FL for two main reasons: 1) the disability itself; and 2) the nature of the disability. 2) how FL are typically taught in schools. [1].

Many strategies and programs for teaching dyslexic students have been developed since the early 1920s, when Samuel Torrey Orton, one of the most significant researchers of dyslexia and the first to examine dyslexia from an educational perspective, was born. Orton-Gillingham Approach, Alphabetic Phonics, Slingerland Approach, The Wilson Program, Hickey Program, and Shelton Program are some of the most well-known programs. What strategy to employ and how to utilize it is a highly discussed topic, as one method may be ideal for one dyslexic learner but useless for another. The above-mentioned strategies are aimed at assisting dyslexic students in improving their native language skills. [5].

Orton–Gillingham is a reading instruction method that was created to assist problem readers. It's a method of organised literacy instruction. It established the concept of breaking reading and spelling down into simpler abilities involving letters and sounds, which could then be built upon over time. Orton–Gillingham principles are used in many reading programs. It also pioneered the multimodal approach to reading instruction, which is now a standard component of successful literacy programs. This means that teachers combine sight, hearing, touch, and movement to help kids relate letters and words to language. The first step is for students to be assessed by an Orton–Gillingham professional or teacher. This diagram depicts the students' reading abilities as well as their areas of strength and weakness. The students are then divided into small groups for teaching. Teachers teach skills in a certain order based on how people develop language naturally. Before moving on, students must master each skill. If a student is unsure about a skill, the instructor will re-teach it. The goal is for students to be able to decode words independently using the abilities they've acquired. [7,10].

A language teacher should always adapt his or her approach to teaching dyslexic students to the individual's personality. The strategies listed below may assist a learner in acquiring a foreign language: [8].

- Getting to know the language's sounds. Listening to the sounds and putting them into practice. A teacher should assist students in practicing listening to and pronouncing pairs of words that differ only in one sound;
- Using flash cards to aid language retention. To correlate a word with a visual image or color, add photos, color, and draw shapes around it;
- Using color to code grammar, such as distinguishing between masculine and feminine nouns or representing distinct parts of speech with different colors;
- To aid in word order recall, write the words on card, split the card into independent phrases, mix them up, and practice putting them back together;
- Making use of multi-sensory learning to recall vocabulary: reading, writing, speaking, and listening;
- Produce videos or animations in a foreign language.

There are numerous user-friendly and entertaining online platforms available to assist English learners in improving their language skills. However, there is one instrument in particular that should be considered while working with dyslexic pupils. Immersive Reader is a free tool that uses proven ways to help people of all ages and abilities improve their reading and writing skills. Immersive Reader can help English

language learners enhance their reading comprehension and fluency. It can help emerging readers gain confidence as they learn to read at higher levels, as well as provide text decoding solutions for children with learning disabilities like dyslexia. It's available in OneNote, Word, and the Outlook web version. It's also available for iOS in Office Lens. [6].

Immersive Reader offers the following to a teacher or learner:

- Splitting words into syllables;
- Changing font size, text spacing, and background color;
- Emphasize verbs, nouns, adjectives, and subclauses.
- Choosing between two fonts that are optimal for reading;
- Reading the material aloud and varying the reading pace;

To summarize, the phonological-orthographic approach for teaching dyslexic students English as a foreign language is a step forward that should be incorporated into the current educational system. All areas of language acquisition, from speaking and hearing to writing, grammar, syntax, and comprehension, should be supported for students. The fundamental source of students' difficulty, however, is a lack of phonemic awareness. As a result of this deficiency, dyslexic students experience words as opaque and impenetrable units that constitute an insurmountable barrier to conquer.

According to the findings of the study, the following strategies proved to be the most common: allow your students to complete tasks using a computer while listening to audiobooks during reading comprehension activities. Make eye contact with dyslexic students during class to see if they have understood something, use videos, images, and music to teach new vocabulary words and verb conjugations, have dyslexic students work with non-dyslexic students so that they can contribute but not write, practice vocabulary words by writing the word several times, copy information and words directly from the textbook Make PowerPoint presentations for students to view in class and at home, eliminating the need for them to take notes.

Microsoft's Immersive Reader, which is included in Microsoft's products and services and available on other platforms, provides school systems and parents with the help they need for students with dyslexia without the expenditures associated with traditional techniques. According to the research, it is not widely explored in Ukraine, therefore it would most likely assist teachers who work with dyslexic students in easing and differing the language perception process. For inclusive students, this technology will make studying more interactive in the long run.

#### **References:**

1. Schneider, E. Dyslexia and foreign language learning. The Routledge Companion to Dyslexia. NY: Routledge. 2015, pg. 297.
2. Snowling, M. J., & Hayiou-Thomas, M. E. The Dyslexia Spectrum: Continuities Between Reading, Speech, and Language Impairments. Topics in Language Disorders, 2006, pg. 110–126.
3. Ziegler Johannes C., Perry Conrad, Ma-Wyatt Anna, Ladner Diana. Developmental dyslexia in different languages: Language-specific or universal? / Johannes C. Ziegler, Conrad Perry, Anna MaWyatt, Diana Ladner. – Netherlands, 2003, pg. 26.

4. Lancaster University online course. URL:  
<https://www.futurelearn.com/courses/dyslexia>
5. Lina Knudsen, Dyslexia and Foreign Language Learning, 2012, Malmö  
Universität. URL: <https://www.diva-portal.org/smash/get/diva2:1498521/FULLTEXT01.pdf>
6. Microsoft Immersive Reader. URL: <https://www.microsoft.com/en-us/education/products/learning-tools>
7. Orton–Gillingham approach. URL:  
<https://www.understood.org/en/articles/orton-gillingham-what-you-need-to-know>
8. Pearson, Teaching strategies. URL: <https://www.english.com/blog/teaching-english-from-home-try-these-5-fun-online-platforms/>
9. Sara Dalla Libera, Dyslexia and learning English as a foreign language: the  
phonological/orthographic teaching through the multisensory method. 2014, Ca'  
Foscari University of Venice. URL:  
[http://dspace.unive.it/bitstream/handle/10579/7457/809144\\_1174726.pdf?sequence=2](http://dspace.unive.it/bitstream/handle/10579/7457/809144_1174726.pdf?sequence=2)
10. What is Orton–Gillingham? URL:  
<https://www.understood.org/en/articles/orton-gillingham-what-you-need-to-know>