

**TEACHING ENGLISH TO DISABLED LEARNERS**

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Abstract

In this article one of the most vital topics has been discussed. As teaching and learning English is required from all of us, so the young and old should know English. However, some of them may not be able to learn because of some illness such as dyslexia, dysgraphia, attention deficit disorder attention and deficit hyperactivity. Some useful tips and advice have been given in the article.

Keywords: dyslexia, dysgraphia, attention deficit disorder attention, deficit hyperactivity, behavioral problem, attention disorder.

Introduction

Learning and teaching English one of the most important acquiring skills in our century. That's why everyone needs a bit knowledge on English, even people who have difficulties in listening and speaking. If you're a teacher it is likely that you will have some students with learning difficulties. Indeed, it is estimated that between five and ten per cent of any given population have some degree of learning difficulty.

As an ESL teacher it is particularly important to consider the impact of this since language acquisition is one of the key areas most affected by learning difficulties. Whilst learning difficulties can make the already challenging task of learning a new language even more difficult, there are strategies that you can use to make it easier and more rewarding for your students.

Learning difficulties vary amongst individuals and the term actually refers to a wide group of disorders. Some of the most common ones include:

- Dyslexia
- Dysgraphia
- Attention Deficit Disorder
- Attention Deficit Hyperactivity

It is very important to remember that learning difficulties are not a sign of low intelligence. They are, in fact, in no way a reflection of intelligence level and many people with learning difficulties possess above average intellectual capabilities.

Identification is key to managing learning difficulties as best as possible and giving students the most appropriate support in their learning.



Added vigilance for these signs is needed in developing countries in particular, since students are far less likely to have been identified as having learning difficulties than in many Western countries where the systems and procedures of diagnosis are more rigorous. In fact, in some countries learning difficulties are not even officially recognized. Below are some of the most common and identifiable warning signs that a student may have learning difficulties:

- auditory difficulties
- reading and writing difficulties
- motor difficulties
- memory difficulties
- attention difficulties

Naturally, many teachers will be concerned about striking a balance between accommodating the needs of learning difficulties students and not holding back the rest of the class. Fortunately, the strategies outlined below are simply good teaching practices and should benefit the students with learning difficulties as well as the class as a whole.

In fact, it is advised that the teacher make no indication to the class that a particular exercise is targeted at any individual or group of students. This will help to keep the classroom environment inclusive at all times.

Instead of focusing on things that the students are struggling with, try and develop the areas that they are finding success in. This will help to boost self-esteem and, as the old saying goes, success breeds success.

For example, if a student suffers from attention deficit disorder, focus them on language activities that are shorter, allowing them to hold concentration throughout the exercise. Longer tasks should be broken up into smaller chunks that are more manageable and allow the student to break attention naturally in-between.

Praising any successes and moving quickly passed any areas of particular difficulty will help student confidence greatly.

Providing an overview of the session's objectives and activities can help students prepare for the day's learning. Furthermore, having a frequently used lesson structure can help students with learning difficulties as they can benefit from some level of regularity and structure in their learning time.

When adequate provisions are not made, learning difficulties such as attention deficit disorder and attention deficit hyperactivity can lead to behavioural problems. Having a list of ground rules for class time that states the positive actions that are expected of students (as opposed to a list of "don't-dos") can really help with student behaviour. Furthermore, have other students lead by example by praising positive actions for the rest of the class to see and learn from.

Learning difficulty students are often sensitive to distractions. Reducing noise and any other things that can cause distraction to students will definitely help them keep focus and make for more effective lessons. Students with attention deficit disorder or attention deficit hyperactivity or those that are particularly sensitive to distractions are best placed towards the front of the class which will help them focus on the lesson.

It is important to consider how much time students with learning difficulties will need to complete tasks. Students with reading and writing difficulties such as dyslexia will need to be

allocated more time. Those with attention disorders will need tasks that are short and brisk. Design lesson plans accordingly.

By adopting a learning approach that is multi-sensory, students with learning difficulties can better substitute for channels that they may struggle to learn through. Read text aloud, use visual and kinesthetic aids.

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