



# TEACHING READING TO LEARNING-DISABLED CHILDREN

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## ANNOTATION

*Language teachers come across many barriers they have to overcome when they are teaching a foreign language. One of the problems that the educators who work with young learners face is identifying learning-disabled children and finding proper methods to teach them. The thesis is intends to explain the term of learning-disabled children and suggests some suitable strategies that an EFL teacher can utilize while teaching a young individual who have difficulty in learning such as a dyslexic child.*

**KEY WORDS:** *dyslexia, learning disabilities, proper method, LD child, build a sentence, synonym game, mnemonics*

## DISCUSSION

Learning-disabled children who have problems with learning, or it is common acronym as LD, may have to face some trouble or difficulties dealing with doing such tasks as listening, speaking writing and reading, as well as calculating mathematical operations and some others. For example, we normally call the disorder that is related to reading problems “dyslexia”. As reading is one of the fundamental skills to succeed in other fields and subjects in primary school settings, teaching children with learning disabilities how to read properly is crucial for both teachers and parents at the same time. The following methods and steps are recommended to adjust and modify the issues with learning disabled children based on long-conducted researches and practices:

Firstly, pay attention to what a young learner already knows and make an attempt to boost his or her reading comprehension looking at from this angle. For example, if a young learner is conscious of the ABC, you can commence demonstrating him or her a bit short, words containing only one syllable when you illustrate them on a sheet of paper or a whiteboard. You also may enable the learner to be engaged in controlled or guided practice, by suggesting words saying aloud and then encouraging your learners to repeat the word when you stress

every letter. To make a word, speech sounds of letters collaborate together and showing this collaboration can make a sense to understand the word more.

For the next step, in the form of another guided activity, to practice reading and writing with various short syllable words together can be one of the effective activities. Utilizing the board to show or correct your mistakes also keeps a young learner more vigilant and aware. At the time of pronouncing a word, asking a learner to indicate the word follows this. Then you can oversee if the kid can truly recognize every aspect. Next, you should present the child a chance to read an item as you demonstrate the correct.

In the third step, start making short sentences and expressions for the child as you keep displaying correct accent. By displaying words for the child and correcting him when necessary if he pronounces words incorrectly, you construct reading accuracy in the child. Keep his attention on each word when you pronounce it. Motivate him to repeat each word after you say. You should repeat the process for guided practice in writing, reading and speaking the sentences.

For the fourth step, by practicing the previous three stages as much as necessary for the child you make him feel comfortable as he shows his reading comprehension. Provide writing and reading drills to improve and foster the child’s literacy abilities.



Include different games that make opportunities available for pleasant interaction while your students learn. Your learner may like games including working with a board such as Boggle or Scrabble Jr. Imaginative word games such as "Build a Sentence" or "The Synonym Game" may also create enjoyable learning atmosphere. With the help of "Build a Sentence," take an object and ask your child to represent a word that illustrates it. When you have one word, you work together to make a sentence by means of the adjective to depict the object. With "The Synonym Game," encourage your youngster to find as many synonyms for an item, for example, go, run, sit, come and hurry [3], for example.

Present relaxed reading texts, stories and books to the kid. Make him sure that reading a book tracks the identical methods, techniques, approaches as your practice drills.

In the final stage, you should adjust technology comfortable for every separate child when possible, as LD Online suggests. Scan reading resources and materials to create digital text that you may modify the child's needs. For instance, enlarge the font size or change the background color. Similarly, it uses highlighting to show words read and increases vocabulary comprehension [3].

In addition, we have a term that is becoming common among professionals and is called "sight words". Young learners who have dyslexia may also have some difficulty learning sight words. However, with the right approaches, we may help those young children learn sight words easier. First, you can go into detail when you are teaching a complicated word, for instance, *through* is a bit difficult word to recognize. You can teach your learner, initially, showing the word, then, reading aloud, finally, showing the orders of letters or spelling it. This, at the same time, helps them to better understand and recognize the word next time. Creating a memory aid can be another strategy to work with complicated words. At times, young children may find it difficult to remember so they may associate that word with the one makes them remember mnemonically. For example, they can be learned by the sentence "they eat yoghurt". Another person that emphasized the effectiveness of mnemonics when teaching dyslectic children is Ch. Freeman. She claims mnemonics may help children to remember words that have difficult spelling. She gives the word "because" as an example. "Big elephant can't always use small entrance" may assist a person to remember the word mnemonically for both meaning and spelling. Using different senses is suggested as another way of learning and understanding the word. A teacher may encourage the learners to spell or tell the word aloud slowly while writing the word imaginary in the air or scratchy surface. B. Cunningham also speaks about

the importance of multisensory techniques that can be used by educators to teach their learner. He says that children can write things on the sand or shaving cream that can be more fun even. You also ask your child take a mental picture of something described on the card and after some time to tell the name of it giving letters of it one by one [1]. K. Johnson (2019) suggests exploring word history so that a learner can understand better. For example, the reason behind silent letters e in the words have and give may give a hint to the learner to better understand, remember and learn the words and others of such type [4].

Taking all into the consideration you should be careful when you work with learning disabled children and never discourage the child. Consider that you can chose proper methods and ways to teach them according to their abilities and disabilities, advantages and drawbacks, opportunities and limits, learning conditions and atmosphere. No separate method can work always properly so you should choose a diamond among different stones.

## REFERENCES

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