MAIN DISABILITIES IN TEACHING READING FORENGLISH LEARNERS

Askarova G.X

An English language teacher at the Military Institute of Information Communication Technologies and Signals

ANNOTATION: The article deals with the main disabilities in teaching reading for English learners. The purpose of this article is to assist educators in teaching learners who are experiencing significant difficulties, or who have a disability in reading and written expression. The article provides a general description of learning disabilities with a center on the most common type of disability–reading disability.

KEY WORDS: disabilities, reading, difficulties, learning disabilities, factors, neurobiological factors or injury, insufficient phonological processing.

АННОТАЦИЯ: В статье рассматриваются основные трудности в обучении чтению изучающих английский язык. Цель этой статьи — помочь преподавателям в обучении учащихся, испытывающих значительные трудности или имеющих нарушения в чтении и письменном выражении. В статье дается общая характеристика нарушений обучаемости с акцентом на наиболее распространенный тип нарушений – нарушение чтения.

КЛЮЧЕВЫЕ СЛОВА: инвалидность, чтение, трудности, нарушения обучаемости, факторы, нейробиологические факторы или травмы, недостаточная фонологическая обработка.

The Fact is that there are many difficulties and disabilities in teaching English.More we found them in teaching reading for English language learners. Englishlanguage learners often have problems mastering science, math, or social studies concepts because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency, and literacy, will benefit from explicit instruction of comprehension skills along with other skills. Examples of comprehension skills that can be taught and applied to all reading situations include: Summarizing, Sequencing, Differencing, Comparing and contrasting Drawing conclusions Self-questioning Problem-solving Relating background knowledge distinguishing between fact and opinion. Finding the main idea, important facts, and supporting details. [1]

These skills are particularly important for comprehending what is generally known as information reading or expository reading. Why reading comprehension skills are particularly important for ELLs. ELL learners will still need a lot of vocabulary development and teaching of comprehension strategies even if they have been mainstreamed after some bilingual instruction are being pulled out for English as a Second Language or Sheltered English

instruction or have been assessed as English proficient but you knowthat they still need additional help with language, reading, and writing. Here is a wayof thinking about the support your ELLs will need: Classroom strategies: Steps for explicitly teaching comprehension skills. The following steps are useful for all learners. However, these need to be complemented with the additional steps below to ensure comprehension for ELLs. Introduce the comprehension strategy or skill (see above list) through examples. Discuss how, when, where, and why the strategy or skills are used. For example: contrast main idea with details, fact with opinion, good summaries withpoor summaries. [2]
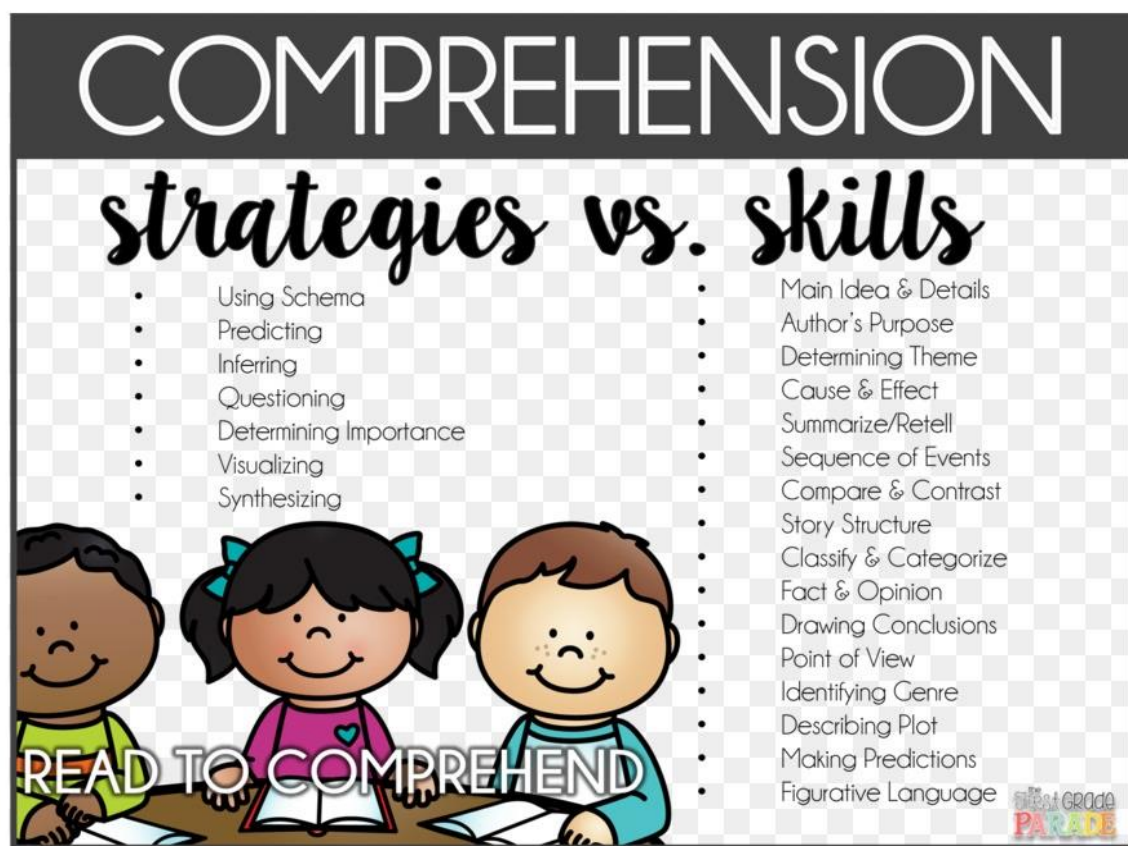
Figure 1 Comprehension Strategies and Skills

Label, define, model, and explain the strategy or skill. For example, after listing four facts about a healthy diet and four opinions about what is good to eat, label one list as facts and the other list as opinions. Give learners opportunities to practice using the strategy with a peer as they apply it to a short, simple paragraph from a science text or any expository text.

Debrief with the whole class to ask learners to share how they applied the strategy or skill. Additional steps for ELLs Recognize vocabulary words that you think might be difficult for learners to comprehend when they read the text. Write ELL-friendly definitions for each - that is, simple, brief definitions ELLs can easily comprehend. Model think-aloud. For example: verbalize a confusing point or show how you use a strategy to comprehend something. "This

sounds very confusing to me. I better read this sentence again. "Demonstrate fix-up strategies. For example: I need to think about this. Let me rethink what was happening. Maybe I'll reread this. I'll read ahead for a moment. Partner ELLs with more dominant English speakers and ask each learner to take a turn reading and thinking aloud with short passages. After working with partners successfully, ask ELLs to practice independently by using a checklist such as the following. Be sure to explain all the terms and model each. While I was reading, how did I do? Skill I used Not very much. A little bit much of the time. All of the time Blending Chunking Finding meaning of new word Making mind movies as I read Rereading. Reading ahead Celebrate each ELLs progress with recognition notes, praise, and/or class applause. For advanced ELLs When learners' English proficiency and basic reading skills have increased, you can teach the following steps not just to ELLs, but to all learners – because everyone will benefit. In pairs, havelearners survey the text and use an idea map to record the main idea and details.

Ask partners to read the text. Have partners restate the main idea and supporting details. At this point, they can add to their idea map or make necessary corrections. Then ask learners to reread the text and either develop their own questions (pretending to prepare a test for their partner) or write a short summary of what they just read. After that, have partners check each other's work. Finally, partners can share their questions or summaries with other teams. Other ideas for building ELL comprehension Teach learners how to use these tools for informational or expository reading: Titles Headings Bold print Captions Side bars Maps Graphs Pictures Bullets Ask learners to use the following strategies to summarize (orally or in writing): Retell what you read, but keep it short. Include only important information. Leave out less important details. Use key words from the text.

Questioning ELLs after reading. After the ELLs and/or whole class have completed the reading comprehension activities above, you can anchor or test their comprehension with carefully crafted questions, taking care to use simple sentences and key vocabulary from the text they just read. These questions can be at the Literal level (Why do the leaves turn red and yellow in the fall?) Interpretive level (Why do you think it needs water?) Applied level (How much water are you going to give it? Why?)

The terms reading disability, reading disorder, and dyslexia are used interchangeably in the literature. For the purposes of this document, the term reading disability will be used. Proficient reading and writing skills are critical to success. If learners are not competent readers, they are at risk for academic, behavioral, social and emotional difficulties. Learners with learning disabilities have the potential to be successful academically and socially. Teachers can change the trajectory for children at risk for failure in reading by intervening early and providing explicit, intensive, and extensive instruction. The expectation is that learners are taught listening, speaking, reading, writing, viewing, and representing skills throughout their school careers. When learners continue to struggle with the acquisition of proficient literacy skills, appropriate adaptations need to be made to enable them to

successfully meet the demands of the curriculum. Success is dependent on educational programming that is suited to the learner's individual strengths, needs, and learning characteristics. This resource provides information on assessment, instruction, assistive technology, transition planning, and self-advocacy for learners with reading and written expression difficulties and disabilities. Information is based on current research and effective practices in the education of learners with reading disabilities. The suggested strategies build on Saskatchewan Learning curricula and supporting resources. [3]

The hallmark characteristic of a learning disability is an individual's academic underachievement in reading, writing, and/or mathematics despite the presence of average to above average intelligence, appropriate instruction, regular school attendance, and favorable environmental factors. The Learning Disabilities Association of Canada (LDAC) provides a national definition of learning disabilities.

"Learning Disabilities" refer to a number of disorders, which may affect the acquisition, organization, retention, comprehending, or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.
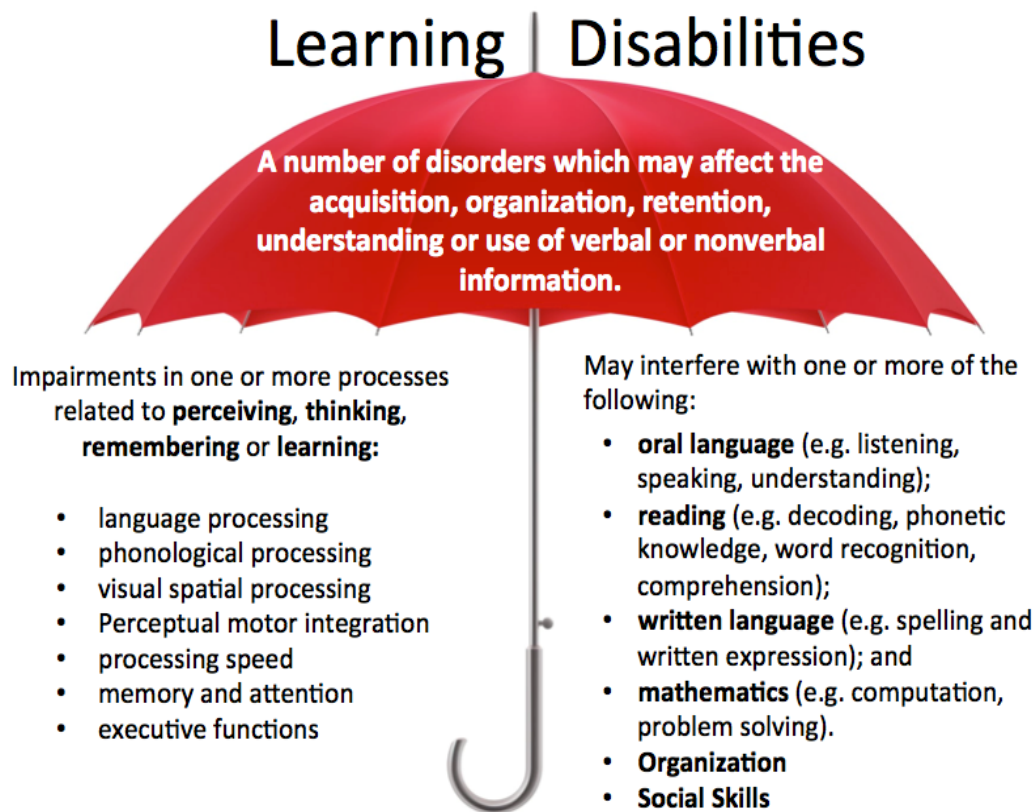
Figure 2 Learning Disabilities

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering, or learning. These include, but are not limited to language processing, phonological processing, visual spatial processing, processing speed, memory and attention, and executive tasks (e.g., planning and decision making).

Learning disabilities range in severity and may interfere with the acquisition anduse of one or more of the following:

• oral language (e.g., listening, speaking, comprehending);

• reading (e.g., decoding, phonetic knowledge, word recognition, comprehension);

• written language (e.g., spelling and written expression); and

• mathematics (e.g., computation, problem solving).

Learning disabilities may also involve difficulties with organizational skill,social perception, social interaction, and perspective taking.

Learning disabilities are life-long. The way in which they are expressed may vary over an individual's lifetime, depending on the interaction between the demands of the environment and the individual's strengths and needs. Learning disabilities are suggested by unexpected academic under-achievement or achievement which is maintained only by unusually high levels of effort and support.

Learning disabilities are due to genetic and/or neurobiological factors or brain tasking in a manner which affect one or more processes related to learning. These disorders are not due primarily to hearing and/or vision problems, socio-economic factors, cultural or linguistic differences, lack of motivation, or ineffective teaching, although these factors may further complicate the challenges faced by individuals with learning disabilities.

Learning disabilities may co-exist with various conditions including attentional, behavioral and emotional disorders, sensory impairments, or other medical conditions.

For success, individuals with learning disabilities require early identification and timely particularized assessments and interventions involving home, school, community, and workplace settings. The interventions need to be appropriate for each individual's learning disability subtype and, at a minimum, include the provision of:

• specific skill instruction;

• accommodations;

• compensatory strategies; and

• self-advocacy skills.
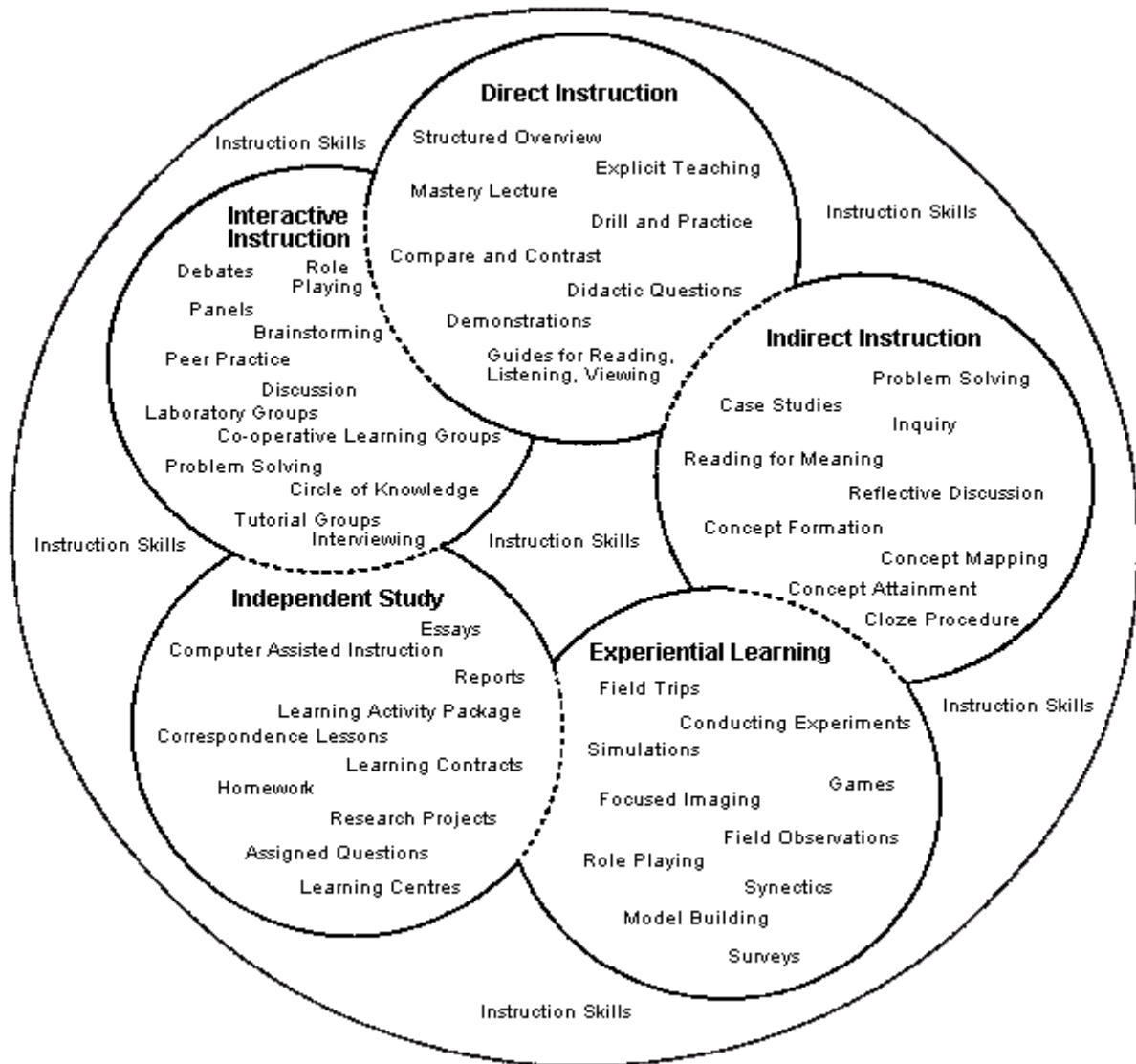
Figure 3 Instruction Skills

Learning disabilities vary in terms of impact and may involve many skill areas. Several subtypes of learning disabilities are outlined in Figure 1. Individuals with a learning disability may experience difficulties with auditory processing, visual processing and/or motor skills, attending, and remembering information. Social interactions and relationships may also be negatively impacted by a learning disability. Approximately 75 percent of learners diagnosed with learning disabilities manifest social skill deficits that distinguish them from their non-learning disabled peers. Although there are general characteristics associated with each type of learning disability, it is important to remember that every learner is unique.
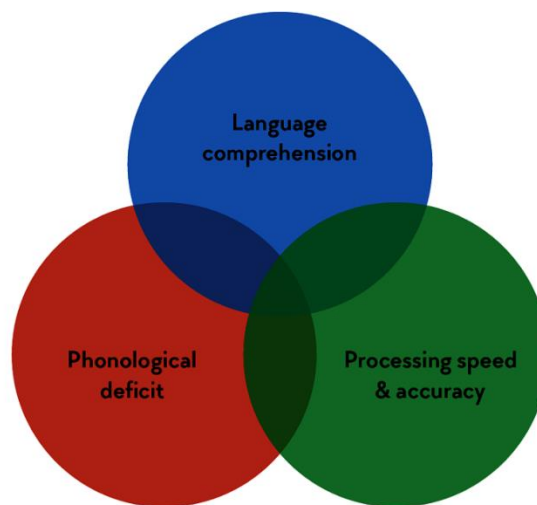
An individual with a reading disability demonstrates difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction, and

intervention. The reading difficulties are not the result of generalized developmental delay or sensory.

Reading disability may be characterized by:

• difficulties in solitary word reading;

• initial difficulties decoding or sounding out words;

• difficulties reading sight words;

• insufficient phonological processing; that is, the comprehending that sentencesare comprised of words, words are made up of syllables, and syllables are made up of individual sounds or phonemes;

• expressive or receptive language difficulties;

• difficulties with comprehension.

Figure 4 Types of Reading Disabilities

The processing difficulties may also be revealed in spelling and writing. Written expression disability and mathematics disability are commonly found in combination with a reading disability. For learners with a reading disability, the reading difficulties are persistent. Even though an individual's reading ability may eventually reach an acceptable performance, it often continues to be characterized by a slower reading rate.
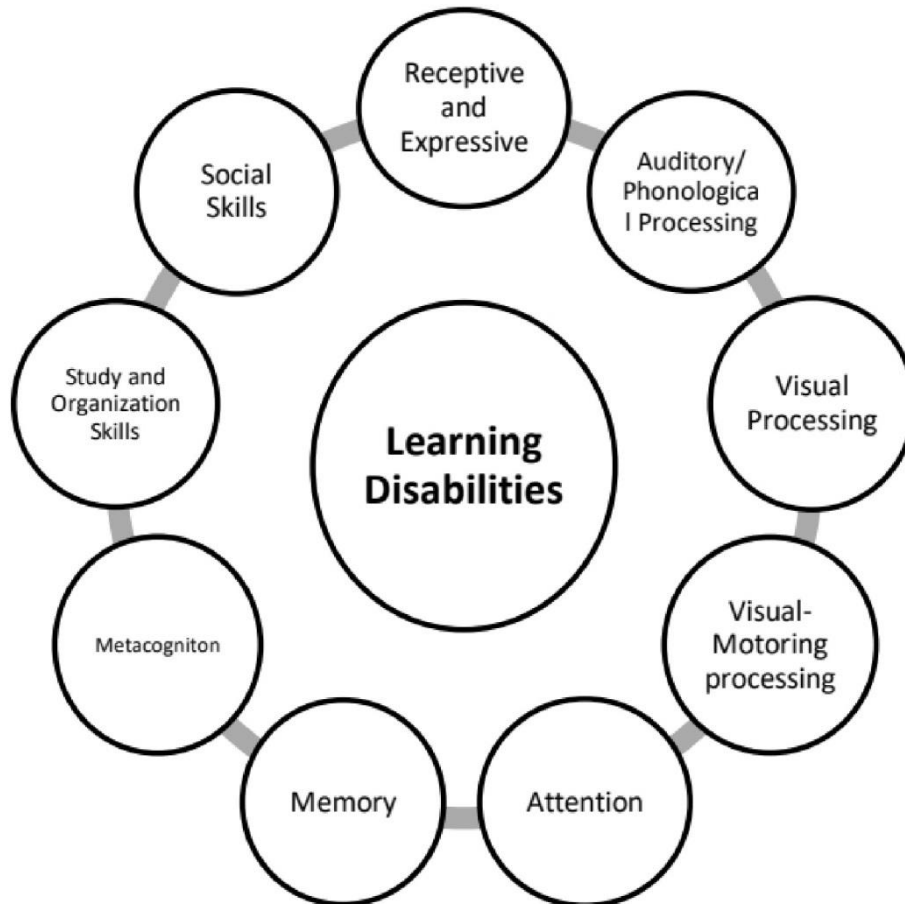
Figure 5 Learning Disabilities

There are various skill areas that may be affected when a learning disability is present. A learner with a learning disability may experience difficulty in one or more of the areas above graphic.

References:

1. From Official Definition of Learning Disabilities by Learning Disabilities Association of Canada, 2002. Reprinted with permission.
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