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akademiyasi
«Yosh olimlar tibbiyot
jurnali»**



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LEARNING DISABILITIES AND FOREIGN LANGUAGE LEARNING

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Abstract: *The purpose of this article is to present a brief review of the factors significant for foreign language learning, with special emphasis on students with language learning disabilities and difficulties. The article overviews the available literature on how native language skills and foreign language aptitude influence the success in foreign language acquisition. Also, it points out the importance of teachers' role and appropriate teaching modifications and methods suitable for students who have difficulties in foreign language learning.*

Key words: *expressive language difficulties, receptive language difficulties, dyslexia, multisensory activities.*

ТРУДНОСТИ В ОБУЧЕНИИ И ИЗУЧЕНИЕ ИНОСТРАННОГО ЯЗЫКА

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Аннотация: *Цель данной статьи - представить краткий обзор факторов, значимых для изучения иностранного языка, с особым акцентом на учащихся с ограниченными возможностями и трудностями в изучении языка. В статье дается обзор доступной литературы о том, как владение родным языком и склонность к иностранному языку влияют на успех в овладении иностранным языком. Кроме того, в нем указывается на важность роли учителей и соответствующих модификаций преподавания и методов, подходящих для студентов, испытывающих трудности в изучении иностранного языка.*

Ключевые слова: *трудности с экспрессивной речью, трудности с рецептивной речью, дислексия, мультисенсорная деятельность.*

Foreign language study is an increasingly prominent part of education everywhere. Not only are high school students nearly always required to study a foreign language, but many lower and middle schools have added foreign languages to their curricula, whether as an enrichment or a requirement. Foreign language “magnet” schools have been created in some school districts and seem to be very popular. And of course, it’s more common than not that colleges and universities require foreign language study for graduation. For the student unencumbered by a learning disability, foreign language study is indeed an enriching and rewarding experience. For the learning disabled

student, however, it can be an unbelievably stressful and humiliating experience, the opposite of what is intended.

While it has long been recognized in the learning disabilities field that foreign language study would be a terrific challenge to learning disabled students, somehow this fact has been widely ignored in the field of foreign language instruction and in schools in general until very recently. Teachers of ESL students have also recognized that there are students who have great difficulty mastering English because of learning disabilities. This fact has added some urgency to the need for recognition of this problem. As more research is being done and

more teachers are recognizing the problem, more solutions are being created for the student facing the challenge of learning a foreign or second language and the teachers who teach them.

The field of second language acquisition has historically blamed language learning failure on a number of factors. Anxiety in the foreign language classroom (anxiety about making mistakes in grammar and pronunciation, about understanding the teacher, about remembering vocabulary) has been prominent as a purported cause of the failure. Among other causes cited in the literature have been lack of effort, lack of motivation, poor language learning habits and low “ability” in language learning. In the late 1960’s, Dr. Kenneth Dinklage of Harvard University was compelled to find out why some of Harvard’s brightest and best were not passing their language classes. He quickly dismissed lack of effort, seeing that most of these students were putting other courses and their degrees at major risk by devoting unusual amounts of time and effort to their language classes. Similarly, lack of motivation was not a cause, as these students could not graduate without completion of their language requirement. As for anxiety, he realized that the students were coming to see him because they were suffering from extreme anxiety as a result of not being able to pass their language classes. Since most of these students had never failed a class before, he felt that anxiety had not originally played a part in their failure.

When he interviewed these students, Dinklage found that a number of the failing language students had in fact been diagnosed as learning disabled and had overcome their disability through good tutoring and very hard work; still, the foreign language course had triggered the problems the students thought were behind them. Others in the group, Dinklage found after testing, had previously undiagnosed learning disabilities; again the problems had not shown up until foreign language classes were attempted. The third part of

the group, he felt, had a “language learning disability,” though Dinklage could not find the usual evidence of problems in testing. Clearly these students were unable to be successful in their foreign language study while at the same time they were excellent students in their other classes. He could find no other explanation. Then, in a kind of experiment years ahead of its time, he arranged for a graduate student who had a learning disabled sibling to teach Spanish to some of these struggling Harvard students using methods of instruction known to be helpful to those with learning disabilities. The students taught in this way were mostly able to pass the exams necessary to complete the foreign requirement.

Broadly speaking, speech and language disabilities fall into two main categories. A learner may have difficulty with speaking or writing – these are expressive language difficulties. Or learners may have challenges with understanding language, which is known as a receptive language difficulty.

In either case, students may have physical barriers to learning but might also suffer from so-called ‘pragmatic language difficulties’. In these cases, learners are able to communicate but cannot understand the messages being passed to them. Some language learners with such challenges also struggle to learn and recall vocabulary, express their thoughts and feelings and / or find it difficult to interact with other learners. It is therefore vital to take the time to understand the problems the student is facing and the need that the learner is trying to express.

Some learners may have problems making the muscular movement necessary to form words with their mouths or their hands – these are common types of expressive language difficulties.

They may also be unable to produce certain words or sounds making it difficult to understand what they are trying to communicate. Furthermore, such difficulties make it difficult for them to put words or events in the right or-

der and grammatical structures may be difficult for them to follow.

Other students experience difficulties with how they are able to hear and process language – this directly impacts on their ability to understand what is being written and respond accordingly. Learners affected by receptive language challenges typically also struggle to understand many of the non-verbal cues involved in language and sometimes take words and phrases too literally.

Educators will find six specific ideas to use and implement in their classrooms below, but there are some general guidelines to follow when working with learners who have expressive or receptive language difficulties. Perhaps the most important is to see the learner and not the difficulty – get to know them, understand what makes them tick and what their passions and interests are. After that, ensure that all of your other learners buy into an inclusive classroom ethos. That’s one where students help and support each other to achieve everyone’s learning goals. Finally try and build in as many activities as possible that develop empathy and understanding – getting students to ask each other questions to know each other better is a great way to do this!

1. Be flexible

Students with learning difficulties may need more help and support than others in their class. Where possible, help them by creating the learning environment they need to succeed. This might mean giving them extra time to communicate their answers or running extra individual or small group sessions to master key concepts. Students with dyslexia may also wish to record or photograph the lesson content on their phone, given the challenges they may face in taking notes.

Alternatively, learners might need you to provide additional resources to support guardians with learning at home. Running lessons in classrooms with specific resources, furniture or equipment may also be needed. As always, ask the learner and those around them (parents, carers and friends) to be clear about

what they need and how you can best support them.

2. Make language learning multisensory

When teaching language students with learning difficulties, try to use as wide a variety of input and output approaches as possible – make the lesson material relevant for visual, auditory, tactile and kinesthetic learners. Simple visual aids can also be highly effective, including picture clues to illustrate new words or hand and mouth movements to communicate sounds and noises.

The British Council also emphasise the role of “multisensory activities like clapping and stomping out syllables in new vocabulary or colour-coding the different groups of phonemes. Rhyming bingo and card games where the learner can match the same sounds can be really helpful.”

But be careful not to overload or overstimulate learners with too much information in one go. When teaching new sounds or words, it’s most effective to teach one or two at a time and encourage students to imitate the mouth or letter shape if they are able. Similarly take the time to divide lessons into digestible bite-size chunks with slower learning steps to ensure that everyone can keep up.

3. Communication is key

It’s vital to ensure that you only use clear and positive classroom language. Prioritise what you want students to do and not what you don’t want them to do. This helps avoid confusion and keeps your expectations front of mind. Linked to this, keep your instructions clear, concise and try to ensure that they follow on from each other in an obvious progression.

4. Repeat and repeat

It’s important to try and provide learners with more than one opportunity to both grasp a concept and to demonstrate that they have understood it. As part of this, give students time to develop, practice and use mnemonics or songs to build memory and fluency. Both can be powerfully paired with a recap of what’s been taught at the end of each lesson and at the beginning of the next. There is also opportunity

for pair work to help weaker students to make progress. Team them with a stronger student to practice and reinforce concepts. Both students can grow and develop their skills as a result!

5. Be well-organised

All students need a clear understanding of expected progress and the overall direction of learning, but this is absolutely key for students with learning difficulties. Ensure that students start by understanding the words, phrases and sounds that they will encounter most frequently and that they progress from simple concepts to more complicated ones. This helps build confidence and momentum in their learning. Also provide a clear overview of the material you intend to teach in every lesson. Provide them (in an accessible format) with a study guide and learning resources that they can access and learn from.

6. Focus on fluency

It is key to support progress and encourage learners with speech and language difficul-

ties to exceed expectations. Try not to highlight incorrect words, phrases or grammar but rather celebrate what they have been able to communicate and then model the correct version in your response. Building their fluency (and by extension their confidence) is far more important than accuracy for this group of learners.

Used materials

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