

A Comparative Case Study On Esl Teachers' Experiences In Teaching Dyslexics In The Mainstream Classroom Of Uae And India

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Abstract

Have you ever thought that reading a hoarding or browsing a menu without visually fumbling is a big deal? We have been encouraged to increase reading skills from schools. Reading skills do not evolve spontaneously in human beings (cf. McGuinness, 1998), rather, reading is something that we must *learn* to do. But, on the other hand, there are some unknown faces within the classroom struggling to decipher those dancing letters. Over the decades, there has been much light on the issue on how to help a dyslexic within the mainstream class. Dyslexia is a language learning disorder that results in deficits in reading, spelling.... (Balise, Black, Nussbaum, Oakland Stanford, 1998). Children with dyslexia encounter difficulty in reading through conventional methods. The primary question in the scientific community is

“What causes dyslexia?” However, medical science has discovered that dyslexia is not a disease with a cure. Keeping those conditions, it highly demands that only teachers can assist students with dyslexia at its early stage. Research has been carried out that there is no consensus on the definition of dyslexia and its underlying cause (Smythe and Everatt, 2002).

Keywords: Language teaching challenges, Teaching Strategies, Phonological deficit hypothesis, Activity task, Dyslexic difficulties

This research focuses on the specific English language teaching techniques to understand the process and linguistic abnormalities of dyslexic students as compared to controlled students. It has been undertaken in Dubai schools and the similar strategies have been applied on dyslexics from Indian schools. This paper aims to explore the experiences of ESL primary school teachers in teaching pupils with dyslexia, particularly the challenges they encounter as well as the how different strategies are used to assist them in the teaching and learning process. In the Phase one, ESL teachers were given training on identifying the dyslexic along with the mainstream students. In-depth interviews were conducted with the teachers for the data collection. Considering the current scenario, it shows that those ESL teachers find it challenging to teach pupils with dyslexia and they are lacking effective teaching methods to apply in the classroom to support the students. Several recounts of teaching experiences show that ESL teachers need more support in terms of training and professional development to ensure literacy skills mastery among pupils with dyslexia. It mainly investigated the teaching provision and performance differentiation of Indian dyslexics. In order to understand teaching as well as learning behaviour within the organizational systems, the researcher has chosen Phonological Deficit Hypothesis (PDH) and Activity theory as a theoretical

framework for the data collection and analysis. PDH has been the dominant descriptive framework for Dyslexia during the late twentieth century. Snowling (2000, pp. 34-35) influential proponent of PDH, maintains that phonological processing skills in dyslexic children are selectively impaired. Owing to that, this paper has focused severe dyslexic problems of constructing, maintaining and retrieving phonological representation with key emphasis on their lack of sensitivity to the sounds of words. Additionally, the researcher uses the broad framework of Activity theory which is a collective task of oddity task, blending task, syllable splitting task, phoneme manipulation task and phoneme segmentation task from teachers, dyslexic students and their parents. However, through the process, the researcher has observed a tremendous change in the student's achievement with better grades, self esteem and confidence.

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