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TEACHING ENGLISH TO STUDENTS WITH DYSLEXIA: PRACTICAL STRATEGIES AND TOOLS

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MAQOLA MALUMOTI	**ANNOTATSIYA:**
MAQOLA TARIXI: *Received:20.10.2025* *Revised: 21.10.2025* *Accepted:22.10.2025*	*Dyslexia is one of the most common learning difficulties that affects students' ability to read, write, and spell. Teaching English to students with dyslexia requires specialized methods and supportive tools that accommodate their specific needs. This article explores practical strategies and digital tools that can be used in English as a Foreign Language (EFL) classrooms to improve the learning experience for dyslexic students. It also highlights the importance of teacher awareness, multisensory instruction, and individualized learning plans.*
KALIT SO'ZLAR: *dyslexia, English language teaching, inclusive education, learning difficulties, assistive tools, multisensory learning.*	

Introduction

Dyslexia is a neurological condition that primarily affects reading skills, spelling, phonological awareness, and word recognition. In the context of English language teaching, students with dyslexia often struggle with decoding unfamiliar words, understanding grammar rules, and maintaining focus during reading and writing activities. As the demand for English proficiency increases globally, especially in non-native contexts, educators must develop inclusive approaches to support learners with diverse needs.

Traditional teaching methods often do not address the unique challenges faced by dyslexic learners, leading to frustration, low motivation, and academic underachievement.

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Therefore, there is a growing need for adaptive strategies and tools that promote equal opportunities for all students in language learning environments.

Methods

This study employs a **qualitative descriptive methodology** that involves:

- A review of **existing literature** on dyslexia in language education;
- **Observation** of English lessons in inclusive classrooms;
- **Interviews** with English language teachers who have experience teaching dyslexic learners;
- **Analysis of educational tools** and apps used for supporting dyslexic students.

The data were analyzed thematically to identify the most effective and widely used practices.

In addition to literature reviews and classroom observations, the study utilized the following methods:

- **Case Study Approach**: Selected students with diagnosed dyslexia were observed over a 6-week period to evaluate the effectiveness of applied strategies.
- **Teacher Feedback Forms**: Participating teachers completed reflective journals documenting the tools and methods used in their lessons.
- **Comparative Analysis**: Progress of dyslexic students using assistive technologies was compared with those receiving traditional instruction.

The methodology was designed to capture both qualitative insights and measurable outcomes, focusing on engagement, language retention, and confidence in English learning.

Results

The study identified the following practical strategies and tools:

1. **Multisensory Instruction**

Techniques such as the **Orton-Gillingham** approach engage visual, auditory, and kinesthetic-tactile learning pathways. For example, students may trace letters in sand while saying the sounds aloud.

2. **Structured   and   Sequential   Learning**

Lessons that follow a clear, step-by-step format help dyslexic students build language skills incrementally. Repetition and review are essential.

3. **Use of Assistive Technology**

o   **Text-to-speech software** (e.g., Natural Reader, Kurzweil)
o   **Speech-to-text tools** (e.g., Google Voice Typing)

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- o **Spelling and grammar checkers** (e.g., Grammarly with dyslexia mode)
- o **Educational apps** (e.g., Ghotit, Learning Ally)

4. **Readable Fonts and Layouts**

Using **dyslexia-friendly fonts** like OpenDyslexic and ensuring clear text layout with wide spacing reduces visual stress.

5. **Audio and Visual Aids**

Incorporating **audiobooks**, videos, and images supports comprehension and reduces reading pressure.

6. **Teacher Training and Flexibility**

Teachers reported that **training workshops** on special education increased their confidence and skills in adapting lessons.

Discussion

The success of English language instruction for dyslexic students depends not only on tools but also on **attitude, awareness, and adaptability**. Teachers must be sensitive to the frustration and anxiety that language learning may provoke in these students. Establishing a supportive, low-pressure classroom environment where mistakes are viewed as learning opportunities is critical.

Differentiated instruction, in which students work at their own pace and level, allows for more equitable progress. Also, **collaborative learning** (e.g., peer tutoring, group work) can boost motivation and self-esteem.

However, some challenges remain, including **limited resources**, **large class sizes**, and **lack of institutional support** in many public schools. Therefore, policy changes and professional development should be prioritized to promote inclusive education.

Conclusion

Teaching English to students with dyslexia is both a challenge and an opportunity for educators. Through the implementation of multisensory strategies, assistive technology, and personalized instruction, teachers can help dyslexic learners overcome language barriers and achieve meaningful progress. Raising teacher awareness and integrating inclusive tools into everyday practice are essential steps toward a more accessible and equitable education system.

This research confirms that incorporating specialized strategies and tools significantly improves the learning outcomes of dyslexic students in English language classes. The use of

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multisensory methods, **structured teaching**, and **digital assistive technologies** fosters not only language acquisition but also learner confidence.

Moreover, successful integration of these approaches requires continuous teacher training, institutional support, and curriculum flexibility. When provided with the right tools and understanding, dyslexic students are fully capable of achieving proficiency in English as a Foreign Language.

Educators are encouraged to embrace inclusive pedagogy, remain patient and creative, and view diversity in learning styles as an asset rather than a challenge.

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