

PAPER

THE METHODS OF TEACHING ENGLISH LANGUAGE TO DISABILITY LEARNERS

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Abstract

This study examines successful methodologies for instructing English to learners with impairments, emphasizing inclusive education, adaptive teaching tactics, and technological interventions. The study emphasizes individualized instruction, multimodal learning, and assistive technology as essential strategies for enhancing language acquisition among students with diverse disabilities. Research indicates that a learner-centered methodology improves engagement and understanding.

Key words: methodologies, instruction, English language, learners with disabilities.

Introduction

Instructing English as a foreign or second language poses difficulties for learners with disabilities, encompassing visual, aural, cognitive, and physical impairments. Inclusive education seeks to offer equitable educational opportunities for all learners. This paper analyzes approaches that address varied requirements, guaranteeing that language acquisition is both accessible and successful for students with impairments. In today's global landscape, the significance of English is undeniable, as it serves as the predominant universal language. Mastering English necessitates continual practice and perseverance. English is essential for pupils as it expands their perspectives, enhances emotional intelligence, and improves quality of life by offering employment prospects. Furthermore, this language serves as the medium for our international communication across several domains, including politics, science, media, and art, and frequently functions as the language of amusement. English has been taught to pupils in elementary schools in Uzbekistan since December 10, 2012. Are all children identical to us? Are they intelligent, healthy, and ready to learn? Certainly not. Some children possess learning disabilities.

Methods

A qualitative research methodology was utilized, examining existing literature, case studies, and expert interviews in the field of

special education. The research examines instructional strategies, classroom modifications, and technology resources that facilitate English language learning for students with disabilities. Inclusion is characterized as a process that addresses and responds to the diverse needs of all individuals, including children, teenagers, and adults, by enhancing involvement in learning, cultures, and communities, while simultaneously reducing and eliminating exclusion (UNESCO, 2009:8). In an inclusive setting, all students with special needs, irrespective of the nature and severity of their disabilities, attend mainstream schools in their locality, under the purview of general education teachers (Hallahan, Kauffman Pullen, 2009).

Additionally, it is the general teachers duty to address the weaknesses of children with impairments and challenges by implementing instructional and content adaptations, and, in certain instances, to participate in the identification of these individuals inside the classroom. This specifically pertains to the identification of students with language-based learning impairments (LBDL). Newhall (2012) characterizes language-based learning disorders as "a spectrum of difficulties related to the understanding and use of spoken and written language" (Newhall, 2012). Certain students with LBDL are recognized at a young age. Nevertheless, numerous individuals with this issue navigate early elementary school with minimal difficulties. The identification of language-based learning problems occurs solely when educational demands and expectations increase (Newhall, 2012). Schwarz (1997) posits that occasionally, individuals who had not been previously identified as having a learning impairment (LD) may exhibit learning disabilities in a foreign lan-

guage class. When a child exhibits language delays in their native language, struggles with literacy skills in that language, demonstrates specific language deficits in both their native language and English (such as phonological issues), has a familial history of reading disabilities, and shows no improvement following suitable intervention, the likelihood of a learning disability exists.

Teachers play an integral role in implementing the language curriculum in every instance. Encouraging students in a foreign language classroom is their responsibility, necessitating the creation of optimal materials and the application of effective approaches. However, there is an additional issue that, although the classroom is filled with well-designed materials, the outcomes may not always meet expectations. Quality materials do not guarantee exceptional success. If a teacher has no qualifications, motivation, training, knowledge, or language proficiency. Furthermore, they encounter additional challenges due to inadequate training. Patience and open-mindedness are essential qualities required of instructors working with children who have language learning challenges and difficulties.

Ganschow and Schneider (2006) assert that the training and education of foreign language instructors often equip them to teach the "ideal learner," who is anticipated to acquire language competencies (pronunciation, reading, writing, speaking, and listening) through exposure and practice. They emphasize the necessity for supplementary training to address the requirements of students with special needs. Foreign language educators must ascertain the most advantageous adjustments for their pupils and recognize those at risk of acquiring a foreign language learning handicap at the earliest opportunity (Ganschow and Schneider 2006).

Discussion

The results demonstrate that adaptive teaching practices substantially improve the educational experience of students with disabilities. Technology facilitates communication, whereas diversified instruction allows each student to advance at their individual speed. Nonetheless, problems including educator training, resource accessibility, and institutional backing must be resolved to execute these strategies effectively.

Conclusion

Instructing English to students with disabilities necessitates a comprehensive strategy that incorporates inclusive teaching methods, technology, and personalized education. Educators require sufficient training and assistance to establish an accessible learning environment. Future research should investigate the long-term effects of these strategies on language proficiency and cognitive development in learners with disabilities. By providing diverse opportunities for students to acquire and exhibit their knowledge, educators will enhance the accessibility of their classes for all learners. Engaging in dialogue with students with learning disabilities will foster a lifelong connection with a foreign language.

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