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DYSLEXIA AND FOREIGN LANGUAGE TEACHING: CHALLENGES AND STRATEGIES IN ENGLISH LANGUAGE ACQUISITION

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Abstract: *Dyslexia presents significant challenges for students learning a foreign language, particularly English, due to its complex spelling rules and inconsistent pronunciation. This article explores the neurological basis of dyslexia and its impact on language skills, including reading, writing, and comprehension. By reviewing existing research and gathering insights from 30 English language teachers across various educational institutions, this study identifies common difficulties faced by dyslexic learners and effective instructional strategies. The findings highlight the importance of multisensory learning, adaptive technology, and teacher training to enhance language acquisition for dyslexic students. Furthermore, this paper underscores the necessity of policy changes to support inclusive education and early diagnosis. The study concludes that a combination of tailored teaching approaches, technological assistance, and institutional support can create an equitable learning environment for students with dyslexia.*

Keywords: *Dyslexia, foreign language learning, English language education, inclusive teaching, adaptive strategies, assistive technology, multi sensory learning, teacher training, special education policies, language acquisition, digital tools, phonological awareness.*

Introduction

Learning a foreign language is often regarded as a reflection of cognitive flexibility and intelligence. However, for students with dyslexia, the process of acquiring a new language—especially English—poses unique and often overwhelming challenges. English is characterized by irregular spelling conventions, unpredictable pronunciation rules, and a deep orthography, which complicates the learning process for dyslexic individuals (Snowling, 2013). Dyslexia is a neurological condition that affects phonological processing, working memory, and decoding skills, making it difficult for students to recognize letter-sound correspondences and retain linguistic structures (Shaywitz & Shaywitz, 2020).

Despite the prevalence of dyslexia, many educational institutions lack specialized programs or interventions tailored to dyslexic learners in foreign language education. Conventional language teaching methods that emphasize rote memorization and phonetic decoding are often ineffective for these students (Ganschow & Sparks, 1995). Without appropriate support, dyslexic students may experience anxiety, decreased motivation, and long-term academic struggles (Kormos, 2017). Therefore, this paper explores the specific difficulties faced by dyslexic learners in acquiring English as a foreign language and examines evidence-based strategies that can enhance their learning experience.

Methods

This study employs a mixed-methods approach, integrating a comprehensive literature review with qualitative data gathered from English language teachers. The literature review synthesizes findings from peer-reviewed studies on dyslexia, foreign language acquisition, and educational interventions. The empirical component involves a structured survey administered to 30 English teachers from diverse educational settings, examining their knowledge of dyslexia, the teaching strategies they employ, and the challenges they face in accommodating dyslexic students.

In addition to the survey, this study analyzes the role of assistive technology in supporting dyslexic learners. Tools such as text-to-speech software, dyslexia-friendly fonts, and speech recognition applications are examined to determine their efficacy in facilitating language acquisition. The study also explores the impact of structured literacy programs, such as the Orion-Gillingham approach, on dyslexic students' progress in foreign language learning (Henry, 2010).

Results

The survey findings indicate that a significant proportion of teachers lack formal training in dyslexia-specific pedagogical approaches. While some

educators implement multi sensory techniques, such as visual aids, tactile learning, and audio books, many express uncertainty about the effectiveness of these methods in the absence of professional development. Additionally, the results highlight a gap in institutional resources, with many schools lacking access to assistive technologies and specialized instructional materials.

The literature review corroborates these findings, emphasizing the positive impact of multi sensory learning and technology-driven interventions. Studies have demonstrated that dyslexic students benefit from structured, explicit instruction that incorporates phonological awareness training, scaffolded reading exercises, and real-world language applications (Ehri, 2014; Nijakowska, 2010). The integration of digital tools, such as speech-to-text applications and dyslexia-friendly fonts, has been shown to enhance reading fluency and writing accuracy among dyslexic learners (Fischer, 2019).

Discussion

The study underscores the urgent need for enhanced teacher training in dyslexia-focused methodologies. Professional development programs should equip educators with evidence-based strategies, such as explicit phonics instruction, multi-modal teaching, and scaffolded language tasks (Swanwick, 2018). Additionally, policymakers should advocate for early dyslexia screening and continuous academic support to prevent language-learning difficulties from escalating into broader academic setbacks (Peterson & Pennington, 2015).

Technological advancements play a crucial role in bridging the gap between traditional teaching approaches and the diverse needs of dyslexic students. Interactive learning platforms, AI-powered reading assistants, and customized language learning applications can provide personalized support, allowing students to engage with English at their own pace (Krause, 2021). Moreover, fostering an inclusive classroom environment through differentiated instruction and peer-assisted learning can mitigate the social and emotional barriers dyslexic learners face in language acquisition (Reid, 2016).

Conclusion

Supporting dyslexic students in foreign language learning requires a holistic approach that integrates teacher training, innovative technology, and inclusive educational policies. By implementing research-backed strategies, schools can create a more accessible and effective learning environment that enables all students to achieve language proficiency. Future research should focus on longitudinal studies to assess the long-term effectiveness of specific interventions and explore cross-linguistic comparisons to refine best practices in dyslexia-inclusive foreign language education.

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