

# Exploring Challenges of Dyslexic Students Learning English as a Second Language: Reading Drama Script

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## Abstract

This study aimed to explore the reading challenges faced by dyslexic students learning English as a second language and interventions to support their reading skills. A mixed research design (both qualitative and quantitative) was used. Data was collected through a questionnaire, semi-structured interview and observation. A judgmental sampling technique was employed to select dyslexic students and teachers at two public schools in Tiruvallur district. Twenty-six students with English dyslexia and two teachers were selected for this study. Data were collected through the use of schedule questionnaire, interview and classroom observation. Statistical package for social Science Software version 26 was employed to analyze quantitative data, whereas the thematic analysis method was used for interview and classroom observation data analysis. The findings of this study showed that students encounter difficulties in phonological awareness, decoding words, recognizing patterns and comprehension. Besides, the study revealed that employing a multisensory and structured approach to teaching, incorporating visual and auditory, are crucial strategies for enhancing students English reading skills. The research also explored that explicit reading instruction and assistive technology significantly improve students' reading drama script skills. The findings also identified that early identification, targeted instruction and individualized support for dyslexic students are significant elements in progressing their English reading skills. However, the study also acknowledges the limitations and suggests future researchers investigate the impact of parental involvement on dyslexic students' English reading drama script skills.

**Keywords:** challenge, drama script, English dyslexia, intervention, second language, teaching and learning

## 1. Introduction

English language learning is a complicated process that requires the development of listening, speaking, reading, and writing abilities. English language skills are a foundation for learning across various subjects, and challenges in this area can hinder their overall academic achievement. Moreover, English language plays a crucial role for students in social communication, affecting their ability to establish relationships, participate in group activities, and engage in meaningful interactions with their peers and teachers (Davies & Pearse, 2000).

Difficulties with learning reading skill impede dyslexic students' academic progress, social interactions, and overall educational experience. English dyslexia is a type of English language-learning disorder that primarily affects students' ability to read accurately and fluently (Tunmer & Greaney, 2009). Dyslexia impacts decoding, spelling, and writing skills of students (Huettig, Lachmann, Reis & Petersson, 2017). Dyslexic students often have slower English reading speed compared to their peers. Due to decoding and phonological processing difficulties, they may require more time to read and process written text accurately. This can lead to challenges in keeping up with the reading demands of academic tasks and may affect overall academic performance (Tallal, Allard, Miller & Curtiss, 1997).

Learners with English dyslexia struggle with English phonetic spelling, finding it challenging to accurately represent the sounds of words on paper (Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson & Tilly, 2008). Students with English dyslexia have difficulties with grammar, sentence structure, and organizing their thoughts in writing and reading. Learners with English dyslexia often face challenges in reading comprehension, which may be related to difficulties in attention and executive functioning (Whiteley, Smith & Connors, 2007); according to them, dyslexic students have difficulty with understanding and extracting meaning from written text since they struggle with decoding and phonological processing. Reading comprehension difficulties are noticeable as reduced vocabulary knowledge, limited understanding of sentence structures, and challenges in grasping the overall meaning of a passage (Whiteley et al., 2007).

English dyslexia often stems from phonological processing issues. Phonological processing involves hearing, analyzing, and manipulating spoken language (McArthur & Castles, 2011). Students with English dyslexia struggle with phonemic awareness, decoding words, recognizing letter and word patterns, and comprehending written text. This deficit leads to slow reading speed, inaccurate reading, and poor spelling and writing skills (Alt, Hogan, Green, Gray, Cabbage & Cowan, 2017).

Students with English dyslexic experience lower self-esteem and a lack of confidence due to their struggles in the classroom (Bishop, Snow, Thompson & Greenhalgh, 2017). They compare themselves to their peers, leading to frustration, embarrassment, and social isolation. Over

time, these negative emotions can impact their motivation and willingness to engage in academic activities (Haft, Myers & Hoefft, (2016). The challenges faced by students with English dyslexia can increase their anxiety and stress levels. They worry about reading aloud in class, taking exams that heavily rely on reading and writing skills, and meeting academic expectations. This anxiety can further hinder their learning and well-being (Wimmer, Mayringer & Landerl, 2000).

Students with English skill learning difficulties require special attention and support. Addressing the English language learning difficulties of dyslexic students requires multifaceted teaching strategies. It involves creating inclusive learning environments with appropriate accommodations, instructional strategies, and support systems to facilitate language development. Interventions, assistive technologies, differentiated instruction, and collaborative efforts among educators, parents, and specialized professionals are essential to ensuring that disabled students have equal opportunities to develop their language skills (American Psychiatric Association, 2013). The previous researchers tried to investigate challenges and solutions for students with English dyslexia. However, the problem still exists. Therefore, this study aims to explore challenges of dyslexic students learning English as a Second Language, in particular reading skill, and examine the current teaching practices and interventions to support their language development. This study greatly enhances dyslexic students' English reading ability by understanding and addressing the difficulties they encounter in language learning and helping teachers create inclusive educational environments that empower dyslexic students to overcome these challenges and improve their reading proficiency. The following objectives were designed for the study:

- To investigate the major reading difficulties experienced by students with English dyslexia
- To examine the impact of specific instructional strategies on reading skills.
- To examine the strategies and resources in supporting students with dyslexia in improving their reading skills

## 2. Literature Review

### 2.1 Empirical Researches

Snowling and Hulme (2011) explored that learners with English dyslexia have trouble phonologically processing language sounds. This made word decoding and recognition challenging. Students with English dyslexia working memory, the capacity to store and manipulate information are impaired. This made reading drama script hard for them. Catts, Adlof and Weismer (2006) discovered that learners with English dyslexia struggled in receptive and expressive language. According to their study, English dyslexia affects students' linguistic competence in all domains,

Berninger, Abbott, Swanson, Lovitt, Trivedi, Lin, Gould, Youngstrom, Shimada and Amtmann (2010) discovered that learners with English dyslexia faced difficulties with spelling, grammar, and punctuation. These issues hinder their English reading skills. Shaywitz and Shaywitz (2008) proved that dyslexia is a neurological condition that affects students' reading skills.

Georgiou, Protopapas, Papadopoulous, Skaloumbakas and Parrila (2010) conducted a study on "A meta-analysis of studies assessing students with English reading dyslexia abilities in hearing and reading." Students with English dyslexia have greater trouble understanding what they read than either their age-matched normal reading peers or younger. Listening comprehension was another area where learners with dyslexia lagged behind their typically reading-age peers.

Landerl, Ramus, Moll, Lyytinen, Leppänen, Lohvansuu, O'Donovan, Williams, Bartling, Bruder, Kunze, Neuhoff, Tóth, Honbolygó, Csépe, Bogliotti, Iannuzzi, Chaix, Démonet and Schulte-Körne (2012) explored English dyslexia in a large German-speaking students. And they identified that 7.5% of the learners suffer from dyslexia. According to them, dyslexia was associated with worse reading comprehension scores. The study revealed that English dyslexia impacts students' reading comprehension and decoding skills. Moll, Snowling, Göbel and Hulme (2020) revealed that learners with English dyslexia showed more anxiety and depression than non-dyslexic students. They also exhibit worse self-esteem and social skills. These findings emphasized the necessity of treating learners with English dyslexia, social and emotional needs as well as academic demands.

Multisensory education helps students with English dyslexia. Multisensory education improves reading drama script and phonological awareness in dyslexic individuals. This method uses sight, sound, and touch to teach learners reading skill. Assistive technology is a very important tools that help students with English dyslexia to improve their reading skills. Smith and Hattingh (2020) argued that assistive technology like text-to-speech and voice recognition software can help students with dyslexia and writing. Students may focus on comprehension and understanding using this technology.

Students with English dyslexia need early intervention. According to Goswami (2014), early intervention programs may assist students with English dyslexia improve their reading and academic skills. Torgesen, Wagner, Rashotte, Burgess and Hecht (1997) found that early dyslexia detection and treatments improve reading results. Early intervention can teach learners how to read. Learners with English dyslexia need a friendly and inclusive classroom. Snowling, Dawes, Nash and Hulme (2012) tested a dyslexia intervention program and the intervention program improved students English reading accuracy, speed, and phonological awareness. Snowling and Hulme (2011) discovered that a supportive and inclusive learning environment improves dyslexic students' reading and self-esteem. Teachers should also offer extra time for reading and writing and build a welcoming classroom. As discussed by Tondeur, Braak, Ertmer and Ottenbreit-Leftwich (2017), teachers' teaching strategies reflect their assumptions about the relationship between education and student academic development.

## 3. Methods

For this study, a mixed research approach and descriptive research design were employed. The study was conducted at two public schools in Tiruvallur district. The sample consisted of 26 students and 2 teachers. Researchers employed questionnaires, interviews, and observations as tools of data collection to gain rich insights into the specific challenges, teaching strategies and interventions for dyslexic students learning English as a second language. Questionnaires were used to gather data from dyslexic students on their English reading drama script skills and difficulties. Interviews involved in-depth, open-ended discussions with two teachers of dyslexic students to explore students' challenges, their teaching strategies, and interventions they use to help students with English reading difficulties. Classroom observation was employed to assess students' English reading learning difficulties, teaching strategies, and the effectiveness of interventions. Observation also involves observing the classroom environment, and difficulties with English dyslexia students during English language learning and teaching process in naturalistic settings. A Statistical Package for Social Science Software version 26 was employed to analyze quantitative data, whereas the thematic analysis method was used for interview and classroom observation data analysis.

#### 4. Results and Discussion

##### 4.1 The Students' Questionnaire Analysis

Q1. I struggle with decoding words accurately.

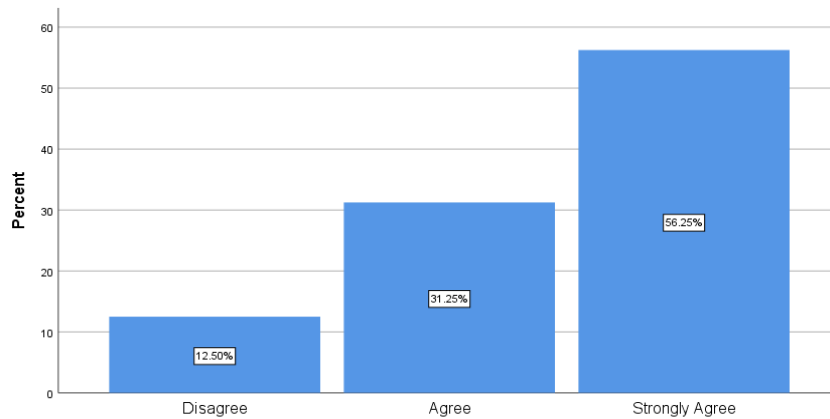


Figure 1. Percentage of Dyslexic students struggle with decoding words

Figure 1 demonstrates that 56.25% and 31.25% of the respondents strongly agreed and agreed that they struggle with decoding words, whereas 12.50% of the respondents disagreed that they struggle with decoding words. Most respondents believe that they face difficulty in word-decoding. This result is supported by Bishop and Snowling (2004) that states students with English dyslexia is characterized by specific difficulties in accurate and fluent word recognition and by poor spelling and decoding abilities.

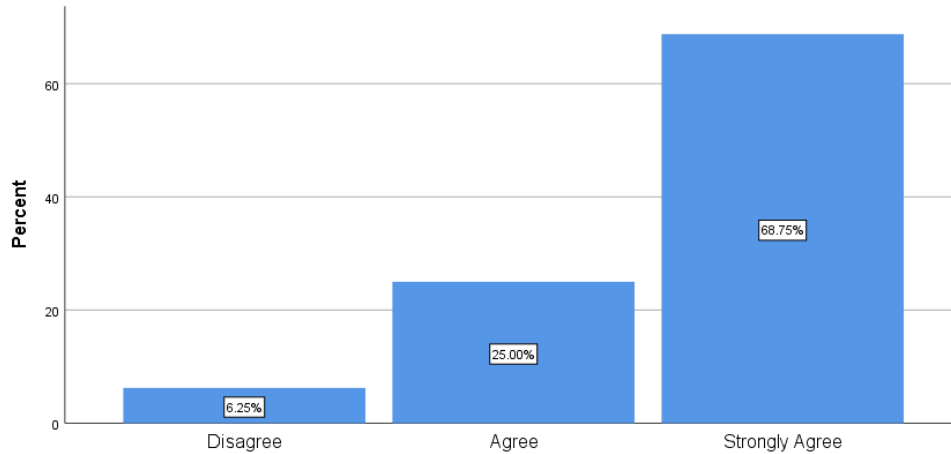
Q2. I struggle with correctly pronouncing words and sounds in a new language.

Table 1. Respondents level of agreement on their pronunciation difficulty

Option	Frequency	Percent
Disagree	2	7.7
Agree	11	42.3
Strongly Agree	13	50.0
Total	26	100.0

Table 1 shows that 50% and 42.3% of respondents strongly agreed and agreed, respectively, that they had trouble pronouncing new words and sounds. 7.7% of respondents disagreed that they suffer from foreign language pronunciation. These findings indicate that most respondents agreed dyslexic students face difficulty with pronouncing words and sounds in a new language. Similarly, Scarborough (2009) found various factors associated with reading difficulties, including decoding problems in dyslexic students. The findings emphasized the prominent role of decoding difficulties in English dyslexia.

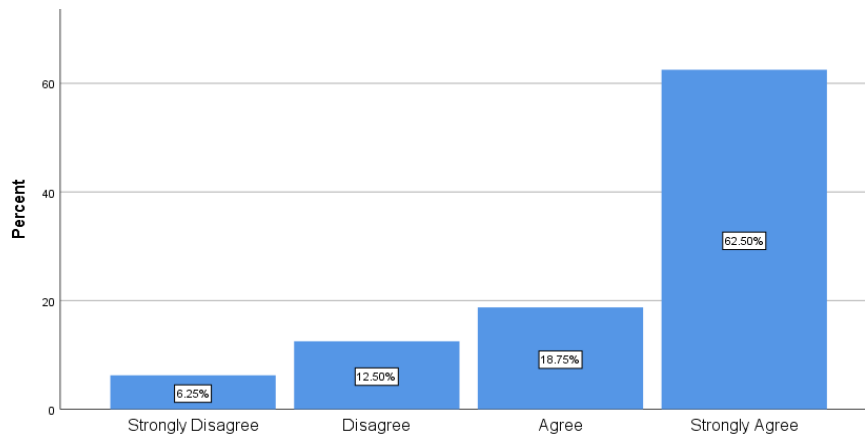
Q3. I usually struggle with reading comprehension, particularly in extracting main ideas and drawing inferences from texts.



**Figure 2. Percentage of Dyslexic students struggle with reading comprehension, particularly in extracting main ideas and drawing inferences from texts.**

Figure 2 shows that 68.75% of respondents strongly agreed, and 25% of the respondents agreed that they usually struggle with reading comprehension, particularly in extracting main ideas and drawing inferences from English texts, while 6.25% of the respondents disagreed that they struggle with English reading comprehension, particularly in extracting main ideas and drawing inferences from texts. This indicates a significant percentage of participants acknowledge that they encounter difficulties in English reading comprehension particularly in extracting main ideas and drawing inferences from English texts. This result agrees with Fraser, Goswami and Conti-Ramsden (2010) that argued dyslexic pupils struggle with higher-level comprehension abilities, including identifying major concepts and drawing conclusions.

*Q4. I usually struggle with reading comprehension particularly extracting specific ideas.*



**Figure 3. Percentage of Students with reading dyslexia struggle with reading comprehension**

Figure 3 shows that 62.50% of the respondents and 18.75% of respondents strongly agreed and agreed respectively that they usually struggle with English reading comprehension, particularly extracting specific ideas. However, 6.25% of the participants and 12.50% of the participants strongly disagreed and disagree that they usually struggle with reading comprehension particularly extracting specific ideas. Similarly, Casalis S. et al. (2012) revealed that students with English dyslexia experienced difficulties with reading comprehension particularly extracting specific ideas. In addition, Foorman B. et al. (2018) indicated that students with English dyslexia demonstrated weaknesses in various reading comprehension components, including specific ideas extraction and drawing inferences. Besides, Fraser et al. (2010). found that learners with English dyslexia struggle with various aspects of reading comprehension, including extracting specific ideas and making inferences.

*Q5. How often do you face difficulty understanding complex sentence structures?*

**Table 2 Respondents level of agreement on their difficulty understanding complex sentence structures**

Option	Frequency	Percent
Sometimes	1	3.8
Often	13	50.0
Always	12	46.2
Total	26	100.0

Table 2 demonstrates that 46.2 % of respondents strongly agreed that they *always* have trouble comprehending complicated sentence patterns, and 50% said they frequently do. 3.8% of the respondents believed that they *often* face trouble grasping complicated sentence forms. Most participants believed that they face issues regularly. Smith A. et al. (2008) discovered that students with English dyslexia are slower and struggle with complicated sentence constructions. Smith S. et al. (2010) also found that dyslexics students struggle with English complicated sentence structures. Besides, Casalis S. et al. (2012) found that students with English dyslexia commonly struggle with understanding complex sentence structures which leads to reading comprehension difficulties.

Q6. How often do you experience difficulty in organizing their thoughts and ideas in reading assignments?

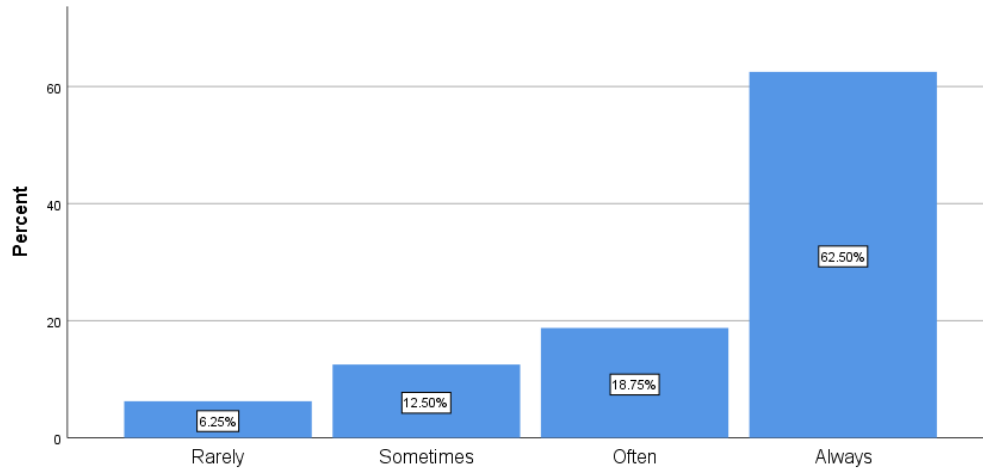


Figure 4. Frequency of dyslexic students experience difficulty in organizing their thoughts and ideas in reading assignments

Figure 4 exhibits that 62.50% of the respondents agreed that they *always* experience difficulty in organizing their thoughts and ideas in reading assignments. 18.75% of the participants believed that they *often* struggle to organize their thoughts and ideas in English reading tasks. 12.50% of respondents said dyslexic pupils *sometimes* have trouble organizing their thoughts and ideas in reading tasks, while 6.25% said they *rarely* do in reading projects. This indicates that a significant percentage of participants believe that they consistently experience difficulty in organizing their thoughts and ideas in reading assignments. Kelso K. et al. (2007) explored the relationship between executive functions and English reading comprehension difficulties. They found that students with English dyslexia struggle to organize their thoughts and ideas during reading assignments. Catts H. et al. (2006) also discovered that students with English dyslexia had difficulty keeping their thoughts and ideas organized when working on reading assignments.

Q7. How often do you struggle to understand the meanings of new words?

Table 3. Respondents level of agreement on how often they struggle to understand the meanings of new words

Option	Frequency	Percent
Sometimes	2	7.7
Often	9	34.6
Always	15	57.6
Total	26	100.0

Table 3 shows that 57.6% of respondents agreed that they *always* have trouble recognizing and understanding the meanings of new words and 34.6% agreed that they *often* have difficulties with recognizing and understanding unfamiliar vocabulary words. 7.7% of respondents agreed that they *sometimes* face difficulties comprehending new vocabulary terms. More than half of respondents believed that they struggle to recognize and grasp the meanings of new English words. Catts et al. (2006) also observed that learners with English dyslexia suffer with both receptive (recognizing) and expressive (comprehending) vocabulary. Vellutino, Fletcher, Snowling and Scanlon (2004) also found that students with English dyslexia had limited English vocabulary, which might make new word difficult to understand. Duff et al. (2015) found that students with English dyslexia had little vocabulary knowledge which makes it harder to interpret new terms.

Q8. How often do you encounter difficulties in extracting main ideas and drawing inferences from written texts?

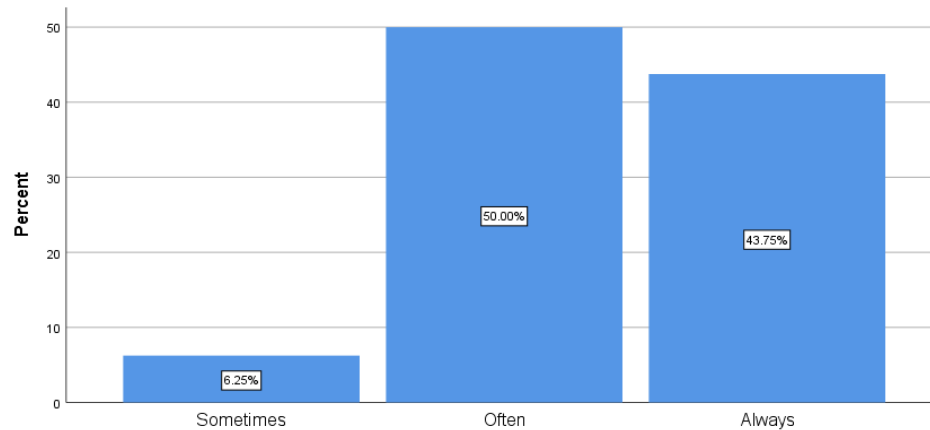


Figure 5. The frequently of students with reading dyslexia encounter difficulties in extracting main ideas and drawing inferences

Figure 5 reveals that 43.75% of the respondents agreed that they *always* struggle to extract the main ideas and draw inferences from written texts. Besides, 50% of the respondents agreed that they *often* struggle to extract the main ideas and draw inferences from written texts. Only 6.25% of the respondents agreed that they *sometimes* struggle to extract the main ideas and draw inferences from written texts. Similarly, Arosio, Pagliarini, Perugini, Barbieri and Guasti (2016) argued that learners with English dyslexia *often* struggle with higher-level comprehension skills, including identifying main ideas and making inferences. Besides, Fraser et al. (2010) found that students with English dyslexia *always* struggle to extract main ideas and draw inferences from English written texts. In addition, Nation K. et al. (2004) revealed that English dyslexic students *often* exhibit specific weaknesses in extracting main ideas and drawing inferences that indicate difficulties in higher-level comprehension processes.

#### 4.2 The Teachers Interview Analysis

##### 1) How did you instruct dyslexic students? How long have you taught them?

Teacher 1: "I have six years of teaching experience for students with English dyslexia. Throughout my experience, I have gained valuable insights into their unique learning needs and have developed effective strategies to support their English skills."

Teacher 2: "I've taught students with English dyslexia for over ten years. I've had many successes as well as struggles teaching students with English dyslexia."

My reading instruction uses visual, aural, and kinesthetic methods. I have found that specialized programs and interventions, such as Orton-Gillingham or Wilson Reading System, can be particularly beneficial in enhancing students English reading skills. These programs focus on phonics instruction, decoding skills, and building reading fluency."

##### 2) What specific strategies or teaching methods have you found effective in supporting students with English dyslexia in improving their reading drama script skills?

Teacher 1: "Some strategies I have found effective include multisensory instruction, explicit phonics instruction, guided reading sessions, repeated practice, and visual aids and manipulatives. These approaches help students with English dyslexia strengthen their phonological awareness, decoding skills, and overall reading comprehension."

Teacher 2: "In my experience, I have found several strategies and teaching methods to effectively support students with dyslexia and help them improve their reading skills. I emphasize explicit instruction of vocabulary, particularly teaching word meanings and relationships through direct instruction, context clues, and semantic mapping. By providing explicit vocabulary instruction, dyslexic students can enhance their understanding of unfamiliar words and improve their reading comprehension."

Using instructional methods that engage multiple senses like visual, auditory and kinesthetic can enhance learning for students with English dyslexia (Zoccolotti, De Luca, Lami, Pizzoli, Pontillo & Spinelli, 2013)

##### 3) How do you assess and identify the specific English reading drama script difficulties experienced by students with English dyslexia? What assessment tools or techniques do you use?

Teacher 1: "I use a combination of informal and formal assessments to identify students' specific English reading difficulties. This includes observation, records, reading fluency assessments, phonemic awareness assessments, and standardized reading tests. These assessments help me gain insights into students' strengths and areas for improvement in their English reading skills."

Teacher 2: "I administer informal English reading inventories to assess a student's reading abilities and identify specific

areas of difficulty. These inventories typically include graded word lists, reading passages, and comprehension questions. By analyzing their reading accuracy, fluency, and comprehension, I can identify areas where a student may struggle, such as decoding, sight word recognition, or reading comprehension.”

A comprehensive assessment approach combining multiple tools and methods increases the accuracy of identifying language learning disabilities (Scarborough, 2009).

4) Can you share some examples of accommodations or modifications you provide to help students with English dyslexia access and engage with the curriculum effectively?

Teacher 1: “Some examples of accommodations and modifications I provide include extended time for English reading tasks, the use of assistive technology such as text-to-speech software, providing audio versions of texts, offering preferential seating, and breaking down complex tasks into smaller, more manageable steps. These accommodations ensure students can access and participate in the curriculum effectively.”

Teacher 2: “In my experience, I have implemented various accommodations and modifications to help students with English dyslexia access and engage with the curriculum effectively. I provide extended time for English reading assignments, assessments, and in-class activities. I incorporate visual supports, such as graphic organizers, visual cues, and color coding, to help students with English dyslexia organize their thoughts, make connections, and comprehend information. I integrate assistive technology tools to support dyslexic students in accessing and engaging with the curriculum”

Developing individualized education plans that include specific accommodations and modifications can provide targeted support for students with English dyslexia (Vadasy, Sanders & Abbott, 2008).

5) How do you differentiate your instruction to address the individual needs and learning styles of students with English dyslexia in the classroom?

Teacher 1: “To address the individual needs and learning styles of students with English dyslexia, I employ various differentiation strategies. I differentiate instruction by providing additional support or challenges based on individual students' needs. This might include personalized reading materials, targeted interventions, small-group instruction, flexible grouping, and incorporating various learning modalities to accommodate different learning styles.”

Teacher 2: “I start by conducting pre-assessments to gather information about students' English reading abilities and areas of difficulty. This helps me identify their specific needs and design targeted instruction. I provide individualized support through targeted interventions and one-on-one instruction. I offer a range of English reading assignment options that allow students to demonstrate their understanding in different ways.”

Students with English dyslexia need focused educational interventions for reading, spelling, and language development.” (Duff, Fieldsend, Bowyer-Crane, Hulme, Smith, Gibbs & Snowling, 2008).

6) What resources or assistive technology do you recommend for students with English dyslexia?

Teacher 1: “I find resources such as decodable books, leveled readers, multisensory phonics programs, visual aids, graphic organizers, and digital tools like speech-to-text software or dyslexia-friendly fonts to help assist students with English dyslexia.”

Teacher 2: “In supporting students with English dyslexia in their language learning journey, I have found several resources and assistive technologies to be particularly helpful such as vocabulary building apps, like Quizlet or Memorize, which offer interactive and engaging activities to expand students' vocabulary. I Provide students with access to audiobooks or audio materials to help them overcome decoding and English reading fluency challenges.”

Text-to-speech software, voice recognition tools, and digital organizers are all examples of assistive technology that may help with English reading and writing (Vadasy et al., 2008).

7) What are the common challenges that students with English dyslexia while reading comprehension? How do you help them overcome the challenges?

Teacher 1: “Common challenges include difficulty with decoding, identifying main ideas, making inferences, and summarizing texts. I address these challenges by providing explicit instruction in reading comprehension strategies, modeling and scaffolding their use, and providing ample opportunities for guided and independent practice.”

Teacher 2: “Students with English dyslexia often struggle with decoding words, which affects their ability to read fluently and comprehend texts. Besides, students with English dyslexia may struggle with making inferences, drawing conclusions, and understanding implicit text information. In addition, reading fluency, including rate, accuracy, and prosody, can be a challenge for students with English dyslexia. To address these challenges, I use some differentiated strategies that consider the individual needs and learning styles of students with English dyslexia. I use explicit teaching strategies, multisensory activities, graphic organizers, and regular opportunities for practice and reinforcement. Additionally, I offer ongoing support, monitoring progress and adjusting instruction as needed to ensure students with

English dyslexia progress in their reading comprehension skills.”

learners with English dyslexia have trouble not just decoding and recognizing words, but also with reading comprehension, spelling, and written expression (Anthony & Francis, 2005).

8) How do you collaborate with other professionals to support students with English dyslexia in their language learning?

Teacher 1: “I collaborate closely with other professionals by communicating regularly, sharing student progress and strategies, attending team meetings, and collaborating on intervention plans. This collaborative approach ensures a holistic and coordinated support system for students with English dyslexia.”

Teacher 2: “I collaborate with special education teachers. I also actively participate in professional development opportunities. To create a supportive environment, I foster a positive and non-judgmental classroom atmosphere, provide opportunities for students to work in small groups or pairs, and offer individualized support and encouragement. I also incorporate activities that promote confidence-building, such as oral presentations and shared reading experiences.”

Educators, speech-language pathologists, and parents must work together to aid the language development of learners with English reading difficulties via the creation of effective intervention programmes (Catts et al., 2006).

9) Have you observed progress in students with English dyslexia because of your guidance? What interventions or strategies contributed to their success?

Teacher 1: “I have observed students with English dyslexia make significant progress in their reading skills. For example, one student improved her decoding skills through daily multisensory phonics instruction and targeted interventions. I engaged in repeated English reading exercises, where she practiced decoding and reading fluency with decodable texts. This repetitive practice allowed her to build automaticity and improve her reading speed. She also developed strong reading comprehension skills through explicit instruction in comprehension strategies and guided reading sessions.”

Teacher 2: “Yes. One particular student stands out in my mind. When he first joined my class, he struggled with decoding words, had difficulty in comprehending English texts, and lacked confidence in his reading abilities. I used explicit teaching strategies to improve students’ English reading comprehension. I focused on teaching him how to identify the main ideas, make inferences, and monitor his reading comprehension. I utilized guided questioning to support his comprehension skills. Through consistent practice and reinforcement, he gradually made significant progress in extracting meaning from texts and drawing connections between ideas.”

10) What advice or recommendations would you give to other language teachers who may be working with students with English dyslexia for the first time?

Teacher 1: “My advice would be to seek professional development opportunities to gain a deeper understanding of English dyslexia and evidence-based teaching strategies. Build a supportive network with colleagues and collaborate with specialists. Above all, approach each student with empathy, patience, and a growth mindset.”

Teacher 2: “I recommend that language instructors who will be dealing with students who have English dyslexia for the first time educate themselves on the topic by reading relevant literature, attending relevant seminars or professional development sessions, and networking with other educators who have experience working with students who have English dyslexia. Teachers can better aid their learners with English dyslexia if they fully grasp the condition. I advise them to create a supportive classroom environment and provide opportunities for students to express their needs and concerns.”

11) How do you foster a supportive and inclusive classroom environment for students with English reading dyslexia where they feel comfortable asking for help and participating in class?

Teacher 1: “I foster a supportive and inclusive environment by creating a safe space where mistakes are seen as opportunities for growth. I encourage open communication, provide positive reinforcement, promote peer support, and implement classroom routines that allow students to ask for help without hesitation.”

Teacher 2: “I have regular one-on-one check-ins with students to discuss their progress, challenges, and any support they may need. Besides, I promote a collaborative learning environment where students work in pairs or small groups. I also incorporate multisensory instructional techniques and integrate assistive technologies into my teaching.”

Students with English dyslexia may learn better in classrooms that welcome and encourage all learners. This includes positive reinforcement, group support, and individual advocacy (Rappolt-Schlichtmann, Boucher & Evans, 2018).

12) How do you teach phonemic awareness to students with English dyslexia? Are there any specific activities or techniques you find effective?

Teacher 1: “I promote phonemic awareness through rhyming games, sound blending and segmenting exercises, phoneme manipulation tasks, and multisensory activities involving tactile materials or movement. These activities help students develop a strong foundation in phonological skills.”



Teacher 2: To help students with English dyslexia develop their ability to discriminate between different sounds, I use proper matching, where students identify words with the same initial sound, or sound isolation, where they identify the beginning, middle, or ending sound in a word. I also incorporate technology-based tools, such as interactive phonics games, to reinforce their phonemic awareness skills.”

Implementing a structured literacy approach that explicitly teaches phonemic awareness, phonics, and decoding skills can be effective for students with English dyslexia (International Dyslexia Association, 2017).

13) How do you address the spelling challenges that students with English dyslexia often face? Are there any specific strategies or approaches you use?

Teacher 1: “I address spelling challenges by explicitly teaching spelling patterns, rules, and strategies. This includes word study activities, spelling mnemonics, and multisensory techniques to reinforce letter-sound relationships. I also provide opportunities for frequent practice and review of spelling concepts.”

Teacher 2: “I teach students various spelling strategies, such as sounding out words, breaking them into syllables, or using analogies to known words and incorporate activities that students practice spelling by listening to words and dictating them.”

Learners with English dyslexia face difficulties in accurate and fluent word recognition, poor spelling and decoding abilities” (Bishop & Snowling, 2004).

14) How do you help students with English dyslexia improve their vocabulary knowledge and understanding of word meanings?

Teacher 1: “I help students improve their vocabulary by incorporating vocabulary instruction into reading activities, providing explicit instruction on word meanings, context clues, and word relationships. I encourage using graphic organizers, context-based activities, and regular exposure to rich and diverse texts.”

Teacher 2: “I teach students how to use context clues to infer the meaning of unfamiliar words. I use teaching strategies such as identifying surrounding words, examining the sentence structure, and looking for clues in the text to determine word meanings. I also teach them word analysis skills, such as identifying root words, prefixes, and suffixes. Besides, I teach them how to create word maps to represent new vocabulary words. These tools help students make connections between words, identify synonyms and antonyms, and understand word relationships.”

Implementing various teaching strategies that systematically teaches the relationships between sounds and letters can be beneficial for students with English dyslexia. These strategies focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension (Vellutino et al., 2004).

15) What method do you use to enhance students with English dyslexia reading drama script skills? Are there some specific techniques or strategies that are effective?

Teacher 1: “To enhance English reading fluency, I utilize repeated English reading exercises, choral reading, echo reading, and model reading. I also provide opportunities for students to engage in independent and audio-supported reading to develop a smooth and expressive reading style.”

Teacher 2: “I promote independent reading by providing students with a wide range of English reading materials at their appropriate reading level. I also engage in modeled English reading by reading aloud to students, demonstrating proper phrasing, intonation, and expression. In addition, I incorporate repeated reading exercises that students read a text multiple times.”

Children with dyslexia benefit from early intervention and targeted instructional strategies that address their difficulties in reading and language skills (Torgesen, 2000).

#### 4.3 The Classroom Observation Analysis

The researchers observed English reading classrooms to gain insight into the teaching and learning process for students with English dyslexia. The observation took place during the English language lesson focusing on reading comprehension skills. The classrooms consisted of 26 students with varying levels of English reading skills. The classroom observation found out the following results:

##### 1) Teaching Strategies

The teachers employed multisensory teaching strategies to engage students with English dyslexia. Visual aids, manipulatives, and gestures were utilized to reinforce phonics, decoding, and word recognition skills.

The teachers provided clear explanations of concepts and modeled strategies step-by-step to ensure students understood the processes involved in English reading comprehension. Repetition and reinforcement were integrated into the lesson, allowing students to practice and consolidate their reading drama script skills.

##### 2) Differentiation and Accommodations

The teachers tried to differentiate English language teaching methods to meet the individual needs of students with English dyslexia. The

teacher also provided various class activities, pair works and alternative materials to cater to diverse learning profiles.

Accommodations, such as extended time for reading tasks and the use of assistive technology, were offered to support students with English dyslexia. Formative Assessments were utilized to allow students with English dyslexia to demonstrate their understanding of reading concepts.

### 3) Supportive Strategies

The teachers employed scaffolding techniques to support students' learning during English reading activities. Guided reading sessions were conducted, where the teacher offered prompts, questions, and explanations to enhance students' comprehension of texts. In addition, opportunities for peer collaboration and cooperative learning were provided, fostering an inclusive classroom environment to help students learn from one another. Praising efforts, setting achievable goals, and celebrating successes were the strategies the teacher used to boost students' self-confidence and motivation.

### 4) Individualized Instruction

The teacher effectively provided individualized instruction to address the specific English reading difficulties of students with dyslexia. One-on-one or small-group sessions focused on targeted interventions and remediation strategies. The teachers monitored students' progress and ongoing assessment through informal assessments and check-ins to monitor individual student growth.

### 5) Classroom Management

The classroom environment was well-managed during English reading activities. An appropriate classroom discipline was maintained to facilitate focused reading. The teachers effectively communicated and reinforced behavioral expectations to ensure students understood the specific reading-related norms and guidelines. The teachers provided clear and specific instructions to support students in recognizing the activities.

Generally, the observed English dyslexia classrooms exhibited a well-structured and inclusive learning environment. The teachers effectively employed instructional strategies, differentiation, and accommodations to support the diverse needs of students with English dyslexia.

## 5. Conclusion

Dyslexia is a reading disability that impacts a person's reading speed, accuracy, and understanding. Evident from these results are the difficulties that dyslexic learners have with phonological awareness, decoding words, perceiving patterns, and comprehending what they read. Therefore, dyslexic students struggle with reading drama scripts. Using efficient teaching methods is crucial for accommodating dyslexic students. A multimodal and structured method of teaching reading may be especially helpful for children who are dyslexic. This strategy is part of teaching phonics and phonological awareness systematically and explicitly and using visual, auditory, and tactile aspects. In addition, kids who are dyslexic need plenty of chances to practice, get feedback, and be reinforced. The research reveals the effectiveness of explicit reading instruction, assistive technology, and individualized support interventions. By providing targeted instruction and accommodations and inclusive learning environments, teachers can overcome dyslexic students' reading difficulties. Ongoing professional development for teachers, collaboration among educators, and strong partnerships between schools are crucial for enhancing dyslexic students' English reading skills. This study is significant for educators, schools, and policymakers to recognize English dyslexia and its impact on reading skills. The study also emphasizes the importance of early identification, targeted instruction, and individualized support. This research is limited to investigating dyslexic students' reading challenges, teaching practices, and interventions within the classroom context. Thus, future research should examine how parental participation affects children with dyslexia's academic success.

## Statements and Declarations

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2. **Funding Information:** This research received no specific grant from public, commercial, or not-for-profit funding agencies.
3. **Ethical Consideration and Compliance:** This research project adhered to the principles outlined in the University's Code of Ethics, as well as relevant national and international ethical guidelines. We were committed to conducting research with integrity, respecting the dignity and rights of all individuals involved.
4. **Figures and Tables:** all figures and tables are original work of the researchers and they are placed in their right places.

## Authors' Contributions

Vimochana M. conceptualized and designed the study, developed the methodology, performed the data analysis and wrote the manuscript.

Dr. Bindu, M.R contributed to the literature review, data validation, provided critical insights, and assisted in the interpretation of results, edited and ensured the overall coherence and clarity of the paper.

Lamessa Oli contributed in the formulation of the research questions, data collection, the data analysis of the collected data, editing and ensuring the overall coherence and clarity of the article.

Dr. Ramesh Manickam contributed in providing critical insights, and assisted in the interpretation of results.

We, authors, discussed the findings, contributed to the interpretation of the results, and reviewed and approved the final version of the manuscript.

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