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Issues, Challenges, and Strategies of Language Learning for Dyslexic Students in the Private Schools of Rahim Yar Khan

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Abstract

Issues, Challenge The term "dyslexia" refers to a range of conditions that include reading difficulties as well as issues with literacy acquisition, cognitive processes, and variations in educational achievements. Children who have dyslexia have trouble reading and sometimes having trouble writing; however, rather than finding a solution or strategies to their problems, we find it easy to label these children with different labels such as "slow learners" or "duffers," which only serves to make the problems worse over time. The problem is not as serious as it once was in many countries today; however, in Pakistan, and more specifically in Rahim Yar Khan, it was discovered during the survey that the majority of the rectors consider dyslexia to be an incurable disease. This means that a child with dyslexia needs treatment from a physician and that he or she is unable to learn like normal children. As a result, private schools do not pay a lot of attention to the provision of a quality education to students. This research was necessary because it was necessary to discover the root cause of the issues and challenges faced by the dyslexic students in the process of learning language, to give awareness to the teachers, parents, and any other related people of the struggles of the dyslexics, and to formulate strategies that would help them tackle the problems. Both qualitative and quantitative data were collected for this investigation. In order to get feedback from educators on the difficulties and obstacles that dyslexic kids face in the classroom, a survey approach was used. The methods of random sampling were utilized, and the selection was made according to the availability of the instructors at the 10 various schools. In order to discover the responses to the study questions, the researcher employed a questionnaire as a research instrument. The data was acquired from the instructors via the use of a questionnaire. Statistical Package for Social Sciences was used to do the analysis on the statistically gathered data (SPSS).

Keywords: Dyslexia, dyslexic students, reading issues, writing issues, learning

Introduction

It is estimated that one out of every five persons in the globe has a language-based learning problem known as dyslexia, making it one of the most frequent types of learning difficulties. Because dyslexia is a language-based condition, it will have an impact on a student's academic performance in all areas; however, it will have the greatest impact on language-based courses, such as their native language or a foreign language they are learning. Even though dyslexia is not a condition that can be cured, the majority of dyslexic students will work with a special education teacher in their first language to help them develop strategies that will allow them to do well in school. These strategies will allow them to read and write more effectively.

Being dyslexic does not just mean having difficulties with reading, writing, spelling, communication, and math; rather, it also has some positive aspects to it. These advantages include: Numerous studies have demonstrated that a dyslexic brain processes instructions and details differently than the brain of a student who does not have dyslexia. Even though these differences make getting along with others difficult at times, they also make people intellectually gifted, creative, and curious.

Significance of the Study

Dyslexia is a disease that may be identified by having difficulties in reading, as stated by (Terras et al., 2009). Despite the fact that dyslexic kids are able to follow learning instructions, have enough intelligence, and have the potential to participate in a variety of socio-cultural activities, they suffer from a reading deficit and have difficulties with written speech in reading and spelling. (Wigelsworth et al., 2010).

Students' verbal and written communication, as well as the words and sentences they write, may be used to diagnose dyslexia (Elbeheri & Everatt, 2012). People with dyslexia are

believed to have a combination of different reading difficulties. Concerns raised by students that have an impact on the teaching and learning process of reading, spelling, and writing need to be addressed with the greatest care. Students who have dyslexia are forced to contend with difficulties in both spoken language and motor abilities. According to (Whitford et al., 2018), dyslexia is a cognitive disorder that impacts language acquisition abilities such as reading, writing, and learning how to spell (Kerr, 2001). Students between the ages of three and five who are exhibiting symptoms consistent with dyslexia should be tested as soon as possible. Dyslexic signs may be seen in the kid both at home and at school by the parents and instructors. Reading abilities may be evaluated and deficiencies in learners' ability noted by instructors in the classroom. During the second stage, which involves children aged 5-7 years old, it is the responsibility of the educator to identify dyslexic pupils' learning results (Bonilla-Warford & Allison, 2004). Students who have dyslexia need screening and diagnostic testing in order to find a solution to the challenges in language acquisition. After determining the causes of students' learning difficulties, it is necessary to implement a language instruction program in order to direct pupils who are dyslexic (Johnson, 2004).

Research Objectives

1. To investigate issues, challenges experienced by the teachers while teaching students with dyslexia.
2. To suggest strategies to help dyslexics live their life like normal children and be a productive part of society.

Research Questions

- Q No 1. What are the issues and challenges faced by the dyslexics for language learning and what strategies do you suggest for language learning for the dyslexic students from grade 1-5 level?

Q No 2. Why do students with dyslexia read differently?

Literature Review

Dyslexia

Word dyslexia is associated with definite learning complications. Dyslexia is linked with learning skills such as reading text, learning of spellings, and writing words. These challenges are related to students' abilities and their academic experiences. Dyslexia is specifically categorized as incompetent information processing. It also includes problems in phonological processing, working memory, issues in organization, identifying, sequencing and automaticity of basic language learning skills. For students dyslexia is a process of diverse experiences and these experiences are exposed by problems in reading (Reid & Elbeheri, 2009). Dyslexia disturbs cognitive parts like memory, speed of treating, time organization, management and indicating phases. Students with specific learning problems may face visual and phonological issues; they also face inconsistency in their performances. It is important for the teachers that they must know every single student's learning style and differences, because this knowledge may have a bad impact on student's learning outcomes. It is also imperative to cognate student's learning context and all types of learning challenges associated with dyslexic students and these challenges were discussed in language learning situations. As dyslexia is a learning difficulty, so it causes complications in writing and reading. Dyslexia is particular learning difficulty in capabilities used for learning, for example reading text and writing words. Dyslexia, language impairment has nothing to do with their intelligence and the issues can be improved if awareness of dyslexia is increased. "Without sufficient knowledge in these areas, failure in school, employment, general communication impairments and social segregation are common threats, with

well-known consequences in the lives of those affected, their family members and society" (De Brauwer et al., 2013). Normalization is a main part in the learning difficulties (Rello et al., 2012). It suggests that children with learning disabilities should enjoy the good things in life like other normal people in society (Walmsley, 2000). It is very important that these children experience their talents and develop courage and confidence

Research Design

This research was quantitative in design. In order to achieve the study objectives and the research answer, the study questions - research design - was constructed which consists of research aspects quantitatively. The purpose of this study is to investigate issues and challenges faced by dyslexic learners and device strategies for their language learning. So, these issues and strategies were under consideration. Topic of this study is related to socio-linguistics and data was collected quantitatively.

Research Procedure

A quantitative method for the research was used. Quantitative method allows researcher in understanding participants' thoughts, feeling and responses about challenges faced by dyslexic students. This study was conducted to investigate the issues, challenges and strategies of language learning of dyslexic students in the private schools of Rahim Yar Khan. The researcher selected quantitative method for the collecting the data. It offered chances of record and comprehend participants' outlooks about the issues and challenges faced by dyslexic students. Data for this research was collected through a questionnaire and survey method was adopted to achieve the task. Main objective of this study was to dredge the solution of dyslexic students' issues. A quantitative method is most suitable style used in this study. It provides an organized method for collecting data and this collected

data was analyzed by applying percentage of respondents. The researcher distributed the questionnaire among the teachers. From the respondents, professional response on statements was collected. Total 50 questionnaires were handed over the teachers and the return rate of the questionnaire was also 50. Total ten primary schools of Rahim Yar Khan were selected. The researcher herself observed the condition of quite a number of dyslexic students at different levels.

Population/Sample

Random sampling technique was adopted to collect data from the teachers of private schools. The population and sample for this study comprised of 50 teachers including female and male. The chosen sample was made up of teachers from ten private schools at Rahim Yar Khan. Questionnaire was used to get the views of the respondents about the issues, challenges and strategies of language learning of dyslexic students.

Questionnaire for Teachers and Learners

A questionnaire is an important research tool that was applied in survey. It exposes the moods, thinking, believes, skills, perceptions and outlooks of some sample people. This questionnaire was based on different questions and statements for the teachers, who experienced teaching dyslexic students. Through questionnaire important goals of special education were analyzed. These were enclosed on 10 and 30 statements and 3 open ended questions. Statements of the questionnaires were based on the challenges and issues of overcrowded classroom, insufficient teaching materials and unsatisfactory environment. Besides, three open-ended questions were also asked at the end of the questionnaire.

Data Analysis

Statements of the questionnaire were planned to judge the attitudes of the teachers regarding issues and challenges and strategies

of language learning for dyslexic students. The statements were created by keeping the objectives of the study in mind. Students' issues and challenges were analyzed through Statistical Package of Social Sciences to acquire applicable outcome of the study.

Table: 1 ([Annex A](#))

Data Analysis and Data Interpretation

This Chapter deals with data analysis and data interpretation. Collected data were analyzed through SPSS and interpreted. The mean values of the collected data were analyzed through SPSS. Data were represented through tables.

Teachers Questionnaires

Statement1 shows the response of the respondents regarding teachers training to teach effectively to the students suffering from Dyslexia. In response to this question, 10 teachers out of 15 strongly agreed, which is 66.67%, 1 teacher agreed, which is 6.67%, 1 teacher was neutral, which is 6.67%, 3 disagreed, which is 20%. SD value is 1.26, and Mean value is 3.2.

Statement2 contains the query regarding teachers' direction to teach the students who have Dyslexia. In response to this question, 10 teachers out of 15 strongly agreed, which is 66.67%, 2 teachers agreed, which is 13.34%, 2 teachers were neutral, 13.34, 3 disagreed, which is 6.67%. SD value is 1.80, and the Mean value is 3.2.

Statement3 is about preparing activities for dyslexic students that must be interesting. These activities may increase students' interest in learning that may cause the removal of Dyslexia. In response to this question 8 teachers out of 15 strongly agreed which is 53.34%, 5 teachers agreed which is 33.34%, 1 teacher was neutral, which is 6.67%, 1 disagreed, which is 6.67%. SD value is 1.67, and the Mean value is 3.0.

Self-confidence is an important thing towards learning. Statement4 contains the question of whether a teacher's positive

feedback and admiration can build the learner's self-confidence towards learning. In response to this question, 8 teachers out of 15 strongly agreed, which is 53.34%, 2 teachers agreed, which is 13.34%, 2 teachers were neutral, which is 13.34%, 2 disagreed, which is 13.34%, and 1 teacher was strongly disagreed which is 6.67%. SD value is 1.67, and Mean value is 3.0.

Statement5 shows the question about the punishment of the students by the teachers. In response to this question, 8 teachers out of 15 strongly agreed, which is 53.34%, 2 teachers agreed, which is 13.34%, 1 teacher was neutral, which is 6.67%, 3 disagreed, which is 20%, and 1 teacher was strongly disagreed which is 6.67%. SD value is 1.34, and Mean value is 3.0. Dyslexic student should not be punished instead they should be encouraged.

In response to this question No 6, 10 teachers out of 15 strongly agreed, which is 66.67%, 4 teachers agreed, which is 26.67%, 1 teacher was neutral, which is 6.67%. Its mean value is 3.2. The majority of the teachers are in favor of the statement. Teacher should plan activities while teaching to dyslexic suffering students. He should plan the activities according to the need of the students. In this way teacher can overcome their learning difficulties.

In response to the questionStatement7, 7 teachers out of 15 were strongly agree, which is 46.67%, 3 teachers agreed, which is 20%, 1 teacher was neutral, which is 6.67%, 2 teachers disagreed, which is 13.34, and 2 teachers were strongly disagreed which is 13.34%. SD value is 2.13, and the Mean value is 2.9. If students are not encouraged, they cannot be cured from dyslexia. Teachers should encourage the dyslexic students.

In response to the questionStatement8, 7 teachers out of 15 were strongly agree, which is 46.67%, 3 teachers agreed, which is 20%, 1 teacher was neutral, which is 6.67%, 2 teachers disagreed, which is 13.34 and 2

teachers were strongly disagree which is 13.34%. SD value is 3.87, and the Mean value is 2.9. Teacher's positive attitude helpful in students learning. Dyslexia can be minimized.

In response to this questionStatement9, 1 teacher out of 15 was strongly agreed, which is 6.67%, 2 teachers agreed, which is 13.34%, 1 teacher was neutral, which is 6.67%, 3 disagreed, which are 20%, and 8 teachers strongly disagreed. This shows that most of the teachers do not agree with the statement. SD value is 2.00, and Mean value is 1.36. Teachers' cooperation with the students' helpful in their learning. Students feel comfortable with teachers and learn more. Statement10 contains the statement that English teachers should give sufficient time to dyslexic students to complete their class work. In response to this question, 8 teachers out of 15 strongly agreed, which is 53.34%, 3 teachers agreed, which is 20%, 1 teacher was neutral, which is 6.67%, disagreed, which is 13.34 1 teacher strongly disagreed with the statement. SD value is 1.00, and Mean value is 3.0. Giving the learners suffering from dyslexia may boost their interest and courage. They can get the lecture clearly.

Students Questionnaire

(Annex B)

1- In response to Question No. 1, it is observed that the majority of the respondents feel that Dyslexic students feel trouble while reading a text. 40 students out of 50 opinions as strongly agree, which is 80%, 5 students responded as agree, which 10 % and 2 students disagree which is 4% and 3 students strongly disagreed which 6%. SD value for this question is 1.11, and the Mean value was 2.9. (Knudsen, 2012) conducted the study and found the same mean results. It shows that students suffering from dyslexia feel trouble while reading a text.

2- Students' reply in response to Statement2 was clear. Most of the students replied that dyslexic students have a problem

of hearing the sounds. 25 students out of 50 opinioned as strongly agree, which is 50%, 10 students responded as agree, which 20 %, 2 students remained undecided which is 4%, 2 students disagreed that which is 4% and 8 students strongly disagreed 16%. SD value for this question is 1.43, and the Mean value was 2.5. In a study (McTaggart & Beatty, 2009) concluded the same result that dyslexic students usually face the hearing problem. This problem may lead them to dyslexia in language learning.

Statement3 shows that majority of the students agreed that students with Dyslexia suffer from spelling difficulties. 40 students out of 50 opinions as strongly agree, which is 80%, 5 students responded as agree, which 10 %, 1 student disagreed and, 2 students disagree which is 4% and 3 students strongly disagreed which 6%. SD value for this question is 1.01, and the Mean value was 2.9. Mean results show that students suffering from dyslexia have spelling problems. They cannot remember spelling.

Statement4 shows the importance of extra time for learners who have Dyslexia. The majority of the students understand that students who have Dyslexia are slow learners, and they require time in learning. In response to this question, 40 students out of 50 opinion strongly agreed, which is 80%, 5 students responded as agreed, which 10 % and 2 students disagreed, which is 4%, and 3 students strongly disagreed, which 6%. SD value for this question is 1.11, and the Mean value was 2.9. It means that dyslexic students are slow learners and there should be given extra time for them in classroom.

According to Statement5, it was asked from the students those dyslexic students feel difficulty while pronouncing a word. 41 students out of 50 opinion strongly agree, which is 82%, 4 students responded as agree, which 8 %, 2 students were neutral which is 4% and, 2 students disagree which is 4% and 1

student strongly disagreed which 2%. SD value for this question is 0.89, and the Mean value was 2.9. It shows that these students also face pronunciation problem as concluded by (Knudsen, 2012) in his study.

Statement6 represents those students agree that modern techniques are not employed to cure the students who are suffering from Dyslexia. 42 students out of 50 opinions as strongly agree, which is 84%, 4 students responded as agree, which 8 %, 1 student remained neutral, 2 students disagree which is 4%, and 1 student strongly disagreed which 2%. SD value for this question is 1.32, and the Mean value was 3.0. Modern technique may effective in curing dyslexic students.

Statement7 shows that the majority of the students agree that dyslexic students are in the habit of forgetting things. 42 students out of 50 opinion as strongly agree, which is 84%, 4 students responded as agree, which 8 %, 1 student was neutral, and 2 students disagree which is 4% whereas 1 student strongly disagreed which 2%. SD value for this question is 1.32, and the Mean value was 3.1.

The statistics shown in Statement8 represents that student need clear homework, which is not ambiguous and understandable. 45 students out of 50 gave opinion as strongly agree, which is 90%, 2 students responded as agree, 3 students remained neutral, which is 6% no student responded as disagree and strongly disagree. SD value for this question is 1.16, and the Mean value was 3.0. Whatever homework, given to the dyslexic student should be clear and understandable for them.

Statement9 shows the opinion of the students regarding their training or preparation for learning a language. This type of training motivates students to learn and to focus on the language. 25 students out of 50 opinion as strongly agree, which is 50%, 10 students responded as agree, which 20 %, 2

students did not show their response which is 4% 8 students disagreed which is 16% and 5 students strongly disagreed which is 10%. SD value for this question is 2.16, and the Mean value was 1.5. Mean value of this question shows that students are not trained or motivated for English language learning. Motivation may effective for learning English language learning and they may take interest in it.

In response to Statement10 majority of the students were agreed that dyslexic students do not get enough time for reading and writing purposes. 40 students out of 50 opinions as strongly agree, which is 80%, 5 students responded as agree, which 10 % and 2 students disagree which is 4% and 3 students strongly disagreed which 6%. SD value for this question is 1.46, and the Mean value was 2.9. Students are advised to separate their time for reading and writing. It will be the solution of their dyslexic problems.

Statement11 is about the usage of the word processor. 40 students out of 50 opinions as strongly agree, which is 80%, 5 students responded as agree to which is 10 %, 1 student remained neutral, which is 2% and 3 students disagreed, which is 6%, and 1 student strongly disagreed which is 2%. SD value for this question is 1.46, and the Mean value was 2.9. Use of word processor may useful in dyslexic problems.

Statement12 shows the way through which dyslexic students can be identified. Dyslexic students suffer from language disability in language skills. 25 students out of 50 opinion as strongly agree, which is 50%, 10 students responded as agree, which 20%, 2 students remained neutral which is 4% and 8 students disagree which is 16% and 5 students strongly disagreed which 10%. SD value for this question is 2.22, and the Mean value was 1.50.

Statement13 shows the answer of the students about the size of the class. For

dyslexic suffering students, the size of the class should be appropriate. Classes should not be overcrowded so that teachers can pay attention to each student. 25 students out of 50 opinion as strongly agree, which is 50%, 10 students responded as agree, which 20 %, 3 students remained neutral which is 6%, and 8 students disagree which is 16% and 4 students strongly disagreed which 8%. SD value for this question is 2.16, and the Mean value was 1.5.

In response to, Statement14 shows that majority of the students' opinion that dyslexic students should not be punished as punishment may cause more suffering, and students may lose their confidence. 45 students out of 50 opinion as strongly agree, which is 90%, 2 students responded as agree, which 4% 3 students remained neutral which is 6%, and 0 students disagree which is 0%, and 0 students strongly disagreed which 0%. SD value for this question is 1.16, and the Mean value was .3.2.

Statement15 shows the response of the students regarding trouble faced by dyslexic students in performing cognitive tasks. 45 students out of 50 opinion as strongly agree, which is 90%, 4 students responded as agree, which 8 %, 1 student remained neutral, and 0 students disagree which is 0% and 0 students strongly disagreed which is 0%. SD value for this question is 1.12, and the Mean value was 3.2.

Statement16 shows the cooperation of the teachers with dyslexic students. 40 students out of 50 opinions as strongly agree, which is 80%, 5 students responded as agree, which 10 % and 2 students disagree which is 4% and 3 students strongly disagreed which is 6%. SD value for this question is 1.34, and the Mean value was 2.9.

Statement17 shows the provision of computers for dyslexic students to cure the problem as computers are useful for dyslexic students. 40 students out of 50 opinion as strongly agree, which is 80%, 5 students

responded as agree, which 10 %, 1 student remained neutral which is 2%, and 1 student disagree which is 2% and 3 students strongly disagreed which 6%. SD value for this question is 1.52, and the Mean value was 2.9.

In response to the Statement18, 40 students out of 50 opinions strongly agree, which is 80%, 5 students responded as agree, which 10 %, 1 student remained neutral which is 2%, and 1 student disagree which is 2% and 3 students strongly disagreed which 6%. SD value for this question is 1.5, and the Mean value was 2.9.

In response to the Statement19, the majority of the students believe that dyslexic students can be identified easily due to their language problems. 25 students out of 50 opinion as strongly agree, which is 50%, 10 students responded as agree, which 20 %, 2 students remained neutral which is 4%, and 8 students disagree which is 16% and 5 students strongly disagreed which 10%. SD value for this question is 2.2, and the Mean value was 1.5.

Statement20 shows the results of the question about the practice of reading, listening, and writing from articles to overcome dyslexic issues. 45 students out of 50 opinion as strongly agree, which is 90%, 3 students responded as agree, which 6 %, 2 students remained neutral which is 4% and 0 students disagree which is 0%, and 0 students strongly disagreed which 0%. SD value for this question is 1.10, and the Mean value was 3.2.

Statement21 shows the results obtained from the students' responses about the speaking skills of dyslexic students in the classroom. 25 students out of 50 opinion as strongly agree, which is 50%, 10 students responded as agree, which 20 %, 2 students remained neutral which is 4% and, 8 students disagree which is 16% and 5 students strongly disagreed which 10%. SD value for this question is 2.16, and the Mean value was 1.5.

Statement22 represents the classroom environment for dyslexic students, whether comfortable or not. 39 students out of 50 opinion as strongly agree, which is 78%, 5 students responded as agree, which 10 %, 1 student remained neutral which is 2% and 2 students disagree which is 4% and 3 students strongly disagreed which 6%. SD value for this question is 1.14, and the Mean value was 2.8.

Statement23 shows the students' beliefs about the self-esteem of dyslexic students. 40 students out of 50 opinion as strongly agree, which is 80%, 5 students responded as agree, which 10%, 1 student remained neutral which is 2%, and 1 student disagree which is 2% and 3 students strongly disagreed which 6%. SD value for this question is 1.44, and the Mean value was 2.9.

Statement24 shows the belief about the students about reading and writing skills of the students. 40 students out of 50 opinion as strongly agree, which is 80%, 5 students responded as agree, which 10%, 1 student remained neutral which is 2%, and 2 students disagree which is 4% and 2 students strongly disagreed which 4%. SD value for this question is 1.42, and the Mean value was 2.9.

Statement25 shows the students' difficulty regarding breaking down the words into meaning. 40 students out of 50 opinion as strongly agree, which is 80%, 5 students responded as agree, which 10%, 1 student remained neutral which is 2%, and 2 students disagree which is 4% and 2 students strongly disagreed which 4%. SD value for this question is 1.42, and the Mean value was 2.9.

Statement26 represents that dyslexic student require more time to complete a small amount of work related to language learning. 25 students out of 50 opinion as strongly agree, which is 50%, 10 students responded as agree, which 20 %, 2 students remained neutral which is 4% and 8 students disagree which is 16% and 5 students strongly

disagreed which 10%. SD value for this question is 2.16, and the Mean value was 1.5.

Statement27 is about Dyslexia's effect on students' ability to recognize and employ sounds in language. 25 students out of 50 opinion as strongly agree, which is 50%, 10 students responded as agree, which 20 %, 2 students remained neutral which is 4% and 6 students disagree which is 12% and 7 students strongly disagreed which 14%. SD value for this question is 2.22, and the Mean value was 1.5.

Statement28 shows the students' behavior in the classroom towards reading aloud. Dyslexic students usually resist reading aloud in class. 40 students out of 50 opinions as strongly agree, which is 80%, 5 students responded as agree which 10 %, 1 student remained neutral which is 2% and 1 student disagree which is 2% and 3 students strongly disagreed which 6%. SD value for this question is 1.44, and the Mean value was 2.9. Students are advised to read aloud in the classroom.

Statement29 In response to this question 40 students out of 50 opinion strongly agree, which is 80%, 5 students responded as agree, which 10 % and 2 students disagree which is 4%, and 3 students strongly disagreed, which 6%. SD value for this question is 1.46, and the Mean value was 2.9. Students feel that blended sounds cause problems in their understanding and comprehending a language.

Statement30 is about dyslexic students' interest in English learning. 30 students out of 50 opinion as strongly agree, which is 60%, 10 students responded as agree, which 20 %, 2 students remained neutral which is 4% and 4 students disagree which is 8% and 4 students strongly disagreed which 8%. SD value for this question is 1.80, and the Mean value was 2.9. Lack in interest in learning is a main cause of dyslexic in students as they do not take interest in learning.

Discussion

Collected data using questionnaire was concerned with the issues, challenges and strategies of language learning for dyslexic students. Students of grade 1-5 are facing many challenges when they are studying with dyslexia in the private schools of special education at Rahim Yar Khan. This discussion was also supported for research questions. A finding of the research is associated to literature review. Many Pakistani researchers have also discussed about issues and strategies of language learning for dyslexic students when they are learning in the private primary schools of Pakistan.

Q No 1. What are the issues, challenges and strategies of language learning for dyslexic students at grade 1-5 level?

English teachers of educational institutions in Rahim Yar Khan stated that delivery of support was very difficult for grade one to five students. Students with dyslexia have lack of knowledge and confidence so these deficiencies are hindrance in their receiving of support. According to (Kerr, 2001) majority of students with dyslexia need additional teaching support. Students with dyslexia have to struggle hard to do well academically in their class, when teacher's expectations are too high. Outcome showed that too much homework is challenge for dyslexic students in private schools of Rahim Yar Khan. Lack of resources and materials for the learning of students with dyslexia is also a burning issue because of which teachers cannot provide needed support and guidance to dyslexic students. Teachers and parents are facing difficulty in identifying indicators of dyslexia in their children and students.

Q No 2. Why do students with dyslexia read differently?

Students with Dyslexia feel difficulty in reading English: They face challenges to match letters to sounds, to remember spellings, words and their meanings.

They can see letters moving around during reading. They have issue in reading from left to right. Dyslexic students of grade one to five have to struggle with the task while other students find it easy. They have to face challenges in pronouncing new English words and to remember them. For dyslexic students blending sounds together to pronounce words is a big challenge and reading is not easier for them. They lag behind their other classmates. While reading sentences they can't figure out new words and sometime they avoid reading sentences. In the class they resist reading aloud. Teacher can teach reading to dyslexic students in many ways.

Recommendation

Findings of this study proved that majority of special education schools' English teachers reflected that there are many issues and challenges experienced by students with dyslexia at grade one to five. These issues and challenges need great attention and immediate solutions from teachers and administrators. In the light of findings and conclusion, the researcher found it important to suggest some recommendations. The recommendations are:

1. Primary and Secondary Special Education Departments and Departments of Psychological Services in schools must offer training for students with specific learning difficulties.
2. There must be training for grade 1-5 teachers on dyslexia.
3. Teachers and parents must have basic understanding about how to deal students with specific learning difficulties.

4. There must be routine workshops for grade 1-5 students.
5. There should be seminars on teaching students with specific learning difficulties.
6. The main aim of these seminars should be producing good outcome.
7. Administrators along with the teacher should strengthen their special education school policies.
8. There should be appropriate teaching strategies for students with dyslexia at grade one to five.
9. The students to lessen their learning issues to improve their result.

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(Annex A)

Statement	SA	A	N	DA	SD	S _D	Mean
1-There is no training for teachers to teach students suffering from Dyslexia?	10	1	1	3	0	1.3	3.2
2-English teachers should have clear directions to teach students with Dyslexia.	10	2	2	1	0	1.8	3.2
3-Prepare a visualizing activity for dyslexic learners and link it to an interesting action.	8	5	1	1	0	1.6	3.0
4-Teachers should admire students to re-build their self-confidence.	8	2	2	2	1	1.7	3.0
5-Teachers should not punish students with Dyslexia.	8	2	1	3	1	1.4	3.0
6-Planned teaching activities for students with Dyslexia.	10	4	1	0	0	1.5	3.2
7-Teachers should encourage dyslexic students to participate in reading and writing activities.	7	3	1	2	2	2.1	2.9
8-English teachers should create a positive attitude for reading and writing among dyslexic students.	7	3	1	2	2	3.8	2.9
9-Teachers are not much cooperative with students with Dyslexia.	1	2	1	3	8	2.0	1.36
10-English teachers should give sufficient time to dyslexic students to complete the classwork.	8	3	1	2	1	1.0	3.0

(Annex B)

Statement	SA	A	N	D	SD	S _D	Mean
1-Students with Dyslexia feel trouble in Reading Text.	40	5	0	2	3	1.1	2.9
2-Dyslexic students have issues with hearing sounds.	25	10	2	8	5	1.4	2.0
3-Students with Dyslexia have difficulties with spelling.	40	5	1	2	3	1.0	2.9
4-For Students with Dyslexia, the time required for effective learning.	40	5	0	2	3	1.1	2.9
5-Dyslexic students are unable to pronounce words properly.	41	4	2	2	1	.89	3.1
6-Dyslexic students are not employed with modern techniques for their treatment from Dyslexia.	42	4	1	2	1	1.3	3.0
7-Students have the habits of forgetting names, things, and places	42	4	1	2	1	1.3	3.0
8-Dyslexic students need clear homework to understand.	45	2	3	0	0	1.1	3.1
9-Dyslexic students are not trained to learn the English language	25	10	2	8	5	2.2	1.5

10- For dyslexic students' time for reading writing is limited.	45	5	0	2	3	2.9	3.2
11-Dyslexic students don't know how to use the word processor.	40	5	1	3	1	2.9	3.0
12-Through formal testing of reading and writing skills dyslexic students can be identified	25	10	2	8	5	1.5	1.5
13-For dyslexic students' size of the class is not appropriate.	25	10	3	8	4	1.5	1.5
14-Dyslexic students should not be punished.	45	2	3	0	0	1.2	3.2
15-Students with Dyslexic find trouble in performing cognitive tasks.	45	4	1	0	0	1.2	3.5
16-Teachers are not cooperative with dyslexic students	40	5	0	2	3	1.3	3.0
17-For dyslexic students' computers are not available.	40	5	1	1	3	1.5	3.0
18-Dyslexics need special attention in class	40	5	1	1	3	50	3.0
19-Dyslexics can be easily identified in class	25	10	2	8	5	1.5	1.5
20-For standard learning practice, students with Dyslexia, should listen, write and read from articles.	45	3	2	0	0	1.1	3.2
21-Students with Dyslexia cannot Speak English in the Class.	25	10	2	8	5	2.2	1.5
22-The environment for dyslexic students in the class is not comfortable.	39	5	1	2	3	1.1	2.9
23-Students with Dyslexia have very low self-esteem.	40	5	1	1	3	1.5	3.0
24-Students with Dyslexia are not trained in Reading and Writing Skills.	40	5	1	2	2	1.4	3.0
25-It is a big challenge for students to break words down into meaning.	40	5	1	2	2	1.4	3.0
26-Students with Dyslexia spend a lot of time on a minimal amount of work.	25	10	2	8	5	21	1.5
27-Dyslexia disturbs students' ability to recognize and employ sounds in language.	25	10	2	6	7	2.2	1.8
28-Dyslexic students resist reading aloud in the class.	40	5	1	1	3	1.4	3.0
29-It is a big challenge for dyslexic students to blend sounds to pronounce the word	40	5	0	2	3	1.4	3.0
30-Students with Dyslexia are not interested to learn English	30	10	2	4	4	1.8	2.3