

Difficulties Faced by Disabled Pupils in Learning EFL

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"الصعوبات التي تواجه الطلبة المعاقين في تعلم اللغة الانكليزية كلغة أجنبية"
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Abstract

The term language learning is often used to describe the more formal approach to language instruction. It usually refers to what takes place in a classroom. Many traditional approaches to language teaching focus on grammatical form and cycle of activities that involves presentation of a new language item, practice of the item under controlled condition.

Teachers of young learners should provide the care necessary to meet these needs so that they can thrive and focus on learning. Teachers of young learners have two jobs: to provide care and provide instruction. Teachers work in the high light attributes of development in three areas: social, emotional and cognitive development. The attributes are observable and can help teachers become more aware of different aspects of individual students' development.

It is relatively rare that a school can, or more importantly, is willing to devote an entire foreign language section or class to LD (learning disability) students. In addition, teachers who are trained to teach foreign language LD students is even rare. Certain suggestions and recommendations were submitted due to the conclusion of the study.

Keywords: disabled students, difficulties in Language Learning

1 -Introduction

Foreign Language study is an increasingly prominent part of education everywhere. It is indeed an enriching and rewarding experience. It has been recognized in the learning disabilities field that foreign language study would be a terrific challenge to learning disabled

students. This fact has been widely ignored in the field of foreign language instruction and in schools in general until very recently. Teachers of ESL students have also recognized that there are students who have great difficulty mastering English because of learning disabilities. This fact has added some urgency to the need for recognition of this problem. As more research is being done and more teachers are recognizing the problem, more solutions are being created for the student facing the challenge of learning a foreign or second language and the teachers who teach them will explain the causes of difficulty in foreign language learning to disabled students .

2-Teaching Disabled students

Specialist began investigating ways that learning disabled students could be helped to learn a foreign language. At least two approaches to foreign language instruction different from (normal) to (traditional)language instruction have emerged as being effective .

This finding has led to a variation on the method of teaching phonology on the target language :teach the fundamentals of phonology in the students' native language before foreign language instruction begins. Teachers feel students' reading and other language skills will be much stronger and further problems with foreign language acquisition will be headed off for many. Providing stimulation and support as possible ,many of these adaptations were also responses to the specific complaints and requests of foreign language students having troubles in their classes. In a learner -centered classroom : the learners and the material are in direct contact . There are two main issues to be clear in learner-centered teaching: the learner –centered curriculum and the learner –centered classroom(Lindsay2000:345).

3-Causes of Difficulty in Language Learning

The effective side of the learner is probably one of the most important influences on language learning success or failure (Brown.1994:140). The effective factors related to (L2) or foreign language learning are :emotion, self-esteem, empathy, anxiety and motivation. L2 or foreign language learning is a complex task that is susceptible to human

anxiety(ibid).It is associated with feelings of uneasiness,frustration,self-doubt and apprehension,speaking a foreign language,spelling a foreign language in public,especially in front of native speakers is often anxiety-provoking .Sometimes,extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situations,which often lead to discouragement and a general sense of failure.

To communicate effectively,language learners need to become proficient in using the semantic ,syntactic,lexical,morphological and phonological elements of the language being learnt.Nativelike speech ,especially for adult learners ,takes time,for low-level learners.It is probably better to focus on the global aspect of oral production than on accuracy(Ferlazzo and Synnieski:2012:37)

Anxiety about making mistakes in grammar and pronunciation,about understanding the teacher,about remembering vocabulary

students will find it difficult to learn a second language in the classroom if they have neither instrumental nor integrative motivation .High motivation is one factor that causes successful learning.In reverse,successful learning causes high motivation.The process of creating successful learning which can spur high motivation may be under the teachers' control ,if not the original motivation the learning disability had to be addressed in educational measures taken.Specialists in EFL formulated a theory which explained the problems and variations in foreign language acquisition(ibid:70).

Difficulty with foreign language acquisition stems from deficiencies in one or more of these linguistic codes in the students' native language system.These deficiencies result in mild to extreme problems with specific oral and written aspects of language.Their view is that most learners experiencing difficulty with foreign language learning have problems with (phonological awareness).They have problems with the basic units of language , i.e.,phonemes and manipulate these basic units of sound efficiently.As a result ,the students have difficulty with the actual perception and production of language necessary for basic comprehension,speaking and spelling,or with language comprehension

which may affect understanding and /or production of language on a broader scale.

According to their theory ,excellent students are strong in all the three linguistic codes ,and conversely,very poor language learners are weak in all .In between , students who may be quite glib and able to do conversational language,but who have great difficulty with grammar and writing in the new language,or the opposite kind of student who perhaps reads and writes fairly well, but can not speak with good accent in the foreign language or can not understand very much of what is spoken to him or her.These difficulties spring from deficits in native language .These problems may be overt or so subtle as to have been ignored.

4- Problems in fact Based in First Language

Sometimes ,students can be competent in their first language,and have difficulties with a new language.Difficulties that are supposedly based on the first language is hard to accept. Teachers feel students' reading and other language skills will be much stronger and further problems with foreign language acquisition will be headed off for many.

Almost all children acquire a language ,apparently without effort,in many parts of the world . Children grew up speaking two or more languages (Harmer J.2007: 46).And if young children move to new country and go to school there,they seem to pick up the new language with incredible ease. Many ,if not most students have a trouble with foreign language acquisition have phonological deficit in their first language.To help those students ,the sound system of the target language must be very explicitly taught .In this method ,sound system is presented in a highly structured fashion with a great deal with visual,kinesthetic, practice and input.

5- Problems Related to the Foreign Language

a-poor motivation Gebhard
J. (2006,127)states that ,European Union shows the reasons for learning a new language as follows:-

- 1-40% to use on holidays abroad
- 2-30% to use for work including travelling.
- 3-20% for personal satisfaction.
- 4-10% to be able to work or get better job.

The integrative motivation reflects whether the student identifies with the target culture and people in some sense,or rejects them. Whatever the teaching method used,some students will prosper,some will not.One reason for some(L2)learners doing better than others in undoubtly because they are better motivated(Cook Vivian, 2008:138). The child learning a first language does not have good or bad motivation in any fulfil their every day needs,however diverse these may be .One might ask what the motivation is for working or for being a human being.The childrens'mental and social life has been formed through their first language.

Motivation for teachers is the interest that something generates in the students.The kinds of (L2)motivation are:

- 1-Integrative motivation:Learning the language in order to take part in the cultural of its people.
- 2-Instrumental motivation:learning the language for a career goal or other practical reason.

b-Attitudes and Aptitudes

1-additive bilingualism: (L2) learning that adds to the learners' capabilities in some way.Learners' feel that they are adding something new to their skills and experience by learning a new language.

2-acculturation: the ways in which(L2) users adapt to life with two languages .Learners feel that learning a new language threatens what

they dreadfully gained for themselves. Successful (L2) learning takes place in additive situations; learners who see the second language as diminishing themselves will not succeed.

Some people are better at learning a second language than others. It means the ability to learn the second language in an academic classroom. Everybody knows people who have a knack for learning second language and others who are rather poor at it. Some people have more aptitude for learning second languages than others. Aptitude has almost invariably been applied to students in classroom. It does refer to the knack that some people have for learning in real-life situations, but to the ability to learn from teaching (Weimer M. And et al: 2002:31).

c- Age and Language Learning

Age is one of the most commonly cited determinant factors of success or failure in (L2) or foreign language learning. Educators argue that people who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults. Evidence in favour of superiority of young children, however, has proved surprisingly hard to find. Much research shows that age is a positive advantage (ibid:70).

This also involves how long the learners are going to be studying. If they are intending to spend many years learning the second language, they might as well start as children rather than adults since they will probably end up better speakers. To be older leads to better learning in the short term. Some research still favours child superiority in learning (L2) who set a high level of proficiency in the long term than those who start (L2) learning while older, perhaps because adults slow down.

d- Personality Traits

Richards J. & Renandya W. (2002:247) state that the personality traits consist of :

1-cognitive style

A persons' typical ways of thinking seem as continuum between field dependent(ED) cognitive style ,in which thinking relates to context and field,independent styles in which it is independent of context.

2-extrovert and introvert

peoples' personalities vary between those who relates to objects outside themselves(extroverts) and those who relate to the contents of their own minds(introverts).

6- Individual Differences and Language

Manyof the factors can not be affected by the teacher .Teachers have to recognize the differences among students.Teachers have to live with(intelligence, sex difference, and level of first language empathy)seriously.At a finer level ,teachers have to focus on the differencesamong individuals in the classby providing opportunities for each of them to benefit in their own way.

Some learners in classroom have disabled learning that requires some sort of intervention(Linse Caroline T.2005:192).Teachers of young learners are more likely to deal with disabled learners in the classroom than teachers of older learners for two reasons .First,the vast majority of children in the world-unless they have severe disabilities-attend school.Unfortunately,older learners with learning disabilities may have dropped out of school.Second, young learners with disabled learning may not yet have developed or been taught the strategies necessary to tackle academic subject.Many EFL teachers have had little formal training to effectively meet the needs of disabled learners.

7-Conclusion

A number of the failing students had in fact been diagnosed as learning disabled and teachers had overcome their disability through good tutoring and very hard work .Using methods of instruction known to be

helpful in language learning. According to what is mentioned certain solutions are presented as follows:

a-students must rely on the willingness of the teacher to be inventive and flexible and on the school or school system itself to accommodate the student to the best of its' ability and to the requirements of the low.

b-no single solution is good for everybody, a realistic assessment of the students' situation, problems and needs should be done. In other words, what the students may be able to do in a language and what the learning situation offers may not match at all.

c-poor language learning habits and low (ability) in language learning leads to inability of language learning.

d-a language learner depends on teachers for understanding context and the meaning of new words. Teaching new vocabulary and structures is much easier if you present the new items visually. Visual aid like real objects, pictures and color photographs make a strong impact and capture the learners' attention.

8-Suggestions and Recommendation

a-In reading, students can be given a simple form that asks them to show a few reading strategies each week. Disabled students can begin with silent reading, that time can be spent with partners reading the same subject together. Free voluntary reading had a higher gain in reading comprehension.

b-In speaking, disabled students can be encouraged to talk with their classmates using simple book talks. Working in small groups has consistently been found to develop second-language learner self-confidence and increase opportunities for language instruction. Specifically, it results in more student speaking practice and reduce future errors because of those increased practice opportunities, along with students, freely more motivated and engaged in learning.

c-In writing,disabled students are assigned a simple task divided into traits.Picture dictation,teachers can draw or find a simple image and,without showingit to the class,describe it while students draw.

d-In listening.communicative dictation activities can increase studentengagement,enhance English listening comprehension and improve grammar skills.

e-Similar studies can be made to investigate disabled learners in other subjects like maths,physics and chemist.

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المستخلص

الصعوبات التي تواجه الطلبة المعاقين في تعلم اللغة الانكليزية كلغة اجنبية

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يستخدم مصطلح تعلم اللغة لوصف النظرية الشائعة في تدريس اللغة انها تشير الى ما يحدث داخل الصفتركز الكثير من النظريات التقليدية على التركيب اللغوي والفعاليات التي تشترك في تقديم مفردات المادة اللغوية الجديدة وتطبيقها في ظروف معينة و محدد يجب ان يركز المعلمون الذين يقومون بتدريس المتعلمون الصغار على الأهتمام و العناية باحتياجات الطلبة من اجل العناية والتركيز على التعلم لدى هؤلاء المعلمون وظيفتين الأولى تقديم الأهتمام والثاني تقديم التدريسيعمل المعلمون للمشاركة في التطوير في ثلاثة مجالاتاجتماعيةو العاطفيةوالأدراكية تلك المشاركات ملحوظة ويمكن ان تساعد المعلمين على ان يكونوا اكثر دراية لمفاهيم التطور الفردي للطلبةمن النادر ان نجد مدرسةتكرس الوقت الى صف تعلم اللغة الأجنبيةللمعاقين من الطلبة بالأضافة الى ندرة تدريب المعلمين لغرض تعليم الطلبة المعاقين (الذين يجدون صعوبة في تعلم اللغة كلغة اجنبية)قدمت مقترحات و توصيات وذلك طبقا الى استنتاجات البحث.

