

Improving English Language Teaching to Learners with learning troubles

Chassib Fanukh Abbas

Open Educational College, Ministry of Education, Iraq

Email: aldiwaniyacenter@yahoo.com

1. Introduction

Foreign languages are required to participate in globalisation, hence they are included in the educational curriculum. Foreign languages are generally taught in elementary schools, while some kindergartens introduce pre-school children to a foreign language. The structure, rules, and system of a foreign language are frequently different. What occurs is that some youngsters adapt to the language quickly, while others require more time and struggle from the start. The current study's goal is to look at young learners aged 10 to 12 who have not been diagnosed with a learning impairment but are nevertheless having substantial problems learning a foreign language. The current study focuses on the evaluation of teaching strategies that might assist and support young learners with English learning challenges. With above assessment is based in part on the notion that the teaching process and strategies used to teach children with learning disabilities may be used to help young learners with learning impairments acquire English as a foreign language right from the start. Finally, the objective of this study is to present clear evidence of strategies (items) that can help young learners acquire English as a foreign language with little difficulty.

Keywords; improving ,troubles , strategies, curriculum, learning.

2. Method

This study is a theoretical one that discusses goals, possibilities, and arguments related to the educational process and approaches used to help young English learners overcome their obstacles. In terms of technique, the current study incorporates traditional methodologies such as literature review, analysis, and synthesis. To begin, the study examines the theoretical foundations of teaching methodologies for foreign language learning, with a focus on approaches used to teach children with learning difficulties (LD). This theoretical section is separated into two subcategories: the first is about the learning process from the perspective of a young learner, and the second is about teaching methods. Moreover, the work offers practical recommendations as well as valuable and usable information for instructors who have young students with learning disabilities in the classroom.

2.1 Language Learning Process

While delving into teaching approaches that can assist and support young learners with learning challenges in English as a second language, it's important to focus on the process of language acquisition in general. Joan Tough (1979), a primary school teacher with a lifetime of language teaching expertise, provided some really fascinating findings. Her study and experience suggest that learning one's native tongue and learning a new language go hand in hand. Because kids learn their first languages with so rapidity and proficiency, it should be

feasible to create experiences in which children acquire a second language in the same manner they learn their first language provided the process can be better understood. During the early years of a child's life, "the possibility for social - cognitive growth" might be considered as an explanation. Children's potential grows as they have more opportunities to engage with others, particularly their parents, and as they get exposure to language (Shaaban & Ghaith, 2000). Children's nonverbal behaviours (e.g. gestures, facial expressions, movements, and vocalisations) are used to initiate communication, which is followed by the presentation of the first spoken responses. A protracted process of gathering experiences precedes the stage of vocal communication. There are apparent parallels between learning a foreign language and studying one's native tongue when it comes to learning a foreign language. As a result, supporting communication through gesture, facial expression, and action is critical because it provides children with hints to a significance of the what they hear and thus draws one's attn to and helps them are becoming accustomed with the sounds, rhythms, and stress of the second language, which differ from those of their first language (MacDonald, 1991).

2.2 Policies of learning

It must have been discovered that kids may devise ways to aid in the acquisition of the first language. When studying a foreign language, the same tactics are frequently employed. Copying is the first step in learning a language. When attempting to construct speech by replicating specific words spoken by others, imitation is utilised. When youngsters understand the meaning of words, they begin to use them regularly and repeat them for practise. "Children respond to a parent's statement by repeating what has been said before going on to create a response," says the second stage (Shaaban & Ghaith, 2000). This aids in the recognition of the structure of the utterances by the youngsters. Formulaic speech is the next phase in the learning approach. This stage is attained when youngsters learn and employ brief sentences that are associated with certain circumstances in everyday life. Imitation, repetition, and repetitive speaking are the primary tactics utilised by young toddlers acquiring a second language, according to recent studies. Hatch (1983), in his summary of findings on second language learning, emphasises the relevance of such use not just for children's initial steps in learning the second language, but also for their continued advancement. Incorporation is the final phase of the learning technique, which entails "repeating a word or brief phrase uttered by the adult and placing it in some order to components already established". This leads to the recognition of language usage principles.

2.2.1 The role of teachers and parents

The development of a child's language skills is mostly dependent on his or her parents, who instinctively teach them and give them with critical information. Teachers should employ numerous tactics to achieve the same impact in a foreign language as they do when teaching their pupils the native language. Well here's a list of fundamental intuitive tactics that parents employ to encourage foreign language acquisition that instructors may apply (Shaaban & Ghaith, 2000):

1. Educating language in real-life settings involving children

2. Addressing each youngster with a slow speech in a high pitched voice
3. Clear articulation, frequent repetition of single phrases, and colloquial statements that are straightforward, well-formed
4. Starts with single words and progressing to formulaic sentences
5. If an item or activity is incorrectly labelled, offer a brief name, repeat, and indication of the object to establish the reference.
6. Allowing time for youngsters to listen and develop their response (let them complete the idea) telegraphic phrases (nine)
7. Responding to children's ill-formed utterances with a reformulation encourages youngsters to think about the ill-formed structure.
8. Including children in the discourse.

2.2.2 Knowledge and achievement

Clearly, the terms learn and acquisition are not interchangeable. Unlike learning, which is a brief process that leads to 'knowing about' a language, acquiring is a long-term unconscious process that leads to linguistic understanding (Shaaban & Ghaith, 2000).

Krashen (1981) makes a more detailed distinction between learning and acquisition. Learning, according to his conception, is an explicit, conscious process that employs grammatical rules, is dependent on ability, and progresses from simple to sophisticated. Acquisition, on the other hand, is a long-term, implicit process that relies on grammatical 'feel,' is influenced by attitude, and follows a predictable order.

2.3 Motivation of learning

Aspiration is, without a question, the most important aspect of the language learning (acquisition) process. Motivation is described as a push that encourages pupils to take action in order to attain a goal. When it comes to young learners who are just starting to learn a foreign language, motivation is the most important factor to consider because, unlike adults or high school students who have some motivation (Shaaban & Ghaith, 2000), young learners have none, so it is up to the teacher to foster motivation in the classroom in order to encourage them and help them succeed in language learning. That shows that students may be driven primarily by their love of the learning experience or a desire to improve their own self-esteem. In most cases, these motivations fall within the category of intrinsic motivation. The intrinsic motivation of children is influenced by a number of things. Here are a few examples:

- the classroom's physical appearance
- the mood in the classroom (classroom)
- the attitude (approach) of the instructor toward the students

- the teacher's passion for the language
- activities in which children are involved
- expressing gratitude for children
- praising and evaluating kids

Thus, according to Joan Tough, children are most motivated to acquire their first language by engaging in fun activities and by parental support such as praise and gratitude. These primary motivators aid in the language acquisition of youngsters. When learning a foreign language, the same features may be used to attain the same outcomes. In the case of young learners who are having substantial difficulty learning a foreign language, the above-mentioned motivators are critical components for their language learning success.

3. Teaching English Approaches

There are many teaching techniques that may be used in the educational process, but not all of them are beneficial in terms of young learners with learning disabilities and can ensure their success in learning English, according to methodology.

3.1 Fundamental of teaching

Certain teaching ideas or tactics that assist teachers to establish adequate settings for pupils to quickly acquire a foreign language should be stated before determining relevant teaching approaches that would aid young learners with their learning difficulties: A methodical approach, stable and welcoming atmosphere, encouragement, measures to be taken (accommodation and modification), detailed instructions and review. The most fundamental teaching concept, according to Comenius, is a systematic method based on organised or sequential (step-by-step) instruction. The instructor should then create a predictable, consistent, and welcoming environment for their students in order to assist them and make them feel at ease in class. Motivation, which is used to motivate pupils to study English, goes hand in hand with assistance. It is critical to use so-called interventions such as accommodation and modification, especially for young learners with learning challenges (Wadlington et al., 1996). Another important element is instruction clarity, which implies that all instructions should be clear and, best yet, both vocally and graphically. Last but not least, consistent review and repetition are critical for youngsters to retain what they have learned. The list of teaching concepts provided above is not exhaustive. For example, "time supply" might be added, which signifies that the teachers gave the students enough time to complete a work.

3.2 Skills of teaching

Despite the fact that the study's focus is on young learners with learning challenges who are not categorised as learning challenged, this chapter focuses on teaching strategies that are highly recommended for LD pupils. It is not by chance that the instructional strategies used with LD kids were picked from a huge number of options. As multiple studies have shown, distinguishing between pupils with learning impairments and those with learning difficulties

(commonly known as "slow learners") is challenging for teachers. Many pupils, according to Ganshow and Schneider (2005), struggle to master a new language system. This does not necessarily indicate that they are dyslexic or have a learning problem. Some kids have specific skills in learning languages, just as some students have particular talents in math, physics, or any other field. The instructor should be aware of this and be able to give appropriate pedagogical aid (teaching technique) if they see the pupils' limitations (challenges), since otherwise these difficulties may build up and have a detrimental impact on young learners. One of the consequences of accumulated problems is that even when young learners try their hardest in English classes, they are unsuccessful. They are stressed as a result of their failure, and they gradually or rapidly lose their self-confidence and self-esteem. As a result, the instructor should know how to keep students with these issues from having problems and how to educate them how to adapt to the language. Multisensory approaches, Metacognition, Total Physical Response (TPR), discovery strategies, and presentation tactics are some of the most effective ways (teaching methods) that the instructor may use.

3.3 Skills of presentation

The other technique employs a variety of classroom objects (instruments) to help students make links between "abstract" words and "actual" things. As a result, these strategies aid in the development of learners' background knowledge by allowing them to learn about a subject via their senses. The following are examples of presenting techniques:

- Translation is the simplest method, yet it is ineffective.
- Visuals - using pictures to illustrate the meaning of vocabulary terms
- Realia - real-life artefacts are used to illustrate concepts.
- Enumeration - displaying the meaning of a word by contrasting it with the opposing one
- Contrast - presenting the meaning of a word by contrasting it with the opposite one
- Definition - providing an explanation
- Mime, movement, and gesture - this approach employs the use of the human body to convey information such as grammatical points, verbs, and tenses.

3.3.1 Total Physical Response (TPR)

James Asher, an American psychology professor, was the first to develop this approach in the 1960s. Command actions are the foundation of this method. Students behave or (physically) respond in response to the teacher's spoken intelligible stimuli (instructions). The approach displays proof of the learning process' input and output. As a result, rather than exercises, the pupils learn language via activities. When it comes to the pupils' output reaction, their "understanding" is mostly represented via acting, and their ability to talk is inhibited. This TPR feature can be used with extremely young learners who can't yet form a whole phrase in a foreign language but comprehend it owing to context. Students can also

benefit from the technique when they have a 'silent period,' in which they do not speak but respond in a different way, such as pointing to a picture, performing, gesturing, or nodding, or simply responding with a simple "yes" or "no" to show that they comprehend and take part in the learning experience.

3.3.2 Finding of skills

Students can also benefit from the technique when they have a 'silent period,' in which they do not speak but respond in a different way, such as pointing to a picture, performing, gesturing, or nodding, or simply responding with a simple "yes" or "no" to show that they comprehend and take part in the learning experience. Furthermore, students benefit from this approach in terms of pedagogy and methodology since they are more engaged in the learning process and are more aware of language and how it is used, which is why discovery techniques are also known as "awareness exercises.". Matching exercises, mind mapping, word in context, gap filling, and other approaches are common. Labeling photos or objects is the basis for the matching discovery activities. Students must match photos with the correct words. If they don't know what the terms mean, they can check them up in a bilingual dictionary, which will help them put the words together correctly, or they can work in pairs or groups to help each other with the unknown words. The thought mapping exercise is the second specified discovery strategy. Students use mind mapping to categorise words according to their features and relationships, resulting in a spidergram that expresses connections between the words. Because advanced students acquire the meaning of specific words through a book, the "word in context" practise is ideal for them. The text's material serves as a backdrop for pupils to deduce the correct meaning of the words. The following task, gap filling or fill-in passage, is a complement to the preceding one. Students are given a text that has missing words (gaps), and they must come up with an appropriate term to fill in the gaps. Gaps in the text are filled in with visuals to aid young learners.

3.3.3 Multi-sensory skills

Multisensory approaches are the most often employed way for young learners who are having difficulty learning a foreign language. These methods emphasise educating children through all of their senses (auditory, visual, and tactile/kinaesthetic), which helps to reinforce their weaker channels by utilising their stronger ones. Pronunciation, spelling, reading, and other abilities may all be taught using this strategy. Aside from that, the multisensory approach allows young students to intentionally retain and recall knowledge. Schneider and Crombie (2003) coined the phrase "Hear it, see it, say it, write it, act it out" as a slogan for multi-sensory approaches that aims to make learning as dynamic as possible. Multi-sensory approaches include simultaneous vocal spelling, tracing numbers/letters on sandpaper, writing with a finger in sand or on someone's back, and so on. There are five phases in the simultaneous oral spelling approach. To begin, a young learner says a word, which implies that the student hears and feels himself uttering the word in terms of sensory input. The young learner next spells the word aloud, which allows him to hear the letter sequence inside the word. In the third phase, the student writes down the word while repeating the letters loudly, which allows him to hear the letters again while also feeling his hand create the

letters' forms. The final step is to double-check what has been written. Because the young learner sees the word appear on the paper and then compares it to the original, this phase uses the visual channel.

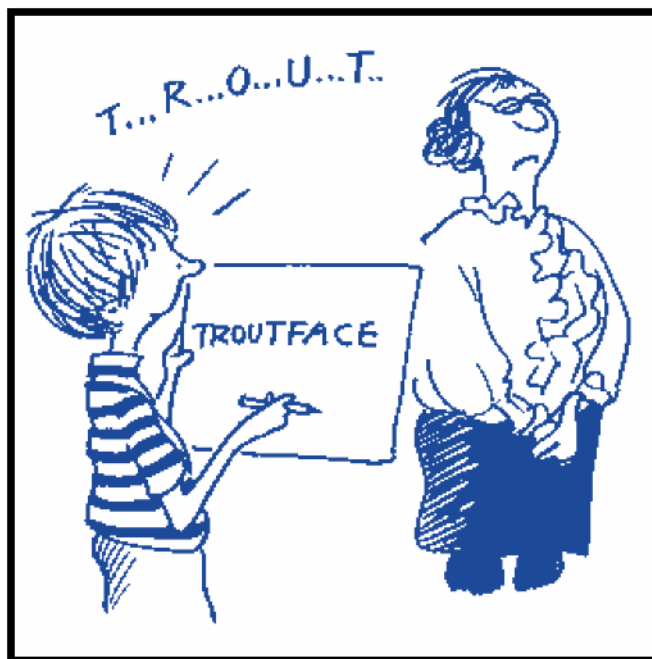


Figure 1 Concurrent verbal meaning – descriptive depiction

As shown in Figure 1, multisensory strategies are used to combine the learning of a letter's sound, shape on the printed page, and feel while writing it in cursive script, resulting in a stable sound-symbol association for reading and spelling (Townend, 2006). Tracing sandpaper numbers or letters, another example of multi-sensory techniques, also involves the tactile channel, which means that not only seeing and hearing numbers, but also feeling their shapes (which is how sandpaper is used) aids the young learner in making a parallel link between the symbol (number or letter) and its sound (Cook, 2008;Johnson, 2013).

3.3.4 Metacognition

Metacognition may be characterised as "instructional techniques stressing awareness of the cognitive processes that enhance one's own learning and their application to academic and job assignments" in a more sophisticated way (Lokerson, 1992). Students are aware of learning as a process and of what will help them learn through metacognitive approaches such as methodical practise of steps or intentional selection among strategies for finishing a task. Metagonition, according to Schneider and Crombie (2003), is a strategy that gives "problem-solving solutions." Metacognition, in my opinion, is a strategy that may be utilised liberally and effectively when teaching older learners who have a certain level of knowledge and have mastered cognitive processes for learning a foreign language.

3.3.5 Prompt strategies

Schneider and Crombie (2003) provide valuable mnemonic devices that promote

metacognitive, or rather metalinguistic, skills and so aid students in remembering and retrieving material (sometimes in a humorous way). A list of mnemonic devices is as follows:

- Crazy stories — kids write up their own stories using tough spelling words in groups of up to five (the crazier the storey and the shorter, the better for later retrieval) – useful to show with visual mnemonics (example: 'When two vowels start walking, the first one speaks.' – beat, boat, read, etc.; 'My Very Easy Method Simply Speeds Up Naming Planets' = Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto)
- Visual representations created by students or teachers aid in the memorization and recall of tough new terminology and class activities.
- Sound cues – aid in the retention and recall of pronunciation patterns and vocabulary (example: in the first language, the student associates the letter sound with a cultural-semantic connotation /to enhance pronunciation/ – skirt = sukⁿ x shirt = koile) as shown in Figure 2.
- Letter-shape clues – aid in the memorization and recall of spelling patterns (non-phonetic words or word parts) and vocabulary (example: linking the letter shape of a letter that causes spelling problems with an association in the first language or an important keyword that entails it – such as sounds p and b; p = 'top' part is rounded, b = 'bottom' part is rounded)



Figure 2 Depiction clue – example

- Acronyms - a concept to learn and recall is represented by the letters of a full word (e.g., a syllable pattern or study device) (example: KISS = Keep It Short and Simple).
- Keywords - (belonging to the learners' active vocabulary) aid in retrieving letter pronunciation, word meanings, or grammatical pattern sequences; a keyword phrase aids in memorising and recalling syllable patterns of learning processes.
- Songs and sounds - a tune or an entire song can help you remember pronunciation, vocabulary, or grammar; a sound can help you remember certain language patterns (e.g. sentence structure) (For example, the instructor utilises the sound of a hissing snake to

inform a young student about the missing ending –s in singular present tense).

4. Activities of informative

This part contains various examples of classroom activities that may be used to encourage and help young learners with English teaching and learning challenges. In principle, the activity's process may be separated into four sections (Larsen-Freeman, 2000). The first section is an explanation of the activity, which is the most crucial because a poor description might ruin the entire activity. As a result, the instructor should keep in mind that any instructions or directions must be clear and plain. The second step in the process is to give an example to show how to perform something or what the activity is about. The actual performance of the action is the most important aspect. The time limit should be set in advance at this point. The activity process concludes with a discussion of the activity — its method, findings, students' feelings, and so on.

4.1 Sounds activities and pronunciation

In order to grasp the language, activities that focus on acquiring sounds and phonics are needed. For Iraqi young learners, pronunciation is critical since English is not as clear as Arabic. One of the most common issues Iraqi learners face when learning English is the distinction between pronunciation and spelling. This is something that the instructor should be aware of. Specifically, because this moment might show whether particular students are yet-to-be-identified LD youngsters or simply those who are experiencing temporary difficulty learning a foreign language. As a result, the instructor should keep this in mind and not undervalue this stage of the English learning process by using instructional strategies that will assist young learners in dealing with the particular issue. Young learners should be taught how to 'sound out' new words by studying the following components, according to the article "Understanding Phonics and Whole Language Approaches in English" (Townend, 2006):

- Letter sounds with consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
- Combine sounds: br, cr, dr, fr, gr, pr, tr, wr, bl, cl, fl, gl, pl, sl, scr, str, sm, sn, sp, sc, sk, bl, cl, fl, gl, pl, sl, scr, str, sm, sn, sp, sc
- Short vowel sounds: a, e, I o, u,
- Sounds with two vowels: ai, ea, ee, oa
- Oi, oo, ou, ow, and other double vowel sounds
- Quiet e
- Vowel sounds controlled by R: ar, er, ir, or, ur

Students should be introduced to the rules and noises at the start. Following the teaching principles, particularly the structured and sequential principle, which means starting with the

simple and progressing to the complex, is an important part of teaching sounds and phonics. For example, start with short vowels and progress to long vowels once young learners have mastered them. The conventional Iraqi language-learning model did not prioritise teaching sounds and phonics, which proved problematic for kids. This has, however, gradually altered in recent years. For young learners to accept and acquire the right sounds and phonics of the foreign language, there must be a lot of constant repetition and revision in terms of sounds and phonics. Grouping words into 'word families' is a nice example of an exercise that introduces this subject to children (Hendrickson, 1978;Cameron, 2001;Cook, 2008;Johnson, 2013;Larsen-Freeman, 2000).

4.2 Word Relations

This practise aids young learners in assimilation of a foreign language system by assisting them in learning new sounds and norms of pronunciation. Young learners are given a 'word family,' such as ip, and are asked to add suitable phonics to create a word, such as dip, sip, flip, zip, lip, tip, trip, clip, skip, hip, and so on. Create a brief poem or narrative using the created words as the next stage in this assignment to help kids recall phonics. A reading activity that covers the newly learned phonics is another approach to practice (Hendrickson, 1978; Larsen-Freeman, 2000).

4.3 Spelling activities

Susan Jones (2006), who gives helpful instructions for learning to spell as well as six various strategies to practise spelling, is the source of this entire paragraph. This specific spelling assignment is ideal for young students who struggle with spelling and frequently misspell words. The activity's benefit is that once children understand the steps, they can practise on their own.

4.3.1 Strategies for knowledge to spell

Practice is the first step. Students are 'practising' the erroneous spelling every time they misspell a word. If pupils are unsure how to spell a word, they should look out the right spelling and then practise it. Furthermore, students should keep a running notebook of terms (similar to a personal dictionary¹²) in which they should record the words they are having difficulty with. Revising is an additional step (Hendrickson, 1978 ; Cameron, 2001; Cook, 2008; Johnson, 2013; Larsen-Freeman, 2000). Students should not attempt to learn all of the terms at the same time. They should practise a few at a time at this level. Then, either add another word to their list or begin with a new one. Each time a pupil learns a new word, they should review and practise the previous ones. The next step is to go over everything again. Students go through the words they already know in this phase. It is an excellent confidence builder for pupils to practise the terms they already know once or twice before moving on to the ones they are unfamiliar with. The final phase is use, in which students put what they've learned into practise by writing a letter or an essay.

4.3.2 Techniques of practice spelling

1. "Trace, Copy and Recall"

A chart (figure 3) containing three or four spelling terms that the learner wants to learn is required for this kind of spelling practice. Fold the "recall" section over so that just the top two columns are visible as shown in figure 4 (Jones, 2006).

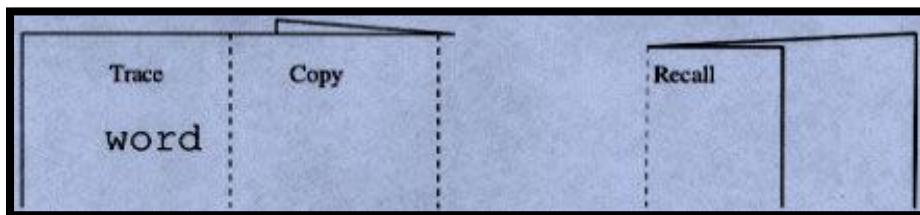
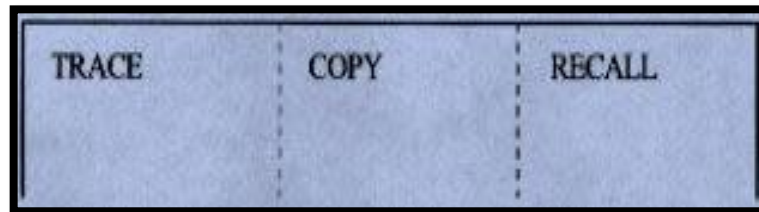


Figure 3. Chart of Trace, Copy and Recall

Figure 4. Chart of folded

he learner speaks the word to himself, then traces it in the first column while pronouncing the letters, then repeats the process. He should try to incorporate some rhythm into it (for example, "CARE. C – pause – A – pause R – E – CARE"); the other step is to go to the second column, say the word, and write it the same way; then, while the rhythm, sound, and feeling are still fresh in the student's mind, he should flip the paper over and say the word and spell it out – the same way, saying each letter; if it is a difficult word. If the student is feeling particularly bright, he could indeed detect as well as make copies words and try to keep in mind them both before flipping the page over; the final step of this method of spelling practise is going through all of the words this way a few times; start doing them two or three at a time until the student feels confident that he knows them all; once the student feels confident that he knows them all, he can go through the list again. He should, however, omit the tracing or, if the pupil is feeling very secure, both the sketching and the copying.

2. Reverse chaining by syllable

- The learner says each letter aloud as he or she pronounces the word and then writes it down (trying to put a rhythm into it).

I – M – M – E – D – I – A – T – E – L – Y

- The learner then skips a line and repeats the process, omitting the final syllable that was just spoken and spelt out but not written down.

I – M – M – E – D – I – A – T – E –

- Repeat until the pupil is unable to write anything (but continues to say the spelling

aloud).

- The student then returns to the top of the page and reads the word, then spells it out loudly.
- The student then folds the page over so that they don't see the entire word and pronounces, spells, and adds the final syllable.
- Continue until the pupil has spelled the entire word.
- The final step is to double-check that no letters were left out!

4.4 Importance of the hard parts

Some words, such as 'immediately,' are only difficult in some areas. Students may get them correct on a test yet consistently misspell them in writing, irritating both students and teachers. Because practise makes perfect, each time pupils practise it badly, they increase their chances of writing it poorly the next time (Johnson, 2013). This activity should assist students in concentrating on the difficult section of the word. This is indeed useful for learning patterns and rules. This is a fantastic approach for pupils to learn to spell IE words (the dreaded 'I before E' rule that so many people struggle with). Get a variety of coloured pens, pencils, or markers, as well as index cards. The words should be prominently written on the cards, with the difficult portion of the phrase being a different colour than the rest. Make a mental image of the card, read and spell the word loudly, and modify the way you speak the tough section, for example, by pronouncing it louder or with a different accent. Consider how the tough portion appears or sounds as you write the entire word. Students may be thinking 'immedia T E ly' and/or that strong, red E while writing 'immediately.' Likewise, the goal is not to overload pupils' brains (for example, do not allow children to learn five words at a time). It is preferable to repeat one word five times and then begin spelling it in handwriting (Jones, 2006).

4.5 Other skills activities

Because it combines thinking, sketching, speaking, and writing abilities, this exercise is a typical example of multi-sensory approach. The activity is also simply adaptable and may be used to cover a variety of themes. To begin, young students are instructed to think about anything for a few minutes, such as their favorite area. They are then instructed to draw what they were thinking about - their favorite location. This activity's third phase involves practising speaking abilities. Students are divided into groups or couples and asked to describe their drawings or just discuss what they created. The other (higher) step of the speaking exercise may be for students to share what their classmates drew in front of the entire class. However, because students may be hesitant to brag in front of their classmates, it is preferable to include a writing component to the exercise and assign them the duty of writing a brief narrative of a colleague's or their own photograph (Townend, 2006).

5. Conclusions

The submitted research, which is a theoretical type of work, is concerned with the learning process and teaching methods that can be used to reduce learning difficulties in young learners aged 10 to 12 who have not been diagnosed with a learning disability but are having significant difficulty learning a foreign language (English). To consider the research's goal, which is to "provide practical examples of methods that would improve and encourage young learners to acquire English as a foreign language with minimal difficulties," the first point stems from the hypothesis that the same teaching methods used with learning-disabled students can be used to support young learners with learning difficulties and help them master English from the start of their studies. Several studies support this theory. The foreign language learning process may be compared to the learning process of the first language right from the start. Young learners go through the same process of developing skills (imitation, repetition, formulaic speech, and assimilation) that help them acquire their mother tongue when learning a foreign language. However, neither youngsters nor young learners are capable of doing so without the assistance of their parents and teachers. Aside from techniques, there are additional tools (such as revision and incentive) that can help with foreign language acquisition. These tools are components of teaching concepts that assist teachers to create conducive environments for young learners to more easily learn a foreign language. These ideas are essential for the process of continuing education, which is based on instructional approaches (techniques). In general, these strategies are offered to assist young learners in encouraging their strengths and strengthening their weaknesses in order to overcome their fundamental obstacles, which generate dissatisfaction and reduce their enthusiasm to continue with foreign language studies. Multisensory approaches, exploration techniques, and metacognition are all highly recommended strategies that are also used with LD kids. The advantage of multisensory approaches is that they integrate all three sensory channels (auditory, visual, and tactile/kinaesthetic) in the learning process. Young learners are taught to use stronger channels to reinforce weaker ones, allowing their brains to form tactile and kinetic memories in addition to visual and auditory memories. When it comes to discovery tactics, the benefit is in the self-discovery or awareness process, which occurs when young learners undertake activities on their own and so learn via what they have discovered. Reflective thinking has advantages as well, most notably mnemonic devices, which greatly assist young learners in overcoming their difficulties with a foreign language. To summarise, Arabic and English are two distinct language systems, and the areas that create the greatest difficulty for Iraqi young learners when beginning their foreign language studies are mostly pronunciation and spelling, as English is not as transparent. Furthermore, English contains a wide range of sounds and phonics that Arabic does not. In light of this, the current study proposes a collection of model activities that may be used to help young learners understand English with little difficulty. At the same time, these exercises explain how the above-mentioned teaching strategies might be used in the classroom.

References

- i. Cogan, Jenny, Flecker, Mary. *Dyslexia in Secondary School. A Practical Handbook for Teachers, Parents & Students*. London: Whurr Publishers Ltd, 2004.
 - ii. Fergusson, Roselind. *The Penguin Dictionary of English Synonyms & Antonyms*. London: Clays Ltd, St Ives plc, 1992.
 - iii. Ganshow, Leonore, and Schneider, Elke. "At-risk students and the study of a foreign language in school." *Fact Sheet* 25, 2005.
 - iv. Harmer, James. *The Practice of English Language Teaching*. Harlow: Longman, 2001.
 - v. Hill, Leslie Alexander. *Elementary Stories for Reproduction*. Oxford: Oxford University Press, 1977.
 - vi. Jones, Susan. *Five Guidelines for Learning to Spell and Six Ways to Practice Spelling*. LD OnLine. 4 March 2006 <http://www.ldonline.org/ld_indepth/teaching_techniques/spelling_studying.html>.
 - vii. Krashen, Stephen, D. *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc., 1981.
 - viii. Lokerson, Jean. *Learning Disabilities: Glossary of Some Important Terms*. ED352780, 1992, Education Resources Information Center. 4 March 2006 <<http://www.eric.ed.gov>>.
 - ix. Redman, Stuart, Ellis, Robert with Viney, Brigit. *A Way with Words. Resource Pack 1*. Cambridge: Cambridge University Press, 1996.
 - x. Reed, B., Railsback, J.: *Strategies and Resources for Mainstream Teachers of English Language Learners*. Portland: Northwest Regional Educational Laboratory, May 2003.
 - xi. Schneider, Elke, and Crombie, Margaret. *Dyslexia and Foreign Language Learning*. London: David Fulton Publishers, 2003.
 - xii. Tough, Joan. "Young children learning languages." *Teaching English to Children from Practice to Principle*. Ed. Christopher Brumfit, Joyne Moon and Ray Tongue. London: Nelson, 1984. 213-227.
 - xiii. Townend, Janet. *Principles of Teaching – The DI Literacy Programme*. The Dyslexia Institute. 4 March 2006 <http://www.dyslexia-inst.org.uk/articles/prin_teach.htm>.
- b. Wadlington, Elizabeth, Jacob Shirley and Bailey Sandra. "Teaching Students with Dyslexia in the Regular Classroom." *Childhood Education*, Fall 1996, 1, Gale Group.
 - i. MacDonald, R.B. (1991). Boone, NC. *Developmental students' processing of teacher feedback in composition instruction*. (ERIC Document Reproduction Service No.354965).
 - ii. Shaaban, K., & Ghaith, G. (2000). Student motivation to learn English as a foreign language. *Foreign Language Annals*, 33, 632-644.
 - iii. Hendrickson, J.M. (1978). Error correction in foreign language teaching: Recent theory,

research, and practice. *Modern Language Journal*, 62, 387-398.

2. Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
3. Cook, V. (2008). *Second language learning and language teaching* (4th edition).
4. London: Hodder Education.
5. Johnson, K. (2013). *An introduction to foreign language learning and teaching* (2nd edition). Abingdon and New York: Routledge.
6. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd edition). Oxford: Oxford University Press.