

Research article



# Exploring Strategies Employed by the English Language Teachers to Teach Reading to the Child with Dyslexia: A Case Study



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## ABSTRACT

The difficulty in reading and writing, spelling mistakes and poor speech is considered as the main elements that characterize students with dyslexia. If one thinks that most of the things in a class are based on reading and writing, the importance of such a learning difficulty is that it is recognized as soon as possible and with appropriate strategies that people with dyslexia can be helped in their progress. Therefore, this qualitative single case study with embedded units explored the strategies employed by the English language teachers to teach reading to the children with dyslexia. The study employed a purposive sampling technique to select 4 teachers of the dyslexic learner, 1 parent of the dyslexic child and 1 dyslexic child (case child). Data were obtained through individual semi-structured interviews, non-participant observations, and document analysis. A series of coding (open, axial and selective) were employed to analyze the data, which were then presented thematically. The key findings that emerged from this study were phonemic awareness as a reading strategy for children with dyslexia, other strategies that helped reading to children dyslexic and the challenges the English language teachers encountered in teaching reading to the children with dyslexia. These findings of the study have implications on the teacher education programs. Recommendations to the teachers, relevant stakeholders and for future research are provided despite its limitations.

**Keywords:** Special Education Coordinator, Dyslexia, English Language Teachers

## Introduction

The research site chosen for this study was at 'Drukgyel Lower Secondary School' one of the well-established inclusive schools in Bhutan. The school is located in a semi-urban area which has access to all the modern amenities like road, health, extension government offices and some business entities, at a distance of 12 Km from the main town at the upper end of Paro valley on the way to Drukgyel Dzong. The school was established in the year 1962 as a primary school and later, it was upgraded to lower secondary school in the year 2000. It was chosen as a pilot school to implement the concept of Child Friendly School in 2008. The Deaf Education Unit was established as a unit under the school in 2003 and in 2012, it was formally inaugurated as an inclusive school. The education ministry of the Royal Government of Bhutan wished to ensure that children with special educational needs have access to basic education. To achieve this aim the Government planned to establish pilot schools in each of the 20 dzongkhags where children with special needs will be fully included with the necessary levels of support. So, in 2012 the ministry established three more schools in addition to the existing five pilot schools and Drukgyel Lower Secondary School is one of them. The school caters to the education of all diverse learners with the standing motto 'Reaching for the unreached'. Currently the school has a total of 43 teachers including the principal and 790 students with classes ranging from pre-primary to eight. The SEN

program in the school is run by 15 teachers as a team. It has 31 special needs children with different disabilities such as autism, down syndrome, cerebral palsy, and learning difficulties.

This study had concentrated mainly on the child with learning difficulty specifically dyslexia. Although a child has other learning difficulties like in spelling, comprehension and calculation, this study basically aimed to explore the strategies being used by the language teachers to teach reading to the child. A child who was given a pseudonym 'CASE CHILD' here in the study was born to a father who is from Punakha and a mother from Lhuntse, who got divorced just after few months he was born. He was born on 27<sup>th</sup> May, 2007 and at present he is 14 years old. He has his elder brother studying in grade seven, who has the similar kind of difficulties in terms of studies although they do not possess any other disabilities. Currently the case child studies in grade six and stays happily with his caring mother-in-law. He was taken care by his mother-in-law from the age of eight right after the demise of his mother. He is cognitively far behind from his peers of the same age and he started to receive SEN service from grade four, after he was screened with the use of various screening tools from 'Brigance' and identified as having learning difficulty.

### **Statement of the Problem**

The existing literature shows that the children with dyslexia are typically slow and have difficulty in reading everywhere around the globe. For instance, Shawitz and Shaywitz (2004) argue that many types of reading errors persist such as not being able to use the rules of phonics to sound out unknown words, guessing at words, and substituting or omitting letters and sounds by the children with dyslexia in America. Wadlington and Wadlington (2005) also argue that the problem with phonemic awareness is often the first symptom of later reading difficulties. However, teachers in general lack knowledge and skills to help these children with reading, since they are not aware about the special needs of the dyslexic children due to lack of training and experiences (Wadlington, et al., 2008; Kalsoom, et al., 2020; Dorji, 2015 & Chhetri, 2015 as cited in Kamenopoulou & Dukpa, 2017). In Bhutan only those pre-service teachers who take the modules on special education in their training institutes have some knowledge on different aspects of children with special needs (Kamenopoulou & Dukpa, 2017 as cited in Subba et al., 2018, p.6). According to Nicholson and Dymock (2011), the educators who do not know the actual needs of the children with dyslexia, sees these children as not successful readers early on and they are not encouraged or provided opportunity to read which otherwise would have made them the better reader if supported and given intervention. However, in Bhutan it is not known yet, how children with dyslexia were taught in terms of reading. Till date no research had been done exploring the strategies used by the teachers to teach reading to a child with dyslexia, although lot of researches had been done over the past few decades by various Bhutanese researchers on different issues related to the children with disabilities particularly, about parental involvement, teachers' attitude, perspectives on inclusion, supporting students with disabilities, and inclusive practices making people aware on these different aspects (Jigyel et al., 2019; Dorji et al., 2019; Kamenopoulou & Dukpa, 2017; Subba et al., 2018)

### **Research Objectives**

The objectives of this study were to:

1. Investigate difficulties faced by the child with dyslexia.
2. Find out the challenges faced by the teachers teaching the child with dyslexia.
3. Explore different strategies employed by language teachers to teach reading to a child with dyslexia.
4. Investigate the teaching techniques that best suit the child with dyslexia.

### **Overarching Research Question**

How is the child with dyslexia taught reading in the language classes?

### **Sub-questions**

1. What are the difficulties faced by the child with dyslexia?
2. What are the challenges the teachers teaching the child with dyslexia face?
3. What kind of strategies does a language teacher use to teach reading to a child with dyslexia?
4. What kind of teaching techniques best suit the child with dyslexia?

## Significance of the Study

This study is significant in a number of areas. First, it is hoped that the authorities concerned will take up necessary steps to improve the reading strategies for the children with reading difficulties (dyslexia) used in the classrooms of the schools with SEN. This small-scale study can provide insight into the importance of reading strategies and come up with differentiated plans for the improvement of the performance of the students with dyslexia primarily in terms of reading. Furthermore, the findings of this study can also guide the policymakers and curriculum designers in planning for the National Based In-service Programmes (NBIP) and development of curriculum respectively.

Second, the school will also benefit from the finding of the research as this research will give the school a clear picture of the child with dyslexic's need in terms of learning to read. The school will be able to diagnose some of the links that exist between the reading strategies and their achievement. This research will create a platform for the school to work on the betterment of academic performance of the child with dyslexia through the enhancement of reading abilities.

Third, it is also expected to disseminate information and create awareness amongst the parents of the child with dyslexia. The study may be useful for the parents to understand the need of their child with dyslexia in reading and provide support accordingly. The study may also help to develop a positive self-concept in the learners with dyslexia and willingness to learn skills to become independent and fluent reader.

Fourth, it had benefited the researcher, being the first time researcher in providing ideas on how to really carry on with the research. Besides, it had given the in depth knowledge on dyslexia and their needs which will be helpful while teaching the children with learning difficulties particularly the children with dyslexia back in the school as a special aid teacher.

## Literature Review

Learning disabilities, or learning disorders, are an umbrella term for a wide variety of learning problems (Kemp et al., 2020; Lenhard & Lenhard., 2013). "Learning disability refers to a retardation, disorder, or delayed development in any one or more of the processes of speech, language, reading, spelling, writing, or arithmetic" (Ali & Rafi, 2016). A learning disability is not a problem with intelligence or motivation; kids with learning disabilities are not lazy or dumb (Kemp, et al., 2017). In fact, most are just as smart as everyone else (Kemp et al., 2017). They may have difficulty reading, writing, spelling, reasoning and organizing information if left to figure things out by themselves or if taught in conventional ways (Ali & Rafi, 2016). "Their brains are simply wired differently that this difference affects how they receive and process information" (Kemp et al., 2017). Therefore, Ali et al. (2016) pointed out that these problems are due to disorder or deficiency in any one or more of the basic psychological processes involved in understanding or in use of spoken or written language. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, mental retardation, and emotional disturbance or to adverse environmental factors. The child, thus can be considered as learning disabled if,(1) the child has considerable difficulty in understanding or using spoken language, reading, writing, spelling, and arithmetic, during the developmental period (before 16 years of age), and (ii) the child has adequate facilities, interest and motivation to learn (Ramaa, 1992 as cited in Ali, & Rafi, 2016).

Learning disabilities are due to genetic, other congenital and /or acquired neurobiological factors and they often run in families (Javaid et al., 2020; Kalsoom et al., 2020; Kuerten et al., 2019). However, LDs vary greatly

in form and intensity: No two LDs are the same (Hargreaves et al., 2009). Hargreaves, et al. (2009) also examined that LDs are not caused by the factors such as cultural or language differences. Inadequate or inappropriate instruction, socio-economic status or lack of motivation, these things may just worsen the learning disabilities. “A learning disability is a neurological disorder. It is a lifelong issue” (Ali, & Rafi, 2016, p. 111). Lange and Thompson (2006) found out that given the right support and intervention, children with learning disabilities can succeed in school and become successful later in life. The common types of learning disabilities according to Kemp et al. (2017) are dyslexia (difficulty with reading, writing, spelling and speaking), dyscalculia (difficulty with math), dysgraphia (difficulty in writing), dyspraxia (difficulty with hand-eye coordination, balance, and manual dexterity), and dysphasia or aphasia (difficulty with language). From all the learning difficulties mentioned above, this study aimed to explore the kind of strategies used by an English language teacher to teach reading to a child with dyslexia. The term ‘Dyslexia’ was first coined by Berlin, a German doctor in 1887 (Hazawawi & Hisham, 2014 as cited in Ismail, et al., 2018), to describe the word blindness that came from two Greek words ‘Dys’ defined as difficulty and ‘Lexia’ defined as words (Alexander-Passe, 2015 as cited in Ismail, et al., 2018). Therefore, the literal translation of dyslexia is difficulty with words (Payne & Turner, 1999 as cited in Kuerten, et al., 2019). The definition adopted by the Board of Directors of International Dyslexia Association on November, 2002 states that:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (Kuerten, et al., 2019, p. 254). Reading difficulty is characterized by significantly reduced reading speed (Korne, 2010). According to Korne (2010), children with reading difficulty often require two to three times as much time as other children, or more, to read text. In the research done by Wadlington and Wadlington (2005) it was found out that, this disorder to be genetic in nature that runs strongly in families and; it is a life-long struggle for many. It affects males and females equally; with no regard for race, economic status, intellectual ability, spoken language or culture. According to Rachmani (2020) socio-economic factors, such as low income and limited parental education have been associated with reading difficulties. It was further pointed out that, early childhood literacy experiences and inadequate reading instruction have also been shown to affect reading acquisition (Rachmani, 2020). Like many other disorders, dyslexia appear on a continuum from very mild to profound, manifesting itself differently in individuals (Casalis, 2004). Even though, many studies have been done about dyslexia, there seems to be many misconceptions regarding the causes, prevalence and the preventive measures of dyslexia that still exist among educators (Wadlington & Wadlington, 2005). There are some common issues in reading among children and adults with dyslexia. It was declared in the research done by Roitsch and Watson (2019) that it affects the phonological processes in a person, where they do not process the sounds of language efficiently and accurately. Reading is typically slow and difficult and many types of reading errors persist such as not using the rules of phonics to sound out unknown words, guessing at words, and substituting or omitting letters and sounds (Shaywitz & Shaywitz, 2004). People with dyslexia comprehend text read orally to them better than reading it themselves because of these issues (Shaywitz & Shaywitz, 2004). “Dyslexia is characterized by problems with single word decoding, usually due to poor phonological processing” (Wadlington & Wadlington, 2005, p. 17). These authors also argue that the problem with phonemic awareness is often the first symptom of later reading difficulties. They also say that in addition to problem with reading, individuals with dyslexia can have difficulties with spelling and writing. Sometimes, there are also problems with understanding spoken language, word recall or expressing oneself orally.

Earlier research has shown that “very often, educators do not recognize the signs of dyslexia, and are inadequately prepared to teach these students” (Wadlington & Wadlington, 2005, p. 27). Assessments and interventions are not put in place in a timely fashion when dealing with these issues. Many studies have been done to show that newly recruited teachers even in America and Canada are not prepared to teach reading after receiving licensure (Washburn, et al., 2014). Teachers need to have explicit training in assessing and

instructing the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary (Langenburg, 2000). These areas have been identified by the National Reading Panel in United States as the domains needed in order to become a proficient reader (Cunningham et al., 2004). Reading interventions can start as early as when the child enters school, if teachers are able to establish a lack of knowledge in a child in the areas of phonemic awareness, alphabetic knowledge and vocabulary (Arrow & McLachlan, 2015). It was also believed that not only are teachers prepared to teach any struggling reader, but they are also not aware about the special needs of dyslexics (Shaywitz & Shaywitz, 2004). In Bhutan the pre-service teachers are trained in the Samtse and Paro Colleges of Education, the only two national training colleges for school teachers. These Colleges of Education have modules on special education (Kamenopoulou & Dukpa, 2017 as cited in Subba et al., 2018, p.6) however, these modules are offered as electives and are not compulsory. Therefore, many teachers who do not take these electives go to school after their training not knowing much about disabilities and their needs. Many children with learning disability particularly dyslexia in the west are being accused of not being motivated, not trying, and lacking focus (Shaywitz & Shaywitz, 2004). They lose confidence and frustration sets in. Many feel they are inadequate and will never be successful (Wadlington & Wadlington, 2005). “Educators believe that the students who have the reading difficulty early on, reads less and in turn, suppress any future growth that may have been achieved if encouraged and provided opportunities to read” (Nicholson & Dymock, 2011, p. 8). Teacher training at both pre-service and in-service levels should emphasize training on special education (Thaver & Lim, 2014 as cited in Thwala, et al., 2020). In the west, students with dyslexia were seen as lower skilled, and not hold them to the same expectations as those students in a class who are higher-level readers (Woodcock & Vialle, 2011). “This does nothing but hinder learning in the case of a dyslexic student. Structured, multi-sensory instruction in basic language areas is essential to the success of these students, as well as accommodations such as extra time, shorter assignments, and specific seating arrangements” (Shaywitz, 2003, p. 164). Children with dyslexia need to have teachers, who are positive and can influence them in reading and knows how to handle their specific disability in order to succeed (Wadlington, et al., 2008). According to Wadlington, et al (2008), these students have great strengths, only thing is teachers should be aware on how to teach these students properly, so their strengths are not lost amongst the obvious weaknesses. Existing literature indicate that skills and strategies to cater to the needs of the children with dyslexia is not covered in many teacher training programs in Scotland, so information and skills must be sought from elsewhere (HMIE, 2008). “One way to educate teachers on the struggles of a child with dyslexia is to be included in a dyslexia simulation where they are put through experiences that helped them identify with how these children feel in the classroom” (Wadlington, et al., 2008, p. 271). Dawa (2009 as cited in Kamenopoulou & Dukpa, 2017) mentions that some opportunities are provided for teachers in Bhutan to attend short training courses on different aspects of disability, usually led by the Ministry of Education and Non-government organizations like UNICEF. Teachers who have been a part of this experience found it beneficial, and they recommend that every educator should have a similar workshops and trainings being offered. So that educators can help students who struggle, and be part of the solution (Shaywitz & Shaywitz, 2004, p. 6). Teachers need to be provided with the opportunity to learn the facts about dyslexia and the best practices of teaching reading in order to properly teach every student in classroom particularly those students struggling in terms of reading. The research by Farrell (2006) reveals that the interventions can be implemented at any time and at any places. It can be applied in out-of-classroom settings as well. It was also found out that the major principles particularly the strategies found to be facilitating or helping poor readers would be implemented in teachers’ daily classroom practices to support the children with reading difficulties specifically the children with dyslexia. It is believed that most of the strategies that work for poor readers are applicable to children with dyslexia as well (Farrell, 2006). The relevant strategies for teaching how to read for the child with dyslexia is elaborated in the following sections:

As dyslexia is essentially characterized by a phonological deficit, teaching decoding skills is particularly significant for individuals with dyslexia (Snowling, et al., 2020). The acquisition of decoding skills allows for new unfamiliar words to be decoded and is the basis for further automatization of reading (Snowling, 2006 as cited in Troeva, 2016). According to the research done by Troeva, (2016), phonics develops phonemic awareness and builds up knowledge of grapheme-phoneme correspondences and spelling patterns. Nijakowska,

(2014) declares that students with dyslexia should be taught to identify phonological units of different sizes—words, syllables, onsets, rimes, and finally, individual sounds. They should also be taught how to break apart and put these units together to form words. These abilities form the basis for the successful mapping of the sounds to the appropriate letters – spelling (Nijakowska, 2014). Existing literature suggest that, a multisensory instructional methodology needs to be adopted that includes visual, auditory and kinesthetic strategies to increase the effectiveness of the instruction (Wadlington, 2000). It is a fairly established fact that identifying children’s preferred learning style (auditory, visual, tactile, or kinesthetic), and introducing new material in view of it, increases their chances for success and motivation (Troeva, 2016). Employing different modalities and channels of transferring knowledge increases learners’ opportunities for reinforcement and overlearning – two other major components of dyslexia-friendly learning (Troeva, 2016). Multisensory activities also help dyslexic students develop phonological awareness like; differentiating sounds, dividing words into syllables and sounds and adding or removing sounds to form new words (Nijakowska, 2014). Directions, stories, and specific lessons can be recorded. The student can replay the tape to clarify understanding of directions or concepts. Also, to improve reading skills, the student can read the printed words silently as they are presented on tape (International Dyslexia Association, 2017). Child with reading difficulty if provided with recorded commentary of the class text being read, can re-wind and re-listen to the text to improve reading (Squires, 2002, p. 7). Squires (2002), also reported that recording facility should be provided to allow the child to record their own voice to help with reading and to use with word cards to support reading development. Nijakowska (2014), states that teachers should avoid letting a child read aloud in front of the whole class. Instead, allow a child to record themselves reading aloud at home. Make sure that the dyslexic students learn what a letter or a word looks like, how it sounds, how the speech organs are used to pronounce it, and what hand moves are needed to write it (Wadlington, 2000; Nijakowska, 2014). Visual aids support memory and provide structure. It is recommended to use illustrations, charts and diagrams, pictures, mind-maps and spidergrams, and video recordings to assist the children not only in reading but also in the enhancement of other skills (Farrell, 2006 as cited in Troeva, 2015; Nijakowska, 2014). Mind-mapping is particularly effective as it encourages lateral thinking and creativity (Reid & Green, 2007 as cited in Troeva, 2015). Encourage mind maps and flowcharts to help the dyslexic child to read the content (Dekker, 2012). An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information (International Dyslexia Association, 2017). As learners with dyslexia often have poor auditory memory, new material should be provided in a visual form, instructions should be written down or it should be provided in pictorial form (Troeva, 2015). Besides this the International Dyslexia Association states that the verbal information can be provided with visual displays (e.g., on an overhead or handout). According to Farrell (2006), role-play, mime and gesture, drama can create opportunities for the *kinesthetic dyslexic* learner to get involved and help the child improve reading. With younger learners, the *tactile* sense can be utilized by handling artefacts (Farrell, 2006), e.g., shapes of letters, or by constructing things following the principle ‘Doing is better than hearing it!’

Assistive technology products such as tablets, electronic readers/dictionaries/spellers, text to speech programs, audio books, and more can be useful tools for the children with reading difficulties particularly the children with dyslexia in reading (International Dyslexia Association, 2017; Dekkar, 2012). Use shared reading or reading buddies to assist the child with dyslexia in reading (Dekker, 2012). The teacher can pair peers of different ability levels to review their notes, study for a test, read aloud to each other, write and tell stories, or conduct laboratory experiments. Also, a partner can read math problems for students with reading problems to solve (International Dyslexia Association, 2017).

The teacher can give a copy of lesson notes or any other works to students who have difficulty in reading, comprehension and taking notes during presentation (International Dyslexia Association, 2017; Dekkar, 2012). Worksheets have to be organized with *well-spaced out information and larger print* (Reid & Green, 2007 as cited in Troeva, 2015). Dyslexia-friendly fonts are usually Times New Roman, Century Gothic, Comic Sans. The individual preferences should be established by asking the learners themselves (Reid & Green, 2007 as cited in Troeva, 2015). According to Nijakowska, 2014, p. 9. Adjusting, altering and differentiating teaching practices by teachers will help to ensure the active participation of students with dyslexia in classroom

activities. This is not to lower the requirements but to teach dyslexic learners in the way they learn best and allow them to demonstrate their potential. Some dyslexic learners who experience the most severe difficulties will still require individualised, small group or one-to-one special instruction to overcome their learning problems. Thorwarth (2014) states that lot of myths and misconceptions are still out in the field of education in United States about what dyslexia is and its signs. It is still disheartening to know that needs of the children with dyslexia are not properly met everywhere around the world. In Bhutan, while some research particularly on parental involvement, teacher attitude, perspectives on inclusion, supporting students with disabilities, inclusive practices had been carried out over the past few decades (Jigyel et al., 2019; Dorji et al., 2019; Kamenopoulou&Dukpa, 2017; Subba et al., 2018) and made the people aware on these issues, there is no research on children with dyslexia and it is not known how their needs are catered to. Therefore, this study basically aimed to find out the kind of strategies being used by the English language teachers to teach reading to the child with dyslexia at Drukgyel Lower Secondary School, one of the full-fledged inclusive schools in Bhutan. Further, this study also explored how teachers in this school dealt with and supported the child with dyslexia. There are three main developmental theories which form the bases of most operational and working definitions of dyslexia and to which most researchers subscribe: the phonological deficit theory, the magnocellular theory and the cerebellar theory (Abraham, 2014). Ramus et al (2003 as cited in Abraham, 2014) explored these leading developmental theories and investigated their veracity. The phonological theory posits that dyslexics have difficulties with noticing, storing and/or retrieving phonemes (sounds of symbols). Such deficits may be evidenced by difficulties with using the alphabet principle, word decoding, and word recognition. The magnocellular theory on the other hand is a unifying theory which proposes that reading difficulties experienced by dyslexics can be explained by visual or auditory deficits. The cerebellar theory suggests that with dyslexics the cerebellum which controls motor skills such speech articulation and overall automaticity is dysfunctional leading to learn alphabetic principle. Results from this research by Abraham (2014) showed that the phonological theory was the strongest explanation. This is because in the research conducted by Abraham (2014), found out that the phonological deficits were present in participants without auditory, visual or motor impairments. Children with dyslexia are as smart as other typical children, they can learn and they can be a successful reader if they are guided with phonological components and other strategies (Kemp, et al., 2017). Therefore these children with dyslexia can learn if they were given the skills of phonemic awareness (teaching children with dyslexia how to sound out different letters and then the words). Children with dyslexia can also become an independent reader if they are given one-to-one attention, using multisensory instructional methods (assistive devices) with extended period of time. Learning disability is not a problem with intelligence or motivation, if given the right support and intervention, children with learning disabilities can succeed in school and become successful later in life (Wadlington, et al., 2008; Kemp, et al., 2020). However, it is found that many teachers are inadequately prepared to teach the children with dyslexia everywhere around the world including United States. Therefore, it is must that teachers placed in the schools with SEN program has to be provided with special and extra training to let the teachers equip with all the necessary skills and strategies to cater to the needs of the children with special needs. Children with dyslexia need to have parents, teachers, SENCos, and administrators who are positive, and can influence and support the children in reading and knows how to handle their specific disability in order to succeed. In line with this, Epstein theory of overlapping spheres of influence declares that students learn more when parent, educators and others in the community work together to guide and support student learning and development (Epstein, 1992).

## Methodology

### Research Design

The primary aim of this study was to find out how a teacher supports a child with dyslexia in terms of reading and the kind of skills and techniques that helps the child's learning to read. This study adopted constructivist paradigm (Yin, 2014) with qualitative case study design (Stake, 1995 as cited in Sherabet al., 2015). The data collection was relying largely on interviews, observations and document analysis (Yin, 2014). More

specifically, this study used single case with embedded units of analysis (Baxter & Jack, 2008; Yin, 2014) whereby a child with dyslexia was chosen to have the observation and interview on how the teachers employed the reading strategies and further explored how the child was benefited from these strategies. Interviews were done with two English teachers (one general class English teacher and the other pullout class English teacher) of the child with dyslexia, then the parent of the child, and the SENCOs (present and the former SENCOs) of the school, who were associated with and involved in child's learning to read. This design gives in-depth details and narrative accounts from a child (case), teachers, and parent on how teachers' caters to the needs of the child with dyslexia and the kind of skills and strategies that best suits the child's learning to read.

## Sampling

Purposive sampling (Yin, 2014) was used in which the participants were chosen based on the following criteria – The research population for this study included the case child, teachers and parent of the case child of Drugyel Lower Secondary School, one of the well-established inclusive schools in Bhutan catering to the need of diverse students including the child with dyslexia. In this study, a total of six participants took part which comprised of one student with dyslexia (the case child), four teachers (one general class English teacher, one pull-out class English teacher, present SENCO and the former SENCO) and the child's parent. The four teachers included both male and female teachers who were directly or indirectly responsible and involved in child's learning to read.

## Data collection methods

**Interview:** Interviews commonly appear in continuum as structured, semi-structured, open-ended, one-on-one, face to face, telephonic, and focus group interviews (Creswell, 2003). The primary method used to collect data for this study was a face-to-face semi-structured interview (Creswell, 2003). The questions were open-ended with few in numbers intended to elicit the interviewee's beliefs, values, understandings, feelings, experiences and perspectives on the strategies used by English language teachers to teach reading to a child with dyslexia (Save the Children, n.d.). The process of interview mainly involved the conversation between the researcher and the participants regarding the topic (Kothari, 2008. p.97). A separate interview questions for each participant aligned with the overarching research question and the sub-questions were designed which was piloted prior to the actual interview. The piloting process was helpful to check if the interview questions were relevant to the research question and further-more to check whether these questions were going to fetch the required information for the study. The interviews were also done on phone calls and other social media particularly WeChat due to the insufficient data being collected from the face-to-face interviews. Interviews were audio recorded by getting a proper consent from the participants. Prior to all these, proper consents were also sought from the school administration and requested to arrange a child with dyslexia, teachers who taught English to the child in both general and pull-out classes and the SENCOs of the school.

**Observation:** Another tool used to collect the data was through observation. Particularly non-participant direct observation was employed since the study was done just on a single case. Observation is a fundamental way of finding out about the world around us (Stenhouse, 1975 as cited in Kabir, 2016). Observation was made systematic and it was in some way selective. Since the observer was constantly bombarded with huge amounts of information, the observer had to selectively attend to what is perceived as most useful for the study. It also entailed careful planning of what the observer wanted to observe (Kabir, 2016). For this reason, all the required observation forms were prepared before the commencement of data collection. The observation basically occurred in the general classroom and in the SEN room where the teaching was going on and where the child with dyslexia was being taught English in the SEN room during pull-out classes. But as far as possible the observations were made as natural as it was (Yin, 2014). The observation was made primarily on the kind of strategies being used by the English teachers to teach reading to a child with dyslexia and what strategy



best help the child in his reading. To make observation database (Yin, 2014), whatever the observer saw or heard were all snapped and also video recorded.

**Document Analysis:** Document analysis was also used to collect data for this study to make the source more varied and to maintain chain of evidence. Prior to referring the documents, the document analysis protocol (Yin, 2014) was fulfilled. The documents that were basically referred to were child's Individualised Educational Plan (IEP), and teacher's lesson plan. Taking notes or taking photos of the required documents for the study was also done. However, anonymity or confidentiality of all these documents were assured.

**Quality criteria used (Validity and Reliability):** As much as other components in research is important, the research findings and results must also be valid and reliable. Reliability and validity are considered as the strength of qualitative research (Creswell, 2003). Examining the validity and reliability of the study includes evaluation of the component parts such as the data collection tools, the accuracy of the data analysis techniques, and the extent of relationship amongst the data collected and findings (Creswell, 2007). The reliability in qualitative research involves carrying out investigation in ethical manner. Therefore, some of the strategies suggested by Creswell (2007, p. 208), as "validation of tools, data triangulation, member check, peer examination, and piloting were followed." Data collection tools such as interview questions and observation forms were validated by the supervisors. Data collected from multiple sources were triangulated and maintained chain of evidence (Yin, 2014). The key informants were requested to review the draft case study reports to enhance construct validity. Piloting of the interview questions were done before the actual interview to test if it gets the required information for the study. Requested friends to proof read and provide comments and feedbacks. To create case database, all the documents will be saved for the future researchers to allow them to repeat, replicate and re-evaluate the case (Yin, 2014).

**Data Analysis:** "The data analysis eases the situation when the researcher does not know what to do with 30 pages of notes collected during the data collection process" (Save the Children, n.d.). Once the data have been collected from different sources with the use of different tools (interview, observation and document analysis), the main work during data analysis was to identify common themes in the responses provided by the different respondents. After the completion of transcribing the interviews, Creswell's (2013) data analysis procedures were followed. However, one teacher, one student and one parent responded all interview questions in Dzongkha. While translating Dzongkha into English, an utmost care was taken not to distort the original intended answers of these three respondents.

To avoid the misinterpretation of the meaning during the translation, firstly, the researcher translated the participants' responses word by word to derive the meaning. Secondly, translated statements were then converted to readable quotation by adding missing words and phrases without changing the meaning. Filep (2009, p.67) mentioned that by "changing the structure and adding missing fragments, a readable quotation would (as in the case above), at least make the quote more easily understood by those who are not familiar with the context". Thirdly, all the transcribed data, class observation sheets and document analysis were compiled for in-depth analysis. Then data triangulation technique (Yin, 2014) was employed whereby the different data from different sources were compared to study the commonalities or patterns that they had made. Pattern matching (Sinkovics, 2018) with Thematic network (Attride-Stirling, 2001) was employed in analysing the data and primarily to draw the relevant themes for the study.

As suggested by Creswell (2009), the transcribed data, class observation sheets and the document analysis were read time and again to obtain the overall meaning of the data. To derive the relevant themes of the data, a series of coding (Williams & Moser; 2019) were employed. The first was the 'open coding'. Colourcoding were done to all the themes based on their similarities. Similar ideas, concepts, keywords and repeated ideas were provided with same kind of colours. Then followed by 'axial coding', which involved identifying relationship between open codes, and developed core codes. Axial coding unlike open coding focuses on identifying emergent themes, axial coding further refines, aligns, and categorizes the theme (Williams & Moser; 2019). Finally the 'selective coding', was carried

out to select and integrate categories of organized data from axial coding into-cohesive expressions. “Selective coding continues the axial coding at a higher level of abstraction through actions that lead to an elaboration or formulation of the story of the case” (Flick, 2009, p. 310 as cited in Williams & Moser, 2019). The process of coding mentioned above made it easier to make comparisons and to identify any patterns that can be used to draw themes and sub-themes. After the in-depth study and coding of the data, major recurring themes and sub-themes were drawn which were in relation to the research questions.

**Ethical Consideration:** The researcher needs to be abreast of ethics in educational research. The term ethic is defined as: a matter of principled sensitivity to the rights of others. Being ethical limits the choices we can make in the pursuit of truth. Ethics say that while truth is good, respect for human dignity is better, even if, in the extreme case, the respect of human nature leaves one ignorant of human nature. (Cohen & Manion, 1994, p. 359) Likewise, Hornsby (2003) defines ethics as “moral principles that control or influence a person’s behaviour. Consent was sought from the school administration based on the research clearance certificate issued from the Paro College of Education by getting the approach letter to the school signed by the principal. After which the school administration was also requested to arrange the participants for the data collection in the school. It was also made sure that proper consents from all the informants were sought before conducting interviews, observations and document reviews by letting every participants to sign and write their name in the consent form issued. During the data collection process, the participants were assured that the study was strictly for academic purpose and their confidentiality to be guaranteed. It was also informed that data collected will be reported only in the research findings. Finally, it was informed that the help provided by various groups and individuals for the completion of this research will be properly acknowledged.

## Results

This study was emerged with five key findings. Each of these key findings was discussed one by one in comparison with the findings from the existing literatures in the sections below. It was then tried to see if the findings corroborated with the theories proposed earlier.

### **Phonemic awareness as reading strategy for the child with dyslexia**

Phonemic awareness is the critical part of the child with dyslexia. Findings from this study showed that the child with dyslexia needed to be taught regarding phonemes extensively because of the fact that dyslexia is characterized by problems with single word decoding, usually due to poor phonological processing (Wadlington & Wadlington, 2005, p. 17). The teacher participants in this study with their limited knowledge and experience, have been seen to provide so much of importance to phonemic awareness. It was said that basically the child with dyslexia was taught reading through sounds of letters instead of spelling the letters and then pronouncing it. What was usually done to teach reading particularly to the dyslexic child was, firstly teachers’ tried to choose the words, sentences, and passages that were at the child’s level and which were commonly used in the classroom. Then model read the words with letter sounds instead of just letters and spelling it. Further, teachers tried to show the child how to break the words into different syllables, recognize the sounds of each syllable, blend those sounds and try pronouncing the word. After being able to read all the words, then teachers let the child to blend the words, and try reading the whole sentence. It was also pointed out in the existing literature that, since dyslexia is essentially characterized by a phonological deficit, teaching decoding skills is particularly significant for individuals with dyslexia (Snowling et al., 2020).

According to Nijakowska, (2014), it was also declared that students with dyslexic should be taught to identify phonological units of different sizes- words, syllables, onsets, rimes, and finally, individual sounds. They should also be taught how to break apart and put these units together to form words. These abilities form the basis for the successful mapping of the sounds to the appropriate letters – spelling (Nijakowska, 2014). In line

with this, even in class observations, it was discovered that, the teachers were using the phonics as the main tool to teach reading to the children with reading difficulties. This strategy was frequently mentioned wherever they had the reading activity in their IEPs and lesson plans. Therefore, this findings also align with the theoretical proposition, children with dyslexia can learn and become an independent reader if they were given the skills of phonemic awareness.

### **Multisensory instructional methods to teach reading to the child with dyslexia**

According to Wadlington (2000), “Multisensory instruction is a way of teaching that engages more than one sense at a time”. Multisensory teaching is not limited to just writing and reading but it also give focus on listening and speaking. Finding from this study exhibited how teachers in the school employed multisensory instructional methods to teach reading to the child with dyslexia with their limited knowledge and experience. From the study done by Wadlington (2000), it was learnt that to increase the effectiveness of the instruction, a multisensory instructional methodology needs to be adopted that includes visual, auditory and kinesthetic strategies. Employing different modalities and channels of transferring knowledge increases learners’ opportunities for reinforcement and overlearning – two other major components of dyslexia-friendly learning (Troeva, 2016). It was also indicated in the findings that assistive devices received from the Special Education Division (SEN Division) like television, tablet, ipad, laptop and computers were put into use extensively, to meet the needs of the children with different learning style and interest. Multisensory activities also help dyslexic students develop phonological awareness like; differentiating sounds, dividing words into syllables and sounds and adding or removing sounds to form new words (Nijakowska, 2014).

It was found out that the children with dyslexia had, varied learning style and interest. Therefore, teachers taught rhymes and short stories using television, laptops, ipads and tablets. Rhymes and stories were played and let the child listen and watch. A child was even asked to read the rhymes and stories following what was played in the device. Teachers made sure that, what was played in the device was slow and clear. The student could replay the tape to clarify understanding of directions or concepts and also, to improve reading skills. The student could read the printed words silently as they were presented on tape (International Dyslexia Association, 2017). Child with reading difficulty if provided with recorded commentary of the class text being read, can re-wind and re-listen to the text to improve reading (Squires, 2002, p. 7). Through this method, teachers in the school came to know that the child can learn fast and can even remember things for a longer duration, which a child with dyslexia is deficit of. Squires (2002), also reported that recording facility should be provided to allow the child to record their own voice to help with reading and to use with word cards to support reading development.

According to Nijakowska (2014), teachers should avoid letting a child read aloud in front of the whole class. Instead, allow a child to record themselves reading aloud at home. However, the direct class observation in the general class found it otherwise. It was observed that a child with dyslexia was made to read aloud in front of the whole class, where the child could read few words and sentences with much difficulty that was also with the help of the peer buddy. Findings did show that a child can read better when the child is taught a word with pictures and diagrams. It also helped a child understand the concept and keep things in mind. Therefore, teachers in school made intensive use of teaching learning materials (TLMs) in pictorial form. The child was taught reading with picture clues. Pictures were shown with words and let the child read the word associating the word with the pictures and diagrams. This finding aligned well with the earlier research done by Troeva (T2015), which had found out that learners with dyslexia often have poor auditory memory, therefore new materials should be provided in a visual form, instructions should be written down or it should be provided in pictorial form. Besides this the International Dyslexia Association states that the verbal information can be provided with visual displays (e.g., on an overhead or handout). Even from the class observations, teachers were found using both audio and visual aids. Especially it was used in teaching rhymes and moral stories and even in introducing words and teaching sentences. It was found to be benefiting for all the children with disabilities including the child with dyslexia. Children who used to go off task very easily could now focus and take so much of interest in learning. However, it was mentioned that, due to the time constraint, teachers failed to plan lesson, prepare TLMs and worksheets especially to the children with special education needs including the

child with dyslexia. Findings from this study did show that sometimes children with special education needs get neglected, when teachers get bogged down with planning, corrections and assessment of the general students in the mainstream classes. It was found out that teachers teaching children with special education needs also had to teach more than 20 periods (more than 3 hours a day) in mainstream classes. Sometimes teachers did get loaded with other school activities and responsibilities. Farrell (2006), declares that role-play, mime and gesture, drama can create opportunities for the *kinesthetic dyslexic* learner to get involved and help the child improve reading. With younger learners, the *tactile* sense can be utilized by handling artefacts (Farrell, 2006), e.g., shapes of letters, or by constructing things following the principle 'Doing is better than hearing it!' Likewise, the findings from this study also revealed that reading should be taught with amusements and entertainments like songs, role play and mimic. So, for this reason whenever there is reading activity, the child with dyslexia was made to act according to the word or sentences. Interestingly, it was also found out from the pull-out classes that the child with dyslexia was taught vocabularies with actions and in between even the child was made to act according to the words, i.e., with the simpler and the common words or high frequency words. These findings corroborated with the theoretical proposition, children with dyslexia can become an independent reader if they are given one-to-one attention, using multisensory instructional methods with extended period of time.

### **Other strategies that helps to teach reading to the child with dyslexia**

This section had discussed on other strategies [peer buddy, worksheets, and other reading techniques] that teacher used in teaching reading to the child with dyslexia. As suggested by Dekker (2012) to use shared reading or reading buddies to assist the child with dyslexia in reading. It was also found out from this study that the case child sought help from the peer buddy placed nearby if any kind of problems appear in the class in terms of reading and even in other activities. Peer buddy assisted the case child in everything including writing, and speaking besides reading. It was also evident for the findings that teachers had appointed or assigned peer helper/peer buddy who can outperform the rest of the children in the class academically. The peer buddy's responsibility was primarily to help and assist the child with special needs particularly the child with dyslexia in every difficulties the child with dyslexia faced in the general classroom when teachers get busy attending the general students. This finding was further confirmed by the existing literature which had shown that the teacher can pair peers of different ability levels to review their notes, study for a test, read aloud to each other, write and tell stories, or conduct laboratory experiments. Also, a partner can read math problems for students with reading problems to solve (International Dyslexia Association, 2017). Likewise, it was found out from the observations in the general class, the peer buddy who was a high achiever appointed by the English teacher played an important role in assisting the child with dyslexia. The buddy helped the dyslexic child in everything including reading, writing, group works, individual works and even in speaking when the child with dyslexia struggled to speak or present when asked to do in the group. The peer buddy spoke or presented on behalf of the child with dyslexia.

Worksheet is another tool used extensively for the children with disabilities including dyslexia by the teachers in the school. Worksheets were prepared primarily when teachers had to provide activities to the children with disabilities to manage time and to cover the lesson. Correspondingly, it was stated in the existing study as well that the teacher can give a copy of lesson notes or any other works to students who have difficulty in reading, comprehension and taking notes during presentation (International Dyslexia Association, 2017; Dekkar, 2012). However, it was reported in this study that teachers hardly get time to prepare worksheets and other TLMs because of the fact that teachers teaching children with special needs had to take more than 20 periods (more than 3 hours a day) in the mainstream classes besides shouldering other responsibilities as mentioned in the earlier sections. Besides the above mentioned contemporary strategies even the conventional or regular way of teaching reading method like guided, choral, peer and model reading to the children were also still under practice. It was found out that teachers sat together with a child, guided the child in reading. Sometimes let the child read with the teacher or read after the teacher and at times instead of teachers, child was asked to read with the assistance from the peer buddy. According to Graham (n.d), these methods are effective especially in a classroom, because there are enough students reading to make it easy for dyslexic students to join at any level

they can. These findings to some extent aligned with the theoretical proposition, children with dyslexia need to have parents, teachers, SENCOs, and administrators who are positive, and can influence and support the children in reading and knows how to handle their specific disability in order to succeed.

### **Phonological deficit as the prime factor that makes child dyslexic**

The child with dyslexia undergoes lot of difficulties which teachers had to understand and respond accordingly. The difficulties emerged from this study are discussed in this section. It was found out that the child with dyslexia particularly have the reading difficulty because the child cannot sound out the letters which affects the child's pronunciation. All the teachers teaching the child with dyslexia had observed the same thing that the child even cannot pronounce the high frequency words (words which are commonly and frequently used in the classroom). It was found out that the main reason for the child's difficulty was because of the lack of the knowledge of letter sounds. The child cannot at all sound out the alphabets, due to which the child also faced difficulty in comprehending or deducing meaning out of what is being read. In line with this it was also stated in the research done by Roitsch and Watson (2019) that it affects the phonological processes in a person, where the children with dyslexia do not process the sounds of language efficiently and accurately. Reading is typically slow and difficult in these children and many types of reading errors persist such as not using the rules of phonics to sound out unknown words, guessing at words, and substituting or omitting letters and sounds (Shaywitz & Shaywitz, 2004). It was also mentioned in the existing literature that people with dyslexia comprehend text read orally to them better than reading it themselves because of these issues (Shaywitz & Shaywitz, 2004). Therefore, in most of the reading activities, teachers made the peer buddy to read the text to the child with dyslexia. Similarly, it was also observed that the child sometimes wrongly writes the alphabets like b and d, and p and q. The child frequently gets confused between these letters when asked to read and write. Teachers believed that it was also because of the fact that the child did not have even the basic knowledge of phonemes (sounds of symbols). It was also found out that the child is not able to decode the letter sounds, blend them and form words which also hinders child's ability to read. This finding was corroborated by the case study conducted by Gonzalez (2013) on a child with dyslexia in Spain, which found out that in both the dictation test and spontaneous writing, many spelling mistakes were committed by the child, including h-dropping and h-insertion, writing 'i' for 'y' (or vice versa), or 'b' for 'v' (or vice versa), inversion of letters ('em' for 'me'), and writing small letters instead of capital after full stop. Hence, it is understood that the child with dyslexia have these issue in general. Same thing was found out from the pull-out class observation, English teacher commenting on child's handwriting and saying that all the letters in the word should not be in the same size, some letters should be shorter than the other (observation field note, 9th September, 2021). Findings from this study suggest that the child with dyslexia has the retention difficulty. The child cannot remember anything today that was taught yesterday. According to the teachers it is because, the child cannot decode meaning from the text being read. Anything that the child is provided to read do not make any sense to the child after having finished the reading. Findings from this study confirms the phonological theory proposed by Abraham (2014) that, dyslexics have difficulties with noticing, storing and or retrieving phonemes (sounds of symbols). Therefore, this findings align well with the theoretical proposition, children with dyslexia can learn if they were given the skills of phonemic awareness (teaching children with dyslexia how to sound out different letters and then the words).

### **Challenges encountered by the teachers teaching child with dyslexia**

Teachers providing SEN Service particularly teachers teaching dyslexic child in general faced lot of challenges since it demanded many other skills and experiences compared to the teachers teaching in the mainstream classes. This is evident from the findings as discussed here. The biggest and the most common challenge that the teacher participants faced in catering to the needs of the children with dyslexia is in the provision of the right support and intervention in terms of reading. It was signaled from the findings that almost all the teachers providing SEN services neither received trainings either in inclusive or in special education, nor did the teachers' have much experience in dealing with the special needs children particularly dyslexic children. Teachers were in SEN team just for few months or years. The only source of information for these teachers

related to the special education needs were from the school based in-service programs (SBIP) organised in the school, facilitated by the school SENCo and the SEN team members. Earlier research has shown that very often, educators do not recognize the signs of dyslexia, and are inadequately prepared to teach these students (Wadlington & Wadlington, 2005, p. 27). Similarly, this study had also found out that, many of the teachers providing SEN services were new into the system and they lacked knowledge and experiences regarding the actual need of the child with dyslexia. None of the teacher participants received formal training on either special or inclusive education except few workshops and SBIPs. Teachers sometimes did not know how to really teach the child with dyslexia. They got struck at times with the appropriate use of strategies, when nothing can bring improvement in the child's reading capability. It was further supported by the research done by Shaywitz & Shaywitz (2004) that believed that not only are teachers prepared to teach any struggling reader, but they are also not aware about the special needs of dyslexics. This may be because, in Bhutan, the pre-service teachers are trained in the Samtse and Paro Colleges of Education, the only two national training institutes for school teachers. These Colleges of Education have modules on special education (Kamenopoulou & Dukpa, 2017 as cited in Subba et al., 2018, p.6) however, these modules are offered as electives and are not compulsory. Therefore, many teachers who do not take these electives go to school after their training, unaware about the special needs of the children with disabilities including the children with dyslexia. So it was found out that the teachers providing SEN services in the field, when they were in need to use some strategies, they sought support from the teacher colleagues who had undergone some short trainings and workshops or browse internet. The trainings and workshops for the SEN teachers in Bhutan were basically provided by SEN division in collaboration with some non-government organization (NGO) specifically United Nations International Children's Emergency Organization (UNICEF). It was noticed that every year SEN division provides short training or workshops to at least one or two teachers from the schools with SEN program. However, teacher shortage becomes an issue because of the fact that some teachers go on transfer to the Non-SEN schools or some teachers go abroad for further studies privately or on government scholarship. It was indicated in the earlier findings that the time management is one biggest challenge encountered by the teachers teaching children with special needs. According to research done by Schneider and Gong (n.d), children with dyslexia need to be provided with extra time to complete classroom work, homework, and tests and it was also mentioned that teachers have to work very closely with the students and see how best teacher can support providing extra time in a busy classroom. However, it was found out from the study that the teachers do not get even enough time to plan their lesson for the children with special needs since, they had to shoulder many other responsibilities besides taking more than 20 periods a week (more than 3 hours a day) in mainstream classes. Teachers have to give a copy of lesson notes or any other works to students with dyslexia during presentations so that the child can save time for other reading activity instead of using the whole time copying down every note from the board (International Dyslexia Association, 2017; Dekkar, 2012). In every activity these children with dyslexia have to be provided with worksheets. Findings from the study showed that teachers at times get bogged down with other school activities and work and they fail to prepare worksheets for the child [child with dyslexia] which hinders the learning. So the teachers teaching children with special needs should be a full time SEN Service provider. These teachers should not be given teaching period in the mainstream classes so that they can give the utmost priority in bringing up the children with special needs particularly in the field of academics. Findings from this study did reveal that children with special needs including the dyslexic exhibit different behaviours. It was found out that this hamper teaching in the classroom since teachers had to spend disproportionately more time on behaviour problem management. And this takes away the instructional time which could be otherwise used productively. Such practices seem to compromise learning for both the students with behaviour difficulties and the rest of the class. Teachers had to spend most of their time in the class trying to manage students' behaviour like controlling them from doing other mischievous things and gaining their attention from going off task. Teachers hardly get half of the class time to seriously teach these children. According to the Punia and Varuna (2015), behaviour of an individual plays an important role in deciding the success and failure of life. Good behaviour refers to polite and good social behaviour. It helps in maintaining harmonious relationship at home and school. With good behaviour, everyone can pay more attention in the class and get more out of what is being taught. Students having behavioural problem usually do not listen to their

parents and teachers and disrespect them which ultimately result in their failure at later stages of life. So it was surprisingly pointed out that children with disabilities are more likely to show behavioural problems due to their disability and experiential feeling which they receive from others (Punia & Varuna, 2015).

It was found in the direct observation in both general as well as pull-out classes that the child with dyslexia who was under observation did not actually show any aggressive behavior, instead the child appeared to be coward, silent and was afraid of teachers. The child could not even ask permission to go out for toilet. However, the child got lost very often amidst the lesson. The child was found to play with anything that was there in his hands. He also got distracted and went off task very easily. So, teacher had to keep reminding him and repeating the instructions now and then. So, this finding corroborates with the theoretical proposition, the teachers serving in the schools with SEN program and teaching children with special educational needs had to be provided with appropriate trainings either in inclusive or special education.

## **Recommendations, Conclusion, Implications and Limitations**

The recommendation that can be elicited from the results of this study is that employing of different and relevant reading strategies for the child with dyslexia is the fundamental core of learning English for the child. It does deserve future consideration by the teachers who will be involved in SEN team and providing SEN services. If teachers are aware of and understand the needs of the child and at the same time the different reading strategies, it can contribute to the enhancement of the child's learning. These findings can be an eye-opener for the teachers to better understand the difficulties faced by the children with dyslexia and the kinds of reading strategies that best suit the child with reading difficulty. This will help them become more effective to teaching reading to the child with dyslexia and lead a child to greater achievement in reading. Therefore, based on the findings, this study recommends the following:

### **Recommendation for teachers:**

- SEN teachers are recommended to consider the learning needs of the child with dyslexia basically in terms of reading and accordingly adapt the reading strategies in the classroom despite their limited knowledge and experience.
- Teachers should avoid letting a child read aloud in front of the whole class instead, allow a child to record themselves reading aloud at home providing recording facilities.
- It was found out that teachers at times failed to prepare worksheets for the child [child with dyslexia] and even lesson plan and other TLMs which hinders the learning. So the teachers teaching children with special needs should be a full time SEN Service provider. So that teachers can get enough time to prepare all the necessary plans and TLMs.

### **Recommendation for future researcher**

- The findings from this study were just based on the information generated from employing few tools so, future researchers are recommended to use other tools like questionnaires which can provide participants more room to report their valuable information without hesitation.
- Future researchers are also recommended to use multiple case study design which will involve more number of the participants. The future researchers can have focus group discussions to generate varied and more authentic information.

### **Recommendation for MoE**

- The Ministry of Education has to explore the possibility of deploying teachers in the schools with SEN program, who are trained either in inclusive or in special education and have an experience of dealing with the children with disabilities.

- The ministry should make sure that the teachers' who availed trainings and workshops related to inclusive education be transferred mainly to the schools with SEN program if teachers' wishes to go on transfer.
- The ministry in collaboration with other relevant stakeholders can look for ways and means to provide short term trainings particularly national based in-service programs (NBIP) to the teachers teaching children with special needs, in inclusive schools pertaining to reading strategies.

### **Overall Conclusion of the study**

This research was an attempt to explore and understand the kinds of strategies that English language teachers used at Drukgyel Lower Secondary School to teach reading to the child with reading difficulty particularly known as dyslexia. Like the practices that the educators in the west have, it was found out from this findings that even the team of teachers at Drukgyel Lower Secondary School, made an effort to teach reading to the child with dyslexia with their limited knowledge and experience. They used different strategies such as phonemic awareness, multisensory instructional method, and other reading techniques (guided, model, choral and peer reading techniques). It was found that these strategies were effective and helping the child with dyslexia in enhancing his reading ability. Teachers acquired knowledge and experience from short trainings and workshops provided by the SEN division in collaboration with other stakeholders. They were also informed about different aspect of disabilities by the SBIPs conducted in the school by SEN team. The findings did show that teachers also browsed internet whenever they were in need of knowing how to cater to the needs of different learners and methods to be used to teach different topics.

The ideas presented in this research are important to consider while teaching reading to the children with reading difficulty particularly the children with dyslexia. However, the findings and recommendations are limited to generalizability as the data collected were from only few participants, i.e., four teachers, one parent and one student from one inclusive school. The findings and recommendations made in the study are expected to help at least the inclusive school where the study was carried out in promoting teaching reading to the children with dyslexia and encouraging quality education for the children with disabilities in general. Therefore, English language teachers teaching reading to the child with dyslexia in the school must disseminate these findings and recommendations about the kind of reading strategies that exist in the inclusive school that can cater to the needs of the children with disabilities particularly the child with dyslexia.

### **Implications**

It was understood from the findings that the child with dyslexia can learn to read and can become an independent reader if taught the reading with phonemic awareness across the strategies and also by making use of multisensory instructional methods. The findings suggest everyone who are involved in teaching reading to the child with dyslexia with some implications as follows:

1. The findings from this study showed that the prime factor that made child dyslexic was the lack of phonological awareness. Therefore, whoever is involved in teaching reading to the child with dyslexia have to teach letter sounds instead of just letters and spelling it. Further, these children have to be taught how to break the words into different syllables, recognize the sounds of each syllable, and blend those sounds to pronounce the word.
2. Use of multisensory instructional methods was found to be an integral part of the child with dyslexia to learn reading. Using different modalities and channels of transferring knowledge like laptop, tablet, Ipad, mobiles, television and visual aids can led to positive impact and instant outcome. Therefore, teachers and parents alike have to make best use of all kinds of assistive devices available in the school and at home while teaching reading to the child with dyslexia. Teachers and parents have to let a child watch and listen to different reading materials. Sometimes child have to be made to act according to the words and sentences and at times let the child see and handle the real object himself or herself.



3. Lack of skills, knowledge and experiences were found to be the biggest challenges teachers encountered to deal with the child with dyslexia. Therefore, there is a dire need to train the teachers teaching children with disabilities either in inclusive and or special education. If not they should be at least provided with enough workshops and SBIPs on different aspects of the children with disabilities particularly in different teaching pedagogies for the children with special education needs.

### Limitations

The information gathered is limited because of the fact that it was first time for the researcher to conduct the research and it was also within a short period of time. More-over, the researcher was not confident enough to undertake the study due to the lack of ideas and knowledge to write a research paper hence, limitation surrounds the collection of data, analysing and interpreting the data in a more scientific manner.

Further, it was difficult to get required and enough information from the case identified because of the nature of the child's difficulty. The findings from this research are also limited to generalizability. It cannot be generalized in the context of other children with dyslexia, since it is a single case study although with embedded units. Research participants were just limited to four teachers, one student and one parent.

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