MINISTRY OF HIGHER AND SECONDARY SPECIALIZED EDUCATION OF THE REPUBLIC OF UZBEKISTAN

SAMARKAND STATE INSTITUTE OFFOREIGN LANGUAGES

FACULTY OF ENGLISH LANGUAGE
THE CHAIR OF ENGLISH PHONETICS
FINAL QUALIFICATION WORK
Speciality-5120100

XO'JABEKOVA SHIRINGUL ABSAMAT QIZI

4- uzb 06 group

THEME: ENGLISH FOR SPECIFIC NEEDS.

(Teaching languages to disabled students)

Supervisor: Ochilova N.F.

Scientific advisor: Ph.d Ismailov A.R

Final Qualification Work has been considered and admitted for defense.

The chair of
"English phonetics"
Records № ___ "___" _____ 2017
The head of the chair: **Senior teacher: Obro'yeva G**

Samarkand – 2017

CONTENTS

INTRODUCTION

Language teachers in the middle part of the twentieth century witnessed the "birth" of a disciplined approach to second language learning and teaching, but the nascent profession was hard put to come up with viable answers to questions about leaning the foreign language.

After the proclamation of the state independence in Uzbekistan predestined the radical transformations in all spheres of public life, in deal of development of democracy, forming the basis of civil society and fruitfully integration into the world community put in front of the country as a highest goal in the spiritual mean "forming spiritually and morally rich, harmoniously developed person, having independent world-outlook and mentality, based on invaluable heritage of our ancestors and human values". Remarkable event in carrying out this strategic task was adopting and successful realization of the National Program of the Personnel Training System already widely recognized and justly named by the world scientific community as the first president of our country "Model of Islam Karimov". It's no secret that every state, every nation is strong not only by means of its natural resources military power and industrial potential, but firstly by its culture and spirituality. That's why in Uzbekistan, beginning from the revival and further development of the great spirituality, the improvement of the national education system, the strengthening of its national basis, and raising it to world standard in harmony with modern requirements [1, 26].

Language is the great means by which the human personality expresses itself and fulfils every time its basic need for social interaction with other persons. We cannot imagine our society without language. Because without language is difficult to communicate with other people.The language functions owing to the language skills. A person who knows a language very well uses a thousand and one grammar lexical, phonetic rules when he is speaking. Languages are different but the usage is the same, i.e. we use it for communication. If anybody wants to learn language he or she first of all should know lexicology, grammar, phonetics and syntaxes of any language. Language skills help us to choose different words and

models in our speech or pronunciation. By learning language, we can introduce with different people's tradition, their culture, religious and physiological inner-world. However, no one knows exactly how people learn languages although a great deal of research has been done into the subject. Nowadays learning foreign languages are developing year by year. Because we can show our ability by education, language and culture.Mostly we learn foreign language in order to communicate with each other to get information about other foreign countries culture, tradition, habits and phrases which they use every day.It's no secret that every state, every nation is strong not only by means of its natural resources military power and industrial potential, but firstly by its culture and spirituality. That's why in Uzbekistan, beginning from the revival and further development of the great spirituality, the improvement of the national education system, the strengthening of its national basis, and raising it to world standard in harmony with modern requirements[1, 26].

Many methods have been proposed for the teaching of foreign language. According to learning the foreign languages it is necessary to know a lot of foreign languages. And they have met with varying degrees of success and failure. English for specific needs is more difficult than the simple teaching. Because we should teach the language to disabled students.Some have had their heyday and have fallen into relative obscurity; others are widely used now; still others have a small following, but contribute insights that may be absorbed into the generally accepted mix.

Nowadays our President pays attention to developing of language and from the elementary education the schoolchildren study foreign languages.The fact that basic knowledge of English is taught in educational establishments must be renovated, makes us find out new methods of teaching suitable for the teaching at schools, lyceums, colleges and universities mentioning the level of students. Learning foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth. That's why knowing

foreign languages has become very important today. Under the one word "knowledge" we understand not only practical but theoretical basis too. Now the life can show the value of the language, that we should know more and more foreign languages. By learning the foreign languages, we can introduce with other nations, culture, traditions, habits, religions and habits. Scientists of the Republic carry out fundamental and applied research in many areas of modern science. The republic has world-class research schools and investigations in many areas are successfully conducted. If we add our help in order to develop the language it means development of our own intellectual, scientific, and technical potential, as a factor for sustainable progress of our country, we immediately associate with further expansion of scientific, technological and cultural links with prestigious research centers in the world, with the joint research on many important issues. Even we can notice it in higher educational system of the country. From the kindergartens the head of the state pays attention to the knowing of foreign languages. As our President said to our future generation that "The task of science is to form our future trends for tomorrow, the laws of nature, to show the way it will be. Science must be the means and the force driving forward the development of society". Because developing of language branches means developing of future society. We should never forget about it.

We should be underlined, that our people, which in the recent past was really behind of universal development, made right conclusions from this little experience, and after identifying the aspiration to science and education, intellectual development, growing harmoniously developed youth which is second to none, achieved significant practical results in this direction. Thanks to that Uzbekistan today moves to front lines of world development. This is brightly confirmed by the results of this rating. And of course young generation of country should try to improve the life style of the nation with their knowledge and ability.

Given research work, dedicating for study disabled student sand for special extra curriculum course sat educational establishments teaching language to disabled students which can develop not only languages kill sof students, but also

improve speech activitie show to learn the foreign languages.

The purpose of the work was to introduce the modern approaches for specific needs. In order to teach foreign language what kind of methods should we use so that to make it easy to perceive for those willing up their educational and scientific carrier in the science of English language, it was purposed to broaden their view on ways of teaching and peculiar features.

Actuality of the research as human beings learn to use the language, they also develop a new mode of thinking, feeling, and acting a second identity. The new "language ego" intertwined with the teaching language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions.

The aim of the research is to develop disabled students' ability to improve their knowledge of English grammar structure and English vocabulary to understand what their meaning in a given context of spoken and written English and to communicate clearly their own meaning in speech and writing; I.e. developing their reading and listening comprehension, and their speaking and listening skills. If we can gain insight into how language works by studying its formal grammatical properties, we must also realize that language as a "thing" to be studied is necessarily a kind of simplification, because language isn't a "thing" external to human beings, but rather, something that makes up a part of who we are.

Theoretical value of the research. Challenges await us at every turn in our professional path because the discipline of language teaching to disabled students has only begun to solve some of the perplexing questions about how people successfully learn foreign languages. Opportunities for growth abound because, for as long as we continue to teach, we will never run out of new questions, new possibilities, new ways of looking at your students, and new ways of looking at ourselves. The joy of teaching lies in the vicarious pleasure of witnessing your students' attainment of broader and broader vistas of linguistic proficiency and in experiencing the communal bond that we have been instrumental in creating in our atmosphere. And, ultimately, few professions can offer the fulfilment of knowing

that you're seemingly insignificant work with disabled students really can make a difference in a world in need of communication that transcends national borders and interests.

Subject of the research is researching the theme at the beginning stage.

Object of the research is teaching English for specific needs.

Practical value of the research - is that references of the research, its theoretical principles and conclusions are eligible to apply by improvement of modern sphere of linguistics in Uzbekistan within a world linguistic area, we should pay attention to students who needs our help i.e., by drawing up an educational – pedagogical projects, forming manuals to optimize higher educational institutions system within the task of the National Programme of the Personnel Training System.

Novelty of the research we can call our set of principles could help teachers to build a repertoire of teaching techniques that are firmly embedded in well-established principles of language acquisition to disabled students.

The methodological ground of the research work consists of theoretical issues of scientists and linguists in the sphere of linguistics, stylistics, comparative linguistics, culture study, history, pschycolinguistical features of nations, etc. We have used their books, articles and thesis dealing with the theme of our investigation. We have introduced some which deals with proverbs.

The methods which I used in the work:

-descriptive method (to describe main points of the research work),

-comparative analysis (in order to compare English and our methods),

- componential analysis (to take component and analyze it),

- lingual-cultural analysis (to find out interesting cultural events which help us to teach students with specific needs),

The structure of the research work. The work consists of the following parts: Introduction, 3 chapters, Conclusion and List of used literature. Introduction presents the problems, which are investigated and discussed in the work, points out 1the aim of this research, tasks of the work, scientific novelty, theoretical value,

practical value and other peculiarities and features of the research work. In Chapters 1 and 2 all thetechniques and strategies of teaching English to disabled students and in chapter 3 analyzed in details during the communication.

Chapter I investigate teaching English for specific needs.

Chapter II presents designing alternative teaching materials for disabled students.

Chapter III presents communicative importance of teaching English for specific needs using body language.

In Conclusion we pointed out the most important facts of our investigation and showed the significant results of the research work. List of used literature presents the names of authors and their theoretical issues and books, which were used for writing this research work. I tried to investigate some ways and strategies of teaching language to disabled students.I hope I try to give enough information about the importance of language during the communication. The research work contains 55 pages of printed text.

Chapter 1. Teaching english for specific needs

The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand and know English of the group. During the classes students show how the subject-matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster. People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. The more learners pay attention to the meaning of the language they hear or read, the more they are successful; the more they have to focus on the linguistic input or isolated language structures, the less they are motivated to attend their classes.

As a researcher, I have always been interested in learning about the instructional strategies that work for students with learning disabilities, for English language learners, and for students in general. Adults must work harder than disable students in order to learn a new language, but the learning skills they bring to the task permit them to learn faster and more efficiently. The skills they have already developed in using their native languages will make learning English easier. Although you will be working with students whose English will probably be quite limited, the language learning abilities of the adult in the group are potentially immense. Educated adults are continually learning new language behaviour in their native languages, since language learning continues naturally throughout our lives. They are constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behaviour to new situations or new roles. That's why teaching English for specific needs is more difficult cause of we should explain the topic again and again. According their ability, we should teach any foreign languages.

1.1 Teaching language across age and proficiency levels.

Hardly a teaching day goes by in this profession without someone referring to students' proficiency levels with the terms "beginning," "intermediate," or "advanced." And as long as Earth spins on its axis, I suppose, teachers will differ amongst themselves on just what those terms mean. At the American Language Institute of San Francisco State University, for example, the "beginning" level consists of students who already may know a couple of hundred English words and are able to use a few common survival phrases. In some circles these students would be labeled "false beginners" as distinguished from "true beginners." The "advanced" level, on the other hand, is not as advanced as some of the ESL writing courses offered for credit in the same universities Department of English. So, there is a certain sense of relativity that must always be taken into account when the terms are used. What is beginning for some may not be for others. Certainly the language teaching profession does not lay unique claim to such subjectivity. Consider, for example, how "Intermediate Algebra" might be variously interpreted according to the institution in which it is offered. Is there a standard set of guidelines by which these three mysterious terms may be uniformly understood? The answer is yes, and while textbooks and curricula do not by any means universally adhere to these guidelines, they nevertheless offer us a practical description of speaking, listening, reading, and writing proficiency at numerous gradations.

Unfortunately, research studies, especially those using rigorous experimental designs, are sparse about the effectiveness of these strategies for students with learning disabilities in the special or general education sphere.Here are the six instructional strategies that hold promise to work for the diversity of students in a general education atmosphere and form a cohesive practice.

1. **Cues**—hints, prompting questions, and (most important) advance organizers.
2. **KWL**—a publicly posted chart with three columns in which the teacher writes what students already know (K) and want to know (W) about a new

topic before they begin a lesson; near the end of the lesson, the teacher writes what they have learned (L) in the third column.

3. **Visuals**—pictures, diagrams, charts, or other graphics (especially graphic organizers) that support oral instruction and reading long texts.

4. **Think-Pair-Share**—an activity in which students think individually for a brief time, discuss ideas in a pair or triad (perhaps while working on a task), and then offer ideas for consideration.

5. **Think Aloud**—a form of modeling in which teachers describe their cognitive processing (e.g., interacting with a text to derive meaning, exploring strategies to complete a math task, determining cause and effect in a science experiment).

6. **Summarization**—taking notes at key points during a lesson or providing summary statements orally or in writing to identify key concepts, connections between concepts, and supporting details.

As there mentioned before although the research tends to treat these strategies separately, my observations led me to believe that these six strategies are most powerful and effective when used together in a cohesive practice. Let's see how a teacher might use them.

Tony is an English language learner and a high school student with learning disabilities in a general education science class. In a unified practice that draws on all six strategies, the science teacher must first know something about her students. To help with this, the special education teacher tells the science teacher that Tony needs visuals to support oral instruction.On a personal survey that the science teacher gave on the first day of class, Tony indicated that he mostly thinks in pictures, "like professor Temple Grandin," he noted, having read part of her book [6,189]. He also indicated that his top interests are cars, weather and earthquakes, and Boy Scouts.

The teacher starts a unit on magnetism and electromagnetism with an advance organizer. She states orally and uses a PowerPoint slide to show what she expects her students to learn. Using a form of KWL, the teacher reminds students

that they learned about magnets in middle school and asks what properties they can recall. She directs them to use Think-Pair-Share and intermittently shows pictures and illustrations on PowerPoint slides as cues to help them recall facts.While looking at a slide illustrating the magnetic poles of the Earth, she whispers to Tony, "You are a Boy Scout, and Boy Scouts use a compass when hiking. Look at this slide. What does a compass have to do with the Earth? If you think of an answer, share it in your group."During whole-class sharing, the teacher writes facts and misconceptions in the K column of the KWL chart. She remarks, "We will explore magnetism and find out which of these ideas are facts and which are not true."

The teacher uses Think Aloud to make explicit how proficient readers interact with text to comprehend key ideas, find evidence, and make connections, such as cause-and-effect, inferences, and generalizations. She asks struggling readers to use the same process as they read aloud to the teacher or in small groups.The science teacher might say, "I don't quite understand all the words and ideas in this paragraph, so I look in the page margins and I see short definitions and pictures as examples." A student with autism spectrum disorder may not have noticed "the stuff" in the margins or made the connection to words or parts in the text.

A student who "thinks in pictures" gains insight into how the teacher and other students think in words. Tony's teacher is aware that his social skills and expressive language are weak, so she uses Think Aloud to model expected interactions in a small group and places arrows beside certain discussion sentence starters

Principles of Teaching English to Students with Disabilities as the same principles of teaching English that appear in the English Curriculum are valid for teaching students with disabilities. Nonetheless, language instruction to students with disabilities is more successful and effective when the following principles, which should be the basis of all teaching but which are especially important for teaching students with disabilities, are applied:

• Create a language-rich environment.

• Adjust teaching to the individual pace of each student.

• Offer success-oriented activities to the student.

• Plan instruction so as to include experiential activities.

• Break down the learning assignments into subtasks, in keeping with the student's needs.

• Vary activities within the lesson and from one lesson to another.

• Provide extensive drilling, memorization and repetition of the learning material.

• Include many visual and tactile aids, such as pictures and objects while teaching. Target Population for Implementing the Program Teachers

• English teachers of students with special disabilities in special education classes, integrated classes or regular classes.

• Special education teachers teaching English in special education schools and special education classes.

• English teachers of students with disabilities who have not been placed in special education classes or who are not entitled to support within the inclusion program, but who do require adaptive teaching methods. Students with disabilities commonly share learning difficulties, such as learning how to read and or write, processing information quickly and efficiently, as well as kinesthetic, emotional and social difficulties that can affect their learning. The assumption is that in spite of their difficulties in various learning domains – comprehension, abstract thinking, memory, retrieval, attention and concentration, as well as motivation for learning – these students need to acquire knowledge and skills in the English language and are capable of doing so. Special education students study in separate as well as integrated settings. The following is a description of the two frameworks: The separate settings are special education schools and separate special education classes within regular schools:

• In special education schools, which are elementary schools and junior high schools, the students generally continue learning until the age of 21. Classes are

defined in those schools according to the types of disabilities, such as slight or moderate cognitive developmental delay, social or emotional disabilities, behavioral disabilities and physical disabilities.

• In separate classes within regular schools, consisting of students with varied types of disabilities, instruction is based on the regular curriculum for that age group, sometimes enriched by a special program. Teaching EFL should take into account the students' ability to function, constantly aiming for the level of achievement suited to their age group. B. Integrated settings are regular classes that include students who have been diagnosed as requiring special attention, such as test modifications or differentiated teaching, and the school committee has found them eligible for the inclusion program. These students receive support and intervention based on decisions of the professional team, as stated in the IEP. Implementation of the IEP should take into consideration both the functioning of the student and the program of studies of the class. Students with Disabilities Rationale English is a language of international communication, essential for all fields of learning and useful in all aspects of life. Students with disabilities have the same right to learn English in school as does the general school population. With the appropriate professional support and teaching methods, students with disabilities are indeed capable of learning English. This assumption led to the adaptation of the English Curriculum for the benefit of students with disabilities who require adaptive teaching, whether in a special education framework or within the regular school system.

Social interactionaccess to information from written and spoken texts, presentation and appreciation of literature and culture, and language. The program is adapted to a varied population of students with disabilities. It includes students with:
 • learning disabilities
 • visual impairments
 • auditory impairments
 • physical disabilities (cerebral palsy, muscular dystrophy etc.)

• behavioral disabilities

• social/emotional disabilities

• communicative disorders (PDD spectrum)

• slight or moderate developmental delay.

This work offers teachers practical recommendations for planning instruction, including guidelines for selecting the language domains to be taught and the benchmarks to be achieved, as are appropriate for students with disabilities. Such selection should take into consideration the characteristics of the students' disabilities, the difficulties of individual students and their implications for the teaching and learning process. It is desirable to strive, as much as possible, to teach all the domains and achieve most of the benchmarks outlined in the work. A growing number of students with disabilities are capable of taking the Bagrut examinations when tested with the appropriate modifications, and this goal should be strived for. There are students with disabilities who are able to take the Bagrut (high school matriculation) examination if given the necessary modifications to which they are entitled. This should then be the goal. On the other hand, once it is decided to omit certain domains due to severe difficulties, those domains in which students are able to succeed should be stressed. Selection of the skills to work on depends on the level of the student's reading and writing competence in their native language, as well as on the functional difficulties deriving from their specific disability.

1.2 Language acquisition of disabled students

Language acquisitionof disabled students is the process by which children and adults learn a language or languages, is a major field of linguistic study. First-language acquisition is a complex process that linguists only partially understand. Young children have certain innate characteristics that predispose them to learn language. These characteristics include the structure of the vocal tract, which enables children to make the sounds used in language, and the ability to understand a number of general grammatical principles, such as the hierarchical nature of

syntax. These characteristics, however, do not predispose children to learn only one particular language. Children acquire whatever language is spoken around them, even if their parents speak a different language. An interesting feature of early language acquisition is that children seem to rely more on semantics than on syntax when speaking. The point at which they shift to using syntax seems to be a crucial point at which human children surpass apes in linguistic ability.Although second-language acquisition literally refers to learning a language after having acquired a first language, the term is frequently used to refer to the acquisition of a second language after a person has reached puberty. Whereas children experience little difficulty in acquiring more than one language, after puberty people generally must expend greater effort to learn a second language and they often achieve lower levels of competence in that language. People learn second languages more successfully when they become immersed in the cultures of the communities that speak those languages. People also learn second languages more successfully in cultures in which acquiring a second language is expected, as in most African countries, than they do in cultures in which second-language proficiency is considered unusual, as in most English-speaking countries.

The two main, well documented findings of SLA (Second Language Acquisition) research of the past few decades are as follows:

1. second language acquisition is highly systematic
2. second language acquisition is highly variable

Although these two statements might appear contradictory at first sight, they are not. The first one primarily refers to what has been called the route of development the nature of the stages all learners go through when acquiring the second language. This route remains largely independent of both the learner's mother tongue and the context of learning (e.g. whether instructed in a classroom or acquired naturally by exposure). The second statement usually refers to either the rate of the learning process, or theoutcome of the learning process how proficient learners become. We all know that both speed of learning for disabled

students and range of outcomes are highly variable from learner to learner: some do much better much more quickly than others.

Before we expand on these findings a little more, it is important to note that, traditionally, the concern for rate of learning has been the center of teachers' and learners' attention. This is because it has obvious pedagogical implications: if we understand what makes learners learn faster and progress further, then maybe we can be better teachers or learners. However, these two lines of enquiry are both part and parcel of the same endeavor, which is to understand thoroughly how learners learn. In fact, understanding the route learners follow, and therefore having clear expectations of what learners can achieve at given points on the developmental continuum, is crucially important for both learners and teachers.

Such study leads us, for example, to a better understanding of the significance of errors in the learning process. Producing them need not be seen as necessarily problematic (in fact, some errors can be evidence of a more advanced linguistic system than the equivalent correct form: for example, learners will usually produce rote-learned formulaic questions such as 'where's X?', e.g. 'where's the ball?', in which 'where's' is an unanalyzed chunk, before producing the developmentally more advanced 'where the ball is?', the second stage in the development of the interrogative system before the final stage in which 'where is the ball?' is produced correctly. Teachers will also be less frustrated, and their learners too, when they become aware that teaching will not cause skillful control of a linguistic structure if it is offered before a learner is developmentally ready to acquire it.Now, of course, if we can speed up progression along the route that research has identified we need to understand how to do so. But understanding this route is inseparably bound up with clarifying the question of rapid and effective teaching to students with specific needs.

The robust research findings regarding the systematicity of the route followed by the second language learners do not have straightforward implications for language teaching, however. One logical possibility might be that curricula should closely follow developmental routes; this is not sensible however, given

(a) the incomplete nature of our knowledge of these routes,

(b) the fact that classrooms are typically made up of learners who are not neatly located at a single developmental stage, and

(c) the fact that developmental stages typically contain non-target forms.

Other possibilities are that curricula should be recursive with inbuilt redundancy, and that teachers should not expect immediate accuracy when teaching a new structure, or that they should give up on closely prescribed grammar curricula and opt instead for functional and/or task-based syllabus models. Many teacher'slanguage educators have actively welcomed the role of 'facilitator' rather than 'shaper' of development, implied by such models.

Physical Disabilities Characteristics Students with physical disabilities are limited in the functioning of parts of their body. These disabilities include cerebral palsy and muscular degeneration. Physical disabilities exist independently or appear together with other disabilities, such as cognitive delay and learning disabilities. These students are often restricted in their daily independent functioning, their mobility and in their balance and motor control. Implications Cognitively, students who only have physical disabilities have average to above average intelligence and their learning potential in English is age appropriate. With the appropriate modifications these students can and do reach the benchmarks of the English Curriculum. Students with physical disabilities can use assistive technology or other technological facilities. The teacher must take this into consideration when planning the lesson. When the lesson includes activities that require movement, the student or homeroom teacher should be consulted as to the student's capability to take part in the activity and whether special assistance is required. In cases where there are additional disabilities, teaching should be adapted to the nature of the specific disability. Behavioral Disabilities Characteristics Students with behavioral disabilities are generally characterized by difficulties in self-control, hyperactivity or hyper-introversion, deficits in attention and concentration and problems with organization. Not all students necessarily reveal all these symptoms.

Teaching language to students with specific needs is more difficult than to teach to healthy students. If we explain to students once time but for disabled students, we should explain twice or more. By the way we pay attention to teaching methods too. Cause of the disabled students need more and more attention.

Conclusion on Chapter I

If we summarize the first Chapter that teaching language to disabled students is complex work. Because according their social, emotional, visual or physical ability we should teach them. But there are such kind of students mentally they are healthy but physically they are disabled. For these students we should use the methods which helps them to move or act. Behavioral Disabilities Characteristics Students with behavioral disabilities are generally characterized by difficulties in self-control.

Chapter II. Designing alternative teaching materials for students

Specific difficulties and teachingof difficulty in learning English and other languages will be addressed: those of limited vocabulary and difficulties in acquiring literacy skills, both of which appear in each of the four domains of the English Curriculum (social interaction; access to information; presentation; appreciation of literature and culture, and language). This is followed by a description of the difficulties specific to each domain and then by a presentation of relevant teaching recommendations. The difficulties and recommendations are also presented in table form, emphasizing the specific domain of language and offering further elaboration good vocabulary is essential for acquiring the English language in all four domains. Since the vocabulary of a considerable proportion of students with disabilities is rather limited, development and enrichment of vocabulary should be emphasized throughout the process of teaching. The following are several recommendations for teaching vocabulary:

• Draw awareness to foreign words in English that are in everyday use.

• Teach vocabulary in context.

• Employ multi-sensory means, e.g., pictures, objects, songs and chants.

• Drill vocabulary repeatedly by means of word games and flash cards

• Teach word families using word maps.

• Teach students to create associations that help them memorize words.

The given lists provide suggestions of instructional strategies based on each specific learning disability. No student would use all of these strategies. Selection of strategies would be based on the individual needs of the student, the objectives of the course and recommended academic adjustments and services.Talk to students. They are the best resource about their specific needs.A learning disability does not mean that the person cannot learn; it means that they learn Differently. Many instructional strategies which are helpful to students with learning disabilities benefit all students.

2.1 The challenges of adapting materials

Learning occurs in conjunction with learning disabilities and, in some cases, with social/emotional disabilities, such as anxiety, sharp mood swings and lack of impulse control. Implications Students with behavioral disabilities have average to above average intelligence. Their experiences in learning English will therefore be similar to those of students without behavioral disabilities, unless they suffer from attention learning disabilities or social/ emotional disabilities, or if gaps have widened due to absence from lessons. In those cases, these gaps should be taken into consideration and subsequent lessons should be planned accordingly. Students with behavioral disabilities are capable of achieving all the benchmarks in the English Curriculum. Social or emotional disabilities have average to above average intelligence. The disability is reflected in difficulties in complex psychological functioning relating to impulse control, emotional control and reality testing. Some common symptoms include hallucinations, anxiety, depression and difficulties in distinguishing between self and non-self. In addition, the emotional disturbances may be accompanied by difficult or unexpected behaviors, such as difficulties in comprehending social cues and setting, attention deficits and difficulties in expressing emotions. In addition, extreme mood swings, resistance, compulsive behavior and self-injury may occur. Not all manifestations of the above necessarily appear in every case. Implications The cognitive ability of students with emotional disabilities is normative. Nevertheless, their English learning potential depends on the extent of their ability. The teacher must be sensitive and alert to the needs of the student and should select assignments and subject matter that suit the student's abilities and interests.

The cognitive and information processing models generally, which originate from psychology (and neurolinguistics), claim, on the other hand, that language learning is no different from other types of learning, and is the result of the human brain building up networks of associations on the basis of input. Information processing models see learning as the shift from controlled processes (dealt with in the short term or working memory and under attentional control) to automatized

processes stored in the long term memory (retrieved quickly and effortlessly). Through this process, what starts as declarative knowledge (knowing 'that') becomes procedural knowledge (knowing 'how') which becomes automatic through repeated practice. Recently, connectionist models have further assumed that all learning takes place through the building of patterns which become strengthened through practice. Computer models of such processes have had some success in replicating the acquisition of some linguistic patterns (e.g. past tense, gender [7,89]. The view of language encapsulated within **connectionism**, as this view of cognition is called, is fundamentally different from linguistic models, where language is seen as a system of rules rather than as patterned behaviour.

In cognitive model, the focus is on explaining learner-internal mechanisms, and how they interact with the input in order to give rise to learning. The emphasis on the role played by the input however, varies, with the UG approach assuming that as long as input is present learning will take place, and the other models placing a larger burden on how the input is decoded by learners, paying particular attention to concepts such as noticing or attention.

As the number of individuals being diagnosed with learning disabilities has increased, so have the understanding and utilization of academic and technological strategies for accommodation. There are a number of things instructors can do while planning a course to make it more accessible to all students, including those with learning disabilities. Proactively consider these strategies is part of a process called universal design (UD). Universal design offers the following suggestions:

- Include a statement in your syllabus inviting students to talk with you and the disability services office about disability-related issues.
- Point out campus resources available to all students such as tutoring centers, study skills labs, counseling centers, and computer labs.
- Clearly and early in a course define course requirements, announce the dates of exams, and tell students when assignments are due. Avoid last-minute readings or additional assignments and provide advance notice of changes in assignments and due dates.

- Provide printed materials early to allow students sufficient time to read and comprehend the material. Many students with learning disabilities find it beneficial to use software that can read the textbook and other text-based materials aloud. In order for them to take advantage of this technology, the printed text must first be converted into an electronic file. This process can be time-consuming.

- Use multi-modal methods to present classroom material, in order to address a variety of learning styles and strengths (e.g., auditory, visual, kinesthetic). Provid eimportantin for mation in both oraland written for mats.

- When teaching a lesson, state objectives, review previous lessons, and summarize periodically.

- Use more than one way to demonstrate or explain information.

- Read aloud what you write on the board or present on an overhead visual.

- Keep instructions brief and uncomplicated. Repeat them word-for-word.

- Allow time for clarification of directions and essential information.

- Use captioned videos and know how to turn on the captioning feature. Although captioned videos are typically used for students who are deaf, they also help some students with learning disabilities and those for whom English is a second language, by ensuring content is presented visually and audibly. Give all students an opportunity to view a video multiple times (e.g., by making it available in a library or learning center, or on a website).

- Provide study guides or review sheets.

- Have multiple methods for course assessment, such as allowing students to take an exam or writing a paper; work alone or in a group; or deliver an oral, written, or videotaped project presentation.

- Stress organization and ideas rather than mechanics when grading in-class writing assignments and assessments.

- Design distance learning courses with accessibility in mind. For example, avoid real-time chat sessions; because not all students can type quickly or accurately enough to fully participate.

Accommodations are typically, a higher education institution requires that a student with a disability register with the office that provides support services for students with disabilities, in order to receive accommodations. It is the student's responsibility to request services in a timely manner. These offices confirm the student's disability and eligibility for services and accommodations. A course instructor typically receives a letter from this office detailing recommended accommodations for a student. The student with a disability is responsible for meeting all course requirements using only approved accommodations.

The goal is to give the student with a disability equal access to the learning environment. Individualized accommodations are not designed to give the student an advantage over other students, to alter a fundamental aspect of the course, nor to weaken academic rigor.

A specific learning disability is unique to the individual and can be manifested in a variety of ways. Therefore, accommodations for a specific student must be tailored to the individual. The following are examples of classroom, assignment, and examination accommodations that may be recommended for a student with a learning disability. When in doubt about how to assist a student, work with the student privately or contact the campus office that provides support services for students with disabilities.

Simple misunderstandings can be the source of conflict between people who are different from each other in some way. Poor communication is the cause of many such situations. The absence of effective communication and feedback may give rise to a perception of discrimination. Better communication at the onset of the relationship is one way to offset this. Better communication, while not a panacea, can help to reduce the scope and severity misperceptions. This site is designed to help you interact and communicate with people who have disabilities. In a classroom setting it is important for professors and students to show the same understanding and support to students with disabilities as they would to other students. While there is really nothing extraordinary about

meeting and communicating with people with disabilities, using the suggested behaviors could bridge some of the perceived and real differences that exist between people with and without disabilities.

General Strategies for Communicating Effectively with Students with Disabilities are effective communication and consultation is often vital to students' adjustment and success at college. The following strategies are important for communicating effectively with students who have disabilities.

- Use person first language and refer to students with disabilities, students who are blind, etc. Person first language emphasizes that you view students with disabilities as individuals and it avoids labeling.

- When interacting with students with disabilities, students' individuality rather than their disability, should be the focus of communication. Only refer to a student's disability if it is essential to the conversation.

- Avoid using words which imply pity for students with disabilities, such as "suffering from", "victim of", "unfortunate", "afflicted with."

- Emphasize abilities, not disabilities. Say, "uses a wheelchair" rather than "cannot walk" or "confined to a wheelchair." A wheel chair provides new opportunities it does not confine.

- When describing a person without disabilities use "non-disabled" instead of "normal". "Able-bodied" is less appropriate because it implies that all people with disabilities have physical disabilities.

- Avoid patronizing stereotypes that imply students with disabilities are courageous in the face of adversity, patient, endowed with special gifts as compensation for their disability, or childlike.

- Speak directly to the student with the disability rather than the person who may be assisting them.

- Ridiculing a student because of a disability, either in class or one-to-one, is obviously demeaning. Equally demeaning is an attitude that is patronizing or shows fake enthusiasm for a student's contributions. Students with disabilities require the same sincerity and professionalism you would accord all students.

- Ask students with disabilities for suggestions about ways in which you might be able to help them work effectively in your course. Students with disabilities are likely to have already found that certain strategies are effective for their particular situation.

- Confidentiality is an important issue. When you assist a student with a disability, it is extremely important to respect that student's privacy. Do not make comments about them to other students or your colleagues.

- Include a statement in your syllabus that notifies students with particular requirements that you are available to talk after class. The statement should notify students that in order to receive accommodations they must be registered with the Disabilities Resource Center. This approach preserves students' privacy and indicates that you are willing to provide assistance.Do not make students with disabilities discuss their needs in front of other people. Keep an open mind and avoid skepticism or hostility.

Teachers must consider the quality of their teaching method in order to make the learning environment accessible. Here we consider some of the practical issues that must be addressed in order to provide accessible learning materials. In general, we should try to produce a range of learning resources using a range of teaching methods and ensure that no aspect of our teaching becomes inaccessible to one group of students. So for example, you should not make watching a video a compulsory element of your course unless there are subtitles, overlaid sign language or a transcript available. The literature contains individual examples available in various subjects such as, physics, chemistry. I shall focus here on three broad areas – access to print based materials, access to visual images and access to the spoken word. For an overview of assistive technology used by disabled students to overcome barriers to learning, see separate article by Ian Webb.

Many students have difficulties in accessing text that is produced in traditional ways. Obviously visually impaired students fall into this group but large numbers of other students can be considered as 'text impaired', for example, dyslexic students and deaf students for whom English is not their first language.

Students who are blind, partially-sighted, dyslexic or who have some other difficulty in accessing standard text may well benefit from having materials in a different format e.g. large print, in Braille, on disk or on audio cassette tape. Large print is printed material using large letters. A minimum of 14 point and preferably 16-18 point in Sans Serif is recommended.

You may consider producing copies of your learning materials on to web pages or be involved in producing materials in virtual learning environments. However, if they method is used ensure that your web pages conform to accessibility guidelines developed by the World Wide Web.[11,235] Some students with specific learning difficulties find it difficult to read densely printed text and some of these students (as well as some deaf students) would find text written in densely structured language also difficult to access. It should also be noted that colour plays an important part in the presentation of written material. For many of us black text on a white background is the most suitable. However, many people prefer printed text to be presented on a pastel shaded colour because they are colour sensitive i.e. read faster when text is presented on a coloured background. There is no universal standard but pale cream, pale green or pale blue would usually work.

Some students with impairments such as specific learning difficulties or general learning difficulties may have difficulty in comprehending written text, and benefit from simple style and language. Providing a framework for materials (e.g. a flow chart) at the beginning of any publication or presentation can be helpful.

Written materials and printed diagrams are easier to decipher if they are clear and simple and on non-glossy paper, with strong contrast in colour and tone. An uncluttered layout without too much on the page is helpful. [12,89]

Access to Visual ImagesSome students with a visual impairment will need visual material (film, video, graphs, diagrams etc.) to be supplemented by auditory information and/or disk based transcripts. Do not assume that videos, overheads and material on a board will be useless to all blind or partially-sighted people as verbal explanations about the material can help some students.

Diagrams, tables and other pictorial information are less easily produced in Braille. In some cases it may be appropriate for information of this sort to be relayed through an oral or written description. Diagrams can be adapted and turned into 'tactile diagrams'. Tactile diargrams are raised versions of pictorial information, which a student with a visual impairment can use to access the information. The best solution will depend largely on the complexity of the diagrams being used and the student's preferred method of accessing information. Some students will use other senses to take in information, for example, feeling the shape of equipment by putting their hands over objects in demonstrations. Access to the spoken word: some considerationsmany students who are deaf/hard of hearing will find the subtitling of video useful. Similarly written transcripts of spoken material (audio cassettes, film, videos) may be necessary. There are many different kinds of deafness (just as there are of visual impairments) and deaf students may use speech, lip-reading, sign, a hearing aid or a mix of all these in day-to-day communication. Only a small percentage of deaf students use sign language alone, but for these students you may wish to consider not just subtitling videos or providing transcripts but also signing them as part of the production process.Should your material require students to produce spoken word, be willing to anticipate the needs of those with speech difficulties. Some deaf students and those with other impairments such as cerebral palsy may prefer to use overheads and/or synthesized speech.Some disabled students will need assistive technology or the services of an educational support worker to help them access the curriculum. Others will postpone their decision about whether they will use equipment or other types of educational support until they have tried out the learning environment. There may be a complexity of interplay between individuals' teaching styles, new subject material, physical characteristics of rooms and the use of equipment or educational support which will combine to make encountering the learning environment for the first time even more of an ordeal than for other new students. As teachers there are many ways in which we can implement strategies that will improve the learning of disabled students.

- General guidelines for producing accessible material
- layout (paper and web-based) are uncluttered, simple and clear
- print contrasts strong and print fonts a reasonable size
- visual information supplemented by aural/written information
- aural information supplemented by visual information
- language clearly structured and simply expressed
- frameworks/route maps for materials (paper, web-based) always available

Finally, it is important to remember to obtain feedback from disabled students themselves since they are often the best source of information regarding the accessibility of your materials

2.2 The importance of language strategies for specific needs

The importance of language strategies is important for specific needs. During the classes the teacher used three kinds of strategies in vocabulary teaching: basic skills, contextualization and role-play. They affected each other and provided the pupils with opportunities to meet new words in different contexts so as to stretch their knowledge of the words--in a range of linguistic contexts, in association with discussion and negotiation and in vocabulary learning. By the way we should not forgot their disability too.

Observation on time distribution of these different strategies in the lesson showed that Presentation 1 and 2 took about twenty minutes, contextualization and the role-play took about thirty-seven minutes. Therefore, contextualization and the role-play were highlighted by the teacher, which exactly embodied the main features and principles of CLT. According to Littlewood (1980), role-play to disable studentsare the simulation of real-life situations in which pupils act as different roles in the communicative classroom. It gives pupils an opportunity to practice communicatively in different social contexts and in different social roles. Role-play is an excellent technique for communicative practice. It creates a relaxed atmosphere in the class, in which pupils' learning interest and confidence are motivated greatly.

In order to master two new adjectives—*impulsive* and *bad-tempered*, to consolidate what they had learned in Presentation 1, 2 and pair-work, the teacher designed the role-play. Before the teacher assigned the task, she explained the meanings of two adjectives in a clear and brief way. Then she stepped back, talked less, just observed the pupils' performance. On the contrary, the pupils became the centre of the classroom and played a leading role in the communicative activity. They participated actively in the role-play. The teacher walked among the groups during their preparations, sometimes offered them advice and assistance.Generally speaking, students may be diagnosed with learning disabilities if they are of average or above-average intelligence and there is a significant discrepancy between their academic achievement and their intellectual ability. The diagnosis of a learning disability is often made by a psychologist trained in administering and interpreting psycho-educational assessments. Psychologists use the results of their assessments to understand how individuals receive, process, integrate, retain, and communicate information. Since these functions cannot always be directly observed, it is often difficult to diagnose specific learning disabilities, determine their impact, and recommend appropriate accommodations.

There are many types of learning disabilities; they often impact student abilities in one or more of the following categories:

- Spoken language—listening and speaking.
- Written language—reading, writing, and spelling.
- Arithmetic—calculation and mathematical concepts.
- Reasoning—organization and integration of ideas and thoughts.

Learning disabilities may also be present along with other disabilities such as mobility and sensory impairments, brain injuries, Attention Deficit Disorder/Attention-Deficit Hyperactivity Disorder (ADD/ADHD), and psychiatric disabilities.

Described below are some of the functional limitations that may require accommodations. A student with a learning disability may have one or more of these limitations.

- Auditory perception and processing—the student may have difficulty processing information communicated through lectures or class discussions. He or she may have difficulty distinguishing subtle differences in sound or knowing which sounds to attend to.

- Visual perception and processing—the student may have difficulty distinguishing subtle differences in shape (e.g., the letters b and d), deciding what images to focus on when multiple images are present, skip words or repeat sections when reading, or misjudge depth or distance. He or she may have difficulty processing information communicated via overhead projection, through video, in graphs and charts, by email, or within web-based distance learning courses.

- Information processing speed—the student may process auditory and visual information more slowly than the average person. He or she may be a slow reader because of the need for additional time to decode and comprehend written material.

- Abstract reasoning—the student may have difficulty understanding the context of subjects such as philosophy and logic, which require high level reasoning skills.

- Memory (long-term, short-term)—the student may have difficulty with the storing or recalling of information during short or long time periods.

- Spoken and written language—the student may have difficulty with spelling (e.g., mixing up letters) or with speaking (e.g., reversing words or phrases).

- Mathematical calculation—the student may have difficulty manipulating numbers, may sometimes invert numbers, and may have difficulty converting problems described in words to mathematical expressions.

Mostly students with specific needs have some problems with their ability as a reading, writing, vocabulary or oral speech. There is given some features of disability:

Reading

- Confusion of similar words, difficulty using phonics, problems reading multi-syllable words
- Slow reading rate and/or difficulty adjusting speed to the nature of the reading task
- Difficulty with comprehension and retention of material that is read, but not with material presented orally

Writing

- Difficulty with sentence structure, poor grammar, omitted words
- Frequent spelling errors, inconsistent spelling, letter reversal
- Difficulty copying from board or overhead
- Poorly formed letters, difficulty with spacing, capitals, and punctuation
- Difficulty expressing themselves clearly and precisely

OralLanguage

- Difficulty processing information presented orally, despite normal hearing
- Difficulty attending to spoken language, inconsistent concentration
- Difficulty expressing ideas orally although the student seems to understand the ideas
- Problems describing events or stories in proper sequence
- Residual problems with grammar, difficulty with inflectional or derivational ending

While many of the "rules" for teaching children can apply in some ways to teaching adults, the latter age group nevertheless poses some different, special considerations for the classroom teacher. Adults have superior cognitive abilities that can reader them a bit more successful in certain classroom endeavours. Their need for sensory input can rely a little more on using their imagination ("imagine" smelling a rose vs. actually smelling a rose). Their level of shyness can be equal to or greater than children, but usually there is a certain self-confidence that isn't a mature in children. And, because of adults' cognitive abilities, they can at least occasionally deal with language that isn't embedded in a "here and now" context.

So, as you consider the five variables that apply to children, keep in mind specifically some suggestions and caveats.

(1) Adults are more readily to handle some abstract rules and concepts. However, beware! As you know too much abstract generalization about usage and not enough real-live language use can be deadly for adults, too.

(2) Adults, too, have longer attention spans for material that may not be intrinsically interesting to them. But again, the rule of keeping your activities short and sweet still applies to adult age teaching.

(3) Sensory input need not always be quite as varied with adults, but one of the secrets of lively adult classes is their appeal to multiple senses.

(4) Adults often bring a modicum of general self-confidence (global self-esteem) into a classroom; fragility of egos may therefore not be quite as critical as those of children. However, we should never underestimate the emotional factors that may be attendant to adult second language learning.

(5) Adults, with their more developed abstract thinking ability, are better able to take a context-reduced segment of language and understand it. Authenticity and meaningfulness are of course still highly important, but elements of adult language teaching can take temporary departures for the sake of dissecting those elements and examining them, as long as they are then readily returned to the original context.

Some implications for general classroom management can be drown from what we know about differences between children and adults. Somemanagement "do's" and "don'ts":

(1) Do remember that even though adults cannot express complex thinking in the new language, they are nevertheless intelligent adults with mature cognition and adult emotions. Show respect for those deeper thoughts and feelings that may be "trapped" for the moment by a low proficiency level.

(2) Don't treat adults in your class like children by:

a. callingthem "kids"

b. using "caretaker" talk (the way parents talk to children)

c. talkingdowntothem

(3) Do give your students as many opportunities as possible make **choices** (cooperative learning) about what they will do in and out of the classroom. That way, they can more effectively make an investment in their own learning process.

(4) Don't discipline adults in some way as children. If discipline problems occur (disrespect, laughing disrupting class, etc.), first assume that your students are adults who can be reasoned wit like adults.

Conclusion on Chapter II

Generally reading, writing and speaking, students may be diagnosed with learning disabilities if they are of average or above-average intelligence and there is a significant discrepancy between their academic achievement and their intellectual ability. The diagnosis of a learning disability is often made by a psychologist trained in administering and interpreting psycho-educational assessments. Psychologists use the results of their assessments to understand how individuals receive, process, integrate, retain, and communicate information.That's why mostly we should pay attention to the methods of teaching the language. Because they do not catch the topic quickly easily, i.e we should explain them again and again.

Chapter III. Communicative features of teaching English to disabled students

Effective communication and consultation are often vital to students' adjustment and success at college. The following strategies are important for communicating effectively with students who have disabilities.Use person first language and refer to students with disabilities, students who are blind, etc. Person first language emphasizes that you view students with disabilities as individuals and it avoids labeling.When interacting with students with disabilities, students' individuality rather than their disability should be the focus of communication. Only refer to a student's disability if it is essential to the conversation.Avoid using words which imply pity for students with disabilities, such as "suffering from", "victim of", "unfortunate", "afflicted with." A learning disability is a hidden neurological disorder that may affect input, output, and processing of information.In practical terms, learning disabilities may involve problems with reading, arithmetic, spelling, writing, speaking in an organized manner, sequencing, managing time and gross and fine motor coordination. An individual may have one or several learning disabilities.Students with learning disabilities will have greater success at learning if all sense modalities can be used in the teaching-learning process -- visual, auditory, tactile, kinesthetic. Type materials whenever possible. If these must be handwritten, print clearly. Cursive writing is confusing for students with reading or perceptual problems.

- If a person's speech is difficult to understand, ask politely to hear it again. Do not pretend to understand a person's speech if you do not -- be honest.

- Allow the person with speech impairment to speak for him or herself and complete their communication; never interrupt or do it for the person.

- Never try to hurry the person as this may only make the impairment worse.

- You may wish to ask questions that require short answers or a nod of the head.

- If you continue to have difficulty, offer pen and paper (if the person is physically able to write). You may also admit that you cannot understand and ask if you can get a co-worker to try.

3.1 How to develop positive relationship through use of body language

Body language in which physical behavior, as opposed to words, are used to express or convey information. Such behavior includes facial expressions, body posture, gestures, eye movement, touch and the use of space. Sometimes it is difficult to explain the theme to students with specific needs but we should try to give all opportunities to them. Body language exists in both animals and humans, but this article focuses on interpretations of human body language. It is also known as kinesics.

Body language to disabled students must not be confused with sign language, as sign languages are full languages like spoken languages and have their own complex grammar systems, as well as being able to exhibit the fundamental properties that exist in all languages.[5,147] Body language, on the other hand, does not have a grammar and must be interpreted broadly, instead of having an absolute meaning corresponding with a certain movement, so it is not a language like sign language, and is simply termed as a "language" due to popular culture.

In a community, there are agreed-upon interpretations of particular behavior. Interpretations may vary from country to country, or culture to culture. On this note, there is controversy on whether body language is universal. Body language, a subset of nonverbal communication, complements verbal communication in social interaction. In fact, some researchers conclude that nonverbal communication accounts for the majority of information transmitted during interpersonal interactions. It helps to establish the relationship between two people and regulates

interaction, but can be ambiguous. Hence, it is crucial to accurately read body language to avoid misunderstanding in social interactions. [13,86]

Wondering, what body language has to do with teaching? Aren't teachers supposed to impart quality education to their students? That's exactly what their main responsibility and job is. However, body language of an educator plays an important role too when they are teaching. Let's first understand what body language is: Body Language is a non-verbal, yet powerful form of communication that every individual denotes via his/her gestures, attitude or face expressions. We not just respond positively/negatively to spoken words of an individual but also (consciously/unconsciously) react to that person's body language. Not everyone understands why they are reacting negatively to a certain person, even when the person has done nothing to provoke them. [8,213]

This same principle applies to teacher and student relationship in the classroom. A good teacher not just delivers a quality lecture but also presents himself/herself in a positive light before students with the help of his/her body language. It's important for teachers to know about the strengths and weaknesses of every student in their class and act accordingly. Some teachers have only the method of commanding attention from the class or delivering their message, i.e. generating fear/intimidation among students.

However, good teachers understand that every student is a different individual and could react poorly to teacher's perceived intimidating gesture. In such situations teachers should be aware of their body language while teaching. [4,84] For example, it's likely that teacher's certain gesture meant nothing when the student was answering a question, but s/he took it wrongly and missed out a few important points. All of us remember a time or two when we forgot all about what we were about to say when the teacher asked us to answer his/her question. Why? Simple, we unconsciously (or maybe due to previous experience) were reading too much into teacher's body language, a raised eyebrow here or there and answer went out of mind.

Here are a few body language techniques that teachers can use effectively to convey their message to students:

1. **Cultivate a Confident Body Language:** Students analyze teacher's body language and stance when they first meet him/her. It's very important to give a message to let them know that you are polite but can and will turn tough if they will disturb the class discipline or disrespected you. [5,69] Stand confidently, make eye contact with students letting them know you are observing everything, deliver your message firmly at all times etc.

2. **Control Your Stray Gestures and Expressions:** While teaching, a teacher should be aware of his/her body language especially facial expressions. Don't raise an eyebrow or frown while looking at a particular student in the class unless you mean something by your action. Usually, students perceive this action negatively and can end up thinking they have done something to upset you.

3. **Convey Desired Actions with the Help of Gestures/Expressions:** When a student is creating nuisance during a lecture and you don't want to disturb the entire class. In such situation, you can convey your annoyance by frowning or shaking your head etc. [11,145]You might not even have to take that student's name out; loud as mischievous students usually keep an eye on their teacher to check his/her reaction.

4. **Be friendly but Firm:** The teachers can cultivate a friendly relationship with their class but it's important to draw the line. Let them know what actions you will tolerate and what's unbearable in the class. Be firm while dealing with notorious students. Also, keep your arms uncrossed as it indicates that you are open to communication.

Whether attention from a teacher is positive/negative, students generally don't feel comfortable when they are singled out from the rest of the class. A teachers encouraging body language can reduce the unnecessary pressure and can encourage students to perform at his/her best level.

Teachers can communicate effectively with students if they learn to be aware of their body language and can learn to read students' body language. If not

sure about correctly reading body language of certain student(s), a teacher can always ask questions to better know the person. By accepting that each student is a unique individual; teachers can better communicate and understand how to motivate them.

Use of body language is important because it shows those who you are talking to or listening to that you care about what you're talking about or about those who are speaking. It also conveys confidence.

- Some tips for body language include eye contact (but do not stare), and keeping your head up.

- Smile genuinely and nod your head. Smiling tells those around you that you are approachable, cooperative, and trustworthy. Nodding your head shows that you are listening.

- Do not multitask while someone is talking. Resist the urge to check your phone, look at your watch, and checking on those around you. Voice projection and tone of voice

- When projecting your voice, especially in front of a group, imagine you are speaking to the back of the room. Do not yell, just allow yourself to speak louder and more clearly.

- Think about what a friendly voice sounds like to you and try to be that. A friendly voice does not include shouting, speaking too quickly, mumbling, or sounding urgent or irritated. By smiling while you speak, it automatically puts a friendlier tone to your voice and makes you seem more approachable. Using appropriate language. By using respectful, polite language you are telling those whom you are speaking to that you are polite, respectful, and educated. Be personable! Use please, thank you, 'May I'' instead of "can I'm etc. [12,312] Take turns in conversations. Allow an opportunity to those you are speaking to respond or make comments. Be sure not to ask too personal of questions or asking questions that are not culturally appropriate. Listening is not the same as hearing. Hearing refers to the sounds that you hear, whereas listening requires focus and

being aware of both verbal and nonverbal messages. Stop talking! When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Good listening includes active listening. Facing the speaker, maintaining eye contact, and nodding are all examples of active listening. Respond appropriately. Say words such as 'Really' 'Interesting' as well as more direct prompts such as 'What did you do then?' and 'What did she say?'. On the contrary, avoid letting the speaker know how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out.

Facial expression is integral when expressing emotions through the body. Combinations of eyes, eyebrow, lips, nose, and cheek movements help form different moods of an individual (e.g. happy, sad, depressed, angry, etc.). A few studies show that facial expression and bodily expression (i.e. body language) are congruent when interpreting emotions. Behavioral experiments have also shown that recognition of facial expression is influenced by perceived bodily expression. This means that the brain processes the other's facial and bodily expressions simultaneously. [15,76] Subjects in these studies showed accuracy in judging emotions based on facial expression. This is because the face and the body are normally seen together in their natural proportions and the emotional signals from the face and body are well integrated.

Body postures emotions can also be detected through body postures. Research has shown that body postures are more accurately recognized when an emotion is compared with a different or neutral emotion. For example, a person feeling angry would portray dominance over the other, and their posture would display approach tendencies. Comparing this to a person feeling fearful: they would feel weak, submissive and their posture would display avoidance tendencies, the opposite of an angry person.Sitting or standing postures also indicate one's emotions. [13, 158]A person sitting till the back of their chair, leans forward with their head nodding along with the discussion implies that they are open, relaxed and generally ready to listen. On the other hand, a person who has their legs and arms crossed with the foot kicking slightly implies that they are

feeling impatient and emotionally detached from the discussion. In a standing discussion, a person stands with arms akimbo with feet pointed towards the speaker could suggest that they are attentive and is interested in the conversation. However, a small difference in this posture could mean a lot. Standing with arms akimbo is considered rude in Bali.

Open and expansive nonverbal posturing can also have downstream effects on testosterone and cortisol levels, which have clear implications for the study of human behavior. [6,89]

Gestures are movements made with body parts (e.g. hands, arms, fingers, head, legs) and they may be voluntary or involuntary. Arm gestures can be interpreted in several ways. In a discussion, when one stands, sits or even walks with folded arms, this is normally not a welcoming gesture. It could mean that they have a closed mind and are most likely unwilling to listen to the speaker's viewpoint. Another type of arm gesture also includes an arm crossed over the other, demonstrating insecurity and a lack of confidence. Hand gestures often signify the state of well-being of the person making them. Relaxed hands indicate confidence and self-assurance, while clenched hands may be interpreted as signs of stress or anger. If a person is wringing their hands, this demonstrates nervousness and anxiety. Finger gestures are also commonly used to exemplify one's speech as well as denote the state of well-being of the person making them. In certain cultures, pointing using one's index finger is deemed acceptable. However, pointing at a person may be viewed as aggressive in other cultures—for example, people who share Hindu beliefs consider finger pointing offensive. Instead, they point with their thumbs. Likewise, the thumbs up gesture could show "OK" or "good" in countries like the US, France and Germany. But this same gesture is insulting in other countries like Iran, Bangladesh and Thailand, where it is the equivalent of showing the middle finger in the US. In most cultures the Head Nod is used to signify 'Yes' or agreement. It's a stunted form of bowing - the person symbolically goes to bow but stops short, resulting in a nod. Bowing is a submissive gesture so the Head Nod shows we are going along with the other

person's point of view. Research conducted with people who were born deaf, dumb and blind shows that they also use this gesture to signify 'Yes', so it appears to be an inborn gesture of submission. [14,214]

Handshakesare regular greeting rituals and are commonly done on meeting, greeting, offering congratulations or after the completion of an agreement. They usually indicate the level of confidence and emotion level in people. Studies have also categorized several handshake styles, e.g. the finger squeeze, the bone crusher (shaking hands too strongly), the limp fish (shaking hands too weakly), etc. Handshakes are popular in the US and are appropriate for use between men and women. However, in Muslim cultures, men may not shake hands or touch women in any way and vice versa. Likewise, in Hindu cultures, Hindu men may never shake hands with women. Instead, they greet women by placing their hands as if praying.

A firm, friendly handshake has long been recommended in the business world as a way to make a good first impression, and the greeting is thought to date to ancient times as a way of showing a stranger you had no weapons.[4,215]

Breathingbody language related to breathing and patterns of breathing can be indicative of a person's mood and state of mind; due to this, the relationship between body language and breathing is often considered in contexts such as business meetings and presentations. Generally, deeper breathing which utilizes the diaphragm and abdomen more is interpreted as conveying a relaxed and confident impression; by contrast, shallow, rapid breathing is often interpreted as conveying a more nervous or anxious impression. Some business advisers, such as those who promote neuro-linguistic programming, recommend mirroring a person's breathing pattern in order to convey an impression of mutual understanding.

Other types of physical movements covering one's mouth suggests suppression of feeling and perhaps uncertainty. This could also mean that they are thinking hard and may be unsure of what to say next. What you communicate through your body language and nonverbal signals affects how others see you, how well they like and respect you, and whether or not they trust you.Unfortunately,

many people send confusing or negative nonverbal signals without even knowing it. When this happens, both connection and trust are damaged.

Oculesics, a subcategory of body language, is the study of eye movement, eye behavior, gaze, and eye-related nonverbal communication. As a social or behavioral science, oculesics is a form of nonverbal communication focusing on deriving meaning from eye behavior.[16] It is also crucial to note that Oculesics is culturally dependent. For example, in traditional Anglo-Saxon culture, avoiding eye contact usually portrays a lack of confidence, certainty, or truthfulness. [16,458]However, in the Latino culture, direct or prolonged eye contact means that you are challenging the individual with whom you are speaking or that you have a romantic interest in the person. Also, in many Asian cultures, prolonged eye contact may be a sign of anger or aggression. Haptics, a subcategory of body language, is the study of touching and how it is used in communication. As such, handshakes, holding hands, back slapping, high fives, brushing up against someone or pats all have meaning.

Based on the Body Language Project, touching is the most developed sense at birth and formulates our initial views of the world. Touching can be used to sooth, for amusement during play, to flirt, to expressing power and maintaining bonds between people such as with baby and mother. Touching can carry distinct emotions and also show the intensity of those emotions. Touch absent of other cues can signal anger, fear, disgust, love, gratitude and sympathy depending on the length and type of touching that is performed. Many factors also contribute to the meaning of touching such as the length of the touch and location on the body in which the touching takes place.Research has also shown that people can accurately decode distinct emotions by merely watching others communicate via touch.

Social and polite which expresses ritual interaction. A study by Jones and Yarbrough regarded communication with touch as the most intimate and involving form which helps people to keep good relationships with others. [10,95] For example, Jones and Yarbrough explained that strategic touching is a series of

touching usually with an ulterior or hidden motive thus making them seem to be using touch as a game to get someone to do something for them.

Friendship/warmth which expresses idiosyncratic relationship

Love/intimacy which expresses emotional attachment. Public touch can serve as a 'tie sign' that shows others that your partner is "taken". When a couple is holding hands, putting their arms around each other, this is a 'tie sign' showing others that they are together. The use of 'tie signs' are used more often by couples in the dating and courtship stages than between their married counterparts according to Burgoon, Buller, and Woodall.[17,136]

On the other hand, the cultural advantage model predicts that individuals of the same race "process the visual characteristics more accurately and efficiently than other-race faces". Other factors that increase accurate interpretation include familiarity with nonverbal accent.There are numerous studies that support both the cultural equivalence model and the cultural advantage model, but reviewing the literature indicates that there is a general consensus that seven emotions are universally recognized, regardless of cultural background: happiness, surprise, fear, anger, contempt, disgust, and sadness. Recently, scholars have shown that the expressions of pride and shame are universal. Tracy and Robins in 2008 concluded that the expression of pride includes an expanded posture of the body with the head tilted back, with a low-intensity face and a non-Duchenne smile (raising the corner of the mouth). The expression of shame includes the hiding of the face, either by turning it down or covering it with the hands.

Fundamentally, body language is seemed as an involuntary and unconscious phenomenon that adds to the process of communication. Despite that, there have been certain areas where the conscious harnessing of body language - both in action and comprehension - have been useful. The use of body language has also seen an increase in application and use commercially, with large volumes of books and guides published designed to teach people how to be conscious of body language, and how to use it to benefit them in certain scenarios. [18,125] The use of body language can be seen in a wide variety of fields. Body language has seen

application in instructional teaching in areas such as second-language acquisitionand also to enhance the teaching of subjects like mathematics. A related use of body language is as a substitution to verbal language to people who lack the ability to use that, be it because of deafness or aphasia. Body language has also been applied in the process of detecting deceit through micro-expressions, both in law enforcement and even in the world of poker. The importance of body language in second-language acquisition was inspired by the fact that to successfully learn a language is to achieve discourse, strategic, and sociolinguistic competencies. Sociolinguistic competence includes understanding the body language that aids the use of a particular language. This is usually also highly culturally influenced. As such, a conscious ability to recognize and even perform this sort of body language is necessary to achieve fluency in a language beyond the discourse level. The importance of body language to verbal language use is the need to eliminate ambiguity and redundancy in comprehension. Pennycook in 1985 suggests to limit the use of non-visual materials to facilitate the teaching of a second language to improve this aspect of communication. He calls this being not just bilingual but also 'bi-kinesics'Body language can be a useful aid not only in teaching a second language, but also in other areas. The idea behind using it is as a nonlinguistic input. It can be used to guide, hint, or urge a student towards the right answer. This is usually paired off with other verbal methods of guiding the student, be it through confirmation checks or modified language use. Provides a list of three main characteristic of body language and how they influence teaching. The features are intuition, communication, and suggestion.

3.2 Communicating effectively with disabled students

If a person with a visual impairment seems to need assistance, identify yourself and offer your services but do not insist on helping. There is no need to raise your voice when speaking to a student with a visual impairment. Occasionally students will have a dog helping them. Since these are working animals, it can be hazardous for them if the dog is distracted. Check for the owner's

preference before petting the dog. If you are walking together let the student take your arm just above the elbow. Walk in a relaxed manner and the student can usually follow the motions of your body. Give a warning when you are approaching a step or other obstacle. When giving directions, use descriptive words such as "straight ahead" or "forward." Be specific in directions, by avoiding vague terms such as "over there." Refer to positions in terms of clock hands: "The chair is at your 2:00."When interacting with students with visual impairments, use verbal identification when you arrive or leave an area. Do not hesitate to use words like "see" or "look" when speaking with your student. Do not assume a student will recognize you by your voice, even if you have met before. Identify yourself by name, maintain normal voice volume, speak directly to the person, and maintain eye contact. Use verbal cues to let the person know when you arrive or leave an area. Orient student with visual impairments to the room by explaining where things are located around the room. Inform students where classroom furniture is located when rearrangement occurs. When offering a seat, give a verbal clue as to the location of the seat. Keep doors fully open or closed to prevent accidents.Visual aids during lectures can be adapted by using clear descriptions of the visual material presented. This includes verbalizing what you write on the board or information on overheads. Students with visual impairments will likely miss a notice written on a blackboard. Give verbal notice of room or homework changes, special meetings, or assignments. When visual cues are not available, the student must receive all auditory cues possible.For low-vision students, contrast, print-style, and spacing are very important. Make sure you clearly type all handouts and tests in dark print. Whenever possible, try to make clear how similar parts or processes can be distinguished by touch or sound. Only use graphs or charts on exams that you have introduced in class well before the test.

For students who deaf or hard of hearing mostly we should use mimics or body language. Maintain eye contact with the student. Do not turn away in the middle of a sentence. Avoid communicating while moving because moving reduces facial visibility and background sounds may be distracting. When any

student asks questions from the class, it is helpful if you would repeat the question before answering it. Be aware that students with hearing impairments cannot look at you and do other work at the same time. Allow enough time for students to study printed material (such as handouts, charts, and over-heads), fill out paperwork, or complete the task/step you have just described before continuing. Get students' attention before beginning to speak. This may necessitate physical contact, such as a tap on the shoulder. Try to stay on the topic of discussion and make the topic clear. Students with hearing impairments pick up words in context that helps them follow the conversation more easily. This is especially important for those who depend on oral communication. Use facial expression to help convey your message, but do not exaggerate your mouth movements. Over emphasizing words distorts the lips, making speech reading more difficult. Try to speak slowly and clearly, enunciating each word without force or tension. Do not place anything in front of your mouth when speaking. Mustaches, pencil chewing, and putting your hands in front of your face make it difficult for students with hearing impairments to follow what is being said. If students with hearing impairments have difficulty understanding something you have said, try repeating the phrase and showing procedures. If students still do not understand your message, try rephrasing your thought rather than repeating the same words. Do not be embarrassed to communicate by paper and pencil if necessary. Getting the message across is more important than the medium. Use open-ended questions that require answers to be more than just "yes" or "no." Do not assume that students have understood your message if they are only required to nod in acknowledgement. Open-ended questions ensure communication of your information. Ask student to repeat instructions or procedures for confirmation of complete understanding. Give the student an opportunity to rephrase directions for confirmation of understanding. Discuss with students where it would be best for him/her and the interpreter to sit in the classroom. The optimum situation would be for the interpreter to be near the instructor and for the student to be in the front of the room for a clear view. Try not to lecture with your back to the class (as when

writing on the blackboard) because it destroys any chance of your student getting facial or lip-reading cues. Using an overhead projector often alleviates this problem. Feel free to call upon students with hearing impairments in class as you would do with any other student. Try to avoid standing in front of a strong light source (such as windows) because the glare from behind you makes reading lips and other facial features difficult. If reduction of the room lighting is necessary, check to see that sufficient light is available for the student to see the interpreter's signs and lip movements. Notify DRC as soon as possible if there are inaccessible videos or audio files that will be used in class or that students will be expected to access online.

Conclusion on Chapter III

During the communication we can use some body language or gestures to explain any topic or grammatical rule. Avoid communicating while moving because moving reduces facial visibility and background sounds may be distracting. When any student asks questions from the class, it is helpful if you would repeat the question before answering it.Teachers can communicate effectively with students if they learn to be aware of their body language and can learn to read students' body language. If not sure about correctly reading body language of certain student(s), a teacher can always ask questions to better know the person. By accepting that each student is a unique individual; teachers can better communicate and understand how to motivate them.

Conclusion

Language is the great means by which the human personality expresses itself and fulfils its basic need for social interaction with other persons. We cannot imagine our society without language. As Robert Lado wrote that language functions owing to the language skills. A person who knows a language well uses a thousand and one grammar lexical, phonetic rules when he is speaking. Language skills help us to choose different words and models in our speech or pronunciation. By teaching language to disabled students we can introduce with different people's gestures, mimics, voice projection and by the way tradition, their culture, religious and physiological inner-world. However, no one knows exactly how people learn languages although a great deal of research has been done into the subject. Many methods have been proposed for the teaching of foreign language. And they have met with varying degrees of success and failure. Some have had their heyday and have fallen into relative obscurity; others are widely used now; still others have a small following, but contribute insights that may be absorbed into the generally accepted mix.

Generally speaking, students may be diagnosed with learning disabilities if they are of average or above-average intelligence and there is a significant discrepancy between their academic achievement and their intellectual ability. The diagnosis of a learning disability is often made by a psychologist trained in administering and interpreting psycho-educational assessments. Psychologists use the results of their assessments to understand how individuals receive, process, integrate, retain, and communicate information. Since these functions cannot always be directly observed, it is often difficult to diagnose specific learning disabilities, determine their impact, and recommend appropriate accommodations.

The written and spoken form of language is usually a generally accepted standard and is the same throughout the country. But spoken language may vary from place to place with the help of body language and voice projection. Such distinct forms of language are called dialects! The varieties of the language are conditioned by language communities ranging from small groups to nations.

Speaking about the nations we refer to the national variants of the language. According to A.D. Schweitzer national language is a historical category evolving from conditions of economic and political concentration which characterizes the formation of nation. In the case of English there exists a great diversity in the realization of the language and particularly in terms of pronunciation. Though every national variant of English hasconsiderable differences in pronunciation, vocabulary and grammar; they all have much in common which gives us ground to speak of one and the same language — the English language.

The development of teaching English to specific needs make it possible to gain deeper insights into the very nature of language and to reveal more fully the conditions of its functioning and the dynamics of its development, thus forming new light on the ontological picture of language as a social phenomenon. English no longer belongs to Britain or to the United States; it is an increasingly diverse resource for global communication. Of course during the communication, we use several types of body language and voice projection. The given work thrash out influence of native languages to formation of body language resulting from these factors and provide a broader "snapshot" of   English in USA than is allowed by traditional teaching English. We can see the great difference in their pronunciation. English is spoken as a first or native language at least on four continents of the world. But what do we mean by a perfect English pronunciation? In one sense there are as many different kinds of English as there are speakers of it; no two people speak exactly alike - we can always hear differences between body language and general teaching the English language varies a great deal in different geographical areas, as we so many times have noticed. That's why we should learn foreign languages more and more.

Reference

1. Karimov I.A.''Uzbekistan on the Threshold of the 21st century: threats to the security, conditions and guarantees of progress''. – Tashkent, Uzbekistan , 1997. – 315 p

2. Karimov I.A.''Along the road of the country's modernization and sustainable economic development''. - Tashkent, Uzbekistan , 2010.- 115 p.

3. Allerton Derek J. The Linguistic and Sociolinguistic Status of Proper Names. //Journal of Pragmatics. – 1997. - № 11. – P. 61–92 p.

4. Anderson John M. On the Structure of Names. // Folia Linguistica. – 2003. - №7. – P. 347–398 p.

5. Locke J. "An Essay Concerning Humane Understanding". , Cambridge., - 233 p.

6. Hornby A.S, Gatenby E.V, Wakefield H, "The advanced Learner's Dictionary of current English''., 1992-122 p.

7. Mill J. S. "A System of Logic". The Hague: Mouton.,2001-332 p.

8. Rivers A, Wilga M., "Speaking in many tongues": Essays in foreign-language teaching. // 3rd ed.// Cambridge, 1983-231 p.

9. Saeed, J. I. "Semantics". Oxford: Blackwell., 2003-321 p.

10. Allerton Derek J. The Linguistic and Sociolinguistic Status of Body language. //Journal of Pragmatics. – 1997. - № 11. – P. 61–92

11. Halleck, Ruben. Halleck's New English Literature, American Book Company, 1913. 64-98 p.

12. Rupert Christiansen. Body language and voice projection, 1780–1830. (London: Bodley Head, 1988), 215 p.

13. The Long Eighteenth Century: British Political and Social History 1688-1832 (The Arnold History of Britain Series). 215-222 p.

14. Dress in Eighteenth-Century Europe 1715-1789 (revised edition). Yale University Press, 150-252 p.

15. Allen, V. F. (1983) Techniques in Teaching Vocabulary. Oxford: Oxford University. 52-54p

16. Press. Berns, M. S. (1984) Contexts of Competence: Social and Cultural Consideration in Communicative Language Teaching. New York: Plenum Press. 25-35 p.

17. Communication London: Longman. Carter, R. (1992) Vocabulary: Applied Linguistic Perspectives. London. 66-72 p.

18. Press. Lewis, M. (1992) The Lexical approach London: Language Teaching 10-15 p.

19. Publications. Lewis, M. (1993) The Lexical Approach. England: Language Teaching Publications. Lightbown, Pasty M.&NinaSpada. (2002) How Languages Are Learned. Shanghai: 25-36 p.

20. Shanghai Foreign Language Education Press. Littlewood, W. (1981) Communicative Language Learning. Oxford. 54-98 p.

21. Acquisition. San Diego: Academic Press. Lord, R. (1993) Learning Vocabulary. 8. InIRAL. Vol.12. Meara, P. (1996) 'The Dimensions of Lexical Competence'. In Performance & 46-48 p.

22. Institute, Vitoria University. Nation, I.S.P. (2001) Learning Vocabulary in Another Language. Oxford. 25-35 p.

23. Humanistic Psychology. Schmitt, N. & P. Meara. (1997) Researching Vocabulary Through a Word KnowledgeFramework: Word Associations and Verbal Suffixes. Studies in Second Language. 36-48 p.

24. Press. Swan, M. (1985) Communicative Competence: Some Roles of Comprehensive Input and Comprehensible Output in Its Development. Oxford: Oxford, 78- 92p.

25. University Press. Terrel, T. D.(1982) A Natural Approach to Second Language Acquisition and Learning. 105-167 p.

26. Modern Language Journal. Wilkins, D. A. (1976) Notional Syllabuses. Oxford: Oxford University Press. Widdowson, H. G. (1978) Teaching Language as Communication. Oxford: Oxford University Press. 166-194 p

27. John & Liz, S. (2000). New Headway- Pre. Intermediate. Oxford University Press 210- 215 p.

28. Karen, R. (1973). Communication games. MAcmillian Publishers, New York 10-15 p.

29. Ladousse, G.P. (1987). Role-play. Oxford University Press, 66-69 p.

30. Lee, W.R. (1979). Language teaching games and contests. Oxford: Oxford University Press. 98-105 p.

31. Lewis, G. and Bedson, G. (1999). Games for children. Oxford University Press 304-316 p.

32. Lightbrown, P.M &Spada, N. (1999). How languages are learnt. Oxford University Press 443-445 p.

33. Little Wood, W.T (1981). Communicative language teaching, Cambridge University Press. 98-115 p.

34. Martin, C. (1995). Games and Fun activities. Young Pathfinder Series: London: CILT 134-145 p.

35. McCallum, G.P. (1980). 101 Word Games. Oxford: Oxford University Press. 55-64 p.

Internet resources

1.http://www.lex.uz/pages/GetAct.aspx?lact_id=196944(English to specific needs)

2.http://www.lex.uz/Pages/GetAct.aspx?lact_id=2135768

3.http://www.tempus.uz/index.php?option=com_content&view=category&layout=blog&id=8&Itemid=12&lang=uz.dictionary