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**"Identifying The Status of Education
of Iraqi EFL Students With Learning
Disabilities and How to Prevent
Their Causes".**

A B S T R A C T

Learning disabilities can be found in every class. If the students have no ability to perform correctly in a special context or if they struggle to understand what they are learning, they might have a learning disability. When a teacher or parents notice that a student has a problem in reading, writing, listening, speaking, or doing any other practices concerning learning contexts, they must search for sources of a specific disability and they must investigate those problems. This study is concerns with Learning Disabilities in Iraq and specifically at school level. It is also identified Iraqi EFL learners with learning disabilities and attempted to present solutions to prevent these causes. It also aims at observing the problems and an attempt to find their causes and sources are presented. In order to help teachers for passing the challenges of learning disabilities, the sources of these disabilities must be specified according to teachers', educational specialists' and parents' observations. These observations can be used as a guide to help students passing these disabilities.

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"تحديد حالة التعليم لطلاب اللغة الإنجليزية كلغة أجنبية الذين يعانون من صعوبات التعلم وكيفية منع أسبابهم".

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الخلاصة

معوقات التعلم ممكن أن توجد في كل صف. عندما لا تكون هناك قدرة لدى الطلبة على الأداء

بشكل صحيح في موقف معين أو عندما يعاني الطلبة في فهم ما يدرسونه فهم على الأغلب يعانون من معوقات في التعلم. عندما يلاحظ المعلم أو الأبوان بأن الطالب يعاني من مشكلة في القراءة أو الكتابة أو الاستماع أو التحدث أو القيام بأي مهارة تعليمية أخرى يجب أن تستقصى تلك المشاكل ومعرفة مصادرها. تتعلق الدراسة الحالية بالتعريف بمعوقات التعلم في العراق خاصة في المدارس وذلك من خلال التعريف بمعوقات التعلم لدى الطلبة العراقيين الدارسين للغة الإنجليزية كلغة أجنبية ومحاولة إيجاد حلول لتلك المعوقات ومصادرها من أجل مساعدة المختصين على تجاوز تلك المعوقات. أن ملاحظات المعلمين والأبوين ممكن أن تستخدم لمساعدة الطلبة على تجاوز تلك المعوقات.

1. Introduction

Learning disabilities are a group of neurological or brain-based problems that affect in one way or more in a person takes in ,stories or information that they deal with. Learning disabilities come in many forms and their effects are different from one to other. They can related to :

- 1- The information which get into the brain(input).
- 2- Make the order of this information(organization).
- 3- Storing and retrieving information(memory)
- 4- Recovering information back out (output) (Integra Sttaf.2009:79)

A Learning Disabilities(LDs) is a weakness or inefficiency in human's brain working that highly affects the human's ability to learn easily. It is a way of neurological ability to work in the brain that causes a human to have difficulty correctly receiving information (perception), correctly processing information (cognition/ thinking). Or it can be also easily responding to information (written and verbal expression, visual-motor coordination, memory, etc.). These types of difficulties are not shape a physical problem with the ears or eyes, but can from the basic neurological ability of the brain. The humans' brain is created with a unordered pattern of strengths and weaknesses. Each one of us have certain subjects that make us get the information easily as well as areas of difficulty that require outside explanation and may need extra effort to understand. (Wang et al, 1994:22)

2. Learning Disabilities.

Learning disabilities(LDs) refer to a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and / or nonverbal information. These disorders result from impairments in one or most psychological processes related to learning in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities (SPRSD,2015:83).

Emerson, etal (1994:49) state that learning disabilities range in severity and in variably interfere with the acquisition and use of one or more of the following important skills:

- a- Oral language (e.g. listening, speaking-understanding).
- b- Reading (e.g. decoding, comprehension).
- c- Written language (e.g. spelling, written expression).
- d- Mathematics (e.g. computation, problem solving).

They add that the impairments are generally life-long. However, their effects may be expressed differently over time, depending on the match between the demands of the environment and the individual's characteristics. Some impairments may be noted during the pre-school years. Learning disabilities are suggested by un-expectedly low academic achievement or achievement that is sustainable only by extremely high levels of effort and support (ibid).

3. Causes of Learning Disabilities

Learning disabilities are due to genetic, other" congenital and/or acquired neuro-biological" factors. The often run in families. Learning disabilities are not caused by factors such as cultural or language differences, in adequate or in a appropriate instructions, socio-economic status or lack of motivation, although any one of these and other factors may compound the impact of learning disabilities. Frequently learning disabilities co-exist with other conditions, including intentional , behavioral and emotional disorders, sensory impairments or other medical conditions. (Integra Staff,2009) .

Moreover, for success, persons with LD require specialized interventions in home, school, community and workplace settings appropriate to their individual strengths and needs, including:

- Specific skill instruction.
- The development of compensatory strategies.
- The development of self-advocacy skills.
- Appropriate accommodations (Sask,2015:219).

Many sources of disabilities in a given classes can be observed by teachers and the process of teaching in a class with such disabilities tend to be a big challenge because the teachers may find a difficulty to teach fluently due to a specific causes. Also, it can be a challenge for the learners themselves and their families too. The first step is the observation of problems and an attempt is made to find their causes and sources. In order to help teachers for passing the challenges of learning disabilities, the sources of these disabilities must be specified according to teachers, educational specialists and parents' observations. These observations can be used as a guide to help learners passing these disabilities (Erbeli et al , 2018:4).

Sask(2015: 222) states that students with learning disabilities experience an imbalance in their own ability levels. They are very good at some things, very poor at others, and feel the tension between what they can and cannot do. Frustration is a hallmark of a student with learning disabilities. Typically such students will either be failing in one or more academic areas or be expending excessive amounts of energy to succeed. Also, they are also highly inconsistent, able to do a task one day and unable the next.

4. Factors Affect Learning Disabilities

There are five important factors that can be considered the main factors which affect Learning Disabilities. These factors are summarized as:

4.1 The Memory

According to (Erbeil, etal, 2018:8), three types of memory are important to learning. Working memory, short-term memory and long-term memory are used in the processing of both verbal and non-verbal information. If there are deficits in any or all of these types of memory, the ability to store and retrieve

information required to carry out tasks can be impaired. These types are presented as:

1. **“Working memory”** a type of memory which refers to the ability to keep on the information to the full thought idea. For example, reading the text word by word until the end of a sentence, text or paragraph and then understanding the full text.
2. **“Short-term memory”** is the efficient procedures of keeping and recalling information for a limited period of time. The information is shortly active but not yet kept for a long time and retention again.
3. **“Long-term memory”** the type of memory in which the information has been stored and be active over a long period of time. Persons might have disability with auditory memory or visual memory.

One can read a sentence and holds the information. From the beginning till the end of the text, one can collect the meaning together in the full text. This process is called working memory. Then, He/ she continues to read the full paragraph and understand it. Information is may recall again. This process is called short-term memory. But, with the ability of making the information reviewed over a longer period of time, there is no ability to retain it again. One may need more effort over a period of time to make the information become a part of a basic form of knowledge. This process is called long-term memory. If there are abstracts in some or all of these types of memory, the ability to keep and retrieve information needed to carry out tasks can be damaged(Ibid:9).

4 .2 The Teacher

Learning is the function of the teachers' characteristics, so that if the learners accept and love their teachers and learn with motivation, they will be interested in learning. So, the lack of creative teachers in some classes may affect the students' performance. However, some learning disabilities may come from the teacher himself.

Teacher can be considered the main important factor that affect on learning. The teacher- student interaction and the relationship between the two can help in student' development and can enhance their progress in a given class. The construct of teacher efficacy influence classroom behavior (Erbeli et al , 2018:2).

Over the years, educational studies have examined many factors considered to affect the students' ability of learning and especially the teacher due to his/ her important in teaching and learning process. Sanders et al (1997:3) present their core belief that " teachers make a difference". They state that individual teacher has active influence on student' progress by using instruments and procedures. Teacher has often directed the comments to classroom situations. The teacher can observe the ability level of students and show the differences among students according to the ability of learning.

4.3 The School

School is a place where the interactional system takes place. It is an important factor which affects in learning and that may be considered a source of learning disabilities. The elements related to school affect the learner's ability toward effective learning process. Aro and Ahonen(2011:12) state that school factors influence the learner's ability and the learning experiences and also affect in learner's self-image. The learner's experiences, beliefs, knowledge, and skills are all work together for getting the better way for learning. We should have to be familiar with the system of school and understood all factors inside in order to take a full idea that helps us to investigate the factors which may cause learning disabilities.

Wang et al (1994:77) present a scientific research in which they examined a different school factors that can be caused learning disabilities. The most important factors in their research are the learners' characteristics and the used teaching methods. They insist that we should consider the learners as an active element of the environment and we have to be well known with the sources of difficulties and the familiar factors that impact on the learners ability of learning in a specific schools.

4.4 The Classroom

The class is one of the most important factors that affect in the ability of learning. According to Wang et al (1994: 18), class factor has a greater impact on learning outcomes. The factors in class like the relation among learners, their motivation and workable routines have an effect on learning outcomes.

The number of learners in the class affect on the way of learning. The more learners are in the class, the more sources of learning difficulty are required. The number of learners is quiet high in most of our classes that make the control on

the class is quiet a difficult job for teacher. Aro and Ahonen(2011:90) add another elements in the class like the suitability of the room and furniture, an appropriate system for teaching, the good lighting, a relax circumstances and peaceful workplace rise to be an important elements that must be found to help in preventing learning disabilities.

The elements in the class impact on social communication among learners and their interaction outside the class in which they may develop their personalities, thoughts, and feelings that are known to affect learning results also (Marope, 2005:34). The active elements in class help the teachers to prepare, organize and present the lesson successfully and then prevent learning disabilities. The learners do well when the various elements in the class are seen to be completely good for creating a good place for learning without difficulty.

4 .5 The Home

The home is the main source from which learning activities of any learner come from. Some researchers refer to home as "the bedrock" which implies learning(Isangedighi,2011: 32). The home first duty is to help the child to get a good care. But, the home has the important role in supporting their children to be a good learners in their study. The family attitudes and thoughts impact on learning process in active way. Aro and Ahonen(2011:18) say that the role of family in directing the learners toward a successful learning is very important when they show their interest in school and take a role and participate in school events. The family guide the learners in their homework and give their opinions about the system of learning in the school. When the learners face some disabilities in their learning, the family must be familiar and known with these disabilities in order to interact with school and present a help in preventing these disabilities.

Erbeli et al (2018:2) state that the positive history of family affect on learners ability to learn. The state of home seems to make differences in learners' achievement or outcomes. The learners with suitable home state tend to have ability to learn significantly compared to their peers with no such home state.

Many studies have shown that the home factor can significantly affect learners' development and adequately as in Denga and Denga(2007:7) in which they insist on the role of parents in developing the ability of learners to learn without

difficulty. They believe that the level of education of the parents especially of mothers has some impact on their children school learning and on their academic learning in the future. The educational level of the parents make them able to identify with the school learning experiences of their children, and then able to present the necessary assistance to them. While, uneducated parents have no ability to assist and help in the direction of their children learning (cited in Cletus and Edinyang, 2014: 155).

Gachathi(1976: 231) indicates that if the parents have an educational problems or have a lower average of learning situations, they might influence the learners' way of learning and also their motivation toward learning. The writer adds that even if the parents lack the level of education which may lead to make them unable to help their boys/ girls in their activities or support their learning process, but they hope, desire and have motivation to see their boys/ girls in high level of success. The family motivation, encouragement, desire and hope are all important factors for success and for taking the learners away from learning disabilities.

5 . Advices For Dealing With Learning Disabilities

- 1- Take charge of your learners' education
- 2- Identify how your child learns best
- 3- Think life success, rather than school success
- 4- Emphasizing healthy life style habits such as exercise, sleep and diet
- 5- Take care of yourself too
- 6- Keep things in perspective. A learning disability is not insurmountable
- 7- Become your own experts
- 8- Be an advocate for your learner
- 9- Remember that your influence out weights all others.

[\(https://www.helpingguide.org/articles/autism-learning-disabilities/helping-children-with-learning-disabilities.htm/\)](https://www.helpingguide.org/articles/autism-learning-disabilities/helping-children-with-learning-disabilities.htm/).

6 . Types of Learning Disabilities at School Level

The most important types of learning disabilities can be summarized as follows:

6 .1 Dyslexia (Reading disabilities)

"Dys" means difficulty with and "lexia" means word, so dyslexia means learners have problems in reading. These disabilities can be summarized as follows:

- Delete some words or parts of the word read, for example, the phrase (traveled by plane) may be read by the student (traveled by plane).
- Add some words that are not in the original text to the sentence, or some sections or letters to the read word. For example, the word "I traveled by plane" may read it (I traveled by plane to America).
- Replace some words with others that may carry some of its meaning, for example may read the word (high) instead of (hugh) or (students) instead of (pupils) and so on.
- Repeating some words more than once without any justification, for example, may read (washed mother clothes), he says
(Washed mother ... washed mother dresses).
- A weakness in the distinction between similar letters a drawing, and a different word such as: (A and G) or (C and H and F) or (B and T and W) or (S) and so on.
- A weakness in the distinction between letters of a similar word and different symbols such as: (K and S) or (T and D and Z) or (Z and G) and so, and this weakness in the character characterization is naturally reflected on reading the words or sentences that include such These characters, he may read (Tut) say (Dodd) example and so on.
- A weakness in the distinction between vowels may read the word (bean) and says (Phil).
- Difficulty in tracking, increasing confusion, and confusion when reading from the end of the line to the beginning of the next line during reading.
- Read the sentence in a quick and unclear way.
- Read the sentence in a slow word manner.

6.2 Dysgraphia (Writing Disabilities)

Learners have difficulties in handwriting and organizing ideas these disabilities can be presented as follows:

- a. Write in reverse and sometimes he may write entire syllables, words and sentences in reverse from left to right, as they would be in a mirror. * Mixing in directions, he has begun to write words and sections from the left instead of writing them as usual from the right, and the difference here from the above that the words here seem correct after writing, and do not look the same as before.
- b. The order of the characters of words and sections incorrectly, when writing, the word (Spring) may be written (Riba) and sometimes may reflect the order of characters word (Dar) may be written (Rad) and so on.
- c. Mixing in writing between similar characters may see the word (Bab), but writes (Nap) and so on.
- d. Deletes some letters from the word or word of the sentence while typing.
- e. Adds a character to the unnecessary word or adds a word to the unnecessary sentence while typing the spelling.
- f. Replace a letter in the word with another letter (g) or (bn) ..
- g. The student may find it difficult to commit to writing on the same line of paper.
- h. Finally, the student's line is usually so bad that it is difficult to read Gachathi(1976: 231).

6.3 Dyscalculia (Account Disability)

Learners have difficulties in doing math problems , understanding time and using money. These disabilities are as follows:

- a. It is difficult to connect the figure to its symbol. It asks him to write the number three in writing (4).
- b. Disability to distinguish numbers with opposite directions such as (6 2), (7 8), where he may read or write the number (6) as (2) and vice versa and so on the numbers 7 and 8 and the like.

It is difficult to write the numbers that need a particular direction. For example, the number (3) is written such as (), the number (4) may be written so (9) Read it or write it (52) and so on. (See Model 3)

c. Disability in mastering certain concepts related to basic calculations such as addition, subtraction, multiplication, and division. For example, a student has collected $25 + 12 +$, for example, $= 01$ When asked, it was found that he had collected the numbers $5 + 2 + 2 + 1$ and the answer was 10, but he wrote this number on the contrary.

From this we can see that the confusion in identifying trends is one of the important difficulties faced by students who have learning difficulties. This disorder may be behind most of the common and strange mistakes mentioned above.

6 .4 Dyspraxia (Disability in perception and movement)

These disabilities are divided into three main areas:

a. Disabilities in visual perception:

Gachathi(1976: 231) state that some students with visual perception problems find it hard to translate what they see, and may not distinguish the relationship between things, and their relationship with themselves in a consistent and predictable way. The student here can not estimate the distance and time needed to safely cut the car before a car hits him and sees things In a double and confused manner, and may suffer from problems in governance in the size of objects (the size of the ball thrown by the thrower, for example).

These students also suffer from poor visual memory. They may not remember the words they have already seen, and when they copy something, they look back at the model they are copying. In addition, many students have problems distinguishing the form from the floor, or To arrange images that tell a particular story in a sequential arrangement, in a visual comparison contract, or in finding the different object that does not belong to the group, and they respond to verbal instructions better than visual instructions.(ibid)

b. Disabilities in auditory perception:

In this field students suffer from problems in understanding what they hear and assimilate and therefore their response may be delayed, and may occur in a manner that is not commensurate with the subject of talk, or question, and may confuse the student between some words that have the same sounds as: In addition, he may not associate environmental sounds with their sources, he may have difficulties identifying antonyms (reverse of the word), he may have problems identifying similar problems, and may complain of many overlapping sounds, covering his ears constantly, and It is easy to distract him with voices.

Moreover, he may not be able to know the word if he hears part of it, finds difficulties in understanding what is being whispered or fast, suffers from hearing problems, and returns a series of words or sounds in sequence. Week, chapters, months, addresses, and phone numbers Spelling names(ibid).

c. Disabilities in motor perception and general synergy:

He stumbles on things, softens the milk, stumbles on the carpet, may seem uneven, has difficulty walking, riding a bike, or playing the ball. He may find it difficult to use crayons, scissors, or clothes , This student may be confused between the right and the left and suffers from a lack of consistency in the use of a particular hand or foot. He may suffer from controversy: (preference for the use of the right hand with the left foot or vice versa) and may suffer from a slight tremor in the hands, Or feet. Moreover, some students may be confused about the six directions: above the right In front of the left behind (Gachathi,1976: 231).

6 .5 Dysphasia (Speech disorders)

Many students with LDs suffer from one or more speech and language problems. These students may be subject to structural and grammatical errors. Their answers may be limited to one word because they cannot answer a whole sentence. They may delete some words from the sentence or add words Are not required, the sequence of the sentence may not be accurate, and they may find it difficult to construct useful sentences, based on sound grammar.

On the other hand, they may have a lot of lengthening and twisting around the idea, when talking, or telling the story, and may suffer from stuttering, very slow speech, or lack of description of things, image, experiences, and thus inability to subscribe In conversations, on familiar topics, and frequent use of signals for

signals on the correct answer. Moreover, these students may suffer from speechlessness, deletion or addition of some sounds, and repetition of distorted or distorted sounds(ibid).

6 .6 Disabilities in thinking processes:

The researchers noted that students with learning difficulties show signs of difficulties in their thinking processes. These students may need a long time to organize their thoughts before they respond, and may have the ability to think sensibly. They may suffer from a lack of abstract thinking. These students may suffer from excessive dependence on the teacher, lack of concentration, rigidity, inflexibility, insufficient attention to detail, or meanings of words, lack of organization of working hours, failure to follow instructions, . They may also have difficulties in applying what they learn.(ibid)

6 .7 Disabilities in verbal expression:

The child talks in sentences that are incomprehensible, misinformed and improper in terms of grammatical structure. These children are very difficult to interpret orally. We find them faltering in choosing the right words, repeating many words, using intermittent and sometimes meaningless sentences when asked to talk about a particular experience or recall a story they had previously heard. Their story may go on without giving the required answer. Many of them suffer from a phenomenon called Dysnomia, ie difficulty in extracting words or giving names or correct terminology to the meanings required. What happens to us several times a day, when we fail to remember some names or events, we notice that dozens, but hundreds of times occur to those with learning difficulties.(ibid).

7. Others sources of Learning Disabilities

An addition to the types of Learning Disabilities which are explained above, another sources can be summarized as follows:

7 .1 Memory disabilities:

Each individual has three main sections of memory: short memory, working memory, and distant memory. Where they interact with each other to store and extract information and external stimuli when needed. Children with learning

difficulties usually lose the ability to employ those sections or some of them in the desired form, thus losing much information, prompting the teacher to repeat instruction and work to diversify his presentation (Levine and Reed, 199:77).

7. 2 Disabilities in thinking:

These children have a problem in employing appropriate strategies to solve various educational problems. They may employ primitive and weak strategies to solve problems of calculation and comprehension of reading, as well as when speaking and written expression. Many of these difficulties are due to the lack of regulation. In order for people to acquire many experiences and experiences, they need to organize their experiences in a successful manner, ensuring that they are acquired and used when needed. But children with learning difficulties and in many situations are remarkably difficult in that task. It takes them a lot of time to begin solving duties, taking out brochures from the bag, solving continuous arithmetic problems, or arranging their sentences while talking or writing (Lerner, 1993:77).

7. 3 Disabilities in understanding instruction:

Instructions given verbally and once by the teacher constitute an obstacle to these students, due to concentration problems and memory. So they ask the teacher repeatedly about the tasks or questions he asks the students. And some of them do not understand the instructions required of them in writing, so they resort to the question of the teacher or the implementation of instructions according to their partial understanding, or even to stop implementation until the teacher and guide them individually (Levine and Reed, 1999:84).

7. 4 Disabilities in general perception and conceptual confusion: Difficulties in understanding basic concepts such as: shape, trends, time and place, homogeneous and convergent concepts, basic geometric shapes, weekdays, etc. (Levine and Reed, 1999:83).

7 .5 Disabilities in Visual-Motor Coordination:

When a child begins to draw characters or shapes that he sees fit in front of him, but interprets them in reverse, this leads to incorrect writing such as reversed words, or writing from left to right or Transferring shapes in reverse. This exercise is like looking at the mirror and trying to imitate a shape or carry a picture that the eye sees in reverse. The eye turns the hand towards the thing you see while the mind orders otherwise and draws the hand to the opposite

direction. This phenomenon distinguishes children who are difficult to process and write, and implement complex skills that require eye-hand adaptation such as cutting, coloring, drawing, motor and athletic skills, and poor ability to employ fingers during eye follow-up (Mayes, Calhoun, & Crowell, 2000:60) .

7.6 Disabilities in fine muscles:

Pencil clamping may be inaccurate and may be weak, or they cannot perform simple exercises requiring finger processing.

7.7 Not to risk and avoid performing tasks for fear of failure:

This type of children does not risk and does not risk to answer the questions of the teacher sudden and new. He hates surprises and does not want to be in the center of attention without knowing the result. Through his experiences he learns that the teacher does not reward him for his correct answers, and may embarrass him and blame or ridicule him if he makes a mistake. Therefore, we find him listening most of the time or being prevented from participating because he does not guarantee the teacher's reaction or outcome (Lerner, 1993:34).

7.8 Disabilities in forming healthy social relationships:

Any lack of social skills for the individual may affect all aspects of life, because of the inability of the individual to be sensitive to others, and to recognize as the rest of his colleagues, to read the picture of the situation surrounding it. Therefore, these children fail to build healthy social relationships, which may stem from their disabilities in expressing and selecting appropriate behavior at the right time, etc. Studies have indicated that 34% to 59% of students with learning disabilities are exposed to social problems. Also, those individuals who are unable to form healthy social relationships are classified as isolated, depressed, and some tend to have suicidal thoughts. (Lerner, 1993:94).

8. Solutions for Helping Students With Learning Disabilities

We want our students to be happy and fulfilling in life. With encouragement and the right support, our students can build a strong sense of self- confidence and solid foundation for lifelong success. We know that all students need love, encouragement and support such positive reinforcement can help ensure that

they emerge with a strong sense of self worth. Our job as a parent is not to cure the learning disabilities, but to give our learners the social and emotional tools they need to work through challenges.

(<https://www.helpingguide.org/articles/autism-learning-disabilities/helping-children-with-learning-disabilities.htm/>).

Students with learning difficulties require more attention and support during classroom activities. Here are six successful strategies we could use inside the classroom.

1- Give an extra time for completing class practices:

Learners should be given extra time to complete tasks, tests, written activities in classroom because it gives the students a chance to practice through tests at their own practices.

2- Use a tape recorder:

Lansyst (1014) suggest the use of a tape recorder for assisting learners with Dyslexia.

3- Reduce need for writing:

The teacher can help learners who have Dysgraphia problems by allowing learners to give their practices by the use of videos pictures, and sounds, instead of making them copy the notes from the white board, or from their text book.

4- Keep classroom chatter to a minimum:

Classroom managed with seats in rows by focusing on the teacher process instated of making students seated around tables or facing one another in other orders.

5- Use visual aids and multi- processes learning techniques:

Multi-processes learning is the integration of sight, sound and touch, so these techniques will help students who have disability focusing and paying attention. The teacher should try to use large amount of visual aids during classes such as videos, graphs and charts. It is also to treat with lots of singing, dancing, rhyming, audio tones, clapping and discussions. Finally physical things can help and aid the learning contexts and help learners who suffer from disabilities.

6- Assign them a study buddy:

This process known as "class-mate peer coaching", the act of assigning two learners together can " promote active learning environments that nurture and support positive learning experiences".

([https://queensford.edu.au/2017/06/11/"how-to-help-children-with-learning-disabilities-in-the-classroom"](https://queensford.edu.au/2017/06/11/))

While we have problems in our dialect, the solution is train our pronunciation to be better find some videos, music or authentic conversations in English. See or hear, then practice the sounds that we have heard in the source (www.understanding-Learning-disabilities.com/prevent.learning-disabilities.html.)

The continuum of learning ability and characteristically have very limited understanding. Many students express themselves through non-verbal means, or at most through using a few words or symbols. In addition some people need support with behavior that is seen as challenging, such as self-injury.

Students with a severe learning disability often use basic words and gestures to communicate their needs. Many need a high level of support with everyday activities such as cooking, budgeting, cleaning and shopping, but many can look after some if not all of their own personal care needs. Some people have additional medical needs and some need support with mobility issues.

Moderate – students with a moderate learning disability are likely to have some language skills that mean they can communicate about their day to day needs and wishes. Students may need some support with caring for themselves, but many will be able to carry out day to day tasks with support.

Mild – A person who is said to have a mild learning disability is usually able to hold a conversation, and communicate most of their needs and wishes. They may need some support to understand abstract or complex ideas.

9. Conclusions

Trying to use English language every day in our class, and or outside the classroom. This can stimulate our behavior to always use English as a habitual even daily conversation. Keep in touch with someone who likes English too, because they have much more attention than to those who don't.

Great a small group to train our English, whether in class or outside the class. Learning by doing is really important in learning to speak English. We can share information through the group, make small conversation, and check others errors. This also can give extra additional vocabulary to the persons

Some students don't have the ability to read and write English due to many reasons as:

- 1- They don't have the desire to learn English for academic purpose just for success.
- 2- They don't use the dictionary when they read English texts.
- 3- They don't have the desire to know more than one word when they translate something (synonyms).

Students with disabilities have the ability to learn effectively but their ability to learn may take a period of time to comprehend and understood the instructions as compared with other students.

Generally speaking if the students have no ability to perform in a special content or if they struggle to understand what they are learning, they might have a learning disability.

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