



## Teaching Reading Using Multisensory Language Teaching

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Dyslexia is a language learning difficulty that mainly impacts the ability required for precise and fluent word recognition, spelling, and decoding. Having spelling issues is one of the most common signs of dyslexia, because learners with dyslexia have difficulties in noticing, remembering and recalling words and letters. They may also find it difficult to map sounds and letters in words. These difficulties lead to poor reading comprehension. It is necessary to use specific language teaching methodology to teach learners with dyslexia than those commonly used in most classroom settings. Learning will benefit if the teacher can provide effective, cumulative and explicit teaching by involving multisensory activities when teaching reading. As the methodology we are using documentary analysis, observations and reflective notes analysis. Based on our experience that we gained though the teaching process, we learned that documentary analysis involves the study of documents, such as written records, photographs, videos, and audio recordings, observations can be used to document behavior, interactions, and the physical environment and reflective notes analysis involves the analysis of one's own thoughts, feelings, and experiences. The researchers then measure the reading achievement of the two groups to see if there is a significant difference. Multisensory learning is the simultaneous use of visual, auditory, and kinesthetic-tactile pathways to improve memory. The objective of this talk is to discuss why learners with dyslexia struggle with reading and how multisensory activities facilitate learners reading with scaffolding the process. positively influence learners' reading outcomes.

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