DEALING WITH READING AND WRITING PROBLEMS WHILE TEACHING UNIVERSITY STUDENTS

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Annotation

The study focuses on the development of reading and writing skills and how to deal with the problems of improving those skills to a group of B1 level learners of English classes at the university. Moreover, its advice the most powerful technology to teach and learn Second Language in a real and purposeful context. Computer-mediated collaborative learning is a way to promote interaction both between students and their teachers but also amongst students themselves using authentic input in real tasks (Warschauer, 2000). Another teaching tools can be online blogs as they have lots of informative and at the same time interesting materials to practice.

Key words: problem solving tools, development strategy, skills, improvement, gadgets, teaching techniques

In a learning institution, everyone has various roles and responsibilities and the head-teacher should ensure that a well-structured collaborative work is carried out by all staff for mutual benefits. So, all learners regardless of their differences should be able to access the opportunities. The role of the school thus is to value and treat its learners equally and to offer quality education to succeed. The educators should therefore see how best learners with reading and writing problems can benefit in an inclusive class without being separated from their peers

According to Stakes and Hornby (2000), teaching pupils with special needs in an ordinary classroom is different from the regular program and teachers are often confronted with the question of how to instruct/teach these pupils. Having been an ordinary classroom teacher, the researcher encountered learners with reading and writing difficulties and since this difficulty impacts on all areas of the curriculum, these children often felt humiliated when asked to read and found themselves unable to access information and pass examination. Many of them did not know their problem neither did the investigator know the teaching strategies to employ in order to help them learn to read. Reading and writing problem is one of the categories of special needs education. Every teacher has to give some extra time for teaching children with reading and writing problems. Because of this, the researcher wants to study how to teach learners with reading and writing problems in an ordinary classroom and describe the different approaches and make them available to others. Therefore, to identify the

various models of dealing with differences in classrooms forms the main task of the study. However, it should be noted that the existence of different models of dealing with differences in classrooms depends not only on teacher factors but also on the way in which schools organize their educational provision (Stakes, 1998)

There is a growing consensus in research that teaching methods are related to learners' academic achievement, especially in the case of learners with reading and writing problems. Therefore, there is need to study whether there are differences in the way these learners have 4 access to classroom activities focusing on how they take part on the activities, how engaged they are and what kind of support are offered to them. The main question to be addressed in the study is: How are pupils with reading and writing problems taught in an ordinary classroom?

From the main focus question, a number of other sub-questions include:

1. How do teachers meet the needs of pupils with reading and writing problems in the classroom for all?

2. What kind of support do teachers give pupils with reading and writing problem to improve their academic achievements?

Pupils with writing problem have difficulties in writing to communicate their ideas. They may present difficulties in making sentences, using punctuation in sentences and using grammatically accepted vocabulary and paragraph organization. It may be difficult for someone to read their handwriting as some of them write letters upside down or mirror writing. Most of them have many spelling mistakes in their writing.

In the process of solving problems, they ask questions and seek explanations from each other, learn to organize their knowledge or answers by exchanging ideas. This interaction among peers can also cause cognitive conflict which encourages them to question their understanding critically and try out new ways of solving the problem (O'Connor and Vadasy, 2011). Some children also enjoy as they learn from their friends due to freedom of expression as they interact. In the process of this interaction, peers build social relationships among themselves and emotional well-being. This makes them learn to show empathy and get concerned with one another as they share knowledge (Anita et al, 2008). **Benefits of collaboration** among teachers: they may be able to combine forces and resources in order to plan the lessons and compose various activities for particular skills. They can advise one another on how to respond to every-day tasks of assisting learners with reading and writing problem. By collaborating, they can identify their weak areas that need solutions in order to meet the learners' diverse needs in the classroom. This can help them create awareness on many ways of attaining different methods and goals of teaching in an ordinary classroom. Collaboration can also help them to identify effective classroom management strategies that can promote inclusion of all pupils as stated in most of the international and national policies.

The list of used literature

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Internet links

1. YouTube about Post Method Language Teaching:www.youtube.com/watch?v =iy2P4z UdzXo.

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