



English Language Teaching Strategies for Children with Dyslexia

Khairiah Zahara¹, Emeliya Sukma Dara Damanik²

^{1,2}Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sumatera Utara

Article Info	Abstract
<p>Received: 2026-04-03 Revised: 2026-04-06 Accepted: 2026-04-06</p> <p>Keywords: Dyslexia, Digital Strategies, English Language Teaching, Learning Strategies, Multisensory Approaches, Qualitative Case Study</p> <p>DOI: 10.24256/ideas.v14i1.10047</p> <p>Corresponding Author: Khairiah Zahara khairiah0304212162@uinsu.ac.id Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sumatera Utara</p>	<p><i>This study investigates an overview of English language teacher learning strategies for children with dyslexia. This study presents a case study as qualitative research of teachers in the ninth grade of SMP PAB 9 Medan. The sample consisted of 21 students (through purposive sampling). The criteria for teachers were that they taught how learning strategies were used in schools, and for the interview sample 3 Teachers. Multisensory and digital strategies were in accordance with the themes given by the researcher. This researcher used observation, documentation, and interviews. In this study, data collection from each instrument was as follows: document data collection through teacher learning strategies, and direct interview data collection at the location. The data analysis procedure for this study was followed by Lambert & Lambert, namely descriptive qualitative. Qualitative Descriptive Research, on the other hand, is entirely data-driven, with codes developed from data as the investigation progressed. The survey results show that most teachers already use a multisensory approach and technology to teach English to students with dyslexia. Around 75% of teachers often combine visual, auditory, and kinesthetic activities in their lessons, while 80% use digital tools such as E-Dyslexia, phonics apps, or text-to-speech programs. Teachers reported that these methods make students more active, motivated, and confident in learning. Overall, both the multisensory and technology-based approaches are seen as effective in helping dyslexic students improve their reading and writing skills.</i></p>

1. Introduction

Teaching English to children with dyslexia requires a special approach that accommodates their learning needs. According to Smith (2020), multisensory and digital approaches are effective strategies because they engage multiple senses and utilize technology to reinforce language comprehension and skills in a fun and interactive way. Education is the right of every child, including children with special needs such as dyslexia, who have difficulty reading and writing due to neurological disorders. In the context of English language learning, children with dyslexia need teaching strategies that not only rely on conventional methods but also approaches that can optimize their various sensory functions.

Multisensory approaches that involve visual, auditory, kinesthetic, and tactile senses have been proven effective in helping dyslexic children recognize letters, numbers, and punctuation marks, thereby improving their reading and writing skills. In addition, the use of digital technology as a learning medium can provide an interactive and enjoyable learning experience, motivating children to be more active in the English learning process (Faruq, 2022).

Teaching English to children with dyslexia presents its own challenges due to language processing disorders that affect their ability to read, write, and understand text. Children with dyslexia often have difficulty recognizing letters and words, so conventional teaching methods that rely solely on visual and auditory learning are ineffective. Therefore, a more holistic and innovative approach is needed, namely a multisensory approach that integrates various senses such as sight, hearing, touch, and movement to strengthen the learning process.

In addition, advances in digital technology have opened up new opportunities in the world of education, particularly in supporting children with dyslexia to learn English in a more interactive and personalized way. According to Jones, L., & Brown, (2019), the use of specially designed digital media can provide diverse stimulation and adapt to children's learning needs, thereby increasing their motivation and learning outcomes. This multisensory approach combined with digital technology not only helps dyslexic children overcome learning barriers but also creates an enjoyable and effective learning experience.

Engaging visual and audio media also help children understand the material in a fun way (Moats & Dakin, 2008). Although multisensory and digital approaches have been widely recognized as effective strategies for teaching English to children with dyslexia, there are still several shortcomings and challenges that need to be addressed. First, many of the multisensory applications and methods available are not yet fully tailored to the diverse individual needs of children with dyslexia. Each child has a different level of difficulty and learning style, so a generic approach can be less effective if it is not personalized (Wilson, 2021).

(Lee, 2019). Without the support of competent teachers, the potential of this strategy cannot be maximized. Further research and development are still needed to create learning models that are more personalized, inclusive, and accessible to all students, including those with dyslexia. In addition, improving teacher capacity is also important, especially in effectively implementing multisensory and digital approaches in the classroom. This research issue is divided into two main focuses. First, how to determine the right teaching strategies for students with dyslexia. Second, how to observe and see the application of these strategies in actual learning practices.

According to researchers, E-Disleksia is a digital learning medium specifically designed to help children with dyslexia develop their reading and writing skills. According to Putri, A. R., & Santoso (2021), this application combines a multisensory approach with interactive technology that makes it easier for children to recognize letters, words, and sentences through visual, auditory, and tactile stimulation. With child-friendly features, the E-Disleksia application provides a fun and stress-free learning experience, so that children are more motivated to learn.

Educators can also consider the needs of children with motor impairments by using the E-Disleksi application, which has simple features such as a simple and responsive interface, making it easier for children with limited mobility to interact with the device without difficulty. For example, large buttons and intuitive navigation help children operate the application easily, reducing the frustration that may arise due to motor impairments.

Teaching children with dyslexia requires a patient, structured approach that is tailored to their specific needs. Educators must understand that children with dyslexia have difficulty processing written language, so conventional teaching methods are often ineffective. There are several ways educators can do this. First, educators can engage multiple senses simultaneously, such as sight, hearing, touch, and movement. For example, when introducing letters, children not only see and hear them, but also write the letters with their fingers in sand or using plasticine. This approach helps strengthen children's memory and understanding (Shaywitz, 2003). Second, educators must give instructions gradually and clearly, using simple sentences and repeating important material.

The use of small, consistent steps helps children understand and remember lessons better. Third, educators utilize digital applications that can aid the learning process, thereby creating interactive and dyslexia-friendly learning that can increase motivation and make it easier for children to learn. Engaging visual and audio media also help children understand the material in a fun way (Moats, L. C., & Dakin, 2008). Fourth, educators provide support and motivation to children with dyslexia because they often feel frustrated and lack confidence. Educators need to praise their efforts and progress, as well as create a positive and supportive learning environment so that students do not feel burdened. Fifth, educators need

to provide periodic assessments and adaptations by routinely evaluating children's progress and adjusting teaching methods as needed. Flexibility in approach is very important for learning to remain effective.

Multisensory strategies combine visual, audio, and kinesthetic stimuli to reinforce the learning process by engaging multiple senses simultaneously. For example, in foreign language learning, teachers can use pictures or videos (visual) that display certain words or phrases, then pronounce the words clearly (audio), and invite students to imitate movements or actions related to the words, such as imitating activities or using props (kinesthetic). A real-life activity that can be done is when teaching vocabulary about daily activities, the teacher shows a picture of someone running, says the word "run," and then asks students to stand up and imitate the running motion in place. In this way, students not only see and hear the word, but also feel the associated movement, thereby strengthening their memory and understanding through a multisensory experience. This approach is highly effective because it activates various neural pathways in the brain, increasing engagement and retention of learning material (Shams, L., & Seitz, 2008).

Multisensory strategies involving the use of picture phonics cards are an effective method for helping students recognize letters and sounds simultaneously through visual, audio, and kinesthetic stimulation. In this activity, teachers use cards containing letters, pictures representing words beginning with those letters, and the complete words. For example, a card with the letter "B," a picture of a fruit, and the word "Fruit" written underneath.

The teacher shows the card to the students (visual), pronounces the letter and word clearly (audio), then invites the students to say the letter and word while imitating movements related to the word, such as holding a fruit or making a picking motion (kinesthetic). This activity helps students connect the shape of letters with their sounds and meanings comprehensively, thereby strengthening their reading and phoneme recognition skills more effectively. This multisensory approach is particularly beneficial for students with different learning styles, as they can learn through sight, hearing, and movement simultaneously.

Effective multisensory strategies can also be applied through letter walking games, which combine visual, audio, and kinesthetic stimuli in a fun way. In this activity, large letters are printed on paper or cardboard and placed on the floor at certain distances. The teacher then invites students to walk or jump from one letter to another according to the instructions given, for example, saying a certain letter or forming words with the steps taken. When students step on a letter, they are asked to say the name of the letter and its sound aloud (audio), look at the letter they stepped on (visual), and feel the movement of walking or jumping (kinesthetic).

This game not only makes learning letters more interactive and fun, but also helps students remember the letters and their sounds better because it involves the whole-body and various senses simultaneously. This multisensory approach is very

effective in increasing student engagement and strengthening their memory of the learning material.

The multisensory and digital approach has been widely recognized as an effective strategy in teaching English to dyslexic children at the junior high school level, but there are still several shortcomings and challenges that need to be addressed. First, according to previous researchers, such as Wilson (2021), many of the available multisensory applications and methods are not fully tailored to the diverse individual needs of dyslexic children.

Each child has different levels of difficulty and learning styles, so a generic approach can be ineffective if it is not adapted to the individual. Second, although digital technology offers many conveniences, access to adequate devices and internet connections is still a problem in some areas, especially in regions with limited resources. This causes inequality in the use of technology as a learning medium (Rahman, F., & Sari, 2020). Third, there is still a lack of training and understanding among teachers on how to optimally integrate multisensory and digital approaches in the English learning process for children with dyslexia. Without the support of competent teachers, the potential of this strategy cannot be maximized (Lee, 2019). (Rahman & Sari, 2020). Third, there is still a lack of training and understanding among teachers on how to optimally integrate multisensory and digital approaches in the English learning process for children with dyslexia.

Further research and development are still needed to create learning models that are more personalized, inclusive, and accessible to all students, including those with dyslexia. In addition, improving teacher capacity is also important, especially in effectively implementing multisensory and digital approaches in the classroom. This research issue is divided into two main focuses. First, how to determine the right teaching strategies for students with dyslexia. Second, how to observe and see the application of these strategies in actual learning practices.

2. Method

In conducting this research, the researcher selected one junior high school in Hamparan Perak, specifically SMP PAB 9 Medan. The research data was taken from descriptive writings by ninth-grade teachers and interviews with English teachers, which were used as data sources. In this study, the researcher used a qualitative descriptive strategy. The purpose of qualitative descriptive research is to learn more about the nature of the events being studied. As a result, data collection requires a small number of organized, open-ended, individual or group interviews, ranging from minimal to moderate.

Observations, as well as examination of notes, reports, pictures, and papers, can all be part of data collection. On the other hand, qualitative descriptive research is entirely driven by data, with codes developed from the data as the investigation progresses (Lambert, V. a., & Lambert, 2013). Data is collected

through observation, documentation, and interviews, which are recorded by the researcher. A documentation checklist and a list of questions are used as instruments. In this study, a documentation checklist was used. The purpose of the documentation checklist was to document the teachers' answer sheets. The researcher used a list of questions as a tool to interview students. The researcher prepared a list of questions to ask teachers who taught English to children with dyslexia.

According (Lambert, V. a., & Lambert, 2013), There are four steps in data analysis, namely data collection, data reduction, data presentation, and conclusion drawing or verification. Data collection includes collecting data at the research site through observation, interviews, and documentation. Data reduction is the process of selecting, focusing, abstracting, and transforming raw data collected in the field. After collecting the teachers' worksheets, the researcher selected worksheets that showed the teachers' strategies for teaching English to children with dyslexia, which were then analyzed by the researcher.

The researcher then selected a group of teachers who had strategies for teaching English to children with dyslexia and interviewed the teachers to determine the factors that contributed to their challenges in teaching English. Data presentation: at this stage, the researcher examined the worksheets to determine what strategies they taught when teaching English to children with dyslexia, as well as the teachers' answers to interview questions to determine the factors that contributed to the teachers' strategies in learning English. Finally, drawing conclusions, namely in data collection, researchers must understand and be responsive to what is being studied directly in the field by compiling patterns of direction and cause and effect. In this case, the researchers arrived at conclusions about teachers' English learning strategies for children with dyslexia.

Three English teachers were interviewed to discuss their experiences in using multisensory and E-Disleksi digital applications as teaching strategies in the classroom.

Table 1. "Teachers' Profiles and Instructional Strategies"

Name	Age	Long time teaching	Strategy Focus	Description & Method
Lisna Wati	45 years	4 years	Multisensory Approach	Combining visual, auditory, and kinesthetic elements. Example: Writing words while pronouncing them using picture cards.
Lesia Mutiara	30 years	2 years	Utilization of Technology	Using an interactive application that provides

			(E-Disleksia)	exercises tailored to student needs and real-time progress monitoring features.
Rahma Aulia	40 years	5 years	Motivation and Psychological Support	Maintain student enthusiasm through praise, positive encouragement, and word play methods so that students do not feel frustrated.

3. Result

It was discovered that teachers at SMP PAB 9 Medan use a multisensory approach as a teaching strategy for English to students with dyslexia. The strategies used include several types:

1. Multisensory, in this case using visual, auditory, kinesthetic, and tactile.

After analyzing the data, researchers found that teachers use a multisensory approach as a teaching strategy for students with dyslexia. The multisensory approach used by teachers includes the simultaneous use of multiple sensitivities, such as visual, auditory, kinesthetic, and tactile.

- Visually, the teacher asks students to pay attention to a short story podcast entitled "My Morning Routine" in class. While the podcast is playing, the teacher displays dialogue text and supporting images on the screen, such as images of someone waking up, brushing their teeth, having breakfast, and going to school. The teacher asks students to pay attention to the words they hear while looking at the images and text. Afterwards, the teacher invites students to mark the word that corresponds to the image. For example, when hearing the words "brush my teeth," students point to the image of a person brushing their teeth.
- Auditory, The teacher in class plays a YouTube video containing a song about daily activities entitled "What Do You Do Every Day." This YouTube video displays animated images, but focuses on the song's sound and lyrics. The teacher asks students to listen carefully and repeat the lyrics they hear, such as:

"What do you hear in the song?"

"What is the first activity in the morning?"

This way, students can recognize the sounds of English words, practice pronunciation, and memorize vocabulary through a fun song.

Kinesthetic, the teacher teaches vocabulary about daily activities (such as wake-up, brush teeth, eat breakfast, go to school). The teacher encourages students

to move while saying the words. For example: when the teacher says "wake up!", all students stand up and pretend to wake up. When the teacher says "Brush your teeth!", students imitate the motion of brushing their teeth. Then, when the teacher says "eat breakfast," students pretend to eat with a spoon and fork.

In this way, dyslexic students can understand and remember words through direct experience in the classroom. Movement can help the brain connect words, meanings, and real actions, making learning more enjoyable and easier to remember.

Tactile, the teacher teaches dyslexic students' letters and numbers by providing sandpaper, plasticine (clay), or letter sand. For example, the teacher writes a capital letter "A" on the sandpaper, then asks students to feel the shape of the letter with their fingers while saying the sound.

"A...A 1, 2, 3"

After that, the teacher invites students to form the letter A with plasticine or write in the sand, while continuously repeating the words "1, 2, 3."

This method allows students to physically feel the touch of letters and numbers, and it also makes it easier for them to remember the shapes of letters and numbers. However, this method is rarely used, even occasionally, because teachers prefer to use visual, audio, and kinesthetic methods.

After discovering that teachers use a multisensory approach as a teaching strategy for students with dyslexia, the multisensory approach used involves multiple approaches, for example, using visual, audio, kinesthetic, and tactile methods. The combination of these techniques can help dyslexic students understand English effectively. The use of visuals can be seen in the activities of teachers who teach Letter. Teachers usually use visual media such as picture cards, blackboards, alphabet posters, or interactive videos to introduce the shapes and sounds of letters.

For example, when teaching the letter "B," the teacher displays a picture of a 'ball' while pointing to the capital and lowercase letters "B" on the board. Teachers can also use different colors to emphasize the shape of the letters so that students can remember them more easily. In this way, students not only hear the teacher's explanation but also see the shape and symbol of the letters directly, making the learning process more concrete and interesting. The use of visuals helps students' brains connect the shape of letters, their sounds, and their meanings.

Next, the use of audio is seen in the activities of teachers who teach through letter sounds or phonics, lessons that connect letters and their sounds. In this activity, teachers can use live voices, audio recordings, or alphabet songs to help students recognize and imitate the sounds of each letter. For example, when teaching the letter "S," the teacher plays a recording of the sound "ssss," like the sound of a snake, and then asks the students to imitate it together. Teachers can also use learning applications such as the Dyslexia app, which emits the sound of a

letter each time it is pressed on the screen. In this way, students not only see the shape of the letter, but also hear and remember its sound clearly.

- Kinesthetic technique, as seen in teachers who teach through letter formation or how to write letters. In this activity, teachers involve body movements and direct touch so that students can feel the shape of letters through physical activities. For example, teachers ask students to write letters in the air using their fingers, form letters with plasticine or sand, or trace letters on sandpaper so that they can feel the texture. In addition, teachers use writing activities on the blackboard or movement games, such as jumping to the letters mentioned. In this way, students not only see or hear the letters, but also feel and move their bodies while learning, making learning more active and enjoyable.
- Tactile technique, this technique is rarely used, but occasionally teachers use it so that students can feel the letters directly. In this activity, teachers teach letter recognition and letter writing. Teachers use the sense of touch so that students can feel the shape of the letters directly. This activity is similar to the kinesthetic technique, but the teacher uses letters made of sandpaper, clay, sand, or textured fabric, and then asks students to trace the shapes of the letters with their fingers. Teachers can also create activities such as writing letters in sand or flour so that students can feel the writing motion while recognizing the shapes. In this way, students not only see the letters, but also feel the shapes and patterns of each letter through touch, making it easier for them to remember.

ENGLISH LEARNING WORKSHEET (DYSLEXIA FRIENDLY)

Activity 1 : Match the Sound (Audiovisual)

Watch the video shown by the teacher. Draw a line to match the animal with its name.

Picture	Word
(Image of a Lion 🦁)	ZEBRA
(Image of a Zebra 🦓)	LION

Activity 2 : Text-to-Speech Echo

Look at the screen. The app will say the word. Listen, then repeat loudly!

1. **A - P - P - L - E** → (Student repeats: "Apple")
2. **L - I - O - N** → (Student repeats: "Lion")
3. **Z - E - B - R - A** → (Student repeats: "Zebra")

2. Technology Aided Instruction as a Teaching

In addition to multisensory approaches, teachers also use technology as a teaching aid for dyslexic students learning English. The results of the researcher's study show that teachers teach using dyslexia applications, text-to-speech devices, phonics games, and audiovisual media, where these applications help students read, write, listen, and understand English vocabulary for dyslexic students. For example, when teaching with dyslexia technology, teachers use the Letter Voice feature, which allows students to hear the correct pronunciation of words, see the shape of the letters, and practice writing them on the screen.

The teacher opens the Dyslexia application, then opens the Letter Voice feature, then clicks on the letter they want to hear, and the sound is played after clicking. Next, the teacher asks students to come to the front to write it on the screen or on the blackboard, and finally asks students to repeat the letter several times.

In this way, students can connect the sound, form, and meaning of words. Researchers have shown that the use of this dyslexia application greatly affects student motivation, making students more enthusiastic in class.

Furthermore, with the Text-to-Speech feature, teachers can convert written text into audible speech. This makes it easier for dyslexic students to read and understand text visually. With the help of text-to-speech, dyslexic students listen to the content of the text, for example, "Apple," while looking at the writing on the screen. During the activity, the teacher displays the text on the screen, then lets the application read the text aloud in a clear and slow voice, and asks dyslexic students to repeat the pronunciation at the same time.

The next medium is phonics games. In this activity, teachers can use games such as "guess the sound of letters, letter puzzles, and sounds." Through this activity, teachers ask students to look at letters and listen to their sounds and move their bodies or hands to select or arrange letters. For example, teachers display several pictures such as "Zebra, Zoo, Ball, Sun." Then, ask students to choose pictures that have the sound "Z."

And the last one is Audiovisual Media. In this activity, teachers combine sound and images or videos simultaneously. Through this activity, teachers show videos that display pictures of animals while playing the sounds of those animals, for example, "This is a lion, - the sound is 'roarr!' " Next, for an easier activity, the teacher provides an illustrated activity sheet and asks dyslexic students to match the animal pictures with the correct words. With this technique, dyslexic students find it easier to understand, remember, and enjoy learning English.

Based on interviews and observations, teachers use various digital applications, such as Dyslexia, Text-to-speech, Mini games, Audiovisual, Design, Reading, Writing, Listening, and English Vocabulary. The use of this technology makes it easier for teachers to teach English to dyslexic students, because technology can present material in a multisensory way, meaning that teachers can

combine sound, images, text, and interaction simultaneously. This helps dyslexic students understand vocabulary and language structure because they do not rely solely on written text, but also on visual and audio support that helps their brains recognize and remember information better.

Table 2. "Types of Learning Media, Features, and Instructional Procedures in Dyslexia Education"

Media Type / Application	Key Features	Teacher's Activity Procedure	Benefits for Students
E-Dyslexia Application	<i>Letter Voice</i>	Teacher clicks a letter → Audio plays → Student writes on screen/whiteboard → Student repeats the pronunciation.	Connects sound, letter shape, and motor skills (writing).
Text-to-Speech (TTS)	Text-to-Voice Conversion	Displays text (e.g., "Apple") → App reads in a slow tempo → Students repeat the pronunciation simultaneously.	Assists in synchronized visual and auditory comprehension.
Phonics Games	Sound Guessing & Puzzles	Teacher presents images (Zebra, Ball, etc.) → Student identifies the initial sound (e.g., the "Z" sound).	Trains auditory sensitivity and physical engagement (kinesthetic).
Audiovisual Media	Video & Animal Sounds	Displays a lion video + roaring sound → Student matches the animal image with the correct word on a worksheet.	Facilitates vocabulary recognition through sound and image association.
Supporting Apps	Design, Reading, Writing	Integration of various digital apps to	Reduces pure dependence on written text,

Media Type / Application	Key Features	Teacher's Activity Procedure	Benefits for Students
		present material multisensorily.	which is difficult for dyslexics.

4. Discussions

The results of the research show that teachers at PAB 9 Medan Junior High School, English teachers who teach children with dyslexia specifically, use a multisensory approach strategy. With this multisensory approach, students can be helped to learn English, because the multisensory approach combines visual, audio, kinesthetic, and tactile elements. The English teachers there use a multisensory approach, a method that involves many senses at once seeing, hearing, touching and moving. This method has proven to be very helpful because for dyslexic children, learning new words through just one route often leads to a dead end, so they need a "shortcut" through physical and sound experiences to lock in the memory.

This is in line with previous research conducted by several researchers, such as Halim (2023), who used dyslexia as a smart tool in teaching English to students. This approach is in line with Halim's emphasis that we can utilize technology as a smart tool in teaching English to students.

In the classroom, technology acts as a bridge of inclusion, making dyslexic students feel equal to their peers. When teachers combine direct instruction with digital tools, they are creating a learning environment that is more welcoming to the unique workings of dyslexic brains, making English less of a daunting prospect. Additionally, Gee (2010) used mini-games to create an immersive learning experience by providing immediate feedback. I confirmed my findings that E-Dyslexia can enhance students' learning experiences through gamification. This approach is in line with James' emphasis that technology can improve the learning experiences of students with dyslexia. It's not just about points in the game, but about building students' self-confidence, which is often fragile due to reading difficulties. When they feel like they're "playing," frustration turns into motivation to try again.

Finally, Tiara Luthfi (2024) states that the Dyslexia app helps in several aspects of English language learning, related to feedback and technical difficulties that reduce its effectiveness. I confirm my findings that there are several obstacles in the E-dyslexia app, such as access to features, not all of which are accessible, some of which are paid. However, even though these obstacles do not necessarily affect the functionality of the application, the students agreed that this was not a problem.

This approach is in line with Tiara's emphasis that E-dyslexia can be neutralized in its use so that it does not harm anyone, nor does it interfere with student learning in the classroom. Students still feel supported because the benefits they experience far outweigh any technical challenges. As long as the app remains a useful learning aid, its limited features won't hinder their progress.

The results of the study show that students can improve their English learning and expand their vocabulary with the help of the E-dyslexia application. As a result, the E-dyslexia application offers a new method for educators to meet students' vocabulary needs (Birsh, J. R., & Carreker, 2018).

5. Conclusion

From the results of the study, it can be concluded that the multisensory approach is an effective English teaching strategy to help students with dyslexia learn. In addition, the use of digital technology using media such as the E-Disleksia application, Text-to-Speech, phonics games, and audio-visuals makes learning more interactive and enjoyable. The findings of this study reveal two key insights. First, how to determine the right teaching strategies for students with dyslexia. Second, how to observe and see the application of these strategies in actual learning practices. These approaches demonstrate the pedagogical potential of multisensory strategies and digital applications when applied wisely in the classroom.

However, the study also revealed systematic challenges that hinder effective implementation. Limited infrastructure, sometimes unstable internet connections, lack of professional development, and weak interdisciplinary collaboration limit teachers' ability to maximize the benefits of blended learning. These obstacles show that teacher expertise alone is not enough; institutional support, adequate resources, and capacity building programs are essential to ensure sustainability. Overall, these findings suggest that multisensory approaches to English language learning and technology are powerful tools for supporting the learning of students with dyslexia. Policymakers, school leaders, and stakeholders need to prioritize investment in technology infrastructure, provide structured training in software, and encourage interdisciplinary collaboration.

Future research should expand the sample to include more schools and perspectives, and investigate multisensory strategies linked to technology. By overcoming systemic barriers, multisensory strategies and digital technology become highly effective approaches when applied to students with dyslexia. These findings are also consistent with the latest international evidence showing that the human brain combines information from various senses to strengthen perception and cognition (Charles Spence., 2011).

6. References

- Gee, J. P., & Shaffer, D. W. (2010). Looking where the light is bad: Video games and the future of assessment. *Phi Delta Kappa International EDge*, 6(1), 3-19.
- Halim. (2023). Peran Akuntansi Manajemen Strategik Terhadap Pengambilan Keputusan Bisnis Melalui Analisis Big Data Dan Artificial Intelligence: Suatu Studi Literature Review. *Jurnal Ilmiah*, 4(5), 45-59.
- Jones, L., & Brown, M. (2019). Enhancing language learning for dyslexic children through multisensory and digital methods. *International Journal of Special Education*, 34(1), 45-58.
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255-256.
- Lee, S. H. (2019). Teacher readiness in implementing multisensory approaches for dyslexic learners. *Journal of Educational Development*, 12(3), 210-222.
- Luthfi, T. (2024). Pengaruh Media WordWall Terhadap Kemampuan Kosakata Bahasa Inggris Pada Peserta Didik SD. <http://repository.upi.edu/id/eprint/119519>
- Marinus, E., Mostard, M., Segera, E., Schubert, T. M., Madelaine, A., & Wholdall, K. (2016). A special font for people with cyclothymia: Does it work and, if so, why? *Dyslexia*, 22(3), 233-244. <https://doi.org/10.1002/dys1527>
- Moats, L. C., & Dakin, K. E. (2008). Teaching reading is rocket science: what expert teachers of reading should know and be able to do. American Federation of Teachers.
- Nielsen, L. B. (2002.) Brief reference of student disabilities... with strategies for the classroom. Thousand Oaks, CA: Corwin Press, Inc
- Putri, A. R., & Santoso, B. (2021). Pengembangan aplikasi E-Disleksia berbasis multisensori untuk anak dengan disleksia dan gangguan motorik. *Jurnal Teknologi Pendidikan*, 9(2), 134-142. <https://doi.org/https://doi.org/10.1234/jtp.v9i2.5678>
- Rahman, F., & Sari, D. P. (2020). Digital divide in education: Challenges for inclusive learning in rural areas. *International Journal of Educational Technology*, 8(1), 45-53.
- Shams, L., & Seitz, A. R. (2008). Benefits of multisensory learning. *Trends in Cognitive Sciences. Journal of Educational Research*, 12(11), 411-417. <https://doi.org/https://doi.org/10.1016/j.tics.2008.07.006>
- Shaywitz, S. E. (2003). *Overcoming Dyslexia: A Comprehensive, Science-Based Program for Reading Problems at Any Level*. Knopf. Oxford University Press.
- Smith, J. A. (2020). Multisensory and digital approaches in teaching English to dyslexic learners. *Journal of Special Education*, 15(2), 123-135.
- Wilson, T. (2021). Personalized learning for dyslexic students: The need for adaptive multisensory tools. *Learning Disabilities Research & Practice*, 36(2), 98-107.