

Implementing Multisensory Strategies in EFL Classrooms for Dyslexic Learners: A Qualitative Case Study

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The process of learning English as a foreign language (EFL) is complicated and calls for the development of several linguistic skills, such as phonological awareness, vocabulary, reading comprehension, spelling, and written communication. Due to abnormalities in phonological processing, decoding skills, and language-related cognitive processes, learners with dyslexia may face considerable obstacles even if many kids effectively acquire these skills through traditional instructional approaches (Shaywitz, 2003). These difficulties show the necessity for instructional strategies that acknowledge individual learning differences and offer suitable educational support rather than limitations in intelligence or drive.

One of the most well-known specialized learning impairments influencing literacy development is dyslexia. Shaywitz (2003) states that the main symptoms of dyslexia are difficulties correctly and fluently identifying written words, which are often linked to phonological processing deficiencies. Dyslexia's effects can become even more complicated when learners pick up a second language, despite the fact that it is frequently discussed in relation to the development of first-language literacy. The uneven relationship between spelling and pronunciation in English makes word recognition and decoding more difficult for dyslexic learners (Ehri, 2020).

Students with dyslexia may struggle in EFL classrooms to absorb written texts, remember vocabulary, identify sounds, and gain confidence when engaging in language exercises. These challenges might not be adequately addressed by conventional methods that place an emphasis on memorization, written exercises, and consistent learning procedures. Teachers must therefore employ evidence-based teaching techniques that enable students to interact with English through a variety of sensory channels and strengthen the links between sounds, symbols, and meanings.

The significance of modifying instructional strategies to account for the diversity of learners has been highlighted more and more by inclusive education. According to UNESCO (2020), educational systems

should lower obstacles that keep students from participating fully in class activities in order to encourage participation and equal learning opportunities.

According to this viewpoint, helping students with dyslexia necessitates both identifying their challenges and putting pedagogical strategies into practice that enhance accessibility, engagement, and meaningful learning.

Multisensory training is one strategy that has drawn interest in literacy and language education. During learning exercises, this method deliberately integrates tactile, kinesthetic, auditory, and visual modalities. Multisensory approaches increase memory and understanding by enabling learners to make connections between several kinds of representation rather than delivering information through a single channel (Birsh & Carreker, 2018). Using visual organizers, color-coded materials, movement-based pronunciation exercises, tactile spelling exercises, and combining spoken language with written and visual representations are a few examples of multimodal approaches used in EFL courses.

According to research, multimodal training can help dyslexic students increase their literacy. For instance, Gohar (2019) found that dyslexic students' phonological awareness and spelling improved with structured multimodal EFL training. Similar to this, Gharaibeh and Dukmak (2021) discovered that multimodal treatments helped children with reading challenges strengthen their English reading skills, highlighting the possibility of fusing technology with multisensory concepts. More recent research has also highlighted the need of teacher training, institutional support, and access to relevant resources in addition to instructional methodologies for successful implementation (Wright et al., 2024).

There are still significant gaps in our knowledge of how multimodal techniques are used in real-world EFL classrooms, despite mounting evidence of their advantages. Fewer studies examine instructors' experiences, perspectives, and difficulties while implementing multisensory methods in regular educational situations, whereas the majority of current research focuses on quantifying intervention outcomes. This restriction is especially pertinent in Latin American EFL contexts, where educators may encounter institutional support, professional development, and instructional resources.

Thus, the purpose of this qualitative case study is to investigate how multimodal approaches are used in EFL courses with dyslexic pupils.

The study specifically aims to comprehend instructors' opinions about these tactics' efficacy, the difficulties they face, and the contextual elements that affect how they are used. This study aims to support the creation of more inclusive and culturally relevant methods of teaching English by looking at instructors' experiences. The study specifically aims to respond to the following research questions:

- **How are multisensory strategies implemented in EFL classrooms that include students with dyslexia?**
- **What are teachers' perceptions of the effectiveness and challenges of multisensory strategies in supporting dyslexic learners' reading and writing development?**

Literature Review

One of the most prevalent particular learning impairments influencing literacy development globally is dyslexia. Despite sufficient intelligence, traditional training, and suitable educational chances, it is typified by ongoing challenges with accurate and fluent word identification, spelling, and decoding (Shaywitz, 2003). These difficulties are mostly caused by phonological processing deficiencies, which make it hard for students to effectively connect spoken and written language. Dyslexia has no effect on a person's intellectual capacity, but when teaching methods don't take into account students' cognitive differences, it has a substantial impact on academic achievement.

Dyslexia is now acknowledged as a neurodevelopmental disorder rather than a result of subpar instruction or low motivation. According to Catts et al. (2024), modern definitions highlight how phonological processing, language development, and environmental factors

interact, motivating teachers to use more thorough methods for assessment and intervention. In a similar vein, Wolf et al. (2024) suggest that dyslexia should be seen via a dynamic framework that takes into account several cognitive processes as opposed to a single impairment, highlighting the necessity of adaptable teaching strategies that take learner variability into account.

Because English orthography is marked by intricate and irregular interactions between sounds and letters, learning English as a foreign language poses significant difficulties for dyslexic children. According to Ehri (2020), creating safe linkages between phonemes and graphemes through methodical instruction is essential for the development of successful reading. However, before these connections become habitual, dyslexic learners often need more explicit instruction, continuous practice, and opportunity to process language through numerous sensory channels.

Dyslexic learners may struggle with phonological awareness, quick automatized naming, working memory, spelling, reading fluency, and written expression, according to numerous studies. In EFL classrooms, these challenges can have a detrimental effect on vocabulary development, pronunciation, reading comprehension, and writing ability. Beckett (2024) goes on to say that educational challenges frequently result from instructional strategies that overlook individual learning differences in addition to the neurological traits of dyslexia. Therefore, rather than assuming that every student will react to traditional literacy education in the same way, inclusive teaching techniques should place a higher priority on accessibility and customized instruction.

Dyslexia may affect students' emotional experiences in the classroom in addition to their cognitive difficulties. Students who consistently struggle with reading and writing assignments frequently report feeling more anxious, having less academic confidence, and being less inclined to engage in language-learning activities. According to Nnamani (2024), boosting academic achievement and learner well-being requires supportive classroom conditions, positive instructor attitudes, and suitable instructional adjustments. The cognitive and affective aspects of learning must therefore be taken into account in order to comprehend dyslexia.

When taken as a whole, these viewpoints imply that dyslexia should be seen as a learning disability that calls for adaptable and research-based teaching strategies rather than as a personal shortcoming. This knowledge serves as the basis for investigating multimodal instruction as a teaching strategy that can assist dyslexic students in EFL settings.

Three contrasting theoretical stances serve as the framework for this review: Dual Coding Theory, Multisensory Structured Language (MSL), and Universal Design for Learning (UDL).

Dual Coding Theory

One of the main cognitive reasons for why multimodal training can improve language learning is Dual Coding Theory (DCT), which was put forth by Paivio (1990). This theory holds that people process information using two separate but connected cognitive systems: a non-verbal system that processes images and other visual representations and a verbal system that processes linguistic information. When both systems are engaged at the same time, learning becomes more efficient because students generate several mental images of the same idea, which raises the possibility of understanding and long-term retention.

This viewpoint was broadened by Clark and Paivio (1991), who explained that learning is

enhanced when verbal explanations are combined with significant visual information rather than given separately.

Learners can create stronger cognitive links between concepts by mixing text, images, diagrams, gestures, and visual organizers rather than just written or spoken words. Because visual representations can assist vocabulary acquisition and reading comprehension while compensating for deficiencies in phonological processing, this method is especially helpful for students with dyslexia.

These ideas are further supported by Mayer's (2014) Cognitive Theory of Multimedia Learning, which contends that learners comprehend new information more successfully when instructional materials meaningfully combine words and visuals. Carefully crafted multimedia materials encourage learners to organize information, integrate existing knowledge, and develop deeper comprehension rather than adding to cognitive burden.

Multimedia learning techniques can be applied in English language classes using interactive presentations, movies, digital graphic organizers, illustrated vocabulary cards, and visual grammar exercises.

Dual Coding Theory offers a crucial theoretical rationale for integrating visual aids into regular instruction for dyslexic students. Both verbal and visual processing systems are simultaneously activated by flashcards with pictures and vocabulary, color-coded grammatical structures, mind maps, illustrated reading materials, and picture-supported storytelling. As a result, pupils are given numerous chances to encode, retrieve, and use language.

However, because Dual Coding Theory mainly concentrates on verbal and visual processing, it cannot adequately explain multimodal teaching on its own. By combining tactile,

kinesthetic, and auditory experiences that actively involve students in creating information through movement and bodily engagement, multisensory instruction expands on this viewpoint. Thus, multimodal instructional frameworks clarify how these ideas might be successfully applied in inclusive classrooms, while Dual Coding Theory offers the cognitive basis.

Multisensory Structured Language (MSL)

One of the most well-known teaching strategies for helping students with dyslexia is Multisensory Structured Language (MSL). MSL, which has its roots in the Orton-Gillingham tradition, integrates simultaneous use of visual, auditory, kinesthetic, and tactile (VAKT) modalities with explicit, systematic, cumulative, and sequential reading education (Birsh & Carreker, 2018). MSL strengthens the brain pathways involved in reading and writing development by encouraging students to make connections between sounds, letters, movements, and tactile sensations rather than teaching language skills in isolation.

Shaywitz (2003) asserts that dyslexia is mostly linked to phonological processing issues rather than deficiencies in drive or intelligence. Therefore, specific instruction that methodically reinforces the links between phonemes and graphemes is necessary for effective intervention. In a similar vein, Ehri (2020) contends that when students are given repeated chances to create safe associations between spoken sounds and written symbols, they become fluent readers. Compared to readers who are usually developing, dyslexic learners frequently need more repetition, systematic practice, and multisensory reinforcement to make these connections.

Multisensory instruction can be used in English language classes through a variety of exercises that are intended to excite several senses at once. Textured letters, sandwriting,

magnetic letters, tracing exercises, movement-based vocabulary games, color-coded grammar instruction, role-playing, songs, rhythmic pronunciation exercises, manipulatives, and digital interactive resources are some of the tools that educators can employ. By encouraging students to process language using several modalities instead than just written text, these exercises increase the chances of meaningful learning.

Multisensory instruction is regularly shown to be beneficial for dyslexic students. According to Gohar (2019), primary school pupils who participated in a structured multimodal EFL program showed notable gains in spelling and phonological awareness when compared to children who were taught using traditional methods. According to these results, including many sensory modalities improves literacy development while lowering the cognitive demands of reading and writing in English.

In a similar vein, Gharaibeh and Dukmak (2021) found that computer-assisted multisensory training significantly improved the English reading performance of dyslexic students. Their research shows how digital tools can successfully enhance multimodal instruction by fusing interactive, visual, and aural learning opportunities. These findings are especially pertinent in today's classrooms, as differentiated instruction is increasingly supported by technology.

In a more recent study, Hazaymeh et al. (2025) looked at the connection between formative feedback and multimodal instruction for dyslexic English language learners. According to their findings, teachers who offer prompt, targeted, and helpful feedback during the learning process enhance the effectiveness of multimodal activities. Successful training necessitates ongoing supervision that enables students to identify mistakes, track their development, and gain confidence in their language skills rather than merely exposing them to a

variety of sensory stimuli.

Multisensory instruction boosts students' interest and engagement in the classroom in addition to improving literacy skills. Research continuously shows that when training includes games, movement, group projects, and practical experiences rather than only traditional reading and writing exercises, students are more inclined to participate in English learning. These results imply that multimodal instruction tackles the affective and cognitive aspects of language acquisition, fostering more inclusive settings where students with dyslexia can actively engage with their classmates.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) provides an educational framework that promotes inclusive teaching by recognizing learner variability as a natural characteristic of every classroom rather than an exception requiring individual accommodations. Developed by CAST (2018), UDL proposes that effective instruction should provide learners with **multiple means of representation, multiple means of engagement, and multiple means of action and expression**. These principles aim to reduce barriers to learning while maximizing opportunities for participation and academic success.

Unlike traditional instructional models that often assume learners process information in similar ways, UDL encourages teachers to design flexible learning environments that accommodate diverse cognitive, linguistic, and motivational characteristics from the beginning of lesson planning. Rose and Meyer (2002) argue that educational barriers frequently arise from rigid instructional practices rather than from students' disabilities themselves. Consequently, inclusive teaching should focus on designing learning experiences that allow all students to access content through different pathways.

Within English as a Foreign Language classrooms, UDL aligns naturally with multisensory instruction because both approaches emphasize flexibility and learner-centered pedagogy. Teachers implementing UDL may present vocabulary through images, videos, real objects, gestures, and oral explanations while allowing students to demonstrate learning through oral presentations, visual projects, collaborative activities, or written tasks. Such flexibility enables students with dyslexia to engage with language learning according to their strengths while gradually developing areas of difficulty.

Recent literature highlights the importance of inclusive instructional design for supporting learners with dyslexia. Florian and Black-Hawkins (2011) argue that inclusive pedagogy requires teachers to anticipate learner diversity instead of making adaptations only after difficulties emerge. Similarly, Ainscow (2020) emphasizes that inclusive education depends on creating educational environments where diversity is viewed as an opportunity for improving teaching rather than as a challenge to overcome. These perspectives reinforce the idea that multisensory instruction should not be considered an isolated intervention for students with dyslexia but rather an inclusive teaching practice that benefits all learners.

Furthermore, UDL contributes to learners' motivation and self-confidence by offering meaningful choices throughout the learning process. Students who experience repeated academic failure often become reluctant to participate in classroom activities. Providing multiple opportunities to access information and demonstrate understanding may reduce anxiety while promoting greater engagement and autonomy. Consequently, integrating UDL principles with multisensory instruction creates learning environments that are both academically effective and emotionally supportive.

Methodology

Research Design

In order to investigate how multimodal tactics are applied in English as a Foreign Language (EFL) classrooms that include students with dyslexia and to comprehend instructors' opinions regarding their efficacy and difficulties, this study uses a qualitative case study design. Instead of measuring variables statistically, a qualitative method aims to comprehend participants' experiences, views, and instructional practices within their natural educational context (Creswell & Poth, 2018).

Researchers can thoroughly examine a current occurrence while taking into account the impact of its real-life setting by using a case study design (Yin, 2018). The case study approach offers a deep understanding of how multimodal instruction is used in inclusive EFL classrooms and how contextual factors affect it because the current research focuses on teachers working within a single educational institution.

Research Context

The study will take place at the medium-sized, bilingual CB Private School (pseudonym) in Ecuador. Throughout the investigation, a pseudonym is employed to protect the institution's identity. The school is a suitable location for researching inclusive teaching methods since it offers English instruction to kids with a variety of learning difficulties, including those who have been diagnosed with dyslexia.

Participants

Three English teachers who either presently teach or have taught students with dyslexia will be the participants. These participants may give detailed accounts of their pedagogical

practices and professional experiences since they have firsthand experience applying instructional adjustments in EFL courses.

A small number of well chosen participants is thought to be suitable for producing in-depth data since qualitative research prioritizes information-rich cases rather than large samples (Patton, 2015).

Sampling Strategy

Purposive sampling and snowball sampling are combined in this study.

Because participants are purposefully chosen based on particular inclusion criteria pertinent to the goals of the study, purposeful sampling is suitable. Purposive sampling, according to Creswell and Poth (2018), allows researchers to find people who have firsthand experience with the topic being studied and who can offer in-depth and significant information.

This method is enhanced by snowball sampling, which enables beginning participants to suggest other educators who have relevant expertise instructing dyslexic students. When researching relatively small or specialized groups that could be challenging to find using traditional recruitment methods, this method is especially helpful (Patton, 2015).

When combined, these selection techniques guarantee that participants have enough work experience to offer insightful commentary on the application of multimodal education in EFL classes.

Data Collection Instruments

Two complimentary qualitative tools will be used to gather data: classroom observations and semi-structured focus group interviews.

Because it offers a flexible structure that encourages participants to narrate their experiences and permits the researcher to ask follow-up questions when pertinent themes arise, the semi-structured interview was used (Kallio et al., 2016). Open-ended questions about the multimodal tactics teachers employ, their perceived efficacy, implementation difficulties, and suggestions for enhancing inclusive English instruction are all part of the interview methodology.

Semi-structured interview data collection

- 1.What specific multisensory techniques do you use to support dyslexic learners' reading skills in EFL classrooms?
2. How do multisensory approaches influence students with dyslexia in developing writing skills in English?
- 3.How do you make sure the students understood the task after using the multisensory strategies?
- 4.How do you meet the different levels of dyslexia among students?
- 5.What recommendations do you have for improving the use of multisensory strategies to support dyslexic learners in EFL education?
6. How has your school helped—or hindered—your capacity to use multimodal approaches for dyslexic kids (e.g., professional development, resources, collaboration, or administrative support)?

By recording how multimodal tactics are applied during real-world classroom instruction, classroom observations will supplement the interview data. The Visual, Auditory, Kinesthetic, and Tactile (VAKT) framework is used to arrange the observation protocol, which contains indicators about inclusive teaching methods, classroom environment, and instructional modifications for dyslexic students.

Classroom observation form data collection

Instructions ✓

Check the strategies observed during the lesson.

Visual Strategies

- ☐ Uses pictures, flashcards, charts, or images
- ☐ Uses color-coding
- ☐ Provides other visual resources

Auditory Strategies

- ☐ Repeats or paraphrases key instructions or vocabulary
- ☐ Reads aloud words
- ☐ Checks understanding through oral questions

Kinesthetic / Tactile Strategies

- ☐ Includes movement-based activities (TPR, acting, gestures)
- ☐ Allows students to respond without writing (pointing, matching, speaking)
- ☐ Encourages learning through physical interaction

Support for Dyslexic Learners

- ☐ Breaks tasks into small, manageable steps
- ☐ Reduces excessive reading and writing demands
- ☐ Provides additional time or flexible pacing
- ☐ Offers individual support or scaffolding

Classroom Climate

- ☐ Creates a supportive and inclusive learning environment
- ☐ Encourages participation without pressure
- ☐ Uses positive reinforcement and praise
- ☐ Shows patience and understanding toward learning differences

Observer Comments

Following the completion of the observation checklist, the researcher will take descriptive field notes detailing the implementation of each strategy, student responses and engagement, teacher-student interactions, and any contextual elements that might affect the efficacy of multimodal instruction. The triangulation of findings will be supported by these notes, which will enhance the understanding of the checklist data.

Data Collection Procedure

Teachers who qualify will get an invitation outlining the study's objectives once the school administration has given its approval. An informed consent form will be signed by participants who consent to participate before data collection starts.

With the participants' consent, the focus group interview will take place in person in a quiet area of the school and be audio recorded. Interviews should take between sixty and ninety minutes.

Afterwards, audio recordings will be verbatim transcribed to enable qualitative analysis.

After the interviews, ordinary English classes will be observed in order to look at how multimodal tactics are used in real-world teaching situations. In order to enable methodological triangulation, observation notes will be used in addition to interview data.

Data Analysis Plan

In accordance with Braun and Clarke's (2006) six-phase framework, data will be examined using Thematic Analysis. This approach was chosen because it allows researchers to keep flexibility throughout the analytical process while finding, organizing, and interpreting recurrent patterns in qualitative data.

The analysis will go through six phases:

1. Repeated reading to become acquainted with the observation notes and interview transcripts.
2. The first categorization of significant units pertaining to teacher perceptions, implementation difficulties, and multimodal teaching methods.
3. Assembling related codes into initial themes.
4. Examining and improving themes to make sure they appropriately depict the experiences of participants.
5. Identifying and characterizing each theme.
6. Creating a narrative interpretation backed up by quotes from representative participants and observational data.

Ethical Considerations

This study will only include voluntary participation. All volunteers will be given comprehensive information about the research's goals, methods, possible advantages, and low risks prior to data collection. Prior to the start of the interviews and classroom observations, each participant will provide written informed consent.

Both the school and the participating teachers will be given pseudonyms in order to conceal the participants' identity. Digital files, transcripts, audio recordings, and observation notes will all be

kept on a password-protected device that the researcher alone can access. Any identifying information will be eliminated from publications or presentations that come from this research, and participants are free to leave the study at any time without incurring any penalties.

Results

Braun and Clarke's (2006) reflexive thematic analysis was used to examine the qualitative information gathered from the semi-structured focus group interviews. Four interconnected themes that characterize instructors' experiences using multimodal tactics to assist dyslexic children in English as a Foreign Language (EFL) classrooms were produced by the analysis. These themes include: (1) the use of multimodal teaching techniques; (2) the perceived influence on the development of reading and writing skills; (3) varied teaching and evaluation procedures; and (4) the significance of institutional support and teacher preparation.

Theme 1. Implementation of Multisensory Instructional Strategies

Every participant mentioned using multimodal techniques in their regular English classes. Teachers consistently stressed the simultaneous use of visual, auditory, kinesthetic, and tactile resources to support language learning among kids with dyslexia, despite individual instructional techniques differing.

Participant P1 described the frequent usage of interactive whiteboards, color-coded reading cards, sand trays, and organized phonics materials to strengthen decoding abilities. In the participant's words:

"I frequently utilize sand trays and reading cards that are color-coded. In order to strengthen decoding abilities, we employ interactive whiteboard exercises that incorporate both sound and pictures, and students trace words as they pronounce them.

Similarly, P2 explained how to include digital apps, physical flashcards, and classroom games that required students to actively manipulate vocabulary into movement-based learning activities. This participant highlighted how using a variety of sensory modalities improved language recognition while increasing student participation.

In order to improve word-building and decoding abilities, P3 also emphasized the benefits of mixing audiobooks, highlighted texts, syllable-clapping exercises, and magnetic letters. These teaching strategies demonstrate how educators purposefully incorporate many sensory channels to support language acquisition while meeting the varied educational demands of their students.

Participants in every interview saw multimodal education as an essential aspect of regular classroom practice rather than as separate activities. Instructors stressed that integrating tactile, kinesthetic, auditory, and visual experiences allowed dyslexic students to access English language content in a variety of ways, improving engagement and lowering learning obstacles.

Theme 2. Perceived Impact on Reading and Writing Development

Participants consistently believed that multimodal training improved students' reading and writing skills. Instructors saw gains in written expression, vocabulary organization, decoding, spelling, and student confidence.

According to P1, students were able to arrange their thoughts before writing by using tactile writing tools and letter tiles, which led to improved spelling accuracy and more organized

writing. Similarly, P2 discussed the use of graphic organizers, colored markers, and visual cues to help students prepare before writing assignments, observing that students were more assured when they could arrange their thoughts visually before creating written texts.

According to P3, learners were able to hear and visualize words before writing them thanks to tablets and spelling-support software, which decreased irritation while enhancing sentence structure and spelling accuracy.

In the participant's words:

Before writing words, students are able to hear and see them. This lessens their irritation and aids in their internalization of proper sentence construction and spelling. (P3)

When taken as a whole, these results indicate that teachers believe multimodal instruction helps students enhance their literacy skills as well as their confidence and willingness to engage in English language activities. Participants stressed more general improvements in communication, concept structure, and learner involvement rather than just reading accuracy.

Theme 3. Differentiated Instruction and Assessment

A third theme that emerged from the interviews was teachers' ongoing adaptation of instruction to each student's unique learning needs. All participants described using differentiated instructional practices instead of giving every student the same learning experiences; P1 explained that instructional materials were adapted by increasing visual support and simplifying texts according to students' levels of difficulty; P2 described setting up flexible learning stations that allowed students to work at different levels while receiving individualized guidance; and P3 explained that students used different technological supports, such as speech-to-text software and audiobooks, based on their individual learning profiles.

Additionally, participants discussed how formative evaluation techniques are used to confirm students' comprehension after multimodal exercises. Teachers asked students to conduct follow-up digital activities, demonstrate learning through practical assignments, explain methods orally, or independently apply newly taught abilities utilizing multimodal materials instead of relying solely on written assessments. With the use of these strategies, educators could keep an eye on students' comprehension while giving them quick feedback.

Discussion

The goal of this study was to investigate how multimodal strategies are used in English as a Foreign Language (EFL) classrooms with dyslexic students and to look at instructors' opinions about the difficulties and efficacy of these teaching methods. According to the results, participating teachers believe that multimodal education is a successful pedagogical strategy for helping dyslexic students by fostering literacy development, raising learner engagement, and enabling differentiated instruction. The research revealed four themes: the use of multimodal teaching techniques; the perceived influence on the development of reading and writing skills; differentiated instruction and evaluation; and the significance of institutional support and teacher preparation.

The first research question examined the use of multimodal techniques in EFL classes with dyslexic pupils. The results show that rather than employing visual, auditory, tactile, and kinesthetic resources as stand-alone treatments, teachers purposefully included them into their regular teaching techniques. In order to facilitate English language learning, participants discussed the use of color-coded reading cards, sand trays, audiobooks, magnetic letters, interactive whiteboards, movement-based vocabulary exercises, graphic organizers, and speech-

to-text software. These results imply that educators understand the value of using a variety of sensory channels to help dyslexic students acquire language. Participants' statements of integrating tactile, aural, and visual resources during reading and writing exercises lend credence to this interpretation.

These results align with the principles of Multisensory Structured Language (MSL) put forth by Birsh and Carreker (2018), who contend that explicit, methodical instruction that integrates tactile, kinesthetic, auditory, and visual modalities enhances literacy development in dyslexic students. Similarly, Shaywitz (2003) highlights the advantages of structured education that uses repeated multisensory experiences to cement the link between phonemes and graphemes for dyslexic learners. By enabling students to physically manipulate language while concurrently seeing, hearing, and creating English words, the participants' educational approaches mirror these concepts.

The results also corroborate the Dual Coding Theory (Paivio, 1990; Clark & Paivio, 1991), which postulates that the combination of verbal and visual representations improves learning. In order to strengthen vocabulary and reading skills, teachers frequently discussed incorporating visual aids, color-coded materials, interactive technologies, and spoken language. These behaviors imply that individuals were developing several cognitive pathways for knowledge processing, which would have increased understanding and retention chances. Additionally, Mayer's (2014) Cognitive Theory of Multimedia Learning, which contends that meaningful word and image combinations promote deeper learning while lowering needless cognitive load, is consistent with the use of multimedia resources like interactive whiteboards, tablets, and audiobooks.

The effectiveness of multimodal methods as seen by teachers was the subject of the second study question. Participants consistently stated that kids' reading and writing development benefited from multimodal instruction. Decoding abilities, spelling precision, vocabulary organization, sentence structure, and learner confidence all showed gains, according to teachers. Additionally, they noted that when learning activities included movement, visual planning, tactile manipulation, and technology resources, students were more inclined to participate in English classes. These opinions imply that multimodal instruction enhances students' motivation and emotional involvement in addition to the cognitive components of literacy development. When learning English, participants frequently linked multimodal activities to feeling more confident and less frustrated.

These impressions align with earlier empirical studies. Gohar (2019) found that structured multisensory training significantly improved the phonological awareness and spelling of dyslexic EFL learners. Gharaibeh and Dukmak (2021) discovered that by integrating visual, aural, and interactive learning experiences, computer-assisted multimodal interventions improved English reading ability. More recently, Hazaymeh et al. (2025) contended that continual formative feedback, which helps students identify mistakes and track their own development, enhances the effectiveness of multimodal training. When taken as a whole, these findings support the participants' perception that multimodal training increases learner engagement and facilitates meaningful learning.

Differentiated instruction has evolved as a key element of instructors' pedagogical methods, which is another significant discovery. Instead of using the same teaching methods for every student, participants discussed modifying materials, streamlining texts, setting up flexible

learning groups, and using technology resources based on each student's unique needs. The principles of Universal Design for Learning (UDL), which support offering many forms of representation, interaction, and expression to accommodate learner diversity, are strongly aligned with these findings (CAST, 2018; Rose & Meyer, 2002). Teachers seemed to incorporate flexibility into their daily lesson planning rather than seeing dyslexia as a barrier requiring discrete modifications. This result also aligns with the inclusive pedagogy notion proposed by Florian and Black-Hawkins (2011), which encourages educators to anticipate learner diversity through proactive instructional design as opposed to reactive interventions.

The results further emphasize how crucial institutional support and teacher expertise are to the effective use of multimodal instruction. All three teachers stressed the importance of continual professional development, teamwork among colleagues, and institutional commitment to inclusive education, even though participants expressed confidence in utilizing the resources that were available. According to these beliefs, the success of multimodal instruction depends not only on instructional materials but also on the professional competency of instructors and the ability of schools to maintain inclusive policies. The importance of current school resources was frequently mentioned by participants, who also emphasized that ongoing cooperation and training are necessary for successful implementation.

This result corroborates the findings of Wright et al. (2024), who found that although teachers value multimodal education, a key obstacle to its continuous implementation is often identified as inadequate professional development. In a similar vein, UNESCO (2020) highlights that in order to achieve inclusive education, educational systems must make investments in institutional policies that support equal learning opportunities, teacher preparation, and

instructional resources. Therefore, rather than relying just on the use of particular teaching materials, the current findings indicate that the successful application of multisensory methods is the consequence of the interaction of teacher expertise, supportive educational environments, and evidence-based instructional approaches.

Conclusions

The use of multimodal tactics in English as a Foreign Language (EFL) classrooms with dyslexic students was investigated in this qualitative case study, which also looked at instructors' opinions about the difficulties and efficacy of various teaching methods. The study offers a contextualized knowledge of how English teachers use multisensory approaches to assist inclusive language acquisition. It is guided by an interpretivist paradigm and informed by semi-structured focus group interviews and classroom observations.

The results show that a key element of inclusive EFL instruction is multimodal instruction. Using color-coded materials, phonics-based activities, movement, manipulatives, graphic organizers, digital technologies, and interactive learning experiences, teachers reported incorporating visual, aural, kinesthetic, and tactile methods into their everyday teaching practices. These methods were thought to help pupils improve their reading and writing skills, boost confidence, increase engagement, and make learning more accessible for dyslexic kids.

Additionally, the study showed that multimodal training goes beyond the application of certain teaching strategies. The significance of varied instruction, adaptable assessment procedures, and ongoing course customization to meet individual learning requirements was repeatedly underlined by participants. The results also show that the availability of institutional support and the professional expertise of instructors are critical to the effective implementation

of multimodal education. Participants showed favorable views toward inclusive teaching, but they also recognized the need for continued institutional commitment, collaborative planning, availability to suitable teaching materials, and professional development. These results imply that when school policies that prioritize teacher learning and resource availability are combined with evidence-based instructional practices, inclusive education is reinforced.

From a theoretical standpoint, by incorporating the concepts of Dual Coding Theory, Multisensory Structured Language, and Universal Design for Learning into the context of teaching English, this study adds to the expanding corpus of work on multisensory education. This study offers qualitative information that shows how instructors experience, administer, and assess multimodal teaching in real-world educational contexts, whereas prior research has mostly concentrated on evaluating students' academic performance using quantitative methods. As a result, the study provides a better comprehension of the pedagogical procedures that facilitate inclusive EFL education for dyslexic students.

Practically, the results point to a number of consequences for teaching English. To boost instructors' self-assurance and proficiency, teacher education programs should first include specialist training on dyslexia, inclusive pedagogy, and multimodal teaching techniques. Second, schools should encourage chances for ongoing professional development so that teachers may exchange effective teaching strategies and stay up to date on research-based methods for assisting a diverse student body. Lastly, educational establishments must to guarantee that educators have access to suitable teaching materials, technology tools, and cooperative support networks that enable the successful execution of multimodal instruction.

This study concludes by showing that multisensory education is an effective and inclusive pedagogical strategy for helping dyslexic students in English as a foreign language courses. Teachers build learning environments that improve accessibility, participation, and literacy development while encouraging increased learner confidence and engagement by mixing diverse sensory modalities with individualized instructional techniques. In the end, the results highlight how crucial it is to fund inclusive educational policies, teacher preparation, and evidence-based teaching methods in order to guarantee that every student has an equal chance to succeed in learning a foreign language.

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