



“EFFECTIVENESS OF NEED BASED STRATEGIES TO OVERCOME DYSLEXIC STUDENTS AT PRIMARY LEVEL”

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ABSTRACT :

The objective of the present study was to find out the effectiveness of need based strategies to overcome learning disability in English at primary level in Karaikudi, Sivagangai District. This study employs quantitative pre experimental method with one group pretest posttest design. 15 students were chosen through purposive sampling from V standard. The data analysis shows that using need based strategies improves student learning outcomes. This study suggests that using Need based strategies is highly effective in improving student learning outcomes in dyslexic students.



KEYWORDS : Dyslexia, Interactive Instruction, Classroom Strategies..

INTRODUCTION

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills, such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, and/ or extra support services.

Human language is an amalgam of varied skills and faculties, hence multidimensional. Any language can be systematically compartmentalized into four basic skills viz., listening, speaking, reading and writing. In pedagogy, listening and reading are termed receptive skills whereas speaking and writing productive. The ability to read is a process which remains crucial in any type of learning; more so in learning languages. Reading can be defined as a complex cognitive process of decoding symbols in order to construct meanings. The process of reading calls for constant practice, development, and refinement. Reading also requires regulated creativity and critical analysis. It is of cardinal importance in academic studies also. Children cannot access a broad curriculum without the ability to read properly. The ultimate goal of reading is comprehension. The same can be viewed as the product of two essential components, viz. decoding and linguistic comprehension.

- Decoding - converting printed words to spoken words
- Linguistic comprehension - understanding the meaning conveyed by spoken language.

The major task in learning to read is learning to decode. Poor readers have difficulties in segmenting words into their constituent sounds and also experience difficulty in hearing or saying the

sounds represented by constituent letters of the word and blending the sounds to produce the word. Weaker readers need to rely on semantic-contextual cues to identify words and their meanings. The use of semantic contextual approach negatively affects the development of automatic word recognition and it consumes a great deal of short-term cognitive capacity.

Reading depends on the ability to perceive and discriminate symbols and associate them with speech sounds and the structure of language. According to Lyon of the National Institute for Child Health and Human Development (NICHD), "Reading skill serves as the major foundational skill for all school-based learning. When children do not learn to read, their general knowledge, their spelling and writing abilities and their vocabulary development suffer in kind." The requirements of reading as a language skill are much more onerous than speaking. Children teach themselves to speak without any difficulty. But they do not pick up reading by themselves. Why is reading a difficult skill to acquire compared to speaking? It is because we speak in syllables, but we read and write in phonemes.

Phonemic awareness instruction means the teaching of sounds that make up spoken words and developing the ability to manipulate sounds within words. These processes are most directly related to reading and writing. Phonics is a method that stresses letter-sound relationships in reading and spelling. It provides tools for decoding unfamiliar words. Fluency is the smooth, coordinated, and accurate reading of language. Vocabulary instruction means the process of teaching vocabulary through explicit, implicit, multimedia, capacity and association methods. Reading comprehension may be defined as the understanding of the meaning of what is read.

SIGNS AND SYMPTOMS OF DYSLEXIA

It is crucial to be able to recognize the signs of symptoms of dyslexia. The earlier a child is evaluated, the sooner he or she can obtain the appropriate instruction and accommodations he or she needs to succeed in school.

NEED AND SIGNIFICANCE OF THE STUDY

In schools, students from various backgrounds with varying interests, needs, abilities and learning styles come together only to receive homogeneous instruction that does not take care of individual differences in learning. Among these students, there are many intelligent ones who are never given opportunities to showcase their talents and skills. Most of them suffer from a frequent and common processing problem named dyslexia. The teachers who are untrained to deal with the specific symptoms of this learning anomaly cut a sorry figure in the classrooms. It is needless to say that learning anomalies call for extra preparation, vigilance and understanding on the part of the teachers.

Dyslexia, the most prevalent type of learning disability, affects an individual's ability to acquire skills related to reading. It is a lifelong disorder and the prognosis depends on the specific pattern of strengths and weaknesses within the individual and the appropriateness of intervention. With effective intervention, individuals with dyslexia can compensate well and become efficient readers although perhaps somewhat lower than the average. Dyslexic children are often labeled as lazy, unmotivated, careless and untidy. Teachers and parents have problems dealing with them and it results in consistent failures followed by emotional crises. Dyslexia is often termed as a 'hidden' disability (Riddick, 1996) as there are no obvious external symptoms for people to recognize. At the same time, it is one of the major causes of underachievement in children. The frequency of dyslexia is not that low that it will be illogical to sideline it from the mainstream pedagogic designs. In their sample of over 5000 British children between the ages of 9 and 11, Yule, Rutter, Berger and Thompson (1974), found that three to six percent could be classified as dyslexic. Lovell, Shapton & Warren (1964) have observed that boys more frequently have reading problems than girls do. Joseph, Choudhary, Jain, Chahar and Singhal (2012) reported that prevalence of learning disability is 10.25% in Class III to V at Bikaner City, India. Mogasale, V.V., Patil, V.D., Patil, N.M. and Mogasale, V. (2012) reported that prevalence of specific learning disabilities was 15.17% among school children aged 8-11 years in Belgaum, Karnataka. The present study is an attempt to identify the level of

dyslexic students at primary level and to develop certain strategies to overcome dyslexic students at primary level

OBJECTIVES:

- To identify the level of dyslexic students at primary level.
- To develop and validate certain need based strategies to overcome dyslexic students at primary level.
- To find out its effectiveness of need based strategies to overcome dyslexic students at primary level.
- To find out the significant difference between the performances of the experimental group in the post test in terms of gender, location and medium of instruction.

HYPOTHESES

1. There is no significant difference in the mean achievement scores of pre-test and post-test for the experimental group with respect gender, location and medium of instruction.

Method

This study adopted the single group pre and post experimental design.

Sample

Sample consists of 15 primary level students of which 7 are boys and 8 are girls.

Tools

- Child Assessment Test developed by Sarva Siksha Abyian, Govt. of India.
- Achievement Test Pre-Test and Post-Test constructed by the investigator.
- Need based Strategies developed by the investigator for teaching phonics and fluency in language
- Intelligence test.

Data Analysis

Table 1: Pre-Test and Post-Test Mean Scores of the Effectiveness of Certain Need Based Strategies To Over Come Dyslexic Students at Primary Level

Test	N	Mean	SD	t-value	Result
Pre Test	15	16.13	1.84	14.79	Significant
Post Test	15	29.93	3.10		

Table-1 shows that there is significant difference between the mean scores of pre-test and post-test. This proves that the developed Instructional Strategies has a positive impact on dyslexic students.

Table 2: Gender Wise Comparison of the Post Test Mean Scores of the Effectiveness of the Developed Need Based Strategies for Dyslexic Students at Primary Level

Gender	N	Mean	SD	t-value	Result
Boys	7	29	3.69	1.09	Not Significant
Girls	8	30.75	2.43		

Table-2 depicts that there is no significant difference between the performances of the experimental group in the post test with respect to gender.

Table 3: Location Wise Comparison of the Post Test Mean Scores of the Effectiveness of the Need Based Strategies for Dyslexic Students at Primary Level

Location	N	Mean	SD	t-value	Result
Rural	8	29.12	3.44	1.08	Not Significant
Urban	7	30.85	2.60		

Table-3 reveals that there is no significant difference between rural and urban students in their performance through Instructional Strategies with regard to their post test.

Table 4: Medium of Instruction Wise Comparison of the Post Test Mean Scores of the Effectiveness of the Need Based Strategies for Dyslexic Student at Primary Level

Medium of Instruction	N	Mean	SD	t-value	Result
Tamil	6	29.16	4.02	0.76	Not Significant
English	9	30.44	2.45		

Table-4 shows that there is no significant difference between Tamil and English Medium students in their performance through need based strategies with regard to their post test.

CONCLUSION

Studies have shown that need-based teaching strategies are best practice when teaching children to read. This is especially important when instructing students with learning disabilities. These studies have shown that classroom teachers do not always utilize need-based strategies for teaching phonics and fluency to their students. In addition, some teachers believe that need-based strategies are not readily available, nor are they written in a user-friendly manner .The purpose of this research was to determine teachers' understanding and use of need-based strategies for teaching phonics and fluency to students with learning disabilities. In addition, the teachers were asked their perceptions of the usability and availability of need-based strategies.

These current findings show that there is a need for a handbook for teachers focusing on need-based strategies they can use for teaching phonics and fluency to students with disabilities. A handbook was constructed using empirical findings from the current study as well as from previous studies need -based strategies are presented in a user-friendly, accessible format which will offer teachers current, need-based strategies for teaching phonics and fluency to all children, including those with learning disabilities.

The findings of the study revealed by the investigator surely help the teachers of English of Primary level to identify the learning disabled student with dyslexic scientifically and to improve on teaching phonics and fluency to students with disabilities. Wilkowski (2012) suggested that the intervention program increased the achievement of girls compared to boys in the intervention group. Iman (2009) studied the influence of direct vocabulary instruction in reading proficiency in kindergarten and first grade. The findings of the study indicated that the instructional strategies for vocabulary development used by kindergarten and first grade teachers proved better and effective than the strategies in both reading series. Bradley and Bryant (1998), Torgesen, Wagner and Rashotte (1997), Joseph (2000) proved the effectiveness of intervention programmes in improving reading related skills which in turn developed reading skill. The studies conducted by de los Santos Lopez (2003), McGinnis (2000), Nuspl (2006) indicated that training in phonemic awareness helped to develop reading skill. Pittman (2008) revealed that explicit vocabulary instruction has a significant effect not only on the vocabulary acquisition of students, but also on the overall performance in the classroom. The research studies undertaken by Kim, DaeSang (2006) and Rebecca Silverman and Sara Hines supported the use of multimedia in enhancing vocabulary instruction.

The findings of the study shows that there is no variation between male and female students by teaching through need based strategies among dyslexic students in developing language skills. When we compared to urban and rural, Tamil medium and English medium students there exist no significant difference in their phonic and fluency level.

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