

TO PREPARE A REMEDIAL TEACHING PROGRAMME FOR DYSLEXIC STUDENTS OF ENGLISH SCHOOLS AND STUDY ITS EFFECT ON THEIR LEARNING OUTCOME.

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ABSTRACT

Dyslexia is a neurological disorder which affects the reading and writing ability of children. A sample of 36 dyslexic children and of class V from English medium schools were selected .The Experimental method was used to study the effect of Remedial Teaching Programme on the Learning outcome of Dyslexic students. The findings showed that there is a Positive effect of remedial teaching programme on the Learning outcome of English medium students.

Keywords: *Remedial Teaching, Dyslexic students, learning outcome.*

1. Introduction

A learning disability is a neurological based processing disorder from faulty wiring in the cerebral cortex .These processing difficulties in understanding or using language (Spoken or written) results in imperfect ability to listen, speak, read, write, spell or do math calculation .Children with learning disabilities are as smart as their peers i.e. they have average or above average I.Q. It is caused by impairment in brains ability to translate images received from eyes or ears into understandable results from vision or hearing problem .it is not due to mental retardation, brain damage or a lack of intelligence.

Learning disabilities might impact learning to read or write or does basic reading comprehension, written language or more complex math .It also impact the student's ability to organize material and thoughts to a task to carry out that plan. Thus, some problems are appear earliest school years, some are not apparent until late elementary school still others show up in middle or high school .In any grade the problem is struggling with school work ,possibly with falling **grades** ,unfortunately some parents and teachers blame the victim. They complain that the student is unmotivated.

What Id Dyslexia?

ACCORDING TO U.S. NATIONAL INSTITUTE OF HEALTH, dyslexia is a learning disability that hinders a person ability to read writes, spell and sometime speak.

WORLD FEDERATION DEFINED dyslexia as a “a disorder in children, who despite conventional classroom experience, fail to attain language skills of spelling commensurate with intellectual abilities”

2. Rationale of the Study

The Dyslexic children in every classroom accounts for 5-19%.The lack of awareness among teachers and parents regarding the Learning disability called Dyslexia, due to which the teachers are not able to provide proper remedy to the dyslexic children, which leads to wastage and stagnation. These Dyslexic children are not able to perform academically well in

the classroom. The remedial Teaching is necessary for the Dyslexic children who provides specific treatment and minimize the problem of reading and writing.

3. Objectives of the Study

- 1) To identify the dyslexic student of the middle school level of English medium schools.
- 2) To study the effect of remedial teaching programme on the learning outcome of dyslexic students of English medium.

4. Hypotheses of the Study

- 1) There is no significant difference in the learning outcome of the dyslexic students of English medium due to exposure of Remedial Teaching Programme.

5. Scope and Limitations of the Study

Scope

- 1) This study results would be helpful to study the problems related with dyslexia
- 2) The test prepared would also be helpful to find out the reading and writing problems of English medium students ,
- 3) This study would be helpful in providing remedial measures to dyslexic children in the classroom.

Limitations

- 1) Study is limited only to English schools.
- 2) Study is limited only to Vth standard student only.
- 3) Study is limited to Aurangabad city schools only.

6. Method of Study

Experimental Method

Experimental group	Control group
1. Pre-test	Pre-test
2. Treatment of remedial teaching	No treatment
3. Final test	Final test
4. Comparison of the gains differences.	

Treatment:

The Experimental group was given a Remedial teaching and the control group was taught through Traditional method. The execution of Remedial teaching involves the following steps:

STEP 1- Phonetics

STEP 2- Vowels

STEP 3 – Short and Long Vowels

STEP 4 – Combination of Vowel

STEP 5 – Four Five Letter words

STEP 6 – Words with Common Suffixes/ Prefixes.

STEP7-Words with Common Suffixes Prefixes.

STEP 8 – Words with Common Suffixes and Prefixes.

STEP 9 – Polysyllable Words.

STEP10–Sentence Formation.**Sampling Method:**

Purposive random sampling was used for selecting the sample for this research work.

Size Of The Sample: 36 students from different English medium schools of Aurangabad city. The 36 students were again divided into experimental and control group, and each group comprises of 18 students.

Variables:

1. Independent variable or experimental variable-Remedial teaching Programme
2. Dependent variable- The Learning outcome or change of behaviour
3. Control variable-.The traditional teaching programme
4. Extraneous variable- .The age, sex, class, school, medium of teaching etc

Tools

- 1) Self made screening and diagnostic test of dyslexia **SDTD-J**
- 2) Mallin’s Intelligence test **MISIC**
- 3) Self made questionnaire for parents and teachers
- 4) Self made Pre-test and Post-test
- 5) Remedial teaching programme

STATISTICAL TECHNIQUE

Mean and S.D. was used for calculation of critical value (C.R)

7. Conclusions

POST-TEST SCORES									
CONTROL GROUP					EXPERIMENTAL GROUP		‘t’ VALUE	INTERPRETATION	Level of significance
Sr. No.	Medium	N	Mean	S.D	Mean	S.D			
1.	English medium	36	11.61	1.792	18.61	2.67	8.651	Significant difference	(0.05 level)

HYPOTHESIS NO.01: Hypothesis No.01 is rejected as there is a significant difference in the learning outcome of the dyslexic students of English medium due to exposure of Remedial Teaching Programme.

Suggestions For Teachers

- **Phonetic concept:** Phonetic knowledge should be provided at the initial stage to acquaint the students with the sounds of the letter

- **Improving Visual discrimination:** The letters with different sounds should be provided, word –letter matching, word –word matching with images in order to improve vocabulary, letter, word sound and pronunciation.
- **Improving visual retention and visual sequencing:** The material should be provided in the form of plastic letters which make the student to solve incomplete puzzle by pasting it on magnetic board.
- **Use of Flash cards** would also be helpful to complete the puzzle fast. It also helps to develop spelling skills, pronunciation of word, word recognition, skills for reading.
- Constructing and reconstructing meaningful sentences from the words and pictures provided which help to develop sentence building.
- **Auditory discrimination:** This test helps to discriminate the sounds. For this the activity should be provided with pictures where students have to join the picture with the letter.
- Names of things /objects with beginning sounds should be provided.
- Picture corresponding to sound is chosen. Sounds taught with written symbols helps in identifying vowel sounds and consonants.
- Drilling of Rhyming words should be provided.
- **Improving auditory segmentation:** This can be taught by taking words apart into their component sounds, raising the actual process of awareness in the students

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