

TO DEVELOP AN ORIENTATION PROGRAMME ABOUT DYSLEXIA WITH SPECIAL
REFERENCE TO ENGLISH LANGUAGE TEACHING
FOR B.ED. & M.ED. STUDENTS

Pro. Mangesh S. Upadhye

Shrinath College of Education, Paithan, Aurangabad

Abstract :

Dyslexia is first and foremost a language-based learning disorder. It is characterized by problems with single word decoding and usually is undiagnosed based on the age and level of school of the person suffering from it. If caught when a child is young, kindergarten or first standard, the child can learn to overcome the major pitfalls of dyslexia with special learning techniques such as phonological training and become a strong reader and a strong student. Using multi-sensory techniques to teach children with dyslexia seems to be the most effective. It all can be done only in the case if the child is properly diagnosed as dyslexic by the competent authority however child should be primarily identified by the teacher at this age each can send affected students to the competent authority with consultation of parents of child & thus teacher can help to reduce the dropout rate as this, point child in long term leaves the school or education process in between as he/she cannot yield results from regular education system, he in process leaves it, however to do this ideas of teacher about dyslexia should be cleared hence an orientation programme about dyslexia was developed.

Orientation programme consisted: General knowledge about primary education.

- 1) History of dyslexia.
- 2) Definitions of dyslexia.
- 3) Overview of dyslexia.
- 4) Causes of dyslexia.
- 5) Characteristics & signs of dyslexia.
- 6) Specific problems of dyslexic students.
- 7) Process of certifying dyslexic students.
- 8) Provisions about dyslexic students in India.
- 9) Educators views on dyslexia.
- 10) Internet resource about dyslexia.
- 11) Knowledge about research regarding dyslexia.

• **Introduction & Historical Background of Dyslexia**

Identified for the first time by Oswald Berkhan in 1881, [the term 'dyslexia' was coined in 1887

by Rudolf Berlin, an ophthalmologist practicing in Stuttgart, German He used the term to refer to a case of a young boy who had a severe impairment in learning to read and write in spite of showing typical intellectual and physical abilities in all other respects. In 1896, W. Pringle Morgan, a British physician, from Seaford, East Sussex, England published a description of a reading-specific learning disorder in a report to the British Medical Journal titled "Congenital Word Blindness". This described the case of a 14-year-old boy who had not yet learned to read, yet showed normal intelligence and was generally adept at other activities typical of children of that age. Methods & approaches of teaching dyslexic students were developed; Orton worked with psychologist and educator Anna Gillingham to develop an educational intervention that pioneered the use of simultaneous multisensory instruction. The Orton-Gillingham approach to remedial reading instruction is still widely used and forms the basis of many reading intervention programs. In the 1970s, a new hypothesis, based in part on Orton's theories, emerged that dyslexia stems from a deficit in phonological processing or difficulty in recognizing that spoken words are formed by discrete phonemes (for example, that the word CAT comes from the sounds [k], [æ], and [t]). As a result, affected individuals have difficulty associating these sounds with the visual letters that make up written words. Key studies of the phonological deficit hypothesis include the finding that the strongest predictor of reading success in school age children is phonological awareness,^[27] and that phonological awareness instruction can improve decoding skills for children with reading difficulties.

DEFINITIONS OF DYSLEXIA:

- Dyslexia is a specific learning difficulty which mainly affects the development of literacy and language related skills. It is likely to be present at birth and to be lifelong in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities. It tends to be resistant to conventional teaching methods, but its effects can be mitigated by appropriately specific intervention, including the application of information technology and supportive counselling.(BDA).
- 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, or extra support

services.(IDA)

- Dyslexia, literally "difficulty with words", is a specific learning difficulty which affects a person's ability to read, spell and understand language that he/she hears, or express himself/herself clearly while speaking or in writing. It is often accompanied by strengths in areas such as creative work, physical co-ordination and empathy with other people.(MDA)

Causes of dyslexia

The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a dyslexic person develops and functions. Moreover, most people with dyslexia have been found to have problems with identifying the separate speech sounds within a word and/or learning how letters represent those sounds, a key factor in their reading difficulties. Dyslexia is not due to either lack of intelligence or desire to learn; with appropriate teaching methods, dyslexics can learn successfully.

Characteristics & signs of dyslexia Preschool

- Speaks later than most children
- Pronunciation problems
- Difficulty rhyming words
- Slow vocabulary growth, often unable to find the right word
- Trouble learning numbers, alphabet, days of the week, colours, shapes
- Extremely restless and easily distracted
- Trouble interacting with peers
- Difficulty following directions
- Fine motor skills slow to develop

Pre-Primary - Primary

- Slow to learn the connection between letters and sounds
- Confuses between basic words (hot/cold, up/down)
- Makes consistent reading and spelling errors including letter reversals (b/d, p/q), d inversions u/n m/w, transpositions/inversions (felt/left, from/form) and substitutions (house/home)
- Transposes number sequences and confuses computation signs (+, -, x, /, =)
- Slow to remember facts
- Slow to learn new skills, relies heavily on memorisation
- Impulsive, difficulty with planning
- Trouble learning about time
- Unstable pencil grip

Middle School

- Reverses the sequence of letters or words (was/saw, tops/spot, 'You are how?' for 'How are

you?')

- Slow to learn prefixes, suffixes, root words, and other spelling strategies
- Avoids reading aloud
- Trouble with word problems
- Difficulty with handwriting
- Awkward, fist-like, or tight pencil grip
- Avoids writing compositions
- Slow or poor recall of facts
- Difficulty making friends
- Trouble understanding body language and facial expressions

High School

- Continues to spell incorrectly, frequently spells the same word differently in a single piece of writing
- Avoids reading and writing tasks
- Trouble summarising
- Trouble with open-ended questions on tests
- Weak memory skills
- Difficulty adjusting to new settings
- Works slowly
- Poor grasp of abstract concepts
- Either pays too little attention to details or focuses on them too much

General Warning Signs

- Short attention unable to concentrate: not able to pay attention long enough to finish an activity.
- Restless or hyperactive: moves around constantly; fidgety; doesn't seem to move with a purpose in mind; picks on other children.
- Does not complete tasks; careless, unorganized approach to activities: does not finish what is started; does not seem to plan to get work done.
- Listening difficulties; does not seem to understand: has trouble following directions; turns away while others are talking; does not seem interested.
- Avoids participation with other children or only knows how to play by hurting others: stays away from other children; always plays alone; does not participate in group activities; bites, hits, or bullies.
- Resistant to discipline or direction (impertinent, defiant, resentful, destructive, or negative): does not accept directions or training; disagreeable; hard to manage; destroys materials or toys deliberately; temper tantrums.

- **Speech problems:**

- Rate: speech is unusually fast or slow
- Articulation: difficulty making clear speech sounds.
- Stuttering: difficulty with flow of speech; repeating sounds, words, or phrases; blocking words or sounds.
- Voice: unusually loud, soft, high or low; scratchy or hoarse quality.
- Physical complaints: talks of being sick or hurt; seems tired or without energy.
- Temperamental, overly sensitive, sad, irritable: moody, easily depressed, unhappy, shows extreme emotions and feelings. Source MDA.

“If I can’t learn the way you teach, will you teach me the way I can learn?” these sentences show psychology of dyslexic students.

- **OBJECTIVES OF STUDY-**

- 1) To test the awareness about dyslexia in B.Ed. & M.Ed.Students.
- 2) To develop an orientation programme about dyslexia& English Language Teaching for B.Ed. & M.Ed. Students.
- 3) To implement the orientation programme for B.Ed. & M.Ed.Students.
- 4) To test the effectiveness of the orientation programme.

- **HYPOTHESIS-**

There is no significant difference between B.Ed. & M.Ed. student teachers pre & post test scores.

- **SCOPE-**

All student teachers of B.Ed. & M.Ed. Courses in Maharashtra are the scope of research.

- **LIMITATION-**

This research is limited to 50 selected second year students of M.C.E. society’s junior college of education (B.Ed. & M.Ed. college, English medium) Government College of Education, Aurangabad.

- **RESEARCH METHODOLOGY-**

- 1) One group pre test- post test experimental design was used for this research.
- 2) Pre test- post test design is used.
 - ✚ Pre-test.
 - ✚ Preparation of orientation programme.
 - ✚ Implementation of orientation programme.
 - ✚ Post-test.
 - ✚ Conclusion.

- **TOOLS FOR RESEARCH-**

Pre-test: To test previous knowledge of student teachers about dyslexia.

Post-test: To test knowledge of student teachers after implementation of orientation programme about dyslexia.

- **STASTICAL TOOLS-**

In order to check effectiveness of differentiation between mean values of pre & post test 'T test' was used & for that following tools were used: 1) Mean 2) S.D. 3) t- test.

- **FINDINGS OF THE STUDY-**

- 1) Awareness about dyslexia of student teachers was tested with help of (pre test)
- 2) Mean of pre test was 9.96
- 3) Expected mean score for passing test was 25.
- 4) As per analysis student teachers have poor knowledge about General knowledge about primary education, History of dyslexia, Definitions of dyslexia, Causes of dyslexia. Characteristics & signs of dyslexia, Specific problems of dyslexic students, Process of certifying dyslexic students, Provisions about dyslexic students in India, Educators views on dyslexia, Internet resource about dyslexia, Knowledge about research regarding dyslexia.
- 5) Orientation programme was prepared.
- 6) Ornamentation programme was monitored & implemented.
- 7) Effectiveness of orientation programme was tested with the help of post-test.
- 8) Mean of post test score was 44.34.
- 9) Expected mean score for passing test was 25.
- 10) Difference between pre & post test score was 34.38.
- 11) As per analysis student teachers have good & excellent knowledge about General knowledge about primary education, History of dyslexia, Definitions of dyslexia, Causes of dyslexia. Characteristics & signs of dyslexia, Specific problems of dyslexic students, Process of certifying dyslexic students, Provisions about dyslexic students in India, Educators views on dyslexia, Internet resource about dyslexia, Knowledge about research regarding dyslexia.

- **RECOMMENDATIONS:**

- 1) Information regarding learning disabilities should be a part of B.Ed. & M.Ed. Syllabus.
- 2) There should some perfect mechanism developed with the help of government, by SCERT and NCTE and information on current provisions regarding dyslexia and other learning disabilities should be provided to student teachers from time to time, and such information should be easily access able to student teachers all the time.
- 3) Student teachers should have easy access to internet, and proper guidance on its use should be

provided to them.

- 4) Workshops, seminars, and refreshment courses about dyslexia should be organised by DIET and D.T.Ed. B.Ed. & M.Ed.Colleges from time to time.
- 5) Guidance and counselling rooms or resource rooms for learning disabled children should be opened in main stream schools, with the help of student teachers, who are trained on learning disabilities.

SELECTED REFERENCES-

- 1) Ali L.D., T.Barbara (2006) *The Counselling Approach To Career Guidance*. London: British Council.
- 2) Best J.W., J.V. Kahn (2006). *Research In Education* (Ninth Edition). Delhi: Prentice –Hall Publication India Pvt. Ltd
- 3) Body,C. (Eds)(1972) *Overcoming Learning Disabilities* London: ErnestBenn Ltd.
- 4) Dyslexia – Wikipedia The Free Encyclopaedia.(2012) Retrieved, 10th May 2011.
<http://en.wikipedia.org/wiki/Dyslexia>
- 5) International dyslexia association.(2012) retrieved on 19th may 2012
www.interdys.org
- 6) Maharastra dyslexia association. .(2012) retrieved on 18th may 2012.
www.mdamumbai.com



GOEIIRJ