



REMEDIAL ENGLISH LANGUAGE TEACHING IMPROVES THE LEARNING OF DYSLEXIC STUDENTS - A PRAGMATIC VIEW.

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ABSTRACT

It is an accepted truth that many children are suffering from various forms of Dyslexia. And they are facing academic failure even though they have high IQs. Their learning problem is making it difficult for them to compete with other normal children. If it is undiagnosed or those children are not helped in right time, their condition severely affects their academic improvement and the children mostly develop HDAD/ADD related problems. This study aims to explore new ways in which the dyslexic children can be helped by the English Language Teacher. So that they can fare well academically.

KEY WORDS: Dyslexic children, English Language Teaching, Remedial Teaching.

INTRODUCTION

Viewing Dyslexia as a learning difficulty means that something is “wrong” with the learner. This will lead to identifying the weakness or problem rather than identifying the strengths. This kind of view calls for the intervention of the remediation specialists rather than the resolution by knowledgeable subject teachers. But if we view dyslexia as a learning difference, we can find a range of strengths and weaknesses in the learner. Then the remediation will focus on inclusion, differentiation, and learning. Teaching English as a second language to a dyslexic student in the mainstream classroom can take the form to improve the quality and quantity of remedial intervention. This paper aims to identify the problems of learning the English language of the Dyslexic student in the mainstream classroom in Tamilnadu schools and a possible combination of teaching methods to teach them English as a second language to prevent them from meeting with academic failure.

DYSLEXIA

Dyslexic children have some learning differences which can possibly affect the learning process in reading, spelling, writing, and sometimes in numeracy. It is a language disorder, and the problem is not in the eyes or the ears but in the language acquisition and processing. We can understand Dyslexia better by the definition of The International Dyslexia

Association which is as follows: “Dyslexia is a neurologically based, often familial disorder which interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, including phonological processing in reading, writing, spelling, handwriting, and sometimes in arithmetic.

TYPES OF DYSLEXIA

Main types of dyslexia are listed below:

Trauma Dyslexia	occurs after some form of brain injury or trauma
Primary Dyslexia	is a dysfunction of the left side of the brain and it does not change with age.
Developmental Dyslexia	caused by hormonal development or malnutrition during the early stages of foetal development.
Visual Dyslexia	the result of immature development of not only the eyes, but the whole process that gets information from the eyes to the brain.
Phonological Dyslexia	known as the Central Auditory Processing Disorder (CAPD), i.e., the sounds are perceived as jumbled or not heard correctly.

The teacher has to plan the lesson style according to the severity of the problem. Even in the trauma dyslexics, the teacher can help the child according to the severity. If the child has some mild difficulty, it is easy for the teacher to understand and bring the child to the mainstream. It is important to study all the types of dyslexia and its symptoms and causes to help the child properly or to recommend to the parent further special help for their children. If the kindergarten or primary teacher knows about this difficulty and alert themselves and the parents in right time, it will be of great help to the child and the society as well. As dyslexia is a difficulty in learning a language, it becomes the duty of the language teacher to identify and get help. If the language teacher does not know the remediation help, the teacher can advise the child taking other remediation classes. But the language teacher at least should know about this difficulty of the child and he should not blame the child as dumb or stupid. It is the duty of the language teacher as well as all other subject teachers to know about the types of dyslexia. Early intervention gives the best result.

DYSLEXIC STUDENT AND THEIR IQ

Most of the dyslexic students have very high IQ. This is a proved phenomenon and a knowledgeable teacher does not need any IQ test to realise this. If the teacher really works with involvement and dedication, it will be very easy to understand that the child is very brilliant but, still, fails at school. If the teacher really wants to prove the child's IQ, then the



child can be recommended for IQ test. The world witnessed the fact that most of the great scientists and artists who changed and equipped the world with their wisdom were dyslexics. The reasons for their thinking process, quite different from that of the non-dyslexic children, were researched and conclusions arrived at. A few of them are best expressed in the words of Ron Davis in his book “The Gift of Dyslexia.”

1. They can utilize the brain's ability to alter and create perceptions (the primary ability).
2. They are highly aware of the environment.
3. They are more curious than the average.
4. They think mainly in pictures instead of words.
5. They are highly intuitive and insightful.
6. They think and perceive multi-dimensionally (using all the senses).
7. They can experience thought as reality.
8. They have vivid imaginations.

SYLLABUS AND ITS ROLE IN REMEDIAL TEACHING

After studying about the child’s difficulty in language learning, the teacher has to analyse the child’s IQ level and discuss with the parents before designing the syllabus and teaching plan for the child. If the child gets help from the parents at home, it will be easy for the teacher to achieve good results. In our Indian educational system, the students are simply forced to follow the text book for their answers and they are not encouraged by the teachers to develop their own style of writing. In remedial teaching, the teachers have to adopt suitable remedial techniques taking into account the peculiar difficulties of their wards. After discussing with parents and analysing about the child’s IQ, the teacher has to plan the syllabus for the child in accordance with the child’s need and difficulty in learning. If the parents are not cooperative and perceptive of the problems of the child, the teacher has to make the method of teaching more oriented towards class room activities. If the parents are willing to get the child educated, the teacher can frame the syllabus for the child with more of home

Work-based activities. So, it is very important to make the parents understand the difficulty of the child in learning and it is the teacher’s duty to educate the parents to get help from them to fulfil the teacher’s aim.

STYLES OF LEARNING

Learners are categorised on the basis of their learning styles. The teacher has to be aware of these learning styles to help the dyslexic children. Without knowing these learning styles, the teacher cannot use the remedial teaching techniques. So, this is very important to design the child’s Individual Educational Plan. Four major learning styles are listed below.



- Visual Learners** - Receive most of the information through eyes. More visual details will help like shape, designs, colours etc will help. They can receive information from books, maps, and diagrams etc.
- Auditory Learners** - Receive most of the information through ears. They will enjoy hearing, discussing, talking and listening of music etc. distracted by noise easily. Hence they need a quiet place to concentrate.
- Tactile Learners** - Receive most of the information through sense of touch and feelings. They will learn through hands and fingers, and are sensitive to the atmosphere in a room, sensitive to facial expressions, gestures, tone of voice, and body languages. They can learn best in an emotionally positive atmosphere.
- Kinesthetic Learners-** Receive most of the information through large muscle movements. They can learn by 'doing' and activities; they have difficulty in sitting in one place for a long time. They need physical comfort and get easily distracted by seating, smell of the place, people around them, and by hunger and thirst.

REMEDIAL TECHNIQUES

As said earlier, to use the remedial techniques, the teacher needs to be aware of the child's learning style. According to the child's style of learning, the teacher has to prepare the Individual Educational Plan.

Important techniques of Remedial Teachings are:

- 1. Involve the student**
- 2. Use multisensory teaching methods**
- 3. Use logic rather than rote memory**
- 4. Present material sequentially**
- 5. Present material in small units**
- 6. Practice and review**
- 7. Help students organize time and space**
- 8. Individualize instruction**
- 9. Be aware of emotional climate**
- 10. Work with an IEP, lesson plans and document your work**
- 11. Have a journal on the child**

Adopting these techniques, the teacher can easily help the children to overcome their



difficulty. However, in remedial teaching, the role of the teacher is more important than any teaching methods. Most of the dyslexic children are good at oral communication and the teacher has to encourage the children and elicit their oral answers. In short, the teacher has to analyse the child's strengths and weaknesses thoroughly to design the child's Individual Educational Plan.

CONCLUSION

When we acknowledge dyslexia as a specific learning difference rather than a "specific learning difficulty", it helps to come up with new lesson plans, vision and hope. The Government is ready to help the dyslexic students, if approached. It is the language teacher's duty to identify and help the child in the classroom and help the child to get help for their board exams. To make more dyslexia-friendly schools the focus has to be changed from identifying weaknesses to celebrating strengths. This will happen by only using remediation teaching techniques by the English language teacher. Preventing the academic failure and helping the child to cope with the world can be done by the knowledgeable and effective English language teacher through early intervention and remedial teaching.

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