

Remedial English Language Teaching Triggers Dyslexic Students



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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 addressed at the right time, their condition severely affects their academic improvements and most of the time the children are developing HDAD/ADD related problems. This study aims to explore new ways of how dyslexic children can be helped by every English language teacher to prevent their academic failure.

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 identify the weakness or problem rather than identifying strengths. This kind of view will bring the remediation specialists rather than resolution by knowledgeable subject teachers. If it is the policy to 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 when we concentrate Teaching English as a second language to a dyslexic student in the mainstream classroom can take the form of improving the quality and quantity of discrete intervention like in-class support and need-based combination in teaching.

This paper aims to identify the problems of learning English language of the Dyslexic student in mainstream classroom in Tamilnadu schools and a possible combination of teaching methods to teach them English as a second language and to prevent their academic failure.

Dyslexia

Dyslexic children have some learning differences both in the combination of strengths and weaknesses 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 in the ears but in the language acquisition and processing. We can understand Dyslexia better by the definition of The International

Dyslexia Association 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. Dyslexia is not a result of lack of motivation, sensory impairment, inadequate instruction or environmental opportunities, or other limiting conditions, but may occur together with these conditions. Although dyslexia is life-long, individuals with dyslexia frequently respond successfully to timely and appropriate intervention."

Types of Dyslexia

Main types of dyslexia are listed and according to the severity the teacher has to plan the lesson style. Even in the trauma dyslexics, the teacher can help the child according to the severity; if the child has 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 to further special help for their children. If the kindergarten or primary teacher knows about this difficulty and prepares herself and the parent in right time it will be a great help to the child and society. As dyslexia is a difficulty in learning 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 direct the child to some other remediation classes. But the language teacher at least should know about this difficulty of the child and the teacher should not blame the child as dumb or stupid. It is the duty of the language teacher as well as other subject teachers to know about types of dyslexia and early intervention gives the best result. The types of Dyslexia are listed below.

Table 1: Types of Dyslexia

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	is caused by hormonal development or malnutrition during the early stages of foetal development.
Visual dyslexia	is 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	is known as Central Auditory Processing Disorder (CAPD) – the sounds are perceived as jumbled or not heard correctly.

Dyslexic Students 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; as the teacher really works with involvement and dedication, it is very easy to understand that the child is very brilliant and fails at school. If the teacher really wants to prove the child's IQ then the child can be recommended for IQ test. Most of the great scientists and artists who changed the world with their wisdom are dyslexics. Many reasons have been researched and accepted for their thinking processes which are totally different from those of non-dyslexics and a few of them are listed below (Davis, 1994).

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 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 imagination.

Syllabus and its Role in Remedial Teaching

After studying the child's difficulty in language, the teacher has to analyse the child's IQ level and it is very important to discuss with the parents to design 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 results. In our Indian educational system, students are simply forced to follow the textbook for answers and they are not encouraged by the teachers to develop their own style of writing. In remedial teaching, teachers have to follow their own methods and remedial techniques. After discussing with parents and analysing the child's IQ, the teacher has to plan the syllabus for the child according to the child's need and difficulty in learning. If the parents are not cooperative in understanding the problems of the child, the teacher has to plan the method of teaching more class-oriented activities. If the parents are educated and willing to help the child, the teacher can frame the syllabus for the child with more homework-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.* In remedial teaching, the teacher has to plan the syllabus for the child according to the child's learning problem.

Learning Styles

Learners are categorised according to 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 remedial teaching techniques. So, this is very important to design the child's Individual Educational Plan (IEP). Four Major learning styles are listed below.

Table 2: Types of Learners According to Learning Style

Visual Learners	Receive most of the information through eyes. More visual details will help like shape, designs, colours etc. They can receive information from books, maps, diagrams etc.
Auditory Learners	Receive most of the information through ears. They will enjoy listening, discussing, talking, music etc. They need a quiet place to concentrate, distracted by noise easily.
Tactile Learners	Receive most of the information through sense of touch and feelings. They will learn through hands and fingers, and are sensitive to atmosphere in a room, sensitive to facial expression, gestures, tone of voice, body language. They can learn best in an emotionally positive atmosphere.
Kinaesthetic 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 are easily distracted by seating, smell of the place, people around them, hunger or thirst.

Remedial Techniques

To use the remedial techniques, the teacher has to be aware of the child's learning style. According to the child's style of learning, the teacher has to plan the Individual Educational Plan.

Important techniques of remedial teaching are:

1. Involving the student;
2. Using multisensory teaching methods;
3. Using logic rather than rote memory;
4. Presenting material sequentially;
5. Presenting material in small units;
6. Practising and reviewing;
7. Helping students organize time and space;
8. Individualizing instruction;
9. Being aware of emotional climate;
10. Working with an IEP, lesson plans and documenting your work; and
11. Having a journal on the child.

Following these techniques, the teacher can easily help the children to overcome their difficulty. In remedial teaching, the role of the teacher is more important than any other teaching methods. Most of the dyslexic children are good at oral communication and the teacher has to encourage the children to give oral answers. 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 bring out new lesson plans, vision and hope. The government is ready to help dyslexic students if they approach it. It is the language teacher's duty to identify and help the child in the classroom and to get help

for the board exams. To make more dyslexia-friendly schools the focus has to be changed from identifying weaknesses to celebrating strengths. This will happen by remedial teaching techniques by the English language teacher. Preventing 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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