

TEACHERS PERSPECTIVES ON WORKING WITH DYSLEXIC STUDENTS

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ABSTRACT:

For students with dyslexia, mastering a language is their greatest obstacle. Instructors are therefore essential in helping dyslexic students overcome any obstacles in their language learning process. In order to help kids with dyslexia succeed in the classroom, this study investigated how teachers perceived their own experiences, difficulties, and strategies. Due to a lack of resources and appropriate teaching strategies, the results showed that educating dyslexic students was difficult for teachers. Students with dyslexia had trouble with phoneme-grapheme connections, sound blending, and segmentation, according to their teaching experiences. Furthermore, the participants believe that using mobile learning applications and implementing a multimodal approach are two efficient ways to enhance language instruction for dyslexic children. Finally, this study yielded important data that will serve as a basis for future research for other academics with similar interests.

KEYWORD: DYSLEXIA, TEACHING CHALLENGES, TEACHING STRATEGIES

1. INTRODUCTION:

The Indian Education Blueprint (2015–2023) states that 10% of the nation's population is considered to have special educational needs. Because of their limitations, students with special needs require extra assistance in order to succeed academically. Students with exceptional needs in the Indian educational system have three alternatives for their education: inclusive education programs (IEP), special education schools, or the exceptional Education Integration Program (SEIP). While SEIP includes unique programs for students with special needs and learning difficulties in the mainstream schools, special education schools serve students with learning disabilities, vision impairments, and/or hearing impairments. According to a recent poll, one to five special needs students attend regular classes in mainstream schools. The three primary disabilities that are typically identified in India's special needs student population are visual impairment, hearing impairment, and learning challenges. Compared to the other two groups of children with exceptional needs, the special education department's data showed that pupils with learning challenges made up the largest amount of the contributions. A neurological disorder that impairs a learner's capacity to receive, recognize, store, and retrieve information on demand is referred to as a learning disability. Children with dyslexia, autism, attention deficit and hyperactivity disorder (ADHD), down syndrome, and minor mental retardation are included in the learning difficulties (LD) group. When it comes to learning disabilities that impact a learner's proficiency in reading, spelling, and writing, dyslexia is the most prevalent diagnosis. Students with dyslexia frequently struggle to mix sounds to form words and connect sounds to the matching letters. Along with these traits, they also have poor short-term memory, difficulties with sequencing, difficulty decoding and recognizing words, and omission of words when reading and writing. These issues are not directly connected to low IQ; rather, they have neurological roots. Dyslexic students typically read at a level that is much below what is expected for their age and level. Reading with extended pauses and hesitations is a common result of their inability to follow along with the text. As a result, dyslexic pupils can suffer from low self-esteem due to false labels that portray them as slow, lethargic, and less intelligent. Understanding teachers' experiences in dealing with dyslexic students is significant since they play a pivotal role in aiding students with dyslexia in learning, even though it is imperative to focus on the needs of dyslexic students in language learning. Numerous researches have been done on the experiences of teachers working with dyslexic kids. For example, Lemperou, Chostelidou, and Griva's research found that the great majority of English as a Foreign Language (EFL) teachers were not proficient in creating a suitable teaching strategy to lessen the

burden of dyslexic pupils while they are learning a language. Similarly, Ahmad, Ali, and Salehudd in noted that EFL teachers lacked the skills necessary to use effective teaching strategies to lessen the challenges dyslexic pupils encountered. Furthermore, Allowed revealed that the majority of teachers lacked the training to effectively manage dyslexic pupils and lacked adequate awareness of the disorder. In addition, a lot of educators lacked the fundamental understanding of how to instruct dyslexic students. For example, the majority of teachers could only use simple language concepts, like syllable counting, but they frequently failed to show that they understood explicit principles, like the phonics principle. Additionally, they hold some fallacies, such as the idea that dyslexia is a visual processing problem as opposed to a phonological processing problem.

2. MEATHOD OF RESEARCH

The qualitative approach was used in this study to investigate instructors' perspectives on working with dyslexic kids. Participants in the SEIP dyslexia program from three distinct primary schools participated in a semi-structured interview session. Teachers having at least four years of experience working with dyslexic pupils were chosen through the use of a purposive sample technique in the SEIP Dyslexia Program. The literature pertinent to instructors' experiences in terms of the difficulties they encountered and the methods they used when instructing dyslexic pupils served as the basis for the formulation of the semi-structured guide's questions. The participants could choose to speak in Tamil or English during the interview, and the interview guide contained questions. NVivo software was used for the transcription, analysis and recording of the interview.

3. RESULT AND DISCUSSION

The results can be categorized into three areas based on the teacher interviews. The parts cover the teachers' experiences, the difficulties they encountered, and the tactics they used.

4. TEACHERS EXPERIENCES WITH TEACHING DYSLEXIC STUDENTS

During the interview sessions, the participants discussed some of their personal experiences on the challenges experienced by dyslexic pupils. Every participant concurred that the pupils had trouble combining the sounds to make words and mapping the sounds to letters. These findings support the theory that a phonological deficiency is the root cause of dyslexia. Phonologically impaired learners frequently struggle to distinguish between different word sounds, use sounds to construct words, and break words down into their component phonemes. Teachers bemoaned the fact that most pupils had difficulty correctly ordering the letters in a word. For example, they frequently added or removed letters from words. They thus spelled words incorrectly more frequently than their counterparts. Additionally, two panelists concurred that dyslexic pupils had poorer writing abilities. According to Hebert et al., dyslexic kids must develop their ideas while writing, which makes it difficult for them to write quickly and correctly form letters. They also frequently write poorly by hand. One of the explanations put up to explain why dyslexic students spell more incorrectly than their peers is that they have difficulty producing the serially-ordered letters when they are presented in an auditory format as opposed to a visual one. Furthermore, because they lack visual signals for spelling, they often spell words by mimicking their sounds, such as "thay" for "they" and "wus" for "was." In addition to spelling mistakes, their untidy handwriting may also be caused by inadequate motor skills, such as a loose hold on the pencil.

Teachers have observed that some dyslexic pupils could not tell the difference between b and d, p and q, or u and n, even though these students were already in upper primary school. They also possessed inadequate working memory. The results corroborate the hypothesis put forth by Duff, Hume, and Snowling, according to which dyslexic students have sluggish automatic naming and poor phonological short-term memory. However, two educators asserted that when the teacher read the sentences or passages, dyslexic children could comprehend and respond appropriately. This could be explained by the fact that dyslexic kids struggle more with language than information.

5. TEACHERS CHALLENGES WHEN INSTRUCTING DYSLEXIC STUDENTS

The participants' biggest issue was their lack of dyslexia-related training. Through Peer Learning Coaching (PLC) in schools or private dyslexia seminars, they gained a deeper knowledge of dyslexia. Furthermore, despite having completed a special education degree program, some teachers said that she lacked confidence and proficiency when it came to teaching English phonics to dyslexic kids. Everyone who took part in the discussion agreed that the Ministry of Education should offer more dyslexia training programs to improve teachers' approaches. These outcomes, however, are not consistent with the research conducted by Ghani et al. Furthermore, every teacher expressed agreement that they did not have the necessary instructional aids or resources to help dyslexic kids acquire languages, especially English. Yuzaidey et al. have brought up this problem, pointing out that India lacks structured teaching and learning programs for dyslexic pupils. Certain educators argued that since each dyslexic kid has a unique set of challenges; additional resources are needed for teachers to support dyslexic pupils. Teachers emphasized that, aside from textbooks, they do not have any unique modules designed for pupils with dyslexia. According to the poll, teachers found it difficult to work with dyslexic kids who had high sensitivity and low self-esteem. Teachers must provide them with compassionate love, care, and attention rather than knowledge, further emphasized the fact that untrained mainstream or special education teachers were ill-equipped to handle the emotions or behaviors of dyslexic kids. Such a situation sets off teachers' emotions, and they frequently become stressed.

6. TECHNIQUES FOR INSTRUCTING DYSLEXIC STUDENTS

The study's findings led the participants to use a variety of instructional methods while working with dyslexic pupils. This involves utilizing a multimodal approach and implementing assistive technology tools, such mobile learning applications, among other tactics. According to the survey, one of the best ways to support dyslexic pupils in their learning is to incorporate a multisensory approach into the learning process. This result is consistent with earlier research conducted by Ambros and Cheong, as well as Subramaniam and Nasir Mazjud et al. They discussed how dyslexic students' literacy skills could be enhanced by using a multimodal approach. One explanation would be that the multimodal approach uses kinaesthetic exercises to help build visual-auditory links, which gives the learning process greater significance. In addition, some educators suggested that dyslexic kids utilize a reading pen to help them understand the words or sentences. Discussed how dyslexic kids can use the reading pen's playback feature to go back and read the words or sentences they had read. For this reason, recommended assistive technology solutions ought to be included into learning environments in order to help dyslexic and special education needs kids in particular. To help children write the words in a phrase with appropriate spacing, some teachers also suggested using a ruler word divider. A small percentage of teachers also recommended increasing word or letter space to lessen issues with visual crowding. This concept is also consistent with earlier research. Some teachers suggested using customized presentations and other 21st-century teaching strategies while instructing dyslexic kids. Teachers can help the pupils with individual presentations if they are having trouble reading or pronouncing the words. In order to enhance students' learning, she also suggested using videos in class to engage their auditory and visual senses.

7. CONCLUSION

This study offered important new information regarding the experiences teachers had working with dyslexic students, the difficulties they encountered in the classroom, and the methods they used to help them with their reading issues. The results of the investigation showed that dyslexic pupils frequently struggle with segmentation, blending, and phoneme- grapheme relationships, which impairs their ability to read, write, and spell. Teachers in confront major hurdles because of a lack of resources and training related to dyslexia. According to the participants, a mobile learning application should be used to integrate a multimodal approach into the learning session. Because it uses multiple senses at once, this method of teaching dyslexic pupils will be more successful.

8. REFERENCE

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