

**DEVELOPMENT OF VOCABULARY IN DYSLEXIC CHILDREN****Dr. Khan Zeenat M.***

Assistant Prof, MCE Aurangabad.

Article Received on 17/04/2017

Article Revised on 07/04/2017

Article Accepted on 28/05/2017

Corresponding Author*Dr. Khan Zeenat M.**Assistant Prof, MCE
Aurangabad.**ABSTRACT**

Dyslexia is a neurological problem associated with the reading and writing ability of children. The study was undertaken to find out the word power of the children who are having LD (Learning disability)

problem. Samples of 72 dyslexic children of class V from English medium schools were selected of age group 10-12 years through purposive sampling technique. A vocabulary test was administered to these 72 dyslexic children. The findings showed that the vocabulary power of these children is very low as compare to normal children.

KEY WORDS: Dyslexic children, Vocabulary.

INTRODUCTION

Dyslexia is a cognitive deficit in which persons reading and writing ability is significantly lower than that which would be predicted by his /her general level of Intelligence. People are diagnosed as dyslexic when their reading problems cannot be explained by lack of Intellectual ability, inadequate instructions or sensory problems such as poor eyesight.

Poor or lack of vocabulary is one of the most frequent symptoms reported by Dyslexic children. Dyslexic faces continuous frustration and confusion in school learning. These feelings are exacerbated by the inconsistency in the behavior of the dyslexic children, due to which they may anticipate failure. In fact the dyslexic children hesitancy to participate in school activities such as reading, writing, speaking, doing homework, shyness, withdrawn from the school activities becomes the common phenomenon of the dyslexic children. Dyslexic children are the low achievers in classroom in terms of academic scores.

What is dyslexia?**According to National Institute of Health Science**

“Dyslexia is a learning disability which hinders the person’s ability to read, write and sometimes to spell and sometimes to speak”.

Rationale of the study

In every calssroom the dyslexic children percentage vary between 5 to 17 %. The lack of awareness among teachers and parents regarding the Learning disability called Dyslexia leads to improper handling of these children interpreting them as a slow learner, 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 study was undertaken to investigate the word power of the dyslexic children which is one of the important component of school learning.

OBJECTIVES

1. To identify the dyslexic students.
2. To study the vocabulary of Dyslexic children.
3. To study the correlation between Dyslexia and Vocabulary of the dyslexic children in the classroom.

Hypotheses

1. The vocabulary (Word power) of dyslexic children is high.
2. There is a Positive correlation between Dyslexia and vocabulary level of students.

Assumption

The Dyslexic student has low vocabulary.

Scope

It has wide applicability in Education for special children.

- 1) It helps in designing the curriculum and syllabus for dyslexic children.

Limitations

1. The study was limited only to English medium students
2. It was limited only to V std students of age group (10-12 yrs).

Design of the study

Survey method was used for the collection of data.

Procedure

First the Dyslexic students were identified with the help of MISIC Intelligence test and Self-made standardized tool of Dyslexia i.e Screening and Diagnostic Test of Dyslexia SDTD-J by Dr.Khan Zeenat and S.B Dandegaonkar, after identification of the Dyslexic students their vocabulary power was measured with the help of self-made Test .The instructor makes the student sit in a relaxed posture. The single letter was given and the student has to answer verbally with as many words as s/he can that start with the given letter in the given time. The trial test is to be given before the main test. The time given is 60 seconds. The responses were recorded on the separate answer sheet provided.

Sampling Technique

Specifically Dyslexic children were selected for this study by using Purposive sampling technique.

Sample Size: 72 Dyslexic children from five English medium schools were selected,

Tools

1. Self-made Vocabulary test.
2. Malin's (MISIC) Test for intelligence
3. Self-made screening and diagnostic test for dyslexia (SDTD-J) by Dr. Khan Zeenat and S,B Dandegaonkar

Statistical Technique Used: Mean, Pearson Product Moment correlation Technique was used

Data Analysis

Table No.01-Vocabulary Scores.

Sr.No	Class Limits (Vocabulary)	No. of students (N= 72)	Percentage	Interpretaion
1	1-2	28	38.88	V.Low Vocabulary
2	3-4	40	55.55	Low Vocabulary
3	5-6	04	5.55	Average Vocabulary
4	7-8	-	-	High Vocabulary
5	9-10	-	-	V.HighVocabulary

From the Table no.01 it is clear that 38.88% of the students show V.low vocabulary level, whereas 55.55% shows low level of a vocabulary, 5.55% shows Average vocabulary.

Table 02: Dyslexia V/S Vocabulary.

Variables	No. of Students	Correlation Value Pearson product Moment	Interpretation
Dyslexia Vocabulary	72	-0.694	Negative High Correlation

CONCLUSIONS

(Testing of Hypotheses)

Hypothesis No.01: The vocabulary power of dyslexic children is high.

Hypothesis no.01 is rejected as 94.43 % of the student shows low or very low vocabulary.

Hypothesis No.02: There is a Positive correlation between Dyslexia and vocabulary power of students.

Hypothesis no.02 is rejected as Negative High correlation was found between the dyslexia and vocabulary.

Findings

1. 38.88% of the students shows very low vocabulary
2. 55.55% shows low vocabulary
3. 5.55% shows average vocabulary
4. Overall it is clear that maximum children range in low vocabulary and very low vocabulary power.

Suggestions

1. The specific problems of Dyslexic children should be diagnosed very accurately by the teacher and proper remedy should be provided so that to some extent learning problems of the students can be minimized.
2. Concrete teaching should be given to dyslexic children in the classroom.
3. Picture book should be used for the teaching and learning.
4. Teaching aids should be used in the classroom.
5. First-hand experience should be provided to the children in the classroom.
6. Proper guidance and counseling should be provided in order to make them sound for coping up their academic problems.
7. Words should be repeated again and again by showing picture to them.

8. The Self confidence and self-esteem should be improved.
9. Reward and praise should be used more in the classroom in order to motivate and encourage dyslexic child in the classroom.

REFERENCES

1. S. K. Mangal, Essentials of Educational Psychology- Printice Hall of India New Delhi, 2008; 726.
2. S.Venkatesan, children with developmental disabilities-vikas publishing house pvt ltd, New Delhi, 2004; 251.
3. K.C.Panda Education for Exceptional Children –Vikas Publishing house pvt ltd-new Delhi, 2005; 331.
4. Best John W.James V.Kahn Research in Education –Printice Hall of India Pvt ltd. New Delhi, 2004; 435.
5. Kothari C.R. Research Methodology (Methods and techniques) wishva prakashan Mumbai-401.
6. Lal Brindavan Research methodology. ADB publisher Jaipur, 2002; 386.
7. Retrieved from www.academia.edu/9865097/to_prepare_a_remedial_teaching_progr.