

## **TABLES OF CONTENTS**

	<b>Page</b>
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGMENTS	iv
ABSTRACT	v-vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xii

### **CHAPTER I            INTRODUCTION TO STUDY**

1.0    Introduction	1
1.1    Background of the Study	2
1.2    The Statement of Problem	3
1.3    Purpose of Study	4
1.4    Research Questions	4
1.5    Limitations of Study	5
1.6    Significance of Study	5

**CHAPTER TWO-LITERATURE REVIEW**

2.0	Introduction	6
2.1.1	Early signs of Learning disabilities	11
2.1.2	Remedial Reading Goals	12
2.2	Symptomology: Characteristics of Learning Disabilities	13
2.2.1	Attention and Concentration Difficulties	13
2.2.2	Socio-emotional Problems	13
2.2.3	Meta-cognitive Factors	14
2.2.4	Discrepancy Factor	14
2.2.5	Perceptual disorders	14
2.2.6	Language Disorder	15
2.2.7	Hyperactivity	15
2.2.8	Memory Problems	15
2.2.9	Academic Learning Difficulty	16
2.2.10	Poor gross motor development	16
2.3	Neurology and Learning Disabilities	16
2.4	The Organization of Reading Skills in L.D	17
2.4.1	Areas in Reading Comprehension	19
2.5	Developing Reading Skills in LD	20
2.6	Remedial Reading Programmes And Approaches	24
2.6.1	Reading Mastery: DISTAR	24
2.6.2	Rebus Approaches	25
2.6.3	SRA corrective Reading Programme	25

2.6.4	Phonic Remedial Reading Lessons	25
2.7	Summary	26

## **CHAPTER THREE-RESEARCH METHODOLOGY**

3.0	Introduction	27
3.1	Sampling	28
3.2	Instrument	28
3.3	Pilot questionnaire	31
3.4	Questionnaire	33
3.5	Questionnaire Construction	34
3.6	Interview	34
3.7	Data collection procedure	35
3.8	Summary	36

## **CHAPTER FOUR-ANALYSIS AND DISCUSSION**

4.0	Introduction	37
4.1	The Description of the Samples	37
4.1.1	Teaching Experience of the Respondents	38
4.1.2	Professional Qualifications of Respondents	39
4.1.3	In-service Courses in Remedial Education	40
4.1.4	Level of Knowledge in Remedial Reading	41
4.1.5	Respondents' Understanding of Remedial Reading	42

4.2	The General Aspects of Learning Disabilities (LD) and its Fundamental Theories	43
4.2.0	Understanding of LD methodologies/approaches	43
4.2.1	The knowledge of LD methodologies	44
4.2.2	Characteristics of Problem Readers	45
4.2.3	Types of Learning Disabilities Found Among Pupils	47
4.2.4	Types of Reading Problems	48
4.2.5	Comprehension Difficulties Faced by Pupils with Reading Problems	49
4.2.6	The LD pupils' Understanding of Technical Terms Used in Reading	50
4.2.7	The LD pupils' ability to interpret information presented in visual format	51
4.2.8	The appropriateness of texts used to teach LD pupils	52
4.2.9	The respondents' familiarity with reading sub-skills in LD word recognition	53
4.2.10	Reaction of LD pupils to difficult tasks	54
4.2.11	The reading level of LD pupils' in special education classes	55
4.2.12	The Effectiveness of Current Teaching Methodologies in Special Education Classes	56
4.3	Response of LD pupils towards reading	56
4.3.0	Remedial education for LD pupils with reading problems	57
4.3.1	Ability of LD pupils to comprehend instruction	57
4.3.2	Approach taken when teaching	58
4.3.3	The use of teaching aids in class	59
4.3.4	Remedial approaches used in teaching LD pupils with reading problems	60
4.3.5	Supplementary reading methods/techniques	61

4.3.6	Remedial reading as a compulsory part of the teacher training programme	62
4.3.7	Annual compulsory diagnosis for reading problems for all pupils	62
4.3.8	Respondents' view on special education classes at present	63
4.3.9	Problems Faced by Teachers, in Terms of Facilities and Resources	63
4.3.10	Parental involvement in remedial activities	64
4.3.11	Problems faced when providing remedial activities for slow learners	65
4.3.12	Suggestions to improve the effectiveness of special education classes	66
4.4	Summary	66
 <b>CHAPTER FIVE-CONCLUSION AND RECOMMEDATIONS</b>		
5.0	Conclusion	67
5.1	Suggestions and Recommendations	68
5.2	Preventing reading failures - Early intervention programmes for reading	69
5.3	Remedial programmes through art activities	71
5.4	Guide for teachers in identifying the LD readers	72
5.5	Suggestions to the Education planners and teachers	74
5.6	Suggestions for further research	75
5.7	Summary	76
 <b>REFERENCES</b>		78
 <b>REFERENCES (BACKGROUND READING)</b>		82
 <b>APPENDIX A</b>		85
 <b>APPENDIX B</b>		87
 <b>APPENDIX C</b>		96

## **LIST OF TABLES**

Table No.	Page
Table 4.1 Teaching Experience	38
Table 4.2 Professional Qualifications	39
Table 4.3 In-service Courses in Remedial Education	40
Table 4.4 Level of Knowledge of Remedial Reading	41
Table 4.5 Respondents' Understanding of What is Remedial Reading	42
Table 4.6 Understanding of LD approach/methodologies	43
Table 4.7 Knowledge of LD Methodology	44
Table 4.8 Characteristics of Problem Readers	45
Table 4.9 Types of LD Among Pupils In Special Education Classes	47
Table 4.10 Reading Problems Among pupils in Special Education Classes	48
Table 4.11 Comprehension Difficulties Faced by pupils with LD	49
Table 4.12 LD Pupils' understanding Technical Terms used in Reading	50
Table 4.13 LD Pupils' ability to interpret Visual information when reading	51
Table 4.14 Suitability of Texts used to teach LD pupils	52
Table 4.15 Respondents' Knowledge of reading Sub- skills in LD Word Recognition	53
Table 4.16 Reaction of LD pupils when faced with complex tasks	54
Table 4.17 Classification of pupils based on reading ability	55
Table 4.18 LD Pupils' response to reading	56
Table 4.19 Are LD pupils given remedial education for reading problems?	57

Table 4.20	LD Pupils' ability to understand instruction	57
Table 4.21	Respondents' approach to Teaching Special Education classes	58
Table 4.22	Teaching aids - frequency of use	59
Table 4.23	Remedial approaches to teaching LD pupils with reading problems	60
Table 4.24	Supplementary reading methods/techniques	61
Table 4.25	Remedial reading - a core part of teacher-training programme	62
Table 4.26	Yearly diagnosis for reading problems	62
Table 4.27	Parental involvement in remedial activities	64
Table 4.28	Degree of parental involvement	64
Table 4.29	Problems faced by teachers	65