READING PROBLEMS AMONG PUPILS WITH LEARNING DISABILITIES IN SPECIAL EDUCATION CLASSES: THE TEACHERS' PERSPECTIVE

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DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ENGLISH AS A SECOND LANGUAGE

FACULTY OF LANGUAGES AND LINGUISTICS UNIVERSITY OF MALAYA KUALA LUMPUR

OCTOBER 2003
DECLARATION

I, Lilly Ponnammal d/o Victor David, hereby declare that this dissertation entitled: 'Reading Problems among pupils with learning disabilities in special education classes: The Teachers' Perspective', represents my own academic work, except where due acknowledgement is made, and, that it has not been previously included in any thesis, dissertation or report submitted to this University or to any other institution for a degree, diploma or other qualification.

[Signature]

Lilly Ponnammal d/o Victor David
TGB97039
October 2003
DEDICATION

To my husband, Ravindran Naidu, son, Narendran Naidu, daughter, Sumitra for their love, support and encouragement and above all to Almighty God, my sole inspirator.
ACKNOWLEDGEMENTS

I would like to take this opportunity to convey my deepest gratitude to my supervisor, Prof. Dr. Loga Baskaran who graciously agreed to be my supervisor and spent time to advise and assist me in completing this dissertation.

I would also like to express my heartfelt thanks to my husband and my children for their continuous support, help and encouragement throughout this dissertation.

Last but not least, my sincere thanks goes to all those who have helped me in one way or the other to complete this dissertation.

Lilly Ponnammal d/o Victor David
ABSTRAK


Dapatan dari kajian ini boleh membantu guru-guru dalam konteks ESL ini untuk memperbaiki dan mengubahsuaikan strategi-strategi pengajaran mereka. Implikasi-implikasi pengajaran ini juga dibincangkan dan cadangan diberi kepada guru-guru berkenaan dengan garis panduan untuk menangani masalah pembelajaran murid-murid khas ini.
ABSTRACT

This study discusses the perceptions of government primary school teachers teaching English as a second language in special education classes with special focus on reading problems among students with Learning Disabilities (LD). The purpose is to determine how teachers accommodate the LD students and to make suggestions for further improvement of teaching of English accordingly.

The subjects of this study consisted of 17 primary school English teachers currently teaching in special education classes in five selected schools. The instrumentation used was in the form of interviews and the questionnaires. These were used to assess the teachers' perceptions on reading problems among the LD students.

The findings obtained enabled suggestions as to how teachers in such ESL context should equip themselves in further improving their teaching strategies. The implications of the study are also discussed and several recommendations given for teachers as guidelines in handling the LD readers.
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