

## **CHAPTER FIVE**

### **SUMMARY AND RECOMMENDATIONS**

#### **5.0 Overview**

This study presented five children who had a cluster of dyslexic symptoms and examined the language disabilities specifically in reading. The study also attempted to investigate the reading difficulties these children faced so that appropriate and specific remedial and intervention programmes could be introduced.

For this purpose, the researcher used both formal and informal methods to obtain the data.

Informal methods included questionnaires and interviews with the subjects' parents and teachers to obtain data on their history, behavior and academic abilities. Secondary source such as the checklist was also examined.

Formal methodology using part of the Dyslexia Screening Test was also used to help identify specific reading problems these children had. A specially designed 10 level word list was used to test reading. An analysis was conducted for the reading errors and the strategies used in managing these tasks were observed.

Based on the findings, it was found that dyslexia was language universal and manifested in the same manner in all languages although it could differ in degree and intensity. The presence of similar error patterns, underlying phonological processing deficits,

verbal memory problems and short term memory problems all attributed to the theory that dyslexia is language universal.

Based on the analysis, the reading difficulties of these children could be traced to an underlying phonological awareness deficit. These indicated that these children were not aware of the letter sounds or speech sounds of the letters of the alphabet. Professional help in this area could help the subjects to improve their reading skills. Since dyslexia varies from one individual to another and differed in severity, the subjects dyslexic characteristics should be examined before any intervention programme was planned.

### **5.1 Recommendations**

Phonological dyslexia is not a disease but a specific condition which hampers the development of literacy skills in children. Thus, special intervention programmes must be conducted so that children with this condition are able to learn to overcome their reading difficulties.

Some areas of intervention could include:

1. Identification and manipulation of syllables
2. Phonemic blending
3. Phoneme segmentation
4. Phoneme deletion
5. Phoneme substitution

#### **5.1.2 Structured Learning Programs**

Thompson (1990) had stressed the need for a remedial program to be structured, sequential, cumulative and multi-sensory allowing the subjects to build one skill upon

another. The program should take into details the subjects' performances in all aspects of literacy, cognitive and phonological awareness. Once these are determined, the teaching methods should balance the need for training in areas of weakness while making maximum use of compensatory strengths.

Here, the multi-sensory method is an ideal method because it encourages the subjects to integrate information from auditory, visual, tactile and kinaesthetic channels. It uses methods which link sounds, symbols and sensory channels as a means of supporting a weaker channel. This program ensures the children are fully engaged in active learning.

### **5.1.3 Concessions from the Ministry of Education**

Dyslexia is a 'hidden' condition unlike other physical disabilities. A great majority of dyslexic children may go unnoticed and unattended in schools. They appeared to be bubbly, talkative and intelligent but they just do not make the grades. These children are often labeled as lazy and stupid.

Looking into the predicament of these children, teachers have to understand their feelings and encourage these children to use their creative strengths to promote learning.

As such, the Ministry of Education should give special concessions to dyslexic children by allotting them extra time during examinations, creating software for lessons and most importantly, to train teachers to meet the special needs of these children.