

EFFECT OF ECLECTIC METHOD ON READING ABILITY AMONG PRIMARY SCHOOL DYSLEXIC CHILDREN

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Abstract

The present study was aimed to study the effect of Eclectic Method on reading ability among primary school dyslexic children. Multi-staged randomized sampling technique was used to identify these children. After applying the standardized tests 30 students of 3rd and 4th class were identified as dyslexics. Then these students were randomly assigned to experimental and control groups. Students of Experimental group were taught with the help of Eclectic Method for 60 sessions, each of which was of 35 minutes duration. On the other hand, students of control group were carried out with routine activities of the classroom. It was found that 20.41% of the referred school going primary children suffer from dyslexia and Eclectic method was found to be superior to traditional method in improving word reading, reading comprehension, spellings, word fluency, reading ability and academic achievement in English of the students when groups were matched with respect to pre- word reading, pre- reading comprehension, pre- spellings, pre- word fluency, pre- reading ability and pre-academic achievement in English respectively.

Keywords: Eclectic Method, Reading Ability and Dyslexic Children

Reading is a developmental task that every child in today's society is required to master. Today children are being made aware of sounds, letters and words as early as the age of four years so that they find reading easier when they get admission in schools. It is expected from every child of nine years that he should be able to read fluently, make headway in scholastic sense as well as be able to read for pleasure. Unfortunately there are many children who struggle with this task and it means that they are largely at risk of suffering serious developmental problems, such as low self-esteem as well as anxiety, emotional and behavioral problems. Out of this population of reading disabled 85% suffered from Dyslexia. People are often identified as Dyslexic when their reading achievement falls substantially below the expected levels of their age and education. Their reading or writing problems cannot be explained by a lack of intellectual ability, inadequate instructions, or sensory problems such as poor eyesight. Today, Dyslexia is thought to be a neurological disorder characterized with difficulties in accurate and/or fluent word recognition, spelling and decoding abilities. Eclectic means not following any one system, but selecting and using what are considered the best elements of all systems. Remedial students are taught by whatever means seem most suitable to their individual needs. An Eclectic method need not be composed of all possible approaches, methods, techniques and variations. A teacher may choose two or three approaches that provide broad range of remedial instruction. An instruction that can afford a basis for

teaching almost any aspect of reading such as sight words recognition, word analysis skills, use of context clues, comprehension, fluency and so on. With these broad range approaches as a base, the teacher may add two or three variations that are essentially supplementary methods to be used compatibly with one or more of the broad range approaches than if an approach seem to fail with a student, the teacher can delete that portion and use a compatible supplementary method to teach the skills needed. In Eclectic method, teachers select and use what in their judgment is best in a given situation rather than follow a prescribed course of action.

In the present study, the investigator used Alphabetic Phonic Method, Behavioral Modification Method as well as Multisensory Structured Linguistic Method as broad range approaches to provide remedial instructions. In the alphabetic phonic method the children first learn the sounds of the letters, then how to substitute initial consonants in known words in order to figure out new ones, and finally how to blend separate sounds together in words. Behaviour Modification Method is that method in which appropriate behaviour is strengthened by giving positive reinforcements and different techniques are designed to eliminate undesirable behaviours. Where as in Multisensory Structured Linguistic Method is that method in which multiple senses are used to teach linguistic structures. This method is totally teacher directed and all the activities used for teaching language are presented in a certain order. Bains

(1997) tested the effectiveness of Eclectic method on the reading ability of thirty dyslexic children. She found Eclectic Method superior to Alphabetic Phonic methods, Behaviors Modification method and Multisensory Structured Linguistic methods in improving reading ability of dyslexic children. Brooks and Weeks (2000) investigated individual styles in learning to spell and read. Several pilot and exploratory phases led to the production of a teaching pack offering 10 different teaching approaches, which teachers were to select from individual children based on a simple assessment of their preferred styles. The developers of the project evaluated it both in special schools, and in three mainstream schools. In all the cases, they found positive results. Kohli (2001) compared various remedial strategies in reducing language disabilities of dyslexic children. Intervention was provided to 60 disabled subjects of the four experimental groups through Multisensory Structured Linguistic method, Alphabetic Phonic method, Behavioral Modification method and Eclectic Method. Control group consisting of 15 learning disabled was not provided any intervention. Investigator found that Alphabetic Phonic method, Behavioral Modification method as well as Eclectic Method were superior to Multisensory Structured Linguistic method. In the present study, the investigator wants to study the effect of Eclectic Approach on reading ability among primary school dyslexic children. Eclectic Method is the intervention programmes about which many positive anecdotal reports have been made but generalization of its effectiveness is yet to be made. Since a reading disorder can have such a hugely negative influence on individuals reading ability, academic performance and psychological functioning and in many cases the usual methods of interventions are not found successful. Thus the scientific research regarding the Eclectic Method is justified.

Objectives:

1. To compare the adjusted mean scores of word reading of the students taught with Eclectic and Traditional Methods by considering pre-word reading as covariant.
2. To compare the adjusted mean scores of reading comprehension of the students taught with Eclectic and Traditional Methods by considering pre-reading comprehension as covariant.
3. To compare the adjusted mean scores of spellings of the students taught with Eclectic and Traditional by considering Methods pre-spelling scores as covariant.
4. To compare the adjusted mean scores of word fluency of

the students taught with Eclectic and Traditional Methods by considering pre-word- fluency as covariant.

5. To compare the adjusted mean scores of reading ability of the students taught with Eclectic and Traditional Methods by considering pre-reading ability as covariant.
6. To compare the adjusted mean scores of academic achievement in English of the students taught with Eclectic and Traditional Methods by considering pre-academic achievement in English as covariant.

METHOD

Sample:

Multi-staged randomized sampling technique was used in the present study. Class teachers of third and fourth grade children of 10 randomly selected English medium schools of Nawanshahr were contacted and made aware of various specific learning disabilities of school children. Teacher's referral forms were distributed to all class teachers of third and fourth grade students. Referred cases were observed by the investigator through observation techniques under various sessions. These students were then administered various reading, spelling and word fluency tests. On the basis of these test 30 dyslexic students of III & IV grade were taken for the present study. Then these students were randomly assigned to experimental and control groups.

Measures

Teacher's Referral form, Observation Technique., Reading test (RRT) by Gupta (2008), Diagnostic spelling test (DST) (2005) by Gupta and Narang, Rapid Automatic Naming (RAN) by Gupta (2005), Coloured Progressive Matrices by Raven. Court & Raven (1977)

Procedure

To test the effectiveness of Eclectic Method, students of Experimental group were taught with the help of Eclectic Method for 60 sessions. Each session consisted of 35 minutes duration. On the other hand, students of control group were carried out with routine activities of the classroom.

Results and Discussion

For comparing the adjusted mean scores of word reading of the students taught with Eclectic and Traditional Methods by considering pre-word reading as covariant, ANCOVA was employed for analyzing the data. It was found that adjusted F value was 40.82, which was significant at

0.01, which showed that adjusted mean difference exist among the students belonging to Eclectic and Traditional Methods. Further, the adjusted mean score of students belonging to group taught by Eclectic Method (19.41) was significantly higher than those belonging to group taught by Traditional Method (12.72). It may, therefore, be said that Eclectic Method was significantly superior than Traditional Method in respect to Word Reading.

For comparing the adjusted mean scores of reading comprehension of the students taught with Eclectic and Traditional Methods by considering pre-reading comprehension as covariant, ANCOVA was employed for analyzing the data. It was found that adjusted F value was 11.44, which was significant at 0.01, which showed that adjusted mean difference exist among the students belonging to Eclectic and Traditional Methods. Further, the adjusted mean score of students belonging to group taught by Eclectic Method (2.0) was significantly higher than those belonging to group taught by Traditional Method (0.72). It may, therefore, be said that Eclectic Method was significantly superior than Traditional Method in respect to reading comprehension.

For comparing the adjusted mean scores of Spellings of the students taught with Eclectic and Traditional Methods by considering pre-spelling scores as covariant, ANCOVA was employed for analyzing the data. It was found that adjusted F value was 47.06, which was significant at 0.01, which showed that adjusted mean difference exist among the students belonging to Eclectic and Traditional Methods. Further, the adjusted mean score of students belonging to group taught by Eclectic Method (8.41) was significantly higher than those belonging to group taught by Traditional Method (4.84). It may, therefore, be said that Eclectic Method was significantly superior than Traditional Method in respect to Spellings.

For comparing the adjusted mean scores of word fluency of the students taught with Eclectic and Traditional Methods by considering pre-word- fluency as covariant, ANCOVA was employed for analyzing the data. It was found that adjusted F value was 21.60, which was significant at 0.01, which showed that adjusted mean difference exist among the students belonging to Eclectic and Traditional Methods. Further, the adjusted mean score of students belonging to group taught by Eclectic Method (16.42) was significantly higher than those belonging to group taught by Traditional Method (11.57).

It may, therefore, be said that Eclectic Method was

significantly superior than Traditional Method in respect to word fluency.

For comparing the adjusted mean scores of Reading Ability of the students taught with Eclectic and Traditional Methods by considering pre-reading ability as covariant, ANCOVA was employed for analyzing the data. It was found that adjusted F value was 113.47, which was significant at 0.01, which showed that adjusted mean difference exist among the students belonging to Eclectic and Traditional Methods. Further, the adjusted mean score of students belonging to group taught by Eclectic Method (46.30) was significantly higher than those belonging to group taught by Traditional Method (29.77). It may, therefore, be said that Eclectic Method was significantly superior than Traditional Method in respect to Reading Ability For comparing the adjusted mean scores of academic achievement in English of the students taught with Eclectic and Traditional Methods by considering pre- academic achievement in English as covariant, ANCOVA was employed for analyzing the data. It was found that adjusted F value was 7.26, which was significant at 0.01, which showed that adjusted mean difference exist among the students belonging to Eclectic and Traditional Methods. Further, the adjusted mean score of students belonging to group taught by Eclectic Method (41.44) was significantly higher than those belonging to group taught by Traditional Method (37.04). It may, therefore, be said that Eclectic Method was significantly superior than Traditional Method in respect to academic achievement in English.

Conclusions

Eclectic Method was found to be superior to traditional approach in improving word reading of the students when groups were matched with respect to pre-word reading. Eclectic Method was found to be superior to traditional approach in improving reading comprehension of the students when groups were matched with respect to pre-reading comprehension. Eclectic Method was found to be superior to Traditional Approach in improving spellings of the students when groups were matched with respect to pre-spelling scores. Eclectic Method was found to be superior to Traditional Approach in improving word fluency of the students when groups were matched with respect to pre-word fluency. Eclectic Method was found to be superior to Traditional Approach in improving reading ability of the students when groups were matched with respect to pre-reading ability. Eclectic Method was found to be superior to

Traditional Approach in improving academic achievement in English of the students when groups were matched with respect to pre-academic achievement in English.

The present study revealed that Eclectic Method improve word reading , reading comprehension spellings, word fluency, reading ability and academic achievement in English of dyslexic students.

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