

TEACHING TECHNIQUES TO ENHANCE WORD RECOGNITION AND READING COMPREHENSION SKILLS AMONG STUDENTS WITH DYSLEXIA

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Abstract

One common specialised learning condition that has a major impact on school children's word recognition and reading comprehension abilities is dyslexia. Large class sizes, insufficient teacher preparation in inclusive education, and limited exposure to English present extra difficulties for dyslexic students studying in classrooms. This study looks at how well structured, multisensory, and phonics-based teaching methods work to help dyslexic students in schools recognise words and understand what they read. The study focuses on low-cost, classroom-friendly teaching methods with the National Education Policy (NEP) 2020 and the Samagra Shiksha Abhiyan. The results show that inclusive teaching methods, clear instruction, and frequent practice significantly improve reading outcomes and support dyslexic students' reasonable access to high-quality education.

Keywords: Inclusive Education, Reading Comprehension, Word Recognition, Dyslexia.

INTRODUCTION

While schools have made great steps in increasing educational access, learning outcomes for pupils with particular learning disorders, including dyslexia, continue to be a concern. In schools, dyslexic students, especially those enrolled in English-medium classes, continue to struggle with reading comprehension, accuracy, and fluency. These difficulties are frequently made not as good as by first-generation status, socioeconomic disadvantages, and a lack of exposure to literacy at home. Large student populations, little teaching time, and a lack of specialised remedial support are characteristics of classrooms in the majority of schools. Teachers frequently use conventional lecture-based and textbook-oriented teaching strategies, which are insufficient for meeting dyslexic pupils' learning needs. Even with governmental measures that emphasise inclusive education, like the Right to Education Act (2009), Samagra Shiksha Abhiyan, and NEP 2020, there is still little actual implementation at the classroom level. Basic literacy abilities like word recognition and reading comprehension are necessary for academic achievement in all subject areas. Dyslexic students continue to drop behind their peers in the absence of suitable intervention, which can result in academic achievement, early dropout, and grade repetition. As a result, schools must find and use practical, successful, and context-appropriate teaching methods.

The goal of using effective teaching techniques for dyslexic pupils

Enhancing word recognition and reading comprehension skills, which are important for lifelong learning and academic performance, is the main goal of applying effective teaching practices for dyslexic students in schools. Students with dyslexia often struggle with phonological processing, comprehending written material, decoding, and spelling. These difficulties may result in academic performance, low self-esteem, and decreased involvement in class activities in the absence of attentive instructional support.

Goals of instructional techniques created especially for dyslexic students are to:

- **Develop reading comprehension skills-** Students can effectively comprehend and interpret texts by using techniques including guided reading, explicit vocabulary education, and comprehension monitoring.
- **Encourage inclusive classroom practices-** In line with inclusive education objectives, effective solutions guarantee that dyslexic kids can actively engage in mainstream classrooms.
- **Encourage personalized education-** IEPs (Individualized education plans) and distinguished instruction assist in meeting each dyslexic learner's particular needs and pace.
- **Increase decoding and word recognition abilities-** Students who get organized and methodical phonics-based training are better able to recognize words accurately and fluently, blend sounds, and comprehend letter-sound correlations.
- **Suggest multisensory learning opportunities-** Multisensory methods, such as kinesthetic, aural, visual, and tactile, help students recollect information and make learning to read easier.
- **Improve motivation and confidence-** Students become more motivated and self-confident when they succeed in reading assignments.

Teaching Strategies' Contribution

- **Development of Language and Literacy-** Good practices improve fluency, vocabulary, phonological awareness, and comprehension, all of which support the development of literacy in general.
- **Long-Term Learning Results-** Enhancing word recognition and reading comprehension abilities helps dyslexic individuals advance academically, finish school successfully, and fully engage in postsecondary education and the workforce.
- **Improvement in Academics-** Students' ability to accurately perceive words and read comprehension is greatly improved by evidence-based teaching practices. Since reading is the keystone of learning, this improves performance in all academic areas.
- **Equity and Inclusive Education-** The child with dyslexia has equal learning opportunities in conventional classrooms, and the use of appropriate techniques encourages inclusive education.
- **Prompt Recognition and Assistance-** Long-term academic deficits are avoided when teachers use structured teaching methods to detect reading issues early and offer quick solutions.
- **Psychosocial Advantages-** Better reading abilities boost students' self-esteem, bring down reading-related anxiety, and promote positive attitudes toward learning.
- **Implications for Curriculum and Policy-** Curriculum creation, teacher preparation programs, and educational policies that serve students with particular learning difficulties are influenced by research on successful teaching techniques.
- **Professional Development for Teachers-** By encouraging teachers to embrace creative and research-based teaching strategies, the employment of specialised teaching methods raises the standard of instruction overall.

Teaching Methods for Students with Dyslexia in Schools

Teaching methods need to be practical and flexible enough to fit the needs of schools. Successful tactics consist of:

- Chalk, sand trays, flashcards, letter tiles, and finger tracing are examples of low-cost materials used in multisensory instruction.
- Explicit and systematic instruction involves teaching words, sounds, and meanings directly and revising them on a regular basis.
- The structured literacy approach involves teaching sounds, words, and sentences in a sequential manner.
- Differentiated instruction includes remedial or small-group sessions during library or activity hours.
- Flexible seating arrangements, extra reading time, and peer support are examples of inclusive classroom practices.
- Integration of Language- Supporting English word identification and comprehension through the use of students' mother tongue.

Skills Needed for Dyslexic Students to Recognise Words

In schools, dyslexic pupils need to concentrate on developing the following abilities:

- **Decoding Skills-** Combining sounds to read both known and simple words. Teaching high-frequency English terms that are frequently found in textbooks is known as sight word recognition.
- **Letter-Sound Correspondence-** The methodical teaching of the English alphabet and sounds is known as letter-sound correspondence.
- **Phonological Awareness-** The ability to recognize English sounds, syllables, and rhymes is known as phonological awareness.
- **Reading fluency-** Increasing accuracy and speed through repeated reading exercises.
- **Orthographic Knowledge-** Identifying spelling patterns that are pertinent to learning English.

Methods and Techniques for Teaching Reading Comprehension

Given pupils' limited vocabulary and exposure, reading comprehension training should be explicit and scaffolded.

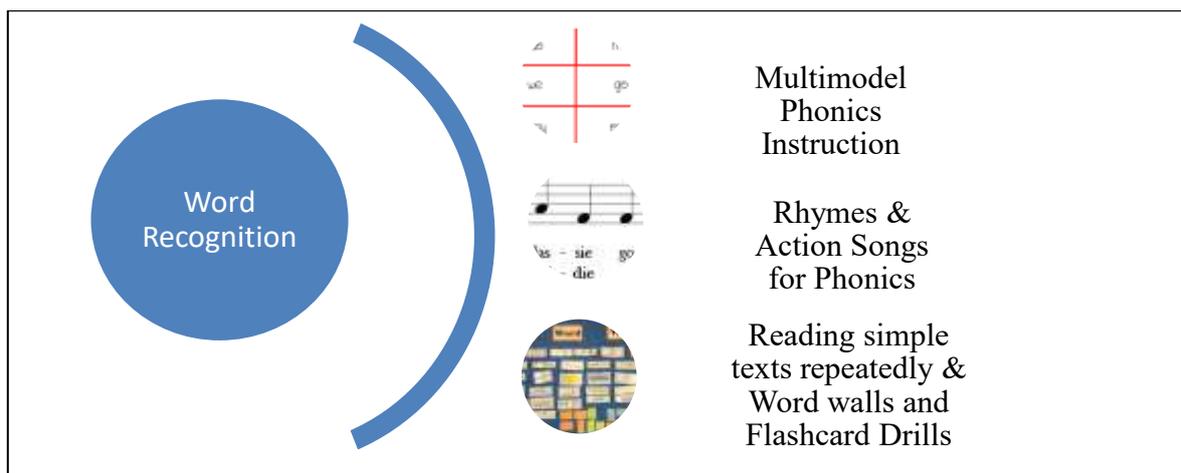
- **Metacognitive Skills-** Encouraging pupils to evaluate their understanding and ask questions is known as metacognitive skills.
- **Sentence-Level Instruction-** Using brief, straightforward sentences to convey meaning.
- **Think-Aloud Strategy-** The teacher demonstrates how to comprehend and analyse text.
- **Vocabulary Pre-Teaching-** Using illustrations and Tamil equivalents, explain important English words.
- **Use of Visual Aids-** Charts, story maps, and picture sequences are examples of visual aids used.

Value of Word Recognition and Reading Comprehension Instruction in Schools

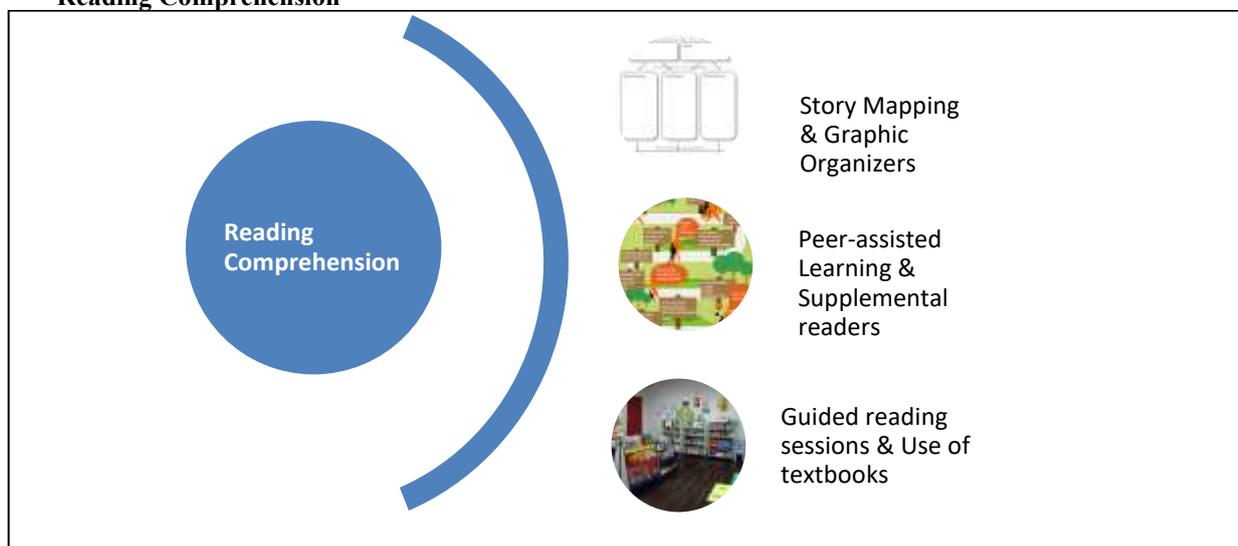
In institutions, effective teaching methods are essential for closing the learning gaps among dyslexic pupils. While proficient comprehension techniques allow students to comprehend textbooks across courses, improving word recognition improves reading fluency. These tactics boost retention rates, enhance classroom engagement, and lessen academic stress. The goals of social justice and inclusive education, as outlined in federal and state education programs, are also supported by early intervention.

Appropriate Teaching Strategies for Reading Comprehension and Word Recognition

Word Recognition



Reading Comprehension



CONCLUSION

The use of inclusive, organised, and context-appropriate instructional approaches is essential to the success of teaching strategies for dyslexic pupils in Tamil Nadu government schools in improving word recognition and reading comprehension. While explicit comprehension instruction improves knowledge, multisensory and phonics-based strategies greatly enhance word recognition. Government schools can effectively meet the requirements of dyslexic students with the right teacher preparation, curriculum modification, and administrative assistance. Increasing inclusive practices can help achieve better literacy results and educational equity.

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