

## Cutting edge strategies to combat Dysorthographia

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### Abstract

Learning disabilities are problems that affect the brain's ability to receive, process, and analyze or store information. Dysorthographia is the learning disability in writing occurring in the absence of visual, hearing, or intellectual impairment. The study entitles "Cutting edge Strategies to Combat Dysorthographia" sought to determine dysorthographia among secondary level students. Data was collected from a sample of 8 students from Sevikashram higher secondary school dindigul, Tamilnadu. The investigator identified the students with Dysorthographia. On need based she has identified and administered three instructional strategies such as pictures, videos and language games to overcome their disability on Dysorthographia. This paper attempts to give measures to combat disabilities among Disorthographics to make them feel confident and contributing members of this social world.

**Keywords:** combat Dysorthographia, Cutting edge strategies, brain's ability

### Introduction

Dysorthographia the most prevailing learning disability refers to writing difficulties. With so much emphasis on interventions for such children to be competitive in the academic world, we lose sight about what we really prepare a child to be happy, confident, and secure in the real world. The dysgraphics regularly face many challenges, and require interventions besides numeracy and literacy skills also. For such children, innovative strategies are the most important aspect to be taken care of. Because of their consistent academic achievement, they face peer rejection and ignorance.

### Learning Disabilities

Learning disabilities are problems that affect the brain's ability to receive, process, and analyze or store information. It refers to the number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. Learning disabilities result from impairments in one or more processes related to thinking, remembering or learning. Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perceptiveness.

### Dysorthographia

It is the learning disability in writing occurring in the absence of visual, hearing, or intellectual impairment.

### Title of the problem

"Cutting edge Strategies to Combat Dysorthographia".

### Objectives of the study

- ✓ To identify the students with Dysorthographia.
- ✓ To evolve strategies to help learners to overcome Dysorthographia.
- ✓ To find out the efficacy of the instructional strategies to overcome Dysorthographia.

### Hypothesis of the Study

- There is a significant difference between the mean scores of the pre-test and post-test scores of the students with Dysorthographia.
- There is a significant difference between the post-test scores obtained a result of traditional teaching and that of teaching vocabulary through pictures.
- There is a significant difference between the post-test scores obtained a result of traditional teaching and that of teaching Grammar through video CD.
- There is a significant difference between the post-test scores obtained a result of traditional teaching and that of teaching synonyms through language games.

### Method of the study

Experimental method has been used by the investigator in the present study.

### Sample of the study

The sample is a representative proportion of the population. The investigator has selected the students from sevikashram higher secondary school. The investigator by adopting appropriate method, that is by conducting pre-test to all 50 numbers of students of Sevigasram School and based on the evaluation result the investigator chosen 8 number of student for the present study.

### Tool for the study

Achievement test on all subjects selected is considered as tool for collecting data from the sample.

### Statistics used for the study

Inferential statistics techniques have been used to analyze the collected data. Mean, standard deviation, and t- test are the statistical techniques used in this study.

### Scheme of analysis

In this analysis the investigator gives a detailed picture of the distribution of the students under various sections with respect to their scores as follows:

- Descriptive Analysis
- Inferential Analysis

### Descriptive analysis

The investigator has evolved three innovative instructional strategies such as pictures for teaching vocabulary, video CD for teaching grammar and language games for teaching synonyms to combat Dysorthographia.

**Table 1:** Pre-test and Post-test scores of students with Dysorthographia.

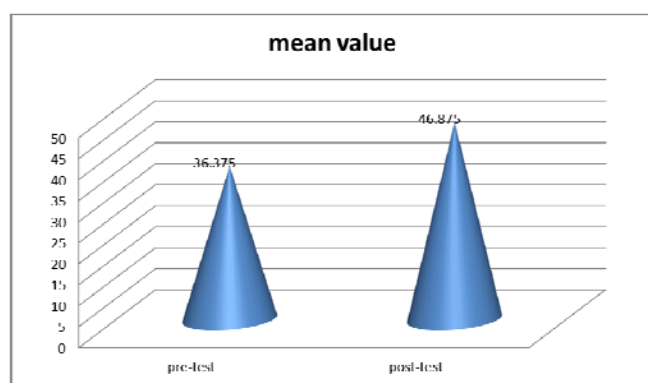
S. No	Name	Pre-Test	Post-Test
1.	K. Lavanya	34	44
2.	M. Mayil	36	49
3.	M. Munipriya	40	48
4.	P. Petchiammal	39	44
5.	P. Pandieshwari	38	45
6.	B. Pavithra	40	49
7.	K. Sangeetha	35	48
8.	R. Krishnapriya	33	48
	Mean	36.375	46.875
	Median	38	48
	Mode	41	43
	Standard Deviation	2.53720	1.9364

### Inferential Analysis

**Table 2:** T-test for difference between the pre-test and post- test scores of students with dysorthographia

Tests	Number	Mean	Standard deviation	t – value	Result at 0.05
Pre-test	8	36.375	2.53720	8.2639	Significant
post-test	8	46.875	1.9364		

The calculated t –value is 8.2639, which is not significant at 0.05 level and hence the formulated null hypothesis. “Thereis no significant difference between the pre-test and post-test scores of students with Dysorthographia is rejected. The mean values of the students belonging to pre-test and post-test scores are presented graphically.



**Fig 1:** Distribution of mean differences between the pre-test and post- test scores of students with Dysorthographia

The above figure represents that the mean scores of post-test of students with Dysorthographia is higher than the mean scores of pre-test. This is due to usage of innovative strategies to enhance their learning, particularly in improving writing skills of the school students at secondary level.

**Table 3:** Post-test scores of the students with Dysorthographia using three different strategies to combat Dysorthographia

S. No	Name	Pictures	Video Cd	Language Games
1.	K. Lavanya	90%	80%	70%
2.	M. Mayil	95%	100%	80%
3.	M. Munipriya	90%	100%	70%
4.	P. Petchiammal	90%	80%	70%
5.	P. Pandieshwari	95%	80%	60%
6.	B. Pavithra	100%	95%	80%
7.	K. Sangeetha	95%	100%	80%
8.	R. Krishnapriya	90%	100%	70%

### Result and Discussion

From the analysis of data, it is inferred that, there is a significant difference between pre-test and post-test scores of student’s with dysorthographia. The mean score of pre-test is found to be (36.375) lesser than the mean score of post-test (46.875). The statistical analysis reveals that visual style of learning was found more effective in teaching vocabulary, Audio visual style for teaching English Grammar and Kinesthetic style for teaching Synonyms.

Hence, the teachers should be encouraged to use some innovative strategies to develop learning of disability students. This would enhance students learning skills.

### Findings and Conclusion

- The findings of the present study revealed a number of facts which have great implications to combat Dysorthographia in teaching.
- The investigator identified the students with Dysorthographia by administering diagnostic test.
- The investigator has evolved three innovative instructional strategies such as
  - Pictures for teaching vocabulary
  - Video CD for teaching grammar
  - Language games for teaching synonyms to combat Dysorthographia.
- The investigator has established the effectiveness of the instructional strategies to overcome Dysorthographia through Experimental method.
- There is a significant difference between pre-test and post-test scores of students with Dysorthographia in teaching English in order to combat Dysorthographia.

### Suggestions and Recommendations

- The study has proved that instructional strategies for English teaching to the students with Dysorthographia are more essential.
- Innovative strategies of teaching need to be included in the curriculum of the teacher education programme so as to orient the teachers to theory and practice associated with various strategies of teaching.
- The investigator desires that schools/ institutions should teach English by using innovative instructional strategies to combat Dysorthographia among students. It makes the process of teaching and learning more effective.

- Creating motivation in teacher's to use new teaching methods and learning.
  - Dysorthographia students must be made to understand the concepts clearly.
  - They must be focused and concentrated separately to overcome their disability.
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### **Educational Implications**

The Experimental research results imply the following

- Teachers must adopt various teaching methods to make teaching learning more effective and purposeful to the learning disability students.
- Pre-service and In-service training should be provided to the teachers so as to make them proficient with the most innovative teaching techniques.
- Every student with Dysorthographia must be concentrated.
- Steps must be taken to combat Dysorthographia among students using innovative strategies such as pictures for teaching vocabulary, Video CD for teaching Synonyms and Language games for teaching synonyms to combat Dysorthographia.
- However, researchers have not developed strategies for every content area or skill. Therefore, teachers need to be able to develop strategies based on their needs of their students.

### **Conclusion**

Growing importance of English language teaching in the world has brought awareness among the educators, teachers and parents about effective ways of teaching and learning of English. In the light of globalization, we need to modify the teaching methods to meet the global needs of our students.

As today's students are visual and digital learners, digital forms of knowledge are acquired. Teachers must adapt their relationship with learners, switching roles from "soloist" to accompanist and shifting the information to help the seekers.

Thus helping dysorthographics feel better about themselves and dealing effectively in the classroom is definitely a complex task. But it must be kept in mind that these are the children of our future and they have a right to get help and support before they develop the dreadful sense of failure which is good for them as well as the society at large. So the greatest responsibility is on the shoulders of the teachers of the dysorthographics children to get involved not just in making the child learn the writing skills but also in shaping the life by imbuing in him. The teachers must take it as part of their duty and do it effectively. Hence, this research study is the greatest contribution in teaching of English at secondary level especially to combat Dysorthographia.

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