



**LLCd Symposium.  
POSTER PRESENTATIONS.**

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**Brief Bio:** Ms. Arundhati Sarkar is the Director of Anjali Dyslexia Association, Kolkata (ADAK), which is an NGO organization that works for remediation and awareness of dyslexia. She is also the Joint-Secretary of the West Bengal chapter of All India Association For Educational Research. She holds an administrative post in another NGO: Joint-Secretary of All Bengal Womens' Union School (ABWU School). Ms Sarkar is the advisor for education and teacher training in ABWU School. This particular NGO works for first generation learners and underprivileged children. She has lectured for Rehabilitation Council of India Courses held at the Regional centre : Manovikas Kendra (MVK). She is associated as a resource person and programme associate of various on - going programme for children with SLD at MVK .

At present Ms. Sarkar is a research scholar of Visva Bharati. She holds a Masters degree in Education from the University of Kolkata. She secured first place in the University in M.A in Education. She has presented papers at various National Seminars and has quite a few publications. Ms Sarkar has taken training from Dyslexia Action, U.K and is a member of Dyslexia Guild, U.K. She had received training and guidance from MDA, Chennai and MDA, Mumbai for her specialization as a Dyslexia Practitioner.

**Title of Presentation:** To study and compare the effect of two strategies on the reading performance of children with reading difficulty in mainstream schools of Kolkata, West Bengal

**Abstract:** This experimental study examined the differential contribution of two interventions on the reading performance of children with reading difficulties in Second Language English studying in Bengali medium mainstream schools of Kolkata. The purpose of the study was to assess the effectiveness of a phonetic intervention strategy on the subjects of the study, who in spite of having average to above average IQ have difficulty in reading . The subjects were of age group 10-11 years and were first generation learners with reading difficulty in both mother-tongue (Bengali) and in Second language (English). The subjects were divided into three groups: Group 1(N-60), Group 2 (N-57) and Group 3 (N-60). Group 1(Gr-1) and Group 2( Gr-2) were two experimental groups , whereas Group 3(Gr-3) was the Control Group .

The three groups of children were selected on similar parameters. The researcher followed random sampling and stratified random sampling

technique in selection of schools of the subjects from the list of Government schools within a certain radius in Kolkata. Teacher referrals were used as primary means of identification, then the researcher administered SNTD Check-List for reading difficulty on the children to identify subjects. The children with reading difficulty were given a Non-verbal IQ Test (Raven's Progressive Matrix) to eliminate underperformers in reading due to low IQ. A '1- Minute Reading Test', was also administered on the subjects before administration of Intervention Strategy 1 on Experimental Gr-1 and Intervention Strategy 2 on Experimental Gr-2. Gr-3 or the Control Group was not given any intervention but followed the usual classroom teaching. Intervention Strategy 1 was non-phonetic in nature. It involved teaching letter names rather than the letter sounds and then putting them together in words. This remedial strategy was followed by classroom teachers who taught English in school for three days a week for 45 minutes duration for 8 months. In comparison, Intervention Strategy 2 was phonetic in nature with emphasis on letter sounds, long and short vowel sound awareness, consonant blends, reading words as onset- rime ( e.g. c+at, m+at ), reading books made as per reading level of the children with due emphasis on spelling rules. This Intervention Strategy was followed by the researcher for 3 days a week ( 45 minutes), for 8 months. Both Intervention Strategy 1 and Intervention Strategy 2 were followed in Gr-1 and Gr-2 in addition to usual classroom teaching based on West Bengal Board of Secondary Education's recommended English Language Texts, where English words were written in Bengali script underneath as cues. It is to be noted that Intervention Strategy 1 and Intervention Strategy 2 were both in English language only. Although the subjects had reading difficulty in their mother tongue Bengali, no intervention was administered in this language.

The scores of the 1- Minute Reading Test which was administered as a Pre- Test and Post- Test on all three groups were used to measure any change in reading performance of subjects of the study. Results of both intra- group and inter-group analysis of the 3 groups using 't' Test indicated children in Gr-2 receiving Intervention Strategy 2 progressed significantly in reading performance when compared to the Gr-1(that received the non-phonetic intervention) and Gr-3 or the Control Group. Intra-group comparison of reading performance in Gr 2 showed it be statistically highly significant between pre and post test, and similarly so inter-group comparison results of Gr-2 was significantly higher when compared to Gr-1 and Gr-3. Intra – group comparison of reading performance of Gr-1 between pre and post test, showed there was some improvement in test score, however it was found to be statistically non-significant. The intra- group comparison of reading performance score of Gr-3 was also statistically nonsignificant.

This study is perhaps indicative of a significantly positive outcome of a remedial method following phonetic strategy on the reading performance of children with reading difficulty. In India, earlier studies have been conducted on phonological /phonetic based intervention with children who had Indian language as mother tongue and English as a second language. Rozario, J. et al (1994) in their published work of reading difficulty of children in Bangalore; Sen, R. (1996) in her paper presented on 'Phonic reading work in primary schools in Kolkata' and Nag-Arulmani, S. et al ( 2003) in published work on 'Phonological representation in early stages of reading in a non-dominant language' delved on the importance of phonological interventions in reading. In this context, in schools in West Bengal a phonetic method of teaching in

English language is still not followed in 2011. English still remains a much dreaded subject not only for children with reading difficulty who may or may not have any neurological processing disorder but also for other children due to lack of educational support in their home environment. The researcher hopes this study will help to review teaching practices in English (in West Bengal).

The current study was however limited to studying effectiveness of phonological intervention in English language teaching only. Moreover, the SNTD Check-List used in the study had a limitation. It identified children with reading difficulty but did not specify whether it was due to processing disorder or the level of difficulty.

#### **References:**

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