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Title of the Thesis: Development of ICT based instructional material for
dyslexic children

Key words: Dyslexia, ICT, ICT based material.

Abstract

As it is experienced in recent years that human life such as interpersonal relationships, educational aspects, societal and economic aspects etc are changing day by day due to information communication technology so, ICT were used in this research to prepare material for teaching students with dyslexia and to know its effectiveness on their learning. The present study was conducted to study the effectiveness of ICT based instructional material on dyslexic children of class four & fifth.

The objectives of the present study are to identify children with dyslexia in the inclusive classroom, to identify the difficulties faced by children with dyslexia in reading English, to study the use of ICT for teaching children with dyslexia, to explore the purpose of using ICT for teaching children with dyslexia, to Develop the ICT-based instructional material for teaching children with dyslexia and to study the effectiveness of using ICT based instructional material on the achievement of dyslexic children.

The main purpose of the study is to develop ICT based instructional material for children with dyslexia belongs to the class fourth & fifth and observing its effect on their learning basic English language skills like phonology, morphology, syntax, semantic and fluency. Population of the study is children with dyslexia. Single group pretest-posttest design is used in the present study. Twelve children with dyslexia from grades IV-V were selected with the help of purposive sampling. Ten concerned teachers were selected to know about the use of ICT for teaching children with dyslexia. The tools used for this study are: Pre-test, DTRD, Checklist, Teaching through ICT based instructional material and Posttest.

The study was confined to IV to V classes, South Delhi and ICT based material had been used for teaching learning of the English language.

It is found in this research that if children with dyslexia receive suitable intervention based on ICT, then they can manage to overcome their reading disability. Furthermore, multiple strategies and methods like phonetic method; VAKT method and ICT based instructional material helped them in overcoming their academic problem.

After analysis data showed significant difference in between pretest and posttests at 0.5 level.

Finally, it is confirmed after analyzing the data that overall students have improvement in the Phonological Skills, Semantic Skills, fluency and Comprehension Skills after they were being taught with the help of ICT based instructional material.