



ECLECTIC METHOD FOR DYSLEXIC CHILDREN

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Abstract- Dyslexia is a learning disability in which student's accurate and fluent word reading and / or spelling develops very incompletely or with great difficulty. Dyslexia is language acquisition disability and students suffering from dyslexia fall substantially below expected levels of their age and education in the reading, writing and spellings. Children with reading problems react emotionally, become frustrated, lose their self-esteem and develop a negative self-image. Researches have shown that these students cannot be educated with the help of ordinary teaching methods. In this paper an alternative method that is Eclectic Method is discussed which can be used to help dyslexic students. Eclectic means not following any one system, but selecting and using what are considered the best elements of all systems. A teacher may choose two or three approaches that provide broad-range remedial instructions. Different researchers have used different broad range approaches for developing eclectic method. Maximum researcher have used Alphabetic Phonic Method, Behavioral Modification Method and Multisensory Structured Linguistic Method for this purpose.

Key Words: Dyslexia and Eclectic Method

I. INTRODUCTION:

Dyslexia is evident when reading achievement of the students falls substantially below expected levels of their age and education. Reading or writing problems of these students cannot be explained by a lack of intellectual ability, inadequate instruction, or sensory problems such as poor eyesight. In dyslexic students accurate and fluent word reading and / or spelling develops very incompletely or with great difficulty. Dyslexia is that reading disability which affects maximum number of school going children - 14.63% (Bains-1997), 24.42% (Kohli-2001) and 23% (Brazeau-2005). Children suffering from dyslexia evaluate themselves as inadequate if they repeatedly fail academically and especially because others are aware of their disability, such as their parents, educators and friends. It contributes directly to the formation of their unrealistic self-image. If they do not receive help in time it can worsen and can render them overly sensitive to criticism and reprimands. Children with reading problems react emotionally, become frustrated, lose their self-esteem and develop a negative self-image due to repeated failure and negative feedback, such as poor academic performance, being teased by peers and pressure coming from educators and parents, dominance of feeling of loneliness, anger, sadness, denial, worry, shame and nervousness, that can lead to different psychological problems such as anxiety, mood and behavioral/conduct disorders. Children with a reading disorder run the risk of developing anxiety; depressive and behavioral problems and they are also inclined to having problems concerning peer relationships. They also react less sensitively in ambiguous social situations. Children with Dyslexia are more likely to become early school leavers to withdraw from friends and family, to commit suicide. This makes dyslexia a priority area of research among educators. Education of these children is a matter of concern for all the educators. Different studies had tried to find suitable interventions for educating these children like *Multisensory Structured Linguistic Method* (Johnson et al-1999, Jamieson-2005, Rosica-2005), *Alphabetic Phonic Method* (Aram and Biron-2004, Craig-2006), *Behavioural Modification Method* (Nugent-2001, Reiber and Mc Laughlin-2004) and *Eclectic Method* (Cashden-1974, Clay-1977b, Clay-1979a, Mather-1992, Reason and Boote-1994, Bains-1997, Matthews-1998, Westervelt et al.-1998, Nicolson et al.-1999, Fawcett et al.-1999, Hatcher-2000, Clipson-Boyles-2001, Kohli-2001, Rack and Hatcher-2002, Johnson-2004, Sevenson-2007, Mitra-2008)

II. ECLECTIC METHOD:

Eclectic method is a language teaching method that combines various approaches and methods to teach language depending on the objectives of the course and the abilities of the learners. It is also known as mixed methods. Eclectic means not following any one system, but selecting and using what are considered the best elements of all systems. According to main proponent of the eclectic approach Rivers (1981), an eclectic approach allows language teachers "to absorb the best techniques of all the well-known language-teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate". A teacher may choose two or three approaches that provide broad-

range remedial instructions. 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. Then if an approach seems to fail with a student, the teacher can select another. If one part of the second approach seems ineffective, the teacher can delete that portion and use a compatible supplementary method to teach the skills needed. Eclectic method of teaching and learning is an activity, in which teachers can easily adapt to the needs of teaching so that teaching objectives or goals can be achieved (Rabu, 2012). The eclectic method is a combination of different teaching and learning methods and approaches. This method is an effective method for students at all ages and levels. Learning is fun and innovative because of the unique structure of the process (Kumar, 2013).

III. LITERATURE REVIEW OF ECLECTIC METHOD:

Intervention with the help of Eclectic Approach improves *reading ability of dyslexics* (Cashden-1974, Clay-1977b, Clay-1979a, Mather-1992, Reason and Boote-1994, Bains-1997, Matthews-1998, Westervelt et al.-1998, Nicolson et al.-1999, Hatcher-2000, Clipson-Boyles-2001, Kohli-2001, Rack and Hatcher-2002, Johnson-2004, Severson-2007, Mitra-2008), *writing ability of dyslexics* (Cashden-1974, Clay-1977b, Reason and Boote-1994, Matthews-1998, Westervelt et al.-1998, Nicolson et al.-1999, Kohli-2001), *spelling ability of dyslexics* (Matthews-1998, Westervelt et al.-1998, Brooks and Weeks-2000, Kohli-2001, Mavrommati and Miles-2002), *comprehension ability of dyslexics* (Bains-1997, Kohli-2001) and *word fluency of dyslexics* (Reason and Boote-1994, Nicolson et al.-1999, Johnson-2004). There are number of contrary studies which shows that intervention with the help of eclectic approach does not yield significant progress in dyslexics (Mavrommati and Miles-2002, Rack and Hatcher-2002, Torgerson et al.-2003). Different methods used in Eclectic Approach by different studies are given in Table 1

Table 1: Different methods used in eclectic approach by different studies

S. No.	Study	Year	Use of M.S.L.M.	Use of B.M.M.	Use of A.P.M	Any other	Effectiveness
01	Shedd	1969	Yes	----	Yes	Read experience method	----
02	Hooton	1976	Yes	----	Yes	Read experience method	----
03	Cashdan	1974	Yes	----	Yes	----	Yes
04	Cotterell	1976	Yes	Yes	----	----	----
05	Pollock	1976	Yes	Yes	----	----	----
06	Sartin	1976	Yes	Yes	----	----	----
07	Clay	1977 b	---	----	Yes	----	Yes
08	Clay	1977 a	Yes	Yes	Yes	----	Yes
09	Bains	1997	Yes	Yes	Yes	----	Yes
10	Matthews	1998	Yes	Yes	Yes	----	Yes
11	Westervelt et al.	1998	Yes	Yes	Yes	----	Yes
12	Nicolson et al.	1999	Yes	Yes	Yes	----	Yes
13	Reason and Boote	1994	Yes	Yes	Yes	----	Yes
14	Brooks and weeks	2000	Yes	Yes	Yes	Neurolinguistic Programming, Mnemonics etc.	Yes
15	Hatcher	2000	Yes	Yes	Yes	----	Yes
16	Clipson-Boyles	2001	Yes	Yes	----	----	Yes
17	Kohli	2001	Yes	Yes	Yes	----	Yes
18	Mavrommati and Miles	2002	Yes	----	Yes	Concepts Derived from Linguistics	Effective but less than picot method
19	Rack and Hatcher	2002	Yes	-----	-----	Home Support Programme	Progress made but not

							significant
20	Torgerson et al.	2003	Yes	Yes	Yes	----	----
21	Johnson	2004	Yes	Yes	Yes	----	----
22	Jurickova	2006	Yes	Yes	----	Multiple intelligence theory	Yes
23	Severson	2007	Yes	----	Yes	----	Yes
24	Mitra	2008	Yes	Yes	Yes	Met cognition, mnemonics	Yes
25	Khalid and Anjum	2019	Yes	Yes	Yes	----	----

IV. CONCLUSION:

In the end we conclude that the issues relating to dyslexics at the elementary level need attention and since these children cannot be taught with the help of ordinary teaching methods therefore innovative methods which proves that dyslexia can be treated effectively can be used for treating these children. One such method is an eclectic method which proves that reading and writing ability of these children can be improved significantly with the help of this method. When dyslexic children are taught with the help of eclectic method their reading ability and academic achievement in English improved significantly. Hence it is required that there should be a provision for teaching dyslexic children with the help of Eclectic Method. Teachers must also be acquainted with Dyslexia and its causes, characteristics of dyslexic children and their treatment with the help of Eclectic Method so that these teachers can identify them in their classrooms and teach them with the help of Eclectic Method.

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