

DIAGNOSING THE SPELLING ERRORS OF DYSEIDETIC DYSLEXIA AND DYSPHONETIC DYSLEXIA OF CLASS III STUDENTS OF ENGLISH MEDIUM SCHOOLS

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ABSTRACT

This paper analyses the spelling data collected from class III students of English medium school of Aurangabad. The children are dictated the list of 35 words with the help of sentences by using Raj Gupta and Sushil Narang -Diagnostic Spelling Test .The Dyseidetic dyslexic and Dysphonetic dyslexic are identified. The findings show that the % of Dyseidetic dyslexic is more as compared to Dysphonetic dyslexic.

Key Words: Dyseidetic, Dysphonetic

INTRODUCTION

The English is a universal language and occupies the topmost position in English medium schools. It is taught as the first language in the English medium schools. The Students of English medium are at concerned stage. It was observed that though they are taught as 1st Language in English medium schools, still it is alien language for many of the English medium students. They are not in a position to write and read even two and three letter English words. This ignorance of language knowledge is really a negative point for the students as well as for the school .The Teacher is not in a position to diagnose the real problem of the children and no correct remedy is also provided to the child in this connection. The language has multifaceted aspects, The Dysphonetic component of language refers to a difficulty connecting sounds to symbols, whereas Dysiedetic component of language refers to difficulty spelling words which may be long but phonetically regular.

WHAT IS DYSEIDETIC DYSLEXIA?

The Dyseidetic child has little difficulty spelling words which may be long but are phonetically regular .It is the small but irregular non phonetic words ,such as what, the ,talk, does , that create the greatest difficulty for the child.

WHAT IS DYSPHONETIC DYSLEXIA ?

Dysphonetic children have difficulty in remembering letter , analyzing the individual sounds in words, and sequencing blending into words.

OBJECTIVES

- 1) To study the spelling errors committed by III std. student of English medium schools.
- 2) To Identify the Dyseidetic dyslexic and Dysphonetic dyslexic children.
- 3) To study the % of errors committed by Dyseidetic dyslexic children.
- 4) To study the % of errors committed by Dysphonetic dyslexic children.
- 5) To Compare the percentage of Dyseidetic dyslexia and Dysphonetic dyslexia.

HYPOTHESES

- 1) The % of spelling errors committed by III class student is High.
- 2) The % Dyseidetic dylsexic committing spelling errors is High.
- 3) The % Dysphonetic dyslexic committing spelling errors is High.
- 4) The Percentage of Dyseidetic Spellers is higher as compared to Dysphonetic spellers.

SCOPE AND LIMITATIONS

- 1) This test would be helpful in knowing the phonetic skill of children.
- 2) This test would be helpful in knowing the Language writing errors committed by III std. students of English medium.
- 3) This test would be helpful in designing the syllabus and curriculum for dyslexic children

LIMITATION

The study was limited only to III class students.

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DESIGN OF THE STUDY

Survey method was used for collection of data. The sample was administered with Gupta and Narang Diagnosing spelling test. The student were asked to sit in a comfortable position and the list of 35 words was dictated. The data was collected and percentage of Dyseidetic and Dysphonetic dyslexic were recorded.

SAMPLING TECHNIQUE

Simple Random sampling technique was used for collection of data

SAMPLE SIZE

80 students of Saint Francis De Sales English High School, Aurangabad.

TOOL

Dr. Raj Gupta and Sushil Narang Diagnostic Spelling Test

STATISTICAL TECHNIQUE

Percentage was used to calculate the Percentage of Dyseidetic and Dysphonetic dyslexia.

DATA ANALYSIS

TABLE NO.01

TABLE SHOWING THE PERCENTAGE OF TOTAL SPELLING ERRORS

Sr.No	No. Of Errors committed	No. of Students	Total Percentage of Students
1	Zero	12	2.5%
2	1-5	28	7.5%
3	6-10	16	12.5%
4	11-15	06	7.5%
5	16-20	10	20%
6	21-25	06	35%
7	26-30	02	15%

From the table it is clear that 2.5% of the students were not able to score any marks, 7.5% of the students committed errors between 1-5, 12.5% of the students committed errors between 6-10, 7.5% committed errors between 11-15, 20% committed errors between 16-20, 35% committed errors between 21-25, and 15% committed errors between 26-30.

TABLE NO.02

TABLE SHOWING THE PERCENTAGE OF TOTAL DYSEIDETIC SPELLERS

Sr.No	No. Of Errors committed	No. of Students	Total Percentage of Students
1	Zero	-	-
2	1-5	8	10%
3	6-10	8	10%
4	11-15	14	17.5%
5	16-20	18	22.5%
6	21-25	18	22.5%
7	26-30	14	17.5%

10% of the students committed Dyseidetic errors between 1-5, 17.5% students committed Dyseidetic Errors between 11-15, 22.5% of the students committed Dyseidetic Errors between 16-20, 22.5% of the students committed Errors between 21-25, and 17.5% of the students committed errors between 26-30.

TABLE NO.03

TABLE SHOWING THE TOTAL PERCENTAGE OF DYSPHONETIC SPELLERS

Sr.No	No. Of Errors committed	No. of Students	Total Percentage of Students
1	Zero	-	-
2	1-5	42	52.5%
3	6-10	4	5%
4	11-15	4	5%
5	16-20	-	-
6	21-25	-	-
7	26-30	2	2.5%

*35% of the student did not attempt a single word.

52.5% of the student committed dysphonetic errors between 1-5, 5% of the students committed dysphonetic errors between 6-10, again 5% of the students committed errors between 11-15, 2.5% of the students committed errors between 26-30, whereas 35% of the student did not attempt a single word.

CONCLUSIONS AND FINDINGS

- 1) The Hypothesis No.01 is accepted, the large Percentage of class V students committed Spelling Errors, about 77.5% of the students committed Spelling errors between 15-35.
- 2) The Hypothesis No.02 is accepted. The large Percentage of class V students are Dyseidetic dyslexic, as 62.5% of the students are Dyseidetic dyslexia.

- 3) The Hypothesis No.03 is rejected ,Very less percentage of class V students are dysphonetic dyslexia as compared to dyseidetic spellers. Only about 2.5% of the students committed errors between 15-30 .
- 4) The Hypothesis No.4 is accepted as the Percentage of Dyseidetic dyslexia are more as compared to Dysphonetic dyslexia.

SUGGESTIONS

- 1) The teacher at primary level should first clear the concepts of language phonetics to the children in the classroom.
- 2) The Teacher should take lot of drilling of simple simple words and their pronunciation.
- 3) The Teacher should make the concept of sounds clear with combination of vowels ,and should take the drilling of words with this combination.
- 4) The Language reading and writing skill practice should be a part of curriculum.

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