



Research Paper

## “Awareness of Dyslexia among Primary School Teachers and Dyslexia affected students in Primary Level in Bankura District in West Bengal”

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### ABSTRACT

Dyslexia is a language based learning disability. Dyslexia refers to cluster of symptoms, which result in people having difficulties with specific language skills, mainly reading. Dyslectic students usually faced difficulties like spelling, writing and pronouncing words. If dyslectic students not identified and treated properly at proper time means early stage than this disease become more serious for those students, they lost their confidence day by day. So, it is very much essential to identified properly and treat them at very early stages of this disease. This paper try to find out the awareness level of primary school teachers of Bankura district on dyslexia, try to find out the dyslectic students (in primary schools) on Bankura district, and also try to find out the proper solution to overcome from this.

**Keywords:** Dyslexia, Primary School Teachers, Students

Received 24 July, 2022; Revised 04 August, 2022; Accepted 06 August, 2022 © The author(s) 2022.

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### I. INTRODUCTION:

Dyslexia is the degree of difficulty of a child with reading, spelling, and/ or speaking varies from person to person. It occurs due to inherited differences in brain development, as well as the type of teaching the person receives. The brain is normal, often very “intelligent”, but with strengths in areas other than the language areas. This difference goes undetected until the child/ person finds difficulty when learning to write and read. “Dyslexia is the degree of difficulty of a child with reading, spelling, and/ or speaking varies from person to person due to inherited differences in brain development, as well as the type of teaching the person receives. The brain is normal, often very “intelligent,” but with strengths in areas other than the language area.”

The formal definition of dyslexia is:

“Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.”

Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person’s life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, and/or extra support services.

The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a person with dyslexia develops and functions. Moreover, most people with dyslexia have been found to have problems with identifying the separate speech sounds within a word and/or learning how letters represent those sounds, a key factor in their reading difficulties. Dyslexia is not due

to either lack of intelligence or desire to learn; with appropriate teaching methods, students with dyslexia can learn successfully.

Dyslexia occurs in people of all backgrounds and intellectual levels. People with dyslexia can be very bright. They are often capable or even gifted in areas such as art, computer science, design, drama, electronics, math, mechanics, music, physics, sales, and sports. In addition, dyslexia runs in families; having a parent or sibling with dyslexia increases the probability that you will also have dyslexia. For some people, their dyslexia is identified early in their lives, but for others, their dyslexia goes unidentified until they get older.

The impact that dyslexia has is different for each person and depends on the severity of the condition and the timeliness and effectiveness of instruction or remediation. The core difficulty involves word recognition and reading fluency, spelling, and writing. Some individuals with dyslexia manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most debilitating problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays. People with dyslexia can also have problems with spoken language, even after they have been exposed to excellent language models in their homes and high quality language instruction in school. They may find it difficult to express them clearly, or to fully comprehend what others mean when they speak. Such language problems are often difficult to recognize, but they can lead to major problems in school, in the workplace, and in relating to other people. The effects of dyslexia reach well beyond the classroom.

It is crucial to be able to recognize the signs of symptoms of dyslexia. The earlier a child is evaluated, the sooner he or she can obtain the appropriate instruction and accommodations he or she needs to succeed in school.

General problems experienced by people with dyslexia include the following:

- Learning to speak
- Learning letters and their sounds
- Organizing written and spoken language
- Memorizing number facts
- Reading quickly enough to comprehend
- Keeping up with and comprehending longer reading assignments
- Spelling
- Learning a foreign language
- Correctly doing math operations

Some specific signs for elementary aged children may include:

- Difficulty with remembering simple sequences such as counting to 20, naming the days of the week, or reciting the alphabet
- Difficulty understanding the rhyming of words, such as knowing that *fat* rhymes with *cat*
- Trouble recognizing words that begin with the same sound (for example, that *bird*, *baby*”, and *big* all start with *b*)
- Pronunciation difficulties
  
- Trouble easily clapping hands to the rhythm of a song
- Difficulty with word retrieval (frequently uses words like “stuff” and “that thing” rather than specific words to name objects)
- Trouble remembering names of places and people
- Difficulty remembering spoken directions

It is important to note that not all students who have difficulties with these skills have dyslexia. Formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia.

An individual can have more than one learning or behavioural disability. For example, in various studies as many as 30% of those diagnosed with learning or reading difference have also been diagnosed with ADHD. Although disabilities may co-occur, one is not the cause of the other.

Each individual with dyslexia is unique, but the multisensory approach is flexible enough to serve a wide range of ages and learning differences. A multisensory approach can be valuable to many; to the dyslexic child it is essential. The expertise of the teacher is the key.

## **II. SIGNIFICANCE OF THE STUDY:**

Dyslexia is a very common but serious disease for early age children mainly age of 12 years or primary school level. There are some common signs (reading and writing difficulties) of this disease in very

early stage of children. If dyslectic child are identified at very early stage of this by primary school teachers then they able to treat those children properly. If the teachers are neglected this symptoms and unable to identified properly this disease then confidence and difficulties of those dyslectic children become more and more day by day. This paper helps to know about the actual situation on awareness of dyslexia among the primary school teachers and dyslexia affected children’s of the Bankura district in West Bengal.

### III. STATEMENT OF THE PROBLEM:

“Awareness of Dyslexia among Primary School Teachers and Dyslexia affected students in Bankura District in West Bengal”.

### IV. OBJECTIVES OF THE STUDY:

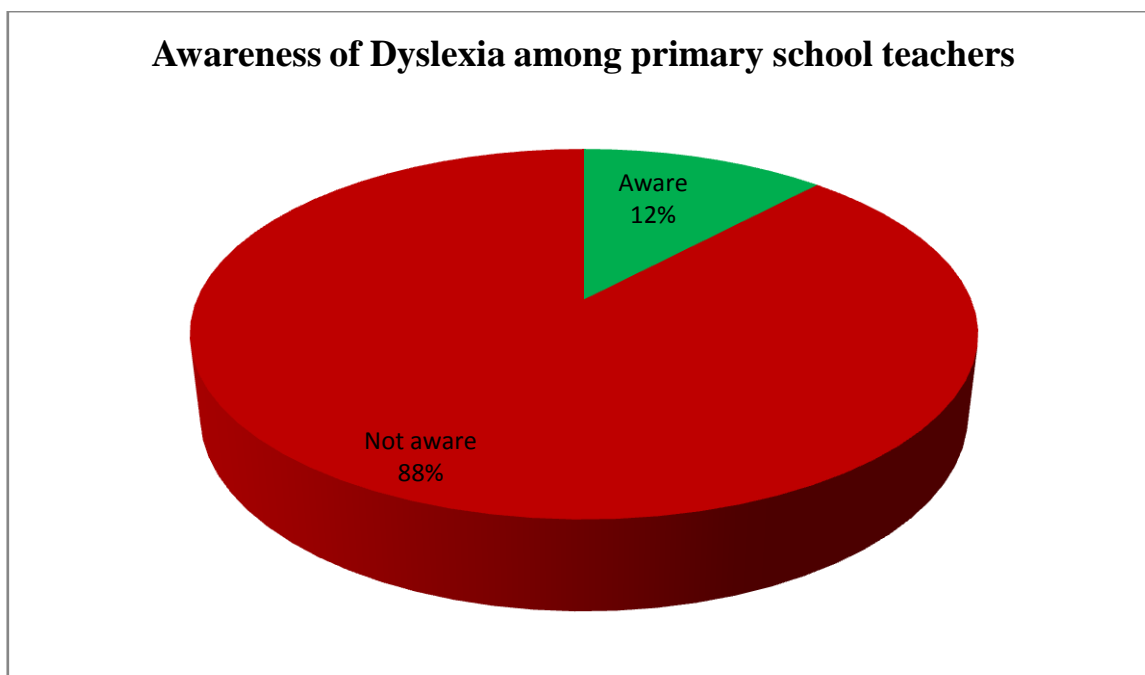
- 4.1 To find out the awareness of dyslexia among primary school teachers of Bankura district.
- 4.2 To find out the awareness of dyslexia among parents of Bankura district.
- 4.3 To find out the dyslectic children’s from primary schools of Bankura district.
- 4.4 To find out the attitude of the teachers on dyslexia affected children.
- 4.5 To find out the solution.

### V. METHODOLOGY OF THE STUDY:

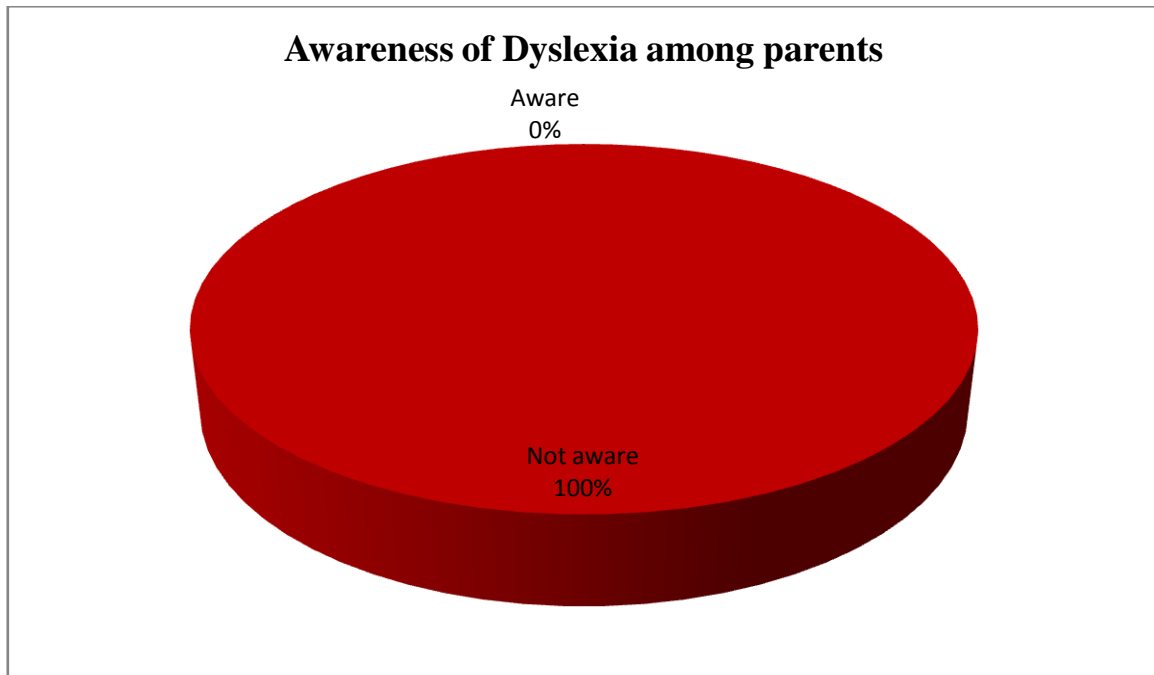
- 5.1 **Method:** Descriptive survey (online) method used by the researcher for collection of data.
- 5.2 **Population:** Primary school teachers and student of Bankura district are population of this study.
- 5.3 **Sample:** 50 primary school teachers (25 male and 25 female) and 500 (250 boys and 250 girls) primary students taken by stratified random method.
- 5.4 **Tools for data collection:** Self made questionnaire developed by the researcher for data collection. Researcher also taken open ended interview for knows the attitude of the teachers on this disease.

### VI. FINDINGS OF THE STUDY:

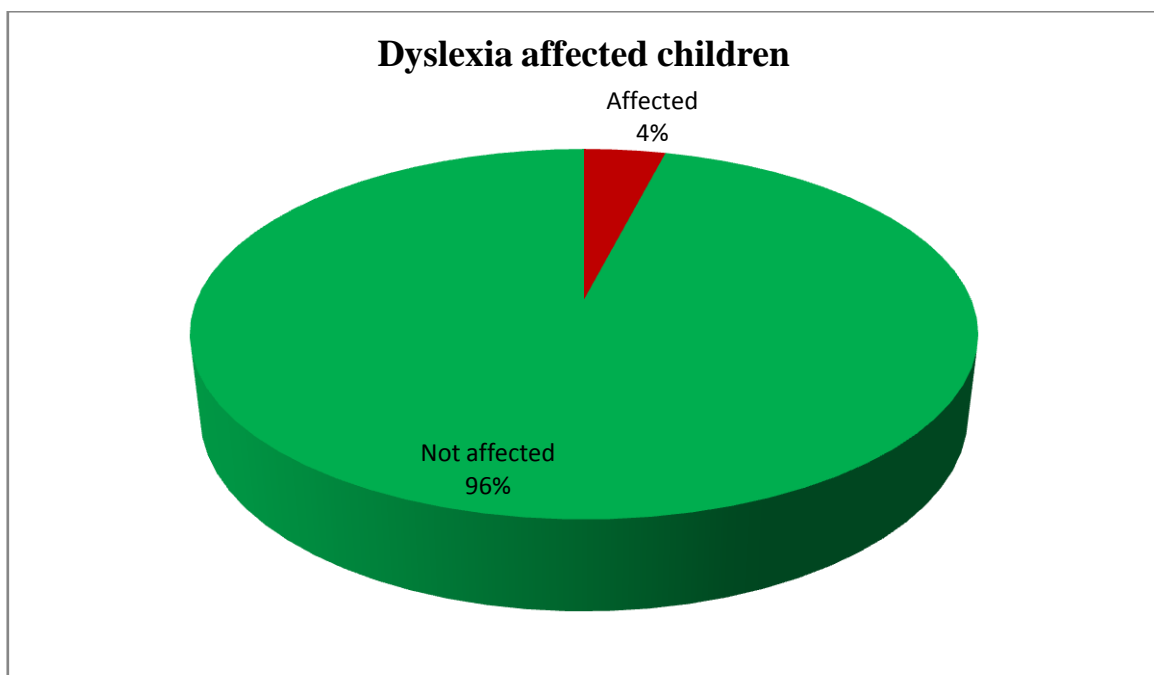
**Findings of objective 1:** Among 50 (25 male and 25 female) primary school teachers only 6 teachers (2 male and 4 female) aware on the dyslexia disease. So, only 12% teachers’ (8% male and 16 % female) were aware on it. Some teachers know only the term but they are not know the actual meaning of this term, some of them don’t know the symptoms of this disease, some of them know symptoms but they don’t know that those symptoms are of dyslexia disease.



**Findings of objective 2:** Among 20 parents no one aware about this disease. If they find some symptoms then they ignore it and think that was a childish behaviour of that child.



**Findings of objective 3:** Among 250 boys 8 (3.2%) were affected by this disease and among 250 girls 11 (4.4%) were affected by this disease. Total 19 among 500 children were affected by this disease. So, approximately 4% children were affected by this disease. Because teachers are not aware about this disease, so maximum dyslexia affected children are not identified. If teachers are aware on it then affected children will be identified properly and number of those children will increase automatically.



**Findings of objective 4:**

- Some teachers saying that if they found some of the dyslectic symptoms on children then they transfer them in special schools.
- Some teachers told that they inform the parents.
- Some told that they informed in block office to take care of them.
- Only few of them told that they take special care to those dyslectic children.

**Findings of Objective 5:** First teachers and parents have to aware on it. Then they have to take this disease seriously. Teachers have to identify those symptoms and take special care of those children in class and also outside of the class.

- Change response mode.
- Provide an outline of the lesson.
- Place those students close to the teacher.
- Use more instructional aides.
- Use peer-mediated learning.
- Use flexible work times.
- Most importantly motivate students and try to improve their confidence.

## **VII. CONCLUSION:**

Dyslexia is a disease which mostly found in early childhood age. If identified symptoms in very early stage of this disease and proper care taken by teachers and parents then children will overcome from this disease. Most of the children are first generation learners in Bankura district so their parents are not aware about this disease and other parent are busy on their daily work so it is not possible for them to aware on it and identified the symptoms on their children. So the main responsibility goes to their teachers to find out the dyslexia affected children and give them proper instruction and take special care of them to overcome from this disease (just like Aamir Khan in the movie TARE ZAMEEN PAR). He will be a role model for the teachers. But it is very sorry to say that maximum primary teachers of Bankura district are even not aware on this disease. So they are unable to identify the dyslectic children. So if all the teachers and parents are aware about this disease then dyslectic children identified at proper time and number of dyslectic children also increased (present time teachers are not aware on it so they are unable to identify dyslectic children) and they get proper care and motivation. So teachers will able to identified the dyslectic children and able to take special care of them and motivate them to overcome from the disease. It is responsibility of Government to arrange some refresher course, special workshop, seminar, special course on dyslexia for primary school teachers in compulsory. If teachers aware on it then they able to identify it and able to take special care of those children (motivate them). Then teachers will be able to help those children to fight and overcome from this dyslexia disease.

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