ABSTRACT

The present investigation is an attempt to test the effectiveness of a multimedia package prepared by the investigator for enhancing the phonemic awareness and vocabulary instruction in English of elementary level children, especially dyslexics. Experimental cum survey method was adopted for collecting data. The sample for the study comprised of dyslexics (34 each in the control and experimental groups) and non-dyslexics (50 in the control and 47 in the experimental groups). A sample of 12 experts and 60 elementary level English teachers were also selected. The major tools used for the study were Resources for English Advancement of Dyslexics (READ), an evaluation schedule for experts, test of phonics and vocabulary, questionnaire for teachers and an adapted version of Raven’s coloured progressive matrices. Test of significance of difference between means and Analysis of Covariance (ANCOVA) were the major statistical techniques used for testing hypotheses.

The validity of the multimedia package was ascertained using expert validation and is revealed that the package could prove to be very potent and effective to a great extent in enhancing the phonemic awareness and vocabulary instruction in English at elementary level.

The experiment using the multimedia package and activity method revealed that the prepared multimedia package is more effective in enhancing the phonemic awareness and vocabulary in English of both dyslexics and non-dyslexics when compared to activity method. It was also found that the package was capable of elevating the phonemic awareness and vocabulary acquisition in English of elementary level non-dyslexics to a higher level. The study proved that the prepared multimedia package is very useful in inclusive classroom setting, especially for dyslexics who do not often receive much attention in conventional classrooms.

A major educational implication of the study is that the prepared multimedia package can be implemented for augmenting the phonemic awareness and vocabulary instruction of elementary level students in Kerala, especially for dyslexics. Stakeholders can arrange for sufficient number of computers and allied facilities in schools for utilising the benefit of multimedia-based teaching-learning strategies. Pre-service and in-service training is to be provided to teachers for making them adept in using technology-oriented strategies like the multimedia package used in the present study. When teachers become more tech-savvy, they are likely to employ newer methods for teaching. This may transform the method of curriculum transaction positively and the same will result in children finding learning enjoyable and at the same time keeping themselves technology-friendly at an early age which is mandatory for academic success in the present age.

Keywords: Resources for English Advancement of Dyslexics (READ), Dyslexic students, Phonemic Awareness, Vocabulary Instruction, Elementary level.