EFFECT OF LANGUAGE EXPERIENCE APPROACH CLOZE PROCEDURE AND
COMPUTER BASED READING ON READING COMPREHENSION AND LANGUAGE
PRODUCTION AMONG CHILDREN WITH DYSLEXIA

SUMMARY

NAVJOT KAUR
DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH
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The ability to read is a fundamental skill for success in life. Research in reading has found compelling evidence that children who have a poor start in reading have great difficulty catching up. In the present study, the investigator examined if Reading Comprehension and Language Production ability among primary school children with dyslexia improved using Language Experience Approach, Cloze Procedure and Computer Based Reading. Pre-test Post-test Control group design was used. 20 schools of Chandigarh, Mohali and Panchkula were selected randomly for the purpose of data collection. Initial sample constituted of 1140 students. After identification, 16 children were included in each of the three experimental and one control group. ANOVA and t-test was employed that found all the three experimental groups improved the Reading Comprehension and Language Production ability of children with Dyslexia in comparison to control group. Delayed posttest showed no significant difference in Language Production and Reading Comprehension scores of Language Experience Approach group which proves its stability and effectiveness as a strategy. There was significant loss in the scores of Cloze Procedure and Computer Based Reading from posttest to delayed posttest stage for Reading Comprehension and Language Production. However, differences of pretest and delayed posttest clearly conveyed that even if there was loss in the scores of in both the groups while moving from posttest to delayed posttest, there is still a significant difference in their pretest means as compared to delayed posttest means that proves the effectiveness and stability of both the strategies.