ABSTRACT

This study investigated the effectiveness of Literacy-Rich Approach (LRA) in the language development of children with mental retardation. Specifically effectiveness of LRA was assessed with respect to development of reading vocabulary, reading comprehension, phonological awareness, reading fluency and writing skills. Sample constitutes 60 children with mild mental retardation, (30 experimental and 30 control) who were studying in special school. Pretest – post test – control- group design was used. The study was done in three stages. Stage I was pretest stage in which students were tested on language development. Stage II was the conduct of experiment (Intervention). During this stage instruction through conventional approach was given to experimental and control groups and then experimental group was given additional intervention using Literacy- Rich- Approach (LRA). In stage III students were retested using parallel test (to measure acquisition), post test (to measure generalization) and retention test to measure maintenance). The retention test was given after six months of intervention. Analysis of Covariance was the major statistical technique employed for analysis of data. The results showed that LRA was highly effective for overall literacy development (total reading-writing), objective wise analysis showed conventional approach was adequate for acquiring majority of skills while LRA was needed for generalizing and maintaining learned skills. The results are discussed and implications and suggestions are also given.

Key words: Children with mental retardation, language (literacy) development. Literacy-rich approach, components of literacy– vocabulary, reading comprehension, phonological awareness, reading fluency, writing skills.