CHAPTER-V
DISCUSSION

5.1.0 INTRODUCTION
In the previous chapter data were analyzed objective-wise and the findings emerged were given. The present chapter is devoted to the Discussion of the findings. It is done in separate captions in the following.

5.2.0 IDENTIFICATION OF DYSLEXICS FROM AMONG PRIMARY SCHOOL CHILDREN STUDYING IN ENGLISH MEDIUM SCHOOLS OF NAWANSHAHR
Results of the study shows that range of dyslexic children in the primary schools of Nawanshahr varies from 0-31% and their percentage in the total group is found to be 20.41%. It is clear from the above results that dyslexic children are found in every classroom anywhere in the world. These results support the findings of Bains (1997), Kohli (2001) & Brazeau (2005). The incidence of learning disabilities in the population has important educational implication, as it would affect the resources that need to be allocated, framing of educational policies by central and states governments & others attitude towards dyslexia.

5.3.0 COMPARISON OF RON DAVIS APPROACH AND TRADITIONAL APPROACH IN TREATING DYSLEXIC CHILDREN
Results of the study shows that Ron Davis Approach is better than Traditional Approach in improving word reading, reading comprehension, spelling, word fluency, reading ability and academic achievement in English of dyslexic children. The results support the findings of Pfeiffer et al. (2001), Engelbrecht (2005) and website www.dyslexia.com

The reason behind this is that Ron Davis Approach is a specially designed approach for treating dyslexic children. In this approach Ron Davis has given fixed steps which researcher followed systematically throughout the treatment. Orientation Counselling was performed to orientate disorientated dyslexics. According to Ron Davis disorientation is the root cause of dyslexia. Researcher stablised the
disorientation of the children in experimental group with the help of orientation counselling. After this Symbol Mastery Procedures were performed by using multisensory techniques which contributed to the success of this approach. On the other hand in Traditional Approach the dyslexic children were taught in normal classroom situation with other students where no individual attention was given to them. They were not given any specific treatment to reduce this reading disability.

5.4.0 COMPARISON OF ECLECTIC APPROACH AND TRADITIONAL APPROACH IN TREATING DYSLEXIC CHILDREN

Results of the study shows that Eclectic Approach is better than Traditional Approach in improving word reading, reading comprehension, spelling, word fluency, reading ability and academic achievement in English of dyslexic children.

while participating in different activities which contributed to the success of this approach. On the other hand in Traditional Approach no such consideration was given and they remained passive learners throughout the teaching learning process.

5.5.0 COMPARISON OF RON DAVIS APPROACH AND ECLECTIC APPROACH IN TREATING DYSLEXIC CHILDREN

Results of the study shows that Ron Davis Approach and Eclectic Approach are equally good in improving word reading, reading comprehension, spelling, word fluency, reading ability and academic achievement in English of dyslexic children.

The reason behind this is that both these approaches are specially designed for treating dyslexic children. Both of them has their own merits. Ron Davis Approach focusses upon Orientation Counselling and Symbol Mastery whereas Eclectic Approach carries best elements of Behaviour Modification Method, Multisensory Structured Linguistic Method and Alphabetic Phonic Method. Both these Approaches lays emphasis on motivating the children, paying individual attention and using multiple senses in learning.