CHAPTER-VII
SUMMARY

7.1.0 INTRODUCTION

This study has been given in detail in the previous chapters. The present chapter is devoted to the description of the study in nutshell under caption headings like Rationale, Statement of Problem, Operational Definitions, Objectives, Hypotheses, Sample, Design, Tools, Procedure of Data Collection, Statistical Techniques used for analyzing data, Findings, Implications and Suggestions for further Research. The details in respect of each one of them are given in different captions.

7.2.0 RATIONALE OF THE STUDY

Reading is a developmental task that every child in today’s society has to be able to master. Today children are being made aware of sounds, letters and words as early as the age of four years in order for them to find reading easier when they get admission in school. It is expected from every child of nine years that he should be able to read fluently, make headway in scholastic sense as well as be able to read for pleasure. Unfortunately there are many children who struggle with this task and it means that they are largely at risk of suffering serious developmental problems, such as low self-esteem as well as anxiety, emotional and behavioral problems. It is estimated that between five to ten percent of the population experiences learning disabilities and reading disabilities are perhaps the most common among them. Dyslexia is that reading disability which effects maximum number of school going children - 14.63% (Bains-1997), 24.42% (Kohli-2001) and 23% (Brazeau-2005). Children suffering from dyslexia evaluate themselves as inadequate if they repeatedly fail academically and especially because others are aware of their disability, such as their parents, educators and friends. It contributes directly to the formation of their unrealistic self-image. If they do not receive help in time it can worsen and can render them overly sensitive to criticism and reprimands. Children with reading problems react emotionally, become frustrated, loose their self-esteem and develop a negative self image due to repeated failure and negative feedback, such as poor academic
performance, being teased by peers and pressure coming from educators and parents, dominance of feeling of loneliness, anger, sadness, denial, worry, shame and nervousness, that can lead to different psychological problems such as anxiety, mood and behavioral/conduct disorders. Children with a reading disorder run the risk of developing anxiety; depressive and behavioral problems and they are also inclined to having problems concerning peer relationships. They also react less sensitively in ambiguous social situations. Children with Dyslexia are more likely to become early school leavers to withdraw from friends and family, to commit suicide. This makes dyslexia a priority area of research among educators. Various researches related to this had been conducted all over the world (Jorm-1983, Yuili and Oakhill-1988, Khader and Rama-1988, Mohite-1989, Rath-1991, Collins-1996, Moore and Wade-1998, Tahiliani-1999, Brooks and Hutchison-2000, Nagia-2002, Shaywitz -2003, Shovman and Ahissar-2006, Berininger et. al -2006, Gupta and Jamal-2006, Shovman and Ahissar-2006, Fink-2007, Shepard-2008, Murphy and Schochat-2009). But in India there is dearth of such studies.

Boyles-2001, Kohli-2001, Rack and Hatcher-2002, Johnson-2004, Severson-2007, Mitra-2008) and Ron Davis approach (Pfeiffer et al.-2001, Engelbrecht.-2005). But a generalization can not be made about the effectiveness of these methods and approaches because they differ from one another in respect of tools, sample, duration, age and grades. Moreover in India, very scanty research has been done in this field. The issues relating to dyslexics at the elementary level need attention. So, there is a dire necessity to conduct research in this field.

In the present study the investigator wants to study and compare the effect of Ron Davis Approach and Eclectic Approach on reading ability among primary school dyslexic children. Ron Davis Approach and Eclectic Approach are the intervention programmes about which many positive anecdotal reports have been made. Studies have also been conducted about the effectiveness of Ron Davis Approach and Eclectic Approach separately and these have rendered positive results. Since a reading disorder can have such a hugely negative influence on an individuals reading ability, academic performance and psychological functioning and in many cases the usual methods of interventions are not found successful. Thus the scientific research regarding the Ron Davis Approach and Eclectic Approach is justified.

7.3.0 STATEMENT OF THE PROBLEM
The problem was worded as given below:
Effect of Ron Davis Approach and Eclectic Approach on Reading Ability among Primary School Dyslexic Children

7.4.0 OPERATIONAL DEFINITIONS
Operational definitions of all the important terms included in the statement of the problem are as under:
7.4.1 Dyslexia: Dyslexia is evident when accurate and fluent word reading and / or spelling develops incompletely despite conventional instructions, adequate intelligence and educational opportunities.
7.4.2 **Ron Davis Approach**: Ron Davis Approach was originated in 1984 in California and at present is being applied worldwide by facilitators in six different languages. In this approach, students are guided verbally and visually to obtain an orientation point. Students are guided to stabilize their disorientation with the help of orientation counseling. Then multisensory techniques are used to further correct their reading problems.

7.4.3 **Eclectic Approach**: Eclectic means not following any one system, but selecting and using what are considered the best elements of all systems. A teacher may choose two or three approaches that provide broad-range remedial instructions. With these broad-range approaches as a base, the teacher may add two or three variations that are essentially supplementary methods to be used compatibly with one or more of the broad range approaches. Then if an approach seems to fail with a student, the teacher can select another. If one part of the second approach seems ineffective, the teacher can delete that portion and use a compatible supplementary method to teach the skills needed. In the present study the investigator used Alphabetic Phonic Method, Behavioral Modification Method as well as Multisensory Structured Linguistic Method as broad range approaches to provide remedial instructions.

7.4.4 **Reading Ability**: In this study, the term reading ability comprises of word reading, reading comprehension, spelling and word fluency. Hence in the present study whenever reading ability of the students is talked about that would mean the sum total of word reading, reading comprehension, spelling and word fluency of the students.

7.5.0 **OBJECTIVES**: The following were the objectives of the present study:

1. To identify dyslexics from among primary school children studying in English medium schools of Punjab.

2. To compare the adjusted mean scores of word reading of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-word reading as covariant.
3. To compare the adjusted mean scores of reading comprehension of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-reading comprehension as covariant.

4. To compare the adjusted mean scores of spellings of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-spelling scores as covariant.

5. To compare the adjusted mean scores of word fluency of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-word fluency as covariant.

6. To compare the adjusted mean scores of reading ability of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-reading ability as covariant.

7. To compare the adjusted mean scores of academic achievement in English of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-academic achievement in English as covariant.

7.6.0 HYPOTHESES
The following were the hypotheses of present study:

1. A significant percentage of school going primary school children do suffer from dyslexia.

2. There is no significant difference in the adjusted mean scores of word reading of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-word reading as covariant.

3. There is no significant difference in the adjusted mean scores of reading comprehension of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-reading comprehension as covariant.

4. There is no significant difference in the adjusted mean scores of spellings of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-spelling scores as covariant.
5. There is no significant difference in the adjusted mean scores of word fluency of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-word fluency as covariant.

6. There is no significant difference in the adjusted mean scores of reading ability of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre reading ability as covariant.

7. There is no significant difference in the adjusted mean scores of academic achievement in English of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre- academic achievement in English as covariant.

7.7.0 SAMPLE

Multi-staged randomized sampling technique was used in the present study.

7.7.1 Stage -1

The list of existing English medium schools of Nawanshahr was collected from the Director of Public Instructions (schools). Out of these schools, 10 schools were randomly selected for the purpose of data collection.

7.7.2 Stage II

Initial Sample

During the second stage, teachers of randomly selected schools were made aware of the specific learning disabilities of the children. After that Teacher’s Referral form were given to them. On the basis of these Teacher’s Referral Form reading disabled children studying in grade third and fourth were selected.

Then Observation Technique was employed to check the authenticity of these referred cases in which reading and writing exercises were given to every referred child. Children fulfilling the following criteria were included in the initial sample:

1. Children between the age range of eight to eleven years and belonging to grade third and fourth.
2. Children not been absent from school frequently.
3. Children having specific reading problems or spelling problems or writing problems.
Hence, 83 children constituted the initial sample of present study.

7.7.3 Stage -III
Final Sample
In the third & final stage these children were administered Coloured Progressive Matrices by Raven, Court & Raven (1977), Reading test by Gupta, Diagnostic spelling test by Gupta and Narang, Rapid Automatic Naming Test by Gupta.

On the basis of these tests, children who fulfilled the following criteria besides the above mentioned criteria for initial sample were included in the final sample.
1. Average or above average intellectual ability (obtained 25 or more than 25 marks in the CPM).
2. Had word reading problems i.e obtained 18 or less than 18 marks in the word reading test by Gupta
3. Had reading comprehension problems i.e obtained 2 or less than 2 marks in the reading comprehension test by Gupta
4. Had word fluency problems i.e obtained 12 or less than 12 Marks in the RAN test by Gupta
5. Had spelling problems i.e obtained 7 or less than 7 marks in the DST test by Gupta and Narang.

7.8.0 DESIGN OF THE STUDY
To achieve the stated goals, Pre Test – Post Test control group design was employed. The control group experimental design includes at least two groups, whose subjects have been randomly selected. In the present study there were three groups (two experimental & one control group). Subjects were randomly assigned to two treatment groups and a control group. The students of Experimental Groups were taught by Ron Davis Approach and Eclectic Approach respectively. Each day one period was taken for each approach. The duration of one period was 35 minutes. This continued for sixty days.
On the other hand, no treatment was provided to Control Group. The Control Group continued with the routine activities and Traditional Method was used for teaching English. Students of the Traditional Method Group were not given any information about these approaches. All the three groups were assessed before & after treatment on reading, spelling, and word fluency.

In the present study, two approaches i.e. Eclectic Approach and Ron Davis Approach served as independent (manipulated) variables and their effectiveness was studied on the criterion variable of reading ability of primary school dyslexic children. Variables of age and intelligence were taken as controls.

7.9.0 TOOLS AND TECHNIQUES

1. Teacher’s Referral form
2. Observation Technique.
3. Reading test (RRT) by Gupta (2008)
4. Diagnostic spelling test (DST) (2005) by Gupta and Narang
7. Ron Davis Modules.
8. Eclectic Modules

7.9.1 Teacher’s Referral Form

Teacher’s Referral Form prepared by the investigator herself was used. This form is designed to obtain teacher’s perception of the nature of various reading difficulties experienced by the students in the primary classes. Items in this form focus on specific characteristics of dyslexic children and help the teachers to identify dyslexic children in their classroom. This form is given in appendix-I

7.9.2 Observation Technique

Observation technique was prepared by investigator herself with the objective to check the authenticity of referred cases. This contained one reading exercise below the grade level of students of five to ten minute duration to judge whether they show any symptom of dyslexia. It also includes two writing exercises one in which students write with the consultation of book and another in which students write without consulting the
book five to ten sentences of their choice. The sample of observation technique is given in appendix-I

7.9.3 Reading Test

Reading Test (RT) by Gupta is composed of two parts. First part consists of Word Reading Test (WRT) and second part is of Reading Comprehension Test (RCT). This test is meant for children of third and fourth classes. The sample of this test is given in appendix-I

Part I- Word Reading Test (WRT)

This is the test comprising of fifty words to be read by the child. The words have been taken from utterances made during a word fluency test by standard third and fourth children. These are part of their repertoire of experiences and hence well integrated. With the result, the test is very easy. These words have also already occurred in the books of these children in earlier standards (content validity). This test has been standardized on 555 students. Validity of the test is automatically established since words are spoken by subjects of same level of age and grade.

Since this test has been made on the basis of most common items found in word fluency test (TRAN, Gupta 2005), it provides a good predictor for serious reading problems. A child from third or fourth grade obtaining scores less than 18 needs special attention.

Part-II Reading Comprehension Test (RCT)

Reading comprehension is the process of understanding and constructing meaning from a piece of text. It is a very important function of effective reading ability. This test comprises of a comprehension passage with four questions in it. Children scoring below value of mean minus one standard deviation need additional inputs in reading comprehension. If the scores are lower than that, child requires special strategies

7.9.4 Diagnostic Spelling Test (DST)

The purpose of this test was to identify children who have severe problems in spellings and to diagnose which type. This test is meant for third and fourth classes of English medium schools. Reliability of the test by odd even method of reliability yielded
a co-relation coefficient of 0.92 (p<.01). Criterion validity obtained by correlating with class tests in English (n= 122) was found to be 0.827 (p<.01). The sample of this test is given in appendix-I

7.9.5 Rapid Automatic Naming (RAN)

Rapid Automatic Naming test by Gupta involves naming the words and objects in and around the environment as quickly as possible. This test is used to check word fluency of the children. It is a skill which facilitates assessment of lexical access of the individual. It has been developed as a diagnostic criterion for dyslexia. Students are asked to speak out the words, names of things or objects, which they can see or observe around themselves in their day to day life, as fast as they can. Time allotted is five minutes. If a child stops before five minutes and announces that he/she has finished, the time has to be noted down. Words have to be noted down as fast as the child speaks. If the researcher is not sure of writing that fast, she/ he can record and later transcribe it. Concurrent validity of this test is found to be of the order of 0.27 (n=77, p<.01). The correlation was found in rapid automatic naming ability and sentence completion ability. Test retest method of reliability yielded correlation of 0.82 (n=15, p<.01). If a child performs below a level which is calculated by subtracting two values of standard deviation from mean for his age he/ she needs intervention. The sample of this test is given in appendix-I

7.9.6 Coloured Progressive Matrices

Coloured Progressive Matrices (CPM-1977) by Raven, Court & Raven was used to measure intelligence (performance) in the present study. The Coloured Progressive Matrices (CPM) is designed for use with young children from 5 1/2 -11 years. It is a popular non-verbal as well as individual test of intelligence, but not more than 8 or 9 children should be tested at any one time. The three sets of 12 problems constituting the CPM are arranged to assess the chief cognitive process of which children under eleven years of age are usually capable. A child’s raw score on the scale is the total number of problems he solves correctly. For the present study the raw score are used. The reliability of the test by split half method is varying between 0.65 to 0.90 and test- retest method is varying between 0.71 to 0.87. The validity of the test vary from 0.40 to 0.70. The Sample of this test is given in appendix – I.
7.9.7 Ron Davis Modules

Ron Davis Modules were adopted by the investigator from the book “The Gift of Dyslexia” written by Ron Davis. In these modules investigator followed all the procedures suggested by Ron Davis for treating the dyslexic children. These procedures include Davis perceptual Ability Assessment, Orientation Counselling, Release and Review Procedure, Fine Tuning Procedure, Coordination Therapy, Basic Symbol Mastery Procedure, Three Steps of Easier Reading and Symbol mastery of Words.

7.9.8 Eclectic Modules

These Modules were prepared by the investigator herself. In these Modules investigator used Eclectic Approach for treating dyslexic children. While preparing these modules investigator used multisensory techniques in a systematic way to teach different structures of language (Multisensory Structured Linguistic Method). These structures/patterns of the language were taught phonetically to the students, in which the students were firstly taught sounds of the letters, then how to substitute initial consonants in known words and finally how to blend separate sounds together in words (Alphabetic Phonic Method). Throughout the process positive responses of the students were reinforced by giving praise and rewards (Behaviour Modification Method).

7.10.0 PROCEDURE OF DATA COLLECTION

The data of the present study was collected in the following five phases.

7.10.1 Phase I

In the first phase of data collection principals of English medium schools were contacted and permission was sought for data collection. Class teachers of third and fourth grade children of 10 randomly selected English medium schools of Nawanshahr were contacted and made aware of various specific learning disabilities of school children. Teacher’s referral forms were distributed to all class teachers of third and fourth grade students.
7.10.2 Phase II

All the referred cases were minutely observed by the investigator herself with the help of self prepared observation technique to judge the authenticity of referred cases.

7.10.3 Phase III

During phase III, various tests were administered to all the cases selected by investigator after the observation technique under various sessions. Reading test by Gupta, Rapid Automatic Naming (RAN) by Gupta, Diagnostic Spelling Test (DST) by Gupta and Narang and Coloured Progressive Matrices by Raven, Court and Raven were administered. On the basis of these test 30 dyslexic students of III & IV grade were taken for the present study.

Academic achievement scores in English of first unit test of the students (Two experimental groups and a control group) were obtained from class teachers.

7.10.4 Phase IV

Phase IV consisted of treatment. For the treatment schools were randomly assigned to the two experimental and a control group.

7.10.5 Phase V

Phase V consisted of re-administration of Reading Test by Gupta, Rapid Automatic Naming (RAN) by Gupta & Diagnostic Spelling Test (DST) by Gupta and Narang on all the students of experimental and control groups to see the effectiveness of Ron Davis Approach and Eclectic Approach. Academic achievement scores in English of the students in unit test which followed treatment were obtained from the class teachers to test the differential impact of two approaches on the academic achievement in English.

7.11.0 DATA ANALYSIS

a. The objective-wise data analysis was given below:

1. For identifying dyslexics from among primary school children studying in English medium schools of Punjab data was analyzed by calculating percentages obtained from the number of dyslexic children identified from the total group.
2. For comparing the adjusted mean scores of word reading of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-word reading as covariant, ANCOVA was employed for analyzing the data.

3. For comparing the adjusted mean scores of reading comprehension of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-reading comprehension as covariant, ANCOVA was employed for analyzing the data.

4. For comparing the adjusted mean scores of Spellings of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-spelling scores as covariant, ANCOVA was employed for analyzing the data.

5. For comparing the adjusted mean scores of word fluency of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-word-fluency as covariant, ANCOVA was employed for analyzing the data.

6. For comparing the adjusted mean scores of Reading Ability of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-reading ability as covariant, ANCOVA was employed for analyzing the data.

7. For comparing the adjusted mean scores of academic achievement in English of the students taught with Ron Davis, Eclectic and Traditional Approaches by considering pre-academic achievement in English as covariant, ANCOVA was employed for analyzing the data.

b For qualitative data analysis of case studies, percentages of the pre and post test scores obtained by different students were calculated.

7.12.0 FINDINGS:
The findings emerged from this study are given below:

1. 20.41% of school going primary school children suffers from dyslexia.

2. Ron Davis Approach was found to be superior to traditional approach in improving word reading of the students when groups were matched with respect to pre-word reading.
3. Eclectic Approach was found to be superior to traditional approach in improving word reading of the students when groups were matched with respect to pre-word reading.

4. Ron Davis Approach was not found to be superior to Eclectic Approach in improving word reading of the students when groups were matched with respect to pre-word reading.

5. Ron Davis Approach was found to be superior to traditional approach in improving reading comprehension of the students when groups were matched with respect to pre-reading comprehension.

6. Eclectic Approach was found to be superior to traditional approach in improving reading comprehension of the students when groups were matched with respect to pre-reading comprehension.

7. Ron Davis Approach was not found to be superior to Eclectic Approach in improving reading comprehension of the students when groups were matched with respect to pre-reading comprehension.

8. Ron Davis Approach was found to be superior to Traditional Approach in improving spellings of the students when groups were matched with respect to pre-spelling scores.

9. Eclectic Approach was found to be superior to Traditional Approach in improving spellings of the students when groups were matched with respect to pre-spelling scores.

10. Ron Davis Approach was not found to be superior to Eclectic Approach in improving spellings of the students when groups were matched with respect to pre-spelling scores.

11. Ron Davis Approach was found to be superior to Traditional Approach in improving word fluency of the students when groups were matched with respect to pre-word fluency.

12. Eclectic Approach was found to be superior to Traditional Approach in improving word fluency of the students when groups were matched with respect to pre-word fluency.
13. Ron Davis Approach was not found to be superior to Eclectic Approach in improving word fluency of the students when groups were matched with respect to pre-word fluency.

14. Ron Davis Approach was found to be superior to Traditional Approach in improving reading ability of the students when groups were matched with respect to pre-reading ability.

15. Eclectic Approach was found to be superior to Traditional Approach in improving reading ability of the students when groups were matched with respect to pre-reading ability.

16. Ron Davis Approach was not found to be superior to Eclectic Approach in improving reading ability of the students when groups were matched with respect to pre-reading ability.

17. Ron Davis Approach was found to be superior to Traditional Approach in improving academic achievement in English of the students when groups were matched with respect to pre-academic achievement in English.

18. Eclectic Approach was found to be superior to Traditional Approach in improving academic achievement in English of the students when groups were matched with respect to pre-academic achievement in English.

19. Ron Davis Approach was not found to be superior to Eclectic Approach in improving academic achievement in English of the students when groups were matched with respect to pre-academic achievement in English.

7.13.0 IMPLICATIONS

The present study revealed that Ron Davis and Eclectic Approaches improve Reading Ability and Academic achievement in English of dyslexic students. Thus the study has implications for students, teachers, teacher educators, administrators, parents and society.

7.13.1 Students

This study has lot of educational implications for the dyslexic students. When these students are taught with the traditional methods they are not able to keep pace with
other children of their class. This study revealed Ron Davis Approach and Eclectic Approach as alternative strategies for teaching these students. The results of this study show that when these students are taught with the help of these approaches their reading ability and academic achievement in English improved significantly. Hence it is required that there should be a provision for the extra period in the time table for dyslexic students in which they can be taught with the help of Ron Davis Approach or Eclectic Approach.

7.13.2 Teachers

A teacher should always be on a learning curve. He has to refresh his knowledge and skills continuously. This is even more essential in case of English teachers of elementary classes. Keeping this in view, workshops / seminars have been organized for in-service elementary Teachers under various schemes, like, Sarv Shiksha Abhiyan. The findings of the present study recommend that in those workshops / seminars, elementary Teachers must be acquainted with Dyslexia and its causes, characteristics of dyslexic children and their treatment with the help of Ron Davis Approach and Eclectic Approach so that these teachers can identify them in their classrooms and teach them with the help of these approaches.

7.13.3 Teacher Educators

Teacher education program is a medium through which education of a nation propagate. It must be in correspondence with the recent researches and developments. The finding of the study indicates that 20.52% of school going primary school children suffers from dyslexia. But most of the teachers are neither aware of this term nor about the ways of teaching dyslexic students. Hence Dyslexia and its treatment with the help of Ron Davis and Eclectic Approaches should be included in the ETT, B.Ed and M.Ed curriculum.

7.13.4 Administrators

The findings of the study indicate that significant number of school going primary school children suffers from dyslexia and when treated with the help of Ron Davis and Eclectic Approaches these children showed significant improvement in reading ability and academic achievement in English. Hence these approaches should be applied into the classrooms of dyslexics. It implies Ron Davis and Eclectic Approaches need support and
encouragement of the administrators vis-à-vis training requirements of teachers, flexibility in time table, toleration of noise if any etc.

7.13.5 Parents

Parents of the present day are very much concerned about the studies of their wards. Parents try to provide every facility to their children so that they are able to excel academically. But, parents are not aware of the various researches and developments going on in the field of Special Education. They should be aware of Dyslexia, its symptoms, its causes and characteristics of dyslexic children. So that they can identify them as early as possible and once they found that their child suffers from dyslexia they should not feel dishearted. They should neither take dyslexia as a disease nor humiliate their child for the same. The study has implications for parents that they must go through the procedure of Ron Davis Approach and Eclectic Approach and apply the same on their children.

7.13.6 Society

This study will be helpful in changing social perception about the issues concerning dyslexic children. Presently a social stigma is attached as the term is confused with retardation or taken as a disease. So the results in the study will be helpful in establishing dyslexia to be perceived socially as merely a reading problem which can be improved with the help of specialized techniques.

7.14.0 SUGGESTIONS FOR THE FURTHER RESEARCH

The solution of one problem tends to indicate many unresolved problems which need scientific probing. No single research can find solutions of all these problems. There is wide scope for further research in this field. Following are suggestions for further researchers:

1. There are many issues that have to be taken into account regarding scientifically grounded reading approaches. According to the results of the present study there are significant signs that Ron Davis Approach and Eclectic Approach can have a positive influence on individuals reading ability. It would obviously have been better if the sample had been bigger, but there were many practical problems
involved in obtaining a group that would have been big enough. The groundwork has, however, now been done for further research regarding this field.

2. Something that will have to be taken heed of is trying to prevent the participants from becoming aware of the implications of the tests, especially if they previously have been exposed to testing. It causes unnecessary anxiety and this can influence the outcome. The participants in the present study were very anxious, especially during the retests and they could possibly be ascribed to the fact that they had been informed about the aim thereof.

3. It is also important to see the quiet and tranquil surroundings and a satisfactory working area. These are prerequisites for the success of Ron Davis Approach and Eclectic Approach.

4. Another challenge of the present study was to find a standardized measuring-instrument which can ascertain the success of intervention programme. In America there apparently are such instruments but in India there is scarcity of modern standardized instruments to help ascertain whether a certain intervention is successful or not. Research is needed for developing such standardized instruments.

5. Research done by Shaywitz (2003) with fMRI techniques showed that phonic instruction has an influence on the developmental pathways of the right hemisphere. They then become more comparable to those of accurate and fluent readers. Research could possibly be done in the same way to ascertain what effect the Ron Davis Approach and Eclectic Approach has on the brain. For this different branches i.e. Medicine, Psychology and Education should collaborate to conduct interdisciplinary research on the issue.

6. The researcher only concentrated on the Davis techniques that are directly involved in reading problems. Davis's other techniques that are aimed at individuals with attention deficit/hyperactivity disorder, mathematics and handwriting problems could also be researched. Especially regarding the first-mentioned it could be worthwhile to ascertain whether these techniques indeed deliver significant results in view of the fact that there had been quite a number of
participants in the present study who struggled with attention deficit/hyperactivity problems.

7. In the present study the Ron Davis and Eclectic Approaches were found to enhance reading ability of dyslexic children. Where as a study in the USA of Pfeiffer et al. (2001) indicated that the Davis techniques can benefit any learner, also learners who do not have a learning disorder. Therefore it is suggested to carry on a research to study the effect of Ron Davis Approach and Eclectic Approach on reading ability of normal children.