

A Comparative Study of Dysphonetic and Dyseidetic Spellers of Primary Level



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Abstract

The aim of this study is to identify children who have severe problems in spellings and to diagnose which type. Further, Orthographic analysis of errors in spellings would point whether child is a dysphonetic or dyseidetic speller. The sample comprises of 100 English medium primary school students of III and IV Std. from Jodhpur district. The investigation concludes that boys commit more spelling errors of dysphonetic and dyseidetic type as compared to girls but they do not differ significantly.

Keywords: Dyslexia, Dysphonetic Dyslexia, Dyseidetic Dyslexia.

Introduction

The terms “dysphonetic” and “dyseidetic” are words used to describe types of dyslexia. Dyslexia also known as reading disorder, is characterized by trouble with reading although the person has normal intelligence. Different people are affected to varying degrees. The problems may include difficulties in spelling words, reading quickly, writing words, “sounding out” words in the head, pronouncing words when reading aloud and understanding what are reads. Such dysfunctions appear to be present from an early age at least from the period of learning to read (W.A. Lishman, 2003). Often these difficulties are noticed at school. Dyslexia is the most common learning disability; affecting 3-7 % of the population, however up to 20% may have some degree of symptoms. Dyslexia is the most common of the learning disorders, conditions that interfere with a normally intelligent child's ability to acquire speech reading or other cognitive skills (Sally E, Shaywitz, 1996).

Dysphonetic dyslexia is associated with auditory processing difficulties. These children have difficulty in remembering letter sounds analyzing the individual sounds in words, and sequencing these into words and spelling mistake would show a very poor graph of phonics.

Author Corinne Roth Smith lists the reading and spelling patterns of children with dysphonetic dyslexia

1. Difficulty listening to words and omitting one sound and substituting it for another.
2. Inability to rapidly retrieve letter sounds while analyzing words, so that the beginning of the word is forgotten by the time the last letter of the word is recalled.
3. Vowel sounds are particularly troublesome.
4. Difficulty in analyzing unknown words because of poor knowledge of phonetic rules and difficulty sequencing sounds etc.

The dyseidetic child, on the others hand generally has a good grasp of phonetic concepts. The prominent characteristic of the dyseidetic is the inability to re-visualize the gestalt of the word. This type of dyslexia is also sometimes called “Visual dyslexia”. Typically words are spelled in a way that can easily decipher phonetically, but they may be very far from being correct. For example, the word “phonics” might be spelled “foniks”. We might also see transpositions and even sometimes complete reversals in spelling (eg. was – saw) but the letters that correspond to the right sounds are all there.

For effective writing it is necessary for the children to do minimum spelling mistake as one single misspelled word can change a word and alter the whole meaning of the sentence. As, Shane Templeton and Darrel Morris put it, “Orthographic or spelling knowledge is the engine that drives efficient reading as well as efficient writing.” (1999: 103) Therefore it is necessary to identify the spelling errors of the children in school days only.

Considering these above assumptions, this present study is taken, with the objective of identifying the errors committed by the school children at primary level.

Statement of the Problem

“A Comparative study of Dysphonetic and Dyseidetic Spellers of Primary Level.”

Aim of the Study

1. To identify dysphonetic spellers of Class III & IV in respect of their gender.
2. To identify dyseidetic spellers of Class III & IV in respect of their gender.
3. To compare the dysphonetic spellers of Class III & IV in respect of their gender.
4. To compare the dyseidetic spellers of Class III & IV in respect of their gender.

Review of Literature

1. W.A Lishman (2003)” Developmental dyslexia” Journal of Neurology,eurosurgery and Psychiatry Volume 74 Issue 12. (1603- 1605)

Conclusion

This disfunction appear to be present form an early age, at least from the period of learning to read. This reinforces the importance of identifying vulnerable children at the earliest opportunity and engaging them in appropriate remediation.

2. Linda.S,Siegel (2006) “Perspectives on Dyslexia” Paediatric Child Health Nov 2006; 11(9): 581-587

Conclusion

It is important to recognise that behavioural difficulties in school may be a sign of dyslexia. Any sign of problems in learning to read, even very early in a child’s career, should be taken seriously and investigated. We know that early identification and early intervention can prevent most seriour reading difficulties or at least reduce the severity of them. Any school difficulties or behavioural problems should be investigated immediately.

3. Lamk Al – Lamki (2012) “ Dyslenia : Its Impact on the Individual , Parents and Society” Sultan Qaboos University Med journal, 2012 Aug; 12(3):269-272.published online 2012 Jul 15.

Conclusion

Dyslexia can cause various social and psychological problems for the individual, the family and sociely. It have “a negative impact on working practices and career progression but remains a poorly understood and often hidden disability. “ However, what we really need is specially trained teacher’s in schools .

4. Sally E. Shaywitz (1996)” Dyslenia” Scientific American , Nov 1996

Findings

Dyslexia is the most common of the learning disorders, conditions that interfere with a normally intelligent, child’s ability to acquire speech, reading or other cognitive skills. This disorder emphasizes defects in the language – processing rather than the visual system.

Hypotheses of the Study

1. There will be no significant difference between dysphonetic spellers of Class III in relation to their spelling errors.
2. There will be no significant difference between dysphonetic spellers of Class IV in relation to their spelling errors.
3. There will be no significant difference between dysphonetic spellers of primary level in relation to their spelling errors.
4. There will be no significant difference between dyseidetic spellers of Class III in relation to their spelling errors.
5. There will be no significant difference between dyseidetic spellers of Class IV in relation to their spelling errors.
6. There will be no significant difference between dyseidetic spellers of primary level in relation to their spelling errors.

Methodology

Method

In the present study normative survey method of investigation was employed.

Sample

100 English medium primary students were selected by stratified random sampling from Jodhpur District. Among them 25 girls and 25 boys were from Class III and 25 girls and 25 boys were from Class IV.

Tool

To diagnose dysphonetic and dyseidetic spellers standardized test, “Diagnostic Spelling Test” developed by Dr. (Mrs.) Raj. K. Gupta and Mrs. Susheela Narang was used for the present study.

Statistics Used

The researcher used percentage and’t Test for calculating the significance errors and testing the hypotheses of the study.

Analysis and Interpretation of the Data

[1] Descriptive Analysis

(i) Dysphonetic Spellers

The following table shows the Range for percentage errors committed by dysphonetic spellers of Class III & IV.

Table – 1 : Number of Dysphonetic Spellers Making Spelling Errors.

Range of Spelling Errors in Percentage	Class III (N = 25)				Class IV (N = 25)				Class III & IV (N = 50)			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
21 - 40	01	04%	-	-	02	08%	01	04%	03	06%	01	02%
1 - 20	12	48%	08	32%	15	60%	12	48%	27	54%	20	40%
Total	13	52%	08	32%	17	68%	13	52%	30	60%	21	42%

In class III 52% boys are dysphonetic spellers in which the number of boys committing spelling errors up to 20% are 48% where as only 32% girls are dysphonetic spellers they all commit errors up to 20%. In this was between dysphonetic spellers

of Class III the number of boys committing errors are more as compared to girls.

In class IV 68% boys are dysphonetic spellers in which the number of boys committing spelling errors up to 20% are 60% where as only 48%

girls are dysphonetic spellers they all commit errors up to 20%.

In primary level 60% boys and 42% girls are dysphonetic spellers. The number of boys and girls committing errors up to 20% are 54% and 40% respectively. It can be seen from the Table – 1 that boys are committing more errors as compared to girls.

Table – 2 : Number Of Dyseidetic Spellers Making Spelling Errors.

Range of Spelling Errors in Percentage	Class III (N = 25)				Class IV (N = 25)				Class III & IV (N = 50)			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
61 – 80	01	4	01	4					01	2	01	2
41 – 60	01	4	01	4					01	2	01	2
21– 40	01	4	02	8	02	8	03	12	03	6	05	10
1 – 20	09	36	13	52	06	24	06	24	15	30	19	38
Total	12	48	17	68	08	32	09	36	20	40	27	52

In class III 48% boys and 68% girls are dyseidetic spellers in which the number of boys and girls committing errors up to 20% are maximum i.e. 36% and 52% respectively.

In class IV 32% boys and 36% girls are dyseidetic spellers. In which the number of boys and girls committing errors up to 20% are equal i.e. 24% and up to 40% are 8% and 12% respectively.

In primary level 40% boys and 52% girls are dyseidetic spellers. It is clear from the Table – 2 that

(ii) Dyseidetic Spellers

The following table shows the range of percentage errors committed by dyseidetic spellers of Class III & IV.

between boys and girls of dyseidetic spellers the number of girls committing errors are more as compared to boys.

[2] Inferential Analysis

Hypothesis – 1

There will be no significant difference between dysphonetic spellers of Class III in relation to their spelling errors.

Table – 3 : Percentage of Dysphonetic Spellers of Class III and Result of T.

Class	Gender	Number of Students	Dysphonetic Spellers		t	Sig.
			Number	Percentage		
III	Boys	25	13	52%	1.43	NS
	Girls	25	08	32%		

It may be observed from Table – 3 that 52% boys are dysphonetic spellers where as only 32% girls are dysphonetic spellers. The t- value of their difference in percentage is 1.43 which is not significant at 0.05 level.

Hypothesis – 2

There will be no significant difference between dysphonetic spellers of Class IV in relation to their spelling errors.

Table – 4 : Percentage of Dysphonetic Spellers of Class IV and Result of T.

Class	Gender	Number of Students	Dysphonetic Spellers		t	Sig.
			Number	Percentage		
III	Boys	25	17	68%	1.14	NS
	Girls	25	13	52%		

It may be seen from the Table – 4 that 68% boys and 52% girls are dysphonetic spellers. From the result of t – test it is revealed that both boys and girls did not differ significantly in their spelling errors as the t – value (1.14) is not significant at 0.05 level.

Hypothesis – 3

There will be no significant difference between dysphonetic spellers of primary level in relation to their spelling errors.

Table – 5: Percentage of Dysphonetic Spellers of Primary Level and Result of T.

Class	Gender	Number of Students	Dysphonetic Spellers		t	Sig.
			Number	Percentage		
III & IV	Boys	50	30	60%	1.83	NS
	Girls	50	21	42%		

From the Table – 5 it is observed that the 60% boys and 42% girls are dysphonetic spellers. The t-value of their difference in percentage is 1.83 which is not significant at 0.05 level.

Hypothesis – 4

There will be no significant difference between dyseidetic spellers of Class III in relation to their spelling errors.

Table – 6 : Percentage of Dyseidetic Spellers of Class III and Result of T.

Class	Gender	Number of Students	Dysphonetic spellers		t	Sig.
			Number	Percentage		
III	Boys	25	12	48%	1.43	NS
	Girls	25	17	68%		

It may be observed from Table – 6 that 48% boys are dyseidetic spellers whereas 68% girls are dyseidetic spellers. The t – value of their difference in percentage is 1.43 which is not significant at 0.05 level.

Table – 7 : Percentage of Dyseidetic Spellers of Class IV and Result of t.

Class	Gender	Number of Students	Dysphonetic spellers		t	Sig.
			Number	Percentage		
IV	Boys	25	08	32%	0.293	NS
	Girls	25	09	36%		

It may be seen from the Table – 7 that 36% girls are dyseidetic spellers whereas only 32% boys are dyseidetic spellers. The t value of their difference in percentage is 0.293 which is not significant at 0.05 level.

Table – 8 : Percentage of Dyseidetic Spellers of Primary Level and Result of t.

Class	Gender	Number of Students	Dysphonetic spellers		t	Sig.
			Number	Percentage		
Primary Level	Boys	50	20	40%	1.21	NS
	Girls	50	27	52%		

It may be observed from Table 8 that 40% boys and 52% girls are dyseidetic spellers. The t-value of their difference in percentage is 1.21 which is not significant at 0.05 levels.

Conclusion

1. After an inspection of dysphonetic spellers of Class III, it was found that boys and girls did not differ significantly in their spelling errors. Hence the hypothesis that there will be no significant difference between dysphonetic spellers of Class III in relation to their spelling errors is accepted.
2. There will be no significant difference between dysphonetic spellers of Class IV in relation to their spelling errors is also accepted.
3. It was observed from the investigation of dysphonetic spellers of primary level that boys and girls did not differ significantly in their spelling errors. Hence the hypothesis that there will be no significant difference between dysphonetic spellers of Primary level in relation to their spelling errors is accepted.
4. There will be no significant difference between dyseidetic spellers of Class III in relation to their spelling errors is also accepted.
5. It was found that dyseidetic spellers of Class IV did not differ significantly in their spelling errors. Hence the hypothesis that there will be no significant difference between dyseidetic spellers of Class IV in relation to their spelling errors is accepted.
6. There will be no significant difference between dyseidetic spellers of primary level in relation to their spelling errors is also accepted.

Educational Implications of the Study

These findings stress the need for further careful examination of the dysphonetic and dyseidetic spellers of primary level. A major assumption underlying this study is that teachers should use through and specific diagnostic techniques when dealing with students facing serious problems in spellings. Further analysis of spelling errors would point the child as a dysphonetic or dyseidetic speller.

Hypothesis – 5

There will be no significant difference between dyseidetic spellers of Class IV in relation to their spelling errors.

Hypothesis – 6

There will be no significant difference between dyseidetic spellers of Primary level in relation to their spelling errors.

This would guide the remedial work. Spelling errors would classify children who either need remediation through visual modality or through phonetic (vocal) mode.

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