

# Diagnosis and Remediation of Language Disabilities among Learning Disabled Students of Upper Primary Level

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**Abstract:** *This study is an 'Experimental Research' In order to collect data for this research, pre-experimental design was used. The present sample was drawn from Upper Primary Level Students VI to VIII class of Bareilly city and Quota Sampling technique has been adopted for the selection of the sample. All the 112 children IQ were tested by Raven's progressive matrices. All children were screened with the help of BCSLD and 42 learning disabled students were selected. On the basis of performance, 30 children were selected for further treatment by DTLTD of Dr. SmritiSwarup, Mrs. Dharmishtha H. Mehta.*

**Keywords:** Learning Disability, Language Disorder, Remedial Teaching

## 1. Introduction

The term "Learning Disability" was introduced by Prof. Samuel Krik (1963) after addressing a meeting of parents and professionals held in Chicago.

Any two or more persons are never alike. The individual differences differentiate one person from another. Their differences may be physical, mental, intellectual functions etc. If an individual, on the disability assessment profile keeps him in the lower ranges, is called disabled in the particular area. The term learning disability is derived from the Latin prefix 'Dis' means negation separation. Disability indicates the lack of ability of adequate skill to do something accurately and efficiently. In learning analysis of school students, it had been seen that some students in the classroom are unable to grasp whatever they are taught and thus lag behind other students. These students are categorized as learning disabled.

## 2. Need of the Study

Today the number of disabled children is increasing day by day. Research related to educational needs of the disabled children has become a dire necessity in our country. More research work is needed in this area so that this specialty may be highlighted.

Many students with learning disabilities have an underlying language disorder. Researcher's study is based on language disability. Since language inhibits the performance, so it is necessary to identify language disabled children and cause of developing disability among them.

There are great variety of language difficulties in junior primary school children. It may be difficult for the classroom teachers to ascertain whether a child's language is just slow to develop or whether his language is abnormal. Researcher's study helps the teachers in a way that he may ascertain the language disabled child so that he can arrange treatment for them and can able to protect them at junior primary level.

In this way after studying the learning disability from all angles, it is well decided that the area of LD is fully psychological and education aspects. So, the researcher feels that the study of LD students must be done more effectively. Their proper treatment may be done after identifying them. Their potentialities can be utilized properly so that they can adjust with the society.

## 3. Objectives of the Study

### 3.1. Main Objective

To study the effectiveness of remedial teaching on language disability of learning-disabled students.

### 3.2. Subsidiary Objectives

- To identify learning disabled children.
- To identify language disabilities among these children.
- To analyze qualitatively different behaviour of learning-disabled children, during the process of remedial teaching.

## 4. Hypothesis of the Study

There is no significant effect of remedial teaching on the language disability of learning-disabled students.

## 5. Delimitation of the Present Study

In the present study, students of Pt. Deenanath Mishra Inter College, Bareilly from standard VI to VIII within the age group of 11 to 14 years have been selected as sample.

## 6. Methodology

This study is an 'Experimental Research'. In this study, language disabled children of Upper primary level were identified and were given remedial treatment to see its effectiveness. One school has been selected for the purpose of data collection. In the present study, Quota Sampling technique has been for the selection of the sample.

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## 7. Data Analysis and Interpretation

The results were analyzed keeping the objective in mind. The objective of investigation was to see the effectiveness of remedial teaching on the language disability to carry out the research and to reach the conclusion. The data were analyzed using 't' test.

**Table 1:** MD, SDD, SEMD and t-value obtained by learning disabled students of pre and post treatment on subtest language

Group	Subtest	N	MD	SDD	SEMD	df	t-ratio
Pre & Post test	Receptive Language	30	3.4	1.7	0.31	29	10.96

Table-1 clearly indicates that the t-value of sub test language is greater than the table value 2.46 at degree of freedom 29. Thus, the above stated Null Hypothesis is rejected.

It infers that the remedial teaching provided for removing the language disability of learning disabled was effective and it enhanced the scores of students significantly.

**Table 2:** MD, SDD, SEMD and t-value obtained by learning disabled students of pre and post treatment on subtest language

Group	Subtest	N	MD	SDD	SEMD	df	t-ratio
Pre & Post test	Expressive Language	30	4.0	1.2	0.219	29	18.26

It was revealed from the above Table-2 that the t value of subtest (Expressive Language) is much greater than the table value 2.46 at degree of freedom 29. Thus, the above Null Hypothesis is rejected. As we have imparted proper remedial teaching to the students in the area of language, due to which remarkable difference has shown in the score of students.

## 8. Major Findings of the Study

In respect of hypothesis, significant effect of Remedial Teaching was found on the Language Disabilities of Learning-Disabled Students. Here it can be further said that the remedial teaching is helpful for removing the disability. During the process of remedial teaching some qualitative differences were found in the behaviour of learning-disabled students:

- Some learning-disabled students were 'Hyperactive' that is why they could not complete their work.
- Some learning-disabled students were 'Hypoactive'. They did not take interest in any task and always sit silent.
- Some learning-disabled students have 'Short Attention Span'.
- Some learning-disabled students have 'Faulty Work Habit'.
- In some learning-disabled students 'Social Emotional and Behaviour' problem was found.

## 9. Conclusion

Learning problem should be addressed as early as possible. Many children with learning disabilities that are treated later, when language demands are greater, experience lowered self-esteem due to their previous academic frustration and failures. Learning problem that untreated can

lead to a significant decrease in confidence, school phobia, and depression.

Many students with learning disabilities have underlying language disabilities. The process of understanding verbal symbols is called receptive language. Language reception are prerequisites for the development of expressive language. Some students are unable to understand the meaning of even a single word. Other have difficulty with more complex units of speech such as sentences or longer speech units. The process of producing spoken language is called expressive language.

Summing up we can say that diagnosis and remediation of language disabilities is very necessary because human overall development and academic achievement also affect due to language disability. The research throws light on the fact that remedial teaching is more helpful to remove language disability.

## 10. Suggestion for Future Researches

The present study can't be called complete because researcher has completed her study in short duration and due to lack of time and resources there remained some faults in the present study. For those faults and to fulfil them, some suggestions are as follows:

- In present research, the study was done on small sample. It will be useful to conduct similar research over a large sample in future.
- The present study is conducted on the students of urban areas only. The same study can be extended on rural areas also.
- In present research, the researcher retained her study on upper primary level only. It can also extend to different levels of education.
- This study was limited only to children of VI to VIII standard of one school. More schools may be considered and there is a hope of good results by the consideration of more members of school and subject sample.
- This research suggested to conduct similar experimental researches for the development of remedial material.
- This study is limited to Bareilly city only. The similar study can be extended in other cities as well as in whole Utter Pradesh.

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