

A Case Study of Learners with Dyslexia in an Elementary School in the Philippines

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Abstract: The purpose of this study was to evaluate three dyslexic learners in an elementary school in the Philippines. This study is a qualitative research design. The learners' ages range from nine to eleven years old. One female and two males are present. The learners are in the intermediate level. Learner's parents with dyslexia range in age from 33 to 55 years old. The three learners' families are from low-income backgrounds. Two (2) of the parents were high school undergraduates, two (2) were high school graduates, and one (1) was a college graduate. Most of the learners were born with a disability that was passed on to them by their parents. The parents of dyslexic learners observed that their children had socializing issues, had difficulty completing tasks assigned to them, and this limited their children's activities. Learners with dyslexia are unconcerned about their reading difficulties and do not believe that being dyslexic is an issue. Marungko Approach and E.S. Claveria's Technique were the interventions used for reading issues in phonemic awareness, phonemic decoding, spelling, reading fluency, and reading comprehension that includes audio-visual interactive exercises, games, and puzzles (letter bingo, letter lotto, snake and ladder by word), symbol sequence naming, touching and moving kinesthetic techniques, flash cards, word charts, and picture cards, among other things.

Keywords: Dyslexia, Interventions, Phonemic, Qualitative Study, Reading.

1. Introduction

Reading is the key to success in school, to the development of school interest, to the enjoyment of leisure time and to personal and social adjustment (Smith & Dechant, 1961). Being able to read opens people's world because reading will lead them to knowledge, and it is a symbol of civilization. In other words, reading is a fundamental skill to acquire content knowledge in academic fields such as science and social studies. People hope when they come to school and learn to read, they will be able to read. Therefore, they learn to read since they are little children. In the early time of learning, children are introduced with letters, and they must be familiar with those to be able to read. Then they learn to combine letters into a word and read it correctly. The stages of learning reading go so far. In those stages, they must successfully combine the ability of auditory, visual, memory, and concentration (Riddick, 1996). However, some people find difficulty in reading. People

facing this condition are unable to combine the ability of auditory, visual, memory, and concentration. They feel words and numbers are their enemies that will make them exhausted and frightened. This condition will be worse when the environment presses them. Therefore, inability to read can have profound social and psychological consequences. Reading disability is not a sign of stupidity—as what public believes—but a language disorder called dyslexia (Bogdanowicz, 2003).

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (The International Dyslexia Association, 2002). Students with dyslexia frequently invert the order of the letters in a word or even forget them totally. Different impacts of Dyslexia incorporate troubles in memory, association, numeracy (Herold, 2003), time administration, low self-esteem, and an absence of confidence (Snowling, 2005).

Children with dyslexia will often show two obvious difficulties when asked to read text at their grade level. First, they will not be able to read as many of the words in a text by sight as average readers. There will be many words on which they stumble, guess at, or attempt to "sound out." This is the problem with "fluent word recognition. Second, they will often show decoding difficulties, meaning that their attempts to identify words they do not know will produce many errors. They will not be very accurate in using letter-sound relationships in combination with context to identify unknown words (Snow, Burns & Griffin, 1998).

These problems in word recognition are due to an underlying deficit in the sound component of language that makes it very difficult for readers to connect letters and sounds to decode. People with dyslexia often have trouble comprehending what they read because of the great difficulty they experience in accessing the printed words.

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The Philippine's Department of Education aims to cater all the learners in the country not only regular, gifted, and talented but also the learners with special needs like dyslexia, but research shows access and participation of pupils with special needs in education is low and their needs are not being specifically addressed. The emphasis on reading skills and examinations creates an unfavorable learning environment for children with special needs and disabilities. This poses a challenge to the integration and inclusion of children with such disabilities in regular schools in the country. The Department of Education goal is to aid the learners with special needs to help them to cope up with their disability.

The central educational issue that schools are facing today is dyslexia, but because there are no physical manifestations, it can go undiagnosed or unaddressed. It is extremely important to the success of the child that educators be aware of the topic of dyslexia and how to address it in the classroom.

The goal of an educator is to meet the needs of all the students, then we must find ways to assist students with dyslexia. Appropriate reading interventions, approaches and techniques should be implemented. These observations and issues prompted the researcher to conduct a case study to assess the experiences and appropriate needs of learners with dyslexia in an elementary school in the Philippines.

2. Guidelines

The purpose of this study was to assess the learners with dyslexia in an elementary school in the Philippines.

Specifically, this study answers the following questions:

What is the profile of the learners with dyslexia as to?

- Age;
- Sex; and
- Grade level?

What is the profile of the parents as to?

- Age;
- Economic Status; and
- Educational Attainment?

How may the parents assess the following?

- How were dyslexia acquired by the learner?
- What are the effects of dyslexia on the lives of the learner?
- How may the learner cope with dyslexia?

What interventions may be implemented on the following reading difficulties:

- Phonemic Awareness;
- Phonemic Decoding;
- Spelling;
- Reading Fluency; and
- Reading Comprehension?

How may the reading interventions affect the reader's ability as to;

- Phonemic Awareness;
- Phonemic Decoding;
- Spelling;
- Reading Fluency; and

- Reading Comprehension?

3. Table

The case study is a type of qualitative research used to cover contextual conditions, believing that they might be highly pertinent to the phenomenon of study. The overall perspective in these cases would include learners with dyslexia. Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) over time, through detailed, in-depth data collection (Creswell, 2013). Yin (2009) writes that the case study's unique strength is its ability to deal with a full variety of evidence sources such as documents, artifacts, interviews, and observations – beyond what might be available in other types of qualitative methods. He declares that use of the case study strategy has a distinct advantage when a 'how' or 'why' question is being investigated about a contemporary event over which the investigator has little or no control. The case study method allows investigators to retain the holistic and meaningful characteristics of real-life events (Yin, 2009). Yin writes that "case study research involves study in a real-life context or setting".

This study was conducted in an elementary school in the Philippines. The respondents of the study were the three (3) intermediate learners with dyslexia in the said school. The researcher used the following reading intervention materials; Marungko Approach, E.S. Claveria's Technique, worksheets, graphic organizers, touching and moving kinesthetic and other resources for dyslexic learners.

The researcher used the Reading Assessment Observation Checklist as instrument in observing and assessing the learners. The instrument content consists of the observable traits of a learner to measure their reading ability in terms of phonemic awareness, phonemic decoding, spelling, fluency and reading comprehension. For ethical consideration, all the information and personal details as well as the responses from the respondents in this study were treated with utmost confidentiality and used for research purposes only.

Additionally, the teachers and the parents allow to review their responses to avoid any bias or misinterpretations by the researcher.

A case study database was created and includes the following sources of data:

- *Archival records*: The researcher reviewed archived records of respondents, memoranda, letters to parents, progress reports that pertain to the study that was investigated. The accuracy of the records was documented by the researcher.
- *Interviews*: Interview protocols were developed that focused on the case study topic using the responsive interviewing model. The goal of responsive interviewing is a solid, deep understanding of what is being studied. To obtain this depth "the researcher must follow up, asking more questions about what was initially heard" (Rubin & Rubin, 2005).
- *Direct Observation*: An observation protocol was developed that focused on events occurring in real

time during the conduct of the study. Detailed notes, photographs, and observations would be recorded on the observation protocol with the date, time and setting recorded for each observation.

The researcher analyzed the data by gathering the results of the learners in the implemented reading interventions and measured their reading level with the used of reading assessment intervention checklist. After the researcher got the records, do the interview and observations, the data was analyzed to gain a better picture on the learners with dyslexia. The information was presented in the findings section. The researcher was reported the results of the study on the learners with dyslexia.

There were three (3) learner respondents in the study namely “Al”, “JC” and “Vince”.

Table 1
Profile of the Learners

Learner	Age	Sex	Grade level
No. 1 “Al”	11	Male	6
No. 2 “JC”	11	Female	5
No. 3 “Vince”	9	Male	3

1) *Learner No. 1 “Al”*

Al is an eleven-year-old (11) male, diagnosed with difficulty in reading or dyslexia. He is supposed to be a grade six student but he is now included in the inclusion class. He manifested difficulty in reading when he was in kindergarten. He struggled to write his name without reversing some of the letters, and he cannot remember any letters of the alphabet. When he was in grade one, he did not progress. He got the lowest grade in reading and writing, that is why he had been in inclusion classes and receiving remedial reading program in special education class.

2) *Learner No. 2 “JC”*

JC is an eleven-year-old (11) female diagnosed with difficulty in reading or dyslexia. She is supposed to be a grade five student. She is a very shy girl, she seldom talks to her classmates, she manifested difficulty in reading when she was in kindergarten. She cannot remember the letters of the alphabet and cannot sound it out. When she was in grade one (1), she still did not improve. She was included in special education class.

3) *Learner No. 3 “Vince”*

Vince is diagnosed with difficulty in reading or dyslexia. He is a nine (9) years old boy. He is supposed to be a grade three student. He manifested the learning difficulties when he was in grade one. His grade one teacher said that he struggled to identify the letters of the alphabet and he struggled to write even his own name. He was not paying attention to the teacher. He has also difficulty in speaking, he has defective speech. He had been in inclusion classes and receiving remedial reading program in special education class.

4) *Profile of the Parents*

Parents of Learner No. 1 “Al”

Al’s parents were both 55 years old. They were both high school undergraduate. They finished second year in high school. They belong to the low- socio economic status household. Al’s mother is a plain house wife but sometimes she does laundry when their family badly needs money, while his

Table 2
Profile of the Parents

Parents	Age (Years)	Economic Status	Educational Attainment
Learner No. 1 “Al”		Low Economic Status	
Father	55		High School Undergraduate
Mother	55		High School Undergraduate
Learner No. 2 “JC”		Low Economic Status	
Father	Deceased		
Mother	44		College Graduate
Learner No. 3 “Vince”		Low Economic Status	
Father	34		High School Graduate
Mother	33		High School Graduate

father is a carpenter who has a salary of 300 pesos daily. They have seven children and Allen is their youngest.

5) *Parents of Learner No. 2 “JC”*

The mother of JC is 44 years old. Her mother is a college undergraduate. She is a housekeeper in Manila and she goes home once a month. To find better opportunities she went abroad and left her children to the care of her parents, but after two years when she finished her contract, she decided to stay and just work locally. JC’s father was already dead. He died when JC was only six years old because of kidney failure. They have 5 children; JC is the fourth (4th) child.

6) *Parents of Learner No. 3 “Vince”*

Vince’s mother is 33 years old while his father is 34 years old. They were both high school graduates. They belong to the families under the low socio- economic status. His mother is a plain housewife and his father is a construction worker who got paid 300 pesos daily for his work. They have two children and Vince is the oldest.

4. Parent’s Assessment to the Learners with Dyslexia

The researcher interviewed the parents of the learners with dyslexia in this study. The purpose of the interview is for them to answer the questions on how they assessed their sons and daughter that have dyslexia. These are their responses to the questions.

5. How was dyslexia acquired by the Learner

1) *Al’s Parent*

“Ang sabi ng asawa ko, noong bata siya ganyan din siya, nahihirapan din siyang bumasa. Iyong iba kong anak ganyan din sa kanya, nahihirapan ding bumasa pero habang tumatagal natututo na sila pero sa lahat ng anak ko si Al ang pinakamahirap bumasa. Nalaman ko na lang na hindi sya marunong bumasa nung kinausap ako ng teacher niya noong grade one (1) siya dahil hindi daw niya maisulat ang pangalan niya at nahihirapan daw siyang makasunod sa pinag-aaralan nila. Nahuhuli daw siya sa lahat ng kaklase niya.” (My husband said that when he was a kid he also has reading difficulty. Some of my children also have this difficulty, but as years passed they have learned how to read, but only Al finds hard to read. I just

learned his difficulty in reading after his teacher in grade one (1) talked to me, that Al cannot write his name and has difficulty in following the lessons. His performance is far below from the performance of his classmates.)

2) *JC's Parent*

“Si JC lang ang ganyan sa kanilang magkakapatid, hindi siya makabasa. Lahat naman ng ate niya marunong bumasa agad, nakakahonor pa nga noong elementary sila pati ngayong high school. Siguro dahil iyan sa hitsura ang mukha nya kasi mahiyain din siya, lagi siyang nakayuko at ayaw lumapit sa tao, hindi rin siya nagsasalita lagi lalo na kapag may ibang tao sa paligid, minsan nga kahit tinatawag namin siya, hindi siya lumalapit. Ayaw niya ring magpaturo sa amin.” (From all of my children JC is the only one who has this difficulty in reading, all of her elder sisters are good readers and also honor students during their elementary days even today in their high school. Maybe she was just shy because of her physical appearance. She always head bowed and she does not even talk when there are other people around her. Sometimes, even when we call her she does not approach us. She does not even want us to teach her).

3) *Vince's Parent*

“Ako din kasi ganyan kay Vince, nahihirapan din akong bumasa kasi nabubulol ako. Ang natatandaan ko pa naging ganyan si Vince, noong nag-aaral siya ng grade one (1), natrauma yata siya dahil inaaway nya ng mga classmates niya, nagtatago tuloy siya sa ilalim ng mesa at ayaw niyang sumunod sa teacher niya, Simula noon tinatamad tuloy siyang pumasok at bumasa, tapos napapansin ko late din siyang mag-isip at may ugali siya na kung ayaw niya na ayaw niya na. Kahit turuan ko siya ayaw niyang sumunod sa akin. Sinusubukan ko po na pabasahin nya araw-araw yung binigay ni madam na babasahin para matandaan na nya. Kaya lang pag uulitin namin hindi niya na naman alam. Kahit isang letter di nya pa din maaalala.” (I am the same with Vince, I also have difficulty in reading because I have defective speech. I also remembered Vince became like that because when he was in grade one (1), he was traumatized by his classmates when they bullied him, that caused him to hide under the table. He did not want to follow his teacher. That day he started skipping class and did not want to go to school. We also observed his attitude of being hard-headed, he will not follow anyone and he will not do anything if he does not want to. I tried to teach him how to read every day. I used the reading materials that his teacher gave to me but when I asked him to repeat, he still did not remember even one letter.)

This research generally reveals that the learner reading difficulties or dyslexia is hereditary. Their parents or any member of their family have the same disability like them. According to Ramus (2003) it is now well established that dyslexia is a neurological disorder with a genetic origin, which is currently being investigated.” Dyslexia is considered to be hereditary and is inherited within families. Dyslexic parents are likely to have dyslexic children (IDA, 2012; Shaywitz & Shaywitz, 2004; Ramus *et al* 2003). Given that their parents cope with dyslexia, a child is at fifty percent risk at developing reading difficulties (Vellutino *et al.*, 2004). However, children

copied with dyslexia can improve their state. They can improve their reading skills if early intervention occurs (IDA, 2012; Shaywitz & Shaywitz, 2004). With proper help, people coping with dyslexia can learn to read and write well. (Bishop & League, 2006, Grigorenko, 2001) who reports that the risk of dyslexia is 8 times higher in children where there is a parental history of reading difficulties. Different studies report that that 25%-60% of the parents of dyslexic children also display reading difficulties. The risk of a child having a reading disability is increased when one of the parents reports similar difficulties.

B. *What are the effects of dyslexia on the lives of the learner?*

1) *Al's Parent*

“Hindi ko alam, wala naman ako napapansin masyado, masaya naman siya kahit ganyan siya, makulit pa rin. Kaya lang kapag inutusan ko siyang bibili sa tindahan dapat isa hangang apat lang iyong ipapabili ko, kung marami na akong ipapabili isusulat ko na sa papel para maipakita na niya sa tindahan. Normal lang naman siya, nauutusan ko pa nga siyang gumawa dito sa bahay, katulad ng pagluluto at paglilinis lalo kapag madami akong ginagawa.” (I do not know, I have not noticed changes from him, he is happy, even he is like that. When I asked Al to buy something at the store, it should be at least one to four items only, if it is more than that, I need to write it down on a paper so that he can show it to the store vendor. He is just a normal boy, I even asked him to cook and to clean our house if I have plenty of things to do.)

2) *JC's Parent*

“Ang napapansin ko kanya ay hindi siya nauutusan at nahihiya siyang makipagusap sa ibang tao. Lagi siyang nakayuko parang may sarili siyang mundo. Hindi siya masyado nakikisama sa iba at gusto niya lagi siyang nag-iisa.” (I noticed from her is that I cannot ask her to do something, she is so shy and does not want to talk to other people. Her head was often bowed as if she has her own world. She did not want to mingle with others and she wants to be alone.)

3) *Vince's Parent*

“Wala naman akong napapansin sa kanyang kakaiba, para sa akin normal lang naman siya, kaya lang, hindi siya puwedeng utusan basta basta, kasi hindi niya ito naiintindihan minsan. Lagi naman siyang masaya, nakikipaglaro lang siya lagi sa kapatid niya, ok lang naman sa kanya na hindi siya marunong bumasa.” (I did not see anything unusual to him, for me he is just normal, only thing is that, I cannot ask him to do something, because he cannot understand it sometimes. He is always happy, he is just playing with his sibling, it is ok for him that he cannot read.)

This study reveals that learner's disability has effects in their lives. The learner has low self-esteem and has socialization problem because of the disability. According to Jahoda and Markova (2004), people with disabilities sometimes avoid contact with their peers in an attempt to prevent prejudice and discrimination against them. Students with dyslexia frequently present with a range of social and behavioural problems including demotivation, low confidence and low self-esteem (Burden, 2005; 2008; Glazzard, 2010; Burden, 2011) which

may affect teachers' perception of ability. Terras et al., (2009) identifies that not all students with dyslexia necessarily demonstrate behavioral problems. Burden (2011) proposes that these behavioral problems are the 'affective consequences of dyslexia' derived from the perceptions of teachers, parents and students with dyslexia themselves of underachievement, or underperformance, relative to their peers. Some learners accepted their condition and they managed to find ways to improve their skills, with appropriate help and support of their families they accomplished the same things like everybody else.

C. Learner's Point of View: Coping with Dyslexia

1) Learner No. 1 "Al"

"Normal lang po ako, ginagawa ko pa rin po iyong ginagawa ko kapag inutusan ako ni mama, papa at mga kapatid ko kahit hindi ako makabasa masyado. Sa school naman po, dahil hindi ko po naintindihan ang mga sinasabi ni madam kaya hindi na po ako nakikinig." (I am normal, I just do things that I do every time my mother, father and siblings ask me to do something even I cannot read much. In the school, I really do not understand what my teachers were saying that is why I do not listen.)

2) Learner No. 2 "JC"

"Ok lang po sa akin. Nagpapaturo naman ako sa mga ate ko na magbasa. Hindi ko lang po talaga maintindihan masyado." (It is just ok with me. I asked my sisters to teach me how to read. I just really do not understand it.)

3) Learner 3 "Vince"

"Wala po akong ginagawa, bata pa naman po ako. Okay lang kahit hindi pa ako marunong bumasa." (I am doing nothing, I am still young, it is ok with me if I cannot read.)

These findings conclude that learners did not mind having dyslexia. They act as normal children and do what they want to do. According to Riddick (2002) dyslexia is a hidden, non-evident disability which makes it even more difficult for non-dyslexic people to understand and accept the condition. However, there are dyslexics that have consciously concealed it, some, as Riddick (article) pointed out, due to fear of rejection but some others because they do not consider dyslexia a problem. They consider it as part of their lives, their existence. It has made them what they are and who they are. They have decided not to use the label of 'dyslexia' in their everyday lives not because of fear of what people might think or do but because

assessment to the three learners with dyslexia.

A. Phonemic Awareness

1) Learner No. 1 "Al"

In the initial reading assessment results of Al in phonemic awareness he identifies the vowel letters "a", "e", "i", "o" and "u" and the consonant letters like "m" and "s" but he had a problem in identifying the sounds of those letters and also he had difficulties in identifying other alphabet letters. He had difficulty on identifying isolated letters. He mistook "l" for "i", "h" for "n", "v" for "b", and "j" for "g", and was very slow in identifying letters belonging to symmetrically related pairs (b/d, p/q). He also mispronounced the name of the letters "v", "f", "j", "q" and "z". He was confused in identifying the initial, medial and final sounds. To improve Al's phonemic awareness, the researcher used Marungko Approach with audio-visual interactive activities, games and puzzles (letter bingo, letter lotto, snake and ladder by word), symbol sequence naming, touching and moving kinesthetic techniques.

2) Learner No. 2 "JC"

In the initial reading assessment results of JC in phonemic awareness she could not identify, name or sound of any letters of the alphabet. She also had difficulty in blending the syllable and phonemes. She was confused in identifying the initial, medial and final sounds. She was aware in rhyming words. To improve JC's phonemic awareness, the researcher used Marungko approach with audio-visual interactive activities, games and puzzles (letter bingo, letter lotto, snake and ladder by word), symbol sequence naming, touching and moving kinesthetic techniques.

3) Learner No. 3 "Vince"

In the initial reading assessment results of Vince in phonemic awareness he had a problem in identifying, naming or sounding any alphabet letters. He did not know any letters of the alphabet. He had difficulties in blending syllables, blending phonemes. He could not segment syllables in words or even phonemes. He was also confused in identifying the initial, medial and final sounds. To improve Vince phonemic awareness, the researcher used Marungko approach with audio-visual interactive activities, games and puzzles (letter bingo, letter lotto, snake and ladder by word), symbol sequence naming, touching and moving kinesthetic techniques.

Table 3
Results of Initial Reading Assessment

Reading Assessment	Learner No. 1 "Al"		Learner No. 2 "JC"		Learner No. 3 "Vince"	
	Observed	Not Observed	Observed	Not Observed	Observed	Not Observed
Phonemic Awareness	/		/		/	
Phonemic Decoding	/		/		/	
Spelling	/		/		/	
Reading Fluency	/		/		/	
Reading Comprehension	/		/		/	

they do not see themselves as disabled.

6. Interventions for Reading Difficulties

This part of research explains the interventions implemented in the different reading difficulties based on the initial reading

7. Phonemic Decoding

1) Learner No. 1 "Al"

The result of initial assessment for phonemic decoding of Al show that he made many mistakes on reading isolated syllables,

diphthongs and cluster in reading simple words like “kulay”, “bahay”, gripo, and “prutas”. Consonant-vowel and vowel-consonant pairs were inverted (e.g “ma-as” for sa-ma, “ma-a” for “a-ma”). He was also confused in blending the sounds of letters to form a simple word like “uod,” “nganga”. To improve the phonemic decoding of Al the researcher used E.S. Claveria’s technique and Marungko approach with different games like letter lotto and snake and ladder game by word.

2) *Learner No. 2 “JC”*

JC cannot match letters and its sounds accurately. She also had difficulties in decoding words with consonant or either vowel blends. She had difficulties in reading common words, compound words and using word meaning. She also could not use word structure to recognize words. To improve the phonemic decoding of JC, the researcher used E.S. Claveria’s technique and Marungko approach with different games like letter lotto and snake and ladder game by word.

3) *Learner No. 3 “Vince”*

In phonemic decoding initial assessment of Vince, he could not decode anything. He could not match letters to its sounds accurately and fluently. He could not blend sounds in simple words. He also could not decode words with consonant or even vowel blends. To improve the phonemic decoding of Vince the researcher used Claveria technique and Marungko approach with different games like letter lotto and snake and ladder game by word.

B. *Spelling*

Learner No. 1 “Al”

In spelling, Al has trouble with visual scanning, processing, and working memory. He had difficulties with spelling and sequencing the alphabet letters by sound. He could not spell one-syllable word, polysyllabic word correctly but he could arrange the letter linearly. To improve the spelling skills of Al, the researcher used basic sight words flash cards. Given each word, Al first had to divide the words orally into syllables then write it into the board or sheet of paper and read it aloud.

1) *Learner No. 2 “JC”*

The result of spelling assessment for JC show that she had difficulties with spelling and sequencing the alphabet letters by sound. She could not spell a one-syllable word correctly or even short vowels correctly, but she could arrange the letter-like forms linearly. To improve the spelling skills of JC, the researcher used basic sight words flash cards and used E.S. Claveria’s Technique. JC first had to divide the words orally into letters then into syllables then wrote it and read it aloud.

2) *Learner No. 3 “Vince”*

In the initial assessment of Vince in spelling show that he could not spell anything because he had difficulties in identifying, naming or sounding out the alphabet letters. He could not write the words linearly. To improve the spelling skills of Vince, the researcher used basic sight words flash cards. Given each word, Vince first had to divide the words orally into syllables then wrote it into the board or sheet of paper and read it aloud.

C. *Reading Fluency*

1) *Learner No. 1 “Al”*

Al was not fluent in naming and sounding the letters, he could not read words accurately. He was not aware or conscious on the intonations or stress in the words. To improve the reading fluency, the researcher used an intensive sight-word recognition program to bring him up to speed on words.

2) *Learner No. 2 “JC”*

JC was not fluent in naming and sounding the letters, she could not read words accurately. She had difficulties in blending and reading individual words, phrases accurately and fluently. She was not aware or conscious on the intonations or stress in the words. To improve the reading fluency, the researcher used an intensive sight-word recognition program to bring him up to speed on words.

3) *Learner No. 3 “Vince”*

In Vince’s fluency initial assessment, he showed difficulties in naming letters and identifying its sounds accurately and fluently. He also could not blend and read words and phrases. To improve the reading fluency, the researcher used an intensive sight-word recognition program to bring him up to speed on words.

D. *Reading Comprehension*

1) *Learner No. 1 “Al”*

In initial assessment in reading comprehension, Al sometimes added and omitted some and replaced letters with others. He had difficulties in making prediction, answering higher level questions about the story. He also had difficulties in sequencing events and telling the main idea of the story. He followed the text read with his finger. Recordings exhibit excessive pauses between one letter and the next, he did not notice punctuations. To improve the reading comprehension of Al, the researcher used simple passages and stories as exercises in reading aloud, consisting of about 20-30 words. The exercises began with the teacher/ researcher reading the text to Al very expressively taking great care over pronunciation, oral punctuation and intonation. This was followed by discussion of the content of the text, including discussion of the vocabulary used and of how the story would continue. Al then read the story aloud himself after that the researcher asked comprehension questions about the stories.

2) *Learner No. 2 “JC”*

In reading comprehension initial assessment show that JC could not read short stories or simple passages. She could not tell the main idea of the stories or even summary of the most important information from the story. She could not connect the story to personal experience. She had difficulties in making predictions and also in answering or asking questions about the stories. To improve the reading comprehensions of JC, the researcher used simple passages and stories as exercises in reading aloud, consisting of about 20-30 words. The exercises began with the teacher/ researcher reading the text to JC very expressively taking great care over pronunciation, oral punctuation and intonation and then asked JC to read the story aloud herself or asked JC to retell the simple passages based on her own understanding. Then, the researcher asked

comprehension questions about the stories.

3) *Learner No. 3 "Vince"*

Vince results show that he could not read any stories or even simple passages. He also had difficulties in making prediction or conclusion about the stories. He could not ask and answer questions or even retell the important information about the simple story. To improve the reading comprehensions of Vince, the researcher used simple passages and stories as exercises in reading aloud, consisting of about 20-30 words. The exercises began with the teacher/ researcher reading the text to Vince very expressively taking great care over pronunciation, oral punctuation and intonation. This was followed by discussion of the content of the text, including discussion of the vocabulary used and of how the story would continue. Vince then read the story aloud himself after that the researcher asked comprehension questions about the stories.

Due to the initial assessment results, the researcher implemented the following reading interventions; Marungko approach and E.S. Claveria's technique and the different reading interventions like multimedia, games and puzzles, symbol sequence naming, printed materials, graphic organizers and touching and moving kinesthetic techniques. These interventions helped increase awareness of phonemes, decode and spell the words, and the ability to divide spoken or heard words in proper sequences of phonemes.

The Marungko approach is designed to equip pupils with the necessary reading skills to improve their achievement in reading. Likewise, it seeks to develop a training model to enhance teachers' competence in the teaching of reading in the primary grades. The goal of this strategy in reading is to enable pupils to instill in their minds to appreciate songs and poems created for Filipino children and to communicate in written and oral forms through effective reading instructions. The Marungko approach provides materials to the success in teaching reading. It starts with letter sounds rather than name. The E.S. Claveria's technique is a reading material used for a non-reader learner. It is composed of pictures; each picture corresponds to the letter it represents. It is composed of different steps in reading, from letter reading to story reading, it is called "Pananda". It helps the parents and teacher in knowing the reading level of the learners.

Based on research, the multimedia or audio-visual interactive activities or the use of technology, particularly the use of interactive powerpoint presentations, was very useful in motivation and boosting self-esteem. These powerpoint presentations prepared by the teacher/researcher and several computer games they played together supported the teaching/learning procedures, as suggested by Nijakowska (2010). Technology is facilitating making it easy to differentiate instructions among diverse students. It can be so definitely differentiated (Dwight, 2013).

Using of games and puzzles (letter bingo, letter lotto, snake and ladder by word) is a fun way to help a learner or child develop areas in their learning that they can struggle with, it will help them to improve their working memory, ability to order sequence and information and their phonological awareness. Symbol sequence naming, touching and moving kinesthetic

technique. Other educational tool is multisensory techniques which help students with dyslexia to use their senses in learning especially spelling; reading and writing multisensory approach employs more than one sense in the teaching process to improve the process of learning for the students. When learning takes place through more than one sense the student learning capacities and the maintenance of the learnt materials have been improved (Ritchey & Goeke, 2006). The use of sound, color, image, and interaction in these applications engaged the students in the active process of learning by perceiving information through different sources of stimuli, e.g. visual, auditory, and tactile. Bara, Florence, Edouard, and Pascale (2007) found that students who investigated letters both visually and tactilely scored higher in a first grade post-test for pseudo-word decoding. Additionally, the findings of the study match with the research of Ferrell and Sherman (2011) who found that multisensory teaching in listening, speaking, reading, and writing reinforces the learning of the language structure through active student engagement. Multisensory learning implicates the simultaneous use of visual, auditory, and kinesthetic-tactile modalities to improve memory and learning of written language. The most effective teaching strategies with children with disabilities involve visual, auditory and kinesthetic (tactile) learning cues (McCrea, 2010).

8. Effect of Reading Interventions on Reading Ability

The observation took place one hour every morning from 9:05 to 10: 05 from January 2020 until March 2020. These are the following activities done from week one (1) to week ten (10).

1) *First week*

Al, JC and Vince used molding the clay, multimedia using interactive PowerPoint presentation which included repetition, matching, gap filling and restoration activities., touching and moving kinesthetic to help them identify the names and sounds of the letters Ss, Mm, Aa, Ii, Oo and Bb. They were very active in doing their work.

2) *Second Week*

For the second week, the researcher implemented fishing the letter game, symbol sequence naming and the graphic organizer for the letters Oo, Bb, Ee, Uu, Ss, Mm, Aa, and Ii. On the first assessment Al and JC showed improvement in identifying, naming and sounding out the letters but Vince still showed difficulties.

3) *Third Week*

The researcher used the E.S. Claveria's technique with the touching and moving kinesthetic technique such as forming letters in sand or using the fingers for writing the letters in the air, which they really enjoyed doing. Charts, cutting letters, and letter lotto for the letters Tt, Kk, Ll ,Yy, Pp and Rr were also used as reading interventions.

4) *Fourth Week*

In the fourth week, the reading interventions used were touching and moving kinesthetic based on E.S. Claveria's Technique and charts in the letters Pp, Rr, Dd, Hh, Ww and Cc. The second assessment was conducted, Al and JC showed improvement but little bit confused in some letters while Vince

was still staggered.

5) Fifth Week

The researcher used the touching and moving kinesthetic using modelling clay and using multi-sensory techniques such as a visually interactive powerpoint presentations in the following letters Ff, Jj, Ññ, and Qq. They also watched videos and trying to identify letters in them was useful as well as entertaining.

6) Sixth Week

In the sixth week, the researcher used the charts, touching and moving kinesthetic, and symbol sequencing and naming in the letters Xx, Zz, Ff, Jj, Ññ, and Qq.

7) Seventh Week

The interventions used to Al, JC, and Vince were flash card, snake and ladder by words game and word charts for forming and reading the ending sounds of the letters Mm, Ss, Tt, Bb, Kk, Ll and Yy.

8) Eighth Week

In the eighth week, for forming and reading the ending sounds of the letters Mm, Ss, Tt, Bb, Kk, Ll and Yy. the researcher used the following interventions: flash card of words, and word charts. The researcher asked them to read aloud what they had written at their own pace. Although they had some difficulty remembering words, Al was able to complete the task successfully but not JC and Vince.

9) Ninth and Tenth Week

During the ninth and tenth week, the researcher used story books, charts for forming and reading of sentences and passages for the learners. The researcher asked them to answer the reading comprehension questions of each story. Only Al can read simple words and can answer the few comprehension questions in the story, while both JC and Vince did not read any words or even answer questions. In March 2020, after 10 weeks (50 sessions), a general evaluation of Al, JC and Vince's progress was carried out using the Reading Observation Checklist. These were the results of their assessments.

10) Learner No. 1 "Al"

Table 4
Results of Initial Reading Assessment

Reading Assessment	Learner No. 1 "Al"		Learner No. 2 "JC"		Learner No. 3 "Vince"	
	Observed	Not Observed	Observed	Not Observed	Observed	Not Observed
Phonemic Awareness	/		/			/
Phonemic Decoding	/			/		/
Spelling	/			/		/
Reading Fluency		/		/		/
Reading Comprehension		/		/		/

In the final reading assessment results of Al as to phonemic awareness showed his improvement in identifying, naming and sounding most of the alphabet letters. He could also blend syllables and phonemes. He could already identify isolated letters like "l", "h", "b", and "j", and could also identify letters belonging to symmetrically related pairs (b/d, p/q). He was still a bit confused in identifying the initial, medial and final sounds of the words.

11) Learner No. 2 "JC"

In the reading assessment results of JC in phonemic awareness, she showed a little improvement in identifying,

naming and sounding some alphabet letters. She still could not blend syllables and phonemes. She was still confused in identifying the initial, medial and final sounds of the words. She could identify some isolated letters and but she still showed confusion in identifying letters belonging to symmetrically related pairs (b/d, p/q).

12) Learner No. 3 "Vince"

In phonemic awareness, the final reading assessment result of Vince shows that he still had difficulties in identifying, naming and sounding alphabet letters, he only recognized letters Aa, Oo, Ss and Mm. He could not blend syllables and phonemes. He was still a bit confused in identifying the initial, medial and final sounds of the words. He could not still identify letters belonging to symmetrically related pairs (b/d, p/q) and isolated letters.

9. Phonemic Decoding

1) Learner No. 1 "Al"

In phonemic decoding Al showed improvement in reading isolated syllables, diphthongs and cluster includes reading simple words like "kulay", "bahay", gripo, and "prutas". He also showed awareness on the consonant-vowel and vowel-consonant pair of words. He could match letters to its sound fluently and accurately.

2) Learner No. 2 "JC"

JC still showed difficulties in reading isolated syllables, diphthongs and cluster including reading simple words like "tatay", "nanay", braso, and "prutas". She had little awareness on the consonant-vowel and vowel-consonant pair of words. She still could not match some letters to its sound fluently and accurately.

3) Learner No. 3 "Vince"

Vince still did not show awareness on the consonant-vowel and vowel-consonant pair of words. He still could not match letters to its sound fluently and accurately. He could not read isolated syllables, diphthongs and cluster includes reading simple words like "apoy", "bahay", gripo, and "prutas"

B. Spelling

1) Learner No. 1 "Al"

In spelling, Al did not show difficulties with spelling but he could already write some simple words like lobo, babae, ama, sama.

2) Learner No. 2 "JC"

The results of final reading assessment in spelling of JC showed that she still had difficulties with spelling but she could already write some simple words like "lobo", "abo", "ama", "sama" but it took time for her to write it.

3) *Learner No. 3 "Vince"*

Vince did not show difficulties with spelling, he could not write any simple words like *ama*, *babae*, and *kubo*. He showed improvement in writing letter-like forms that arranged linearly.

C. *Reading Fluency*

1) *Learner No. 1 "Al"*

Al could already name letters and read simple words accurately but not fluently. He still could not connect text and phrases accurately and fluently. He still not aware or conscious on the intonations and stress in a word. He still had difficulty in reading.

2) *Learner No. 2 "JC"*

In the final assessment in fluency, JC could name few letters but could not read simple words accurately and fluently. She still not aware on the intonations and stress to certain words. She could not still connect text and phrases accurately and fluently. She does not know how to self-correct word-recognition errors.

3) *Learner No. 3 "Vince"*

Vince still showed difficulties in reading letters name and read simple word accurately and fluently. He still could not connect text and phrases accurately and fluently. He still not aware and conscious on the intonations and stress to certain words.

D. *Reading Comprehension*

1) *Learner No. 1 "Al"*

In reading comprehension, Al still added and omitted some and replaced letters with others and he still followed the text read with his finger. He still also exhibited excessive pauses between one word and the next, a tendency to read polysyllabic words one syllable at a time, hesitation, a monotonous sing-song diction and taken of punctuation. He knew how to make simple predictions and could answer few questions about the text correctly.

2) *Learner No. 2 "JC"*

She still could not read simple passages or story and ask or answer questions about it. She already showed some improvement in making simple prediction about the text. She still showed difficulties in discussing them and drawing conclusions based on the content of the passage. She still could not retell important information in the story.

3) *Learner No. 3 "Vince"*

Vince still could not read short stories or even simple passages. He could not answer questions about the characters, place or sequence the events or tell the main idea of the story. He still showed difficulties in analyzing the characters' actions or feelings. He could not retell the important information in the stories and could not connect text to personal experience.

10. Conclusion

Based on the summary of the findings, the researcher concludes that:

The learners with dyslexia were composed of one female and two males and their age ranges from nine to eleven. The learners were in grade three, five and six. All of them were included in

the Special Education Program. The age of the learner's parents with dyslexia ranges from thirty-three to thirty-five. Their families belong to the low socio-economic status household. Two of the learner's parents were high school undergraduate, two high school graduates and one college graduate. The learner's disability or dyslexia was inherited from their parents. They observed different effects caused by the disability in the lives of their children. The learners experienced socialization problem and had difficulties in doing the task assigned to them and it limits the activities that they can do.

The learners with dyslexia do not mind having this difficulty. These reading interventions used were Marungko approach and E.S. Claveria's technique with audio-visual interactive activities, games and puzzles (letter bingo, letter lotto, snake and ladder by word), symbol sequence naming, touching and moving kinesthetic techniques, flash cards, word charts and picture cards. Some of the learners showed improvement in reading as to phonemic awareness, phonemic decoding, spelling, reading fluency and reading comprehension.

11. Recommendations

Based on the summary and conclusions obtained in the study, the researcher has offered the following recommendations. Schools and parents should work closely together trying to find ways to advance the dyslexic learner's learning. Schools should be more dyslexia friendly where teachers fully understand the needs of children with dyslexia. Teachers should inform the parents about the techniques and strategies they use in the classroom and encourage to follow them at home in order to help their children with dyslexia.

Teacher should use different reading intervention materials such as Marungko approach, E.S. Claveria's technique, worksheets, graphic organizers, touching and moving kinesthetic and other strategies that are appropriate to the needs of the learners with dyslexia. Schools should provide thorough instructions to learners with dyslexia, give them preferential seating and help them develop their organizational skills. Similar study should be conducted around the Philippines to document broader circumstances of the learners with dyslexia.

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