



Published by Sri Velan Pathippagam,
No.5, S.P.Koil Street, Chidambaram.

DEPARTMENT OF EDUCATION

Annamalai University

Annamalainagar-608002

Ph.No:04144-238282 extn:389

Website: www.auteachereducation.org

E-mail: auteachereducation@gmail.com



2nd INTERNATIONAL CONFERENCE ON EDUCATION FOR SLOW LEARNERS

MONOGRAPH



ANNAMALAI UNIVERSITY

(Accredited with 'A' Grade by NAAC)

DEPARTMENT OF EDUCATION

(UGC-SAP-DRS – II Approved Department)

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2nd INTERNATIONAL CONFERENCE ON EDUCATION FOR SLOW LEARNERS

(UGC-SAP-DRS - II SPONSORED INTERNATIONAL CONFERENCE)

March 24th & 25th 2018



2nd INTERNATIONAL CONFERENCE ON EDUCATION FOR SLOW LEARNERS

(UGC-SAP-DRS - II SPONSORED INTERNATIONAL CONFERENCE)

MONOGRAPH

Editor in Chief

Dr. M. Harikrishnan

Professor and Head
Department of Education
Annamalai University
Annamalainagar - 608 002.
India

Conference Director

Dr. R. Gnanadevan

Professor of Education
Co-ordinator, UGC-SAP-DRS - II
Department of Education
Annamalai University
Annamalainagar - 608 002.
India.

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ISBN: 978-93-81236-38-3

**DEPARTMENT OF EDUCATION
ANNAMALAI UNIVERSITY**

ANNAMALAINAGAR - 608 002.
TAMILNADU - INDIA
www.auteachereducation.org
E-mail: auteachereducation@gmail.com

Published by Sri Velan Pathippagam, No. 5 S.P Koil Street, Chidambaram - 608 001.
for Department of Education, Annamalai University, Annamalainagar - 608 002.
and printed at Aruna Printers Chidambaram - 608 001.



Prof. Dr. S. MANIAN

Vice - Chancellor
Annamalai University



Dr. K. ARUMUGAM

Registrar i/c
Annamalai University



Dr. R. BABU

Dean, Faculty of Education
Annamalai University



Dr. M. HARIKRISHNAN

Professor and Head
Department of Education
Annamalai University



Prof. S. Manian M.Sc., Ph.D.
Vice-Chancellor

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ANNAMALAI



பல்கலைக்கழகம்
UNIVERSITY

(State University-Accredited with 'A' Grade by NAAC)

ANNAMALAINAGAR - 608 002, CHIDAMBARAM, TAMIL NADU, INDIA.

Foreword

I am immensely happy to know that the Department of Education brings out a monograph on the momentous occasion of the 2nd International Conference on “Education for Slow Learners” to be held on 24 and 25 March 2018.

Contrary to common belief, slow learners in the regular class rooms are neither rare nor unique. The students commonly called slow learners are those who cannot learn at an average rate from the instructional resources, texts, workbooks and learning materials that are designed for the majority of the students in the classroom. A teacher needs to be a friend to these learners on whom they can fall back upon. These learners cannot express themselves fully to their peers or to their parents and need somebody whom they can rely upon. Hence, it is up to the teacher to fill up that vacuum and enhance these slow learners' all round development.

The high quality research papers in the monograph represent the scholarly contributions of experts in their field of specialisation. The research papers on the recent developments in the area of slow learning will certainly enable the faculty and researchers across the world to become familiar with innovations and experiments in education for slow learners. Also I am confident that the book will provide an impetus to stimulate further research in this area.

Dr.M.Harikrishnan, Professor and Head; Dr.R.Gnanadevan, Conference Director, and the other members of the team deserve to be appreciated for the efforts they have taken to organise the conference and bring out an impressive monograph on education for slow learners.

I wish the team all success in all their endeavours.


(S. MANIAN)



Date : 22-03-2018

**Dr.K.ARUMUGAM, M.Sc., Ph.D.**
Registrar i/c**MESSAGE**

I am very much pleased to learn that the Department of Education, Annamalai University is organizing the 2nd International Conference on **“Education for Slow Learners”** on 24th and 25th March 2018. The title of the conference chosen by the organizers is the need of the hour.

Teachers must equip themselves and must give their best to the students. They should try to diagnose the problem in learning and the student's performance in the examination. Teachers are the fulcrum in the teaching learning process who have to devise strategies that pertain to slow learning.

I certainly hope that this conference will go a long way in making constructive policies and to bring modification in the present scenario of teaching learning process. Thus evolving innovative strategies and techniques in solving the problems in slow learning.

My sense of appreciation goes to the Dean, Head, Conference Director, Dr.R.Gnanadevan and Faculty Members of the Department of Education who are involved in the organization of this conference.

I wish the conference every success.

(K. Arumugam)



राष्ट्रीय बहुविकलांग व्यक्ति अधिकारिता संस्थान

(विकलांगजन सशक्तिकरण विभाग, सामाजिक न्याय और अधिकारिता मंत्रालय, भारत सरकार)

National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD)

(Dept. of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, Govt. of India)

ईस्ट कोस्ट मार्ग, मुत्तुकाडु, कोवलम पोस्ट, चेन्नै - 603 112. तमिलनाडु, भारत

East Coast Road, Muttukadu, Kovalam Post, Chennai - 603 112. Tamilnadu, INDIA

Message

20.03.18



I am glad to know that ANNAMALAI UNIVERSITY, DEPARTMENT OF EDUCATION is organizing "2nd INTERNATIONAL CONFERENCE ON EDUCATION FOR SLOW LEARNERS" during 24th – 25th March 2018 at Annamalai University, Chidambaram.

It gives me great pleasure to extend a goodwill message at this encouraging initiative on the subject dear to our future. Everyone participating in the conference is a catalyst invested in the mission to promote and take forth the Inclusive Development of Persons with Disabilities. Thus, we must be mindful of the key principle that lies at the heart of good governance: Communities must get involved in the creation of this vision for the future. Participation is crucial, and we must move from promises to practices!

I thank you for your willingness to commit your professionalism and time to the betterment of the lives of the individuals with disabilities. It is in this spirit of confidence in the value of your deliberations that I wish you great success in this Conference and beyond!


Dr. Himangshu Das
Director, NIEPMD

टेली फैक्स / Telefax : 044-27472389, Telephones : 2747 2104, 2747 2113, 2747 2046

ई-मेल / E-mail : niepmd@gmail.com Website : www.niepmd.tn.nic.in

Recipient of National Award for the Best Accessible Website For Persons With Disabilities

Dr.R.GNANADEVAN

Professor of Education,
Co-ordinator, UGC-SAP-DRS-II &
Director, CIDMS
Annamalai University
Annamalainagar-608002



PREFACE

Slow learners are the students with below average cognitive abilities who are not disabled, but who struggle to cope with the traditional academic demands of the regular classroom. They do not seem to differ much from the normal or average children in terms of their physical appearance, social and emotional behaviour etc. Their differences are only relative and generated on account of their backwardness in terms of rate of learning and educational performance. This group does not come under special education categorization, but there is need for prevention and treatment of backwardness.

Slow learners or educationally backward children are certainly a most neglected group of the disabled children. They are neither cared through the provisions of special treatment or education by the state authorities nor they are cared for their proper education by the respective school authorities. However, it is a serious lapse on our part. They need our special attention and care for being duly helped in getting rid of sub-normality in terms of rate of learning and educational achievement. Neglecting or overlooking them may pose a serious problem for their progress and eventually turn in to a major social disorder.

Gravity of the situation as visualised by us may make us to pay immediate attention and care for the treatment and education of the slow learners. In this direction the Department of Education took an initiative to undertake a project on the theme "Identification, Treatment and Educational Measures for Slow Learners" under the UGC-SAP-DRS-II. The first International Conference on Education for Slow Learners was held on 24th 25th February 2017 focused on causes, problems and issues of slow

learners. The aim of the present conference is to spread awareness about best practices being followed globally on providing suitable educational measures for slow learners. The conference papers were classified and deliberated on the following themes:

- Philosophical, Sociological and Psychological Principles to deal with Slow Learners.
- Teaching Strategies, Methods and Techniques to Enhance Learning among the Slow Learners.
- Providing Suitable Learning Environment and Educational Measures for Slow Learners.
- Role of Teachers, Parents, Institutions, Curriculum Experts and Policy Makers and NGO's in Helping Slow Learners.
- Technology for Enhancing Learning among Slow Learners.

We hope that the conference proceedings and all deliberations will pave way for the solutions to the problems of slow learners. This publication will certainly be a source document for the Students of Teacher Education, Researchers, Teachers, Educational Administrators and Professionals.

We are very much thankful to University Grant Commission, New Delhi, University Authorities, Contributors and all those who helped in various ways to organize the conference and produce output in the form of a book. It is a tireless team work of all the teaching and non-teaching staff members of the Department of Education. They planned meticulously, worked hard for a long period for the success of this conference and for fruitful publication. Further, all the credit for the publication goes to the authors of the article and we take responsibility for the selection, organization and presentation of introductory materials.



Dr. R. GNANADEVAN

Conference Director

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COPING ENVIRONMENT AND SLOW LEARNERS

Prof. Dr. R. Babu, *Dean, Faculty of Education, Annamalai University, Annamalai Nagar.*

Diana Dipti, *Ph.D Research Scholar, Department of Education, Annamalai University.*

Introduction

Slow learning children are not special education students but they represent a group of Educationally retarded. The contributing factors are Genetics, cultural, poverty, family inadequacy, parental disharmony and in a few causes, unfavorable school conditions, school absences. Hence, these children need suitable arrangements in regular schools. Although some of these children receive education in special school and special class, they finally move to regular school after backwardness is removed. Identification of slow learning children is not obvious except for educational backwardness. These children display weakness in thinking, finding out relationships, similarity, familiarity, reasoning, poor development of concept, language, and number concepts, memory. Socio-emotional characteristics include feelings of insecurity, withdrawal, immaturity, regression and fantasy. This name is given to a child with a lower than average intelligence who may have mental retardation or may just have a slow intellectual process. The term "slow learner" is often imprecisely applied to children with mild mental retardation. Building and sustaining a successful school learning climate has since long been regarded a pivotal task of educational leaders and a vital lever to improve student learning and achievement.

Slow Learners

DEFINITION - Educational researchers and Psychologists use a range of terms to refer to slow learners as students or pupil whose achievements are low. In this study I use the term slow learners, who are defined as "children who is intelligent to be classified as handicapped, but is not able to cope adequately with traditional academic work." It's a term used for instructional purposes rather than labeling. As Lescano (1995) explains, it is important to distinguish between slow learners and those who have learning disabilities: The first is the student who does not learn successfully due to general socio-cultural problems, frustrating past language classroom experiences, inadequate use of strategies, or lack of interest. The second type of slow learner is the student formally diagnosed as "learning-disabled" by specialists in child psychology. Khan (2008) lists several, such as a lack of emotional growth, the lack of a secure environment, limited opportunities for learning, absenteeism, untrained teachers and large class size.

School Environment

DEFINITION - The healthy School Environment includes "includes the promotion, maintenance and utilization of safe and whole surroundings, organization of day-by - experiences and planned learning procedure to influence to favorable emotional, physical and social health". School Environment includes the physical and aesthetic surroundings and the psychosocial climate and the culture of the school.

Problems Of The Slow Learners

- When the child with low intellectual potential is not identified at an early age, say before 7 years.
- When his / her educational program is not geared to higher rate of learning and level of intellectual development and the goals set for his/her education are unrealistic leading to failure and resultant frustration.

- When the parents refuse to accept the fact that their child has low mental ability in spite of his/ her being diagnosed as such, they may spend a great deal of time and money in getting the child 'treated' by doctors, quacks, miracle men, etc. The emotional situation in such a tense home will make the child feel more insecure. Moreover, the child also will not be able to accept and adjust to his / her low ability when it is not accepted by his /her parents.
- Teachers by their insensitive behaviors and sarcastic and harsh treatment may cause problems for the slow-learner. He/she is likely to become resentful, aggressive or destructive. Or, on the other hand, he/ she may withdraw into himself/ herself and refuse to express himself/ herself in any form. In sum extreme case a slow learner may start playing truant, get mixed up with children having Antisocial characteristics and under their influence carry out delinquent acts. They may fall prey to drugs abuse and other vices because they lack the power of critical thinking.
- The dull children lack foresight. This means that they cannot foresee or visualize the consequences of their actions, and since they are also easily influenced by others, they get into trouble. Our schools and homes have a great responsibility towards meeting the psychological needs of these children, so that they feel secure. Then there will be less chances of their being influenced by more intelligent delinquent children.
- The slow-learners generally develop feelings of being inferior perhaps because of the attitude of parents and teachers, and the remarks of their classmates. Other children must be guided to develop an understanding of the problems these children face and taught not to make fun of these children. These children with low mental ability tend to have a low self-concept. This may be partially due to their limited experiences of success, and partially because of the low opinion expressed by parents, teachers and others about their work and achievement. Hence there are many other problems that slow learners are likely to face either Physically, Mentally, Psychologically and the Social Problems.

Need Of Good School Environment For Slow Learners

- 1) Relationship of Teachers with Slow Learners - According to Borah (2013), students with below average cognitive abilities whom we cannot term as disabled are called slow learners. Students who are slow are said not to be suffering from failure syndrome, which is having low expectations for success and giving up at the first sign of difficulty. Borah (2013) states that slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education. What teachers ought to know is that slow learners can learn all that is required in their course as long as they put an extra effort to help them. Teachers must therefore be innovative in their lesson management to facilitate learning of slow learners. Proper understanding of what is slow learning and a slow learner is a major step towards coming up with a strategy to address slow learners issues in class. A Teacher should be capable of understanding the psychology of child, relevant to his/ her needs giving love and care towards them, developing the child in a positive and holistic approach.
- 2) Relationship Of Classmates With Slow Learners - Teach the other students to empathize with the special students. Specially ask them not to bully or tease slow learners. Inform them about their condition and how they could make a difference. Ensure you have these timely sessions in the slow learner's absence. Reward the other students while helping the slow learners for good teaching - learning environment. Provide opportunities for students to work in a variety of social configurations and settings.

- 3) Relationship Of Parents With School Principal - The role of the principal in the lives of students and their parents cannot be overestimated. When children feel that the principal is their friend and parents know they are accepted, a mutual trust and respect develops. A relationship built on open communication and respect can be particularly valuable when working with the parents of children who do not learn as quickly as their same-age peers. Often these parents are frustrated, do not know what to do to assist their children, and feel vulnerable because they think the system does not support or provide for them. Strong Parental and Educational support provides slow learners with the greatest likelihood of educational, social, and emotional success with the fewest frustrations and discouragements.
- 4) Relationship Of Teachers With School Management - A teacher must also recognize the value in building a trusting relationship with their principals. Trust is a two-way street that is earned over time through merit and based on actions. The Principals and the teachers should together for the upliftment of slow learners. The teachers can introduce the techniques like Compensatory Teaching, Remedial Teaching, New Instructional strategies for slow learners, Develop the lesson plans that incorporate students interests, Frequently vary the Instructional technique, Incorporate Individualized learning materials, Incorporate Audio and Visual materials and Maintenance of Cumulative records , Case study and Anecdotal records.
- 5) Relationship Of Parents With Slow Learners - If indeed your child does have a learning disability, don't try to explain it away or hide it. There is nothing to be ashamed of. Well, nothing unless you are making your child feel less than cherished, loved and important. If your child is labeled a 'slow learner', then slow things down for them. Give them the grace and time they need and deserve to reach their potential. Provide for them the environment and tools necessary to excel and love them with their strength and weakness.

Conclusion

This objective of the paper is to create greater awareness and discussion about slow learners. Learners in this category will exist in almost every class, A competent teacher should be alert to general characteristics being associated with Class room behavior related to the slow learner .The slow learner will rely on concrete learning rather than abstract learning. Psychologically they are more emotional, sensitive therefore need more value and respect and concentration than the normal students. Hence slow learners are the integral part of our society.

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LANGUAGE DEVELOPMENT PROBLEMS IN SLOW LEARNERS

*Mr. A.Dheivamani, Assistant Professor of Education,
Government College of education, Vellore-632006*

Introduction

Slow learner show the sign of slow learning in very begging during infancy, when child try to talk, parents should carefully observe the child and if they find that child is not able to talk they should contact doctor to find the reason, because early diagnosis in the initial 2-6 years good for the betterment of the child and step could be taken to improve the mental condition of the child, through medical care or psychological. The sign of language development problem in initial age are;

- Speech defect: speech problem child will be not able to pronounce correct word,
- Vocabulary limited: child will use Limited word for expression
- Short sentences
- Some children will not understand some words

How to improve the language development problem of the child in school level

- Teacher should pronounce the word clearly for the student and ask the student to repeat the word
- Teacher should used visual aid, it would help the student to understand it easily and memories it for long time
- Teacher should used flash cards for teaching Difficult words
- Use of memory cards and memory games
- Class room Discussion
- Stories-telling should be encouraged in class
- Dramatic activities
- Oral question and answer and understand them
- The ability to recognize Different pictures
- Listening and understanding skills should be developed
- Reading with meaning

Reading Problem

- There are different method of teaching for reading problem, how to teach to a group or class of students. Expert suggest multiple teaching style because each student learn through different method, some student could learn better with one method, other will learn with other method. Teacher should be aware of the individual differences, For teaching reading to slow learner the following method should be used:
- Teacher should use Charts to teach Words to E.S.N students.
- Teacher can also used Memory flash cards,

- Reading with meaning, is good method with which child easily understand and remember it.
- Reading stories, collecting magazines, news papers and discuss them in the class room
- Pictures on wall with the stories can also help slow learner to remember and understand a word
- Reading readiness workbook
- Through activities, reading activates can also help in reading process
- Visual activities, include TV and computer can help
- finding missing parts
- Memory games
- Reading for information
- Computer games, the best method for teaching reading process. These interactive games not only help slow learner in their reading process but it also help to increase their quick decision making ability.

Reading Material:

Reading material should be selected keeping in view the interest of the student in mind. Chose difficulty level from easy to difficult approach (age wise)

Teaching Spelling

Spelling are very necessary for slow learner, because it help to form a word, a good speller well always be a good reader and writer , therefore teacher should give attention to teaching spelling to the students.

- Teacher should write a word on board and ask to the student to write it in air, teach them the spelling in parts, so they know the sound of the word.
- Competition of spelling between the students,
- Check recheck method
- Weekly test for spelling,
- spelling games on computer, typing tutor game on computer

Teaching writing

Teaching writing require reading, understanding and spelling capabilities, if a student is good in these, he can learn writing easily, following are the few method which could be used for teaching of writing;

- Encourage their writing, ignore their mistake in early stages
- In early stages students write short sentences and grammatically incorrect sentences
- Involve student in writing small stories
- engage student in form filling, letter writing and Telegram according to their age
- Involve students in form filling, diaries writing

- Computer base writing games, where short answer are required for playing games.
- Writing in school magazine, newspaper etc
- At later time attention to the grammar, punctuation and full stop.

Social education

Social education is also very necessary for the slow learner; teacher and parent should give full attention to the social education of E.S.N. how to cross the road, how to reach home and other small thing that could help him in day to day life. It is not only the responsibility of a teacher to teach these things to slow learner but it is also the responsibility of parents too.

Teacher and parents should also involve other people to help these students e.g.

- Psychologist of the school
- Friends
- School doctor/nurse
- Other social agencies

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CHARACTERISTICS AND EDUCATION FOR SLOW LEARNERS

G. Dheventhiran, Ph. D, Research Scholar, Department of Education, Annamalai University.

Dr. M. Harikrishnan, Professor and Head, Department of Education, Annamalai University.

Introduction

Educational researchers and Psychologists use a range of terms to refer to slow learners as students or pupil whose achievements are low. Slow learners are those who are low in achieving academic skills and even often ignored in the present school setting. Slow learners lag behind other learners not only in academics but also in social, emotional and psychological well-being. There are so many reasons for slow learning, it may be due to their mental ability, illiterate parents, avoiding by the parents in early childhood, medium of instruction, communication problem etc., sometimes slow learning may be due to illness like Dyslexia, Alexia, and genetically inherited problems. Proper pedagogy like simple play way method, activities oriented instructions; ICT technology should be properly constructed for slow learners.

Slow Learners may have problems not only with math and reading but also with coordination such as penmanship, sports, or dressing. Often they are quiet and shy, and they have trouble making friends. They may have a poor self-confidence. They have trouble with abstract thinking such as in social studies or doing math word problems. They often have a short attention span. All of these problems cause them to have a poor self-esteem. In the days before formal schooling, these students would carry on productive lives working at tasks that did not require extensive reading, writing or math. However, nowadays the emphasis is less on occupational learning and more on academic preparation. Thus, to provide them the best possible opportunities in a changing world there is a growing need to help remediate these children.

Definition and Characteristics

A "slow learner" is a term used to describe a student who has limited intellectual abilities to learn necessary academic skills, the one who learns more slowly than his/her peers. However, distinction should be made between slow learning students and mentally retarded ones (the latter being also called "backward", "under achiever" "learning disabled" "educationally subnormal" and the like), based on their rate of learning.

Slow learners face challenges in the process of education. In fact, they have difficulty with reasoning skills. This suggests that it will be more challenging to learn new concepts. New skills need to be based upon already mastered concepts. Things are made more complicated when the majority of the class have already mastered a concept and is moving on, while the slow learner needs more time. This can lead to gaps in knowledge and basic skills. They may find it difficult to listen carefully and speak clearly, which may result in limited vocabulary development. Self-confidence can also be an issue. They are prone to anxiety, low self-image, and eventually may be quick to give up. They often feel "stupid" and start hating studying. They spend all day doing something that is difficult for them. Here the question that may arise is: If these students struggle so much, why are they often not eligible for Special Education? Special Education services are provided for students who have a disability. Characteristics of a slow learner:

1. Has difficulty following multistep directions.
2. Lives in the present and does not have long range goals.
3. Have few internal strategies (i.e. organizational skills, difficulty transferring and generalizing information).

4. Scores consistently low on achievement tests.
5. Has a poor self-image.

Identifying Slow Learners

The following are used to easily identify the slow learners

1. Has difficulty following multi-step directions.
2. Lives in the present and does not have long range goals.
3. Scores consistently low on achievement tests.
4. Works well with "hands-on" material (i.e. labs, manipulative, activities.)

Things Teachers should know about Slow Learners

Six things slow learners want their teachers to know about them.

1. They need more time to figure out things
2. They need more explanation and direct instructions
3. They need in organizing their work, desk, and priorities
4. They need to know why they have to know what the teacher is teaching.
5. They have difficulties focusing their attention on learning task
6. They sometimes have hard times sitting still.

Some Ideas to help Education of Slow Learners

High school opens the door to vocational training where they often excel. Work study programs give them a purpose for going to school.

1. Do not spend the entire time making the child's study. Don't nag. Let them have a life outside of school with activities they enjoy.
2. A Slow Learner might repeat one grade level for academic or social reasons. Repeating more than one grade is a disaster for their self-esteem.
3. Some schools will place these children in a "slow track" where the work is easier. However, the other students may make fun of them. And the concepts in math and social studies may still be too difficult for them.
4. The least desirable alternative is a non-graded program where the child works at their own pace and is graded for their effort

Conclusion

In conclusion, we need to remember that every student yearns to be successful. Teachers should do their best to facilitate student success by providing ways to help student's education and their academic goals. Slow learners need special attention and care for being duly helped in getting rid of their inferiority in terms of rate of learning and educational achievement. Much can be done by teachers to help such students. By understanding their students' strengths and weaknesses, incorporating a variety of teaching styles and motivating students to learn, teachers are best able to help them reach their goal of becoming

competent and quality of education. They can improve their teaching methods, the tasks they assign to their students and the way they assess their work. As long as they continue trying new ways to assist these children, they will be able to make progress and most of all, overcome the fear of academic skills.

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FACTOR AFFECTING THE SLOW LEARNERS

R. Gandhiji, Ph.D., Research Scholar, Department of Education, Annamalai University, Annamalai Nagar.

Introduction

Slow learners are not dumb. They probably differ little from other students in terms of their potential. Slow learners have the same potential as the average students, but they probably differ in what they know, their implication in their daily life, in their motivation, in their position in the face of academic setbacks, and in their self respect as students in the class room in front of his/her teachers as well as classmates. (Daniel T. Willingham 2011). Slow learners are those students who are unable to accomplish what is expected of their age group. Burt (1937) classifies them as students who are unable to cope with the work normally expected of their age group. Carroll, (2004) "Slow learners are students with below average cognitive abilities and who struggle to cope with the traditional academic demands of the regular classroom". These students remain in the lowest rung of the ladder. They found weak in almost all the subjects. They usually score less than 25 percent in the tests. Their ability to deal with abstract and symbolic materials, (i.e. language, number and concepts) is very limited and their reasoning in practical situation is inferior to that of average students. These pupils differ slightly from normal students in learning ability. They are also unable to deal with relatively complex games and school assignments. They need much external stimulation and encouragement to do simple type of work. These students who are known to be slow to "catch on" are called slow learners.

Difference Between A Slow Learner And Learning Disabilities

A slow learner is a child of below average intelligence, whose thinking skills are below normal for her/his age. And other hand, a child with specific disabilities, is one of average or above average intelligence who has specific difficulties which can make learning very difficult.

Slow learners will always be behind their chronological appropriate peers- which don't mean they can't be expected to improve. It just means it will be slow. But children with a specific learning disability can, with the right help, be expected to attain chronological appropriate academic levels in time. And in these two conditions I'll emphasize the slow learner whose thinking skills are below normal for her/his age.

Factor Affecting the Slow Learners

Factor which affects the slow learners most is his/her surrounding atmosphere. So according to his surrounds we divide the factor into three types:-

Family:

Family Atmosphere

Family is one of the most important factors which affect the slow learners. In family the comparison, separation and expectation problems are generally shown.

Comparison with others

They compare their child with neighbor and cousin's child because of this comparison the child feels the embarrassment because of his/her backwardness.

Separations of parents

The separation or divorce of parents causes emotional instability, psychological impairment and lower the academic performance of children. Children are the worst sufferers and innocent victims of broken homes who are forced to live with one parent which also affect their learning. (Douglas B.D. 1994) because of all this, they are in limbo condition. They don't even know what is right? What is wrong? The emotional instability overcomes their learning process.

School Environment:

School environment is another factor which affect the slow learners most which are following types:

a) Teacher's Behavior:

The main factor which affects the slow learner is the teacher's behavior in the classroom, how teacher treat a child in front of his classmates because of his backwardness. Slow learners always disturbed by their image in front of their teacher. Teachers always ask the simple questions but they don't even able to answer the simple question and then teacher asset their image as an idiot box in the classroom.

b) A Gap between Learning and Teaching Process:

A gap between learning and teaching process is also there. The teacher teaches the class for the average I.Q. level children, but the slow learners cannot match up themselves with the average teaching process because of the complexity of the subject.

c) Feeling of being Prank in The Classroom:

The other students always make the prank of slow learners; they always try to tease them because of these slow learners feels disgusted.

d) Feeling of being isolated:

In process of education majority of students display the common indicators of acquiring knowledge but in case of slow learners their adjustment lack with the common expectation of teacher .Above all this reasons or environment of the school the child feels isolated.

Society:

a) The negative impact of the society

Society see them as the mentally retarded children because of their low vision or capacity to express themselves which makes the children too frustrated and started blaming themselves. This negative impact makes them the isolation feeling and they also cut themselves from the society.

b) Inability to express ideas

Tansley and Guilford (1962) state that knowledge and development of student lies in the reading and writing, but due to the fact of lack of sensory acceptance this reading and writing became a nightmare to them, difficulty in combining words, emotional reluctance become the reason their backwardness in their expression.

c) Criticizing attitude of the society

Society is the second environment where an individual present himself and try to prove its worthiness. But all the assumption collapse when society react negatively compare to the individual

mental assumption. Feeling of insecurity, isolation being carried away all to the problem of individual. The presence of negative people and criticizing attitude develop the feeling of getting shattered down in front of people.

Conclusion:

Slow learners are very weak in intellectual because of the backwardness they faces in the classroom, society and from parents. So the teacher has the most important role to connect them in the mainstream and through experience should be provided that will enable the student to relate activities in class to his world outside of the classroom because the slow learners must see some reason for working on an assignment other than satisfying the teacher. Slow learners pass through a mental block where they feel insecurity and threatened of being isolated from the society. Education is a boon for their remedial of mental block. Proper education and attitude towards this concept allow achieving a new horizon of perfection. Every single child is unique in itself it all need to work for their development to the perfect manner. So, the teachers, parents and the society should have to change their attitude towards the slow learners. They should have to change their complex behavior into positive aspect.

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LEARNING DISORDERS IN SLOW LEARNERS

Dr. S. Kamala, Professor, RMCON, A.U

Dr. S. Kalavathi, Professor, RMCON, A.U

Dr. M. Gandhimathi, Vice-Principal, RMCON, A.U

Learning disorder refers to a group of disorders that are characterized by learning problems resulting in an individual's measured academic achievement falling substantially below the level expected given the person's chronologic age, educational level, and intellectual ability.

CAUSES

- Familial and genetic
- Neurobiological disorders in which problems with the left hemisphere of the brain, Environmental causes such as lack of books, psychosocial, Difficulties with language related skills

Assessment

- History collection
- Physical examination
- Imaging studies
- Assessment of intelligence

Types Of Learning Disorders

There are different types of learning disorders.

1. Reading disorder
2. Mathematic disorder
3. Writing disorder

1, Reading disorder (dyslexia)

Reading disorder also called as dyslexia is characterized by the presence of deficits in an individual's reading achievement despite having average intelligence and educational opportunities. It is the most common form of LD accounting for 50% to 80% of all LDs. It is more common among males with a ratio of 4:1

Warning Signs

- Delay in developing speech
- Difficulties with articulation and pronunciation
- Takes a little enjoyment in hearing and repeating nursery rhymes
- Difficulty with rhyming
- Difficulty in naming all upper and lower case letters
- Difficulty in segmenting words and grouping them by their initial, ending and middle phonemes

- Difficulty naming letter sounds
- Difficulty counting number of words in small words
- Expressive language seems to lag behind receptive language.

Types Of Dyslexia

Neglect Dyslexia

Neglect dyslexia is a condition where a person neglects to read one side of a word. This is most common in longer words, or compound words. For example when reading the word "stairway" the reader may only see "way" or "stair".

Spelling Dyslexia

Spelling Dyslexia is when the reader has problems reading all types of words. At times, a person with spelling dyslexia may not be able to identify certain letters. Those with spelling dyslexia read very slow, and will read each letter at a time.

Semantic Dyslexia

Semantic Dyslexia is when a person has trouble understanding a word because they have distorted the spelling or meaning of it. When reading a word they may think of a synonym, or antonym of the word. For example, a person with semantic dyslexia may confuse the word "jump" with "jumped".

Dyslexia Without Dysgraphia

Dyslexia without Dysgraphia is a form of dyslexia that may never be diagnosed in some patients because it typically does not affect a person's oral language or writing. Dyslexia with Dysgraphia is when a person has problems with reading but not with writing.

Dyslexia With Dysgraphia

Dyslexia with Dysgraphia is commonly referred to as "Deep Dyslexia" because it is very severe. A person with this form of dyslexia may have problems writing letters and words, pronouncing words, and grasping the meaning of some words.

Trauma Dyslexia

This form of dyslexia occurs after a person has had a traumatic injury to the brain. Usually, for students who are of school age, this form of dyslexia is not diagnosed because they will be diagnosed as Traumatic Brain Injury (TBI).

Management

- Early identification and intervention are essential
- Intense and high quality instruction of sufficient duration
- Systematic and direct instruction in increasing phonetic awareness

2. Mathematic Disorder (dyscalculia)

The term dyscalculia or acalculia are often applied to the disorders in teenagers with impairment in the ability to do arithmetic computations or develop number and spatial concepts, resulting in math

achievement far below than that expected for grade and intellectual levels. Approximately 5%-6% of all school aged children exhibit mathematic disorder

Warning Signs

These children have problems in

- finding steps required for problem solving
- sustaining attention/concentration
- retaining mathematic facts
- counting from within a sequence
- solving steps in algorithms
- Performing poorly on review lessons
- telling time, using number lines
- solving multi step word problems
- finding place on page, writing straight and across pages numbers aligned,

Management

- Providing demonstration, modeling and feedback
- Increasing fluency
- Using abstract/concrete teaching sequence
- Setting goals
- Combining demonstration with permanent model
- Using verbalization while solving problems
- Using computerized instruction

4. Writing Disorder

The term writing disorder refers to difficulty with spelling and other linguistic aspects of writing such as composing, punctuating sentences and organizing cohesive paragraphs. It is usually associated with dyslexia. Nearly 15%-25% of school children are affected

Management

- Consistently using a basic framework of planning, writing and revision
- Direct instruction of the critical steps in the writing steps
- Providing consistent feedback regarding the child's writing
- Providing early intervention

Conclusion

Learning disorders of children have great impact on psycho social life. The early identification and treatment prevent further complications and improve quality of life in these children

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A STUDY ON SOCIOLOGICAL AND PSYCOLOGICAL PRINCIPLES TO DEAL WITH SLOW LEARNERS

Mani Arputha Raj. S, Ph.D. Research Scholar, Department of Sociology, Annamalai University.

Dr.P. Christhu Raj, Assistant Professor, Department of Sociology, Annamalai University.

Introduction:

Entire human beings are divided into societies or communities according to their language, culture, religions and other causes. When there is a problem arises in individual that affects a community, when there is a problem arises in a community that affects the whole humanism. "Every Human Being is slow learners in comparing with other beings in discovering its own survival needs and facing environmental crisis (or) conflicts (or) problems". It takes five to ten years for a man to become mentally and physically fit. But for an animal or other being it takes few hours or few days to become capable to survive and starts to face difficult consequences. There is no need of train a fish how to swim, but it swims, there is no need of train a bird how to fly or to construct its nest but it does, whereas human beings need all parental, social supports .So in order to rectify all these situation or problems, the Social system, leadership, education, rules and regulations came to practice. Education plays a greatest role to establish exordinary empowered and systematic societies. But according to me "The educational system is constructed only for majority (urban) not for entire human race, but implementations are to everywhere. Here the problems arise"."The methods and methodology of education should create zeal of learning by nature, not by forcing". All men and women need perfect learning until him or her become capable. No one is slow learner basically.

The social factors and slow learners correlation

- Education as Business (the fees structure create slow learners)

Education is the important tool for a holistic development of the society, and it is a tool for transmission of culture and knowledge, according to plato : Education refers to the training given to socially accepted habits now a day's education plays as a business, money oriented. Once education was treated as virtue, social service, the fees structure create slow learners

- The purpose of education today (No virtue / No morels creates slow learners)

The purpose of learning should be ended with how to live a life or how to live a fullest life, not how to earn the money"

Today the purpose of teaching is to earn the money. .. the purpose of learning is to earn the money. Poor students become slow learners

- Caste/religion/(other factors create slow learners)

The caste and religion and other elements also create slow learners, even few caste and religion are not allowing the students to get education, and those SC/ST students are restricted to have perfect education

- Political Influences create slow learners
- Vomiting Systems ,repeated subjects create slow learners
- More wanted and unwanted subjects create slow learners
- Poor implementation of education in life

Psychological problems of slow learners

- Lack of interest / boring classes/
 - Dull atmospheres
 - No parental care and teachers care
 - Loaded subject and tight schedules
 - Competition culture and domination culture
- The purpose of learning should be ended with how to live a life or how to live a fullest life, not how to earn the money"

The principles are organized into five areas of psychological functioning:

How do students think and learn? o What motivates students? o Why are social context, interpersonal relationships and emotional well-being important to student learning? o How can the classroom best be managed? o How can teachers assess student progress?

1. Growth mindset

Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.

2. Prior knowledge

What students already know affects their learning.

3. Limits of stage theories

Students' cognitive development and learning are not limited by general stages of development.

4. Facilitating context

Learning is based on context, so generalizing learning to new contexts is not spontaneous, but rather needs to be facilitated.

5. Practice

Acquiring long-term knowledge and skill is largely dependent on practice.

6. Feedback

Clear, explanatory and timely feedback to students is important for learning.

7. Self-regulation

Students' self-regulation assists in learning and self-regulatory skills can be taught

Conclusion:

The sociological and psychological elements should deal with good process without social evil influence in the development of slow learners. The entire educational implementation should be reconstructed according to the global change.

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LEARNING DISABILITIES AND DISORDERS

*Dr. S. Manivannan, Assistant Professor, Department of Education, Annamalai University,
Annamalainagar - 608001*

Introduction

Learning disabilities, or learning disorders, are an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation. Kids with learning disabilities aren't lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information.

Simply put, children and adults with learning disabilities see, hear, and understand things differently. This can lead to trouble with learning new information and skills, and putting them to use. The most common types of learning disabilities involve problems with reading, writing, math, reasoning, listening, and speaking.

Problems With Reading, Writing And Math

Learning disabilities are often grouped by school-area skill set. If your child is in school, the types of learning disorders that are most conspicuous usually revolve around reading, writing, or math.

1. Learning disabilities in reading (dyslexia)

There are two types of learning disabilities in reading. Basic reading problems occur when there is difficulty understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs.

Signs of reading difficulty include problems with:

- letter and word recognition
- understanding words and ideas
- reading speed and fluency
- general vocabulary skills

2. Learning disabilities in math (dyscalculia)

Learning disabilities in math vary greatly depending on the child's other strengths and weaknesses. A child's ability to do math will be affected differently by a language learning disability, or a visual disorder or a difficulty with sequencing, memory or organization.

A child with a math-based learning disorder may struggle with memorization and organization of numbers, operation signs, and number "facts" (like $5+5=10$ or $5 \times 5=25$). Children with math learning disorders might also have trouble with counting principles (such as counting by twos or counting by fives) or have difficulty telling time.

3. Learning disabilities in writing (dysgraphia)

Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper.

Symptoms of a written language learning disability revolve around the act of writing. They include problems with:

- neatness and consistency of writing
- accurately copying letters and words
- spelling consistency
- writing organization and coherence

Other Types Of Learning Disabilities And Disorders

Reading, writing, and math aren't the only skills impacted by learning disorders. Other types of learning disabilities involve difficulties with motor skills (movement and coordination), understanding spoken language, distinguishing between sounds, and interpreting visual information.

1. Learning disabilities in motor skills (dyspraxia)

Motor difficulty refers to problems with movement and coordination whether it is with fine motor skills (cutting, writing) or gross motor skills (running, jumping). A motor disability is sometimes referred to as an "output" activity meaning that it relates to the output of information from the brain. In order to run, jump, write or cut something, the brain must be able to communicate with the necessary limbs to complete the action.

Signs that your child might have a motor coordination disability include problems with physical abilities that require hand-eye coordination, like holding a pencil or buttoning a shirt.

2. Learning disabilities in language (aphasia/dysphasia)

Language and communication learning disabilities involve the ability to understand or produce spoken language. Language is also considered an output activity because it requires organizing thoughts in the brain and calling upon the right words to verbally explain something or communicate with someone else.

Signs of a language-based learning disorder involve problems with verbal language skills, such as the ability to retell a story and the fluency of speech, as well as the ability to understand the meaning of words, parts of speech, directions, etc.

3. Auditory and visual processing problems: the importance of the ears and eyes

The eyes and the ears are the primary means of delivering information to the brain, a process sometimes called "input." If either the eyes or the ears aren't working properly, learning can suffer.

A. Auditory processing disorder

Professionals may refer to the ability to hear well as "auditory processing skills" or "receptive language." The ability to hear things correctly greatly impacts the ability to read, write and spell. An inability to distinguish subtle differences in sound, or hearing sounds at the wrong speed make it difficult to sound out words and understand the basic concepts of reading and writing.

B. Visual processing disorder

Problems in visual perception include missing subtle differences in shapes, reversing letters or numbers, skipping words, skipping lines, misperceiving depth or distance, or having problems with eye-

hand coordination. Professionals may refer to the work of the eyes as "visual processing." Visual perception can affect gross and fine motor skills, reading comprehension, and math.

4. Common types of learning disabilities

- a. Dyslexia - Difficulty with reading: Problems reading, writing, spelling, speaking
- b. Dyscalculia - Difficulty with math: Problems doing math problems, understanding time, using money
- c. Dysgraphia - Difficulty with writing: Problems with handwriting, spelling, organizing ideas
- d. Dyspraxia (Sensory Integration Disorder) - Difficulty with fine motor skills: Problems with hand-eye coordination, balance, manual dexterity
- e. Dysphasia/Aphasia - Difficulty with language: Problems understanding spoken language, poor reading comprehension
- f. Auditory Processing Disorder - Difficulty hearing differences between sounds: Problems with reading, comprehension, language
- g. Visual Processing Disorder - Difficulty interpreting visual information: Problems with reading, math, maps, charts, symbols, pictures

Other Disorder That Make Learning Difficult

Difficulty in school doesn't always stem from a learning disability. Anxiety, depression, stressful events, emotional trauma, and other conditions affecting concentration make learning more of a challenge. In addition, ADHD and autism sometimes co-occur or are confused with learning disabilities.

i. ADHD

Attention deficit hyperactivity disorder (ADHD), while not considered a learning disability, can certainly disrupt learning. Children with ADHD often have problems sitting still, staying focused, following instructions, staying organized, and completing homework.

ii. Autism

Difficulty mastering certain academic skills can stem from pervasive developmental disorders such as autism and Asperger's syndrome. Children with autism spectrum disorders may have trouble communicating, reading body language, learning basic skills, making friends, and making eye contact.

Getting Help For Children With Learning Disabilities

When it comes to learning disabilities, it's not always easy to know what to do and where to find help. Turning to specialists who can pinpoint and diagnose the problem is, of course, important. You will also want to work with your child's school to make accommodations for your child and get specialized academic help. But don't overlook your own role. You know your child better than anyone else, so take the lead in looking into your options, learning about new treatments and services, and overseeing your child's education.

i. Learn the specifics about your child's learning disability

Read and learn about your child's type of learning disability. Find out how the disability affects the learning process and what cognitive skills are involved. It's easier to evaluate learning techniques if you understand how the learning disability affects your child.

ii. Research treatments, services, and new theories

Along with knowing about the type of learning disability your child has, educate yourself about the most effective treatment options available. This can help you advocate for your child at school and pursue treatment at home.

iii. Pursue treatment and services at home

Even if the school doesn't have the resources to treat your child's learning disability optimally, you can pursue these options on your own at home or with a therapist or tutor.

iv. Nurture your child's strengths

Even though children with learning disabilities struggle in one area of learning, they may excel in another. Pay attention to your child's interests and passions. Helping children with learning disorders develop their passions and strengths will probably help them with the areas of difficulty as well.

5.Social and Emotional Skills

Learning disabilities can be extremely frustrating for children. Imagine having trouble with a skill all of your friends are tackling with ease, worrying about embarrassing yourself in front of the class, or struggling to express yourself. Things can be doubly frustrating for exceptionally bright children with learning disabilities-a scenario that's not uncommon.

Kids with learning disabilities may have trouble expressing their feelings, calming themselves down, and reading nonverbal cues from others. This can lead to difficulty in the classroom and with their peers. The good news is that, as a parent, you can have a huge impact in these areas. Social and emotional skills are the most consistent indicators of success for all children-and that includes kids with learning disorders. They outweigh everything else, including academic skills, in predicting lifelong achievement and happiness.

Learning disabilities, and their accompanying academic challenges, can lead to low self-esteem, isolation, and behavior problems, but they don't have to. You can counter these things by creating a strong support system for children with learning disabilities and helping them learn to express themselves, deal with frustration, and work through challenges. By focusing on your child's growth as a person, and not just on academic achievements, you'll help him or her learn good emotional habits that set the stage for success throughout life.

Conclusion

All children can be both exhilarating and exhausting, but it may seem that your child with a learning disability is especially so. You may experience some frustration trying to work with your child, and it can seem like an uphill battle when you don't have the information you need. After you learn what their specific learning disability is and how it is affecting their behavior, you will be able to start addressing the challenges in school and at home. If you can, be sure to reach out to other parents who are addressing similar challenges as they can be great sources of knowledge and emotional support.

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PSYCHOLOGY APPROACH TOWARDS EDUCATIONAL PROGRAMMES AMONG SLOW LEARNERS

M. Maria Christhuraj, Ph.D Scholar in Education, Bharathiar University, Coimbatore. Assistant Professor, Merit College of Education, Thathanur, Ariyalur Dt. Dr. D. Sivakuimar, Principal, C.K College of Education, Cuddalore.

Introduction

The experience of educators confirms that there are many children who are so backward in basic subjects that they need special help. These pupils have limited scope for achievement. They have intelligence quotients between 76 and 89 and they constitute about 8 percent of the total school population. These students do not stand out as very different from their classmates except that they are always slow on the uptake and are often teased by the other students because of their slowness. They are quite well built physically but rather clumsy and uncoordinated in movement. They are no trouble in school. Although much of the work is too difficult for them, they are patient and cooperative. Some of them are much more limited in their environmental, emotional, which impede their school progress and personal development. They need special help in the form of special class in ordinary school. Most of the slow learners struggle along in ordinary classes failing to have the special attention which they need. Their ability to deal with abstract and symbolic materials, (i.e. language, number and concepts) is very limited and their reasoning in practical situation is inferior to that of average students. These pupils differ slightly from normal students in learning ability. They are also unable to deal with relatively complex games and school assignments. They need much external stimulation and encouragement to do simple type of work. These students who are known to be slow to "catch on" are called slow learners. In the early grades in school, they most often have problems in reading and arithmetic and are labelled 'slow learners'. In the school certain skills such as verbal intelligence, the capacity for abstract and conceptual thinking are valued. Education reflects the requirements of a calculation in its members and comparisons of attainments in these are most obvious at school. Slow learners lag behind in developing these skills at early grade itself and they find it very difficult to cope with their class mates. These students have learning difficulties which tend to increase if the teaching is not suitably graded to their slower rate of progress, and modified to achieve the most effective ways of learning. We have to give them special attention on humanitarian grounds so that they can overcome the unhappiness and personal inadequacy that are the concomitants of severe educational and social failures. Other utilitarian reasons also justify the need for special attention to slow learners in the school.

Types Of Slow Learners

There are mainly two types of slow learners:-

1- The Children Requiring Separation Or Segregated Set-Up

These children are found to suffer from some or the other severe forms of learning retardation and educational backwardness on account of their limited abilities like- retarded mental development coupled with some of other socio-psychological deficiencies. They require more attention and provisions for their schooling and education, more often in the shape of special schools or special classes.

2- The Children Served In Integrated General Set-Up

The nature and degree of the severity of learning retardation and academic backwardness in these children is less severe and thus, these handled properly in the integrated general set-up of our existing schools. Their backwardness is generally two types- general and specific. The child suffering from general backwardness is weak in all the subjects of the school curriculum. The child suffering from specific backwardness, on the other hand, lags behind in one or two specific subjects only, while in others his progress may be satisfied or even extraordinary.

Characteristics Of Slow Learners

The characteristics of slow learners can be systematically listed out.

1. Functions at ability but significantly below grade level.
2. Is prone to immature interpersonal relationships.
3. Has difficulty following multi-step directions.
4. Lives in the present and does not have long range goals.
5. Has few internal strategies (i.e. organizational skills, difficulty transferring, and generalizing information.)
6. Scores consistently low on achievement tests.
7. Works well with "hands-on" material (i.e. labs, manipulative, activities.)
8. Has a poor self-image.
9. Works on all tasks slowly.
10. Masters skills slowly; some skills may not be mastered at all.

Educational Programmes For Slow Learners

Psychologists and educationists have recommended various educational programmes to surmount the problem of slow learners in the mainstream. Most of the measures are within the purview of the teachers. Effectiveness of certain measures has already been established by the researchers. A clear perception of the educational programmes meant for slow learners will enable the teacher to combat slow learning in an effective manner. The following are the remedial measures which constitute the educational programmes for slow learners.

Motivation

The word "motivation" is used to describe a drive, need or desire to do something. Motivation can be applied to behaviour in a wide variety of situations. One use of the concept of motivation is to describe a general tendency to strive towards certain types of goals. Success of a teacher largely depends on how effectively he motivates the students to learn. Experience has shown us that learning failure is very often largely due to poor motivation. Children taught by a teacher using motives in a sensible, individualised way will always learn more quickly and better, even if the method used is faulty.

Individual Attention

"Individual attention" refers to the attention given by the teacher to a particular student. Of all students it is the slow learners who need individual attention from the teachers. The individual differences

of the children should be properly recognised and the individuality of the child must be respected. The teacher should take positive effort to ascertain the specific disability of the slow learners and accordingly he should devise his remedial instructional strategy which should cater to the needs of each slow learner. It is very necessary that the handling teachers should be very kind and sympathetic towards slow learners.

Restoration And Development Of Self-Confidence

Slow learners are the backward children who have, even before admission to the school, experienced years of failure and frustration as a result of which their self-esteem is seriously undermined. Constant lack of academic success, rejection by other children, faulty instruction and mismanagement by parents lead to emotional disturbance, feelings of inadequacy and personality and conduct disorders. These slow learners ultimately find themselves in a vicious circle.

Elastic Curriculum

Pratt (1980) identifies two basic assumptions that underlie all curricula 1. that knowledge should be pursued for its own sake 2- that curricula should be designed to meet the immediate and long term needs of students. The knowledge centred curriculum focuses on the content of subject areas, whereas the needs centred curriculum assumes that human needs serve as the foundation for curriculum. The teachers should not lay much stress on abstract and theoretical study because the slow learners can not understand the abstract concepts very easily. Whenever there are abstract concepts the teacher should try to establish possible relationship or point out possible associations so that the slow learners can have a grasp of the abstract concepts. When there is concrete presentation of instructional content, the slow learners are able to understand in a better way and it enhances their learning capacity and learning rate to a considerable extent.

Remedial Instruction

The instructional content must be very carefully graded keeping in mind the capacity, requirement, educational and experience levels of the students. Short frequent lessons should be introduced instead of long lessons every week. The slow learners are able to grasp concrete ideas rather than abstract ideas. Therefore there must be ample use of audio visual aids in the instructional process which can provide unique experience to the slow learners in the presentation of the content. The teacher should be aware of that fact that a friendly approach in remedial teaching is highly conducive. To generate interest social skills and confidence in slow learners, stress may be laid on effective use of art, music and drama. The teachers dealing with the slow learners should give due importance to practice, drill and review which all facilitate the comprehension and retention of slow learners. With a view to ensure optimum human resource development special remedial classes should be arranged for slow learners.

Healthy Environment

The school environment should be healthy and reasonably free for slow learners. Many a time poor environmental factors contribute a lot towards the slowness. Poor environmental factors should be adequately tackled or removed at the earliest so that congenial atmosphere can be created for the effective learning of slow learners.

Periodical Medical Check-Up

Physical anomalies sometimes serve as vital contributory factors for slow learning. Poor health and other malfunctions also have adverse effect on the learning of slow learners. If a particular anomaly

is detected and correctly diagnosed, then a slow learner can become a normal learner after remedial treatment.

Special Methods Of Teaching

The research evidences reveal that the following special methods will be very effective for slow learners:

- a. Audio and visual instructions
- b. Mastery learning strategy with extra corrective instruction
- c. Modular instruction
- d. Computer assisted instruction

A) Audio And Video Instruction

Slow learners need extra time for remedial and enrichment activities. In the audio instruction the expert's service not ordinarily available in the school is made available. They can listen to the audio instruction based on their subject units in the evening hours. They can take them home and make use of according to their convenience. Also they can listen to relevant educational radio programme which also has positive effect on the slow learner's learning. The video instruction provides unique experience to the slow learners in the presentation of instructional content. It penetrates more deeply into human character with an immediate excitement than any other single medium.

B) Mastery Learning Strategy

Mastery learning is a system of instruction that emphasises the achievement of instructional objectives by all students by allowing learning time to vary. The basic idea behind mastery learning is to make sure that all or almost all the students have learned a particular skill to a pre-established level of mastery before moving on to the next skill. Once the slow learners have the experience of mastery learning and attain a pre-determined mastery level, the learning will build on learning leading them to a remarkable success or achievement.

C) Modular Instruction

Module is a self contained auto instructional package dealing with a single conceptual unit or subject matter. Instruction through modules has been found very effective for all levels of students and it is found more effective with regard to low achievers and slow learners. It may be used individually or in small learning groups. It accommodates instruction to individual differences. The learning materials presented in the module for each objective, the project work and the practicum incorporated in the learning module enable the slow learners to surmount the problem of abstract thinking and to understand the possible association which will, ultimately tell upon their retention.

D) Computer Assisted Instruction

Computer assisted instruction is a kind of individualised instruction administered by a computer and its roots has in programmed instruction and in the behavioural theories of learning. CAI programmes stress drill and practice exercise, others teach students facts and concepts. It gives instant knowledge of results and provides immediate feed back which are very essential for slow learners to ameliorate their learning process.

9- Learning Contracts And Peer Tutoring

A) Learning Contracts

A learning contract is an agreement between the teacher and the student to study and share information about a specific topic. It helps the classroom teacher organise the instructional programme for some exceptional students.

B) Peer Tutoring

Long ago educators realised that students could help one another learn. When one student teaches another, this is called peer tutoring. There are two types of peer tutoring: cross age tutoring where the tutor is several years older than student being taught, and same- age peer tutoring where one student tutors a classmate. When implementing peer tutoring, it is important that the rules for tutors be quite explicit; that is tutors show or tell their students what to do then watch as the students perform, they repeat the demonstration or instruction if the student makes an error, and then praise the student when the response is correct. Conclusion

Slow learners or educationally backward children needs special attention and care for being duly helped in getting rid of their sub normality in terms of rate of learning and educational achievement. For taking measures, for their treatment and education, beginning should be made through regular medical check-up and necessary treatment and redressing their maladjustment problems at home and school. As far as possible, they should be taught along with their other non-disabled peers. However, in the most severe cases of retardation or backwardness, we can opt special schools as the placement option.

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CAUSES, PROBLEMS AND EDUCATIONAL PROGRAMMES OF SLOW LEARNERS

*Dr.M. Muthamizhselvan, Assistant Professor, Department of Pedagogical Science, Tamil Nadu
Reachers Education University, Karapakkam, Chennai-97*

Introduction

Slow learning children are not special education students but they represent a group of educationally retarded. The contributing factors are cultural, poverty, family inadequacy, parental disharmony and in a few causes, unfavorable school conditions, school absences. Hence, this children need suitable arrangements in regular schools. Although some of these children receive education in special school and special class, they finally move to regular school after backwardness is removed. Identification of slow learning children is not obvious except for educational backwardness. These children display weakness in thinking, finding, out relationships, similarity, familiarity, reasoning, poor development of concept, language, and number concepts, memory. Socio-emotional characteristics include feeling of in security, withdrawal, immaturity, regression and fantasy.

Who is a Slow Learner?

It is a known fact that all children experience school-related problems at one time or another during their school years. A teacher on any working day may have to deal with problems ranging from aggressive behaviour to disinterest in the learning task. The cause of such difficulties may vary from an unknown conflict at home to simple headache. Such situations may result in poor academic performance and aggressive behaviour temporarily. Effective teachers tackle such problems easily. There is, however, another group of children who display prolonged learning difficulties. These are the children whose scholastic performance is below the average expected of their age-group. Most teachers who deal with average and below-average pupils meet children who do not seem to profit from the usual educational methods and content provided. The term 'backward' or 'slow learner' is reserved for these children who are not coping with the work normally expected of their age group or whose scholastic performance is below the average expected of their age group.

Characteristics of Slow Learner

1. Developmental: may have immature language patterns or speech problems
2. Social: poor judgement, immature social behaviour, prefers company of younger children
3. Personal :- frustration, aggression, anxiety
4. Academic : may show proficiency with particular tasks rather than a subject areas, poor memory, difficulties understanding several steps in a task
5. Learning: needs to have new information linked to old, difficulties transferring information learned in one situation to other situations.

Causes of Slow Learning

Every behavior has a cause, meaning and significance. The behavioural characteristics of slow learners are symptoms of conditions or some factors present either within the child or outside the child. Slow learning is caused by a variety of factors such as:

1. Low intellectual abilities such as subnormal intelligence.**2. Personal factors such as**

- Long illness, Long absence from school, Undetected physical defects, Poor cognitive entry characteristics.

3. Environmental variables such as

- Poor home facilities for learning skills, Low quality and quantity of food, Shortage of sleep, Adverse parental attitudes towards education, Poor or inappropriate opportunities in school (large classes), Poor quality of teaching, Choosing inadequate or advanced materials, Incompatibility between home and the school,
- Repeated changes of school and consequent changes in teaching styles and content.

4. Emotional factors such as

- Dislike of teacher through classes of personality,
- Negative parental attitudes to school creating in the child similar adverse
- Feeling of inadequacy and Lack of confidence in self and need to achieve,

Identification of Slow Learners

In every classroom, a large number of slow learners are noticed. These children with borderline or mild handicaps who attend the regular class are likely to drop out if their needs are not met. It is, therefore, necessary that these children are identified early and helped in their learning. A competent teacher should be alert to general characteristics of the associated classroom behaviour relating to learning difficulties of a child. For example, the slow learner requires more help and time to acquire the skill than his average peer. The slow learner will rely on concrete learning rather than abstract learning. Slow learners are to be identified by employing various procedures and using various tools and techniques. These are as follows:

1. Day-to-day observation of classroom behaviour of children by the teacher.
2. Assessment of children's performance in specific subjects based on the Cumulative Record Card or school marks.
3. Opinion of parents about the child's progress and difficulties in learning various subjects, doing homework, his language difficulties, emotional problems, illness, injuries and physical defects and problems.
4. Measures of intellectual ability or IQ scores.
5. Competence-based tests and diagnostic tests in various subjects.

However, if slow learners are to be helped in their learning difficulties, they must be identified early in schools, because prolonged learning difficulties may imply placement of such children in special schools which are very rare in India.

Educational Programmes for the Learners

The slow learner is capable of achieving a moderate degree of academic success though with additional time and help. They are capable of being educated in the regular class with few adaptations. As

adults, they are self-supporting, independent, and socially adjusted. If the needs of such children are not met, they experience failure and drop out prematurely from school. The difficulty is that most of these children are not diagnosed as slow learners until they attend school and begin to fail. This calls for early identification, diagnosis of their learning difficulties and proper instructional provisions for them. Adolescent slow learners are usually benefited from the following plans:

Carefully Guided Instruction

Slow learners work best with a carefully designed, step by step technique, and additional time and help. Considerable repetition is usually necessary and the material should be adapted appropriately for the slow learner. Positive reinforcement technique should be used as much as possible. The following recommendations are useful for the teacher:

1. The teacher needs to emphasize the concrete and the specific with regard to the problems and materials.
2. Instruction should be directed towards satisfying those needs that are more immediate and more easily recognised and identified.
3. Slow learners should be given more time, attention and guidance by the teacher until they reach the expected average standard.
4. Instruction should be less dependent on conventional printed materials.
5. Out-of-school resources like the field trip should be used more frequently.
6. There is need for greater utilization of audio-visual aids.
7. Learning units should be organised around life's problems more than around academic subjects.
8. Teachers should avoid any kind of competition or comparison between normal or gifted students and slow learners.
9. All types of labeling such as 'stupid,' 'idiot,' the 'slow learner,' the 'dull,' the 'back bencher' should be avoided by the teacher as this may lower the child's self-concept, self-esteem and lead to greater frustration, anxiety, withdrawal and delinquent tendencies.
10. Teachers should discover any specific skills slow learners may possess. If possible, let them demonstrate their skills for other students.
11. Teachers should be careful about the number of things taught and the abstractness of the material. Sheer numbers can overwhelm any one, especially the slow learners. The more abstract the material, the greater difficulty the slow learner will have with it.

Individualized Instruction

Slow learners can learn as well as fast learners if instruction is approached systematically and sensitively, if they are given extra time and if they are helped in their learning difficulties. This was the proposition maintained by Bloom (1965). Bruner, a cognitive psychologist, also held similar views. Any concept can be taught to any child if appropriate instructional methods and procedures are utilized. Individualized instruction is most useful in the education of slow learners. In individualized instruction, the methods and materials of instruction are adjusted to the needs and abilities of individual learners. There are mainly three forms of individualised instruction, such as: Tutoring, Individually Prescribed Instruction (IPI) and Individually Guided Education (IGE).

Tutoring

Tutoring is a face-to-face, one-to-one relationship or situation in which the tutor has the primary responsibility of helping a child in his learning difficulty. Tutoring may be also done in a small group consisting of four to five children, but the essence of the situation remains the same in a small group as in one-to-one situation: individual help, attention and time.

Remedial Instruction

Slow learners are benefited mostly from remedial instruction. Remedial instruction for slow learners refers to two types of programmes:

1. Eliminating ineffective habits and unwholesome attitudes and re-teaching skills which have been incorrectly learned. This refers to remediation of defects.
2. Teaching for the first time those habits, skills and attitudes which have never been learned but should have been and which are needed by such children. This refers to developmental teaching or developing increased competence.

Remedial programme involves taking a child where he is and from that point leading him to greater achievement. Remedial teaching is just good teaching concerned with two types of deficiencies- the presence of bad habits and the absence of good habits.

Conclusion

A competent teacher should be alert to general characteristics of the associated class room behavior related to learner difficulties of a child. The slow learner needs more time to acquire the skill than his average peer. The slow learner will reply on concrete learning rather than abstract learning. This calls for early identification, diagnosis of their learning difficulties and proper instructional precisions for them. Adolescent slow learners are usually benefitted from carefully guided instruction.

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PSYCHOLOGICAL PHILOSOPHY OF SLOW LEARNERS

Dr. S. Deepa, Ph.D , Department of Psychology, Annamalai University

"Slow learner

"Slow learner: is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers... That means that most students have an IQ of 85 to 115".

Cognition and learning:

A great deal of research from cognitive and educational psychology has discovered how thinking and learning can be improved in the classroom. The first eight principles highlight some of the most important findings on teacher practices that impact student growth.

1. Growth mindset: Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.

Learners who hold the growth mindset that intelligence is malleable, and success is related to effort level are more likely to remain focused on goals and persist despite setbacks. A great way to start off the year in a psychology class is with a discussion of growth versus fixed mindsets because it helps students understand how their beliefs about intelligence can influence their own academic success.

2. Prior knowledge: What students already know affects their learning.

Prior knowledge influences both conceptual growth and conceptual change in students. With conceptual growth, students add to their existing knowledge, and with conceptual change, students correct misconceptions or errors in existing knowledge. Facilitating conceptual growth or change requires first obtaining a baseline level of student knowledge prior to the start of each unit through formative assessment. One way to assess prior knowledge involves starting the unit with a short list of five to ten true/false statements and having a class discussion about the results. The results of this discussion can guide the selection of assignments and activities that will be appropriate for facilitating either conceptual growth or conceptual change. Prior knowledge can be used to help students incorporate background knowledge and draw connections between units during the course.

3. Limits of stage theories: Students' cognitive development and learning are not limited by general stages of development.

Cognitive development and learning are not limited by general stages of development. It is important for instructors teaching Piaget's cognitive stage theory to also reference the limitations of this approach. Psychology curricula should highlight the significance of Lev Vygotsky's theory of zone of proximal development and the critical role that interactions with those who are more capable can have on learning and growth. Instructors can use this research to facilitate learning by designing instruction that utilizes scaffolding, differentiation and mixed ability grouping. It is also critical that the most advanced students have the opportunity to work with others who will challenge them, including other students or the instructor.

4. Facilitating context: Learning is based on context, so generalizing learning to new contexts is not spontaneous, but rather needs to be facilitated.

Student growth and deeper learning are developed when instructors help students transfer learning from one context to another. Students will also be better able to generalize learning to new contexts if

instructors invest time in focusing on deeper learning. One method of developing this skill is to have students use their understanding of a particular unit to generate potential solutions for real-world problems.

5. Practice: Acquiring long-term knowledge and skill is largely dependent on practice.

This principle details empirically based strategies that will help students more effectively encode learned materials into long-term memory. In addition to those in the memory unit, examples from this principle can help inform instruction throughout the course. By issuing formative assessment frequently through practice problems, activities and sample tests, instructors can help students increase their knowledge, skills and confidence. Additionally, instructors conducting practice activities at spaced intervals (distributed practice) will help students achieve greater increases in long-term retrieval ability. Practice tests should include open-ended questions that require both the retrieval of existing knowledge and the challenge of applying that information to new situations or contexts, thus also incorporating principle four.

6. Feedback: Clear, explanatory and timely feedback to students is important for learning.

This principle highlights the importance of instructor responses and indicates the best manner in which to deliver feedback to students in order to maintain or increase motivation to learn. Providing students with clear, explanatory and timely feedback is important for learning.

7. Self-regulation: Students' self-regulation assists in learning and self-regulatory skills can be taught.

Self-regulation skills, including attention, organization, self-control, planning and memory strategies, improve learning and engagement and can be taught through direct instruction, modeling and classroom organization. Teachers can model organizational methods and assist students by highlighting learning targets at the start and conclusion of lessons, using classroom calendars, highlighting difficult concepts that will require more practice, breaking large projects into manageable components, using well designed rubrics and allowing sufficient processing time through questioning, summarizing and practice. Psychology students can apply this research to their own study habits such as learning to practice self-control by limiting the distractions presented by cell phones and social media. Students can also be encouraged to design experiments related to the limits of attention and discuss the practical implications of their results.

8. Creativity: Student creativity can be fostered.

Creativity is considered a critical skill for the technology driven world of the 21st century and because it is not a stable trait, it can be taught, nurtured and increased. This principle describes specific methods of structuring assignments to increase creativity and ideas for how to model creative problem solving. Creativity in the psychology classroom can include opportunities for student-designed research projects, video projects, demonstrations and model building.

Motivation: Students who are motivated and interested in learning are more successful. CPSE has outlined the most important ways to help increase student motivation and engagement.

9. Intrinsic motivation: Students tend to enjoy learning and to do better when they are more intrinsically rather than extrinsically motivated to achieve.

This principle is directed at how instructors can increase intrinsic motivation through classroom practices and activities that support the fundamental need of students to feel autonomous. It is important

to note that not everything of importance is intrinsically motivating to all students and that there is a place for extrinsic motivation in education. During the unit on motivation, when intrinsic and extrinsic motivations are typically discussed, students can examine their personal motivations and how they influence their success. Lastly, students can examine the research related to the over justification effect, also discussed in this principle.

10. Mastery goals: Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.

Students who form mastery goals are focused on attaining new skills or increasing existing ability, but students who develop performance goals typically are focused simply on showing adequate ability. When students set performance goals, they have a tendency to avoid tasks that might expose weaknesses and end up missing opportunities that would foster the development of new skills. Those with mastery goals are more likely to be motivated to learn new skills and achieve higher levels of competence. Principle 10 provides specific methods for organizing instruction that can be used to help students choose mastery over performance goals although under certain circumstances such as competitions, performance goals may be more appropriate.

11. Teacher expectations: Teachers' expectations about their students affect students' opportunities to learn, their motivation and their learning outcomes.

The beliefs that teachers have about their students affect students' opportunities to learn, their motivation and their learning outcomes. Psychological research has uncovered ways for teachers to communicate high expectations for all students and avoid creating negative self-fulfilling prophecies. When discussing self-fulfilling prophecies and the Rosenthal and Jacobson study during the social psychology unit, Principle 11 can be used by teachers to show students how they can prevent negative self-fulfilling prophecies.

12. Goal setting: Setting goals that are short term (proximal), specific and moderately challenging enhances motivation more than establishing goals that are long term (distal), general and overly challenging.

This principle explains how students can use short-term (proximal), specific and moderately challenging goals to increase self-efficacy and build toward larger goals. Students should maintain a record of progress toward their goals which is monitored by both the student and the instructor. After students experience success with moderately challenging proximal goals, they will be more likely to become intermediate risk takers, which is one of the most significant attributes present in achievement-oriented individuals. As a result, they will be capable of achieving larger distal goals. Tips based on this principle can easily be used to create engaging class assignments for the motivation unit in the introduction to psychology curriculum.

Social and emotional dimensions: Social context, interpersonal relationships and emotional well-being important to student learning.

These principles reflect the importance of relationships, culture, community and well-being on learning. They focus on how instructors can help students by fostering healthy relationships with them and an interest in their lives outside the classroom.

13. Social contexts: Learning is situated within multiple social contexts.

Principle 13 emphasizes how the various communities students belong to (e.g. families, peer groups, schools, neighborhoods) and their culture (e.g. shared language, beliefs, values and behavioral norms) influence learning. This principle is related specifically to many concepts from social psychology (e.g., norms, attribution theory, individualistic versus collectivist cultures) and provides suggestions for incorporating culture into every unit to increase student engagement and build stronger relationships. Introductory psychology classes can incorporate opportunities for students to engage with the larger community through service-learning projects, guest speakers and psychology clubs.

14. Interpersonal relationships: Interpersonal relationships and communication are critical to both the teaching-learning process and the social development of students.

This principle provides detailed and specific guidelines for improving both teacher-student and student-peer relationships in the classroom.

15. Well-being: Emotional well-being influences educational performance, learning, and development.

Various components of emotional well-being can be included across many psychology units, such as self-concept and self-esteem (social psychology), self-efficacy and locus of control (motivation and personality) and happiness and coping skills (emotion and stress).

Context and learning: The classroom best be managed

The two principles related to classroom management emphasize how to develop a classroom climate that enhances learning.

16. Classroom conduct: Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction.

Numerous research-based ideas are presented for both correcting inappropriate student behaviors and for establishing appropriate replacement behaviors at both the classroom and school-wide levels.

17. Expectations and support: Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships, and (c) providing a high level of student support.

This principle highlights practical techniques to create a culture of high academic achievement and positive classroom behavior at both the classroom and school levels. The Top 20 document references information about restorative practices and social and emotional learning that includes a variety of specific and practical strategies for building teacher-student relationships.

Assessment: Student progress assessed

The three principles devoted to the process of student evaluation discuss methods for creating and implementing valid and fair assessments that contribute to student learning.

18. Formative and summative assessment: Formative and summative assessments are both important and useful, but they require different approaches and interpretations.

Formative assessments are typically used as a part of everyday practice and are given either prior to or during instruction. Such tools are designed to collect evidence regarding the progress of student learning in order to provide effective guidance. Summative assessments, on the other hand, result in an

overall evaluation of student learning or program effectiveness and are typically utilized at the end of a unit or course thus having more limited impact on current instruction. Frequent use of formative assessment accompanied by immediate and specific instruction helps students achieve learning goals and assume a greater responsibility of their own learning process. The analysis of data collected through formative assessment allows the instructor to differentiate instruction and provide appropriate individualized support.

19. Assessment development: Student skill, knowledge, and ability are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

Formative and summative assessments need to be evaluated for both reliability and validity. The Top 20 document provides instructors with four essential questions that can be used to evaluate the overall validity of a particular assessment for measuring student learning and tips for measuring reliability. Instructors can improve the reliability and validity of formative and summative assessments by aligning them to learning targets, utilizing item analysis, discussing the results with other educators, and monitoring outcomes for discrepancies across groups or subgroups of students. During the unit on intelligence and individual differences, it can be helpful to demonstrate to students how the exams they are taking can be evaluated for content validity by illustrating how the assessments are aligned with learning targets or the National Standards for High School Psychology Curricula.

20. Assessment evaluation: Making sense of assessment data depends on clear, appropriate and fair interpretation.

Effective teaching requires that instructors be able to accurately interpret test results and clearly communicate the results to students and parents. Students can use what they learn about testing and statistics to evaluate the various assessments given in class for reliability and validity. Discussions of descriptive statistics are more meaningful when students examine their own assessments.

Conclusion

Positively there will be discuss about the Top 20 philosophy, and many research-based educational practices are not included in the document. Although this is not an exhaustive list of educational psychological research, it does provide an important starting point for improving teaching and learning outcomes. The Top 20 principles were vetted over many years based on major documents related to the science of teaching and learning, and the purpose of the project was not to provide a comprehensive list, but a prioritized one. These principles are helpful for the instructor but can also be incorporated into the psychology curriculum as examples of how applied psychology can be used to solve real-world problems. At the same time, these principles will help students develop skills to learn more effectively in all of their classes.

IDENTIFICATION AND CAUSES OF SLOW LEARNER IN THE CLASSROOM

A. Senthil Raja, Ph.D., Research Scholar, Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai-600097 **Dr. U. Pandian**, Assistant Professor, Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai- 600097

Introduction

A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate. However, this development, while being slower, nevertheless be relatively even. The causes of slow learning are low intellectual learning and personal factors such as illness and absence from school, the environmental factors also contribute to this slow learning. Identification of the slow learners and the crucial step. Then we have to advise educational programme for the slow learners. The purpose of this assignment is to determine the problems of the slow learners and the methods of education, How to teach them, so they can be better person of the society.

Characteristics of slow learners:

- Functions at ability but significantly below grade level.
- Is prone to immature interpersonal relationships.
- Has difficulty following multi-step directions.
- Lives in the present and does not have long range goals.
- Has few internal strategies (i.e. organizational skills, difficulty transferring, and generalizing information.)
- Scores consistently low on achievement tests.
- Works well with "hands-on" material (i.e. labs, manipulative, activities.)
- Has a poor self-image.
- Works on all tasks slowly.
- Masters skills slowly; some skills may not be mastered at all.

Identification of slow learner in the class

Early diagnosis of slow learner child is very necessary between the ages of 2 to 6 years. How teacher or parents could identify, that the child is slow learner, with a careful observation they could easily identified signs of slow learner,

- Speech defect
- Language development problem (broken sentences)
- Assessments the level of vocabulary (vocabulary limited)
- Verbal abilities
- Short sentences, grammatically incorrect
- Child Behaviour
- Spelling Mistake

- Interaction with other children
- Class room Discussion
- Reading problem
- Interest
- Slow response / decision making.

If it is identified that a child is slow learner, proper evaluation should be done to identify the weakness of the child, the following method can utilized for the evaluation purpose.

Causes of slow learning

Showing the sign of slow learner doesn't mean that the child is slow learner, there are other factors that could cause the process of slow learning;

Emotional growth

Feelings about one self and the developing of these feeling positive or negative is called emotional growth, Emotional and social development are often link together because they are relevant. In the initial stages child learn the Feelings of trust, fear, and love later on as he grow he develop the feeling of friendship, pride, and relationship which also guide toward social-emotional development of the child.

Environment

Children react to their environment in early stages and he learns from the environment in which they grow. Create a safe environment for them and reduce the stress on your child and remove the things which are physical threats to the children e.g.: abusive behaviour and unsafe toys etc. With whom the child is spending his time, what is their intellectual level. And how they treat the child, when children have a secure Environment, it flourishes their abilities in positive direction.

Growth and opportunities of Learning

Opportunities of learning is very necessary for the development of children cognitive abilities, Parents should provide rich learning environment to their children and open new windows of learning opportunities for them. They need simple playable activities and games to develop their brains, Show them new things and arrange new activities for them to enhance their thinking skill.

Resource Problem

Without proper Resources parent could not afford to provide better opportunities of learning to their children due to which the child lose his self-esteem. Availabilities of good books and other learning material which is necessary for the learning process of the child.

Illiterate Parents

Another problem in some cases are illiterate parent, those parents who are mentally backward and also have no education, effect the education of the child. Initial six years are very important and crucial period of child life, in this stage development of brain take place. Careful treatment is required to develop his skills, which help him in the later age in school and college

Untrained Teacher

Untrained teacher is another reason, without proper training a teacher could not understand the psychology of the child and his problems, what the possibilities are and why the child is not learning. A train teacher could understand the problem and eradicate it.

Class Size

Over crowded class is another problem which affects the learning process and lead to the product of slow learner. Slandered class size should from twenty to thirty students per class, but student exceed in the class teacher could not give attention to every student and nor he could evaluate every student due to that reason some student left behind.

Inadequate Teaching Staff

Lack of teachers in school is also a cause of slow learning, due to shortage of teacher in schools, the student left behind from other students in competition

Teaching Method

Teaching method is the most important factor in slow learning; a train teacher can understand the problem of the student and remove that problem by a better teaching style, which suite to the student need and mind. A good teacher will always use different methods in class so every student understand and learn. On the other hand those teachers who use one method of teaching create slow learner in the class because every student learn in different style and method.

Psychological Problems

Students due to high expectations of their families and absence of guidance for both the parents and students experience a lot of psychological stress, which has a retarding effect on their educational development

Remedial Instruction

Slow learners are benefited mostly from remedial instruction. Remedial instruction for slow learners refers to two types of Remedial programme involves taking a child where he is and from that point leading him to greater achievement. Remedial teaching is just good teaching concerned with two types of deficiencies-the presence of bad habits and the absence of good habits.

Conclusion

A competent teacher should be alert to general characteristics of the associated class room behavior related to learner difficulties of a child. The slow learner needs more time to acquire the skill than his average peer the slow learner will rely on concrete learning rather than abstract learning. This calls for early identification, diagnosis of their learning difficulties and proper instructional precisions for them. Adolescent slow learners are usually benefitted from carefully guided instruction.

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LEARNING DISABILITIES

*Dr. M. Soundararajan, Professor and Head, Department of Value Education,
Tamilnadu Teachers Education University, Chennai.*

Introduction

Learning disabilities, or learning disorders, are an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation. Their brains are simply wired differently. This difference affects how they receive and process information. Learning disability refers to significant learning problems in an academic area. When the term "learning disabilities" is used, it describes a group of disorders characterized by inadequate development of specific academic, language, and speech skills. Types of learning disabilities include reading disability (dyslexia), mathematics disability (dyscalculia) and writing disability (dysgraphia).

Signs And Symptoms Of Learning Disabilities

Preschool Stage

- Problems pronouncing words
- Trouble finding the right word
- Difficulty rhyming
- Trouble learning the alphabet, numbers, colors, shapes, days of the week
- Difficulty following directions or learning routines
- Difficulty controlling crayons, pencils, and scissors or coloring within the lines
- Trouble with buttons, zippers, snaps, learning to tie shoes

Childhood stage

- Trouble learning the connection between letters and sounds
- Unable to blend sounds to make words
- Consistently misspells words and makes frequent reading errors
- Trouble learning basic math concepts
- Difficulty telling time and remembering sequences
- Slow to learn new skills

Preadolescent Stage

- Difficulty with reading comprehension or math skills
- Trouble with open-ended test questions and word problems
- Spells the same word differently in a single document
- Poor organizational skills (bedroom, homework, desk is messy and disorganized)

- Trouble following classroom discussions and expressing thoughts aloud
- Poor handwriting

Problems With Reading, Writing, And Math

Learning disabilities in reading (dyslexia)

There are two types of learning disabilities in reading. Basic reading problems occur when there is difficulty understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs.

Learning disabilities in math (dyscalculia)

Learning disabilities in math vary greatly depending on the child's other strengths and weaknesses. A child with a math-based learning disorder may struggle with memorization and organization of numbers, operation signs, and number "facts" (like $2+2=4$ or $2 \times 2=4$). Children with math learning disorders might also have trouble with counting principles (such as counting by 2s or counting by 5s) or have difficulty telling time.

Learning disabilities in writing (dysgraphia)

Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper. Symptoms of a written language learning disability revolve around the act of writing.

Educational Programmes For Learning Disabled Children

There are several possible orientations for planning intervention programmes for learning disabled children.

1. Behavioural interventions

Behavioural interventions are easy to initiate in the classroom and do not require the intervention of other professional or experts. The teacher should select out-of-seat behaviour as the first behaviour to be targeted because it forms the base for distraction or inattention. Out-of-seat behaviour refers to the behaviour of the learning disabled students when he was not in contact with the task. Reinforcement of incompatible behaviour should be used to reduce the frequency of out-of-seat behaviour..

2. Cognitive Behavioural interventions

Cognitive Behavioural instruction has been used for teaching students to act as their own Behavioural change agents. Self-monitoring is the most appropriate strategy for intervention of attention behaviours. Self-monitoring is the ability to repeatedly evaluate one's own behaviours in order to effect positive change in those.

3. Medically based interventions

Medical science can play a major role if the attention problems are due to hyperactivity. When there are attention problems, educational remedies such as behavioural interventions and self-monitoring intervention should be applied. If these intervention strategies do not alleviate the problem, a drug intervention may be attempted. The three stimulant medications most often prescribed for attention deficit disorder are Cyclert, Ritalin and Dexedrine.

4. Multisensory approach

Multisensory programmes very much emphasize working with academic materials directly. Multisensory methods use a combination of the child's sensory systems in the training process. The underlying assumption is that if more than one sense is involved in learning experiences, the children will learn better.

5. Direct instruction

Direct instruction is a complex way of looking at all aspects of instruction, including classroom organization and management, the quality of teacher-student interaction, the design of instructional materials and the nature of inservice teacher training. Direct instruction is an approach of teaching in which lesson are goal oriented and structured by the teacher.

Conclusion

Individuals with learning disabilities can face unique challenges that are often pervasive throughout the lifespan. Depending on the type and severity of the disability, interventions and current technologies may be used to help the individual learn strategies that will foster future success. Current technologies may require student training to be effective classroom supports. Teachers, parents and schools can create plans together that tailor intervention and accommodations to aid the individual in successfully becoming independent learners. Social support may improve the learning for students with learning disabilities.

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LEARNING DISABILITIES OF DISABLED CHILDREN

S. Sripriya, M.Ed Scholar, **Mr S.Lenin**, Assistant professor

Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamilnadu.

Introduction

Learning disabled children are those children who suffer serious learning disabilities. These children exhibit exceptionally inferior qualities and capacities in terms of learning and understanding in comparison to the normal children of their age or class. In fact, learning disability is nothing but a sort of handicap or helplessness that can be felt by the sufferer in terms of his/her academic performance in the same way as experienced by a physically handicapped person in terms of his/her mental functioning.

Definitions

A Child with learning disabilities is one with adequate mental ability, sensory processes and emotional stability who has limited number of specific deficits in perceptual, integrative or expressive processes which severely impair learning efficiency. This includes children who have central nervous system dysfunctions which are expressed primarily in impaired learning efficiency. (Telford & Sawrey, 1977)

Meaning and Concept of Learning disabilities and Learning disabled

- Learning disabilities refer to certain kinds of disorders in the basic psychological processes of an individual.
- These disorders are mainly caused by the intrinsic factors like central nervous system dysfunction, specific deficits in information processing or the ability to learn.
- Although one or the other learning problems may be caused by extrinsic factors like mental retardation, sensory impairment, emotional disturbance, cultural differences, lack of educational opportunities, poverty etc., and learning disability is not the direct result of such external factors or conditions.
- Individuals with minor or temporary difficulties in learning are not termed as learning disabled. Only those who have severely impaired learning inefficiency and serious learning problems are included in this category.

Nature and Characteristics of Learning Disabled

- Learning disabled children essentially suffer from serious learning problems or disorders for a number of reasons.
- Their problems and disorders are usually manifested by significant difficulties in the acquisition and use of language, reasoning or mathematical ability or of social skills.
- They may exhibit symptoms of hyperactivity and impulsivity.
- Most of them may suffer from emotional problems and demonstrate signs of anxiety, moodiness or ups and downs in their behavior.
- Their learning disability is not apparent in the physical appearance or not demonstrable through their I.Q. scores. They may have robust body, good vision, sound ears, and normal intelligence.

Causes of Learning Disabilities

Generally the factors causing learning disabilities may found to fall in the following three categories:

1. **Genetic or Heredity Factors.** The genetic or heredity factor is found to be the major cause for generating learning disabilities among the children. Many characteristics found in learning disabled are transmitted from generation to generation. This relationship between inheritance and disabilities has been established on the basis of the following results;
 - Nearly 20 to 25 percent of hyperactive or impulsive children have been found to have at least one parent of this nature.
 - Emotional imbalances, disorders of memory and thinking, speech and learning have been found to run in families.
2. **Organic or Physiological factors.** Most learning disabled cases reveals that they suffer from malfunctioning or dysfunction of their central nervous system consisting of brain, spinal cord and message carrying nerves etc. This dysfunction is caused by the factors;
 - Brain damage caused by an accident or by a lack of oxygen before, during or after birth resulting in neurological difficulties that may affect their ability to learn.
 - Damage of injury caused to the spinal cord and message carrying nerves etc. leading to their malfunctioning and subsequent learning difficulties.
 - Dysfunction of the central nervous system may be caused by bio-chemical imbalances generated by the factors.
3. **Environmental Factors.** In many cases, learning disabilities may be caused by the improper and congenital conditions and factors present in an individual's physical, social, cultural and educational environment.
 - The poor nourishment and defective environment received by fetus for development in the mother's womb.
 - Insufficient early experiences and stimulations in terms of learning and acquisition received on account of defective educational set-up.
 - Inadequate and improper development of language skills, lack of concentration and adequate attention.

Identification of Learning Disabled Children

Identification of the learning disabled children may be done mainly in two ways- the employment of non-testing and testing devices.

1. **Non-testing devices.** These non-testing devices may include techniques like observation, rating scale, check list, interview etc. By employing these devices we try to identify the learning disabled in relation to their general personality and characteristics. To seek the opinion of the teachers and other persons regarding the learning abilities, mental level, scholastic potential etc. through such devices for the diagnosis and identifications of learning disabilities of the children.
2. **Testing devices.** Testing devices include different types of tests that can be used as diagnostic measures for the identification and assessment of children with different kinds of learning disabilities. The following types of tests fall into this category;
 - Standardized diagnostic tests.
 - Ability tests or process tests.
 - Achievement tests.
 - Daily assessment system.

Educational Provisions for the Learning Disabled

Learning disabled children once their identification reveals that they suffer from somewhat a severe learning inefficiency, deficiency or deficit resulting into a serious gap between their potential and actual educational achievement. One or the other factors lying. Within them or their environment may cause it. In terms of their learning disabilities, their nature, types, degree of handicappers and etiology. The treatment should be given on the basis of proper analysis and evaluation of the identification data. Some of the measures are as follows;

- Provision of specialized schools or classes.
- Provision of special remedial and educational programmes.
- Structuring and improving the existing environmental set-up.

Specialized Approaches and Techniques for helping the Learning Disabled

There are several techniques and approaches that have been evolved through long experiences and researches working with the learning disabled children. They are as follows;

1. Behavioral approach. In this approach, attempts are made to modify the behavior of the learning disabled by restructuring and reorganizing the environmental conditions.
2. Psychoanalytic approach. This approach attempts are made to analyses the behavior of the disabled child and find out the causes of learning deficiency.
3. Individualized instructional approach. This approach advocates the use of small groups or even individuals for helping them rectify their learning deficiencies.
4. Self-instructional approach. This approach, learning disabled children is required to adopt self-learning and self-improvement measures for treating their learning deficits and deficiencies.
5. Multi-sensory approach. This approach learning disabled children are taught by appealing to their multiple senses- visual, auditory, touch, smell, and taste etc. depending upon the nature of the subject material and its learning objectives.
6. Technological approach. This approach is used for providing remedial instructional programme to the learning disabled.

Conclusion

Learning disabled children are those children who suffer from serious learning disabilities. Learning disability is nothing but a sort of handicap that can be revealed by the sufferer in terms of academic performance. Much attention should be given to the disabled children through the measures of education.

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PHILOSOPHICAL, SOCIOLOGICAL AND PSYCHOLOGICAL PRINCIPLES TO DEAL WITH SLOW LEARNERS

Dr. S. Suresh, Assistant Professor, Bharath College Of Education, Thanjavur

Dr. P. Subramanian, Principal Marudupandiar College Of Education, Thanjavur

Introduction

Bases are the pillars upon which the building lies. The building of Education also has several bases. The current chapter however, discusses the three main bases of education namely the philosophical base, the psychological base and the sociological base. By going through the chapter you will be able

- To understand the meaning of philosophical, psychological and sociological bases of education.
- To relate these branches to different mode of life.
- To interrelate philosophy, psychology and sociology to education and its different components.
- Every scheme of education has some aims to be attained. Aims differ from time to time and place to place. But aims have a common element. Aims of education are determined by aim of life or philosophy of life. Philosophy formulates the ends of life, and education offers suggestions how these ends are to be achieved. Aims of education change with the changing philosophy of life. The aim of Spartan system of education was to prepare patriotic citizens and soldiers. The Athenian system of education aimed at the cultural development of each individual. The British Public Schools aimed at citizenship. The Nazi system of education was determined by Nazi philosophy of life. Thus, aims of education are relative to the aims and philosophy of life.

To develop analytical thinking by relating different disciplines to educations.

Definition

Swiss biologist and psychologist Jean Piaget (1896-1980) is renowned for constructing a highly influential model of child development and learning. Piaget's theory is based on the idea that the developing child builds cognitive structures-in other words, mental "maps," schemes, or networked concepts for understanding and responding to physical experiences within his or her environment. Piaget further attested that a child's cognitive structure increases in sophistication with development, moving from a few innate reflexes such as crying and sucking to highly complex mental activities.

Meaning And Nature Of Philosophy

Etymologically, the word Philosophy has been derived from two Greek words "Philo" (love) and "Sophia" (wisdom) means love of wisdom. Wisdom is not the same thing as knowledge. Knowledge can be acquired, but wisdom is realized truth. Philosophy is love for the truth and a life's necessity. Education in the widest sense of the term is life itself and, in a narrow sense it is the preparation for complete living. Philosophy provides a consistent and comprehensive interpretation of life and defines its goals. It helps us to understand the significance of all human experience and activity. It explores the base and aims of life. It is a logical enquiry into the nature of reality. Philosophy tries to answer the deepest question of life. It clarifies life and its base values. Philosophy means points of view concerning purposes and values according to which man tries to live. With the help of philosophy man can understand himself and his relation to the rest of the universe, his origin and his destiny. Philosophy means attitude to life

without which man cannot live. Philosophy indicates a certain way of life. Philosophy is an attempt to explain and appreciate life and the universe as a whole. According to Dewey, philosophy signifies "a wisdom that would influence the conduct of life". According to Raymont, "philosophy is an unceasing effort to discern the general truth that lies behind the particular facts." All these philosophers had their own philosophies, beliefs and values. Thus beliefs, values and ideals mould and direct human activity. Education is nothing but human effort and activity. Philosophy, therefore, is inseparable from education.

Meaning And Nature Of Education

Education is the process of development of the child or the individual. It is a life-long process. Education tries to develop the innate potentialities of the individual in a harmonious manner. Education is harmonious development of all the powers of the human being i.e. physical, social, intellectual, aesthetic and spiritual. Thus, education is intimately connected with the life and experience of an individual. Hence education, life and philosophy are closely interrelated. There are no antitheses between philosophy of life and philosophy of education. They practically sail in the same boat.

Interrelation Between Education And Philosophy

Philosophy is the mother of education and education gives birth to Philosophy. This may seem contradictory but the relationship between philosophy and education is very close. Philosophy furnishes the goals of life and education gives the means to achieve those goals. Man is the common subject of both philosophy and education. Philosophy and education are interrelated, interdependent, identical and inseparable from each other. Every philosopher has an educational outlook and every educator has a philosophy of life. No system of education is completely divorced from philosophy. Philosophy provides the aim of life and thereby the aim of education and education provides the vehicle for carrying out that philosophic aim in practical life. According to James Ross, "Philosophy and Education are two sides of a coin: the former is contemplative while the latter is the active side," Philosophy is thus an exhaustive and comprehensive inquiry into the world of matter and mind viewed as one whole. John Dewey defines philosophy as a theory of education in its most general aspects. He holds that "education is the laboratory in which philosophic truth become concrete and are tested." Therefore, we can say that without philosophy, education would be nothing but a blind effort and without education philosophy would be no better than a cripple. Divorced from philosophy, education would become an aimless endeavor; a hopeless waste of time and energy. Thus, philosophy gives education its point, its target, its goal.

Philosophy exercises tremendous influence on education in all its aspects-aims, curriculum, methods, teachers, textbooks, administration, discipline, evaluation etc. There is no aspect of education, which is not influenced and determined by philosophy. There is no escape from a philosophy of life and of education. It determines the aims and content of education; it influences discipline in the school; it exercises an effective influence on the methods of teaching and it defines the role of the teacher in the educational set-up.

Philosophy And Methods Of Teaching

Method means the art of teaching or the knowledge to which the teacher follows in the communication of knowledge to the students. The effectiveness of this teaching-learning process depends to great extent on the nature or art of communication. This art of communication or the classroom techniques are satisfactorily tackled by philosophy.

Naturalist philosophy has emphasized the child-centered methods of education. It requires the methodology to recognize the inborn capacities of children. Educators like Rousseau, Fichte and Montessori stand for non-intervention by the teacher. The idealist philosophy, on the other hand, pleads for intervention in the education of the child by the teacher. Idealism argues that as the child has to realize certain ultimate values, the method of teaching must be teacher-centered. Pragmatism lays stress on problematic and creative activities and it advocates project method for effective learning.

Meaning And Nature Of Sociology

Sociology has come from two words Societies and Logos meaning "society" and "science" respectively. Hence scientific study of society is commonly known as sociology. Society is more than a mere assemblage of individuals. It involves interaction and interrelation between individuals and groups. In fact, society exists only in the articulate consciousness of human beings. On the other hand, the individual depends upon the society for his existence and self-development. It is society that acts as the selective agent and determines which of the possibilities will be allowed to develop through interaction with social groups and situations the original tendencies are modified, coordinated and shaped into individual is influenced by social direction. Sociology aims at explaining the inter-personal and group relationships. It explains occupational, religious or social groups, the nation or the state. It studies various social changes that are taking place within group life and analyses such processes of interaction as competition, Conflict, co-operation, accommodation and assimilation. It examines social change and social control, analyses the concepts of civilization and culture and deals with such social problems as crime juvenile delinquency, poverty and other social evils with a view to their solution.

Meaning And Definition Of Educational Sociology

Emile Durkheim, the French sociologist, for the first time felt the need of sociological approach to Education. He considered education "to be something essentially social in character, in its origin and its functions." He emphasized that education is not a static phenomenon but a dynamic and ever-changing process. Every society with its own changing socio-cultural needs will require an education to meet those needs. Since needs, change continuously therefore education must also change. The needs of different societies differ therefore education should be dynamic.

Educational sociology is a branch of sociology, which is confronted with the problems of relationship between society and education. It makes an effort to achieve the aims of sociology through educational process, which is nothing but an interaction between the individual and the society. The knowledge of social interaction is one of the most important elements for social progress. Thus the development of the individuality is dependent on the reaction of the individual to his social environment. Hence we can say "By educational sociology we mean the science which describes and explains institutions, social groups and social processes, and social relationships in which or through which the individual gains and organizes his experiences.

Nature Of Psychology

The term psychology has been derived from two words "Psyche" meaning mind and "Logos" meaning science. Hence psychology is the science of mind. J.B. Wastson in the beginning of the 20th characterized psychology as the science of behaviour. Like other sciences psychology has two main branches- Experimental Psychology and Applied Psychology. The former tries to determine the course or

tendencies of human behaviour; the latter intends to improve human life with the application of the scientific knowledge of the human behaviour.

Educational Psychology

Educational Psychology has developed to study scientifically the behaviour of the students and to help the process of education. It is particular field applied psychology. It tries to study the educational behaviour of the child and applies the knowledge psychology in education. Judd has defined Educational Psychology as the science which describes and explains the changes that take place in individuals as they pass through various stages of development from birth to maturity. "Apparently Educational Psychology deals with various problems of learning and teaching. That is why Educational Psychology is known as "psychology of teaching and learning..

Influence Of Psychology On Modern Education

Educational Psychology has influenced the modern educational theories and practices in various ways. Psychology deals with the total behaviour pattern of man. Educational behaviour has different facets or dimensions, as it is also a social behaviour. In order to make the educational process effective Psychology helps us greatly.

Influence Of Psychology On The Practical Aspect Of Education

- All modern methods are psychological methods. Learning can be effective if the content of education is communicated through the senses. Children are sensitive as well as imaginative. Senses are the gateways of knowledge. Hence in presenting instructional materials the senses (audio-visual) should be maximum utilized. In psychology the training of the senses has greatly been emphasized. Another characteristic feature of modern educational method is that content of instruction should be presented in continuous, sequenced and integrated way. Psychology emphasizes that for proper understanding this continuous, sequenced and integrated presentation of facts is needed. This is the contribution of psychology.

Principles From Psychology To Enhance Pre-K To 12 Teaching And Learning

Psychological science has much to contribute to enhancing teaching and learning in the everyday classroom by providing key insights on Effective instruction. Classroom environments that promote learning .Appropriate use of assessment - including data, tests, measurement and research methods that inform practice. We present here the most important principles from psychology - the Top 20 - that would be of greatest use in the context of pre-K to 12 classrooms teaching and learning. We encourage consideration and practice of the Top 20 throughout all teacher preparation programs to ensure a solid foundation of psychological knowledge in pre-K to 12 instructions. The principles are organized into five areas of psychological functioning: cognition and learning; motivation; social and emotional dimensions; context and learning; and assessment. Each of the individual principles listed in the document includes an explanation of the concept, its relevance for instruction, specific tips for teachers and a comprehensive list of related references.

Conclusion

Certainly there will be debate about the Top 20 principles, and many research-based educational practices are not included in the document. Although this is not an exhaustive list of educational psychological research, it does provide an important starting point for improving teaching and learning outcomes. The Top 20 principles were vetted over many years based on major documents related to the

science of teaching and learning, and the purpose of the project was not to provide a comprehensive list, but a prioritized one. These principles are helpful for the instructor but can also be incorporated into the psychology curriculum as examples of how applied psychology can be used to solve real-world problems. At the same time, these principles will help students develop skills to learn more effectively in all of their classes.

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A REVIEW OF PSYCHOLOGICAL STRATEGIES AND UNDERACHIEVERS: EVIDENCE BASED COMPREHENSIVE STRATEGIES

C. Hariharan, 18a, IOB Colony, Vivekananda Nagar, Bharathiar University (P.O), Coimbatore.

Introduction

Underachievement in India is a well prevailing problem because of the increased teacher to student ratio. This is the primary problem from which many disadvantages emerges like unable to perform formative assessment, literally nil individualized education programs, unable to implement efficient pedagogies, etc. considering the practical situation there need to be separate psychology professionals to deal this issue and also as an attempt to improvise more innovative practices need to be developed. Literally there are only very few studies that shows increased academic marks among students using some intervention. In order to achieve improvement, however, such schools have to exceed what could be termed "normal" efforts. Members of staff have to be more committed and work harder than their peers elsewhere. (Mortimore & Whitty, 2003).

Need For The Study

There are multiple needs for the study, at the face value it may appear obvious but the real cost of underachievement when researched is beyond our expectation. For instance Parsons et al. (2001) found that there was a significant association between offending and poor attendance at school. Research by Conlon (2001) examined the relationship between qualifications and the likelihood of being employed. He found a clear relationship between individuals with qualifications and the likelihood of being employed, although he notes that there is not necessarily a strictly increasing relationship between increasing qualifications and the likelihood of being employed. Maguin and Loeber (1996) found that poor school performance was related to the frequency of delinquent offending, the seriousness of offenses, and persistence in delinquency offending. Findings from this study highlight the importance of examining the effect of poor educational performance on delinquency over time-to think of a child's development on a trajectory with multiple transition points (e.g., childhood to adolescence) along which key events occur. Ekatha (2017) as a part of Indian juveniles rehabilitation each child when put under foster care cost 2000 for every three month. Moreover there is a 47% increase in the admission of juvenile admission homes in India (Devanik, 2015). Actually the literature that show the relationship between nations cost and educational underachievement is very vast and its is beyond the scope of the paper to cover everything.

Facets Of Underachievement

Underachievement is a highly broader concept. Hence Sparkes (1999) in her review of schools, education and social exclusion highlighted a number of background variables that are associated with educational attainment. The below factors are very much in relation with the context of educational, especially school educational underachievement

Action Research In Underachievement

There are literally very few successful case studies in achieving improved academic attainment that too with lot of effort. In India these kinds of studies are nil to be true. Below is one of such successful endeavor

Individual factors	Family factors	Community factors	school characteristics
Intelligence	Parents involvement	Social class	characteristics of pupils in school
Attitudes	Education level	Race	Peer effects
Motivation	Income level	Housing	Curriculum
Self esteem	Household composition		
Health			
Gender			

Case Study Of Maple High School: Successsfully Increasing Students Academic Achievement

Among the very few real life examples where raising academic attainment was made possible, this sample case study is presented

Table 1.2 shows the Percentage of students achieving five or more GCSEs grades A* to C

Year	% of maple school students	Average percentage in England
1996	42	45
1997	53	45
1998	59	46
1999	64	48
2000	64	49
2001	67	50
Change 1996- 2001	25	5

Source: DfES performance tables 1996-2001.

Table 1.3 shows percentage of students achieving no GCSE passes (Maple High School)

Year	% of maple school students	Average percentage in England
1996	2	8
1997	1	8
1998	3	8
1999	1	7
2000	1	6
2001	0	6
Change 1996 – 2001	-2	0

Source: DfES performance tables 1996-2001.

As we can see, the percentage of pupils with no passes decreased from 2 per cent to 0 per cent over this period compared with a two percentage point decrease nationally from 8 per cent to 6 per cent.

Discussion:

The head master from above mentioned school has identified some key factors affecting the academic achievement of boys they are shown below in table 1.3

- Peer pressure on boys to 'muck around' and not work hard.
- Boys overestimating how well they are going to do in examinations.
- Boys being less keen than girls on coursework.
- Boys not being as tolerant as girls of 'mediocre teaching'.
- Boys not taking responsibility for their own learning.

Other individual psychological factors:

Anxiety

Learned helplessness

Having completed the comprehensive review of factors that causes underachievement, now it becomes important to solve the issue with various psychological techniques. Some evidence based techniques that worked were mentioned in the above case study. In addition to that psychological and philosophical techniques and theories were discussed below

Modified Behavioural Contract:

Traditional behavior contract intervention is derived from both transactional analysis and behavior theory. If the intervention has more weightage on transactional analysis, it creates its own problem like ("behavior contract," n.d.) It is not unusual--especially when a behavior contract is first introduced--for the teacher and student to have honest disagreements about the interpretation of its terms. These kinds of problems exist as long as the contract part is prominent. The modified behavior contract (MBC) is an attempt to reduce the influence of transactional analysis in the intervention, there by maintaining the influence of reinforcement theory and adding some new components into it. This is done because the contract theory is not sometimes considered compatible with Indian culture. The MBC is explained below and the intervention sheet is attached in annexure 1

Component 1: No behavior ambiguity

In the sample contract, first column expected behaviors were written very specifically, which helps young children to remind themselves and sure of what is expected in them

Component 2: live positive feedback

The sample sheet also tells the student that so many days you have behaved good and earned points. Few more days will fetch you rewards

Component 3: live negative feedback

The sample sheet also tells the students that so many days you have behaved bad and earned negative points. Few more will give you punishments; hence it is time to change.

Component 4: greater visibility

The intervention sheet has to be posted in the class so the student must be seeing

Component5: partial punishments

This is a technical component. Here the punishment for failure in maintaining expected behaviors are not in the nature of complete withdrawal of enjoyable activities. But it is partial in nature. For example,

(20 minutes reduction in games period).

Karma yoga for anxious underachievers

The objective of philosophy of karma yoga is dragging the human mind away from the results. But unfortunately the school system in India is dragging human being toward the result which has caused multiple anxiety related problem in even matured minds of teachers and parents also let alone children.

The subtle effects of this phenomenon can be seen in following behaviors

Table 1.4: shows the disastrous behavior of giving weightage to marks in a unintelligent manner

Compulsion to check whether answers are correct immediately after exam

Thinking that one may forget answers even after studying reasonably well

Sudden black out during examination

Becoming anxious after finding initial questions unanswerable

Giving up studying when one knows that portions cannot be completed in time

All these problems are direct consequences of giving importance to results unintelligibly. The above point is well established in research also. consider the research finding below Teachers need to be judicious in their use of praise, making sure the content of that praise is tied to effort or successful strategies and not ability. Teachers can convey to students that their failure at any given task is not due to lack of ability but rather that their performance can be enhanced, particularly with added effort or through the use of different strategies. Attributing failure to low ability often leads students to give up when they encounter failure. Hence, when students believe their performance can be improved, they are fostering a growth mind-set that can bring motivation and persistence to bear on challenging problems or material ("thinking and learning", n.d). The above study results indirectly say that process of studying is only important. That is also a core principle in karma yoga philosophy.

Table 1.5: techniques to imbibe process oriented thinking in parents and students

Individual level	Parents and teachers
Deliberately stopping oneself from engaging in unhelpful behaviors listed in table 1.4	Attributing success to hard work
Counseling	Reducing giving subtle cues which says mark is important. Be explicit about importance of process

Cognitive behavior therapy:

It is obvious that students during the process of underachievement will engage in many faulty thinking like the head teacher listed from the case study above mentioned

Table 1.6: faulty thinking example of underachievers

Boys overestimating themselves in how well they do exams

Students underestimating themselves whether they could learn this concept

Learning in the class may make me look like a nerd

If I sacrifice friends for studies then I will be off the group

These problems can be only handled through cognitive behavior therapy. There are array of evidences for that.

Summary:

This paper is built on the definition of underachievers agreed by department of education (UK)

A successful case study where a school has achieved in increasing academic performance of the students is examined

Factors identified by the school as a reason for underachievement is dealt with respective psychological and philosophical principle

New principles in dealing with underachievement is developed by keeping cultural factor in mind Finally a need for such a comprehensive plan is emphasized.

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DEPRESSION AND ITS IMPACTS IN LEARNING AMONG DISABLED CHILDREN IN PERAMBALUR DISTRICT

Dr. G. Kannan, Assistant Professor in Education, Department of Education , Annamalai University, Tamil Nadu.

Introduction

There are some ways in which inclusive educational practices build a school's capacity to educate all learners effectively. The prevalence of depression has increased since the second half of the 20th century, while age at onset has dropped. Depression is currently one of the most important causes of suicide among young adults and adolescents, together with poor academic performance, drug abuse and addiction. The journey to becoming an Inclusive School may be long and challenging at times, but ultimately this journey can strengthen a school community and benefit ALL children. "Inclusion" does not simply mean the placement of students with disabilities in general education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish.

Operational Definitions Depression

Depression is a state of low mood and aversion to activity that can affect a person's thoughts, behavior, feelings and sense of well-being. People with a depressed mood can feel sad, anxious, empty, hopeless, helpless, worthless, guilty, irritable, angry, ashamed, or restless.

Impact

A powerful effect that something, especially something new, has on a situation or person.

Disabled Students

The medical model defines disability scientifically, as a physical, medically-diagnosed deficit which handicaps. It is impairment-focused, isolating the experience of disability from external influences such as societal attitudes.

Delimitations Of The Study

The present study is confined to VI to X Standard students of high school students in Perambalur district, Tamilnadu, India.

Objectives Of The Study

The study was undertaken by the following objectives.

- 1 To identify the depression and its impact in learning based on the biographical variables of the disabled school children,
- 2 To find out the range and percentage level of the depression experienced by the disabled school children in inclusive schools.

Hypothesis Of The Study

Hypothesis means a mere assumption or some supposition or a possibility to be proved or disproved. But for a researcher hypothesis is a formal question to be resolved. In fact, hypothesis is not a claim of truth but a claim for truth. A hypothesis is a statement capable of being tested and thereby verified or rejected.

The following hypotheses are formulated relating to the objectives

- 1 There will be significant difference between depression the biographical variables of the disabled school children.
- 2 There will be a difference between the percentage and range level of the depression experienced by the disabled school children

Design Of The Study

The present study adopts a survey research design. It attempts to investigate the depression and its impacts in learning among the disabled school students at high school level.

Sample Of The Study

The population may be all the individuals of the particular type more restricted part of the group, in this study the population of the study consists of the disabled students studying in 6th to 12th standard in inclusive schools. In this study the sample consisted of disabled students from inclusive schools of Perambalur District. The sample was selected from the standard of 6th to 12th. Random sampling was adopted in integrated schools. Different types of disabled students are selected and collect the data by adopting the standardized tool.

Tools Used

In this present study the investigator used the standardized tool to collect the relevant data. In this study the investigator had collected the information's through the psychological tools, Carroll Rating Scale (CRS): a self-rating instrument for depression, closely matching the information content and specific items of the Hamilton rating scale for depression.

Data Collection

The investigator after receiving proper permission from the head of the institutions personally went to the inclusive school and collected the data. The scribe also accompanied with the investigator to collect the data from the visually challenged.

Statistical Analysis

The Student's f test was used for comparisons between parametric data, and the chi-square test for categories.

Table 1: Gender Comparison

S. No.	Sex	N	Mean	SD	"t" VALUE
1.	Male	10	8.32	2.91	0.01
2.	Female	20	11.12		

From the above table, it is inferred that the calculated T value is 2.91, which is greater than the table value 2.58, which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis is rejected. Therefore it is concluded that the level of depression of disabled male students is differ from the level of disabled female students those who are studying in the inclusive schools.

Table 2: Types of Residential

S. No.	Residential Areas	N	Mean	SD	"t" Value	Level of Significance
1	Rural	16	9.34	1.15	3.07	0.01
2	Urban	14	8.97	2.96		

From the above table, it is inferred that the calculated "t" value is 3.07, which is greater than the table value 2.58, which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis is rejected. Therefore it is concluded that the level of depression among the rural residential area of disabled students is differ from that of the level of rural residential area of disabled students those who are studying in the inclusive schools.

Table 3: Types of Disability

S. No.	Types of Disability	N	MEAN	SD	"f" Value	Level of Significance
1	Physically Challenged	10	13.83	3.13	6.45	Significant
2	Visually impaired	9	8.38	1.31		
3	Hearing impaired	11	10.29	2.56		

From the above table, it is inferred that the calculated T value is 6.45, which is greater than the table value which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis is rejected. Therefore it is concluded that the level depression faced by the different types of disabled students were differ based on their type of disability.

Table 4: English Vs Tamil Medium

S. No.	Medium	N	Mean	SD	"t" Value	Level of Significance
1	Tamil	20	11.15	3.20	0.31	Not Significant
2	English	10	10.10	2.62		

From the above table, it is inferred that the calculated T value is 0.31, which is less than the table value 1.98. Which is not significant at 5% level. Hence the research hypothesis is rejected and null hypothesis is accepted therefore it is concluded that the level of depression among the disabled students studying in both the Tamil and English medium facing the same level.

Table 5:. Percentage Level of Depression

S. No	Category	Disabled Boys	Disabled Girls
1	Depression	40.9	59.1

From the above table disabled girl students experiencing high level of depression when compared to the boy students with disability.

Table 6: Range of Anxiety and Depression of Disabled Male Students

S. No.	Range of Depression among Disabled Students	Mild	Moderate	Severe	Profound
1	Depression	16	45.3	25	13.7

From the above table it is clearly understood that the range of the depression level of disabled students are categorize into mild, moderate, severe and profound level. Among this 45,3% of the students are facing moderate level of depression, 25 % with severe level and 13.7% with profound level of depression, due to their disability and also depressed condition behind in their learning and it also reduce the academic performance level.

Findings Of The Study

The level of depression of disabled students is differed based on the biographical variables and it makes impacts in their learning process. The students those who are studying in Tamil and English medium facing the depression level in the equal and the students faced more problems in their learning, There is a difference between the range and percentage level of the anxiety experienced by the disabled school children among boys and girls in inclusive schools Female children facing high level of depression when compare to the male children The disabled students can't able to concentrate in their studies due to the arising of psychological problems.

Conclusion

Allow the disabled students to participate in diverse social and educative programs in community. Increase all professional skills in term alternative and augmentative communication systems such as Braille, Sign Language and Communication Boars through a supplementary program that will enrich the teaching skill which will highly useful to the students to overcome their learning difficulties. There are many types of therapy available. Three of the more common methods used in depression treatment include cognitive behavioral therapy, interpersonal therapy, and psychodynamic therapy. Often a blended approach is used. Some types of therapy teach you practical techniques on how to reframe negative thinking and employ behavioral skills in combating depression. Therapy can also help you work through the root of your depression, helping you understand why you feel a certain way, what your triggers are for depression, and what you can do to stay healthy. Therapy helps the disabled students to step back and see what might be contributing to your depression and how you can make changes and show concentration in the learning process.

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A RESEARCH OF THE SCIENTIFIC CREATIVITY COMPONENTS OF HIGHER SECONDARY SCHOOL STUDENTS IN THENI DISTRICT

S. Karthikeyan, Research Scholar, Bharathiyar University, Coimbatore

S. Denisia, Director and Professor, M.T. University, Madurai

Introduction

Man's creation is one of the most powers which part him from man's world. Because of this power, man uses the main places in the living world. Man's creation has given the excellent place in the history of revolution. Man's scholastic development and progress is due to power of creation. Today's children are the maker of tomorrow's nation, so the children's creativity is the precious capital. Most of the scientists have experimented and invented of new thoughts had come before the age sixteen and rest of the inventions and principles are a mortal forms. Thus, to identify the creative child in the young age and inspires as well as develops child's creative atmosphere in the age of adults. It is very necessary for the progress of a person, society, nation and the world. It is also very necessary to identify the main creative power from the students and give a chance to inspire and develop it. This is an important responsibility of education.

2. Objectives of the Study

1. To study the effect of gender on the scientific creativity various components of the students studying in higher secondary school.
2. To study the effect of area on the scientific creativity various components of the students studying in higher secondary school.
3. To study the effect of standard on the scientific creativity various components of the students studying in higher secondary school.

3. Hypotheses of the Study

Ho1: There will be no significant difference between mean score scientific fluency of male and female of higher secondary school.

Ho2: There will be no significant difference between mean score scientific fluency of urban and rural area students of higher secondary school.

Ho3: There will be no significant difference between mean score scientific fluency of Standard 11th and Standard 12th students of higher secondary school.

Ho4: There will be no significant difference between mean score scientific flexibility of male and female of higher secondary school.

Ho5: There will be no significant difference between mean score scientific flexibility of urban and rural area students of higher secondary school.

Ho6: There will be no significant difference between mean score scientific flexibility of Standard 11th and Standard 12th students of higher secondary school.

Ho7: There will be no significant difference between mean score scientific originality of male and female of higher secondary school.

Ho8: There will be no significant difference between mean score scientific originality of urban and rural area students of higher secondary school.

Ho6: There will be no significant difference between mean score scientific originality of Standard 11th and Standard 12th students of higher secondary school.

Variables of the Study

Variables of the present research study were:

Table 1 Variables

Sr. No.	Type of Variables	Variables under the Investigation
1	Dependent Variable	(i) Gender (ii) Area (iii) Standard
2	Independent Variable	Scientific creativity

5. Delimitations of the Study

The study has been delimited to the students of Higher Secondary school of Tamilnadu State, who are studying during the year of 2012-13. The study has been delimited to the following variables of scientific creativity: (a) gender (2) Area (3) Standard

6. Research Method

6.1 Sample

The random sample forty higher secondary school students were selected of five zone of Tamilnadu State. The investigator has employed random sampling technique for selecting the population.

6.2 Tools of the Study

The investigator has self prepared scientific creativity test for higher secondary school students.

6.3 Statistical Techniques

The collected data were processed with the help of 't' test.

Table 2 Showing the mean differences between Scientific Fluency, Flexibility and Originality of total Male and total Female, Urban and Rural area, Standard 11 and Standard 12 of Higher Secondary School Students (next page Table)

7. Result and Discussion

Ho1: Reveals that t- value is 2.0349 which is significant at 0.05 level. Hence null hypothesis is rejected.

It means that the difference between two mean is significant.

Ho2: Reveals that t- value is 2.064 which is significant at 0.05 level. Hence null hypothesis is rejected.

It means that the difference between two mean is significant.

Ho3: Reveals that t- value is 5.7202 which is significant at 0.01 level. Hence null hypothesis is rejected.

It means that the difference between two mean is significant.

Hypothesis	Scientific Creativity Components	Group	N	Mean	Median	SD	t-Value	Significance
Ho ₁	Fluency	Male	200	50.81563	52.58333	11.81595	2.034933	0.05 level
		Female	200	50.03375	51.90037	9.82809		
Ho ₂	Fluency	Urban	200	50.82125	52.1457	10.73106	2.064	0.05 level
		Rural	200	50.02813	52.292	11.0098		
Ho ₃	Fluency	Standard 11	200	49.33063	52.16324	11.59165	5.720225	0.01 level
		Standard 12	200	51.51875	52.22712	9.877662		
Ho ₄	Flexibility	Male	200	58.69625	56.56652	12.93836	2.976272	0.01 level
		Female	200	57.30125	57.15616	13.56919		
Ho ₅	Flexibility	Urban	200	59.24188	61.34227	13.58196	5.320537	0.01 level
		Rural	200	56.75563	53.93976	12.84176		
Ho ₆	Flexibility	Standard 11	200	56.6600	56.00398	13.37537	5.733862	0.01 level
		Standard 12	200	59.3375	57.52055	13.03787		
Ho ₇	Originality	Male	200	122.09	90.375	38.03474	3.370019	0.01 level
		Female	200	126.545	106.728	36.73479		
Ho ₈	Originality	Urban	200	126.3763	109.7203	39.0282	3.1138	0.01 level
		Rural	200	122.2588	88.7	35.70056		
Ho ₉	Originality	Standard 11	200	120.335	90.5	37.28684	6.048743	0.01 level
		Standard 12	200	128.3	107.2419	37.20272		

Ho₄: Reveals that t- value is 2.976 which is significant at 0.01 level. Hence null hypothesis is rejected.

It means that the difference between two mean is significant.

Ho₅: Reveals that t- value is 5.320 which is significant at 0.01 level. Hence null hypothesis is rejected.

It means that the difference between two mean is significant.

Ho₆: Reveals that t- value is 5.73 which is significant at 0.01 level. Hence null hypothesis is rejected. It means that the difference between two mean is significant.

Ho₇: Reveals that t- value is 3.37 which is significant at 0.01 level. Hence null hypothesis is rejected. It means that the difference between two mean is significant.

Ho₈: Reveals that t- value is 3.11 which is significant at 0.01 level. Hence null hypothesis is rejected. It means that the difference between two mean is significant.

Ho₉: Reveals that t- value is 6.048 which is significant at 0.01 level. Hence null hypothesis is rejected. It means that the difference between two mean is significant.

8. Findings

Here findings are given according to the objectives of the present study. Scientific fluency of higher secondary school students of total male was higher than the female, total urban students was higher than the rural students and standard 12th students was higher than the standard 11th students' scientific fluency of higher secondary school students.

Scientific flexibility of higher secondary school students of total male was higher than the female, total urban students was higher than the rural students and standard 12th students was higher than the standard 11th students' scientific flexibility of higher secondary school students. Scientific originality of higher secondary school students of total female was higher than the male, total urban students was higher than the rural students and standard 12th students was higher than the standard 11th students' scientific originality of higher secondary school students.

9. Conclusion

After the researcher knows that there is relationship between scientific creativity various components such as fluency, flexibility and originality of higher secondary schools sex (male and female); area (urban and rural) and standard (Standard XI and Standard XII).

We should make special efforts to develop scientific creativity various components such as fluency, flexibility and originality of higher secondary schools students. These types of programmes must be organized such as science seminar, science project and expert science lecturer for the Higher Secondary school students.

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A STUDY ON CREATIVITY AND INTELLIGENCE OF SECONDARY SCHOOL STUDENTS WITH RELATION TO GENDER AND PARENTAL EDUCATION IN VIJAYAWADA

*Neelima. Manikonda, Research Scholar, Department of Education, Acharya Nagarjuna University,
Nagarjuna Nagar, Andhra Pradesh, India.*

The study focuses on thirteen-year-old children studying 9th standard in rural and urban areas of Vijayawada. The age of 13 is the beginning of adolescence. According to Stanley () Adolescence is an age of " Stress and Strom". An adolescent child observes his/her family, neighborhood, classmates, teachers and other social gatherings like religious places and community gatherings. The adolescent child tries to cope up with the rapidly changing physical structure, abilities, and surroundings. All these observations, interests and changes decide the future goals of the child.

Economic status of the family, parental education, different social gatherings, school, and place of living influences the personality traits of the child. The adolescent child learns personality traits, intellectual skills, social skills, religious practices, and community feelings from the living environment. Emotional, physical, intellectual and social development of the child reaches at high stage by the end of the adolescent stage.

Butcher (1968) in his book states that creative student give several possible answers to solve one problem. Creative person can do better in curricular and co-curricular activities of the school. They do better in designing part. It could be computers, decoration, and clothing or even make up. Even mother who is all the time busy with house and kitchen can show her creativity, by cooking variety of dishes and modifying the house interior of the house according to season and time.

Intelligent people can become doctors, surgeons, college professors, electrical engineers, lawyers, scientists, design engineers, software , IT professionals, sales, finance, real estate, bankers and electrical engineering professionals. Each child is born with unique abilities, skills and traits. Parents will have their own goals for the future of the child. They expect the child to get A+ in all the exams. The schools frame curriculum according to the expectations of the parents. Most of the schools in Andhra Pradesh are following this pattern of winning the competition. Due to the competition oriented- school education, students are unable choose what they really want. The schools and families neglect the natural abilities and talents of intelligence, creativity and personality of students. The parents not aiming for the talent based professions but they are making children to settle in high profile professions like IT and medicine.

Reviews of the Related Study

Creativity

Awamleh et al (2012) investigated 31 male, 32 female students of 1st, 2nd and 3rd grades and found females scored higher than males in the subjects of fluency and flexibility of creativity Test.

Harnek, kailev Gurusagar, sadhu & Manjit, Sekhon (1988) focussed study on creative potential of 200 students studying IX class. The study revealed no significant differences observed in the creativity of boys and girls.

Van Mering (1955) found that working mother keep their children more disciplined. This type of home conditions hinders the development of creativity because creativity develops in freedom of thought and action.

Heinla (2006) compared creativity 16-17 years' old adolescents with parental educational level. The study revealed that adolescent's creativity was higher when one or both parents work as high level officials or specialists or even have higher level of university education.

Intelligence

Halpern, Diane, F. (1997) studied the sex difference in intelligence. In the study males scored higher in motor-skills, mathematical scientific domains, and abstract reasoning. Males found to be delayed speech, attention disorders.

The study further revealed that females scored higher in perpetual speed, production, long term memory, comprehension of complex prose, fine motor skills.

Sidera, I., Farhana Kazmi, S., & Fozia, N. (2013) results of the study on intelligence of secondary school students indicated that girls performed better in non-verbal intelligence tests than boys.

Anil Kumar (2015) concluded that students whose father were studied matriculation and above matriculation got high score than the students from below matriculation fathers.

Objectives of the study

1. To study the creativity and intelligence of male and female secondary school students
2. To study the creativity and intelligence of secondary school students whose parents were literates and illiterates.

Hypothesis of the study

1. There is no significant difference in terms of creativity and intelligence of male and female secondary school students.
3. There is no significant difference in terms of creativity and intelligence secondary school whose parents were literates and illiterates.

Hypothesis 2A

There is no significant difference in the creativity of boy and girl secondary schools students. To test the validity of hypothesis 2A, the following calculations were carried out.

Table 4.2 : Comparison of Creativity between boy and girl secondary school students

Gender	N	Mean	S.D.	Mean Difference	Standard Error of Mean Difference	Critical Ratio
Boy	247	39.62	16.12	1.84	1.03	1.34*
Girl	353	41.46	16.78			

*Not Significant at 0.05 level

From the values of table 4.2, it is evident that the creativity level in boy and girl secondary school students was not significantly different, though both of them possess below average level of creativity.

The hypothesis that "there is no significant difference in the creativity of boy and girl secondary school students" can be accepted as there is no significant difference in the creativity of boy and girl secondary school students.

This study agrees with the previous study Harnek et al., (1988) revealed that there is no significant difference between boy and girl students in creativity.

Hypothesis 2H

There is no significant difference in the creativity of Literate and Illiterate parental education of secondary schools students.

To test the validity of hypothesis 2H, the following calculations were carried out.

Table 4.9: Comparison of Creativity between Literate and Illiterate parental education of secondary school students

Parental Education	N	Mean	S.D.	Mean Difference	Standard Error of Mean Difference	Critical Ratio
Literate	382	41.35	16.80	1.77	0.86	1.26*
Illiterate	218	39.58	16.01			

*Not Significant at 0.05 level

From the values of table 4.9, it is evident that the creativity level in Literate and Illiterate parental education of secondary school students was not significantly different, though both of them possess below average level of creativity.

The hypothesis that "there is no significant difference in the creativity of Literate and Illiterate parental education of secondary school students" can be accepted as there is no significant difference in the creativity of Literate and Illiterate parental education of secondary school students. Van Mering (1955) found that home conditions will have significant influence on the creativity of the children. The present study results contradict to the results given by Van Mering.

Intelligence

Hypothesis 3A

There is no significant difference in the Intelligence of boy and girl secondary schools students. To test the validity of hypothesis 3A, the following calculations were carried out.

Table 4.12 : Comparison of Intelligence between boy and girl secondary school students

Gender	N	Mean	S.D.	Mean Difference	Standard Error of Mean Difference	Critical Ratio
Boy	247	32.59	10.85	5.76	0.69	7.99***
Girl	353	26.83	6.79			

*** Significant at 0.01 level

From the values of table 4.12, it is evident that the boys of secondary school students possess more Intelligence than girls of secondary school students.

The hypothesis that "there is no significant difference in the Intelligence of boys and girls of secondary school students" can be rejected as there is a significant difference in the Intelligence of boys and girls of secondary school students.

Halpern, Diane, F. (1997) in their study females score was higher than male score. The present study do not agree with the results of Halpern.

Table 4.19 : Comparison of Intelligence between Literate and Illiterate parental education of secondary school students

Parental Education	N	Mean	S.D.	Mean Difference	Standard Error of Mean Difference	Critical Ratio
Literate	382	29.37	9.33	0.46	0.48	0.60*
Illiterate	218	28.90	8.80			

*Not Significant at 0.05 level

From the values of table 4.15, it is evident that the Intelligence level in Literate and Illiterate parental education of secondary school students was not significantly different, though both of them possess low level of Intelligence.

The hypothesis that "there is no significant difference in the Intelligence of Literate and Illiterate parental education of secondary school students" can be accepted as there is no significant difference in the Intelligence of Literate and Illiterate parental education of secondary school students. Anil Kumar (2015) study concluded that the children of more educated parents were more intelligent than less educated parents. The current results do not agree with the results of Anil Kumar.

Conclusion

The quality of education can only be enhanced by identifying the creativity and intelligence of the students. this can be viewed differently by teachers and students.

Intelligence and creativity, intelligence play crucial role in in the social, cognitive, development of the student. Learning skills can easily be improved by identifying the intelligence and creativity of the student.

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SOCIAL, EMOTIONAL AND EDUCATIONAL SUSCEPTIBILITY OF ADJUSTMENT IN SLOW LEARNER DUE TO MEDIA PROPAGANDA IN EDUCATION

Ms Nivedita Pathak, Research Scholar, Psychology Department Bhagwant University, Ajmer, Rajasthan, India

Dr Neetee Mehta, Guide of Psychology, Department of psychology, Bhagwant University, Ajmer, Rajasthan, India

Introduction

As the term suggests itself about slow learner that they are slow in learning, which is an indicative measure of acquiring knowledge in school to upgrade oneself to be called educated. We have many students in the class, who are different from one another in respect to their intelligence. Intelligence is the ability to perceive information and apply it to deal with the environment by an adopted behaviour. It is not just having acquisition of calibre but it also includes logic, understanding, self awareness, learning, emotional skills, reasoning, decision making and problem solving etc. These are all the factors of mental ability further a part of psychological attributes. In schools many theories of intelligence are placed to benefit these individual factors which results a person's mental development and growth in getting maturity according to their age in the peer group. School curriculums are specially based on these parameters which facilitate a child to achieve their hidden potential to its best. In this direction teachers duty become more effective and needs more affords to just not only make their wards understand about requirement of their schooling but also create a culture in which they can make themselves skilful to pace their success. School is the centre to learn the socio culture functioning as well as building up of one's character, a training institute to severe the society. But all these become horrible when a child's cognitive abilities are below average. They struggle to cope with the traditional academic demands of the regular classroom. Their mental age is low then their chronological age, which constitute their content uptake slow than other classmate and often, teased by other students of the class. They are not only slow in these areas but also need assistance in mixing up with others because of their inability to catch hold off emotions and get failed to gain attention which they need. They have limited scope of achievement as their intelligence quotient fall in 76 to 89; this category is undertaking about 18 percent of strength in every school population G. Lokanadha Reddy et. al, said. These Children are quite well physically built but are found introvert, uncoordinated, sometimes clumsy and unorganised, due to the treatment they usually get from others as blame, subside their interest towards schooling. Suspension of interest by any causes, transforms their ability towards negative judgement about oneself which traces their emotions to cope up with demands put in by their surroundings as "I AM NOT A GOOD BOY/GIRL, NOBODY TRUST ME, UNDERSTANDS ME" and in the last " NOBODY LOVE ME, I AM USELESS." This is time when they need attention by their teachers, family and their friends which make them understand about their potential. As Burt (1937) has rightly pointed out that the term "backward" or "slow learner" is reserve for those children who are unable to cope with the work normally expected of their age group. Apart from these criteria they are seen happy with extra co curricular activities, which suggest that children learn only when they are ready to learn according to some published researchers Rashmi Rekha Borah said (2013)

Now what do you mean by slow learner? First of all it is neither a clinically excepted disorder nor a disability, but yes, a challenging situation for educators as a matter of fact that slow learners need extra attention and coordination which becomes more problematic for educators as they have to deal with every

child in the time span of 30-45 minutes of lessons. Their dimensions of mental process are found slow from other so they need repetitions (verbal or non-verbal) and slow pace of instructions to complete the task. That's why they are usually tagged with various terminologies. Now again the question comes why they are found happy with visual and audio methods of teaching, because its profound them with sound and pictures as a first receptor of working memory from environment then this will get transfer to short then to long memory by practising it with associations and motivation (intrinsic or extrinsic). This entire process gets slow when children either loss interest in between or get stuck with other psychological attributes.

Science suggest that learning is not only the part of traditional teaching but also a part of observational learning to gain experience resulting in intelligence.

This study is a suggestive to all the educators who are worried about the adjustment issues of a slow learner in the school whether it is behaviour or academic. This range of children is a very big victim of media, a boon or doom for this age group. Media is tracing their attention towards internal satisfaction of self esteem & concept, confidence, acceptance and work as a motivator to fulfil the cognitive competences of their personality which is accepted by a mass population outside their circumference of influence by different age groups. But have also seen this complex age group of adolescence instead of learning, getting hostile towards media propaganda which has resulted in a distorted mind. Media propaganda is pouring aggression, criminal and abnormal mindset with adjustment issues in educational, social and emotional factors of this group. By and now this platform has awarded ego, reluctance, shifting of blame, neuroticism, moodiness and Doerr et.al said delay in the self regulation which encompasses a person's capacity to adapt the self as necessary to meet demands of the environment. Slowly they become adamant about others point of view because media is exposing them to the world in which nobody's targeting their capacities and potential further causing troubling adjustment with peer group, family and teachers.

Methodology of Study

Problem- Media Propaganda is creating Social, Emotional and Educational Susceptibility in adolescence as a Slow Learner

Objective - Slow learners are tracking their adjustment with media propaganda in terms of educational, emotional and social settings

Hypothesis - Social, Emotional and Educational Susceptibility of adjustment in Slow Learner due to Media Propaganda in Education

Sample This present study is based on 30 adolescences selected through random sampling from various schools of Ajmer, Rajasthan. The students were of higher secondary schools with minimum age group of 14 to 18 years. Test which was conducted on this age group is State Adjustment Inventory for School Student (AISS-ss). This test has been design for Hindi knowing school students of India of age group of 14 to 18 years in two category of male and female from poorly adjusted student in the areas of adjustment :Emotional, Social, Educational. A list of 100 questions indicate the significant problems of these student in the 3 areas respectively, they were to be answered in yes or no. Split Half, Test -Rest and K - R Formula 20 are used for the 3 covered areas.

Table: 4 Classification of Adjustment in terms of categories

Category	Description	Range of Scores	
		Male	Female
A	Excellent	5 & below	5 & below
B	Good	6 – 12	6 – 14
C	Average	13 – 21	15 – 22
D	Unsatisfactory	22 – 30	23 – 31
E	Very Unsatisfactory	31 & above	32 & above

Table 5 Sample of 30 Sample for result analysis is as follows

Male					Female			
Adjustment Areas	Emotional	Social	Educational	Total	Emotional	Social	Educational	Total
	10	2	15	27	19	4	16	39
Mean	5.62	5.91	6.38		6.55	6.21	5.35	
S.D	3.12	2.38	2.91		2.81	2.52	3.00	
Adjustment	Unsatisfactory				Very Unsatisfactory			

Manual for adjustment inventory for school students

Result Analysis and Interpretations- The statistic shows that the hypothesis - Social, Emotional and Educational Susceptibility of adjustment in Slow Learner due to Media Propaganda in Education is proved by scoring High in emotional and educational area whereas low score in social adjustment shows aggressive, maladjusted behaviour and overall shows unsatisfactory/ very unsatisfactory results in student which indicate no adjustment.

Discussion and Conclusion

The result analysis shows that slow learners are prone to media propaganda susceptibility because they are gaining their concept of self esteem from it which is a source of confidence. If these slow learners do not get proper attention from their family and teachers along with peer group they seek for outside sources which satisfy their needs of appreciation and acceptance as what they are. The need to understand that they are slow not disables to undertake any educational task should be considered by the educators. No report card in this entire world can reveal the internal potential of any child. Those who are good in studies sometimes lack in other aspects of life and opposite to it those who are tagged as slow learner or failure may become eminent personalities of society. NCF 2015 has worked in this direction to pace their multiple intelligence ground keeping this fact in mind that every child is different from others and has different needs as well as different intelligence. So a positive approach and not letting them feel along can help them in building up of an accepted personality of society. As just tagging them as slow learner is not

the completion of our duty rather treat them with dignity as we have been given a chance to explore our potential in finding out a new direction in the field of education. Researchers suggested that adolescence is a sensitive age where any deformity will end up in any sort of disorders in future. Hence dropping out from schooling, reluctant and showing aggressive behaviour is an inevitable landmark of slow learner that they need a dint of caring and affection in bonding themselves with studies. Media can benefit to those only who knows how to use it to enhance their knowledge instead of making it an institution of education cum anti social platform.

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AN ASSESSMENT OF SLOW LEARNING SKILLS OF LEARNERS IN OPEN AND DISTANCE EDUCATION SYSTEM

Dr. S. Radha, Regional Director - IGNOU, Bangalore-560040, Karnataka,

Introduction:

Open and distance education system is a modern system of non-formal education. Open and distance education system provides autonomy to learn at will, choose the subjects of one's choice, economically viable mode, appear examinations without the stress and in a flexible environment.

The success of distance education system is based on a three way affiliation between the Schools, Regional Centers and Study Centers in the University. At the same time, the success of distance education learning is based on a three way affiliation between the student, academic counsellors and technology.

Research Methodology:

This study is analytical and comprises secondary data which is collected from books and periodicals, journals, literature review and content analysis, Websites of DEC, IGNOU, UCG, newspapers, personal interviews with the learners and academic counselors of ODL system and interaction amongst intellectuals.

Objectives:

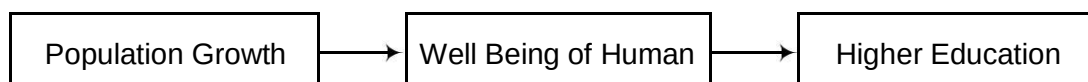
1. To study the characteristics of Open and distance education system and ODL learner
2. To study the open and distance learning skill deficiencies of learner
3. To provide feasible solutions for the gaps prevailing in the system

Population Vs Education:

The quality and nature of education often varies with the living conditions of the people. Highly populated, backward area people need job oriented programmes/vocational programmes rather than higher education programmes. Hence, there may not be any positive relation between the total population and enrolment for higher education. Generally, the enrolments for higher education in developed / urban areas are higher than the enrolments in backward/rural areas.

Diagram :

Relationship between growth of Population and opportunities of Education



The cost of living and medium of education in mother tongue (regional language) plays a vital role in creation of higher education opportunities under regular / distance education mode at rural and backward areas.

Need of Open and Distance Education:

The system of open and distance learning trains the adults in efficient management of time, place and pace of education. Open and distance education is flexible, affordable and student centered in approach.

The Open University offers education to provide the following to the based on the needs of the society.

1. Educational Qualifications
2. Professional Qualifications
3. Enhancement of skills
4. Professional Development
5. Update the knowledge

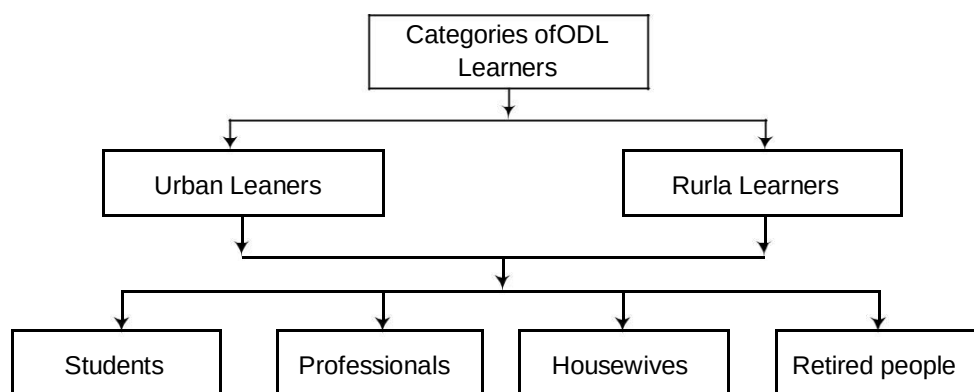
Characteristics of Open and distance education:

1. Open Access: Except for special professional courses, no entry qualifications are required to study under distance education.
2. Age: Any one aged 18 years and above is eligible to study
3. Flexible Learning: Students are provided with self structured material to have effective self study
4. Interactive Contact Sessions: Counseling sessions are not lectures. Counseling is a group activity in which the learners are expected to participate in purposeful and meaningful discussion on the subject.
5. Credit System: Each course is assigned a credit value that contributes towards that particular programme.
6. Modular Course Structure: Students may choose the courses that suit to their own needs or interest
7. Credit Transfer: Students are allowed to transfer credits gained at local or other Universities to the ODL universities.
8. Affordable fees structure: The fees of Courses under open and distance education are more affordable. Etc.,

Under ODL, the instructor and students are separated by time and space and learning through the instructional materials either by online or offline. The study centres are additional facility offered to the learner to clarify doubts on academic and administrative quarries. The system of evaluation in open and distance learning contains self assessment exercises, assignments, workshops, Internships, Projects & Examination at the end of semester/year to develop the skills of the learner.

Learners of Open and Distance Education:

Everyone including Students, Professionals, Housewives & retired people, who completed 18 years can admissions for any course under open and distance education system.



Source: Author Compilation

Qualities of Open and Distance Learner:

To be a successful awardee of distance education programmes and to have the Career development through the open & distance education the learner need to have the following qualities.

1. To be active learner
2. To be self motivated & self disciplined
3. Ability to diagnose own learning needs
4. Ability to translate learning needs into learning goals
5. Ability to maintain good time management
6. Having basic technical knowledge
7. Having good reading and writing skills
8. Ability to learn in virtual environment
9. Doing adequate preparation & study for exams
10. Having face-to-face interaction with the Academic Counsellors
11. Commitment in submission of work related to studies
12. Ability to identify and utilize the available human & material resources.
13. Ability to study without supervision
14. Able to adopt to new learning environment
15. Able to do self assessment etc.,

Reasons for Slow Learning Skills:

The education system will be effective & worth, when teaching skills meet the learning skills. When teaching skills are not meeting learning skills, it leads to skill deficiencies in the system. Slow learning is one of the learning skill deficiencies. In spite of benefits of open education system, the learners under ODL are facing problems to complete the course in stipulated time, which is affecting adversely the career of the learner. The learning skill deficiencies may be take place in the following three ways.

- (A) ODL system & learners requirements/skills: The learning skills and learning requirements of the learners from various segments, namely, rural and urban sectors, employed and unemployed sector, developed and undeveloped (backward) sectors are different. The similar ODL system and similar study material is provided to the learners having different needs, experiences and learning environment. This assembly line approach to learning system is the main reason for learning skill deficiencies. The gap between the ODL system and ODL learner requirements are leading to learning skill deficiencies.
- (B) Counseling Skills and Learning Skills: Under ODL system, the existing regular college faculty plays the role of Counsellors. Many a times, the Counsellors cover the syllabus like teachers and not encouraging the active interactive sessions. In most of the cases, ODL learners are expecting the Counsellors to teach the lessons. Counselling is a group activity, where learner are expected to study the supporting material in advance before participate in a purposeful and meaningful discussion on the subject. So, the mismatching of counseling skills and learning skills is leading to skill deficiencies.

(C) ODL learner ambition and preparation: Under ODL system, learner need to be pro-active and to pre-plan his studies through the help of study materials. Many a times, the learners are lacking touch with the Programme Guides , study centres and Counsellors and unable to fulfill the requirements of the Course. Self evaluation plays a major role in ODL, where the learners are not attempting to solve self exercises, facing difficulties during examinations.

The following are the common reasons for learning skill deficiencies based on personal interviews with ODL learners & ODL counsellors.

1. Language problems
2. Communication problems
3. Not able to follow the study materials
4. Not attending academic counseling's
5. Not able to understand academic counselings
6. Not approaching the study centre for assistance
7. Not well versed in the uses of technology such as computers and the internet.
8. Not having computer and internet facility at home
9. Having family problems
10. Having health problems
11. Unable to understand the ODL system
12. Changing policies of concerned Universities, UGC, AICTE, Bar Council etc.,

General concept on open education:

It is observed that, most of the working professionals have expressed the following and suggested to improve the open learning system to improve the skills of the learner.

1. ODL is helpful for only those having some job experience - those without experience may find the activities difficult to complete.
2. As compared to regular full time course, not possible to develop presentation, organizing and team working skills
3. Unless the student is determined, difficult to cope up due to lack of mentoring
4. Since the course is modular, student may drop-out after obtaining a specialization diploma
5. As academic counseling sessions are not mandatory, the regular interactions among the students in the same batch are below average
6. Under open and distance education, no direct lecturing are not available, hence difficult to prepare the practical papers.
7. Due to the unconventional system, learner may not be counseled at study centre to appear for examinations in time, hence most of the learners are not completing the courses during the stipulated time.
8. No sufficient career guidance is available

Conclusion:

There is a need to develop ways and means to improve upon the internal and external environment of distance education system to avoid stagnation. Distance education has the potential for meeting the requirements of varied demands of society. Periodical surveys and feedbacks from learners & study centres, are needed to review and fill the gaps in the present system. Open and Distance Learning Universities have to develop the courses as per changing requirements of the different segments of society and organize several awareness campaigns to remove the hindrances in the system and to improve the learning skills of distance learner.

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DEPRESSION IN LEARNING AMONG DISABLED STUDENTS

Dr. R. Ramachandran, Assistant Professor & Dy. Coordinator, Education Wing-DDE , Annamalai University, Tamil Nadu.

Introduction

The journey to becoming an Inclusive School may be long and challenging at times, but ultimately this journey can strengthen a school community and benefit ALL Students. "Inclusion" does not simply mean the placement of students with disabilities in general education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish. There are some ways in which inclusive educational practices build a school's capacity to educate all learners effectively. The prevalence of depression has increased since the second half of the 20th century, while age at onset has dropped. Depression is currently one of the most important causes of suicide among young adults and adolescents, together with poor academic performance, drug abuse and addiction.

Operational Definitions Depression

Depression is a state of low mood and aversion to activity that can affect a person's thoughts, behavior, feelings and sense of well-being. People with a depressed mood can feel sad, anxious, empty, hopeless, helpless, worthless, guilty, irritable, angry, ashamed, or restless.

Disabled Students

The medical model defines disability scientifically, as a physical, medically-diagnosed deficit which handicaps. It is impairment-focused, isolating the experience of disability from external influences such as societal attitudes.

Delimitations Of The Study

The present study is confined to VI to X Standard students of higher Secondary school students in cuddalore district, Tamilnadu, India.

Objectives Of The Study

The study was undertaken by the following objectives.

- 1 To identify the depression and its impact in learning based on the biographical variables of the disabled school Students,
- 2 To find out the range and percentage level of the depression experienced by the disabled school Students in inclusive schools.

Hypothesis Of The Study

Hypothesis means a mere assumption or some supposition or a possibility to be proved or disproved. But for a researcher hypothesis is a formal question to be resolved. In fact, hypothesis is not a claim of truth but a claim for truth. A hypothesis is a statement capable of being tested and thereby verified or rejected.

The following hypotheses are formulated relating to the objectives

- 1 There will be significant difference between depressions the biographical variables of the disabled school Students.
- 2 There will be a difference between the percentage and range level of the depression experienced by the disabled school Students

Design Of The Study

The present study adopts a survey research design. It attempts to investigate the depression in learning among the disabled school students at high school level.

Sample Of The Study

The population may be all the individuals of the particular type more restricted part of the group, in this study the population of the study consists of the disabled students studying in VI to X standard in inclusive schools. In this study the sample consisted of disabled students from inclusive schools of Cuddalore District. The sample was selected from the standard of 6th to 12th. Random sampling was adopted in integrated schools. Different types of disabled students are selected and collect the data by adopting the standardized tool.

Tools Used

In this present study the investigator used the standardized tool to collect the relevant data. In this study the investigator had collected the information's through the psychological tools, Carroll Rating Scale (CRS): a self-rating instrument for depression, closely matching the information content and specific items of the Hamilton rating scale for depression.

Data Collection

The investigator after receiving proper permission from the head of the institutions personally went to the inclusive school and collected the data. The scribe also accompanied with the investigator to collect the data from the visually challenged.

Statistical Analysis

The Student's f test was used for comparisons between parametric data, and the chi-square test for categories.

Table 1: Gender Comparison

S. No.	Sex	N	Mean	SD	“t” VALUE
1.	Male	11	8.37	2.91	0.01
2.	Female	24	13.13		

From the above table, it is inferred that the calculated T value is 2.91, which is greater than the table value 2.58, which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis is rejected. Therefore it is concluded that the level of depression of disabled male students is differ from the level of disabled female students those who are studying in the inclusive schools.

Table 2: Types of Residential

S. No.	Residential Areas	N	Mean	SD	"t" Value	Level of Significance
1	Rural	16	9.38	1.18	3.01	0.01
2	Urban	19	8.91	2.91		

From the above table, it is inferred that the calculated "t" value is 3.01, which is greater than the table value 2.58, which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis is rejected. Therefore it is concluded that the level of depression among the rural residential area of disabled students is differ from that of the level of rural residential area of disabled students those who are studying in the inclusive schools.

Table 3: Types of Disability

S. No.	Types of Disability	N	MEAN	SD	"t" Value	Level of Significance
1	Physically Challenged	15	13.81	3.18	6.25	Significant
2	Visually impaired	9	8.36	1.32		
3	Hearing impaired	11	10.23	2.51		

From the above table, it is inferred that the calculated T value is 6.25, which is greater than the table value which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis is rejected. Therefore it is concluded that the level depression faced by the different types of disabled students were differ based on their type of disability.

Table 4: Tamil Medium Vs English

S. No.	Medium	N	Mean	SD	"t" Value	Level of Significance
1	Tamil	32	11.45	3.30	0.32	Not Significant
2	English	18	10.20	2.84		

From the above table, it is inferred that the calculated T value is 0.32, which is less than the table value 1.98. which is not significant at 5% level. Hence the research hypothesis is rejected and null hypothesis is accepted Therefore it is concluded that the level of depression among the disabled students studying in both the Tamil and English medium facing the same level.

Table 5: Percentage Level of Depression

S. No	Category	Disabled Boys	Disabled Girls
1	Depression	40.6	59.4

From the above table disabled girl students experiencing high level of depression when compared to the boy students with disability.

Table 6: Range of Anxiety and Depression of Disabled Male Students

S. No.	Range of Depression among Disabled Students	Mild	Moderate	Severe	Profound
1	Depression	16	45	35	14

From the above table it is clearly understood that the range of the depression level of disabled students are categorize into mild, moderate, severe and profound level. Among this 16% with mild level and 45 % of the students are facing moderate level of depression, 35 % with severe level and 14 % with profound level of depression, due to their disability and also depressed condition behind in their learning and it also reduce the academic performance level.

Findings Of The Study

The level of depression of disabled students is differed based on the biographical variables and it makes impacts in their learning process. The students those who are studying in Tamil and English medium facing the depression level in the equal and the students faced more problems in their learning, There is a difference between the range and percentage level of the anxiety experienced by the disabled school Students among boys and girls in inclusive schools Female Students facing high level of depression when compare to the male Students The disabled students can't able to concentrate in their studies due to the arising of psychological problems.

Suggestions For Further Studies

1. The study can be extended with larger sample and to all the standards.
2. Adjustment problem, academic achievement, personality of the disabled students can be undertaken.
3. Role of therapies in reducing the anxiety and depression of the disabled students in inclusive settings can undertake

Conclusion

In our teacher education programme, we are promoting each one of the seven essential components. The focus of all the actions is to develop an approach to inclusive education teacher. Some conclusions are: Allow the disabled students to participate in diverse social and educative programs in community. Increase all professional skills in term cr alternative and augmentative communication systems such as

Braille, Sign Language and Communication Boards through a supplementary program that will enrich the teaching skill which will highly useful to the students to overcome their learning difficulties. There are many types of therapy available. Three of the more common methods used in depression treatment include cognitive behavioral therapy, interpersonal therapy, and psychodynamic therapy. Often a blended approach is used. Some types of therapy teach you practical techniques on how to reframe negative thinking and employ behavioral skills in combating depression. Therapy can also help you work through the root of your depression, helping you understand why you feel a certain way, what your triggers are for depression, and what you can do to stay healthy. Therapy helps the disabled students to step back and see what might be contributing to your depression and how you can make changes and show concentration in the learning process.

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A STUDY ON THE STUDY HABITS OF SLOW LEARNERS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT WITH REFERENCE TO GENDER AND MEDIUM OF INSTRUCTION

*G.M. Sunagar, Asst. Professor, Vijayanagar College of Education and P.G Centre of Studies in
Education, Vidyannagar, Hubballi, Karnatak*

Introduction

Children the most precious asset of any nation deserve the best care that mankind can offer opportunities need to foster fullest development of their potentialities. No doubt, every nation is investing heavily in the education of its young but some of the strategies have not been developed fullest extent to the dull students or slow learners. Hence, it is essential to identify the slow learners and strengthen them in order to develop strong nation. Children are like seeds whether they go waste or shape up as a huge tree depends on how they are nurtured. Parents and teachers should understand what a Child is good at and encourage the same.

Operational Definitions on the Terms

Slow Learners:

Burt (1937) has rightly pointed out that term "backward or slow learner" is reserved for those children who are unable to cope with the work normally expected of their age group in teaching slow learners children the mental age is often taken as a guide to the levels of attainment to be expected of pupils. Thus if a child's mental age is 10 years, we assume that his attainment age should also be at the 10 year level on the country, if his attainment age falls below his mental age he is considered as slow learners.

Academic Achievement:

1. General term of the successful attainment of some goal requiring a certain effort
2. The degree of success attained in a task e.g. solving a test
3. the result of a certain intellectual or physical activity defined according to individual and or objective (organizational) prerequisites proficiency.

Study Habits:

According to Sorenson, 'Effective methods of study consist basically in applying those fundamental principles which underline efficiency.' "Habit is an accomplished form of behaviour in which things are done quickly, accurately and automatically with little voluntary attention".

Variables:

Dependent Variables

- Academic Achievement

Independent Variables

- Study Habits

Moderator Variables

- Gender (Boy/Girl)
- Medium of Instruction (Kannada/English)

Population and Sample:**Population:**

The population of the present study consists of all the secondary school students (8th and 9th) studying in schools under Karnatak Education Board

The researcher has used purposive random sampling technique to select the high schools for study namely, Government, Aided and private schools.

Sample:

The sample consists of 100 pupils studying in VIII and IX standard where 50 boys and 50 girls. among 50 boys 25 Kannada medium and 25 English medium and among 50 girls 25 Kannada medium and 25 English medium where selected.

Design of the Study:

Every research study involves adherence to certain method of research and research studies and distinguished on the basis of their different purposes and appearance.

Investigator has employed the "Survey Research Method", which was found to be more suitable for this type of research work.

Tool Used

The information has to be generated during the study by using appropriate tools describing and quantifying the data, Study Habits Inventory constructed by M. Mukhopadhyaya and D.N. Sansanwal (1983) was used to collect relevant data.

Hypothesis of the Study:

1. There is no significant difference between Kannada and English medium school students with respect to their academic achievement, Study habits and their dimensions (Comprehension, Concentration, Task orientation, Interaction, Recording).
2. There is no significant difference between male and female students with respect to their academic achievement, Study habits and their dimensions (comprehension, concentration, task orientation, Interaction, recording).

Procedure of Data Collection:

In order to collect the necessary data pertaining to the study habits of selected students, M.Mukhopadhyaya and D.N. Sansanwal study habits inventory was administered among Boys and Girls. Slow Learners of Secondary Schools selected.

Students were selected on the basis of teacher's assessment and students academic achievement in a separate classroom and instructions were read out for them to answers to the inventory.

The researcher administered the study habits inventory to the students. However they were

Procedure of Data Analyses:

For the purpose of analysis of the data, The investigator has used the differential statistical analyses for the study

Data Analyses and its interpretation:

Hypothesis: There is no significant difference between Kannada and English medium school students with respect to their academic achievement, Study habits and their dimensions (comprehension, concentration, task orientation, interaction, recording).

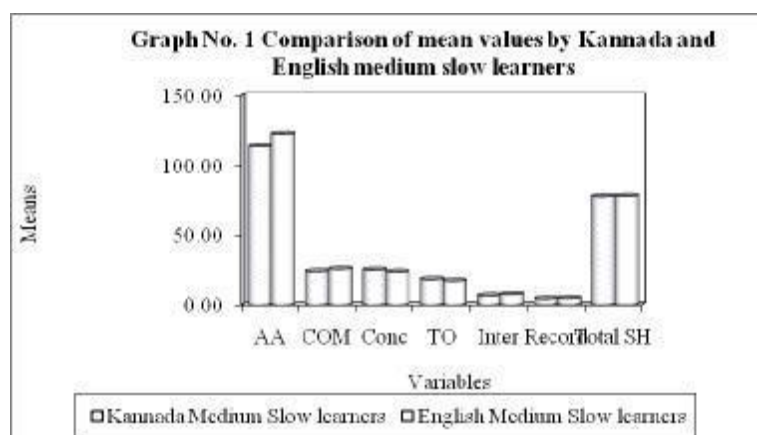
To achieve this hypothesis, t-test was applied and results are presented in the following table:

Table-1 Results of students t-test between Kannada and English medium school students

Variables	Kannada		English		t-value	p-value	Signi.
	Mean	Std.Dev.	Mean	Std.Dev.			
AAT	113.8345	16.8032	122.1636	13.7904	-3.2795	<0.05	S
Habits scores	77.7034	11.3530	78.0182	11.9791	-0.1724	0.8633	NS
Dimensions							
Comprehension	24.1103	8.2345	25.7455	7.2142	-1.2956	>0.05	NS
Concentration	25.2138	6.2017	23.7818	6.3761	1.4468	>0.05	NS
Task orientation	18.0690	4.6691	16.9273	3.1202	1.6757	<0.10	S
Interaction	6.2828	3.0905	7.1636	2.7673	-1.8506	<0.10	S
Recording	4.0276	2.0308	4.4000	2.2657	-1.1212	>0.05	NS

From the above table, it is clearly indicated that,

1. Kannada and English medium school students differs significantly with respect to their academic achievement ($t=-3.2795$, <0.05 , S) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Kannada and English medium school students have different achievement scores.
2. Kannada and English medium school students do not differs significantly with respect to total study habits scores ($t=-0.1724$, >0.05 , NS) and their dimensions like comprehension ($t=-1.2956$, >0.05 , NS), concentration ($t=1.4468$, >0.05 , NS) and recording ($t=-1.1212$, >0.05 , NS) at 5% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected in these



cases. But the Kannada and English medium school students differ significantly in dimensions like task orientation ($t=1.6757$, <0.10 , S) and recording ($t=-1.8506$, <0.10 , S) at 10% level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Kannada and English medium school students have different task orientation and recording dimensions scores and mean values are presented in the following diagram.

Hypothesis: There is no significant difference between male and female students with respect to their academic achievement, Study habits and their dimensions (comprehension, concentration, task orientation, Interaction, recording).

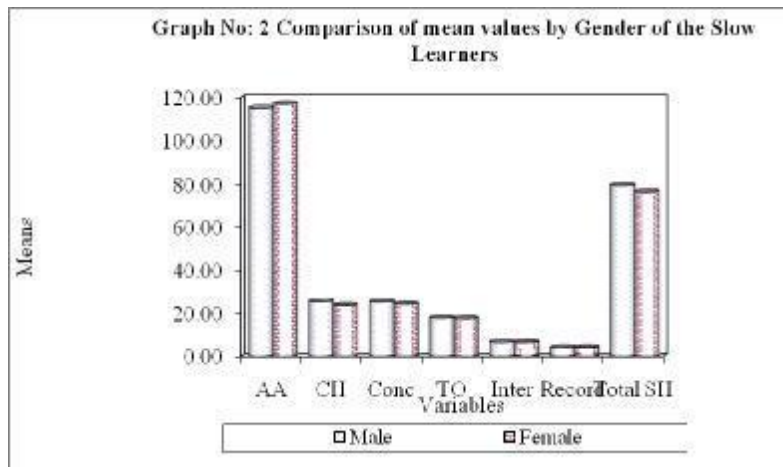
To achieve this hypothesis, the student's t-test was applied and results are presented in the following table:

Table-2 Results of Students t-test between Male and Female Students

Variables	Male		Female		t-value	p-value	Signi.
	Mean	Std.Dev.	Mean	Std.Dev.			
AAT	115.1122	15.217	117.0980	17.5293	-0.8540	>0.05	NS
Habits scores	79.2653	10.378	76.3725	12.3673	1.7880	<0.10	S
Dimensions							
Comprehension	25.4490	8.288	23.7059	7.6217	1.5490	>0.05	NS
Concentration	25.3367	6.020	24.3235	6.4856	1.1440	>0.05	NS
Task orientation	17.8571	4.488	17.6569	4.1756	0.3270	>0.05	NS
Interaction	6.5102	3.020	6.5392	3.0432	-0.0680	>0.05	NS
Recording	4.1122	2.015	4.1471	2.1864	-0.1170	>0.05	NS

From the above table, it is clearly indicated that,

1. Male and female students do not differ significantly with respect to their academic achievement ($t=-0.8540$, >0.05 , NS) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, male and female students have same academic achievement scores.
2. Male and female students do not differ significantly with respect to all dimensions of study habits dimensions like comprehension ($t=1.5490$, >0.05 , NS), concentration ($t=1.1440$, >0.05 , NS), task orientation ($t=0.3270$, >0.05 , NS), Interaction ($t=-0.0680$, >0.05 , NS) and recording ($t=-0.1170$, >0.05 , NS) at 5% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected in these cases. But the Male and female students differ statistically in total study habits score ($t=1.7880$, <0.10 , S) at 10% level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, male and female students have different academic achievement scores and mean values are presented in the following diagram.



Educational Implications:

1. The knowledge of study habits of slow Learners help the Teachers to guide them for effective learning
2. The information about the effect of variables on the study habits of slow learners helps the teachers in guiding parents.
3. As the medium of Instruction influences the study habits, the teacher should give importance to the students of both the medium.
4. A knowledge of study habits may be used for diagnostic purpose in guidance and counselling to help the students in regards to their education.
5. It may help the teacher to adopt effective method of teaching.

Conclusion:

The enthusiasm and love of learning must be communicated to the slow learners. The self-image of the slow learner must be changed so that it is made to feel him that he is capable of learning. More importantly, he feels an infinitely greater desire to learn because he has probably failed so often in the past. He now needs to experience academic success and to achieve this they must have good study habits.

We as teachers should motivate and help them to develop good study habits which in turn brings success to the slow learner so that they can also lead a successful life and make contributions to the society in turn to the nation.

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YOGIC PRACTICES FOR IMPROVING CONCENTRATION AMONG SLOW LEARNERS

Dr.V. Suseela, Assistant Professor in Yoga, Department of Education, Annamalai University

Introduction

Learning is the process of acquisition of knowledge. The right knowledge can only be obtained through concentrated and mindful learning. Generally we hear the students saying: Lack of concentration is one of the most frequent complaints heard on students. Concentrated learning involves tuning mind to the new requirement in a natural manner. Meditation is generally an internal, personal practice and done without any external involvement, except perhaps prayer beads to count prayers. There are dozens or more specific styles of yoga practice. In yoga practices the regulation of attention whether through concentration or mindfulness, is the central commonality or invariant ingredient in every meditation system. In popular usage, the word "meditation" and the phrase "Yogic practice" are often used imprecisely to designate broadly similar practices, or sets of practices, that are found across many cultures and traditions. Yogic practices viz., meditation helps concentration and to help better learning. A "slow learner" is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. Yoga will help to improve concentration and focus by calming the mind and getting rid of distracting thoughts.

Concentration

Concentration is centering the mind on one single thought. A student concentrates on the material he is required to study; a teacher concentrate on the learning of subject he has to teach; a principal has to concentrate on finding the solution of the problems his institution is facing; a house wife requires to concentrate on cooking. Everybody possesses some ability to concentrate. Everybody does concentrate to a certain extent when he reads a book, when he writes a letter, when he plays tennis, and in fact, when he does any kind of work. Concentration is thus a great necessity for all aspirants.

Slow learners

A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate. That means that most students have an IQ of 85 to 115. Reasoning skills are typically delayed, which makes new concepts difficult to learn. Concentration strategies require practice. You probably will begin to notice some change within a few days. After practicing yoga it will be noticed that considerable improvement within four to six weeks of training your mind with some of the skills that follow.

Most frequently displayed symptoms:

- short attention span
- poor memory
- difficulty following directions
- inability to discriminate between/among letters, numerals, or sounds
- poor reading and/or writing ability

- eye-hand coordination problems; poorly coordinated
- difficulties with sequencing

A Slow Learner may be called dull normal, low normal or borderline retarded. But we prefer the term Slow Learner. About 1 out of 5 children are Slow Learners. They often are delayed in walking or talking. Most Slow Learners are born with the problem. Severe head injuries, meningitis can cause a child to become a Slow Learner. Unfortunately these children are often "overlooked" since they do not have a Learning Disability and are not Mentally Retarded. Being a slow Learner is a lifelong problem. A Slow Learner is a child whose IQ is low enough to cause considerable difficulty in keeping up in the classroom. An average IQ is 100. Slow learners score between 70 and 90 on IQ tests. Less than 70 are considered Mentally Retarded. Slow Learners are not Mentally Retarded. For example, if a child's IQ is 100 but their reading level (on an individual achievement test) is 80, then they have a Reading Learning Disability. They are reading 20 points below their IQ and they qualify for Resource help. But a Slow Learner may have an IQ of 80 and read at a level of 80. The child has a reading problem but they do not have a Learning Disability. They are working to the best of their ability. A Slow Learner, unfortunately, does not qualify for help under current law. However, The Rehabilitation Act of 1993 Section 504 may help some Slow Learners to receive resource help from the school. IQ tests are not the only reason to diagnose a child as a Slow Learner. Their achievement scores, grades, teacher ratings, psychologist's report, and doctor's exam are just as important. Most Slow Learners grow up to work in skilled or semiskilled jobs such as construction or office work. Unfortunately, because school is so hard for them, many of these children drop out of high school.

Slow Learners may have problems not only with math and reading but also with coordination such as penmanship, sports, or dressing. Often they are quiet and shy, and they have trouble making friends. They may have a poor self confidence. They have trouble with abstract thinking such as in social studies or doing math word problems. They often have a short attention span. All of these problems cause them to have a poor self esteem. Social skills. Most slow learners enjoy making friends but have difficulty in maintaining social interaction and lack social skills. Most slow learners face difficulties because of their lower IQ levels, because of which they are not able to understand the rules of social engagement. This immaturity may be due not only to lesser mental ability but also because of lack of experience, poor health or poor speech habits that further retard growth. These children like talking to people; but are not able to take the initiative - their low self-esteem makes them shy. Yogic practices can help to achieve better focus

Yogic Practices For Enhance Concentration and attention

Practicing yoga quiets your mind and keeps distracting thoughts at bay. Patanjali, the sage the father of yoga who compiled Yoga Sutras said, 'yoga chitta vritti nirodha', which means yoga reduces the fluctuations of your mind. It flushes out the emotional clutter in your head and helps you concentrate better. The ability to focus mindfulness on the learning experience is an aspect of mindfulness, which can be improved by meditation. Silent meditation is something of a mental balancing act. In 2011, researchers from the University of Wisconsin demonstrated that daily meditation-like thought could shift frontal brain activity toward a pattern that is associated with what cognitive scientists call positive, approach-oriented emotional states - states that make us more likely to engage the world rather than to withdraw from it. It is easy to concentrate the mind on external objects. The mind has a natural tendency to go

outwards. Ekapada asana improves balance and stability in your legs. It builds self-confidence and esteem and helps you deal with life's issues in a composed manner. It increases your stamina and stretches the entire body. It calms your nervous system and treats numbness.

Yoga Module for improving Concentration among Slow Learners

Sl. No.	Name of the Practices	Duration	Sl. No.	Name of the Practices	Duration
1.	Preparatory Practices Hands In and Out Breathing Hand Stretch Breathing Ankle Stretch Breathing	05 minutes	6.	Asana – Prone type Makrasana Bhujangasana Shalabasana	05 minutes
2.	Loosening Practices Forward and Backward Bending Sideward Bending Alternate toes touching Spine Twisting	05 minutes	7.	Asana – Supine type Uttanapada asana Sarvangasana Matsyasana Savasana	10 minutes
3.	Modified Suryanamaskar	05 minutes	8.	Pranayama Sectional Breathing Nadi sudhi Brahmari Lion breathing Tiger breathing	15 minutes
4.	Asana – Standing type Tadasana Trikonasana Ekapada asana	05 minutes	9.	Trataka Practices Jathru and Jothi trataka Meditation	10 minutes
5.	Asana – Sitting type Padmasana Vajarasana	05 minutes	10.	Relaxation technique Quick Relaxation Technique	05 minutes

In the beginning stage of practice, one can concentrate on a black dot on the wall, a candle flame, a bright star, the moon, or any other object that is pleasing to the mind. The mind should be trained to concentrate on gross objects in the beginning; and later on, one can successfully concentrate on subtle objects and abstract ideas. But yoga goes beyond improving emotion regulation. Yoga can also help with that plague of modern existence: multitasking. Our attention is not infinite. Multitasking is a persistent myth. What we really do is shift our attention rapidly from task to task. Two bad things happen as a result. We don't devote as much attention to any one thing, and we sacrifice the quality of our attention. When we are mindful, some of that attention flightiness disappears as if of its own accord.

Benefits of yogic practices

1. Surya Namaskar poses with coordinated breathing is to increase physical flexibility
2. Yoga poses that improve concentration which enhance flow of blood to the brain and stimulate the brain cells: Inverted poses such as Sarvangasana- shoulder stand, Matsyasana- fish pose, alternating with standing poses like Trikonasana- triangle pose, etc. help in better flow of blood to the head. When done alternately with standing poses the changes in the blood flow help stimulate the brain

cells by releasing the blockages in the Nadis to enable free flow of Prana. Back bending poses: Yoga poses like Bhujangasana-cobra pose, Shalabasana- locust posture are help to enhance their levels of self confidence and also body posture.

3. Pranayama Practices are extremely helpful quick tools for quicker results. For this reason a number of different breathing practices in the name of animals - lion breathing, tiger breathing help make it interesting for them to do. This is more so when they are upset or wish to sit for their studies or just before bedtime.
4. It is tough to teach these kids trataka - eye exercises with meditation, even though it is the most crucial aspect of Yoga for better brain functioning. For this reason incantation of Aaah, Uuuh, Mmm, and Om besides loud chanting of longer mantras help bestow the same effect in these kids.

Conclusion

Concentration is essential for better learning. These are purely the mental process. One needs to control one's mind on to an object or reality. It is not a muscular exercise. There should be no undue strain on the brain concentration can be done only if one is free from all distractions. Yogic practices are the best method to help to enhance concentration especially for slow learners and help to improve concentration and better learning. This paper explains on how yogic practices will improve concentration for effective learning among slow learners.

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TEACHING STRATEGIES, METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG THE SLOW LEARNERS.

Alice Abraham Chacko, Research Scholar, Annamalai University

Dr.R. Babu, Dean, Faculty of Education, Professor. Department of Education, Annamalai University

Introduction:

Teachers and parents play pivotal roles in a slow learner's life. Their support and motivation go a long way to help such children overcome their hurdles. This duly signifies that teachers and parents have added responsibility from schools and society toward them.

Creating a healthy and conducive environment for a slow learner is of utmost importance to improve their pace. Often teachers who have a slow learner in their class face grave problems: keeping up with the term syllabus, fear of losing empathy toward such students, and many others.

Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: 1) a class composed mostly of average students, in which case up to 20% may be slow learners, or 2) a class specially designed for slow learners.

Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

Slow Learners:

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. If your homeschooled student has not taken an IQ test or an assessment exam, you may be wondering what the common signs are in identifying a slow learner. If you're wondering whether or not you are homeschooling a slow learner the list below highlights characteristics that some researchers have found to be shared by many struggling learners.

Classification

1. Students, whose capacity for education or training is limited by low intelligence; cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/55

and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. These may be subdivided into two groups. (i) The Educable Mentally Retarded (I.Q. range 50 to 70) (ii) The Dull Normal (I.Q. range 70 to 85)

2. Trainable Mentally Retarded: Students whose I.Q. range is between 35/40 and 50 and are usually termed as the Trainable Mentally Retarded. Provision for education of such students may be made outside the normal school system.

Characteristics

1. In physical appearance they are no different from normal students and therefore likely to get admission into schools for normal students where the curriculum is drawn up to meet the needs of average students. So they find it extremely difficult to cope with the education imparted in these schools, unless special provision is made for them and the curriculum is oriented towards practical and real life activities.
2. They are capable of being educated in ordinary schools and even achieving a moderate degree of success, if they are allowed to proceed at a slower pace and the syllabus is adapted to suit their abilities.
3. They will not be able to keep pace with the average students and never be able to learn all the things we expect normal students to master by the time they leave school.
4. They will not be able to go for higher studies despite all the guidance and educational facilities made available to them.
5. They have poor memory. Their attention span is short and they cannot concentrate on one topic for long time.

Sullivan has summarized the characteristics of slow learners as follows:

1. Short attention and concentration span is less
2. Slow reaction time.
3. Limited powers of self-direction.
4. Limited ability to work with abstractions and to generalize.
5. Slowness to form association between words and phrases.
6. Failure to recognize familiar elements in new information.
7. Habits of learning very slowly and forgetting very quickly.
8. Very local point of view.
9. Inability to set up and realize standard or workmanship.
10. Lack of originality and creativeness.
11. Inability to analyze, to do problem solving or think critically.
12. Lack of power to use the higher mental processes

Identification of slow learner in the class

Early diagnosis of slow learner student is very necessary between the ages of 2 to 6 years. Teachers or parents can identify that the student is a 'slow learner' with a careful observation. They could easily identify some of the signs of a 'slow learner' as follows:

1. Speech defect
2. Language development problem (broken sentences)
3. Assessments the level of vocabulary (vocabulary limited)
4. Verbal abilities
5. Short sentences, grammatically incorrect
6. Student Behaviour
7. Spelling Mistake
8. Interaction with other students
9. Class room Discussion
10. Reading problem
11. Interest
12. Slow response/decision making.

If it is identified that a student is 'slow learner', proper evaluation should be done to identify the weakness of the student and relevant strategies must be implemented to overcome it.

Strategies to be adopted in schools:

Be a friend to the Slow Learner

Teacher should spend more time in interacting with them friendly with more patience. Unknowingly when the friendship is built with that student, then the student starts respecting the teacher. The learner will also feel grateful to the teacher because the student recognises that the teacher is taking more individual care in his studies and whatever the teacher says, the student obeys it. The mystery of all success is mutual understanding, team work, collective effort and friendship.

Alternate Teaching

Alternate teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

Suitable Curriculum Suitably tailored lesson plan by the teacher and careful monitoring by the school administration will help slow learners have a better grasp of all lessons in schools. The panel must keep the slow learners also in mind and must frame the syllabus. The lessons thus framed must be beneficial to the slow learners in their day to day life and must improve their knowledge to a vast extent.

Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner.

Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Develop Lessons that Incorporate Students' Interests, Needs, and Experiences

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

Frequently Vary Your Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

Develop Your Own Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

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Peer tutoring can be an effective ally to your teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

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For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

When Testing Provide Study Aids

Study aids are advance organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

Conduct Group Discussions Students learn a lot from the peer group. Unconscious learning does not take place if students are segregated. Keeping the slow learners in the peer group of bright students and paying individual attention to them by the teacher will enable them to overcome their difficulties. Student is central in the learning process. The learning experiences should be activity-oriented and the teaching should motivate and create interest in the student to be a self learner. When group discussions are conducted in the classroom giving a topic to the students, the slow learners are benefited much.

Don't forget to teach the Basics While no single technique or set of techniques are sufficient teaching the slow learner; the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner. Teachers often feel that what has not been learnt at the primary level cannot be taught simultaneously with the prescribed topics at the secondary level as they are busy completing the syllabus. Experience shows that once the basics are taught, the learning process is accelerated and the slow learners comprehend and grasp the given topics of the class, since they have already attained the mental age.

Don't separate The new words used in questions could confuse students and elicit wrong answers from them. Students should be exposed to a variety of questions with antonyms and synonyms - all the words used to frame a question to test the topic taught. Merely tagging the slow learners with bright students or segregating them into separate sections will not help the slow learners. Slow learners harbour themselves unobtrusively in the group of bright students.

Treat with Empathy

Learning is more encompassing; it includes not only factual content but the pupil's positive feelings about what is learned. It seems, moreover, that the affective element, such as the learner's delight with what he is doing; actually establish the basis for meaningful and autonomous learning. The emotional impact of teachers' behaviour can influence learning because it helps to instill in students a love for the subject they teach.

Useful Tips to teach slow learners

- Be patient with slow learners
- Engage fellow classmates in your efforts
- Provide minimum homework

- Let a buddy teach
- Encourage and teach the right things
- Give them special takeaways
- Praise and raise them
- Encourage constant Parent-Teacher Association
- Do not reprimand in front of the class. You may do that in private.
- Do not emphasize on writing, concentrate on reading. Oral education is more beneficial for them.
- Do not let them quit trying. Encourage them to continue their hard work to complete their tasks even if it means postponing it.
- Do not be overprotective. Let their slow learning not become their introduction.

We all need to remember while teaching slow learners that it is okay to let them learn things slowly than not learn at all. Remember, no student should be left behind.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. By expanding the teaching styles, instructors can support opportunities for students with different learning styles to increase their learning (Friedman & Alley, 1984). By following the above mentioned methods, any teacher, facilitator, instructor, mentor, lecturer etc., who are teaching for slow learners not-only improve the learning capability of the slow learners but-also can make them successful students in academics on-par with other students of their age.

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TEACHING STRATEGIES FOR SLOW LEARNERS

Mr. E. Anbarasan, Ph.D., Research Scholar, Department Of Education, Annamalai University
Dr. R. Gnanadevan, Professor, Department Of Education, Annamalai University

Introduction

The school will be a vital role on society because the schools are miniature of society. Because different kinds of students are coming different families and difficult situation. The classroom will socialized one to other students, communicating others and making friends. But some of the students are different they have some problem in their school activities and personal life's. Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, and corrective instruction or modified materials all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: 1) a class composed mostly of average students, in which case up to 20% may be slow learners, or 2) a class specially designed for slow learners. Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

Meaning Of Slow Learners

It is a known fact that all children experience school-related problems at one time or another during their school years. A teacher on any working day may have to deal with problems ranging from aggressive behavior to disinterest in the learning task. The cause of such difficulties may vary from an unknown conflict at home to simple headache. Such situations may result in poor academic performance and aggressive behavior temporarily. Effective teachers tackle such problems easily. There is, however, another group of children who display prolonged learning difficulties. These are the children whose scholastic performance is below the average expected of their age-group. Most teachers who deal with average and below-average pupils meet children who do not seem to profit from the usual educational methods and content provided. The term 'backward' or 'slow learner' is reserved for these children who are not coping with the work normally expected of their age group (Bun, 1937) or whose scholastic performance is below the average expected of their age group (Kirman, 1975).

For Kirk (1962), rate of learning is the basis of identifying a child as slow learner, average or gifted. For Kirk, the slow-learning child is not considered mentally retarded because he is capable of achieving a moderate degree of academic success even though at a slower rate than the average child. He

is educated in the regular classes without special provisions except an adaptation of the regular class programme to fit his slower learning ability. At the adult level, he is usually self-supporting, independent and socially adjusted.

There are some children who have borderline retardation and some who have mild retardation. Individuals with borderline mental retardation blend with the normal population, and with proper training can achieve social and vocational adequacy. This group and those mild mental retardates who remain undetected in a class are often called 'slow learners.' The child we call a slow learner is one who is not necessarily retarded or in need of special education but is likely to need some extra time and help in a regular classroom. He is capable of learning just about anything that the average child is capable of; it just takes him longer. In other words, a slow learner is one who learns or is learning at a slower than average rate.

Some Teaching Strategies Methods

a. Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

b. Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

c. Provide Peer Tutors for Students needing Remediation

Peer tutoring can be an effective ally to your teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

d. Frequently Vary Your Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

e. Incorporate Individualized Learning Materials

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

f. Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

g. Develop Your Own Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

h. Teach Learning Skills

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

i. Encourage Oral Expression Instead of Written Reports

For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high studies beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. By expanding the teaching styles, instructors can support opportunities for students with different learning styles to increase their learning. A competent teacher should be alert to general characteristics of the

associated class room behavior related to learner difficulties of a child. The slow learner needs more time to acquire the skill than his average peer. The slow learner will rely on concrete learning rather than abstract learning. This calls for early identification, diagnosis of their learning difficulties and proper instructional precisions for them. Slow learners are usually benefitted from carefully guided instruction. Day-to-day observation of classroom behavior of children by the teacher. Slow learners work best with a carefully designed, step by step technique, and additional time and help. Considerable repetition is usually necessary and the material should be adapted appropriately for the slow learner. Positive reinforcement technique should be used as much as possible. So the teacher to identify the slow teaching students they give what they want and suitable teaching methods.

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TEACHING STRATEGIES, METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG THE SLOW LEARNERS.

Mrs R. Anitha - Ph.D - Research Scholar, Department of Education, Annamalai University

Dr. N. Amutha Sree - Assistant Professor - Department of Education, Annamalai University

Introduction:

Recognizing individual differences of the learners is a basic concept when teachers prepare to teach... It is a fundamental assumption of strategic teaching and learning that what we choose to teach in the classroom should be an interaction of what we know about the variables of instruction, learning, achievement, and contextual factors.

Slow learners are those children who are low in achieving academic skills and often ignored by others as dull, lazy or inept as a part of the school setting. Slow learners not only lag behind other students in academics but in areas of social, emotional and psychological well-being.

It has been estimated that 5 to 15 percent of school going children suffer from scholastic backwardness. The early identification of students who are at risk for educational failure is an important process that deserves much attention and research. Some students are identified as having special needs when they are at infancy stage but the majority of children are not identified until they enter the school system.

Slow learners are those students who are very poor in meeting minimum academic requirements in comparison with normal students. Slow learners have numerous problems. Their low academic functioning has consequences to themselves, the school and the society as a whole.

Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Instructional Strategies for Slow Learners

While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

Develop Lessons that Incorporate Students' Interests, Needs, and Experiences

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

Frequently Vary Your Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways.

This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

Incorporate Individualized Learning Materials Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective. **Incorporate Audio and Visual Materials.**

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Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

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Study aids are advances organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important.

The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

Teach Learning Skills

Learning skills can be increased by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content we are presenting. This contact can be attained most easily when we vary our instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

Brain Training for Slow Learners

Children who are slow learners are often written-off as lazy or dim-witted by many. However, it's important to understand their special needs and help them overcome their learning disability. After all, learning difficulties not only interfere with their education and personal life but is likely to trigger feelings of doubt and low self-worth too. Therefore, it becomes imperative for parents and teachers to help these children. One solution for this condition is to opt for brain training. It refers to teaching programs that are based on scientific reading and learning principles that have been researched and developed by a multi-disciplinary team of professionals. The aim of such programs is to address the root causes of learning difficulties, and not just the symptoms. Additionally, they seek to develop speedily and significantly those underlying mental skills that are responsible for effective learning.

5 Teaching Strategies to meet the needs of Slow Learners

1. Keep parents informed & Involved
2. Get help from other teachers.
3. Find ways to Maintain Patience & Understanding.
4. Say True to your Rules & Expectations.
5. Facilitate & Celebrate Success.

Mnemonics - Memory Improvement Program:

One of the main problems faced by the learner is not what is going to be learnt but how it is going to be learnt. Children and adults may acquire the necessary skills based on their experiences to learn information, but there is little emphasis on teaching them general learning strategies, which once learned might be transferred to the gamut of subjects.

It is the intention of mnemonics and other memory techniques to assist the learner in remembering. Most memory strategies are commonly known as "mnemonics". One way that can enhance storage is by encouraging students to use memory techniques that will aid them in committing words to memory.

Although there is a great deal of resistance in many countries towards introducing mnemonic techniques in the classroom, most students seem to use these techniques and find them very helpful.

Teaching with sense of humour - "Humour an Effective medium of teaching:

Everyone loves a teacher with an infectious sense of humor. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student.

Humor strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humor is the most effective tool for enhancing recall of advertisements.

Conclusion:

Slow Learners will exist in almost every class, yet at present a systematic way of identifying and dealing with them does not exist. I am sure that individual teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners.

Activity Based Method of Teaching creates a lot of interest and enthusiasm in slow learners. Under the traditional Methods, the interactive activities are at the very minimum. All the four skills are inculcated equally to children in the activity based curriculum. Speaking Skill gets a prominent place. Very good results can be got only if the teacher is active, regular, punctual and an all rounder in all the curricular activities. Problem solving activities may be used in the class to lure the attention of the pupils. Use of more imperative sentences by the teacher helps them improve their speaking skill. Activities replenished with new vocabulary and new content creates interest in learners. The syllabus and textbooks may be old but the content and vocabulary used in activities must be from things and events happened recently.

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EDUCATION STRATEGIES OF SLOW LEARNER

Dr. M. Arumugam, Assistant professor of History, Government college of Education, Vellore-6032006

Introduction

Slow learners are those pupils who have limited ability due to different reason in the education process. Slow learner is advance word for "backward" or "mentally retarded" and "Educationally subnormal" There are different reasons for slow learning, some time it is due to their mental ability, some time it due to their background, illiterate parents, culture problems, avoiding by the parents in early child hood, between ages 2 to 6 years. Some time it due to mental illness. These are different causes of the slow learner. "Slow learners are children who are doing poorly in school, yet are not eligible for special education; their intelligence test scores are too high for consideration as a child with mental retardation"

To Identify the Causes of Slow Learning

Showing the sign of slow learner does not mean that the child is slow learner, there are other factors that could cause the process of slow learning;

Emotional growth

Feelings about one self and the developing of these feeling positive or negative is called emotional growth, Emotional and social development are often link together because they are relevant. In the initial stages child learn the Feelings of trust, fear, and love later on as he grow he develop the feeling of friendship, pride, and relationship which also guide toward social-emotional development of the child.. if the child is ignore in this stage and proper care is not provided to them, they build negative emotion and they ovoid trust initially parents and later on other people, they isolated them self from the outer world. Furthermore, a neglected child, feel himself rejected, and unsecured, it affect the developing skills of the child to socialize with others children.

Environment

Children react to their environment in early stages and he learns from the environment in which they grow. Create a safe environment for them and reduce the stress on your child and remove the things, which are physical threats to the children, e.g.: abusive behaviour and unsafe toys etc

With whom the child is spending his time, what is their intellectual level. And how they treat the child, when children have a secure Environment, it flourishes their abilities in positive direction. Studies show those children who have better environment show better confidence in life and in education

Growth and opportunities of Learning

Opportunities of learning is very necessary for the development of children cognitive abilities, Parents should provide rich learning environment to their children and open new windows of learning opportunities for them. They need simple playable activities and games to develop their brains, Show them new things and arrange new activities for them to enhance their thinking skill.

Absenteeism

Absenteeism from the school is another factor which can effect the ability of learning of a child, when a child is often absent from the class, he could catch with other student in school, he need extra

home work with the help of parents to cover his short coming other wise he lose his self confidence in class, due to which he isolate himself from his class fellows and he became a slow learner.

Defective Vision

Defective vision is another possible cause of slow learning, it affect child's growth and development and the ability to function in society. It also lead to effect self-esteem and confidence of the child which could lead to depression if not treated in early stages and child left behind in the class.

Resource Problem

Without proper Resources parent could not afford to provide better opportunities of learning to their children due to which the child lose his self-esteem. Availabilities of good books and other learning material which is necessary for the learning process of the child.

Illiterate Parents

Another problem in some cases are illiterate parent, those parents who are mentally backward and also have no education, effect the education of the child. Initial six years are very important and crucial period of child life, in this stage development of brain take place. Careful treatment is required to develop his skills, which help him in the later age in school and college

Untrained Teacher

Untrained teacher is another reason, without proper training a teacher could not understand the psychology of the child and his problems, what the possibilities are and why the child is not learning. A train teacher could understand the problem and eradicate it.

Class Size

Overcrowded class is another problem which affects the learning process and lead to the product of slow learner. Slandered class size should from twenty to thirty students per class, but student exceed in the class teacher could not give attention to every student and nor he could evaluate every student due to that reason some student left behind.

Busy parent or no time for children

When parents have no time for their children and they are busy in their job it also leads a child to loneliness and isolated. He could not share his problems with his parents. The problem is much severed in case children age three to six years, because in this age they need full attention of the parents. It is the age of their development. They learn many things from parents.

Violence in School

Violence in schools is another factor which causes slow learning in students. Violence affect the learning abilities of the students, Exposure to violence is psychologically toxic. This exposure may lead to emotional problems and aggression, it also effect cognitive, psychological and learning process

Family Size

Family size also play a major role in the development of the child, in a small family a child will get attention of the parents and enough resources will be available to him. In case of large family size, children face many problems which effect their abilities e.g. emotional problem, resource problem etc.

Health Problem

Poor Health is also a hurdle in the growth and development of a child, which lead to the process of slow learning.

Deprived Culture

Evidence show that deprived cultured and Background may cause the process of slow learning

Inadequate Teaching Staff

Lack of teachers in school is also a cause of slow learning, due to shortage of teacher in schools, the student left behind from other students in competition

Poor Leadership

Poor Leadership on behalf of teacher and head teacher as well as on the part of parents

Teaching Method

Teaching method is the most important factor in slow learning; a train teacher can understand the problem of the student and remove that problem by a better teaching style, which suite to the student need and mind. A good teacher will always use different methods in class so every student understand and learn. On the other hand those teachers who use one method of teaching create slow learner in the class because every student learn in different style and method.

Course

Students are subjected to inappropriate textbooks, and teaching material. Course should be design with easy to difficult approach so students understand what teachers are teaching them. Inappropriate course material would increase the number of slow learner in the class

Transfer of Teachers

Frequent transfer of teachers leaves no room for the development of mutual understanding and respect for each other. The moment they start to understand each other, the teacher is transferred. Once this process is repeated a few times with a student, the student closes himself to teachers in future.

Fear Complex

To camouflage their inability teachers grow a fence of fear around them selves. They resort to indiscriminate punishments resultantly some of the students run away from schools and the rest become docile with no interest in education but to spend time aimlessly.

Psychological Problems

Students due to high expectations of their families and absence of guidance for both the parents and students experience a lot of psychological stress, which has a retarding effect on their educational development

Medium of Instruction

Medium of instruction is also a big problem for some students. Therefore it is necessary to use mother tongue for the education so student understand it and they do not lose their precious time on language learning.

Communication Problem

Communication gaps between students, teachers and parents. Due to this gap neither the teachers nor the parents come to understand the students, resultantly they enforce upon them their wishes. This enforcement develops a rebellious or a docile nature in the students, which retard the positive abilities.

Deprived cultured

Evidence show that deprived cultured background may also cause the problem

Illness that cause slow learning

- Alexia
- Dyslexia
- Strephosymbolia
- Other Inherited parents

1. Alexia

Definition: "A language impairment caused by injury to the areas of the brain that process visual language. In its capture "form, the injury prevents people from being able to read, but not from being able to write.

Also Known As: word blindness, pure word blindness, Text blindness or visual aphasia."

2. Dyslexia

"Dyslexia is a specific learning difficulty that mainly affects reading and spelling. Dyslexia is characterized by difficulties in processing word-sounds and by weaknesses in short-term verbal memory. The effects may be seen in spoken language and written language, Dyslexia tends to run in families

Using structured and multi sensory methods to improve the literacy skills of E.S.N Students in early ages.

Identification of slow learner in the class

- Early diagnosis of slow learner child is very necessary between the ages of 2 to 6 years. How teacher or parents could identify, that the child is slow learner, with a careful observation they could easily identified signs of slow learner,
- Speech defect
- Language development problem (broken sentences)
- Assessments the level of vocabulary (vocabulary limited)
- verbal abilities
- Short sentences, grammatically incorrect
- Child Behavior
- Spelling Mistake
- Interaction with other children

- Class room Discussion
- Reading problem
- Interest
- Slow response / decision making

If it is identified that a child is slow learner, proper evaluation should be done to identify the weakness of the child, the following method can utilized for the evaluation purpose.

Evaluation

- Intelligence test
- Individuals intelligence test
- The Stanford-binet scale of intelligence test
- Group test
- Attainment test
- Vocabulary test
- Test of Visual perception
- Spelling test
- Personality test
- Children Behavior questionnaire
- Diagnostic test in reading and arithmetic
- Assessments of level of vocabulary, verbal abilities
- Attitude and interest

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ENHANCING LEARNING THROUGH TEACHING STRATEGIES , METHODS AND TECHNIQUES AMONG THE SLOW LEARNERS

Dr. V. Balakirshnan, M.Sc., M.phil., M.Ed., Ph.D. Dean of Faculty, Professor and Head Department of Curriculum Planning and Evaluation Tamilnadu Teachers Education University
A.Mehatab Jazhira Ph.D Scholar, Department of Curriculum Planning and Evaluation Tamil Nadu Teachers Education University

Introduction

Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur.

A very big problem that every school faces is the difficulty to deal with the slow learners. It is a challenging task for the teachers to tackle slow learners and to make them learn the academic subjects. Handling them in homework and class work, making them understand the topic, dealing with them patiently, understanding their psychology etc., are the areas concerned with the slow learners. Some of the teachers try to get the result by hook or crook through putting negative enforcement by punishing them. It is estimated that due to that problem many slow learners or dropout students are being termed as weak students and pushed out of the school. But this is not the solution. The result of the action of the throwing the student out of the school paves the way to create a dark spot in the life of the victim student. If the teachers find time to think about those students, definitely the solution comes in to their hand. There are incidents and evidences in history that many slow learners became scientists, doctors, engineers, professors and writers in their life.

Teachers and parents play vital roles in a slow learner's life. Theirs support and motivation go a long way to help such children to overcome their hurdles. This duly signifies that teachers and parents have added responsibility from school and society toward them.

Teaching Strategies to teach slow learners

Be patient with slow learners

The foremost aspects of teaching slow learners are the educator should be patient and consistent throughout the entire process. The core problem of slow learner's education in their weak cognitive skills coupled with the slow speed learning. A teacher has to be understanding and patient towards their ability to get distracted easily and having low attention span, Moreover; teachers must find creative ways to cope with the situation so that the entire class is not affected. One of them is a patient repetition. Try repeating every basic instruction, keyword and concept again and again without being boring. Do not over speak, but over teach

Engaging fellow class mates in teaching strategies

Teach the other students to empathize with the special students. Specially ask them not to bully or tease slow learners. Inform them about their condition and how they could make improvement in learning. Ensure you have these timely sessions in the slow learners absence.

Provide minimum homework

We all agree that homework although with its benefits is more of a burden for a child and her parent. Slow learners, in particular, find it difficult to be attentive throughout the school day, let alone coming home and completing homework assignments. For such children, quality matters over quantity. Having minimum homework would help them understand learning and reduce their anxiety. This, in turn, would maintain their enthusiasm toward school. An educator can assign and alter homework personally and leave out small details that may be of little importance. For example, homework of writing an essay on an English chapter could be modified to reading the chapter twice, and telling the summary to the teacher would be a better idea.

Let a buddy teach

Peer tutoring works better for slow learners. When their teachers are of the same age, they get encouraged. Let them select 1 or 2 of his friends to form a study group. Assign the study group the task of reiterating the new teachings of the day and assisting with homework.

Encourage and Teach the right things

Invite them to come forward during art classes, school activities, or volunteering. Recognize and reward their participation. This would do wonders to their self-confidence. Teach special skills rather than unnecessary skills. This may include following the correct instruction words (count, color, circle, etc.) or listening and focusing on keywords. Remember the main goal is to make them self-sufficient.

Give them special takeaways

Hand out special hint sheets, mini dictionaries, or visually graphic information sheets. One good idea is to give lesson pamphlets for pinning them to their soft boards so that they are surrounded by constant reminders of lessons and activities.

Praise and raise them

Always praise every tiny effort of a slow learner in front of the class or in public. This would raise their self-esteem and confidence.

Methods and Techniques to Enhance Learning among the Slow Learners

Fixing the goal and Prescribing a Time table

The student should be persuaded to make a time table for the study purpose. Sometimes some students have no goal regarding study. The teacher should observe such students and must inspire them to fix the goal for the life and help him to make a time table for every day work so that the Student will be captured through the time table to do the things at the right time.

Giving Memory tips

More often the Student forgets whatever he learns. That's why he/she loses his confidence on him and differentiates between him and the good students. The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' and 'what to learn'.

Self reading method

Most of the slow learners are found to be very slow in reading. They neglect self reading. They may have the problem of understanding the language and thereby do not take interest to read. Reading is

one of the important skills. If the student is given some extra time for understanding the key words, then he or she will definitely improve.

Special guidance beyond school hour

The teachers should not hesitate to spend extra time after school hours with the students to clarify their doubts. The slow learners need special attention beyond school hours. If the teacher allot some extra time for the slow learners, then definitely they will improve.

Psychological Analysis and Problem solution

The more and more we think about the Student, the more we get the solution. Primarily

We have to search the problem area of the student. The problem of the student may be his family or friends or his personal condition. If we go on asking some personal questions like a relative, then we can understand the problems and difficulties of the slow learner. The parents and teachers can get solution for the problems being encountered by the slow learners.

Guidance from his /her level

Student has a level of his own. Level of understanding is different from one student to another. The slow learner more often can't understand the studies because he has not understood the previous formula or concept in the previous classes. How can he understand the concept of class IX if he has not understood the simple concept of class VII and VIII? That's why such students should be personally taught from his understanding level.

Reading Techniques

Teach the student specific reading techniques e.g. pre-reading routine, word attack technique, self-correcting skills and give very specific instructions to the slow learner without discouraging. The inferiority complex and the stage fear in the student must overcome by mere practice. Simple paragraphs must be given to him/her to read aloud standing on dais. A collar mike must be provided if possible so that it would be audible for all the students.

Audio-visual Aids

Using of audio-visual aids and other electronic gadgets may generate more interest in the student to learn. The classroom atmosphere will not be boring, the learning process will not be monotony and the teaching will not be mechanical. Now-a-days most of the schools are furnished with e-class rooms.

Analyses the students 'performance

Learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught repeatedly. Careful analysis of the students' performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic.

Conclusion

This objective of the paper is to create greater awareness and discussion about slow learners. Learners in this category will exist in almost every class. There is no doubt that the individual teachers have developed many effective techniques for supporting those learners who need additional help. It

would be more effective therefore if opportunities could be created for teachers to share and discuss their work with slow learners.

Learning is an essential but complicated process that we follow life -long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. By following the above mentioned teaching strategies, methods' and techniques any teacher, facilitator, instructor, mentor, lecturer, professor etc., who are teaching for slow learners not-only can improve the learning

Capability of the slow learners but-also can make them successful students in academics at-par with other students of their class/peer group.

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TEACHING STRATEGIES, METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG THE SLOW LEARNERS

Rev. Sr. J. Beula Fragrance, Principal, St. Anne's College of Education for Woman Periyakulam

Introduction

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. If your homeschooled student has not taken an IQ test or an assessment exam, you may be wondering what the common signs are in identifying a slow learner. If you're wondering whether or not you are homeschooling a slow learner the list below highlights characteristics that some researchers have found to be shared by many struggling learners. Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction or modified materials-all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: (1) a class composed mostly of average students, in which case up to 20% may be slow learners, or (2) a class specially designed for slow learners. Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive) and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing and mathematics), their difficulty in comprehending abstract ideas and most disconcerting, sometimes their unsystematic and careless work habits.

Classification

1. Students, whose capacity for education or training is limited by low intelligence, cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. These may be subdivided into two groups.

- (i) The Educable Mentally Retarded (I.Q. range 50 to 70)
- (ii) The Dull Normal (I.Q. range 70 to 85)

2. Trainable Mentally Retarded: Students whose I.Q. range is between 35/40 and 50 and are usually termed as the Trainable Mentally Retarded. Provision for education of such students may be made outside the normal school system.

Characteristics

- In physical appearance they are no different from normal students and therefore likely to get admission into schools for normal students where the curriculum is drawn up to meet the needs of average

students. So they find it extremely difficult to cope with the education imparted in these schools, unless special provision is made for them and the curriculum is oriented towards practical and real life activities.

- They are capable of being educated in ordinary schools and even achieving a moderate degree of success, if they are allowed to proceed at a slower pace and the syllabus is adapted to suit their abilities.
- They will not be able to keep pace with the average students and never be able to learn all the things we expect normal students to master by the time they leave school.
- They will not be able to go for higher studies despite all the guidance and educational facilities made available to them.
- They have poor memory. Their attention span is short and they cannot concentrate on one topic for long time.

identification of slow learners in the class

Early diagnosis of slow learner student is very necessary between the ages of 2 to 6 years. Teachers or parents can identify that the student is a 'slow learner' with a careful observation. They could easily identify some signs of the 'slow learner' as follows:

1. Speech defect
2. Language development problem (broken sentences)
3. Assessments the level of vocabulary (vocabulary limited)
4. Verbal abilities
5. Short sentences, grammatically incorrect
6. Student Behaviour
7. Spelling Mistake 8. Interaction with other students
9. Class room Discussion
10. Reading problem
11. Interest
12. Slow response/decision making If it is identified that a student is 'slow learner', proper evaluation should be done to identify the weakness of the student and relevant strategies must be implemented to overcome it.

Two Types Of Teaching To Aid A Slow

Learners A. Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words) and supplements it with additional learning resources and activities (learning centres and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by

using more flexible instructional presentations (films, pictures, illustrations) or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

B. Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Methods To Improve Learning Capability In Slow

Learners 1. Encourage even for a small achievement

The greatest factor for the success of the life of the student is the encouragement given to him or her. If we try to find out the factors resulting in slow learning, we can concentrate in those areas of the weak student. If we try to applaud him with encouraging words and give confidence, he or she definitely comes out in flying colours. Once the student has grown his confidence means he will definitely improve. The most important cause of his weakness are inferiority complex and stage fear. Some of the teachers always give importance to the good students and neglect the weaker ones in the class. Encouragement can change the whole personality of a student.

2. Fixing the goal and prescribing a Time table

The student should be persuaded to make a time table for the study purpose. Sometimes some students have no goal regarding study. The teacher should observe such students and must inspire them to fix the goal for the life and help him to make a time table for every day work so that the student will be captured through the time table to do the things at the right time.

3. Giving Memory tips

More often the student forgets whatever he learns. That's why he loses his confidence on him and differentiates between him and the good students. The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' and 'what to learn'.

4. Giving importance in the class

It's always seen that the class room teaching goes on with the direction and understanding of the strong students. But if the average students do not understand what the teacher is teaching and are just running towards the completion of syllabus then the whole teaching is futile. Sometimes it is very urgent to go near the weak student and ask personally whether he has understood or not. Here the teacher's approach of enquiring should be very polite and sweet.

5. Self reading method

Most of the slow learners are found to be very slow in reading. They neglect self reading. They may have the problem of understanding the language and thereby do not take interest to read. Reading is one the important skill. If the student is given some extra time for understanding the key words, then he or she will definitely improve.

6. Questions for practice

Some questions can be given time to time to engage the learner in the habit of study. That is a practice which can enable the student to come across the learning point at a regular basis.

7. Special guidance beyond school hour

The teachers should not hesitate to spend extra time after school hours with the students to clarify their doubts. The slow learners need special attention beyond school hours. If the teacher allot some extra time for the slow learners, then definitely they will improve.

8. Seating arrangement

More often we see that the strong students in the class room don't wish to sit with the slow learners. The slow ones always sit with the slow ones. This is another cause for the less improvement of the slow learners. If the class teacher makes the seating arrangement in such a way that the strong ones sit with the slow learners and assist the slow learners whenever necessary-then the slow learners will improve in their studies in less span of time.

9. Train them in improving their LSRW Skills

Now-a-days English is being used as an official language and now it occupied the whole world and became a global language. So it is very important to know the English language. The slow learners must be created awareness regarding the importance of English in their day to day life and they must be taught how to gain proficiency in the four aspects such as Listening, Speaking, Reading and Writing which are the four pillars of any language especially for English language. By following the instructions of the teacher, the overall communication skill of the slow learner can be enhanced and enriched.

10. Trace out the physical and mental problems if any

The teacher should find out regarding the physical and mental problems of the slow learners. If the student is not writing anything from the black board, it may be due to his or her poor eye sight or due to lack of proper concentration. If the student is not obeying the words of the teacher, it may not be due to negligence; it may be due to some mental disability. Some students are severely affected by the physical problems which make them lazy to read and write. First the teachers at school and the parents at home must find out the problems and then treat them accordingly.

11. Create confidence level in their interest areas

The teacher should observe the student and must try to understand the interest areas of the student without asking directly. Some of the slow learners might be interested in extracurricular activities. If the student plays, act, does some work the teacher or parent should find out his interest and specialty because every student is special. The encouragement can be started from the student's interest areas. When the student builds his confidence in his interest area then we can expand and inspire the same confidence in other areas also.

12. Psychological Analysis and Problem solution

The more and more we think about the student, the more we get the solution. Primarily we have to search the problem area of the student. The problem of the student may be his family or friends or his personal condition. If we go on asking some personal questions like a relative, then we can understand the

problems and difficulties of the slow learner. The parents and teachers can get solution for the problems being encountered by the slow learners.

13. Guidance from his/her level

Student has a level of his own. Level of understanding is different from one student to another. The slow learner more often can't understand the studies because he has not understood the previous formula or concept in the previous classes. How can he understand the concept of class IX if he has not understood the simple concept of class VII and VIII? That's why such students should be personally taught from his understanding level.

14. Be a friend to the Slow Learner

Be a friend to the slow learner. Teacher should spend more time in interacting with them friendly with more patience. Unknowingly when the friendship is built with that student, then the student starts respecting the teacher. The learner will also feel grateful to the teacher because the student recognises that the teacher is taking more individual care in his studies and whatever the teacher says, the student obeys it. The mystery of all success is mutual understanding, team work, collective effort and friendship.

15. Alternatives to traditional home work tasks

Homework is an endless source of problems to the students and their parents. We must not forget that the slow learners has probably worked twice in the classroom as hard as every other student did to keep up remembering all the lessons that he or she learnt in the school or college and so probably do not need more couple of high stress hours when he or she reaches home. Modify tasks, or if this is too time-consuming, cut back the amount of homework that the student has to do. Minimise the written work in particular.

16. Intensive Sessions

Create an opportunity for intensive sessions with the student, using individual or small group sessions. Do not feel frustrated that teaching them is a burden. Recall that teaching profession is a Noble profession. Use interesting, challenging, self-correcting extension work for the rest of the class while you spend time over teaching.

17. Supply of necessary books

A good supply of reference books, news papers, magazines, story books, journals and supplementary readers that are appropriate in terms of interest level and competency level to the slow learners is essential. Many of the students may not afford to buy books. It would be better if books are provided from the school library or from any library.

18. Reading Techniques

Teach the student specific reading techniques e.g. pre-reading routine, word attack technique, self-correcting skills and give very specific instructions to the slow learner without discouraging. The inferiority complex and the stage fear in the student must overcome by mere practice. Simple paragraphs must be given to him/her to read aloud standing on dais. A collar mike must be provided if possible so that it would be audible for all the students.

19. Audio-visual Aids

Using of audio-visual aids and other electronic gadgets may generate more interest in the student to learn. The classroom atmosphere will not be boring, the learning process will not be monotony and the

teaching will not be mechanical. Now-a-days most of the schools are furnished with e-class rooms.

20. Interact with parents

Let the parents be intimated about the progress of their child. Arrange a parents-meet if possible and see if they have any extra information that will help you. Seek the assistance and involvement of parents in providing a quiet, well organized place--a homely school in which the student can work whole-heartedly and efficiently. Parent Associations and Parent committees assist for the smooth running of the school or college. Find plenty of positives to talk to them about the same time as the problems. Do not hesitate to give some reasonable suggestions to the parents.

21. Adjust your expectations

Slow learners will always be behind their chronological peers which don't mean that they can't be expected to improve. It just means that they will be slow. These students will certainly learn and flourish though at a slow pace. With the right help of the teacher, facilitator and mentor they will certainly attain chronologically appropriate academic levels in time.

22. Analyse the students' performance

Learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught repeatedly. Careful analysis of the students' performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic.

23. Conduct Group Discussions

Students learn a lot from the peer group. Unconscious learning does not take place if students are segregated. Keeping the slow learners in the peer group of bright students and paying individual attention to them by the teacher will enable them to overcome their difficulties. Student is central in the learning process. The learning experiences should be activity-oriented and the teaching should motivate and create interest in the student to learn on his own. When group discussions are conducted in the classroom giving a topic to the students, the slow learners are benefited much.

24. Suitable Curriculum

Suitably tailored lesson plan by the teacher and careful monitoring by the school administration will help slow learners have a better grasp of all lessons in schools. The panel must keep the slow learners also in mind and must frame the syllabus. The lessons thus framed must be beneficial to the slow learners in their day to day life and must improve their knowledge to a vast extent.

25. Create safe Environment

It is vitally important to make your classroom area safe and non-threatening environment for all the students in your class. Everybody needs to understand that you do not under any circumstances put people down and that you will not tolerate anybody else doing so. Encourage students to help each other with daily tasks but be prepared for a little more class noise. It will be worthy to see how nurturing and supportive even the most hard-boiled student can be. You can easily bring positive change in the attitude of a student not by punishing or scolding but through proper guidance and counselling.

26. Don't forget to teach the Basics

While no single technique or set of techniques are sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner. Teachers often feel that what has not been learnt at the primary level cannot be taught simultaneously with the prescribed topics at the secondary level as they are busy completing the syllabus. Experience shows that once the basics are taught, the learning process is accelerated and the slow learners comprehend and grasp the given topics of the class, since they have already attained the mental age.

27. Conduct Bridge Courses if necessary

In government run residential schools in Andhra Pradesh and Jawahar Navodaya Vidyalayas nationwide, the students are admitted in class VI based on a selection test consisting of a variety of questions to test intelligence and aptitude of the students. It has been observed that many students thus selected do not possess the basics which they are supposed to learn at the primary level. But these schools have produced excellent results over the years by introducing bridge courses in their academic planning.

28. Don't separate

The new words used in questions could confuse students and elicit wrong answers from them. Students should be exposed to a variety of questions with antonyms and synonyms - all the words used to frame a question to test the topic taught. Merely tagging the slow learners with bright students or segregating them into separate sections will not help the slow learners. Slow learners harbour themselves unobtrusively in the group of bright students.

29. Treat with Empathy

Learning is more encompassing; it includes not only factual content but the pupil's positive feelings about what is learned. It seems, moreover, that the affective element, such as the learner's delight with what he is doing; actually establish the basis for meaningful and autonomous learning. The emotional impact of teachers' behaviour can influence learning because it helps to install in students a love for the subject they teach. When the teacher.

30. Enhance Curiosity in students

An easy way to make learning more affective is to foster curiosity in class. It makes learning more interesting and funny. Curiosity can be enhanced by introducing novelty and variety in instructional techniques. Involving students in decision making or sharing power in the classroom is also a way of fostering affective teaching and learning. When the teacher makes decisions with the students about the content, assignments, deadlines, class tests, and future learning, they feel empowered and it makes the whole process more democratic. It helps in making their attitude towards their teacher and learning more positive. It dispels the wrong notion that a teacher is just an authoritarian, whose job is to make students do things, allow or prevent actions, and make judgments in class. On the other hand, they begin to feel that the teacher is a facilitator, who is receptive to their problems and who takes great interest in their learning.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The

problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. It is possible to draw strong academic performance from slow learners through steady application of practical strategies. Joint efforts of both parents and teachers are important to achieve positive results. Knowledge of what you can do as a parent or teacher to help slow learners enables you to put in your best efforts in the right direction and contribute to the children's success in later years. Although the effort from the teacher's end is simple, yet the result at the end of the day is great enough to make a teacher feel proud of herself as well as her learners who had managed to overcome their weakness and come out with flying colours.

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TEACHING AND LEARNIG TECHNIQUES FOR SLOW LEARNERS

K. Gajendiran, Research scholar R&D centre Bharathiar University, Coimbatore

Introduction

A "slow learner" is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. In order to grasp new concepts, a slow learner needs more time, more repetition, and often more resources from teachers to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to learn. A slow learner has traditionally been identified as anyone with a Full Scale IQ one standard deviation below the mean but not as low as two standard deviations below the mean. If a cognitive assessment (IQ test) has a mean (average) of 100, we expect most students will fall within one standard deviation of 100.

That means that most students have an IQ of 85 to 115. Those who fall two standard deviations below the mean are often identified as having an Intellectual Disability (IQ below 70). A slow learner does not meet criteria for an Intellectual Disability (previously called mental retardation). However, she learns slower than average students and will need additional help to succeed.

Some of the educational challenges for slow learners

Typically, a slow learner has difficulty with higher order thinking or reasoning skills. This suggests that it will be more challenging to learn new concepts. New skills need to be based upon already mastered concepts. This can be difficult when the majority of the class has already mastered a concept and is moving on, while the slow learner needs more time. This can lead to gaps in knowledge and basic skills. The more gaps in a content area, the more challenging it is for anyone to learn new concepts. It's also important to recognize that these students are typically keenly aware they are struggling and self-confidence can be an issue. They are prone to anxiety, low self-image, and eventually may be quick to give up. They often feel "stupid" and start hating school. They spend all day doing something that is difficult for them, it can be very draining. Finding other activities that the student can be successful in is very important. There should be emphasis on strengths as well.

If these students struggle so much, why do are they often not eligible for Special Education?

Special Education services are provided for students who have a disability. Slow learners typically do not have a disability, even though they need extra support. Cognitive abilities are too high for these learners to be considered for an Intellectual Disability. However, the abilities are usually too low to be considered for a Learning Disability. Consider that a learning disability consists of discrepancies between average abilities and below average academics, coupled with a processing deficit. Schools often look for a discrepancy between a student's ability and where they are performing. Slow learners tend to perform at their ability level, which is below average. To the disappointment of many, slow learners often do not receive special education services. See a Parent's Guide to Special Education Testing for more information about testing. Although a student does not receive special education services, a student will require additional help, support, and accommodations through regular education!! Parents need to advocate for their child to be included in programs that schools already provide. Ineligible for SPED Services might answer more questions on this topic.

Classroom recommendations for slow learners:

- Repetition, repetition, repetition. You might feel like you are saying the same thing over and over, but it helps make a concept more concrete.
- Encourage other activities in which the child can experience success and keep them connected.
- Differentiated Instruction
- Tutoring- This helps fill in gaps in basic skills and it helps a student stay caught up.
- Teach study skills to help a student become more efficient in studying
- Teach the most important concepts and leave out some of the less important details.
- Peer tutoring
- Daily reading

10 Tips to teach slow learners**1. Be patient with slow learners**

The foremost aspect of teaching a slow learner is that the educator should be patient and consistent throughout the entire process. The core problem of slow learners' education is their weak cognitive skills coupled with the slow speed learning. A teacher has to be understanding and patient toward their ability to get distracted easily and having a low attention span. Moreover, teachers must find creative ways to cope with this situation so that the entire class is not affected. One of them is patient repetition. Try repeating every basic instruction, keyword and concept time and again without being boring. Do not over speak, but over teach.

2. Seek school management's help

Request the school to arrange special classes for slow learners after/before school. Also, check whether you can get a co-teacher or an assistant teacher for your class. This will help you concentrate better on them.

3. Engage fellow classmates in your efforts

Teach the other students to empathize with the special students. Specially ask them not to bully or tease slow learners. Inform them about their condition and how they could make a difference. Ensure you have these timely sessions in the slow learner's absence.

4. Provide minimum homework

We all agree that homework although with its benefits is more of a burden for a child and her parent. Slow learners, in particular, find it difficult to be attentive throughout the school day, let alone coming home and completing homework assignments. For such children, quality matters over quantity. Having minimum homework would help them understand learning and reduce their anxiety. This, in turn, would maintain their enthusiasm toward school. An educator can assign and alter homework personally and leave out small details that may be of little importance. For example, a homework of writing an essay on an English chapter could be modified to reading the chapter twice, and telling the summary to the teacher would be a better idea.

5. Let a buddy teach

Peer tutoring works better for slow learners. When their teachers are of the same age, they get encouraged. Let them select 1 or 2 of his friends to form a study group. Assign the study group the task of reiterating the new teachings of the day and assisting with homework.

6. Encourage and teach the right things

Invite them to come forward during art classes, school activities, or volunteering. Recognize and reward their participation.

This would do wonders to their self-confidence. Teach special skills rather than unnecessary skills. This may include following the correct instruction words (count, colour, circle, etc.) or listening and focusing on keywords. Remember the main goal is to make them self-sufficient.

7. Give them special takeaways

Hand out special cheat sheets, mini dictionaries, or visually graphic information sheets. One good idea is to give lesson pamphlets for pinning them to their soft boards so that they are surrounded by constant reminders of lessons and activities. Do check out our stash of Math tips and tricks to help motivate them.

8. Praise and raise them

Always praise every tiny effort of a slow learner in front of the class or in public. This would raise their self-esteem and confidence.

9. Encourage constant Parent-Teacher Association

Work very closely with their parents. Ensure the homework and tasks assigned are successfully completed on a daily basis. Be accessible and open to communication. Make sure to listen out to parents' problems and help to solve them. Conduct special meetings for their parents of apart from the general PTA meets.

10. Lastly, a few don'ts:

- Do not reprimand in front of the class. You may do that in private.
- Do not emphasize on writing, concentrate on reading. Oral education is more beneficial for them.
- Do not let them quit trying. Encourage them to continue their hard work to complete their tasks even if it means postponing it.
- Do not be overprotective. Let their slow learning not become their introduction.

Characteristics of slow learners:

- Functions at ability but significantly below grade level.
- Is prone to immature interpersonal relationships.
- Has difficulty following multi-step directions.
- Lives in the present and does not have long range goals.
- Has few internal strategies (i.e. organizational skills, difficulty transferring, and generalizing information.)

- Scores consistently low on achievement tests.
- Works well with "hands-on" material (i.e. labs, manipulative, activities.)
- Has a poor self-image.
- Works on all tasks slowly.
- Masters skills slowly; some skills may not be mastered at all.

Slow learner's assignment patterns:

- Home assignments
- Education through social activities
- Home schooling
- Special education
- Distance education

Training for Slow Learners

Children who are slow learners are often written-off as lazy or dim-witted by many. However, it's important to understand their special needs and help them overcome their learning disability. After all, learning difficulties not only interfere with their education and personal life but is likely to trigger feelings of doubt and low self-worth too. Therefore, it becomes imperative for parents and teachers to help these children. One solution for this condition is to opt for brain training.

What is brain training?

It refers to teaching programs that are based on scientific reading and learning principles that have been researched and developed by a multi-disciplinary team of professionals. The aim of such programs is to address the root causes of learning difficulties, and not just the symptoms. Additionally, they seek to develop speedily and significantly those underlying mental skills that are responsible for effective learning.

What does it involve?

Brain Teaser Games

These may involve quizzes, interesting exercises like grouping similar pictures, numerical exercises with everyday items like foods, grocery lists etc. These games are known to offer constant stimulation to the child's brain, making it respond better and faster. Just as your muscles benefit from exercises, these brain teaser games will give your child's brain some much-needed exercise, thus help improve his/her memory power and encouraging faster processing.

Sound Therapy

This involves The Listening Program (TLP), which is based on Dr. Albert Tomatis's principles. This therapy uses sound and music stimulation method,

Which retrain the auditory pathways and the ear for improved attention, learning, sensory integration and communication.

Games/CDs for Logical Reasoning Skills

You can find CDs and online sites offering interactive games that encourage development of logical reasoning skills such as classification, exclusion, deductive/inductive reasoning, patterning and conjunction, among others.

Visual-Spatial Activities

These activities focus on various aspects of visual-spatial skills and aim to work on visual memory, visualization, mental rotation, spatial orientation, visual tracking and multi-perspective coordination, among other skills. Developing the visual-spatial skills can especially help children struggling with math and science.

All these brain games and activities are fun and interactive - each designed to engage and challenge the child. They are usually available for multiple training levels - starting from easy to moderate and challenging, with an objective of keeping the child's brain training program interesting. If you want to get your child to undergo such training under the supervision of professionals, you can search for academic tutoring centres offering them. The programs for slow learners in these centres are designed to include a variety of these games and sessions as mentioned above, and track their improvement regularly, adjusting the program on the way, if needed, to keep the child motivated and interested.

You can help slow learners overcome their learning disability via brain training.

Conclusion

Many educationalists believed that, education was the most potent instrument for the students. Consequently both the government and the public paid more attention to the establishment of many institutions. The education for slow learner is very essential for happy and healthy classrooms, improvement of society, economic prosperity, and national integrity.

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STRATEGIES FOR "SLOW LEARNERS"

C.Jayakumar, Ph.D. Research Scholar Lady Willington IASE, Chennai.

Introduction

The students need special instructional pacing, frequent feedback, corrective instruction and modified materials, all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: i) A class composed mostly of average students, in which case up to 20% may be slow learners and ii) A class specially designed for slow learners. Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Slow learners most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate and instructional materials (films, workbooks, co-operative games, simulations). Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), this student's difficulty in comprehending abstract ideas and most disconcerting, their sometimes unsystematic and careless work habits.

What is a slow learner?

A Slow Learner may be called dull normal, low normal or borderline retarded. But we prefer the term Slow Learner. About 1 out of 5 children are Slow Learners. They often are delayed in walking or talking. Most Slow Learners are born with the problem. Severe head injuries, meningitis, or the mother's use of alcohol or cocaine during the pregnancy can cause a child to become a Slow Learner.

Theories of learning

There are number of theories of learning developed by many psychologists like Hull, Pavlov, Skinner, Gagne, Ausubel and Thorndike. But, theories that were developed during the twentieth century have the greatest and direct implications for classroom learning. Perhaps the most difficult problem of classroom organization is dealing with the fact that students come into class with different level of knowledge, skills, learning rate and motivation. This problem demands teachers to provide appropriate levels or methods of instruction. The appropriate method of instruction for a child will be influenced by the educator's, theoretical learning as well as by the child's specific deficits. Bruner (1965), opined that any concept can be taught to a child if appropriate instructional method and procedures are utilized.

Compensatory Teaching

Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words) and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). Their involve modifying an instructional technique by including a visual representation of subject or content, by using more flexible instructional presentations (films, pictures, illustrations) or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

Piaget's cognitive theory

The good pedagogy must present the child with situations. He himself can experiment, manipulate things, pose questions and seek his own answers, reconciling what he finds at one time with what he finds

at another time and comparing his findings with those of another child. Piaget believes that the learning process as self regulated transformation of old knowledge to new knowledge. Children should be given the time they need to explore, understand and remember. Cognitive theory stresses the variables that intervene between stimuli and the responses. This theory points out that two students are likely to respond quite differently to the same stimuli because of what they have already learnt, hope to achieve and feel are capable of achieving, because of differences which distinguish one person from another. Thus, learning is far more complex process than simply linking up connections between stimuli and responses. Learning is more of an individual matter involving perception, processing and assimilation of information, the development of insight and discovery of meaning. It prefers to view learning situation as one whole and complete phenomenon.

Slow Learners

A student who fails to excel in some classes or in some subjects does not imply that he or she is a slow learner. However, resorting to some of the teaching aids available to special education students may enhance interest of slow learners and help them get involved in the learning process. Actually slow learners are normal students who are simply not interested in studying under traditionally acceptable system of education. And several students in a class fall under this category, but most parents or guardians prefer to remain in denial mode.

Some traits of slow learners include:

- Emotional, sensitive and innocent
- Prefer simpler tasks and get stressed under complex circumstances
- They have a short attention span and lose concentration very quickly
- Prefer to work at their own pace and not under time constraints
- They are not interested in cramming skills which are purely academic in nature

S - R Theories

Stimulus Response theories emphasize the importance of association or connection between the stimulus and the response. These theories analyze learning situations, divide learning phenomena in to small element and investigate the simplest possible stimulus-response relationship in order to understand better and more complex total phenomena of learning. These theories emphasize drill and practice in learning. It supports a systematic, carefully preplanned, expository approach to teaching.

Specific objectives of the study

1. To study the prevalence of low achievers in schools.
2. To develop instructional strategies based on the prescribed syllabus for the science.
3. To know the influence of gender, type of family, ordinal position, family size, parent's education and occupation and per capita income on the rate of learning science among slow learners.
4. To study the impact of various instructional strategies in learning science among slow learners.
5. To know the teachers opinion towards the usefulness of different instructional strategies.

How to help slow learners

Perhaps the greatest challenge to an educator is a child who is a slow learner. These children do not fall into the category of special education, do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in school or a particular subject. In the days before formal schooling these students would carry on productive lives working and doing tasks that did not require extensive reading, writing, or math operations. However, today the emphasis is less on occupational learning and more on academic preparation. Thus there is a growing need for help to remediate these children to provide them the best possible opportunities in a changing world.

- Have a quiet place to work where the child can be easily observed and motivated.
- Keep the homework sessions short
- Provide activity times before and during the homework
- Add a variety of tasks to the learning even if it is not assigned such as painting a picture of a reading assignment.
- Allow for success
- Ask questions of the child while they are working about the assignment
- Go over the homework before they go to bed and before they go to school
- Teach them how to use a calendar to keep track of assignments

Examples of interventions for slow learners

Environment: Reduce distractions, change seating to promote attentiveness, have a peer student teacher, and allow more breaks.

Assignments : Shorter and with more variation, repeat work in various forms, have a contract, give more hands on work, have assignments copied by student, have students use three transfer method where they have to show the work three different ways.

Assessment: Shorter tests, oral testing, redoing tests, short feedback times, don't make students compete

What to avoid: Cooperative learning that isolates the student and places him or her in a no win situation. Using a standardized test. Ignoring the problem.

What to encourage: Grouping with a patient partner. Learning about the child's interests. Placing the student in charge. Mapping, graphic organizers, and hands-on work. Using Bloom's taxonomy of tasks to make the assignments more appropriate.

Teach Learning Skills

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

Conclusion

Teachers and parents play pivotal roles in a slow learner's life. Their support and motivation go a long way to help such children overcome their hurdles. This duly signifies that teachers and parents have added responsibility from schools and society toward them. Creating a healthy and conducive environment for a slow learner is of utmost importance to improve their pace. Often teachers who have a slow learner in their class face grave problems: keeping up with the term syllabus, fear of losing empathy toward such students, and many others. We have put up a few motivation tips for teachers alike to help them cope with at least the basic issues.

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TEACHING STRATEGIES, METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG THE SLOW LEARNERS

A. Jerold antony Ephream, Assistant Professor, M.V.M.C.A. College of education,

J. Udhaya Rani, Assistant Professor M.V.M.C.A. College of education

Introduction:

Education and Training are the corner stones in the development of children, more so of slow learners. The slow learners are children and adolescents who learn or underachieve, in one or more academic areas at a rate that is below average yet not at the level considered comparable to that of an educable mentally retarded student.

Who is a Slow Learning Child?

The term 'slow learner' is frequently used to cover various groups of children otherwise referred to 'dull', 'retarded' or 'educationally subnormal'. In the present circumstances it is used more widely to indicate the fairly large group of children whose learning is slowed down by one or more factors of which limited ability may be one. The common factor with all pupils seen was some measure of educational retardation, the contributing factors being manifold e.g., cultural and poverty, family inadequacies, and parental disharmony. Pupils from such homes as these may well function as 'slow learner' even though their intellectual potential may be considerably higher. Intellectually, slow learners, score most often between 75 and 90 IQ.

Types of slow learners:

Slow learners or backward children may be of three types:

1. Very backward because of retarded mental development accompanied by psycho - social deficiencies. They need special educational treatment outside the ordinary school-special school or special class.
2. Ability is not quite limited but have difficulty in learning than average children - due to school and family or personal factors.
3. They can be dealt with in ordinary schools although they may derive benefits from special classes not limited in intelligence but have problems in reading and writing where as arithmetic and other subjects are high. Their causes may range from specific perceptual difficulties to emotional maladjustments. For them some of remedial teaching is required.

Identification:

Slow learning and/or educationally subnormal children have limited intellectual development. Many of these children grow up in circumstances which limit rather than foster the development of intelligence. Very poor homes rarely provided as good opportunities for the incidental learning as average or good homes do. Skeels and Dye (1939) and Skodak and Skeels (1949) studies showed that removing children from extremely unfavourable environment to one which is very much more favourable would seem to result in quicker mental development during preschool years. Nursery school experiences accelerate mental growth. Unfavourable school and home conditions are responsible for decline of intelligence.

Characteristics of slow learners:

Slow learning children or ESN children showed a characteristic a weakness in thinking capacity, finding out relationships, similarity, familiarity, reasoning, observing characteristics of objects, poor development of concept, language and number concepts.

The ENS/Slow learning children also reflect poor verbal ability, the vocabulary is brief, sentences are simple. They have difficulty in abstractions. The abstracting difficulty is also seen in non-verbal tasks such as matching shapes, drawing figures, completing rigs and puzzles, remembering patterns etc. The children should therefore be taught using thinking and problem solving in practical activities.

Teaching Techniques and Principles:

1. Individualisation of treatment should be adopted to teach ESN or SL children according to the needs of a particular type of mental ability. This principle calls for skillful teaching which is based on knowledge of children's development and of the ways children learn to give the children suitable learning experiences. It is not individual treatment. It is learning in groups but based on individual needs on the basis of which grouping has been done. This is practicable in an ordinary classroom.
2. Use of appropriate methods of learning. The various aspects of growth physical, emotional, and intellectual should not be considered in isolation but as parts of a dynamic integrated process.
 - a. The slow learners are to be motivated. It can be done through a sense of satisfaction through a sense of accomplishment. He can learn if the situation gives him security and confidence. Good teacher pupil relationship is vital at all times.
 - b. Learning readiness : Activities should be planned to provide readiness for learning for preschool stage of all kinds intellectual, emotional, social and physical. The teacher has to recognise whether the child is ready for the next stage by systematic observation of his performances.
 - c. A practical approach based on meaning and usefulness. The ESN/SL children would be more at home if they can hear, see, and touch and which are within his experience. Teaching which is related to practical human experience is more successful than teaching which involves abstractness, symbols and delayed gratification.
 - d. Concept Formation : EXN/SL children are capable of making simple generalisations but they must be given ample opportunities to experiment, explore and discuss. The child can be shown or let to discover relationships, similarities, his curiosity is aroused, his interests can be expanded and enriched. In a nurturing classroom he will be willing to experiment and learn by doing. His concepts are to be developed.
 - e. Grading of Work : In case of ESN /SL children the materials are to be graded to ensure continuous progress and feelings of success. This is real difficulty for the teacher as textbooks are written by others. The teacher can make his own material or analyse the task and make a graded presentation to ensure learning by the slow learning pupil.
 - f. Assessment of a Progress: It is recommended that for the ESN/ SL child a cumulative record be kept of his achievements over a period so that individualized treatment is ensured. The child here can compete against himself.

- g. Consolidation : Frequent repetition, adequate revisions are to be encouraged for better consolidation of the learned material.
- h. Active Methods: The child must do things with his body, his head and his brain. He must be given freedom to learn and experience . He must experiment and experience.

3. Cooperation Between Various Professionals

In diagnosis, treatment and research cooperation between teachers, doctors, psychologists, administrator and social workers is vital. The psychologist can make a contribution by providing a detailed picture of the child's personality, by discovering any anomalies in development, perceptual and conceptual difficulties, intellectual strength and weaknesses emotional abnormalities and by investigating learning difficulties generally, including treatment procedures. The importance of social workers is greatly felt but it has not taken off.

4. Parent Education and Guidance

There are many difficulties that can arise because of wrong attitudes in home. The improvements brought by teachers of ESN or SL children are often nullified by bad home conditions and parental neglect or ignorance. Parents therefore need advice on how to promote development of their handicapped children. The parents therefore are to be guided and in this contest a social worker would be of great assistance.

The Organisation of Curriculum

The organisation should take the following consideration into account.

- a. The smaller the school, the more generous should be teacher-pupil ratio. The class size should 20. The school is all age and mixed.
- b. The younger the age the smaller should be the class if the teacher is to provide stimulating environment.
- c. Some provision should be made for extra remedial work.

More specifically, Tansley and Guilford (1971) suggested that the teacher of slow learns should -

- a. Organise the class in small, carefully, selected group.
- b. Have wide range of supply of activities e.g. readers, free access to arts and craft materials.
- c. Pay particular attention to preparation of materials.
- d. Allow brighter children to help duller ones.
- e. Encourage children to participate in planning activities.
- f. Allow as much as freedom as possible within the well established limits.
- g. Avoid rigidity and accept students' suggestion.
- h. Be Sensitive to children's reactions.
- i. Have several periods each week when the class is engaged as a whole on one activity , story, drama music.
- j. Try to obtain parental cooperation.
- k. Do not be reluctant to admit failure with an individual child.

Conclusion :

Slow learning children are not special education students but they represent a group of educationally retarded. The contributing factors are cultural, poverty, family inadequacy, parental disharmony and in a few cases, unfavourable school conditions, school absence. Hence, these children need suitable arrangements in regular schools. Although, some of these children receive education in special school and special class, they finally move to regular school after backwardness is removed. Identification of slow learning children is not so obvious except for educational backwardness. These children display weakness in thinking, finding out relationships, similarity, familiarity, reasoning, poor development of concept, language, and number concepts, memory. Socio-motional characteristics include feeling of insecurity, withdrawal, immaturity, regression and fantasy.

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TEACHING STRATEGIES, METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG THE SLOW LEARNERS

P. Kanaha Lakshmi, Research Scholar, Annamalai University

Dr.D. Mohana, Associate Professor, Annamalai University.

Introduction:

A very big problem that every school faces is the difficulty to deal with the slow learners. It is a challenging task for the teachers to tackle slow learners and to make them learn the academic subjects. Handling them in homework and class work, making them understand the topic, dealing with them patiently, understanding their psychology etc., are the areas concerned with the slow learners. Some of the teachers try to get the result by hook or crook through putting negative enforcement by punishing them. It is estimated that due to that problem many slow learners or dropout students are being termed as weak students and pushed out of the school. But this is not the solution. The result of the action of the throwing the student out of the school paves the way to create a dark spot in the life of the victim student.

By and large, children differ from one another physically, intellectually, scholastically, emotionally and culturally. Slow learners are those children who are low in achieving academic skills and often ignored by others as dull, lazy or inept as a part of the school setting. Slow learners not only lag behind other students in academics but in areas of social, emotional and psychological well-being. It has been estimated that 5 to 15 per cent of school going children suffer from scholastic backwardness (Nair et al, 2003). The early identification of students who are at risk for educational failure is an important process that deserves much attention and research. Some students are identified as having special needs when they are at infancy stage but the majority of children are not identified until they enter the school system.

Slow learners are those students who are very poor in meeting minimum academic requirements in comparison with normal students. Children with intelligence level in the low average or borderline IQ range can be grouped together as slow learners. These children do not get sufficient attention in the mainstream education. They usually fail repeatedly in examinations and finally become school drop outs. Establishing special schools for children of this category is not practical and not advisable. It is ideal to evolve strategies to provide education to these children in normal school itself.

Who are 'Slow Learners'?

Slow learners are children taking a little more time than others do to grasp a concept. A child who takes more time and focus to think than others his age is said to be a slow learner. This child will hit the basic developmental stages just like his peers, but at a significantly slower rate. Nevertheless, this development will be relatively even.

Characteristics of Slow Learners

1. Developmental: The child may have some speech problems, or underdeveloped language patterns. He may also poor memory and might take a number of repetitive sessions to learn something
2. Social: Such children may be seen hanging around with younger age groups. Immature social behavior, a sense of poor judgment, being to himself, and inability to express are also observed
3. Personal: A slow learner may get frustrated easily, and may display emotions anxiety, aggression, lower self esteem, and emotional instability

4. Learning: Slow learners take time to process information, and sometimes grasp concepts only when linked to old. They do show proficiency and focus in some subjects or tasks, but may require additional practice to learn and practice new skills

Difference between 'Learning Disabled' and 'Slow Learners'

A child who is a 'slow learner' may be significantly slower in reaching milestones for his age, but his development will get even. He will exhibit thinking capacities that are lower from children his age, but will have proficiency over certain tasks and skills. A slow learner - under an able guide, parent or a teacher can show significant improvement. On the other hand, a child who has learning disabilities will exhibit specific difficulties making the learning process difficult. There will be a gap between the child's potential to achieve and his actual achievements. These children need a conducive environment along with a right help to grow and develop appropriate academic levels.

Why Is My Child A Slow Learner?

There can be several reasons why your child is finding it difficult to understand the subjects that others pick up easily. Parents and teachers must have the patience of repeating the idea clearly as many times required for the child to understand. Maybe, it's something at school or at home that is affecting your child's concentration.

The key issues that affect the concentration of a child include:

- A childhood tragedy
- Medical issues such as a brain injury
- Sibling issues
- Open arguments between parents; domestic violence
- Pampering

Once you are able to find the problem affecting the concentration of your child, do take the steps to resolve it. Parents may have compatibility problems, but take care to limit the arguments out of sight of the child. Your little boy or girl may be sad because of a friendship issue. It is important for parents to establish trust and friendship with a child. In addition, you must not make the mistake of trying to force study lessons. You have to be careful, sensitive, and caring to help your child keep up with the same pace as others.

6 Things Every Teacher Should Know About Slow Learners

Slow learners are not non-learners! They must be taught and they so want to learn and succeed! A few adjustments in their learning process can make a big difference! Slow learners want their teachers to know...

1. We Need More Time To Figure Things Out

- Give more practice problems in a particular area.
- More time may be needed on speed drills or reading comprehension than is allowed for in the curriculum.
- Show patience! Tutor after school in help classes, if necessary.

- Create emotional security by not embarrassing them in front of their peers.
- Modify curriculum, if necessary-ie. shorten spelling list.

2. We Need More Explanation And Direct Instruction

- Be sure that instructions and expectation are given clearly.
- Define the terms-read, circle, count, find, define, copy, list, discuss, summarize, compose, identify, etc.
- Have them repeat the instructions, if necessary. Point to the area on the paper that you are explaining; see it, say it, cover it, say it.
- Explain material in creative ways.
- Teach them to listen for key words in explanations.

3. We Need Help In Organizing Our Work, Our Desk, And Our Priorities

- Provide a homework sheet or planner with a checklist format.
- Show what an organized desk looks like.
- Work closely with the parents to check completed work.

4. We Need To Know Why We Have To Know What You Are Teaching Us

- Motivate with practical reasons to learn material.
- Set short range and attainable goals.
- Give many encouraging words and praise often.
- Say "I love you" often and write it in personal notes.
- Pray for students and tell them that you are praying for them.

5. We Have Difficulty Focusing Our Attention On Learning Tasks

- Eliminate as many distractions as possible.
- Seat them in the front of the classroom.
- Be punctual and prepare materials well before class.
- Expect accuracy and neatness in work.
- Model correct behavior in front of students.
- Stay as consistent as possible in classroom management and expectations.

6. We Sometimes Have A Hard Time Sitting Still

- They need an active recess.
- They need organized sports at recess to learn social skills.

Strategies For "Slow Learners"

Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the

classroom. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur.

Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Instructional Strategies for Slow Learners

While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

Develop Lessons that Incorporate Students' Interests, Needs, and Experiences

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

Frequently Vary Your Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

Incorporate Individualized Learning Materials

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

Develop Your Own Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

Provide Peer Tutors for Students needing Remediation

Peer tutoring can be an effective ally to your teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

Encourage Oral Expression Instead of Written Reports

For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

When Testing Provide Study Aids

Study aids are advances organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

Teach Learning Skills

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

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10 Tips to Teach and Improve Slow Learners

Creating a healthy and conducive environment for a slow learner is of utmost importance to improve their pace. Often teachers who have a slow learner in their class face grave problems: keeping up with the term syllabus, fear of losing empathy toward such students, and many others. We have put up a few motivation tips for teachers alike to help them cope with at least the basic issues.

1. Be patient with slow learners

The foremost aspect of teaching a slow learner is that the educator should be patient and consistent throughout the entire process. The core problem of slow learners' education is their weak cognitive skills coupled with the slow speed learning. A teacher has to be understanding and patient toward their ability to get distracted easily and having a low attention span. Moreover, teachers must find creative ways to cope with this situation so that the entire class is not affected. One of them is patient repetition. Try repeating every basic instruction, keyword and concept time and again without being boring. Do not over speak, but over teach.

2. Seek school management's help

Request the school to arrange special classes for slow learners after/before school.

Also, check whether you can get a co-teacher or an assistant teacher for your class. This will help you concentrate better on them.

3. Engage fellow classmates in your efforts

Teach the other students to empathize with the special students. Specially ask them not to bully or tease slow learners. Inform them about their condition and how they could make a difference. Ensure you have these timely sessions in the slow learner's absence.

4. Provide minimum homework

We all agree that homework although with its benefits is more of a burden for a child and her parent. Slow learners, in particular, find it difficult to be attentive throughout the school day, let alone coming home and completing homework assignments. For such children, quality matters over quantity.

Having minimum homework would help them understand learning and reduce their anxiety. This, in turn, would maintain their enthusiasm toward school. An educator can assign and alter homework personally and leave out small details that may be of little importance. For example, a homework of writing an essay on an English chapter could be modified to reading the chapter twice, and telling the summary to the teacher would be a better idea.

5. Let a buddy teach

Peer tutoring works better for slow learners. When their teachers are of the same age, they get encouraged. Let them select 1 or 2 of his friends to form a study group. Assign the study group the task of reiterating the new teachings of the day and assisting with homework.

6. Encourage and teach the right things

Invite them to come forward during art classes, school activities, or volunteering. Recognize and reward their participation. This would do wonders to their self-confidence. Teach special skills rather than unnecessary skills. This may include following the correct instruction words (count, color, circle, etc.) or listening and focusing on keywords. Remember the main goal is to make them self-sufficient.

7. Give them special takeaways

Hand out special cheat sheets, mini dictionaries, or visually graphic information sheets. One good idea is to give lesson pamphlets for pinning them to their soft boards so that they are surrounded by constant reminders of lessons and activities..

8. Praise and raise them

Always praise every tiny effort of a slow learner in front of the class or in public. This would raise their self-esteem and confidence.

9. Encourage constant Parent-Teacher Association

Work very closely with their parents. Ensure the homework and tasks assigned are successfully completed on a daily basis. Be accessible and open to communication. Make sure to listen out to parents' problems and help to solve them. Conduct special meetings for their parents of apart from the general PTA meets.

10. Lastly, a few don'ts:

- Do not reprimand in front of the class. You may do that in private.
- Do not emphasize on writing, concentrate on reading. Oral education is more beneficial for them.
- Do not let them quit trying. Encourage them to continue their hard work to complete their tasks even if it means postponing it.
- Do not be overprotective.

Effective Tips to Teach Math for Slow Learner

Teaching math to the slow learner is a challenging task for many parents and tutors. Math may be challenging for slow learner, but not impossible. Students who are slow learner are not learning disabled. They are also like normal students, even slow learners also want to solve math problems but lack of ability and the system of math education made them slow. There are few techniques which can help slow learning students.

1) Give Time:

Slow learners need more time to understand any problem or to find out the answer, give them extra time. This will increase their confidence. Do not pressurize students to perform on time beyond their ability. This will decrease the confidence.

2) Teach in a Small Group:

Slow learner students need extra attention. With a smaller group, students will respond effectively to each other. Online Math Tutors can be the best option for slow learner students.

3) Create Fun Atmosphere:

The Environment is more potent than willpower. Create a fun environment for students. Use new learning techniques, especially for slow learners. Parents can provide math games and activities for their children.

4) Develop a Helpful Plan:

Build a helpful environment for students. Encourage students to ask questions and let them feel free to ask for any help. Provide Math Question Help to slow learner students.

5) Concept Building:

Most of the slow learners face difficulty to understand the new concepts. Try to relate the new concepts with previous concepts. This will help them to catch the new concepts relatively fast.

6) Real Examples:

One of the best ways to teach math not only slow learner even for normal students is, explain concepts using real life examples.

7) Provide Opportunity:

Whenever possible provide opportunities to show them their work. Let the students teach you about math. This will help students to reduce math fear.

8) Review Time to Time:

Because slow learner needs more time to understand the concepts. Frequent reviewing can help them out. Reviewing math concepts time to time will allow them to master the math concepts.

9) Don't Pressurize:

Slow learner students tend to have lack of confidence if you pressurize them for time management or anything this will only reduce their confidence.

10) Reward Them:

Slow learner students tend to have low confidence. Low confidence impedes anyone's learning ability. If you reward them time to time this will help them to raise their confidence.

Tips to Deal and Help Slow Learners

If you are dealing with a slow learner, the below tips could prove helpful to you:

1. Praise and reward: At every accomplishment, however small that may be to you, praise the child and offer rewards on certain difficult achievements.

2. Allow Crutches: Allow your child to use crutches - like post-it on the desktop, calculators, reminder slips, taped read longs and markers.
3. Be Oral: Be more verbal and oral with your child, give him assignments that are easy and in tune with his competency.
4. Realistic Expectations: As a parent, one expects a child to shine in everything he does. Humanly, that is not possible. There is nothing wrong in expecting, but they should be realistic enough.
5. Chat with the Teacher: Teachers have a major role to play in raising kids with slow thinking. Talk to the teachers so as to effectively sync in the school and home-teaching methods.

Techniques for Helping Struggling Students

Teachers know that students walk into their classrooms with a wide range of abilities. But teachers try to find ways to meet the needs of all students, including those with learning and attention issues. Here are five common teaching methods.

1. Differentiated Instruction

With this approach, teachers change and switch around what students need to learn, how they'll learn it, and how to get the material across to them. When a student struggles in one area, the teacher creates a plan that includes extra practice, step-by-step directions, and special homework. Find out more about differentiated instruction.

2. Scaffolding

This is a method that breaks learning into chunks. The chunks follow a logical order and move toward a clear goal. Teachers form a bridge between what students already know and what they cannot do on their own. These bridges are referred to as "scaffolds." They can include charts, pictures and cue cards. Teachers often use this method by presenting a model of high-quality work before asking students to work on their own. Just as they're used when constructing buildings, scaffolds are removed when they're no longer needed.

3. Graphic Organization

Using this method, a teacher draws a picture to map out thoughts and ideas. Graphic organization can help younger students with activities like identifying the characters in a story they've read. This can also help them plan and organize a story they'll write. Older students can "map out" history, like the events leading up to World War II, or compare and contrast people or topics.

4. Mnemonics

Students use special phrases to help them remember information. Here's an example: Please Excuse My Dear Aunt Sally is often used to remember the order of operations in math: Parentheses, Exponents, Multiply, Divide, Add and Subtract. This strategy can also help with learning vocabulary. For example, a child can learn the scientific name for the common frog, *Ranidae*, by using rain as the keyword along with a picture of a frog sitting in the rain.

5. Multisensory Instruction

This method links what students see, what they hear, how they move, and what they feel. When students learn using all of their senses, they remember the material better. Math teachers might use base ten blocks and two-sided counters so that students learn through touch. Drawing might help students learn new vocabulary by capturing the meaning of a word and sketching it.

Conclusion

Each child learns differently. Teachers will use many creative methods to teach your child-and the students around him-so they all learn. If the teachers find time to think about those students, definitely the solution comes into their hand. There are incidents and evidences in history that many slow learners became scientists, doctors, engineers, professors and writers in their life. Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching.

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STRATEGIES FOR SLOW LEARNERS

*G. Kannan, Assistant Professor, Senthil College of Education, Periyavadavadi,
Vriddhachalam, Cuddalore District -606104.*

Introduction

Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the sectional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: 1) a class composed mostly of average students, in which case up to 20% may be slow learners, or 2) a class specially designed for slow learners.

Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

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This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

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While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

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Conclusion

A competent teacher should be alert to general characteristics of the associated class room behavior related to learner difficulties of a child. The slow learner needs more time to acquire the skill than his average peer. The slow learner will rely on concrete learning rather than abstract learning. This calls for

early identification, diagnosis of their learning difficulties and proper instructional precisions for them. Adolescent slow learners are usually benefitted from carefully guided instruction.

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TEACHING STRATEGIES METHOD AND TECHNIC TO ENCHANCE LEARNING AMONG SLOW LEARNERS

*Dr. K. Manikandan, Assistant professor, Manakular vinayaga groups, Pondicherry, Dr.K. Raja,
Annamalai University*

Introduction

A "slow learner" is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate. However, this development, while being slower, nevertheless be relatively even. Slow learners are those pupils who have limited ability due to different reason in the education process. Slow learner is advance word for "backward" or "mentally retarded" and "Educationally subnormal". It has been estimated that 5 to 15 per cent of school going children suffer from scholastic backwardness.

The early identification of students who are at risk for educational failure is an important process that deserves much attention and research. Children with intelligence level in the low average or borderline IQ range can be grouped together as slow learners. These children do not get sufficient attention in the mainstream education. They usually fail repeatedly in examinations and finally become school drop outs. Establishing special schools for children of this category is not practical and not advisable. It is ideal to evolve strategies to provide education to these children in normal school itself.

Causes Of Slow Learning

- Emotional instability
- Absence of safe and healthy environment in institutions
- Limited opportunities of learning
- Absenteeism from the school affect the ability of learning of a child,
- Defective vision is another possible cause of slow learning, it affects child's growth and development and the ability to function in society.
- Illiterate parents affect the education of the child
- Without proper training a teacher could not understand the psychology of the child and his problems
- Overcrowded classrooms affect the learning process and lead to slow learners
- Busy parents not spending time with their children
- Family size also play a major role in the development of the child
- Poor Health is also a hurdle in the growth and development of a child,
- deprived culture and Background
- Poor Leadership on behalf of teacher and head teacher as well as on the part of parents
- Teaching method is the most important factor in slow learning; a trained teacher can understand the problem of the student and remove that problem by a better teaching style, which suite to the student need and mind

- Frequent transfer of teachers leaves no room for the development of mutual understanding and respect for each other
- Psychological problems
- Medium of instruction is also a big problem for some students. Therefore, it is necessary to use mother tongue for the education
- Communication gaps between students, teachers and parents

Problems Of Slow Learners

- are slow in perceiving and react to happenings in the environment.
- have little curiosity about new things.
- ask few questions and have little desire to follow up the answers.
- show little or no interest in how or why things are done.
- use rote memory rather than reasoning.
- cannot make mental associations readily.
- lack fluency, clarity and precision in using language.
- are over-dependent on teachers and parents for approval.
- have difficulty transferring knowledge from one area, task or activity to another.
- are very slow to understand abstract concepts.
- resort to trial and error rather than to reasoning when solving a new problem.
- are unable to make generalisations or draw conclusions.
- Perhaps the most exasperating trait is their inability to have long-term goals.

Educational Programmes For Slow Learners

Psychologists and educationists have recommended various educational programmes to surmount the problem of slow learners in the mainstream. Most of the measures are within the purview of the teachers. The following are the remedial measures which constitute the educational programmes for slow learners.

Motivation

Success of a teacher largely depends on how effectively he motivates the students to learn. Experience has shown us that learning failure is very often largely due to poor motivation. Children taught by a teacher using motives in a sensible, individualised way will always learn more quickly and better, even if the method used is faulty. Slow learners usually evince an attitude of avoidance resulting from previous experience of failure or dislike of a subject. When the teacher succeeds in motivating the students, his instructions will be effective and the educational objectives can be achieved. Moreover, motivation not only instigates the behaviour of slow learner but also reinforces the ongoing behaviour.

Individual Attention

"Individual attention" refers to the attention given by the teacher to a particular student. Of all students, it is the slow learners who need individual attention from the teachers. The individual differences of the children should be properly recognised and the individuality of the child must be respected. The teacher should take positive effort to ascertain the specific disability of the slow learners and accordingly

he should devise his remedial instructional strategy which should cater to the needs of each slow learner. It is very necessary that the handling teachers should be very kind and sympathetic towards slow learners.

Restoration And Development Of Self-Confidence

Constant lack of academic success, rejection by other children, faulty instruction and mismanagement by parents lead to emotional disturbance, feelings of inadequacy and personality and conduct disorders. The teacher should take all possible effort and make use of all possible opportunities to restore and develop self-confidence in slow learners which will ultimately goad them into manifesting better attainment.

Remedial Instruction

Remedial teaching classes or special classes should be conducted systematically based on laid down guidelines.

- 1- The instructional content must be very carefully graded keeping in mind the capacity, requirement, educational and experience levels of the students.
- 2- Short frequent lessons should be introduced instead of long lessons every week.
- 3- The slow learners are able to grasp concrete ideas rather than abstract ideas. Therefore, there must be ample use of audio visual aids in the instructional process which can provide unique experience to the slow learners in the presentation of the content.
- 4- The teacher should be aware of that fact that a friendly approach in remedial teaching is highly conducive.
- 5- To generate interest social skills and confidence in slow learners, stress may be laid on effective use of art, music and drama.
- 6- The teachers dealing with the slow learners should give due importance to practice, drill and review which all facilitate the comprehension and retention of slow learners.
- 7- With a view to ensure optimum human resource development special remedial classes should be arranged for slow learners.

Conclusion

Slow learners or educationally backward children needs special attention and care for being duly helped in getting rid of their sub normality in terms of rate of learning and educational achievement. Neglecting or overlooking them may pose a serious problem for their progress and welfare besides proving a nuisance to the society. For taking measures, for their treatment and education, beginning should be made through regular medical check-up and necessary treatment and redressing their maladjustment problems at home and school. As far as possible, they should be taught along with their other non-disabled peers. However, in the most severe cases of retardation or backwardness, we can opt special schools as the placement option.

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TEACHING STRATEGIES, METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG THE FOR SLOW LEARNERS

*A. Manohara Reddy, Research Scholar, Department of Education, Acharya
Nagarjuna University, Guntur,*

Introduction:

Slow learners are those pupils who have limited ability due to different reason in the education process. Slow learner is advance word for "backward" or "mentally retarded" and "Educationally subnormal". A child may be a slow learner for various reasons, including heredity, inadequate brain development due to lack of stimulation, low motivation, attention problems, behavior problems, different cultural background from that which dominate in the school or distracting personal problems. A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the some basic developmental stages as other children, but will do so at a significantly slower rate.

Objectives Of This Assignment

- Identify the causes of slow learning
- Identification of the slow learner in the class
- Problems of slow learner
- Explorer the method of effective teaching for slow learner.
- Teaching Strategies and Techniques to enhance learning among the slow learners.

Definition:

"Slow learners are children who are doing poorly in school, yet are not eligible for special education; their intelligence test scores are too high for consideration as a child with mental retardation"(Mercer,1996)(MacMillan,Gresham,Bocian,&Lambros,1998).

Characteristics of slow learners:

1. Functions at ability but significantly below grade levels.
2. In prone to immature interpersonal relationships.
3. Lives in the present and does not have long range goals.
4. Scores consistently low on achievement tests.
5. Has a poor self image.
6. Works on all tasks slowly.

Strategies for "slow learners"

Contrary to common belief, backward learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These backward students need special instructional pacing, frequent feedback, corrective

instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur. Backward learners are usually taught in one of two possible instructional arrangements: 1) a class composed mostly of average students, in which case up to 20% may be slow learners, or 2) a class specially designed for slow learners. Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Instructional Strategies for Slow Learners

While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

Develop Lessons that Incorporate Students' Interests, Needs, and Experiences

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

Frequently Vary Your Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional

technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

Develop Your Own Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

Provide Peer Tutors for Students needing Remediation

Peer tutoring can be an effective ally to your teaching objectives, especially when tutors are Assigned so that everyone being tutored also has responsibility for being a tutor. The learner Needing help is not singled out and has a stake in making the idea work, because his or her Pride is on the line, both as a learner and as a tutor.

Encourage Oral Expression Instead of Written Reports

For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

When Testing Provide Study Aids

Study aids are advance organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

Teach Learning Skills

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete

visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

Techniques That Work Involve

1. Word drills
2. Response cards
3. Sentence repetition
4. Phonic drills
5. Audio taped words
6. Word definition drills.

Proven Ideas To Help Slow Learners

- Keep homework sessions short.
- Provide activity times before and during homework.
- Add a variety of tasks to the learning even if not assigned, such a painting a picture of a reading assignment.
- Allow for Success.
- Ask questions about the assignment while the child is working.
- Go over the homework before bed and before school.
- Read to the child.
- Be patient but consistent.
- Do not reward unfinished tasks.

Examples of interventions for slow learners

- Environment: Reduce distractions, change seating to promote attentiveness, have a peer student teacher, and allow more breaks.
- Assignments: Make them shorter and with more variation, repeat work in various forms, have a contract, give more hands-on work, have assignments copied by student, have students use "three transfer" method.
- Assessment: Use shorter tests, oral testing, redoing tests, and short feedback times, don't make students compete.
- What to avoid: Don't use cooperative learning that isolates the student and places him or her in a no-win situation or standardized tests. Definitely don't ignore the problem.
- What to encourage: Grouping with a patient partner. Learning about the child's interests. Placing the student in charge. Mapping, graphic organizers, and hands-on work. Using Bloom's taxonomy of tasks to make the assignments more appropriate.

Conclusion:

Slow learners are being a part of regular schools, thus only proving that they are not physically or mentally disabled but only pace disabled. The only problem with them is that they learn concepts and achieve developmental milestones at a pace slower than their peers if they do not suffer from any other disabilities. Teachers and parents play pivotal roles in a slow learner's life. Their support and motivation go a long way to help such children overcome their hurdles. This duly signifies that teachers and parents have added responsibility from schools and society towards them.

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TEACHING STRATEGIES METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG THE SLOW LEARNERS

*P. Mayilshami, Ph.D scholar and Dr. U.Pandian, Assistant Professor, Department
of educational technology, Tamil Nadu teacher education university, Chennai*

Introduction

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. If your homeschooled student has not taken an IQ test or an assessment exam, you may be wondering what the common signs are in identifying a slow learner. If you're wondering whether or not you are homeschooling a slow learner the list below highlights characteristics that some researchers have found to be shared by many struggling learners. Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction or modified materials-all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: (1) a class composed mostly of average students, in which case up to 20% may be slow learners, or (2) a class specially designed for slow learners. However, the concepts that teachers use when dealing with these students are ideal for helping a slow learner once the student's weaknesses have been diagnosed. There may not be a class without some slow learners especially in government schools and colleges.

Classification

1. Students, whose capacity for education or training is limited by low intelligence, cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. These may be subdivided into two groups.
 - (i) The Educable Mentally Retarded (I.Q. range 50 to 70)
 - (ii) The Dull Normal (I.Q. range 70 to 85)

2. Trainable Mentally Retarded:

Students whose I.Q. range is between 35/40 and 50 and are usually termed as the Trainable Mentally Retarded. Provision for education of such students may be made outside the normal school system.

Characteristics

1. In physical appearance they are no different from normal students and therefore likely to get admission into schools for normal students where the curriculum is drawn up to meet the needs of average students. So they find it extremely difficult to cope with the education imparted in these schools, unless special provision is made for them and the curriculum is oriented towards practical and real life activities.
2. They are capable of being educated in ordinary schools and even achieving a moderate degree of

success, if they are allowed to proceed at a slower pace and the syllabus is adapted to suit their abilities.

3. They have poor memory. Their attention span is short and they cannot concentrate on one topic for long time.

Sullivan has summarized the characteristics of slow learners as follows:

1. Short attention and concentration span is less
2. Slow reaction time.
3. Limited powers of self-direction.
4. Limited ability to work with abstractions and to generalize.
5. Slowness to form association between words and phrases.
6. Failure to recognize familiar elements in new information.
7. Habits of learning very slowly and forgetting very quickly.
8. Very local point of view.
9. Inability to set up and realize standard or workmanship.
10. Lack of originality and creativeness.
11. Inability to analyze, to do problem solving or think critically.
12. Lack of power to use the higher mental processes.

Identification of slow learner in the class

Early diagnosis of slow learner student is very necessary between the ages of 2 to 6 years. Teachers or parents can identify that the student is a 'slow learner' with a careful observation. They could easily identify some of the signs of a 'slow learner' as follows:

1. Speech defect
2. Language development problem (broken sentences)
3. Assessments the level of vocabulary (vocabulary limited)
4. Verbal abilities
5. Short sentences, grammatically incorrect
6. Student Behaviour
7. Spelling Mistake
8. Interaction with other students
9. Class room Discussion
10. Reading problem
11. Interest
12. Slow response/decision making

If it is identified that a student is 'slow learner', proper evaluation should be done to identify the weakness of the student and relevant strategies must be implemented to overcome it.

Two types of Teaching to aid a SL

A. Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words) and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations) or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

B. Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Technical Methods to improve Learning Capability in Slow Learners

- Encourage even for a small achievement
- Fixing the goal and prescribing a Time table
- Giving Memory tips
- Giving importance in the class
- Self reading method
- Questions for practice
- Special guidance beyond school hour
- Seating arrangement
- Train them in improving their LSRW Skills
- Trace out the physical and mental problems if any
- Psychological Analysis and Problem solution
- Be a friend to the Slow Learner
- Supply of necessary books
- Reading Techniques
- Audio-visual Aids
- Interact with parents

- Analyse the students' performance
- Conduct Group Discussions
- Suitable Curriculum and Create safe Environment

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. By expanding the teaching styles, instructors can support opportunities for students with different learning styles to increase their learning (Friedman & Alley, 1984).

Wetzel, 1985; Campbell, 1989; Battle, 1982; Lyon, 1991; Scerba, 1979). Most researchers agree that further study is needed in the area of identifying learning styles, teaching styles, and the significance of a match between the two and student academic success. By following the above mentioned 30 methods, any teacher, facilitator, instructor, mentor, lecturer, professor etc., who are teaching for slow learners not-only can improve the learning capability of the slow learners but-also can make them successful students in academics at-par with other students of their class/peer group.

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EXCELLENT VIEWS FOR LEARNING OF SLOW LEARNERS

*S.Natarajan Somasundaram, HOD & NSS Officer, Sembodai Rv Polytechnic
College, Sembodai, Nagapattinam, Tamilnadu, India*

Slow Leaners-Defination

(i) Slow Leaners are a set of learners who do not show any outward interest in learning, do not participate in the classroom and also show poor performance . Any teacher without professional knowledge would be able to indentify these learners.

(ii) Slow Leaners are the learnerswho do not show any outward interest in the learning activities conducted in the institution. They may be psychologically demotivated students and need a little push from the teachers. These students may or may not have a below average IQ and may require help, to realize their potencial.

Study of the attitude of teachers towards the slow learners

Teachers must know their own attitude towards slow learners. Sometimes the efforts and behavior are affected by an individual's attitude. All institutions need to be sensitive towards slow learners. The study can be a model of other teachers. A constant dialogue between teachers is necessary the study also helps us to get an overall perspective of slow learners. The attitude of teachers towards slow learners in relation to the efforts takenby the teachers to ensure slow learners learning. The attitude of teachers were correlated with the efforts taken by them.

Objectives of the study of slow learners to study

- i) The relationship between the attitude of teachers and efforts taken bythem.
- ii) The attitude of teachers towards slow learners.
- iii) The percentage wise distribution of attitude .
- iv) The percentage wise distribution of efforts taken.
- v) The efforts taken by the teachers towards slow learners.

Role of Teachers in Helping slow Learners

Teachers serve as role models in the initial years of slow learners education. They can easily discipline the children and make them responsible individuals.

The following approaches will be very helpful

- Teaching with enthusiasm.
- Encouraging creativity.
- Motivate students to refer magazines , journals , etc.
- Adopting the correct approach for a particular student.
- Participatory teaching.
- Confidence Building.

- Use of audio - visual aids.
- Changing the teaching environment by taking the children close to repeat the word.
- Class room Discussion.
- Stories - Telling should be encouraged in class.
- Dramatic activities.
- Use of memory games.
- Multiple teaching style .
- Use of Charts to teach words.
- Reading new papers, magazines, stories and discuss them in the class room.
- Pictures on the wall with the stories can help to remember and understand.
- Finding missing parts in the picture.
- Chose difficult approach by age wise.
- Increase their decision making ability.

Attitude of Teachers towards slow learners

The general disposition of teachers towards slow learners and awareness of their characteristics. It could also be a feeling of acceptance towards slow learners.

Efforts taken to ensure learning slow learners

The various steps designed by the teachers to help slow learners feel involved in the class room practices, peer interaction as well as improving their overall performance and communication skills.

Role of Parents in the Helping Slow Learners

A slow learning child gets influenced by its Parents in the formative years and it will have a subtle impact throughout life. So the Parents should play a positive role in shaping the future of students in the following manner:-

- Confidence building
- Motivation
- Creative Opportunities
- Not to compare with other student
- Soft approach towards the children
- Creating a conducive Environment
- Provision of facilities
- Inculcating good, clean habits
- Spending quality time with children
- Understanding the difficulties of the child

- Dissuading them from bad company
- Counselling with children
- Not imposing ideas
- Allowing freedom
- Discussing their problems

Strategies dealing with Slow Learners

- Motivate them constantly
- Support them in overcoming their difficulties in learning
- Devise a customized plan for them
- Study the performance of them to understand their pattern of learning
- Conduct conversations with them to understand their perspective on their performance
- Modify the pace of teaching and methodologies according to the needs of slow learners
- Celebrate even their smallest success
- Encourage peer tutoring so that the slow learners can achieve better
- Slow learners must be able to contribute to all activities of the class
- Feedback to the slow learners must be detailed and regular
- Collaborate with other teacher to what best can be done
- Collaborate with parents to understand them more wholistically
- Inform parents regularly about their progress
- Separate assignment can be devised to help them
- Classroom atmosphere can be made more inclusive in nature
- Help them to develop independent learning skills to boost their confidence
- Involve them in evaluating their own work
- Students could be involved in making future decisions about their learning
- A constant introspection could develop a feeling of accountability

Empowering thoughts for Teacher of slow Learners

- Tell me and I forget, Teach me and I remember, Involve me and I learn - Benjamin Franklin
- Teacher is a compass that activates the magnets of curiosity, knowledge and wisdom in the pupils - Terri Guillemets.

METHODS OF REMEDIAL TEACHING FOR SLOW LEARNERS

Dr. M. Panneerselvam, Research Scholar (Part-time), Department of Pedagogical Science, TNTEU, Chennai -97 & Principal, Senthil College of Education, Vriddhachalam, Cuddalore District-606 104.
Dr.M.Muthamizhselvan, Assistant Professor, Department of Pedagogical Science, TNTEU, Chennai

Introduction

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. If your homeschooled student has not taken an IQ test or an assessment exam, you may be wondering what the common signs are in identifying a slow learner. If you're wondering whether or not you are homeschooling a slow learner the list below highlights characteristics that some researchers have found to be shared by many struggling learners.

The greatest challenge to an educator is a student who is a slow learner. These students do not fall into the category of special education, do well outside the classroom and show no evidence of having a medical problem. They simply do not do well in school or a particular subject. In the days before formal schooling these students would carry on productive lives working and doing tasks that did not require extensive reading, writing or math operations.

Two commonalities emerge when dealing with slow learners. The first is that they need extra time to complete tasks. This means that the parents must be willing to augment what happens at school regardless of how fruitless it might appear at times. Secondly, the student must be offered incentives that are appropriate. Depending on the student the best incentives are those where the family works together on a project such as building a model or attending a concert or game. The incentives should require delayed gratification so that the student learns patience and the importance of waiting to be rewarded. The next area is proper nutrition. A student needs to have a breakfast period. Every study done points out that a quality breakfast and proper sleep are the two best ways to improve student performance.

Identification of slow learner in the class

Early diagnosis of slow learner student is very necessary between the ages of 2 to 6 years.

Teachers or parents can identify that the student is a 'slow learner' with a careful observation. They could easily identify some of the signs of a 'slow learner' as follows:

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- Spelling Mistake

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- Slow response/decision making

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Methods to improve Learning Capability in Slow Learners

1. Encourage even for a small achievement:

The greatest factor for the success of the life of the student is the encouragement given to him or her. If we try to find out the factors resulting in slow learning, we can concentrate in those areas of the weak student. If we try to applaud him with encouraging words and give confidence, he or she definitely comes out in flying colours. Once the student has grown his confidence means he will definitely improve. The most important cause of his weakness are inferiority complex and stage fear. Some of the teachers always give importance to the good students and neglect the weaker ones in the class. Encouragement can change the whole personality of a student.

2. Fixing the goal and prescribing a Time table:

The student should be persuaded to make a time table for the study purpose. Sometimes some students have no goal regarding study. The teacher should observe such students and must inspire them to fix the goal for the life and help him to make a time table for every day work so that the student will be captured through the time table to do the things at the right time.

3. Giving Memory tips :

More often the student forgets whatever he learns. That's why he loses his confidence on him and differentiates between him and the good students. The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' and 'what to learn'.

4. Giving importance in the class :

It's always seen that the class room teaching goes on with the direction and understanding of the strong students. But if the average students do not understand what the teacher is teaching and are just running towards the completion of syllabus then the whole teaching is futile. Sometimes it is very urgent to go near the weak student and ask personally whether he has understood or not. Here the teacher's approach of enquiring should be very polite and sweet.

5. Self reading method :

Most of the slow learners are found to be very slow in reading. They neglect self reading. They may have the problem of understanding the language and thereby do not take interest to read. Reading is one the important skill. If the student is given some extra time for understanding the key words, then he or she will definitely improve.

6. Questions for practice :

Some questions can be given time to time to engage the learner in the habit of study. That is a practice which can enable the student to come across the learning point at a regular basis.

7. Special guidance beyond school hour :

The teachers should not hesitate to spend extra time after school hours with the students to clarify their doubts. The slow learners need special attention beyond school hours. If the teacher allot some extra time for the slow learners, then definitely they will improve.

8. Seating arrangement :

More often we see that the strong students in the class room don't wish to sit with the Slow learners. The slow ones always sit with the slow ones. This is another cause for the less improvement of the slow learners. If the class teacher makes the seating arrangement in such a way that the strong ones sit with the slow learners and assist the slow learners whenever necessary-then the slow learners will improve in their studies in less span of time.

9. Reading Techniques :

Teach the student specific reading techniques e.g. pre-reading routine, word attack technique, self-correcting skills and give very specific instructions to the slow learner without discouraging. The inferiority complex and the stage fear in the student must overcome by mere practice. Simple paragraphs must be given to him/her to read aloud standing on dais. A collar mike must be provided if possible so that it would be audible for all the students.

10. Suitable Curriculum:

Suitably tailored lesson plan by the teacher and careful monitoring by the school administration will help slow learners have a better grasp of all lessons in schools. The panel must keep the slow learners also in mind and must frame the syllabus. The lessons thus framed must be beneficial to the slow learners in their day to day life and must improve their knowledge to a vast extent.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. By expanding the teaching styles, instructors can support opportunities for students with different learning. Most researchers agree that further study is needed in the area of identifying learning styles, teaching styles, and the significance of a match between the two and student academic success. By following the above mentioned 30 methods, any teacher, facilitator, instructor, mentor, lecturer, professor etc., who are teaching for slow learners not-only can improve the learning capability of the slow learners but-also can make them successful students in academics at par with other students of their class/peer group styles to increase their learning.

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TEACHING STRATEGIES, METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG SLOW LEARNERS

*Dr. Pondyselvi, Assistant Professor in History Education, Loyola College of
Education, Nungambakkam, Chennai.32*

Introduction

Every classroom has that one student (or perhaps more than one) that just needs "extra attention." He or she may be a behaviorally challenging student, a disorganized student, a slow or differential learner, a special needs student, or even a gifted student. Whatever the case, they need more attention than the others. What joy it would be to have a classroom filled with super organized, eager-to-learn, overly obedient, little angels who can't wait to get started diagramming sentences and long division, but that is not the true classroom. The true classroom is a hodgepodge of little faces. Some eager to learn, some wanting to learn but struggling, some who find it impossible to stay seated for more than five minutes, and some just watching the clock. All students can learn. The challenge is finding a way to help them learn.

Meaning of Slow learner

A Slow Learner may be called dull normal, low normal or borderline retarded. But we prefer the term Slow Learner. Slow learners are not dumb. They probably differ little from other students in terms of their potential. Slow learners have the same potential as the average students, but they probably differ in what they know, their implication in their daily life, in their motivation, in their position in the face of academic setbacks, and in their self respect as students in the class room I front of his/her teachers as well as classmates. (Daniel T. Willingham 2011).

Slow learners are those students who are unable to accomplish what is expected of their age group. Burt (1937) classifies them as students who are unable to cope with the work normally expected of their age group. Carroll, (2004) "Slow learners are students with below average cognitive abilities and who struggle to cope with the traditional academic demands of the regular classroom".

Characteristics of slow learners:

Students may display some or all of these depending on their age and degree of problems acquiring knowledge at school. First, they are frequently immature in their relations with others and do poorly in school. Secondly, they cannot do complex problems and work very slowly. They lose track of time and cannot transfer what they have learned from one task to another well. They do not easily master skills that are academic in nature such as the times tables or spelling rules. Perhaps the most frustrating trait is their inability to have long-term goals. They live in the present and so have significant problems with time management probably due to a short attention span and poor concentration skills capabilities.

The educational challenges for slow learners:

Typically, a slow learner has difficulty with higher order thinking or reasoning skills. This suggests that it will be more challenging to learn new concepts. New skills need to be based upon already mastered concepts. This can be difficult when the majority of the class has already mastered a concept and is moving on, while the slow learner needs more time. This can lead to gaps in knowledge and basic skills. The more gaps in a content area, the more challenging it is for anyone to learn new concepts. It's also important to recognize that these students are typically keenly aware they are struggling and self confidence

can be an issue. They are prone to anxiety, low self image, and eventually may be quick to give up. They often feel "stupid" and start hating school. They spend all day doing something that is difficult for them, it can be very draining. Finding other activities that the student can be successful in is very important. There should be emphasis on strengths as well.

Teaching Strategies for Slow Learners:

Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, experience-oriented workbooks).

Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Instructional Strategies for Slow Learners

While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

Develop Lessons that Incorporate Students' Interests, Needs, and Experiences

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

Frequently Vary Your Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

Incorporate Individualized Learning Materials

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of

slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

Develop Own Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that will capture students' interests, while develop our own worksheets. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at our grade level.

Provide Peer Tutors for Students needing Remediation

Peer tutoring can be an effective ally to our teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

Encourage Oral Expression Instead of Written Reports

For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

Testing Provide Study Aids Study

Aids are advances organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

Teach Learning Skills

We can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless our slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when the teacher changes the instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

Teaching Methods for Slow Learners

Be patient with slow learners

The foremost aspect of teaching a slow learner is that the educator should be patient and consistent throughout the entire process. The core problem of slow learners' education is their weak cognitive skills coupled with the slow speed learning. A teacher has to be understanding and patient toward their ability to get distracted easily and having a low attention span. Moreover, teachers must find creative ways to cope with this situation so that the entire class is not affected. One of them is patient repetition. Try repeating every basic instruction, keyword and concept time and again without being boring.

Seek school management's help

Request the school to arrange special classes for slow learners after/before school. Also, check whether the need of co-teacher or an assistant teacher for the class. This will help to concentrate better on them.

Engage fellow classmates in your efforts

Teach the other students to empathize with the special students. Specially ask them not to bully or tease slow learners. Inform them about their condition and how they could make a difference. Ensure the timely sessions in the slow learner's absence.

Provide minimum homework

We all agree that homework although with its benefits is more of a burden for a child and their parents. Slow learners, in particular, find it difficult to be attentive throughout the school day, They alone coming home and completing homework assignments. For such children, quality matters over quantity. Having minimum homework would help them understand learning and reduce their anxiety. This, in turn, would maintain their enthusiasm towards school. An educator can assign and alter homework personally and leave out small details that may be of little importance. For example, homework of writing an essay on an English chapter could be modified to reading the chapter twice, and telling the summary to the teacher would be a better idea.

Encourage and teach the right things

Invite them to come forward during art classes, school activities, or volunteering. Recognize and reward their participation. This would do wonders to their self-confidence. Teach special skills rather than unnecessary skills. This may include following the correct instruction words (count, color, circle, etc.) or listening and focusing on keywords. Remember the main goal is to make them self-sufficient.

Give them special takeaways

Hand out special cheat sheets, mini dictionaries, or visually graphic information sheets. One good idea is to give lesson pamphlets for pinning them to their soft boards so that they are surrounded by constant reminders of lessons and activities. Regular check out of Math tips and tricks to help and motivate them.

Praise and raise them

Always praise every tiny effort of a slow learner in front of the class or in public. This would raise their self-esteem and confidence.

Encourage constant Parent-Teacher Association

Work very closely with their parents. Ensure the homework and tasks assigned are successfully completed on a daily basis. Be accessible and open to communication.

Teaching Techniques for Slow Learners**Differentiated Instruction**

With this approach, teachers change and switch around what students need to learn, how they will learn it, and how to get the material across to them. When a student struggles in one area, the teacher creates a plan that includes extra practice, step-by-step directions, and special homework. Find out more about differentiated instruction.

Scaffolding

This is a method that breaks learning into chunks. The chunks follow a logical order and move toward a clear goal. Teachers form a bridge between what students already know and what they cannot do on their own. These bridges are referred to as "scaffolds." They can include charts, pictures and cue cards.

Teachers often use this method by presenting a model of high-quality work before asking students to work on their own. Just as they're used when constructing buildings, scaffolds are removed when they are no longer needed.

Graphic Organization

Using this method, a teacher draws a picture to map out thoughts and ideas. Graphic organization can help younger students with activities like identifying the characters in a story they have read. This can also help them plan and organize a story they will write. Older students can "map out" history, like the events leading up to World War II, or compare and contrast people or topics.

Conclusion

The objective of the paper is to create greater awareness and discussion about slow learners. Learners in this category will exist in almost every class, yet at present a systematic way of identifying and supporting them does not exist. There is no doubt that the individual teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners. It is also important for further research to build on this initial study to develop guidelines to assist teachers in supporting slow learners.

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DIFFERENTIATED INSTRUCTION FOR SLOW LEARNERS

Dr. D. Ponmozhi, O.P.R.Memorial College of Education, Vadalur-607303.

Introduction

A child with below average intelligence with slow developmental milestone is called slow learner. Their Language Development, Social Development, Emotional Development, Cognitive development and Learning strategies are below the level of normal child in that age. They may have immature language patterns or speech problems (Language development). They show poor judgment, immature social behaviour, prefers company of younger children (Social Development). They are in frustration, aggression, anxiety etc. (Emotional Development). They may show proficiency with particular tasks rather than a subject areas, poor memory, difficulties in understanding several steps in a task (Cognitive Development). They need to have new information linked to previous information while teaching and face difficulties in transferring information learned in one situation to other situations (Learning pattern). So they cannot be treated as other normal child in the teaching learning process. They require special teaching strategy with thorough understanding of the child's unique nature. Differentiated instruction is one of that kind which may serve the needs of the individual difference prevailing among the slow learners.

Differentiation

Differentiation is simply attending responsively to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike.

Principles of differentiation

The following Principles help the teachers to react responsibly to the learners' need.

1. A differentiated classroom is flexible.
2. Differentiation of instruction stems from effective and ongoing assessment of learner needs.
3. Flexible grouping helps ensure student access to a wide variety of learning opportunities and working arrangements.
4. All students consistently work with "respectful" activities and learning arrangements.
5. Students and teachers are collaborators in learning.

Characteristics of differentiated instruction classroom

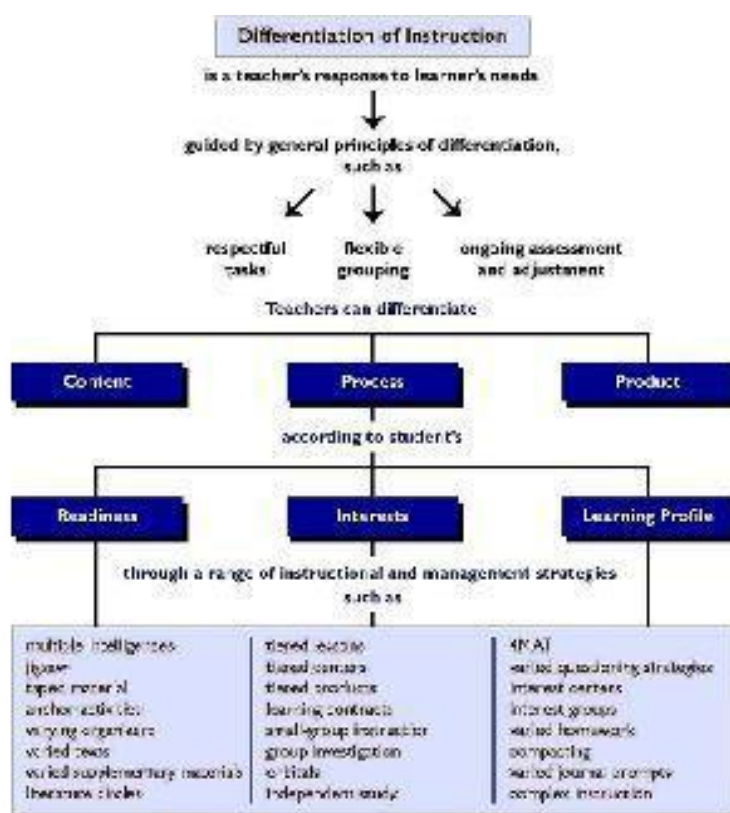
1. Design lessons based on students' learning styles.
2. Group students by shared interest, topic, or ability for assignments.
3. Assess students' learning using formative assessment.
4. Manage the classroom to create a safe and supportive environment.
5. Continually assess and adjust lesson content to meet students' needs.

Differentiated Instruction Model

Differentiated instruction model was developed by Carol Ann Tomlinson. In Tomlinson's model, teachers adjust the content, process and products of a lesson to improve the students' achievement.

In order to differentiate instruction for students with a variety of interests and learning needs, Tomlinson (1999) posits that teachers must adapt the curricular elements, content, process and products, according to students' readiness, interests and learning profiles.

1. Content- teachers adjust the curriculum to match students' ability levels. Differentiating content allows teachers to increase or decrease the complexity of the curriculum, in relation to students' understanding of the subject. Teachers may also differentiate the content by adjusting the means through which students gain access to the information, by using visual aids, manipulative, audio-recordings and additional texts.
2. Process-In the process, students draw on key skills to make sense of the central ideas of the lesson, such as activities and short assignments that allow students the opportunity to make sense of what they have learned
3. Products-The product of a lesson is a vehicle through which students demonstrate their knowledge and understanding of the information, such as assignments, projects or tests (Tomlinson, 1999). Typically products are larger pieces of work than the activities completed during the process.



Tomlinson's DI model, have a predisposition that students vary in three fundamental ways: their readiness, interests and learning profiles. To make the students to sense the new information the teacher must give importance to these factors (Tomlinson 1999).

1. Students' readiness-A student's current proximity to specified knowledge, understanding, and skills.

Students' readiness is innate to make sense of new information. Students with less developed readiness levels require additional support to foster their understanding and fill in knowledge gaps, while advanced students need extension via more complex activities that facilitate deeper learning.(Tomlinson, 2003).

2. Students' Interest- That which engages the attention, curiosity, and involvement of a student.

Students are unique in their level of interest and field of curiosity. This should be considered by the teacher in grouping them. The group should be flexible based on the topic to be learned. This will help the students to learn challenging task without losing motivation.

3. Students' Learning ProfileA preference for taking in, exploring, or expressing content.

A student's learning profile is shaped by four elements and the interactions among them:

1. Learning style
2. Intelligence preference-A hard-wired or neurologically shaped preference for learning or thinking. For example, intelligence preferences include verbal-linguistic, logical-mathematical, kinesthetic, interpersonal, intrapersonal, musical-rhythmic, spatial, analytical, practical, creative (Gardner, 1985; Sternberg, 1985).
3. Gender-Approaches to learning that may be shaped genetically or socially for males versus females. While not all males (or females) learn in the same ways, there are gender-based patterns of learning, and it may be advantageous to utilize in teaching and learning.
4. Culture-Approaches to learning that may be strongly shaped by the context in which an individual lives and by the unique ways in which people in that context make sense of and live their lives.

Instructional and management strategies:

Following are the some of the instructional and management strategies used for Slow learners

1. Know, Understand, and Do (KUD)
2. Tiered Instruction
3. Menus
4. Cubing
5. Tic-Tac-Toe
6. Socratic Seminar
7. Layered Curriculum
8. Differentiating Instruction with Technology

Conclusion:

Some students may work better in groups for some assignments, and work well independently during others. In addition, some students may need extra time to complete certain activities, but not

others. As these factors vary, depending on students' needs, teachers must be flexible and adapt each aspect to support the learning needs of individual students as required. This differentiated instruction will be more suitable for slow learners.

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TEACHING STRATEGIES, METHODS AND TECHNIQUE TO ENHANCE LEARNING AMONG THE SLOW LEARNERS

Dr.M. Prabhath Kumar, M,Sc, M,Sc, M.Ed, M.Phil, Ph.d, Principal-vaanicollege of education.
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Strategies for "slow learners"

Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: 1) a class composed mostly of average students, in which case up to 20% may be slow learners, or 2) a class specially designed for slow learners. Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

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Instructional Strategies for Slow Learners

While no single technique or set of techniques is sufficient teaching the slow learner, the

suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

Develop Your Own Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

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Peer tutoring can be an effective ally to your teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor. Encourage Oral Expression Instead of Written Reports For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

When Testing Provide Study Aids

Study aids are advances organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

Learner-Centered Teaching Methods

In this section, 14 learner-centered teaching methods that represent the different phases of learning, are introduced. The aim of this section is to provide some examples of methods that teachers can use in their classrooms. I have chosen these methods based on my observations and experiences of the teaching methods used by the U.S. secondary education teachers. Most of the methods described are easy to use and don't require extensive preparations beforehand. In a learning process information undergoes a series of transformations as it passes through the stages of memory, and finally becomes knowledge and skills as outcome of learning. Because learning takes place only when different processes are activated, the goal of learner-centered teaching methods should facilitate this activation. During the process of learning, teachers

must be ready to employ any of the action steps at any moment. Students may need re-motivation, reengagement and re-evaluation, or re-summaries while they are learning.

Event of Teaching Examples of Teaching Methods

1. Gaining attention " Have you ever? " Forming Lines
2. Informing the learner of the objective " Knows - Need to Know "Scavenger Hunt
3. Stimulating recall of prior learning " Mind Map " Use of Videos in Flipped Classroom
4. Presenting the stimulus " Jigsaw " Learning Stations
5. Providing learner guidance and eliciting performance " Demonstration and Visualization " Muddiest Point Paper
6. Providing feedback " Critical Friends " Bingo Review
7. Assessing performance, enhancing retention and transfer " Brainstorming " Gallery Walk

Using technology to communicate

A child is not born a user of digital technology, but can learn to become one. It is through a parent, a program, a friend or a teacher that a child learns to use technology. Students are seeing, using and trying media in all aspects of their lives outside of the school context. Teachers can help students draw links between what is happening outside of school and what is happening inside the school. Teachers can use technology within the classroom to model real-world practices. Meaningmaking occurs when students communicate using multimodal texts. The Australian Curriculum for English explains that multimodal texts 'combine language with other means of communication such as visual images, soundtrack or spoken word, as in film or computer presentation media' (ACARA).

Conclusions

Activity Based Method of Teaching creates a lot of interest and enthusiasm in slow learners. Under the traditional Methods, the interactive activities are at the very minimum. All the four skills are inculcated equally to children in the activity based curriculum. Speaking Skill gets a prominent place. Very good results can be got only if the teacher is active, regular, punctual and an all rounder in all the curricular activities. Problem solving activities may be used in the class to lure the attention of the pupils.

Use of more imperative sentences by the teacher helps them improve their speaking skill. Activities replenished with new vocabulary and new content creates interest in learners. The syllabus and textbooks may be old but the content and vocabulary used in activities must be from things and events happened recently. The teacher should revive the activities. Slow learners are diverted soon from the subject matter if it is boring.

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STRATEGIES TO ENHANCE LEARNING OF SLOW LEARNERS

S. RajaAnnamalai, *Research Scholar, Department of Adult and Continuing Education, University of Madras, Chennai, Tamilnadu.*

Dr. V. P. Matheswaran, *Associate Professor, Department of Adult and Continuing Education, University of Madras, Chennai, Tamilnadu.*

Introduction

Learning is an essential as well as fundamental process of life. It is a process by which the individual acquires various habits, knowledge, skills and attitudes that are necessary to meet the demands of life. The ultimate aim of all learning is to change one's behavior suited to the new situations. The existing behaviors may change and new behaviors may be formed. According to Gardner Murphy (1968), the term learning covers every modification of behavior to meet environmental requirements. Henry P. Smith (1962) observes learning is the acquisition of new behavior or the strengthening or weakening of old behavior as the result of experience. Robinson and Horrocks (1963) said that learning is an episode in which a motivated individual attempts to adapt his behavior so as to succeed in a situation which he perceives as requiring action to attain a goal. Crow and Crow (1973), defined learning is the acquisition of habits, knowledge and attitude. It involves new ways of doing things and it operates in an individual's attempts to overcome obstacles or to adjust to new situations. It represents progressive changes in behavior. It enables an individual to satisfy interests to attain goals.

Slow Learners

A child who is a 'slow learner' may be significantly slower in reaching milestones for his age, but his development will get even. He will exhibit thinking capacities that are lower from children of his age, but will have proficiency over certain tasks and skills. Slow learners may have problems not only with mathematics and reading, but also with coordination such as penmanship, sports, or dressing. Often they are quiet in nature, feel shy, and they have trouble in making friends. They may have a poor self-confidence. They have trouble with abstract thinking such as in social studies or doing mathematics word problems. They often have a short attention span. All of these problems cause them to have a poor self-esteem.

The factors influences learning in slow learners are broadly classified into: Learner related factors, Teacher related factors, Content related factors and Process related factors. Among these factors, Teacher is a trustworthy person in the desired flow of the teaching-learning activities in the classroom. Teacher plays the role of friend, philosopher and guide for initiating, interacting as well as concluding all the activities. Teacher's role is significant in shaping and in the acceleration of learning in slow learners. Hence, this paper is an attempt to provide some insights to the teachers with regard to the strategies to enhance leaning in slow learners.

Characteristics of Slow learners

Slow learners may exhibit any or all of the below mentioned characteristics:

- **Developmental Related Problems:** The child may have some speech problems, or underdeveloped language patterns. He may also have poor memory and might take a number of repetitive sessions to learn something.

- **Social Related Problems:** Such children may be seen hanging around with younger age groups. Immature social behavior, a sense of poor judgment, being to himself, and inability to express their feelings.
- **Personal Related Problems:** A slow learner may get frustrated easily, and may display emotions such as anxiety, aggression, lower self-esteem, and emotional instability.
- **Learning Related Problems:** Slow learners take time to process information, and sometimes grasp concepts only when linked to old. They do show proficiency and focus in some subjects or tasks, but may require additional practice to learn and practice new skills.

Identification of Slow learners in a Class

Teachers have to do following careful observations to identify the slow learners in a class and it is to be done between 2 to 6 years of the age of the student: speech defect, language development problem (broken sentences), assessments in the level of vocabulary (vocabulary limited), verbal abilities, short sentences which is grammatically incorrect, child behavior, spelling mistake, interaction with other children, detachment from classroom discussion, difficulty in reading, interest towards any activity, slow response/ decision- making.

Unaddressed learning difficulty of slow learners will lead to Alexia [able to read, but not from being able to write. It is also known as 'Word Blindness', 'Pure Word Blindness', 'Text Blindness' or 'Visual Aphasia']; Dyslexia [a specific learning difficulty that mainly affects reading and spelling. Dyslexia is characterized by difficulties in processing word-sounds and by weaknesses in short-term verbal memory]; and Strephosymbolia [a typical symptom of dyslexia in which letters are transposed, reversed, or confused; more generally a disorder in which objects are perceived in mirror image].

Strategies to Enhance Learning of Slow Learners

According to Santrock (2001) being an effective teacher requires commitment, motivation, and caring, qualities that include having a good attitude. On the other hand, Muppudathi (2014) asserts that a slow learner needs more time, more repetition, and often, more resources from the teachers to be successful. The teacher needs to be convinced that a slow learner can learn. The following teaching strategies can be adopted to enhance learning of slow learners:

(1) For Language Development Problem: Reading, writing, speaking and listening - the four fundamental skills of language learning.

(a) To Improve Reading Skills: Pictures or comic books can be used where they have fun to read, and the pictures help slow learners to follow the story even they do not know all the vocabulary. Carrying good dictionary and a pocket notebook to find out meaning of new words and jot down in a note book. Today, dictionary is available as Apps and virtual note book to organize the notes. Other methods include reading stories, collecting magazines, news papers and discuss them in the classroom, pictures on wall with the stories can also help slow learners to remember and understand a word. The interactive computer games not only help slow learners in their reading process but it also help to increase their quick decision-making ability.

(b) To Improve Writing Skills: Involving the students in writing small stories, engage student in form filling, letter writing, writing a trip about summer holiday vacation and write up about some cultures, festivals and sports events. Providing computer-based writing games such as puzzle, crossword, ask

them to complete sentence with right prepositions. Encouraging students to write articles for school magazine, newspapers, etc.

(c) To Improve Speaking Skills: Teachers should pronounce the words clearly for the students and ask the students to repeat the words. Usage of flash cards for teaching difficult words. Storytelling, dramas, conducting quizzes, sharing the holiday trip and classroom discussions improves slow learners' speaking ability.

(d) To Improve Listening Skills: There are endless listening resources available such as audio books, music, movies and podcasts. Ask them to listen the audio content without any distractions. Make a note of new words they just listened in the audio clip. Instruct them to listen to the same audio repeatedly until recite it back.

- (2) Help slow learners to spell it rightly: Spelling are the process or activity of writing or naming the letters of a word and very necessary for slow learners, because it helps to form a word, a good speller well always be a good reader and writer, therefore teachers should give attention to teaching spelling to the students. Teach them the spelling in parts, so that they know the sound of the word. The other ways to help slow learners are conducting spelling competition between the students, check recheck method, weekly test for spelling, spelling games on computer and typing tutor game on computer.
- (3) Educate the social education to slow learners: Social education is also necessary for the slow learners. Teachers should give full attention to the social education such as how to cross the road, how to reach home and other small things that could help him in day-to-day life.

Conclusion

Slow learners need special attention and care for being duly helped in getting rid of their sub-normality in terms of their rate of learning and educational achievements. Neglecting or overlooking them may pose serious problems for their progress and welfare besides proving a nuisance to the society. The remedial steps arranged and adopted by school management by providing of special curriculum, new strategies of teaching, appointment of special teachers, special coaching and proper individual attention, provisions of co-curricular activities, rich experiences and diversified courses. Also controlling negative environmental factors and taking the help of experienced educational psychologists also help to overcome the challenges with slow learners.

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STRATEGIES FOR SLOW LEARNERS

Dr.M.Rajakumar, Assistant Professor of Education, Government College of Education, Vellore

Introduction

Slow learners are the learners who do not show any outward interest in the learning activities conducted in the school. They may be psychologically de motivated students and need a little push from the teachers. These students may or may not have a below average IQ and may require help, to realize their potential. In this study, slow learners fall under any category of students in the psychological classification of special learners. In a class of over 60 students teachers find the individual attention giving a major difficulty. It is an inability of teachers considering the time and resources in hand. Teachers are not fully trained to handle the differently abled students who are into the mainstream of education. It takes a great deal of sensitivity and patience to pay attention to this group of learners.

Strategies for "slow learners"

Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: 1) a class composed mostly of average students, in which case up to 20% may be slow learners, or 2) a class specially designed for slow learners. Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

1. Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

2. Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not

change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

3. Instructional Strategies for Slow Learners

While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

4. Develop Lessons that Incorporate Students' Interests, Needs, and Experiences

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

5. Frequently Vary Your Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

6. Incorporate Individualized Learning Materials

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

7. Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

8. Develop Your Own Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

9. Provide Peer Tutors for Students needing Remediation

Peer tutoring can be an effective ally to your teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

10. Encourage Oral Expression Instead of Written Reports

For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

11. When Testing Provide Study Aids

Study aids are advance organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

12. Teach Learning Skills

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. By expanding the teaching styles, instructors can support opportunities for students with different learning styles to increase their learning (Friedman & Alley, 1984). Gregorc and Ward (1977) recommended that instructors identify the learning styles of the students, identify their teaching styles and then vary their teaching methods to meet the range of learner preferences.

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TEACHING STRATEGIES AMONG THE SLOW LEARNERS

*K. Ramar, M. Rajendiran, Ph.D., Research Scholars, Bharathiar University,
Coimbatore G. Reenadevi, Assistant Professor, Sri Balaji College of Education, Arcot
Road, ACS Nagar, Irumbedu, Arni Taluk - 632 317.*

Introduction:

A "slow learner" is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers.

Teaching is a challenging profession that requires a lot of patience, innovation and motivation from the teachers in order to bring about an all-round development among their students. Inside the classroom there will be a mixed section of learners based on their level of intelligence and performance criteria. It is among these learners, there will be some who cannot cope up with the lessons taught inside the classroom as their peers do and hence these learners are tagged as the slow learners. Hence here comes the greatest challenge for a good teacher to guide and help the slow learners improve in fetching good grades and come out with flying colors. A good student can always get good grades on his own merits which require very little effort on the teacher's part. But to help a slow learner fetch a good and suitable grade is a challenge that marks the qualities of a good teacher. Since, being a teacher faces such problems inside the classroom and some ways should be adopted in order to help a slow learner achieve good grades and graduate successfully.

Slow learner:

Slow learning is not a learning disability that can be classified as a diagnostic category. It is simply a term used to describe a student with the ability to acquire all necessary academic skills, but at a rate and depth below that of the average student. In order to grasp new concepts, a slow learner needs more time, more repetition, and often, more resources from teachers to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to grasp.

In today's world, unfortunately, 'learning' has become a one-size-fits-all process that is not tailored to suit a person's abilities. This conformation of learning is especially true of our conventional school systems. The problem, however, is that not all children can adapt to such a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'.

Responsibilities of the teacher on slow learners:

Slow-learners are not averse to learning, and have no limitations for learning, but in fact have their own psychology for learning. Hence the challenge for the parents or guardians or teachers is to understand the student's areas of interests and develop a teaching plan to cover syllabus in a given time frame. Slow learners are very sensitive and self-conscious as they are very well aware of their weakness in comparison with the fast learners. The following are the responsibilities of the teacher on bringing out them among these learners and make them believe that they are no less than others. Encouraging words and phrases may bring about a positive impact on the slow learners and will boost them to perform better.

Finding out the main reason behind the learner's weak performance:

Teachers are first required to find out the main reason behind the learner's weak performance and also to study those areas minutely where she needs to work upon in order to guide the slow learner to perform well.

Interact with the slow learners more often:

She needs to interact with the slow learners more often so that she can keep a record of every movement of the learner and adopt ways in which the slow learner can be guided.

Giving extra care and practice:

Extra care and practice should be given to the slow learners as compared to their peers. If need be the teacher can take extra classes or may allow the learner to come to her place so that she may work out the areas of concern along with these learners. The teacher may utilize some of her time to do a good deal of research in order to find out simple ways of helping these slow learners to study in an easy and simple way. She might set mock tests for the learners or give them simple home assignments which are interesting and related to the lessons completed in-side the classroom.

Pay Equal Attention In The Class Room

Inside the classroom she must never make the slow learner feel neglected or unwanted as it might create a feeling of inferiority among these learners which might lay an effect on their grades. She must pay equal attention to these learners and may make them sit in the first row if possible.

Arrangement for special learning resources:

Special programs with the help of the audio-visual aids, graphics, displays, reference books, online material and worksheets must be created for these slow learners to enhance their learning.

Maintenance of cumulative records:

Cumulative records must be maintained by the teachers in or-der to keep a track of the learner's progress. This cumulative re-cord is mandatory for the teacher to maintain as she will know how the slow learner is responding to her ways of teaching. If she finds any area where the learner has not made much improvement then she can change her ways of teaching and try out another way that might be proved comfortable for the learner.

Maintaining friendly relationship:

A teacher needs to be a friend to these learners on whom they can fall back upon. These learners cannot express themselves fully to their peers or to their parents and hence needs some body whom they can rely upon. Hence it is up to the teacher to fill up that vacuum and enhance these slow learners' all round development.

Repetition:

Saying the same thing over and over, but it helps make a con-cept more concrete. A slow learner with limited reasoning skills will take longer to comprehend what may seem easy and almost natural to us.

Encouraging other activities:

Encourage on other activities helping the child to experience success. Put up posters in his work space so whenever his concentration drifts, he is constantly reminded of the task at hand. Repeat these from time to time so as to keep up a healthy level of confidence.

Apply the theory of multiple intelligence:

By allowing the child to dabble in a range of activities at a young age helps in success not only boosts confidence but excelling in a certain area, whatever it maybe, allows the child to feel socially accepted and 'normal'. Additionally, sports can then also be used to teach various mathematical computations and calculations, for instance.

Arranging for peer tutoring:

Peer tutoring is one of the most effective strategies for slow learners. Parents and teachers should identify tolerant and caring peers and allow the slow learner to be taught alongside them or through them. The more a child interacts with those of his age, the more successful he will feel, eliminating the problem of self-confidence.

Adding variety to the academic routine:

Add variety to the academic routine by making learning a fun process through the use of educational puzzles and games. It has been observed that the majority of slow learners enjoy activities which are hand held and allow them to play an active role. It allows the child to learn by using his tactile sense, one that leaves a more lasting impression in his memory. Also ensure lessons are short and frequent rather than long and strenuous.

Encouraging oral expression instead of written reports:

For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

Teaching them learning skills:

Learning skills can be increased by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

Using innovative strategies:

Several innovative strategies to deal with such slow learning students to learn and enhance memory like:

- Involve students with a practical model or case study of short time span and relaxed environment so that they can visualize or feel the situation.
- Proceed in steps once the students are comfortable and involved in looking for solutions.

- Involve them in activities discrete from routine home chorus like sports and excursions to motivate such students to learn without cramming monotonous textbooks.
- Provide a variety of activities for learning such as painting a picture of a reading assignment.
- Provide them ample opportunity for success. Fortunately nowadays resources are available in libraries as well as online to develop learning habits to create interest for slow learners.

Improve learning capability in slow learners:

- Encourage even for a small achievement
- Fixing the goal and prescribing a Time table
- Giving Memory tips
- Giving importance in the class
- Self reading method
- Questions for practice
- Special guidance beyond school hour
- Seating arrangement
- Train them in improving their LSRW Skills
- Trace out the physical and mental problems if any
- Create confidence level in their interest areas
- Psychological Analysis and Problem solution
- Guidance from his/her level
- Be a friend to the Slow Learner
- Alternatives to traditional home work tasks
- Intensive Sessions
- Supply of necessary books
- Reading Techniques
- Audio-visual Aids
- Interact with parents
- Adjust your expectations
- Analyse the students' performance
- Conduct Group Discussions
- Suitable Curriculum
- Create safe Environment
- Don't forget to teach the Basics

- Conduct Bridge Courses if necessary
- Don't separate
- Treat with Empathy
- Enhance Curiosity in students.

Conclusion:

It is possible to draw strong academic performance from slow learners through steady application of practical strategies. Joint efforts of both parents and teachers are important to achieve positive results. Knowledge of what you can do as a parent or teacher to help slow learners enables you to put in your best efforts in the right direction and contribute to the children's success in later years. Although the effort from the teacher's end is simple, yet the result at the end of the day is great enough to make a teacher feel proud of herself as well as her learners who had managed to overcome their weakness and come out with flying colors.

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TEACHING STRATEGIES TO ENHANCE LEARNING AMONG SLOW LEARNERS

Ruby Grace Bonigala, Administrative officer, Venus Matriculation Higher Secondary School.

Introduction

Definition : A "slow learner" is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers.

Normally children have the ability to grasp things either the first time or the second time it is explained. Normally in schools, the children are only segregated as slow learners based on marks and handwriting. But it normally extends to other areas like poor grooming, inability to respond appropriately and to maintain themselves.

If they are separated into a different section, others will look down at them, so to avoid the social stigma, they have to be a part of all others in the same class room. A committed teacher at school and a parent who tried to understand at home is all that is needed for such a child.

Now a days, we find that the number of cases, of those who are neither normal nor with any disability is rising. The children whose Intelligence Quotient (IQ) ranges from 70 - 89, are categorized as slow learners. Slow Learners may have problems not only with math and reading but also with coordination such as penmanship, sports, or dressing. Often they are quiet and shy, and they have trouble making friends. They may have a poor self confidence.

Normally these children would exhibit the following characteristics,

Short attention span, Poor memory, Difficulty following directions, Inability to discriminate between/among letters, numerals, or sounds, Poor reading and/or writing ability, Eye-hand coordination problems; poorly coordinated, Difficulties with sequencing, Disorganization and other sensory difficulties, Doesn't adjust well to change and Impulsive at times.

Teaching strategies for slow learners

Self Esteem Is The Key

They are children who need to feel belonged. The following strategies can be used in laying the foundation for the future development of the child.

1. Provide a class with no Grades or Grades that are according to the ability of the child. Ie, if passing is 40% and their IQ is 80 then a passing grade can be $.8 \times 40 = 32\%$.
2. More stress has to be given on developing the skills to be independent such as managing a work, going to the shop, managing money etc
3. All the time the child should not be made to focus on the lessons only.
4. Separating them into a different classroom would bring them under the scorn of their peers.
5. Praise is needed rather than a reward. As they will get used to the reward and not really understand and apply the concepts.
6. Grant more time for self evaluation and exploration.

Methods of teaching for slow learners

Even the children with symptoms of slow learning are very good in watching movies, playing video games, handling gadgets, riding a bike etc. There is something that is more fascinating than their studies in such activities. As far as slow learners are concerned, for each child a unique method needs to be followed.

The approaches so far have been concentrating more on the performance of a child in the exams. But the approach of first dealing with the marks and then with their personality will only delay the process. Hence, their personality has to be dealt-with first. The various tests such as those mentioned below have to be undertaken as the first step in school.

1. Cognitive test: Ability to learn and solve problems
2. Social and emotional test: This shows their ability to join with others in a game, being self controlled, smiling etc
3. Speech and language test: This shows how much the child is able to express itself through language.
4. Motor skill test: This test reveals the ability of the child to use its muscles, especially in the hands and fingers which they use to pick up objects, hold a pencil to draw or colour.

Once the developmental milestones are accessed, then we should train the child to reach the milestones. Instead of focusing on the marks, if we focus on the skill development, that will be more permanent and holistic.

Method of teaching should include the following points:

1. The curriculum should be taught through song/action/dance. When these children move their hands and legs, it helps them to remember better. By making them to sit quietly, we cannot achieve our goals.
2. Always the lessons have to be taught to them by connecting some animal characters. For example, in the story of a king we can add a pet animal etc to make the lesson interesting for them. They are better connected with nature.
3. Teaching through stories is essential
4. Sometimes, the teachers can play a background music. Even the music helps them to concentrate more or remember better. The music need not be with jumpy tunes, but any instrumental music will soothe enhance their thought flow too.
5. Catching the imagination or making the child to imagine what we teach is an important key to success. We have to encourage them to dream as if they are involved in a heroic deed and then ask them to verbalize that dream. We can also create an imaginative story like a Cock which swims or a rabbit which flies. The cartoon channel is able to get their attention using such tips.
6. We have to explore into the possibilities of creating a new creature such a one eyed character or one handed character in our stories.

Techniques to enhance learning of slow learners

For Teachers

- ¢ As far as possible, the student should learn under the same teacher for 3 years.

- ¢ Lesson plan and action plan for remedial classes. Because many teachers are unaware of how to re-teach the lessons after a long, hard day of work. The remedial classes should be feasible for the teachers too. Else experts can be invited to the schools only for the remedial classes.
- ¢ Provide a quiet work/study area. Distractions are detrimental.
- ¢ Keep assignments and homework sessions short. Again, it's the attention span thing.
- ¢ Be humorous and make them feel at home. Much of the thought process begins with free thinking

For Parents

- ¢ Parents play a vital role as a follow up of what has been done at school. Many parents are unwilling to accept that their child has a difficulty. Those who have accepted the fact, have cashed in on the wonders that their children could do.
- ¢ Be accessible. Help your child. Help doesn't mean do the work for them, but help them work through the assignment giving clues, having them repeat the process or concept with similar questions and problems, etc.
- ¢ Ask questions such as 'what does that word mean?' 'Do you see how that works?' 'Why did you choose that answer?'
- ¢ Read to your child.
- ¢ Be patient and consistent.
- ¢ Do not allow them to give up on their work or themselves. If necessary, take a break, but always come back to the task and see it through to completion.
- ¢ Don't be overprotective. Labelling your child as a 'slow learner' only makes them feel slower. Don't ever tell them they can't accomplish something. Instead, help them find a way to get it done-in their own time.
- ¢ Be their advocate. Stay connected with their teachers and make sure your child doesn't fall through the cracks of the system.

Kids will work hard for you, if they like who you are as a person.

Conclusion:

I have mentioned a few solutions that will be valuable for the betterment of these children.

1. The education system has to change
2. Parents should not force their children to fulfill all their own desires, but allow the children to excel in their own field of interest.
3. Each school should have atleast one teacher who has completed B Ed in special education. As a slow learner can be struggling with difficulties which involves multiple disciplines.
4. The question pattern in schools has to be adjusted so that it is inclusive of these children.
5. If there is a bridge between the researchers and the learning centers, it would be a great help.
6. Instead of expecting the child to come to scale up to our level, we have to reach out to their level.

IMPACT OF COMPENSATORY TEACHING TO SLOW LEARNERS AND IMPROVE THEIR HIDDEN SKILLS

R. Saravanan, Ph.D Research scholar, Department of Education, Annamalai University.

Dr. R. Sivakumar, Assistant professor, Department of Education, Annamalai University.

Introduction:

Education contributes to economic growth of a country through creation of new knowledge as well as diffusion and transmission of knowledge. While highly educated individuals become scientist, analyst, technologist and inventor developing new process and technologies, the diffusion and transmission of new knowledge require basic level of education of others to understand and digest the new knowledge. Formal education system provides the basic education level necessary for the diffusion and transmission of new knowledge as well as means of transmission. The experience of educators confirms that there are many children who are so backward in basic subjects that they need special help. These pupils have limited scope for achievement. They have intelligence quotients between 76 and 89 and they constitute about 8 percent of the total school population. These students do not stand out as very different from their classmates expect that they are always slow on the uptake and are often teased by the other students because of their slowness. They are quite well built physically but rather clumsy and uncoordinated in movement. They need special help in the form of special class in ordinary school. Most of the slow learners struggle along in ordinary classes failing to have the special attention which they need. Children learn at different rates, and, according to some published research, children learn only when they are ready. Other research gives importance to intrinsic rewards, differentiated curriculum, and motivation by personalizing lessons. However, the bottom line for most educators is that some children are slow to learn, but don't have a learning deficiency. These students who are known to be slow to "catch on" are called slow learners. The next area which is very important is proper nutrition, like children need good breakfast. Research suggests a quality breakfast and proper sleep are the two best ways to improve student performance. Finally, a teacher must seek lessons and other resources that make it easier to differentiate the curriculum and make learning more vital and relevant. To this end, special education sites on the Internet have some great ideas. Although slow learners do not qualify for special education classes, the concepts teachers use with special education students are ideal for helping a slow learner once the student's weaknesses have been diagnosed.

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality.

There are mainly two types of slow learners:-

1. Separation or segregated set-up:

These children are found to suffer from some or the other severe forms of learning retardation and educational backwardness on account of their limited abilities like- retarded mental development coupled with some of other socio-psychological deficiencies. They require more attention and provisions for their schooling and education, more often in the shape of special schools or special classes.

2. Integrated general set-up:

The nature and degree of the severity of learning retardation and academic backwardness in these children is less severe and thus, these handled properly in the integrated general set-up of our existing schools. Their backwardness is generally two types- general and specific. The child suffering from general backwardness is weak in all the subjects of the school curriculum. The child suffering from specific backwardness, on the other hand, lags behind in one or two specific subjects only, while in others his progress may be satisfied or even extraordinary.

Characteristics of slow learners:

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

1. Low cognitive capacity:

Schonell (1942) defines general intelligence as an inborn, all-round mental power which is but slightly altered in degree by environmental influence although its realisation and direction are determined by experience. Intelligence is viewed not merely as an unfolding or maturing of this innate potentiality but also as something that grows and develops in the course of the child's active experience of his environment. This is what the slow learner's lack. Due to limited cognitive capacity, slow learners fail to cope with learning situations and to reason abstractly. Rational thinking becomes practically impossible for them.

2. Weak memory:

Memory is a complex process and is not fully understood, although some researchers have established theories that seem to explain the various observable facets of memory. Flavell (1977) and Flavell and Wellman (1977) define memory as a series of cognitive processes, including recognition and recall, knowledge, cognitive strategies and met memory. Each of these processes has an influence on learning. But the slow learners have a poor memory power.

3. Unable to express ideas:

Tansley and Guilford (1962) state that schools give considerable thought to the ways of achieving good standards in reading and writing, but important as reading and writing are, it must not be forgotten that they are only subsidiary skills in language. Children's ability to express themselves orally and to comprehend what is said to them is more important. This is where the slow learners are lacking. Slow learners have difficulty in finding and combining words, their immaturity and emotional reluctance being one of the chief reasons for their backwardness in expression. They often have recourse to gestures or to action rather than words. Slow learners are poor at remembering messages and listening to instructions. As a result, they are unable to express ideas with clarity.

4. Slow learners are recurrently immature in their relations with others and do poorly in school. They cannot do multifaceted or complex problems and work very slowly.

5. They lose track of time and cannot convey what they have learned from one task to another well. They do not easily master skills that are academic in nature, such as the times tables or spelling rules.

6. Perhaps the most exasperating trait is their inability to have long-term goals. They live in the present, and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills.

Compensatory teaching:

Compensatory Education is defined in the Oxford Advanced Learners Dictionary as 'connected with school students who are slower at learning than others'. The Compensatory teaching can also be defined as 'The name implies, is designed to cater to the needs of children unable to keep pace with the teaching-learning process in a normal classroom.' compensatory teaching will act as a safety valve for the students who are behind the expected level of achievement. It involves diagnosis of specific difficulties, provide suitable compensatory measures and provide support to prevent reoccurring of them again in future. This theory believes that emphasis on early observation and identifying the strength and weaknesses of students in terms of skills in reading and writing, and one-to-one support in the primary grades by teachers towards their students, incorporate a variety of methods such as modeling explicit teaching, and prompting and praising student struggling with reading and writing will help students to become self-regulatory in terms of their reading and writing abilities.

Educational Programmes For Slow Learners Psychologists and educationists have recommended various educational programmes to surmount the problem of slow learners in the mainstream. Most of the measures are within the purview of the teachers. Effectiveness of certain measures has already been established by the researchers. A clear perception of the educational programmes meant for slow learners will enable the teacher to combat slow learning in an effective manner. The following are the remedial measures which constitute the educational programmes for slow learners.

1. Motivation for learning:

The word "motivation" is used to describe a drive, need or desire to do something. Motivation can be applied to behaviour in a wide variety of situations. One use of the concept of motivation is to describe a general tendency to strive towards certain types of goals. Success of a teacher largely depends on how effectively he motivates the students to learn. Experience has shown us that learning failure is very often largely due to poor motivation. Children taught by a teacher using motives in a sensible, individualised way will always learn more quickly and better, even if the method used is faulty. Slow learners usually evince an attitude of avoidance resulting from previous experience of failure or dislike of a subject. Motivation makes the slow learners desirous of learning to apply him to the task.

2.xtravagant attention:

"Individual attention" refers to the attention given by the teacher to a particular student. Of all students it is the slow learners who need individual attention from the teachers. The individual differences of the children should be properly recognised and the individuality of the child must be respected. The teacher should take positive effort to ascertain the specific disability of the slow learners and accordingly he should devise his remedial instructional strategy which should cater to the needs of each slow learner. better individual attention can be given to the slow learners in the special classes which will ultimately, promote better human resource development.

3. self-confidence conduction:

Slow learners are the backward children who have, even before admission to the school, experienced years of failure and frustration as a result of which their self-esteem is seriously undermined. Constant lack of academic success, rejection by other children, faulty instruction and mismanagement by parents lead to emotional disturbance, feelings of inadequacy and personality and conduct disorders.

These slow learners ultimately find themselves in a vicious circle. The interplay between the causes and symptoms becomes more and more complicated and difficult to disentangle. The breaking of this vicious becomes one of the most important objectives of remedial treatment.

4.Easy Educational Instruction:

Rastogi (1978) and Narayanarao (1987) have suggested that the remedial teaching classes or special classes should be conducted systematically based on laid down guidelines.

1. The instructional content must be very carefully graded keeping in mind the capacity, requirement, educational and experience levels of the students.
2. Short frequent lessons should be introduced instead of long lessons every week.
3. The slow learners are able to grasp concrete ideas rather than abstract ideas. Therefore there must be ample use of audio visual aids in the instructional process which can provide unique experience to the slow learners in the presentation of the content.
4. The teacher should be aware of that fact that a friendly approach in remedial teaching is highly conducive. New Man International Journal of Multidisciplinary Studies (ISSN: 2348-1390) VOL. 3 ISSUE 8 AUGUST 2016 www.newmanpublication.com 78 Impact Factor: 3.012 (IIJIF)
5. To generate interest social skills and confidence in slow learners, stress may be laid on effective use of art, music and drama.
6. The teachers dealing with the slow learners should give due importance to practice, drill and review which all facilitate the comprehension and retention of slow learners.
7. With a view to ensure optimum human resource development special remedial classes should be arranged for slow learners.

5. Light environment:

The school environment should be healthy and reasonably free for slow learners. Many a time poor environmental factors contribute a lot towards the slowness. Poor environmental factors should be adequately tackled or removed at the earliest so that congenial atmosphere can be created for the effective learning of slow learners.

6. Effective Methods Of Teaching:

The research evidences reveal that the following special methods will be very effective for slow learners:- a. Audio and visual instructions b. Mastery learning strategy with extra corrective instruction c. Modular instruction d. Computer assisted instruction

Conclusion:

The objective of the paper is to create greater awareness of compensatory teaching of improving the Hidden skills of slow learners. Learners in this category will exist in almost every class, There is no doubt that the individual teachers have developed many effective techniques for supporting Slow learners or educationally backward children needs special attention and care for being duly helped in getting rid of their sub normality in terms of rate of learning and educational achievement. Neglecting or overlooking them may pose a serious problem for their progress and welfare besides proving a nuisance to the society.

For taking measures, for their treatment and education, beginning should be made through regular medical check-up and necessary treatment and redressing their maladjustment problems at home and school.

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EDUCATING CHILDREN WITH DISABILITIES IN INCLUSIVE CLASS ROOMS

L. Selvakumari, Ph.D., Research Scholar in Education, Department of Education, Annamalai University,

Dr. T. Tamizhselvan, Assistant Professor in Education, Department of Education, Annamalai University, Tamil Nadu.

Introduction:

There are three basic principles which govern the inclusive education model. I have derived these principles from the international and national policy documents. These according to me are the basis of inclusive education. For any school to be inclusive, it must adhere to these three principles. It is important to have strong philosophical base for implementing a concept like this, as we have seen from this research. The schools which had explicitly laid out their inclusive policy were more committed in terms of providing support for the enrolled children with disabilities.

- All children have a right to education (Right to Education Act, 2009).
- An inclusive school welcomes children with all background and abilities (MHRD 2005).
- All children benefit from inclusion.

Inclusive education:

The Working

To put these principles and findings into action, the model was designed to offer an understanding of contextual practice of inclusive education. I have used the input-process outcomes (IPO) framework to elucidate the process of inclusive education. In the IPO model, a process is viewed as a series of boxes (processing elements) connected by inputs and outputs. Information or material objects flow through a series of tasks or activities based on a set of rules or decision points. Flow charts and process diagrams are often used to represent the process. (Harris & Taylor, 1997) What goes in is the input; what causes the change is the process; what comes out is the output (Armstrong, 2001). The IPO model provided the general structure and guide for the direction of the study. Substituting the variables of this study on the IPO model, the researcher came up with the following model. Figure 1 illustrates the basic model the elements of which will be subsequently described. The conceptual map developed for conducting the research served as the blueprint for the model.

Input and resources denote all aspects provided to the system to achieve a certain outcome. In the field of inclusive education, inputs and resources could not only be for example, financial resources, or legislation related to education, but also the qualification level of teachers or any infrastructural issues. Education processes transform these inputs and resources into Outputs and outcomes. While outcomes describe efficiency measures such as participation rates or curricular achievements, this research highlights the relevance of outcome aspects that emphasis the effects, impact or consequences of input and processes, e.g. academic and functional literacy, independence, or citizenship. Process finally refers to all educational activities including procedures, school policies and culture, or classroom instructional practice. The Part A, B and C of the illustrate the substitution of findings of the research to the parts of the model for clarity and discussion.

Input

At the core of the Inclusive Education Model is the child with disability. I begin with discussing the input variables which would influence the process and the outcomes. The background characteristics of the child play a significant role in child's education in a regular school. Firstly, the eligibility criteria followed by schools for enrolment of the child in the school is in itself indicative of the interplay of the child's and familial characteristics. The nature and severity of disability was the primary concern among the decision makers in schools. A child who secures admission in an 'inclusive school' fits a particular eligibility criteria set by the school. The schools prefer children with milder disabilities and those children for whom it had enough resources to provide for the special needs arising out of their 'disability'. The school emphasized and sought parental cooperation at the time of admission. Though it is a good practice to involve the parents and see them as partners in education, excessive expectations from them may lead to stress and distress among parents. Sometimes, their participation is defined like visiting the school every day to help the child with his/her regular activities may prove burdensome to parents who are working or have heavy engagements at home. Another concern could also be the education of the parents, though the sample consisted of mothers who were at well-educated but this may not be a universal. Thus, the schools must have some support systems for such parents who could not be involved for the desired period of time. The other input variables pertaining to child who played a vital role in the entire IPO cycle were assessment of intelligence and motivation which helped in admission and continuity. The parents had decided in favour of sending their child to inclusive school when they had felt the desire in the child to be a part of the 'normal' community. Another encouraging input variable was the fee structure which was similar for all children. There were no extra charges for any kind of support service which was provided to the child with disability. The other factors which influenced the process and the outcomes were the parental support, financial resources, attitude of the teachers and the school environment in general.

Part A: Input Variables

The favorable background characteristics along with the support mechanisms installed in the schools help in enabling the child's education in an inclusive school. As the study points out that all children were supported by the Resource Program and classroom programming which, in turn, was supported by the school administration. Collectively, these people work as a team to play an integral part in the child's development and learning. The Resource Program is run by the Resource Teacher who offers the following services to classroom teachers and to families of children with special needs on a child-by-child basis; direct classroom support, direct family support, curriculum enhancements and modifications, teaching methods enhancements, coordination and assimilation of specialized support services, such as occupational, physical, and speech and language therapy, and, leadership in the community with ideal practices for inclusive education. The other support factors have been favorable attitude of the peers, their support in classroom and school activities, and positive relationships in school.

There are some negative factors within the school system which negatively feed into the process-outcome cycle. The main challenges which emerged were teasing and bullying by the peers, attitude of the teachers, the training of the teachers to handle diversity and the scarcity of resources. The attitude of the teachers and peers may result in inability to form friendships result in social isolation, reiteration of their 'disability' status and poor self concept. The challenges were the negative aspects of the model and would share an inverse relationship between the quality of teaching-learning and expected outcomes for

the children with disabilities. Therefore, there have to be adequate mechanisms to counter the challenges for strengthening the inclusion system.

Process

The process of the inclusive education was studied within three dimensions of culture, policies and practices. Within the culture, I critically analysed the mission statements. They reflected the school philosophy and their stance on inclusion. The school staff must examine the culture of their school, which can lead to significant transformations. For example, the dominant thinking and culture of the school may have been passed on to passive recipients, and discrimination may have gone unchallenged. The school must develop a system for continually identifying and responding to the reasons why children do not cope well in school. The schools may create an inclusive ethos where a secure, accepting, collaborating and stimulating community where every child irrespective of his/her abilities is valued. These values must not only reflect in the philosophical statements but must be shared among all stakeholders. It must guide all policies and practices in the school.

The policies of the school must aim to enhance the learning and participation of all stakeholders. The study found some school policies of recruitment and professional development to favour inclusion. There are other areas where the policies are either silent on issues pertaining to inclusion or are not clearly laid out like admission, organization of support and non-compliance. There should be clear and written policy statements which are adhered to by the stakeholders.

The practice dimension must ensure that classroom and extra-curricular activities encourage participation of all learners. The study points out that the practice component of the schools was dynamic with respect to the children with disabilities. While some of the practices were common for all children with disabilities enrolled in the school, most were tailored to suit individual needs of the children and thus, were presented case wise. The practices were largely teacher-centric with some inputs from the resource teacher. In the resource room, the practices were more or less uniform in all schools as they were managed by resource teachers. Since the practice was largely dependent on the educators, they must be encouraged to be creative for assisting the learners to improve their academic and non-academic outcomes.

Outcomes

The outcomes for children with disabilities as also depicted in Part C of the figure 6.2.1b were both positive and negative. Mostly the parents and the children aspiration of 'normal' life got fulfilled to a great extent. This has given the children confidence to face the world and they hope and strive towards positive contribution to the society. However, a constant interaction with the non-disabled peers forces the children in comparative existence. They cannot help but compare themselves with the classmates in various areas of school life which sometimes was frustrating for the children. The areas of self concept where they lacked also set in negative feelings in the children. Though these outcomes were not measurable but I have still chosen to tilt it towards the positive outcomes; probably because the interviews with the parents revealed that the children had disliked their segregation and always endeavored to be a part of the 'normal world'. This experience prepares them for a 'healthy and normal' life ahead and that sense of achievement was evident with the children and the parents.

The outcomes children with disabilities in certain areas of their lives - physical and emotional well-being, communication and safety - were seen as fundamental and needed to be addressed before other outcomes could be achieved. The schools must identify those areas and must work towards improving outcomes in those areas in collaboration with parents.

Thus, through this model I present an understanding of the practice of inclusive education in the given context. It would be pertinent to lay out certain recommendations which might prove useful in improvising the current practice.

Conclusion:

What emerged from the research that the schools were practicing inclusion in their own ways. The schools were catering to some specific kinds of disabilities depending on their resources and expertise bank. Thus, I propose the schools practicing inclusion to come together to form an association where a pool of experience, practices and resources could be created. This would help in enhancing the inclusion process as well as strengthen the belief and practice. These recommended changes in policy might prove beneficial for children with disabilities who have taken on the challenge of studying in inclusive schools as well as being rewarding to the schools which have taken on the challenge of providing inclusive education. Inclusive education could be approached through centering other stakeholders which would help in understanding different perspectives. We also need national level studies which may provide statistical input to small scale studies. Large scale surveys on inclusive schools, their resources, enrolment ratios, drop-out ratios are required in various Indian States which would help in building a comprehensive national picture for policy and action.

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TECHNIQUES OF LEARNING ABILITY IN SLOW LEARNERS

Dr.A. Selvaraj Assistant Professor of Education Government college of Education Vellore-632006

Introduction

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. If your homeschooled student has not taken an IQ test or an assessment exam, you may be wondering what the common signs are in identifying a slow learner. If you're wondering whether or not you are homeschooling a slow learner the list below highlights characteristics that some researchers have found to be shared by many struggling learners. Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction or modified materials-all administered under conditions sufficiently flexible for learning to occur.

Characteristics of slow learners as follows:

- Short attention and concentration span is less
- Slow reaction time.
- Limited powers of self-direction.
- Limited ability to work with abstractions and to generalize.
- Slowness to form association between words and phrases.
- Failure to recognize familiar elements in new information.
- Habits of learning very slowly and forgetting very quickly.
- Very local point of view.
- Inability to set up and realize standard or workmanship.
- Lack of originality and creativeness.
- Inability to analyze, to do problem solving or think critically.
- Lack of power to use the higher mental processes.

Approaches of Learning Capability In Slow Learners

1. Encourage even for a slight achievement

The greatest factor for the success of the life of the student is the encouragement given to him or her. If we try to find out the factors resulting in slow learning, we can concentrate in those areas of the weak student. If we try to applaud him with encouraging words and give confidence, he or she definitely comes out in flying colours. Once the student has grown his confidence means he will definitely improve. The most important cause of his weakness is inferiority complex and stage fear. Some of the teachers always give importance to the good students and neglect the weaker ones in the class. Encouragement can change the whole personality of a student.

2. Fixing the goal and prescribing a Time table

The student should be persuaded to make a time table for the study purpose. Sometimes some students have no goal regarding study. The teacher should observe such students and must inspire them to fix the goal for the life and help him to make a time table for every day work so that the student will be captured through the time table to do the things at the right time.

3. Giving Memory tips

More often the student forgets whatever he learns. That's why he loses his confidence on him and differentiates between him and the good students. The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' and 'what to learn'.

4. Giving importance in the class

It's always seen that the class room teaching goes on with the direction and understanding of the strong students. But if the average students do not understand what the teacher is teaching and are just running towards the completion of syllabus then the whole teaching is futile. Sometimes it is very urgent to go near the weak student and ask personally whether he has understood or not. Here the teacher's approach of enquiring should be very polite and sweet.

5. Self reading method

Most of the slow learners are found to be very slow in reading. They neglect self reading. They may have the problem of understanding the language and thereby do not take interest to read. Reading is one the important skill. If the student is given some extra time for understanding the key words, then he or she will definitely improve.

6. Questions for practice

Some questions can be given time to time to engage the learner in the habit of study. That is a practice which can enable the student to come across the learning point at a regular basis.

7. Special guidance beyond school time

The teachers should not hesitate to spend extra time after school hours with the students to clarify their doubts. The slow learners need special attention beyond school hours. If the teacher allot some extra time for the slow learners, then definitely they will improve.

8. Seating arrangement

More often we see that the strong students in the class room don't wish to sit with the slow learners. The slow ones always sit with the slow ones. This is another cause for the less improvement of the slow learners. If the class teacher makes the seating arrangement in such a way that the strong ones sit with the slow learners and assist the slow learners whenever necessary-then the slow learners will improve in their studies in less span of time.

9. Train them in improving their LSRW Skills

Now-a-days English is being used as an official language and now it occupied the whole world and became a global language. So it is very important to know the English language. The slow learners must be created awareness regarding the importance of English in their day to day life and they must be taught how to gain proficiency in the four aspects such as Listening, Speaking, Reading and Writing

which are the four pillars of any language especially for English language. By following the instructions of the teacher, the overall communication skill of the slow learner can be enhanced and enriched.

10. Trace out the physical and mental problems if any

The teacher should find out regarding the physical and mental problems of the slow learners. If the student is not writing anything from the black board, it may be due to his or her poor eye sight or due to lack of proper concentration. If the student is not obeying the words of the teacher, it may not be due to negligence; it may be due to some mental disability. Some students are severely affected by the physical problems which make them lazy to read and write. First the teachers at school and the parents at home must find out the problems and then treat them accordingly.

11. Create confidence level in their interest areas

The teacher should observe the student and must try to understand the interest areas of the student without asking directly. Some of the slow learners might be interested in extracurricular activities. If the student plays, act, does some work the teacher or parent should find out his interest and specialty because every student is special. The encouragement can be started from the student's interest areas. When the student builds his confidence in his interest area then we can expand and inspire the same confidence in other areas also.

12. Psychological Analysis and Problem solution

The more and more we think about the student, the more we get the solution. Primarily we have to search the problem area of the student. The problem of the student may be his family or friends or his personal condition. If we go on asking some personal questions like a relative, then we can understand the problems and difficulties of the slow learner. The parents and teachers can get solution for the problems being encountered by the slow learners.

13. Guidance from his/her level Student has a level of his own.

Level of understanding is different from one student to another. The slow learner more often can't understand the studies because he has not understood the previous formula or concept in the previous classes. How can he understand the concept of class IX if he has not understood the simple concept of class VII and VIII? That's why such students should be personally taught from his understanding level.

14. Be a friend to the Slow Learner

Be a friend to the slow learner. Teacher should spend more time in interacting with them friendly with more patience. Unknowingly when the friendship is built with that student, then the student starts respecting the teacher. The learner will also feel grateful to the teacher because the student recognizes that the teacher is taking more individual care in his studies and whatever the teacher says, the student obeys it. The mystery of all success is mutual understanding, team work, collective effort and friendship.

15. Intensive Sessions

Create an opportunity for intensive sessions with the student, using individual or small group sessions. Do not feel frustrated that teaching them is a burden. Recall that teaching profession is a Noble profession. Use interesting, challenging, self-correcting extension work for the rest of the class while you spend time over teaching.

16. Supply of necessary books

A good supply of reference books, news papers, magazines, story books, journals and supplementary readers that are appropriate in terms of interest level and competency level to the slow learners is essential. Many of the students may not afford to buy books. It would be better if books are provided from the school library or from any library.

17. Reading Techniques

Teach the student specific reading techniques e.g. pre-reading routine, word attack technique, self-correcting skills and give very specific instructions to the slow learner without discouraging. The inferiority complex and the stage fear in the student must overcome by mere practice. Simple paragraphs must be given to him/her to read aloud standing on dais. A collar mike must be provided if possible so that it would be audible for all the students.

18. Audio-visual

Aids Using of audio-visual aids and other electronic gadgets may generate more interest in the student to learn. The classroom atmosphere will not be boring, the learning process will not be monotony and the teaching will not be mechanical. Now-a-days most of the schools are furnished with e-class rooms.

19. Interact with parents

Let the parents be intimated about the progress of their child. Arrange a parents-meet if possible and see if they have any extra information that will help you. Seek the assistance and involvement of parents in providing a quiet, well organized place--a homely school in which the student can work whole-heartedly and efficiently. Parent Associations and Parent committees assist for the smooth running of the school or college. Find plenty of positives to talk to them about the same time as the problems. Do not hesitate to give some reasonable suggestions to the parents.

20. Adjust your hopes

Learners will always be behind their chronological peers which don't mean that they can't be expected to improve. It just means that they will be slow. These students will certainly learn and flourish though at a slow pace. With the right help of the teacher, facilitator and mentor they will certainly attain chronologically appropriate academic levels in time.

21. Analyze the students' performance

Learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught repeatedly. Careful analysis of the students' performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic.

22. Conduct Group Negotiations

Students learn a lot from the peer group. Unconscious learning does not take place if students are segregated. Keeping the slow learners in the peer group of bright students and paying individual attention to them by the teacher will enable them to overcome their difficulties. Student is central in the learning process. The learning experiences should be activity-oriented and the teaching should motivate and create

interest in the student to learn on his own. When group discussions are conducted in the classroom giving a topic to the students, the slow learners are benefited much.

23. Appropriate Curriculum

Suitably tailored lesson plan by the teacher and careful monitoring by the school administration will help slow learners have a better grasp of all lessons in schools. The panel must keep the slow learners also in mind and must frame the syllabus. The lessons thus framed must be beneficial to the slow learners in their day to day life and must improve their knowledge to a vast extent.

24. Create harmless Environment

It is vitally important to make your classroom area safe and non-threatening environment for all the students in your class. Everybody needs to understand that you do not under any circumstances put people down and that you will not tolerate anybody else doing

25. Don't forget to teach the Basics

While no single technique or set of techniques are sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner. Teachers often feel that what has not been learnt at the primary level cannot be taught simultaneously with the prescribed topics at the secondary level as they are busy completing the syllabus. Experience shows that once the basics are taught, the learning process is accelerated and the slow learners comprehend and grasp the given topics of the class, since they have already attained the mental age.

26. Don't separate the new words used in questions could confuse students and elicit wrong answers from them. Students should be exposed to a variety of questions with antonyms and synonyms - all the words used to frame a question to test the topic taught. Merely tagging the slow learners with bright students or segregating them into separate sections will not help the slow learners. Slow learners harbor themselves unobtrusively in the group of bright students.

27. Treat with Empathy

Learning is more encompassing; it includes not only factual content but the pupil's positive feelings about what is learned. It seems, moreover, that the affective element, such as the learner's delight with what he is doing; actually establish the basis for meaningful and autonomous learning. The emotional impact of teachers' behavior can influence learning because it helps to instill in students a love for the subject they teach. When the teacher provides warmth, acceptance and empathy, the learners feel free to regard their emotions and personal meanings as legitimate content in learning. But when language is used in an alienated way, without any emotional and personal significance, students lose their motivation to learn because it is dissociated from their lives.

28. Enhance Curiosity in students

An easy way to make learning more affective is to foster curiosity in class. It makes learning more interesting and funny. Curiosity can be enhanced by introducing novelty and variety in instructional techniques. Involving students in decision making or sharing power in the classroom is also a way of fostering affective teaching and learning. When the teacher makes decisions with the students about the

content, assignments, deadlines, class tests, and future learning, they feel empowered and it makes the whole process more democratic.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'.

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TEACHING FOR SLOW LEARNER STUDENTS TO DEVELOP THEIR ACADEMIC ACHIEVEMENT

R. Selvendiran, S. Samidass, Ph.D Research Scholars, Department of Education, CDE, Bharathidasan University, Tiruchirappalli - 620 024.

Dr. K. Anandan Professor and Head, Department of Education, CDE, Bharathidasan University Tiruchirappalli - 620 024.

1. Introduction

In every school room there are children that vary in learning ability. Just as no two pupils look exactly alike, so they differ in their attitudes, in their learning and in their adjustment. When these differences are extreme, the pupil requires special consideration and attention. The slow learner is of special concern to the teacher. The slow learner has great difficulty when he is expected to perform in the same way and at the same rate as do the brighter pupils. Usually the teacher has no difficulty in identifying the slow learning child, but various objective tests will give additional insight into the child's learning problems. The slow learning child has difficulty in following directions; usually needs more explanation, easily confused and easily distracted. But slow learners profit from good educational practices as do average children. They need approval and praise and they need acceptance by the pupils and the teacher.

Actually slow learners are also normal students who are simply not interested in studying under traditionally acceptable system of education and several students in a class fall under this category, but most parents prefer to remain in denial mode. Other words, "slow learner" is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. In order to grasp new concepts, a slow learner needs more time, more repetition and often more resources from teachers to be successful. Normally learners have an IQ of between 85 or 115. Nevertheless, learners who have an IQ below 70 are termed as having intellectual disability.

2. Slow Learners

a) Definition

Educational researchers and Psychologists use a range of terms to refer to slow learners as students or pupil whose achievements are low. In this study I use the term slow learners, who are defined as "a children who is intelligent to be classified as handicapped, but is not able to cope adequately with traditional academic work." It's a term used for instructional purposes rather than labeling.

As Lescano (1995) explains, it is important to distinguish between slow learners and those who have learning disabilities: The first is the student who does not learn successfully due to general socio-cultural problems, frustrating past language classroom experiences, inadequate use of strategies, or lack of interest. The second type of slow learner is the student formally diagnosed as "learning-disabled" by specialists in child psychology.

b) Characteristics of Slow Learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school. First, slow learners are recurrently immature in their relations with others and do poorly in school. Secondly, they cannot do multifaceted or

complex problems and work very slowly. They lose track of time and cannot convey what they have learned from one task to another well.

They do not easily master skills that are academic in nature, such as the times tables or spelling rules. Perhaps the most exasperating trait is their inability to have long-term goals. They live in the present, and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills.

c) Identifying the Slow Learner

The following aspects point out the nature of slow learners

- i. Functions at ability but significantly below grade level.
- ii. Has difficulty following multi-step directions.
- iii. Lives in the present and does not have long range goals.
- iv. Scores consistently low on achievement tests.
- v. Works well with "hands-on" material (i.e. labs, manipulative, activities.)
- vi. Works on all tasks slowly.

3. Ideas To Help Slow Learners

The following techniques could help the slow learners

- i. High school opens the door to vocational training where they often excel. Work study programs give them a purpose for going to school.
- ii. Do not spend the entire time making the child's study. Let them have a life outside of school with activities they enjoy.
- iii. Some schools will place these children in a "slow track" where the work is easier.
- iv. The child deserves pre-vocational training in social skills and independent living. These children should be taught life-related courses like shopping, managing money, and job preparation.
- v. Look at their problem areas and focus on them with extra tutorial help. This could be during the last period of the day or after school.
- vi. Provide a quiet place to work, where the child can be easily observed and motivated.
- vii. Keep homework sessions short.
- viii. Provide activity times before and during homework.

4. Tips For The Teachers

The following tips to the teachers to enhance the ability of the slow learners

- i. If possible, try to stream slow learners into their own classes or groups as early as possible using placement tests.
- ii. It becomes much easier to learn and teach where the students are closer to their own proficiency level.
- iii. Look for every opportunity to encourage and to reinforce the idea that the students are improving and

that it takes time and effort to do this. Also, keep reminding them that one has to be willing to make some mistakes, to take some chances, in order to improve.

- iv. You will need a tighter lesson plan because slow learners cannot usually think very creatively or spontaneously. You should work toward these qualities but more careful planning is needed.
- v. The more the lesson's content is concrete, visual, familiar, and personally interesting to the students, the better.
- vi. Look for opportunities to make the lesson fun. Relaxed learners learn better.
- vii. Regularly give homework assignments which reinforce and review what the students were taught in class, both recent and past.

5. Conclusion

Learners in this category will exist in almost every class, yet at present a systematic way of identifying and supporting them does not exist. There is no doubt that the individual teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners. It is also important for further research to build on this initial study to develop guidelines to assist teachers in supporting slow learners.

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REMEDIAL TEACHING STRATEGIES OF SLOW LEARNERS

Dr K.Senthilkumar, Assistant professor, Government college of education , orthanadu

Introduction

Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. Generally, the achievement of Essential Learning Competencies by children who are in similar grades and undergoing a similar teaching process differs. Some are lower in achievements compare to others due to various reasons. If these students are not provided with proper support to overcome the challenge, they will be gradually dropped out from the school before completing the compulsory education in the formal education system. Remedial teaching is one of the acceptable solutions for slow learners. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur.

Remedial teachers, therefore, should design diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning.

Poor memory, short attention span and are easily distracted by other things, relatively poor, comprehensive power, lack of learning motivation, lack of self-confidence and relatively low self-expectation, weak in problem-solving power, fail to grasp information effectively and mix things up easily, have difficulty in understanding new/abstract concepts, fail to transfer knowledge to the related learning areas appropriately, need more time to complete assignments or tasks

Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance and each has his own in learning. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

Throughout the teaching process, teachers should provide systematic training to develop pupils' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for pupils' life-long learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.

Teaching preparation

Before preparing for their lessons, remedial teachers should identify pupils' diverse learning needs as soon as possible so that they may design appropriate teaching plans to facilitate pupils' effective learning.

Devise various learning activities

Since pupils have different characteristics in learning, teachers must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning

one long teaching activity since pupils may acquire the required knowledge and skills through diversified activities.

Design meaningful learning situations

Remedial teachers should specifically design meaningful learning situations, language environments (especially for English subject), games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning.

Teaching approaches

Teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of students. Teachers may teach new concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points.

Provide clear instructions

Pupils with learning difficulties are less competent in understanding written language. Therefore, remedial teachers should give pupils short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity. If necessary, they may ask pupils to repeat the steps of activities so that every pupil may understand the instructions.

Summarize the main points

At the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance pupils' audio and visual memories. Teachers can guide their pupils to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning. Besides, guiding pupils to repeat the main points in verbal or written form is also an effective way of learning.

Enhance learning interest and motivation

Suffering from frequent frustrations in their work, pupils with learning difficulties may gradually lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils., teachers can design interesting activities coupled with reward scheme to stimulate pupils' interest. It is most important to help pupils overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning.

Encourage pupils' active participation in class activities

Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning.

Focus on the learning process

Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample opportunities in class for pupils to practice and think what they have learnt, and allow them to solve problems by different

means. Teachers should also carefully observe the performances of pupils and give them appropriate assistance, feedback and encouragement so as to help them acquire the learning skills, solve their problems and understand their own capability, thus enhancing self-confidence and improving their learning skills.

Show concern for the performances of individual pupils

Pupils may encounter different problems in their studies, therefore, teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualized remedial teaching before and after class, during recess or lunchtime, so that they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of pupils and deliver the correct concepts and knowledge to them promptly.

Conclusion

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

LEARNING AMONG THE SLOW LEARNERS TO TEACHING STRATEGIES, METHODS AND TECHNIQUES

D. Shaheela Shantha Kumari. Ph.D., Research Scholar, Department of Education, Annamalai University, Annamalai Nagar.

Introduction

Children and adolescents with borderline intelligence rarely meet eligibility criteria for special education services, although they have remarkably high failure rates in the general education setting. Changing models of special education, including response to intervention approaches, are improving access to academic supports, but most slow learners fall into the gulf between special and general education

Definition and Prevalence

Students with borderline intelligence have intelligence test scores that fall significantly below the average score of 100 but above the range consistent with intellectual disabilities (that is, below 70). Nationwide, they make up approximately 14% of the student population, more than students in all special education categories combined.

They account for disproportionately high proportions of the students who drop out of school, are retained, are referred for special education, become pregnant, are incarcerated, use drugs, exhibit aggression and other mental health problems, and are underemployed or unemployed. Moreover, the failure rates for slow learners are rising as tolerance for social promotion decreases and passing standardized high-stakes tests is required for grade promotion and graduation.

Learning characteristics

Slow learners have several characteristics that make classroom instruction challenging: They perform at a higher level when information is presented in a concrete fashion. The more abstract a concept or teaching technique, the more difficult it is for them to learn. They do not transfer or generalize skills, knowledge, and strategies as well as their same-age peers. They tend to learn what is taught quite well but have difficulty transferring and applying the concepts taught to new situations. They have difficulty cognitively organizing new material and assimilating incoming information into previously acquired information. They have difficulty with long-term goals and time management. They benefit from increased academically engaged time. They often require extra practice and more time on task to develop the same level of academic skills as their typically developing peers. They nearly always develop academic motivation deficits.

Characteristics of Slow Learners

Slow learners:

- Have low intelligence and academic performance but do not qualify for special education for either cognitive or learning disabilities.
- Perform at a higher level when information is presented in a concrete fashion. Abstract concepts and instruction are difficult for them.
- Have difficulty transferring or generalizing skills, knowledge, and strategies.
- Have trouble cognitively organizing new material and assimilating incoming information into previously acquired information.
- Have difficulty with long-term goals and time management.

- Benefit from increased academic engaged time. They often require extra practice and more time on task to develop the same level of academic skills as their typically developing peers.
- Nearly always develop academic motivation deficits.
- Suffer poor self-concept and can develop emotional and behavioral problems.
- Are at high risk for dropping out.

Strategies to Support Slow Learners

- Use concrete instruction.
- Provide opportunities for repetition and frequent practice of discrete skills applied to different challenges.
- Help students develop basic time management and organizational skills.
- Break down lessons and tasks into short discrete elements n Use a variety of hands-on activities and computer-assisted instruction to reinforce learning.
- Expect and allow for success,
- Reward genuine effort.
- Provide a variety of ways to demonstrate competence.
- Pair students with peer mentors.
- Link academic learning to real-world experiences.
- Encourage the students' involvement in activities that they enjoy and at which they can succeed.

Interventions

Slow learners benefit from several general strategies that help build their academic resilience, including concrete or active instruction, generalization activities, advance organization strategies, increased instructional efficiency, and motivational strategies. School psychologists can work with teachers to develop those strategies.

Concrete Instruction

High-ability children perform well in the abstract world of reading and lecture. Slow learners have difficulty with abstract concepts. They perform and learn more effectively with active instruction-a "see it, feel it, touch it, do it" approach. Experiential learning, laboratory experiments, acting out literature, and the like are extremely effective approaches for slow learners. Repetition and opportunities to practice discrete skills frequently are important, as is helping students develop basic time management skills.

Increasing Instructional Efficiency

The term "slow learner" suggests that students with borderline intelligence learn more slowly than their average intelligence peers. This is not entirely true. Students with borderline intelligence learn each discrete fact nearly as quickly and completely as their peers do because of their relative strength in rote memorization. But because they do not generalize well, they take much longer to fully learn, master, and apply broad concepts. They need to learn many more discrete facts than their average-intelligence peers to fully understand a concept. By increasing instructional efficiency, teachers have the opportunity to close the academic skills gap between students with borderline intelligence and their average-intelligence peers. Pace is an important variable in teaching. The widely held belief that slow learners need to be taught at a slower rate is simply wrong. Slower paced instruction is a sure-fire recipe for falling further behind. Students with borderline intellectual functioning require more practice opportunities in the same amount of time as their average-ability peers. An appropriately paced classroom is one that is well organized,

that uses computer assisted instruction, and is taught by a teacher who has high expectations for rapid work completion. This type of environment enables slow learners to learn the discrete facts they need to know to overcome their limitations in generalization. Computer-assisted instruction makes learning basic skills automatic, which is essential to gaining fluency

Academic Motivation

When students with borderline intelligence begin school, their academic motivation is rarely a problem. As they get older, however, a consistent pattern emerges. Strong effort in the early grades is met with academic frustration and failure. After some years, the cumulative effect of frustration and failure leads these students to simply stop trying. Their lack of academic motivation is learned. Students who have not learned the value of effort are frequently "punished" for not trying in school, making school itself an aversive place. This leads to a variety of future problems, such as increased truancy and likelihood of dropping out. Reinforcing academic motivation is essential to building slow learners' academic resilience. Doing so requires teachers to offer frequent rewards for students' efforts, rather than their academic results alone. Although the value of effort appears to be self-evident to most teachers and students, its value is less clear to students whose efforts have not been rewarded with academic success. Linking learning to real-life experiences helps students see the practical benefits of learning, which is a significant motivator. In addition, student tutors or mentors can help motivate adolescents who sometimes respond more positively to encouragement from their peers.

Social and Emotional Needs

Because slow learners often struggle with chronic failure, they can develop low self-concept and can disengage from the school environment, putting them at greater risk for social and behavioral problems. It is essential to identify and encourage activities that require different skills and tap students' other strengths. Connecting with peers and staff members through activities at which they succeed significantly contributes to slow learners' motivation and school success.

Conclusion

Regardless of the setting in which slow learners are taught-special education or general education-the basics of instruction are to: Provide concrete and experiential instruction . Teach for generalization of academic skills. Pre-organize material to be presented . Use efficient instructional strategies .Explicitly teach academic motivation. Those basics are challenging to implement. If the phrase "no child left behind" is to be more than empty public relations and rhetoric, then educational programming must be enhanced for the large population of children with borderline intelligence who currently are being left behind.

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DEMONSTRATION METHOD TO ENHANCE LEARNING AMONG THE SLOW LEARNERS

Dr.V. Sharmila, Assistant Professor, Department of Educational Technology, Tamil Nadu Teachers Education University, Karappakkam, Chennai - 97.

Introduction

Slow learners are not non- learners, there are slow learner, shy learner and learners who are simply not motivated. Shy learners are not necessarily slow. Their problems are often lies in speaking out loud and lack of confidence. Students who are not motivated or simply not interest are need to be engaged in order to participate fully in the class. Finally slow learners are students who are not able to follow current pace. They don't learn as fast as the rest of the class. It is simply means that learning a second language is harder for these students. Every school and college focuses on very big problem in dealing with these slow learners. Teachers not only demonstrate specific learning concepts within the classroom, they can also participate in demonstration classrooms to help improve their own teaching strategies, which may or may not be demonstrative in nature. The effects of demonstration classroom teachers include a change of perspective in relating to students, more reflection in the teachers' own classroom strategies and more personal responsibility for student learning.

Meaning of Demonstration method

Demonstration means any planned performance of an occupation skill, scientific principle or experiment. Demonstration method of teaching is a traditional classroom strategy used in technical and training colleges and in teacher education.

Focus, Structure and Principles

Demonstration Strategy focuses to achieve psychomotor and cognitive objectives. If we discuss about its structure, it is given in three successive steps:

1. Introduction: In this step objectives of the lesson are stated. The teacher may be called demonstrator. He demonstrates the activity before the student that is to be developed.
2. Development. Students try to initiate the demonstrated activity. If there is any query the teacher tries to satisfy them by further demonstration and illustrations.
3. Integration. At this step, the teacher integrates all the activities and then these activities are rehearsed, revised and evaluated.

Principles

This teaching strategy is based on the following principles

1. Learning by doing maxim is followed
2. Skills can be developed by limitation
3. The perception helps in imitation

This strategy is applied mainly in technical or training institutes. In teacher education programs it is used to develop skills in the student teacher. At school level, a teacher applies it in teaching science, biology, nature study arts and crafts.

Teacher Preparation

1. Rehearse your presentation in advance of the lesson.
2. Anticipate any difficult steps, possible interruptions etc.
3. Obtain all materials, tools, equipment, visual and teaching aids in advance and check their useful condition.
4. Have all materials within reach and conveniently arranged.
5. Time the demonstration not to exceed 15 minutes.
6. Remove all extraneous materials; check lighting, visibility, student grouping, and proximity to electric, gas and water outlets.
7. Plan to use a skill or method to advantage; work from simple to complex, one step at a time.

Presentation

1. Make sure all students can see and hear the lesson.
2. Be enthusiastic, professional, effective but not dramatic.
3. Relax; use any mishaps or humour to your advantage.
4. Observe all safety rules and procedures.
5. Keep eye-contact with the class; ask and encourage class questions.
6. Explain WHY and HOW: use the techniques of SHOW and TELL.
7. Use a medial summary to strengthen your explanation.

Precautions

1. Avoid interruptions; keep demonstration smooth and continuous.
2. Never demonstrate on a student's material.
3. Work towards one aim.
4. Allow time for possible student participation.
5. Must train to be patient. A slow learner may never acquire the knowledge or skill we are trying to impart if we are impatient.

Carrying out a Demonstration

1. Give a good performance. We should remember that the trainees learn by good example.
2. Explain each step or process as proceed. Follow the lesson plan.
3. Make sure the trainees see the demonstration from the angle they will perform it themselves.
4. Be sure everyone can see and hear. Maintain eye contact.
5. Emphasize key points, and if possible prepare beforehand ask key questions as we go along and allow trainees to ask questions.
6. Observe all safety rules, precautions and procedures; and emphasise them.
7. Use proper instructions, aids such as chalkboard, charts, handouts etc. to support your demonstration.
8. Provide for trainees participation where possible, during and after demonstration.
9. Demonstrate the correct way only. First impressions are important, therefore, make them correct ones.

10. Always summarise the steps and emphasise key points again.

After Demonstration

1. Return all items used during demonstration to their storage places.
2. Make arrangements to have the trainees practice the skill as soon as possible in a practical class session.
3. Observe and analyse trainee(s) performance and correct mistakes.
4. Offer reinforcement where necessary.
5. Coach weak or slow trainees.
6. Check trainee's completed work for accurate performance and record.
7. Allow sufficient time interval before demonstrating another operation.

Techniques used in the demonstration method

The basic method of instruction for teaching skill- type subject matter is the demonstration-performance method of instruction. This method is recommended for teaching a skill because it covers all the necessary steps in an effective learning order. The demonstration step give trainees the opportunity to see and hear the details related to the skill being taught. Those details include the necessary background knowledge, the steps or procedure, and the safety precautions. The repetition step helps the average and slow learners and gives the trainees an additional opportunity to see and hear the skill being taught. The performance step gives all trainees the opportunity to become proficient.

Advantages of Demonstration Method

1. It helps in involving various sense to make learning permanent
2. Though, teacher behavior is autocratic, he invites the cooperation of pupils in teaching learning process
3. It develops interest in the learners and motivates them for their active participation
4. It helps in achieving psychomotor objectives
5. Any simple or complex skill becomes easy to understand

Conclusion

A demonstration is a teaching method used with both large and small groups. Demonstrations become more effective when verbalization accompanies them. For example, in a half demonstration-half lecture, an explanation accompanies the actions performed. Slow learners in a demonstration method environment should be allowed to explore and experience their environment through their senses and, in a sense, direct their own learning by their individual interests. The direct demonstration approach is a very effective method of instruction, especially when trainees have the opportunity to repeat the procedures.

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SCAFFOLDING STRATEGIES FOR SLOW LEARNERS

T. Shrimathi, B. Nirmala Ph.D., Research Scholars, Department of Education, Annamalai University, Dr. C. Jayanthi , Assistant Professor, Faculty of Education, Annamalai University, Annamalai Nagar.

Introduction:

Slow learners are not non- learners! There are slow learner, Shy learner, and learners who are simply not motivated. Shy learners are not necessarily slow; their problem often lies in speaking out loud and a lack of confidence. Students who are not motivated are simply not interested and need to be engaged in order to participate fully in the class. Finally, slow learners are students who are not able to follow the current pace, i.e. they don't learn as fast as the rest of the class.

Every school or college faces a very big problem in dealing with these slow learners. It is a challenging task for the teachers to tackle slow learners and to make them learn the academic subjects. These students do not fall into the category of special education; they do well outside the classroom, and show no evidence of having a medical problem. If the teachers find time to think about these students, they definitely get some solution into their hand. There are evidences in history that many slow learners became doctors, writers, teachers, engineers in their life. By following some teaching strategies any teacher, who is teaching them, not only can improve their learning capability but also can make them successful students.

The problem with slow learners, who cannot remember things, is that they are not given the kind of tools that work for them. These students, who have problem in understanding things, they can be suggested to keep a word book, for example, and they write in it every day. They must be given lists of verbs, charts with verb tenses. It is possible that they need to "see" to learn. If the class is divided into groups or teams, slow learner should be paired with a mate who can guide him/ her. Both the teacher and the slow learner must understand one thing, the problem is not that the student cannot learn, but rather that he learns at a different pace. So teachers should always encourage respect towards these, who simply take longer but they do get it in the end, which means every small achievement should be reinforced by motivating the learner in various ways.

Some extra classes can do wonders for slow learners. Under the pressure of competing with the rest of the class, they lose their morale. But once they are taught in extra sessions, they start seeing things fall into place. It may be necessary to repeat instructions to the slow learners till they feel comfortable with the content. Teachers may need to give them instructions in writing. They may need to spell it out, repeat and copy it down. But they must be patient with the slow learners, because these students cannot learn well under pressure or in haste. Teachers need more time to figure things out. There are some scaffolding strategies for students who need extra attention.

Scaffolding:

The term "scaffolding" refers to a process in which teachers demonstrate how to solve a problem. Psychologist and instructional designer Jerome Bruner used the term "scaffolding" in this context in the 1960s. The theory is that when students are given the support they need while learning something new. Bruner recommends positive interaction and three modes of representation during teaching: actions, images, and language.

This method breaks learning into chunks. The chunks follow a logical order and move towards a clear goal. Teachers form a bridge between what students already know and what they cannot do on their own. These bridges are referred to as "scaffolds." They can include charts, pictures and cue cards.

Teachers often use this method by presenting a model of high-quality work before asking students to work on their own. Just as they're used when constructing buildings, scaffolds are removed when they're no longer needed. This method is used by the educators for scaffolding slow learners.

Similar to the scaffolding used in construction to support workers as they work on a specific task, instructional scaffolds are temporary support structures faculty put in place to assist students in accomplishing new tasks and concepts they could not typically achieve on their own. Once students are able to complete or master the task, the scaffolding is gradually removed or fades away the responsibility of learning shifts from the instructor to the student.

Common scaffolding strategies:

The following examples will serve to illustrate a few common scaffolding strategies:

- The teacher gives students a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time. To achieve the goals of a particular lesson, the teacher may break up the lesson into a series of mini-lessons that progressively move students toward stronger understanding. For example, a challenging algebra problem may be broken up into several parts that are taught successively. Between each mini-lesson, the teacher checks to see if students have understood the concept, gives them time to practice the equations, and explains how the math skills they are learning will help them solve the more challenging problem (questioning students to check for understanding and giving them time to practice are two common scaffolding strategies).
- The teacher describes or illustrates a concept, problem, or process in multiple ways to ensure understanding. A teacher may orally describe a concept to students, use a slideshow with visual aids such as images and graphics to further explain the idea, ask several students to illustrate the concept on the blackboard, and then provide the students with a reading and writing task that asks them articulate the concept in their own words. This strategy addresses the multiple ways in which students learn e.g., visually, orally, kinesthetically, etc. and increases the likelihood that students will understand the concept being taught.
- Students are given an exemplar or model of an assignment they will be asked to complete. The teacher describes the exemplar assignment's features and why the specific elements represent high-quality work. The model provides students with a concrete example of the learning goals they are expected to achieve or the product they are expected to produce. Similarly, a teacher may also model a process for example, a multistep science experiment so that students can see how it is done before they are asked to do it themselves (teachers may also ask a student to model a process for her classmates).
- Students are given a vocabulary lesson before they read a difficult text. The teacher reviews the words most likely to give students trouble, using metaphors, analogies, word-image associations, and other strategies to help students understand the meaning of the most difficult words they will encounter in the text. When the students then read the assignment, they will have greater confidence in their reading ability, be more interested in the content, and be more likely to comprehend and remember what they have read.

- The teacher clearly describes the purpose of a learning activity, the directions students need to follow, and the learning goals they are expected to achieve. The teacher may give students a handout with step-by-step instructions they should follow, or provide the scoring guide that will be used to evaluate and grade their work. When students know the reason why they are being asked to complete an assignment, and what they will specifically be graded on, they are more likely to understand its importance and be motivated to achieve the learning goals of the assignment. Similarly, if students clearly understand the process they need to follow, they are less likely to experience frustration or give up because they haven't fully understood what they are expected to do.
- The teacher explicitly describes how the new lesson builds on the knowledge and skills students were taught in a previous lesson. By connecting a new lesson to a lesson the students previously completed, the teacher shows students how the concepts and skills they already learned will help them with the new assignment or project (teachers may describe this general strategy as "building on prior knowledge" or "connecting to prior knowledge"). Similarly, the teacher may also make explicit connections between the lesson and the personal interests and experiences of the students as a way to increase understanding or engagement in the learning process. For example, a history teacher may reference a field trip to a museum during which students learned about a particular artifact related to the lesson at hand.

Benefits Of Scaffolding:

- Provides a welcoming and supportive learning environment.
- Students feel free to ask questions and support one another through new learning.
- The level of frustration is minimized for the learner.
- Learners feel engaged and motivated to learn.
- The teacher who uses instructional scaffolding becomes more of a facilitator of knowledge, rather than the dominant expert of content.
- This teaching style allows the students to take a more active role in their own learning.
- Scaffolding engages students in meaningful and dynamic discussion.
- Students are challenged through deep learning and discovery.
- Scaffolding provides individualized instruction and as a result increases the likelihood for students to meet instructional objectives.
- Scaffolding programs can act as a possible early identifier of a student who is gifted and talented.
- There is greater assurance that the students will fully understand and acquire the desired skill, knowledge or ability.
- Allows for a free flowing lesson that is structured, focuses and where glitches have been minimized or eliminated prior to initiation.
- Creates momentum within the classroom, where students are on task, and less time is spent searching for information and rather is on learning and discovering.

Challenges of scaffolding:

- Planning for and implementing scaffolds is time consuming and demanding.

- Selecting appropriate scaffolds that match the diverse learning and communication styles of students.
- Knowing when to remove the scaffold so the student does not rely on the support.
- Not knowing the students well enough (their cognitive and affective abilities) to provide the appropriate scaffold.
- Lack of sufficient personnel.
- Potential for misjudging the zone of proximal development; success hinges on identifying the area that is just beyond but not too far beyond students' abilities.
- Inadequately modeling the desired behaviors, strategies or activities because the teacher has not fully considered the individual student's needs, predilections, interests, and abilities (such as not showing a student how to "double click" on an icon when using a computer).
- Full benefits not seen unless the instructors are properly trained.
- Requires the teacher to give up control as fading occurs.
- Lack of specific examples and tips in teacher's editions of textbooks .

Conclusion:

Instructional scaffolds promote learning of the slow learners. Through the supportive and challenging learning experiences gained from carefully planned scaffolding, instructors can help students become lifelong, independent learners. Scaffolding is the best teaching strategy for ensuring learning in slow learners. Teachers entrusted with the task of teaching slow learners by adopting various scaffolding strategies should be committed and devoted. They should carry on the work regardless of what others say with a high degree of dedication. It is satisfying to teach slow learners. Their changes, their challenges, their success are fascinating to watch and participate in. Children of today are the citizens of tomorrow; they are going to be the pillars of the country. Hence it is essential to ensure that each pillar is strong as the other.

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STRATEGIES AND TIPS FOR SLOW LEARNERS (SL)

*R. Sivannatham, Ph.D, Research Scholar, Department of Education, Alagappa University,
Dr. K. Govindarajan, Assistant Professor, Department of Education, Alagappa University, Karaikudi*

Introduction

Slow learners are usually taught in one of two possible instructional arrangements: 1) a class composed mostly of average students, in which case up to 20% may be slow learners, or 2) a class specially designed for slow learners. Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Instructional Strategies for Slow Learners

While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

Develop Lessons that Incorporate Students' Interests, Needs, and Experiences

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students

indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

Frequently Vary Your Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

Incorporate Individualized Learning Materials

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

Develop Your Own Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

Provide Peer Tutors for Students needing Remediation

Peer tutoring can be an effective ally to your teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

Encourage Oral Expression Instead of Written Reports

For slow learners, many writing assignments go un-attempted or are begun only halfheartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

When Testing Provide Study Aids

Study aids are advances organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

Teach Learning Skills

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

Tips to Teach and Improve Slow Learners**1. Be patient with slow learners**

The foremost aspect of teaching a slow learner is that the educator should be patient and consistent throughout the entire process. The core problem of slow learners' education is their weak cognitive skills coupled with the slow speed learning. A teacher has to be understanding and patient toward their ability to get distracted easily and having a low attention span. Moreover, teachers must find creative ways to cope with this situation so that the entire class is not affected. One of them is patient repetition. Try repeating every basic instruction, keyword and concept time and again without being boring. Do not over speak, but over teach.

2. Seek school management's help

Request the school to arrange special classes for slow learners after/before school. Also, check whether you can get a co-teacher or an assistant teacher for your class. This will help you concentrate better on them.

3. Engage fellow classmates in your efforts

Teach the other students to empathize with the special students. Specially ask them not to bully or tease slow learners. Inform them about their condition and how they could make a difference. Ensure you have these timely sessions in the slow learner's absence.

4. Provide minimum homework

We all agree that homework although with its benefits is more of a burden for a child and her parent. Slow learners, in particular, find it difficult to be attentive throughout the school day, let alone coming home and completing homework assignments. For such children, quality matters over quantity. Having minimum homework would help them understand learning and reduce their anxiety. This, in turn, would maintain their enthusiasm toward school. An educator can assign and alter homework personally and leave out small details that may be of little importance. For example, a homework of writing an essay on an English chapter could be modified to reading the chapter twice, and telling the summary to the teacher would be a better idea.

5. Let a buddy teach

Peer tutoring works better for slow learners. When their teachers are of the same age, they get encouraged. Let them select 1 or 2 of his friends to form a study group. Assign the study group the task of reiterating the new teachings of the day and assisting with homework.

6. Encourage and teach the right things

Invite them to come forward during art classes, school activities, or volunteering. Recognize and reward their participation. This would do wonders to their self-confidence. Teach special skills rather than unnecessary skills. This may include following the correct instruction words (count, color, circle, etc.) or listening and focusing on keywords. Remember the main goal is to make them self-sufficient.

7. Give them special takeaways

Hand out special cheat sheets, mini dictionaries, or visually graphic information sheets. One good idea is to give lesson pamphlets for pinning them to their soft boards so that they are surrounded by constant reminders of lessons and activities. Do check out our stash of Math tips and tricks to help motivate them.

8. Praise and raise them

Always praise every tiny effort of a slow learner in front of the class or in public. This would raise their self-esteem and confidence.

9. Encourage constant Parent-Teacher Association

Work very closely with their parents. Ensure the homework and tasks assigned are successfully completed on a daily basis. Be accessible and open to communication. Make sure to listen out to parents' problems and help to solve them. Conduct special meetings for their parents of apart from the general PTA meets.

10. Lastly, a few don'ts:

Do not reprimand in front of the class. You may do that in private.

- Do not emphasize on writing, concentrate on reading. Oral education is more
- Beneficial for them do not let them quit trying. Encourage them to continue their hard work to
- Complete their tasks even if it means postponing it. Do not be overprotective. Let their slow learning not become their introduction

Conclusion

Teachers and parents play pivotal roles in a slow learner's life. Their support and motivation go a long way to help such children overcome their hurdles. This duly signifies that teachers and parents have added responsibility from schools and society toward them. Creating a healthy and conducive environment for a slow learner is of utmost importance to improve their pace. Often teachers who have a slow learner in their class face grave problems: keeping up with the term syllabus, fear of losing empathy toward such students, and many others. We have put up a few motivation tips for teachers alike to help them cope with at least the basic issues.

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STRATEGIES TO IMPROVE LEARNING CAPABILITY AMONG SLOW LEARNERS

Dr. S. Sivapriya, Lecturer in Nursing, RMCON

Dr. S. Kamala, Professor of Nursing, RMCON

Introduction:

"If I cannot learn the way you teach, will you teach me the way I can learn?"

- L. D. Child

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. Education helps in the process of developing the capacities and potentialities of the individual, so as to prepare that individual to be successful in society.

Learning is an essential but complicated process. The problem is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach which is characteristic of conventional learning. Due to this, a gap forms between their true ability and their performance level, and such children are referred as 'Slow learners'.

Some students can cope up with the educational system while some cannot. But every child has potential. Not every child will be a doctor or a nuclear scientist. The challenge for the parents or teachers is to understand their area of interests and develop a teaching plan. The source of energy lies within them but the only thing that needs to be done is to boost their confidence which will solve their problem and improve their quality.

Definition:

The term slow learner implies to those who are unable to cope with the work normally expected of their age group. Some children by nature have limited intellectual capacity and are termed as slow learners.

A slow learner has not reached the level of being termed as having intellectual disability (mental retardation). Slow learners are normal students who are simply not interested in studying under traditionally acceptable system of education due to their mental ability, background, illiterate parents, unfavourable school conditions etc.

Characteristics of a slow learner:

- Short attention and concentration span is less.
- Gets stressed under complex situations and hence prefer simpler tasks
- Limited powers of self-direction.
- Limited ability to work with abstractions and to generalize.
- Slowness to form association between words and phrases.
- Failure to recognize familiar elements in new information.
- Prefer to work at their own pace and do not pay attention to time constraints.
- Lack of power to use the higher mental processes

Causes of slow learning:

Slow learning is caused by a variety of factors such as:

(i) Low intellectual abilities such as subnormal intelligence.**(ii) Personal factors such as**

- long illness,
- long absence from school,
- undetected physical defects,
- poor cognitive entry characteristics.

(iii) Environmental variables such as

- poor home facilities for learning skills,
- low nutritional status,
- inadequate sleep,
- adverse parental attitudes towards education,
- choosing inadequate or advanced materials,
- incompatibility between home and the school,
- Repeated changes of school and consequent changes in teaching method.

(iv) Emotional factors such as

- Hostility towards teachers' behaviours,
- negative attitudes towards schooling,
- feeling of inadequacy,
- lack of self-confidence,
- Extreme anxiety

Two types of teaching to aid a Slow Learner

(i) Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words) and supplements it with additional learning resources and activities. They may involve modifying an instructional technique by including visual representation of content, by using more flexible instructional presentations (films, picture, illustrations) or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

(ii) Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies

that the slow learner is known to have. For example, deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Strategies to improve Learning capabilities in slow learners:

- Prioritize the slow learners in the class.
- Modify the teaching methodologies according to the slow learners.
- Looking for opportunities to make the lesson interesting. Relaxed learners learn better.
- Check for understanding of each learning point.
- Pay particular attention to preparation of materials.
- Spend extra time for the slow learners, if needed.
- Provide a distraction free environment
- Proper seating arrangement is necessary (eg: making the slow learners to be seated on the first bench or seated near the excellent student).
- Allow brighter children to help duller ones.
- Train them in improving their LSRW Skills (Learning, Speaking, Reading and Writing).
- Trace out the physical and mental problems if any
- Create confidence level in their interest areas
- Avoid rigidity and accept students' suggestion.
- Establish the good relationship by being friendly to the slow learners.
- Allow as much as freedom as possible within the well established limits.
- Be sensitive to children's reactions.
- Encourage children to participate in planning activities.
- Engage slow learners in extra-curricular activities.
- Enhance curiosity in students by using audio-visual aids.
- Collaborate with parents to understand them holistically.
- Analysing the student's performance.
- Feedback to the slow learners must be detailed and regular.
- Inform parents regularly about their progress and get them involved to achieve their goal.
- Praise and encourage if an effort is made by them.
- React politely to the responses even if they are incorrect.
- Celebrate even their smallest success.

- Provide longer wait time after asking questions in order to give them time to think.
- Use simple vocabulary in directions and instructions.
- Help slow learners to develop independent learning skills to boost their confidence.

Conclusion:

"Encouragement can change the whole personality of the child".

Teaching is a challenging profession that requires a lot of patience, innovation and motivation from the teachers in order to bring about an all round development among the students. The greatest challenge for a good teacher is to guide and help the slow learners to come out with the flying colours. It is possible to draw strong academic performance from slow learners through steady application of practical strategies. The effort from the parents is as important as the effort from the teachers to achieve the best results. When dealing with slow learners, patience and grace are important. Instead of being ashamed, parents must help them reach their true potential.

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ENHANCING LEARNING MATHEMATICS THROUGH CONCEPTUAL CHANGE APPROACH AMONG SLOW LEARNERS.

R. Prabhu, Ph.D. Scholar, Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous),
Coimbatore - 641 020. .

Dr. G. Subramonian, Ph.D., Associate Professor, Sri Ramakrishna Mission Vidyalaya College of
Education (Autonomous), Coimbatore - 641 020

Introduction

Slow learners are those students who are generally unable to understand the concept of what they are studying. They are the students who find it very difficult to keep pace with their peer group. They are unable to do the work of the class in which they are placed or even the class below that. The teachers have to identify slow learners among other students in their class rooms. Slow learners do not fall into the category of special education since they do well outside the classroom and show no evidence of having a medical problem. They do not do well in school or a particular subject. By virtue of motivation and by helping them in overcoming misconceptions, the teachers could succeed in their teaching and could transform slow learners into good learners.

Process Of Conceptual Change

Memory is the ability to encode, store and recall information. The memory is linked to three processes viz. encoding, storage and retrieval. For all these processes the main phenomenon to be considered is "Concept". The level of memory is solely dependent on assimilation and understanding of concepts without any ambiguity in its original form. To overcome misconceptions, Conceptual Change Approach (CCA) can be used. Teachers should be equipped to identify the common misconceptions of the slow learners and to analyse the ways and means of overcoming the same.

Objectives Of The Study

1. To identify slow learners of sixth standard using Raven's Progressive Matrices to find their IQ level.
2. To identify the misconceptions among slow learners related to the mathematical concepts of their school syllabus.
3. To construct diagnostic test to logically identify misconceptions in learning mathematics based on the syllabus of slow learners.
4. To study the effectiveness of conceptual change approach in overcoming misconceptions in learning mathematics among slow learners using statistical tool.

Hypotheses Of The Study

- There is no significant difference between Experimental Group and Control Group in the Pre test scores of slow learners in learning mathematics by CCA.
- There is no significant difference between Experimental Group and Control Group in the Post test scores of slow learners in learning mathematics by CCA.
- There is no significant difference between Experimental Group and Control Group in the Retention test scores of slow learners in learning Mathematics by CCA.

- There is no significant difference between Pre test and Post test scores of slow learners of the Experimental Group in learning mathematics by CCA.
- There is no significant difference between Post test and Retention test scores of slow learners of the Experimental Group in learning mathematics by CCA.

Methodology And Sample

The investigator chose experimental design to study the effectiveness of Conceptual Change Approach (CCA) in enhancing learning mathematics among slow learners. Based on the IQ level of the sixth standard students, slow learners were identified in the class. Twenty slow learners from sixth standard were identified and split into two equated groups namely experimental group and control group based on their pretest scores. Experimental design based on pre test, post test and retention test was used to find the effectiveness of CCA in learning mathematics by slow learners. The treatment was given to experimental group where as the control group was given traditional way of teaching methodology.

Results And Discussions

Results based on the statistical data and the discussions on the statistics used in the study are given below:-

Hypothesis: 1

There is no significant difference between Experimental Group and Control Group in the Pre test scores of slow learners in learning mathematics by CCA

Table 1 .- Analysis of Scores of Pre-test between Experimental Group and Control Group of Slow learners

Pre test score	Number	Mean	SD	't' value	Level of significance
Experimental Group	10	8.25	2.3	0.2006	Not significant
Control Group	10	8.00	3.2		

Table 1 shows that the calculated t-test value is 0.2006 which is lesser than the table value of 1.383 and is not significant. Since the calculated value is lesser than the table value, the hypothesis "there is no significant difference between Experimental Group and Control Group in the Pre test scores of slow learners in learning mathematics by CCA" is accepted.

Hypothesis: 2

There is no significant difference between Experimental Group and Control Group in the Post test scores of slow learners in learning mathematics by CCA.

Table 2 - Analysis of Scores of Post-test between Experimental Group and Control Group of Slow learners

Post test score	Number	Mean	SD	't' value	Level of significance
Experimental Group	10	10.72	2.30	2.108	Significant at 1% level
Control Group	10	8.20	3.00		

Table 2 shows that the calculated t-test value is 2.108 which is greater than the table value of 1.833 at 1% level of significance. Since the calculated value is greater than the table value, the hypothesis "there is no significant difference between Experimental Group and Control Group in the Post test scores of slow learners in learning mathematics by CCA." is rejected.

Hypothesis: 3

There is no significant difference between Experimental Group and Control Group in the Retention test scores of slow learners by CCA.

Table 3 - Analysis of Scores of Retention test between Experimental Group and Control Group of Slow learners

Retention test score	Number	Mean	SD	't' value	Level of significance
Experimental Group	10	8.5	1.82	2.338	Significant at 1% level
Control Group	10	6.5	2.00		

Table 3 shows that the calculated t-test value is 2.338 which is greater than the table value of 1.833 at 1% level of significance. Since the calculated value is greater than the table value, the hypothesis "there is no significant difference between Experimental Group and Control Group in the Retention test scores of slow learners in learning Mathematics by CCA." is rejected.

Hypothesis: 4

There is no significant difference between Pre test and Post test scores of slow learners of the Experimental Group in learning mathematics by CCA.

Table 4 - Analysis of Scores of Pre-test and Post-test of Experimental Group of Slow learners

Experimental Group	Number	Mean	SD	't' value	Level of significance
Pre test score	10	8.25	2.3	2.401	Significant at 1% level
Post test score	10	10.72	2.3		

Table 4 shows that the calculated t-test value is 2.401 which is greater than the table value of 1.833 at 1% level of significance. Since the calculated value is greater than the table value, the hypothesis "there is no significant difference between Pre test and Post test scores of slow learners of the Experimental Group in learning mathematics by CCA" is rejected.

Hypothesis: 5

There is no significant difference between Post test and Retention test scores of slow learners of the Experimental Group in learning mathematics by CCA.

Table 5 - Analysis of Scores of Post-test and Retention test of Experimental Group of Slow learners

Experimental Group	Number	Mean	SD	't' value	Level of significance
Post test Score	10	10.72	2.30	2.394	Significant at 1% level
Retention test Score	10	8.50	1.82		

Table 5 shows that the calculated t-test value is 2.394 which is greater than the table value of 1.833 at 1% level of significance. Since the calculated value is greater than the table value, the hypothesis "there is no significant difference between Post test and Retention test scores of slow learners of the Experimental Group in learning mathematics by CCA" is rejected.

Findings of the study

The findings based on the statistical techniques used in the study are given below:-

- There is no significant difference between Experimental Group and Control Group in the Pre test scores of slow learners in learning mathematics by CCA.
- There is significant difference between Experimental Group and Control Group in the Post test scores of slow learners in learning mathematics by CCA.
- There is significant difference between Experimental Group and Control Group in the Retention test scores of slow learners in learning Mathematics by CCA.
- There is significant difference between Pre test and Post test scores of slow learners of the Experimental Group in learning mathematics by CCA.
- There is significant difference between Post test and Retention test scores of slow learners of the Experimental Group in learning mathematics by CCA.

Conclusion

On completion of the study, it is observed that the slow learners are able to excel in their studies with the help of CCA and the desired output of learning could be achieved. Conceptual Change Approach (CCA) has effectively influenced learning among slow learners. It not only resulted in memorizing the concepts by the students, but also in improving the knowledge acquired on the concept. The Conceptual Change Approach can be utilized in all other subjects for slow learners to effectively transform teaching into efficacious learning.

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TEACHING STRATEGIES, METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG THE SLOW LEARNERS

K.Sudha, Ph.D. Research Scholar (External), Dept. of Education, Annamalai University
Dr.(Mrs.)D.Mohana, Associate Professor, Dept. of Education, Annamalai University, Chidambaram,

Introduction

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. If your homeschoollstudent has not taken an IQ test or an assessment exam, you may be wondering what the common signs are in identifying a slow learner. If you're wondering whether or not you are homeschooling a slow learner the list below highlights characteristics that some researchers have found to be shared by many struggling learners. Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction or modified materials-all administered under conditions sufficiently flexible for learning to occur.

Definition

Slow learners:

A "slow learner" is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers

A child may be a slow learner for various reasons, including: heredity, inadequate brain development due to lack of stimulation, low motivation, attention problems, behaviour problems, different cultural background from that which dominates in the school, or distracting personal problems

Classification

1. Students, whose capacity for education or training is limited by low intelligence, cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. These may be subdivided into two groups.

(i) The Educable Mentally Retarded (I.Q. range 50 to 70)

(ii) The Dull Normal (I.Q. range 70 to 85)

2. Trainable Mentally Retarded:

Students whose I.Q. range is between 35/40 and 50 and are usually termed as the Trainable Mentally Retarded. Provision for education of such students may be made outside the normal school system.

Things Teachers Should Know About Slow Learners

Rita Pierson (Ted Talk May 2013), we know why kids drop out. We know why kids don't learn. It's either poverty, low attendance, negative peer influences... We know why. But one of the things that we

never discuss or we rarely discuss is the value and importance of human connection (relationships). If we take some extra time to study a slow learner we will realize a lot of things we need to know about them. A website called 'Ministry 127' (www.ministry127.com) List six things slow learners want their teachers to know about them.

1. They need more time to figure out things
2. They need more explanation and direct instructions
3. They need in organizing their work, desk, and priorities
4. They need to know why they have to know what the teacher is teaching.
5. They have difficulties focusing their attention on learning task
6. They sometimes have hard times sitting still.

Identifying Slow Learners

- Functions at ability but significantly below grade level.
- Is prone to immature interpersonal relationships.
- Has difficulty following multi-step directions.
- Lives in the present and does not have long range goals.
- Has few internal strategies (i.e. organizational skills, difficulty transferring, and generalizing information.)
- Scores consistently low on achievement tests.
- Works well with "hands-on" material (i.e. labs, manipulative, activities.)
- Has a poor self-image.
- Works on all tasks slowly.
- Masters skills slowly; some skills may not be mastered at all.

Teaching Strategies

- I modify my language to suit their level (I don't understand this point)
- I try to develop a good relationship with them by not being too strict
- I make use of excellent students to support slow learners
- I praise and encourage whenever they make an effort.
- I react politely to their responses even if they are incorrect
- I mix slow learners with excellent students in group activities to benefit from each other
- I use a variety of techniques to suit the different students' learning styles
- I analyze and break down difficult tasks
- I use simple vocabulary in directions and instructions
- I try to understand the reasons behind their weaknesses

- I provide longer wait time after asking questions in order to give slow learners a time to think
- I engage slow learners in extracurricular activities
- I anticipate their difficulties and prepare activities to help them
- I use tasks and activities that add fun to the lesson
- I concentrate on fluency rather than accuracy
- I use tutorials to support slow learners
- I organize meetings with slow learners' parents to discuss their child's difficulties
- I write the lesson aims on the board at the beginning of the lesson

Methods Of Dealing With Slow Learners

In every ESL class as in any other classroom we have slow learners. They take time to comprehend and digest materials. Teachers always find it difficult to deal with slow learners. Teachers always try many approaches such as giving advice and sometimes even trying to force the students by punishing them. These aren't the best solution to solve their problems. Teachers should create time to think over such students to reach a better solution. The following guidelines will help us (teachers) to improve the level of our slow learners

- Encouraging words
- Personal studying time table.
- Tips on how to recall things easily and how to write systematically.
- Go closer to the weak kids
- Extra time to students after school hours
- Sitting positions in a classroom
- Find out if there are some physical or mental problems
- Try to be a friend to the weak kid
- Students don't learn from people they don't like.
- James Comey said "No significant learning can occur

Challenge the child

Have the child do the most difficult assignments first and leave the easier ones to later. Call it the dessert principle. Parents/Guardians should not be overprotective. Parents who frequently intercede at school are teaching that they do not respect their child's abilities. If any parents do call a teacher, they should make sure that they seek a positive outcome. Because we should not forget most teachers have worked with numerous slow learners and have plenty of experience.

However, sharing one's child's strengths and weaknesses could make the school year more beneficial

for all concerned. Parents may contact the teacher if there is a concern. Calling an administrator solves nothing, as the teacher is the sole legal judge of academic success. The parents should take their child to exciting places where they can see academic success is important.

Examples of interventions for slow learners

- Environment: Reduce distractions, change seating to promote attentiveness, have a peer student teacher, and allow more breaks.
- Assignments: Make them shorter and with more variation, repeat work in various forms, have a contract, give more hands-on work, have assignments copied by student, have students use "three transfer" method.
- Assessment: Use shorter tests, oral testing, redoing tests, short feedback times, don't make students compete.
- What to avoid: Don't use cooperative learning that isolates the student and places him or her in a no-win situation or standardized tests. Definitely don't ignore the problem.
- What to encourage: Grouping with a patient partner. Learning about the child's interests. Placing the student in charge. Mapping, graphic organizers, and hands-on work. Using Bloom's taxonomy of tasks to make the assignments more appropriate

Conclusion

Learners in this category will exist in almost every class, yet at present a systematic way of identifying and dealing with them does not exist. I am sure that individual teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners.

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STRATEGIES FOR EDUCATING SLOW LEARNERS

Sudha.M.A. Ph.D. Research Scholar, Dept. of Education, Annamalai University, Annamalai Nagar Dr. V.Ambedkar, Associate Professor, Dept. of Education, Annamalai University, Annamalai Nagar

Introduction :

Teaching is a challenging profession that needs lot of patience, skillful techniques, tactics, strategies from the teacher in order to bring on all round development among all the students of his class. In the classroom the teacher come across variety of students having their own level of intelligence and other capabilities. Slow learners lag behind other learners not only in academics but also in social, emotional and psychological well-being. Learners performance depends progressively more on their motivation and conducive atmosphere for developing themselves to sustain our active commitment to and efforts towards self regulated learning. Proportionately the problems that affect slow learners may require additional efforts from teacher to overcome from their learning difficulties because this group constitute 14.1% of the population based on estimates from normal distribution. This warrants need of new and innovative strategies with varied experiences that can help slow learners to reach as close to normal development as possible. The strategies and remedial measures for the slow learners should therefore be mostly arranged in the schools by adopting the measures like provision of special methods of teaching, special curriculum, special coaching and individual attention, checking truancy and non-attendance, provision of co-curricular activities, rich experiences, maintenance of progress record, rendering guidance services, controlling negative environmental factors, exercises, varying instructional techniques, encouragements, Remediation, developing learning skills, counseling by educational psychologist.

Here are some strategies that might be used to help slow learners succeed academically.

- Slow learners need to be academically challenged like everybody else.
- Each student's strengths and weaknesses need to be identified and specifically addressed.
- Slow learners need to be provided with an enriched environment through numerous experiences and opportunities for learning. Especially in case of a maturational lag, development is stimulated through multiple opportunities for learning.
- Teachers may design creative activities that will improve memory, attention, problem-solving skills, comprehension, language development etc.
- Slow learners may be paired up with peer tutors who will provide study guides, lecture notes, copies of overheads, etc.
- If needed, slow learners may be provided with extra time or assigned less work.

Compensatory Teaching :-

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by

using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self paced texts, simulations, experience-oriented workbooks).

Remedial Teaching :-

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have for example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Instructional Strategies for slow learners :

While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

Develop Lessons that Incorporate Student's Interests, Needs and Experience :

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

Frequently Vary Your Instructional Technique :-

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

Incorporate Individualized learning materials :-

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

Incorporate Audio and Visual Materials :-

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

Develop your own worksheets and exercises :-

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

Provide peer Tutors for Students needing Remediation :

Peer tutoring can be an effective ally to your teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

Encourage Oral Expression Instead of Written Reports :

For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax and writing errors.

When Testing Provide Study Aids :-

Study aids are advances organizes that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example : Test questions or a list of topics from which questions may be chosen help focus student effort.

Teach Learning Skills :-

- You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.
- Teachers need to present information through visual and auditory channels, and kinesthetically. Eiszler (1983) claims that varying teaching strategies to address all channels, promote learning no matter what student's preferences of cognitive styles are. Dunn (1979) showed that all learners tend to increase their academic success when varied multi-sensory methods were used as a form of instruction.
- Computers and other technology applications help the slow learner in all academic areas. Today's different kinds of software help with tutoring, drill, simulation, and practice activities. Technology is very useful because it is self pacing and individualized, and increases time on task. With its sound and color effects, it is very motivating to the slow learner (Smith, Polloway, Patton and Dowdy, 2007).

Conclusion

Various strategies discussed above are just a handful of techniques that may help slow learners achieve academic success. What is important in the education of slow learners is that teachers evaluate and understand the individual needs of each student, and use appropriate teaching strategies that will maximize the educational outcomes of this population of students. The slow learners will profit from good technology based educational practice as do average children. They need approval and they need acceptance by the teachers.

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STRATEGIES FOR "SLOW LEARNERS"

S. Umarani, Ph.D Scholar, Department of Sociology, Annamalai University, Annamalai Nagar

Introduction:

Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: 1) a class composed mostly of average students, in which case up to 20% may be slow learners, or 2) a class specially designed for slow learners. Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process' requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Instructional Strategies for Slow Learners

While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

Develop Lessons that Incorporate Students' Interests, Needs, and Experiences

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

Frequently Vary Your Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

Incorporate Individualized Learning Materials

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

Develop Your Own Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

Provide peer tutors for students needing remediation

Peer tutoring can be an affective ally to your teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

Encourage oral expression instead of written reports

For slow learners, many writing assignments go unattempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards.

a carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

When testing provide study aids

Study aids are advance organizers that alert students to the most important problems, content or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weight the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example ; test questions or a list of topics from which questions may be chosen help focus student effort.

Conclusion:

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners, unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. The contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate - to - high rates of success.

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LEARN TO READ, READ TO LEARN

Dr. S.Veena, Assistant Professor, Department of Education, Annamalai University, **Dr. V. Ambedka**,
Associate Professor, Department of Education Annamalai University

If we encounter a man of rare intellect, we should ask him what books he reads

- Ralph Emerson

Introduction

Reading is a basic life skill (Hiebert, scott and Wilkison). Reading is a skill and if nurtured to be the habit of mind it will be the great way to lifelong learning. All highly successful individuals do some form of daily reading. The four vehicles of learning - doing, seeing, hearing and reading. There is a little appreciation of reading as the primary mode of learning.

Incidentally, in a proud moment of India, and a great mark of insight, for the first time ever an Indian Prime Minister, addressing students on the Teacher's day, encouraged reading and exhorted them to 'read anything' but read.

Research reveals that once children start school, difficulty with reading contributes to failure, which increase the risk of absenteeism, leaving school, juvenile delinquency, substance abuse, and teenage pregnancy - all of which can perpetuate the cycles of poverty and dependency(Duursma,E., Augstyn, M.,Zukerman,B). Most of the children labeled Learning Difficulties LD are identified as such because of their difficulty in learning to read. However it is not true that learning disability is always equivalent to specific reading disability. It has been estimated that about 60 per cent of children diagnosed as learning disabled have a specific reading disability (Wong, 1996). Children with learning difficulties face a host of Non - academic and Academic difficulties. Non- academic difficulties include visuomotor problems, perceptual problem, problems with memory, phonological processing difficulties and language problems. Academic difficulties include reading, spelling writing and mathematics.

According to ASER 2014 report, the overall situation with basic reading continues to be extremely disheartening in India. In 2014, in Standard III, only a fourth of all children can read a Standard II text fluently. This number rises to just under half in Standard V. Even in Standard VIII, close to 75% can read Standard II level text (which implies that 25% still cannot. The complexity of reading may be due to variety of causes. The causes of the reading difficulties can be categorized as follows:

Poor learning skills due to inadequate training and simulations.

- Deficient attention
- Hyperactive disorder
- Developmental delays
- Dyslexia

It is the duty of the teacher to identify in which of above area the student belong to through exhaustive assessment and plan for remediation.

Remediation of Reading Disabilities

Based on the student's level of reading, it is ideal to begin at the independent reading level. Ideally, the teacher should focus on

- Word Recognition
- Use of context clues
- Structural analysis
- Use of Dictionary
- Word Recognition

According to DeBoer and Dallman(1967), it is easier for a student to recognize larger visual shapes first and examine details only when the larger configuration cannot be readily identified. Thus it is easier for a student to recognize the word 'Ball' as a unit than to discover the phonetic values of the three letters and to combine them. This method is known as the sight method. Several strategies are used to teach reading through the sight method. Multisensory approaches are used.

Orthography

The identification of symbols of a written language. It is performed by a part of the brain that specializes in processing images and linking the images to their other properties as stored in the long memory.

Phonic Approach

The student first learns the sounds of the English Letters with differences in vowels and consonants.

- The basic sounds of speech or phonemes
- Digraphs or symbols made up of two letters representing one phoneme sound.
- Diphthongs or two vowels blended together to produce almost a single phoneme sound
- Consonants blends or combination of two or three consonants blended in such a way that the identity of each letter remains intact.

Once the student has mastered these, he is taught to syllabicate so that can be blend the phonemes to make meaningful words. Effective reading skills require the closest overlap of orthography and phonology. Of course, this is not imply that reading is a simple integration of only these two processes: the development of brain reading needs several cognitive and neural processes to come together and it depends on the way we enculture young members of a community in a language.

Except for molecular (genetic disorder) and Neurobiological, the individual differences in reading skills are almost man- made. Reading is grounded in the biochemical activities in the brain which are totally language- free.

Use of Context clues

For a visual learner, the teacher should use pictures and sketches to provide relevant clues to the student. For an auditory learner, the teacher should use verbal clues. However the teacher should bear in mind that an adequate background is necessary for using visual and verbal clues,

Structural analysis

In the structural analysis, the student is taught to recognize the word presented by identifying the root word therein. In effect, he breaks the word into smaller words. This method of recognizing words may be used when the reader has reached a certain level of reading ability.

Developing comprehension

Once the student has attained some degree of mastery over word recognition he has to be instructed in reading with comprehension. The student is taught to break the sentences given into simple phrases, to stress the correct syllables with correct intonation. The further steps in developing comprehension is to get main idea, select significant details, answer questions, summaries and organize, follow directions, predict outcomes and evaluate.

Concluding Thoughts

People face a lot of difficulties in reading and as a result they are not able to develop into well matured humans. The difficulties are due to the poor methods of teaching practices exercised in India. Teachers of disabled readers should encourage not only students, but also their parents who should create more contexts or opportunity for reading at home. They should make an honest effort to use their knowledge and develop motivation in the student to read. Reading drives readers to intensively imagine and even visualize the content.

"The man who does not read has no advantage over the man who cannot read"

Thus through reading one can prove his capacity and develop his both internal and external personality to become a successful human in the world.

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METHODS OF IMPROVE LEARNING CAPABILITY IN SLOW LEARNERS

Dr. K. Velmurugan, Ph.D., Principal, Vinayaga Education College, Keelapaluvur 621 707

Introduction

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. If your homeschooled student has not taken an IQ test or an assessment exam, you may be wondering what the common signs are in identifying a slow learner. If you're wondering whether or not you are homeschooling a slow learner the list below highlights characteristics that some researchers have found to be shared by many struggling learners. These students need special instructional pacing, frequent feedback, corrective instruction or modified materials-all administered under conditions sufficiently flexible for learning to occur.

Identification of slow learner in the class

Early diagnosis of slow learner student is very necessary between the ages of 2 to 6 years. Teachers or parents can identify that the student is a 'slow learner' with a careful observation. They could easily identify some of the signs of a 'slow learner' as follows:

1. Speech defect
2. Language development problem (broken sentences)
3. Assessments the level of vocabulary (vocabulary limited)
4. Verbal abilities
5. Short sentences, grammatically incorrect
6. Student Behaviour
7. Spelling Mistake
8. Interaction with other students
9. Class room Discussion
10. Reading problem
11. Interest
12. Slow response/decision making

If it is identified that a student is 'slow learner', proper evaluation should be done to identify the weakness of the student and relevant strategies must be implemented to overcome it.

Two types of teaching to aid Slow Learner

A. Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words) and supplements it with

additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations) or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

B. Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Methods to improve Learning Capability in Slow Learners

1. Encourage even for a small achievement

The greatest factor for the success of the life of the student is the encouragement given to him or her. If we try to find out the factors resulting in slow learning, we can concentrate in those areas of the weak student. If we try to applaud him with encouraging words and give confidence, he or she definitely comes out in flying colors. Once the student has grown his confidence means he will definitely improve. The most important cause of his weakness are inferiority complex and stage fear. Some of the teachers always give importance to the good students and neglect the weaker ones in the class. Encouragement can change the whole personality of a student.

2. Fixing the goal and prescribing a Time table

The student should be persuaded to make a time table for the study purpose. Sometimes some students have no goal regarding study. The teacher should observe such students and must inspire them to fix the goal for the life and help him to make a time table for every day work so that the student will be captured through the time table to do the things at the right time.

3. Giving Memory tips

More often the student forgets whatever he learns. That's why he loses his confidence on him and differentiates between him and the good students. The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' and 'what to learn'.

4. Giving importance in the class

It's always seen that the class room teaching goes on with the direction and understanding of the strong students. But if the average students do not understand what the teacher is teaching and are just running towards the completion of syllabus then the whole teaching is futile. Sometimes it is very urgent to go near the weak student and ask personally whether he has understood or not. Here the teacher's approach of enquiring should be very polite and sweet.

5. Self reading method

Most of the slow learners are found to be very slow in reading. They neglect self reading. They may have the problem of understanding the language and thereby do not take interest to read.

Reading is one the important skill. If the student is given some extra time for understanding the key words, then he or she will definitely improve.

6. Questions for practice

Some questions can be given time to time to engage the learner in the habit of study. That is a practice which can enable the student to come across the learning point at a regular basis.

7. Special guidance beyond school hour

The teachers should not hesitate to spend extra time after school hours with the students to clarify their doubts. The slow learners need special attention beyond school hours. If the teacher allot some extra time for the slow learners, then definitely they will improve.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. Most researchers agree that further study is needed in the area of identifying learning styles, teaching styles, and the significance of a match between the two and student academic success. By following the above mentioned 30 methods, any teacher, facilitator, instructor, mentor, lecturer, professor etc., who are teaching for slow learners not-only can improve the learning capability of the slow learners but-also can make them successful students in academics at- par with other students of their class/peer group.

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ACTIVE LEARNING METHOD IMPROVE LEARNING CAPACITY IN SLOW LEARNERS

V. Vijayakumar, Assistant Professor, Dept of value education, TNTEU, Chennai-97

Introduction

The term "slow learner" is given to a student who is likely to achieve scholastically, but, tends to work below average. These kinds of student often have lower scores on IQ tests or national performance tests, but not as low as "Special Education" diagnosis is given. If your student at home did not take the IQ test or achievement test, you may be wondering what the common signs to identify slow learners are. If you are wondering if you are a slow learner or not, in the list emphasizing the characteristics that some researchers have found to be shared by many against students. Contrary to popular belief, slow learners are in the common classroom not rare or non-exclusive. Students, often called slow learners, are those who cannot learn in between the instructor's resources, text, manuals and teaching materials Designed for most students in the classroom. These students need special skills learning curve, regular feedback, corrective guidelines or revised materials - all of this Eligible to do it.

Slow learners who attend one of two classes may: (1) cover most of the average students, in which case it may be 20% of the student who is slow learners, or (2) Especially planned for slow learners.

Classification

1. Students who are academically limited, trained by low intelligence include a fairly wide I.Q. range from about 40 to 80 or 90. However, students have IQ. Ranges from 50/55 to 85/90, can benefit from that type of education, provided in the normal school system. They can be divided into two groups.

(i) Students with mentally retarded (I.Q. range 50-70)

(ii) The dull Normal (I.Q. range 70 to 85)

2. Trainable mentally retarded: Students with IQ range from 35/40 to 50 and are usually termed as Trainable Mental retarded. Training arrangements for these students can be made from outside the normal school system.

Characteristics

1. Physically they are no different from normal students and therefore may have access to a school for ordinary students whose curriculum is designed to meet the needs of students. It is therefore difficult to cope with the education provided in these schools unless specifically organized for them and the curriculum for practical and real life activities.
2. They can be taught in regular schools and even reach a level of success when they are allowed to progress more slowly and the program is tailored to their abilities.
3. They will not be able to keep up with the normal students and never learn all the things that ordinary students expect to master when leaving school.
4. They may not pursue higher education, regardless of guidance and educational facilities.
5. They have a poor memory. Their attention span is short and they cannot focus on a topic for a long time.

Sullivan has summarized the characteristics of slow learners as follows:

1. Attention and short-term focus is small
2. Slow response time.
3. Limit self-direction.
4. Limit your ability to work with abstract concepts and generalizations.
5. Weakness to form a connection between words and phrases.
6. Lack of recognition of familiar elements in new information.
7. The habit of learning is very slow and forgets very quickly.
8. Very local view.
9. Inability to create and implement a standard or workmanship.
10. Lack of uniqueness and creativity.
11. Inability to analyze, solve problems or think seriously.
12. Lack of right to use mental processes.

Identification Of Slow Learner In The Class

1. Speech defect
2. Language development problem (broken sentences)
3. Assessments the level of vocabulary (vocabulary limited)
4. Verbal abilities
5. Short sentences, grammatically incorrect
6. Student Behaviour
7. Spelling Mistake
8. Interaction with other students
9. Class room Discussion
10. Reading problem
11. Interest
12. Slow response/decision making

Two Types Of Training To Aid A Sl

A. Compensatory Teaching:

Interval training is a guided approach the content of the main weakness or failure of the student. Compensation teaching recognizes content, transmits by alternative methods (image versus word) and complements it with additional resources and training activities (training and simulation centres, discussions group and collaborative training). This may include sharing tools, combining visual content presentation using more flexible presentation guidelines (movies, photos, illustrations) or by moving the formatting other tutorials (self-defined text, simulations, empirical directories).

B. Remedial Teaching:

This is an alternative approach to conventional classroom teachers, which guides the slower Rehabilitation training is the use of activities, techniques and practices to remove known weaknesses or shortcomings for students. For example, deficiencies in basic mathematical skills are reduced or eliminated by re-teaching unreleased content. The environment of the tool does not change, as in the compensation approach. Common building techniques, such as training and practice, can be used.

Meaning Of Active Learning

The word "active learning" is better understood in a visual way than is defined in widely accepted terms. As a end result, a lot of educators say that all training activities are active. Are students not actively learning while listening to lectures or class presentations? However, studies show that students must do more than listen: they must read, write down, conversation, or solve problems (Chickering and Gamson, 1987). In addition, students should connect in higher-order thinking tasks such as analysis, synthesis, and evaluation in order to actively participate. In this way, strategies to promote student-related performance in the workplace and to think about what they do can be termed positive learning.

Elements Of Active Learning Methodologies In The Classroom

Active learning requires students to find opportunity to speak and listen, note down, read and review the content, facts, issues, and interests of a subject. (Meyers & Jones, 1993).

Bonwell and Eison (1991) say that some of the positive learning outcomes are:

Students are more involved in listening,

Less attention is paid to the transmission

- Emphasis on the development of student skills,
- Students engage in higher-order thoughts (analysis, synthesis, evaluation),
- Students participate in activities (such as reading, discuss, writing), and
- Emphasize the study of student attitudes and values.

Structure Of Active Learning

For the point of this tutorial, ALM processes are considered processes that are suitable for learning in a variety of situations, including educational content at levels 6, 7 and 8. In the literature available yes, it is not surprising that similar processes, or universities.

Improve positive learning structure

- When there is no contest
- When the chair benefits from conversation and peer education
- Where is clear that class spaces are to learn by doing some things?
- "Do" is defined so that it can be considered meaningful and useful in other contexts
- There are also different age groups

Some assumptions need to be changed. We need to build learning structures to have

- More important participation can be demonstrated and measured,

- Health is more important than performance
- Class organization will not allow regression mode...
- Initiatives are welcome and the hierarchy is not so.

The Operative Philosophy Of The Programme

ALM strives to build a relationship between knowledge and empowerment so every student has the opportunity to think, apply, and explore.

The right of every child in the school system and beyond is to have the skills to manage life effectively. School education is often incomplete. ALM can be considered as a bridge to adapt the school's educational process to this basic requirement. The guidelines and details described in this guide can be applied in any learning environment, regardless of caste, level or context. Exposing methodologies on a regular and sustainable basis maintains the potential of students to discover that he / she is part of a world and a future.

ALM aims to build a relationship between knowledge and empowerment and try to prepare each student for the ability to think, apply and explore.

Teaching And Learning In An Active Classroom

Students have the right to study in the environment without fear. Often, teaching and learning involves the mind of the teacher in a logical way. These two processes are not linearly related. Good teaching does not mechanically lead to good learning. This is evidenced by the fact that children in the classroom do not care, untied.

- Cannot transfer directly. Training is a process and is based on prior knowledge and experience. A reasonable curriculum should start with engaging students as a first step.
- The educator is the facilitator in the process that will expand, deepen and contextualize learning.
- Classroom is the world's miniature. Students must seek opportunities to contribute in knowledge building. For this practice to be effective, it must be important not only in the classroom but also in the larger world.
- Child-focused classes focus on instructional strategies.

The Scope Of Alm

The purpose of ALM is to allow students to trust and be able to work in multiple situations. In middle school duration (grades 6-8), this training can be incorporated into the curriculum of each school easily. It takes account of:

- Training the confidence and learning style - ALM classes
- Learn how to stay well and safe - Enrich your Biology curriculum
- Learn to think cleverly, recognize and treaty with your emotions and create in different situations - learn how to live.
- learn how to live in social systems - to live and work with others, skills for successful citizenship, participation in the debate of our time (Citizenship)
- Learn how to live and act together with the physical situation - find answers to lifestyle choices and

respond to the situation (enrich the curriculum for environmental and biological education).

Above all, activist learning skills will help students negotiate with skills and enthusiasm in the world of knowledge, confidence in their abilities and open new ways to learn.

Unique Advantages Of The Alm

- Children's activities
- Provide learning and learning model
- The child is not infinitely passive
- Applicable to bulky classes and schools with fewer teachers
- No special assistance or equipment required
- Students can be the source of information through a group and couple activities
- Teachers can spend some time with Students who need special help
- Allows the child to check his or her work with the teacher and therefore keeps the teacher constantly correcting, ensuring the accuracy of the Students learning.
- Works in child friendly and realistic formats
- The attractiveness of the practice is its simplicity
- Allow all voices of Students to be heard and represented

Conclusion

In the classroom, anywhere it is establish that the slow learner will occur, the teacher will be seen as a moving presence, similar to the ABL class, but not as much of engaging with the learner, Members will be further committed to using their skills and participate in a discussion between them. Occasionally teachers can participate in a small group, but this is not a requirement. These do not denote that the instructor is not listening. In contrast, the instructor will be heard at the conclusion of the slow learner efforts. For a learning activity in ALM, slow learner will need a clear idea of what to be expecting and why this is considered a good breakthrough. He believes that students may not know the filled complexity of ALM. However, it is significant that they are targeted at the beginning. Essential variants are as follows:

- In the usual classroom, teachers give the instructions in words. A classroom for ALM will start with slow learner who read the instructions. This is an essential primary step, as it is based on the existing reading capacity; it allows facilitating the reading pace in order to respond to individuality and not to one move for all, which requires the educator to refuse his or her training.
- In the usual classroom, the instructor introduces the subject matter. In the ALM class, teachers sometimes introduce subject matter, but in particular, slow learner have access to objects through reading. Allow space to self-exploit and use active capability.
- In the usual classroom, the teacher gives an idea of the subject matter and more research is being done on the teachers' questions. In the ALM classroom, slow learner ask questions first and then interact with different perspectives during discussion.
- In the usual classroom, students write answers to teacher questions. In the ALM class, slow learners write their own questions.
- This gives you space and opportunity to think and think seriously.

- In the usual classroom, the teacher presents the topic and the summary (teachers may need to say most of the time from 25 to 40 minutes). In the ALM classroom, teachers sometimes introduce topics, but there is almost always an ending to answering questions that teachers have taught and supplemented from the perspective of an experienced supervisor. (Teachers must speak for a maximum of 12 to 15 minutes for the whole group).
- This increases student activeness and does not require the entire class to be placed; the voice of the teacher is a valuable contribution and is waiting for the classroom voice.
- Critical processes in the usual classroom are listening to the instructor and following the oral instructions. In the ALM class, important processes are reading, writing, asking questions, discussing among classmates, and listening to the teacher.
- The important point in the usual classroom is that listening to the instructor is the mainly significant and you should follow the oral guidelines. The important guess that classes in ALM is that if you start by implementing your skills and learning from the teacher, you must first take the initiative with all the resources and resources available for one.
- In our experience, slow learners assimilate processes in a very short space of time, allowing them to adopt the progression and take part in class management.
- One method of sinking into methodologies is to give students the ability to manage the class after about 3 or 4 weeks.
- The t instructor will immediately observe how much the practice has fallen.
- The Slow learner understanding of the teacher will develop and make deeper with time and exercise of the process.

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**A STUDY ON EFFECT OF COOPERATIVE LEARNING STRATEGY
ON ACHIEVEMENT IN ACCOUNTANCY AMONG SLOW LEARNERS
FROM HIGHER SECONDARY STUDENTS OF KANNUR DISTRICT,
KERALA**

Dr. K. Vijayan, Asst.Prof. in DTE, NIE, NCERT, New Delhi 16

Jothi. M.P.V, Research Scholar, SPS, Kannur University

Introduction

Cooperative learning is a successful teaching strategy in which small teams in which each with students of different level ability use a variety of learning activities to improve their understanding of a subject. Cooperative learning is an approach to organizing classroom activities in to academic and social learning experience. In cooperative learning, students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goals. Every one succeeds when the group succeeds. Cooperative learning techniques promote student learning and academic achievement, increase student retention, enhance student satisfaction with their learning experiences. Cooperative learning has social benefits as well as academic benefits. One of the essential elements of cooperative learning is the development of social skills and the social skills taught in cooperative learning is sharing.

Slow learners are described as those children who are somewhat below average in school achievement and general mental ability. The slow learners possess only minor deviations from the normal children; they often pass for normal children. However, every teacher should be on the lookout for the things which tell her that a certain student is possibly a slow learner. The most obvious characteristic of the slow learners is their inability to 'keep up' with the rest of the class in their rate of academic growth. One should be very careful not to confuse the slow learners with the emotionally disturbed, educationally retarded, and mentally retarded. Therefore, one must be arbitrary about defining this group of pupils. Good's Dictionary of Education defines the slow learning child as one "who, though capable of achieving a moderate degree of academic success, will do so at a slower rate with less than average efficiency."

Every child is different, so there is every possibility of improvement sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality. These children do not fall into the category of special education; they do well outside the class room, and show no evidence of having a medical problem. Slow learners may have problems not only with math and reading but also with coordination such as penmanship, sports or dressing. Often they are quiet and shy and they have trouble making friends. They may have a poor self-confidence. They often have a short attention span. All of these problems cause them to have a poor self-esteem.

Being a slow learner is a lifelong problem. Slow learner is a child whose IQ is low enough to cause considerable difficulty in keeping up in the class room. An average IQ is 100. Slow learners score between 70 and 90 on IQ tests. Less than 70 are considered mentally retarded. Slow learners are not mentally retarded. There are many other differences one can recognize between children considered intellectually normal and those who are considered intellectually slow besides their behavior patterns. Willard Abraham suggests the following characteristics of slow learners when comparing them with the normal children:

1. Short attention and interest span
2. Limited imagination and limited creative thinking
3. Slow reaction time.
4. Apathy, diffidence, dependence, placidity but frequent presence of excitability, sensitivity.
5. Academic retardation especially in reading, Achievement age lagging behind chronological age
6. Absence or easy loss of self-confidence
7. Gullibility, instability, shyness, submissiveness.
8. Low power of retention and memory
9. Inability to do abstract thinking to handle Symbols, to evaluate results, to foresee consequences of 'acts; "
10. Failure to transfer ideas, to extend beyond local point of view in time or place, to retain Interest if results are deferred' or intangible;
11. Limited powers of self-direction, of adapting to change in situation and people;
12. Low levels of initiative, vocabulary/standards of workmanship, persistence, concentration, Reasoning, - defining, discriminating, analyzing.
13. Ease of confusion, fears, and anxieties.
14. Laziness, but perhaps due to ill health or emotional maladjustment rather than as a constitutional factor.
15. Action based on impulse, insistence on quick results, inclination toward jumping to conclusions and
16. Less well-developed physically -height, weight, 'proportion, general health, unexplained fatigue.

Need And Significance Of The Study

Effective teaching in any subject depends largely upon the introduction of newer methods of instruction. There is a growing need for trying out newer methods of instruction and establishing their effectiveness in teaching and learning. Nowadays a teacher cannot depend on any single method of teaching. The teacher has try out several innovative methods. The students are able to understand the concept, principles and content in an effective manner when the innovative newer methods are incorporated in the teaching learning process. In the slow learners are those who have limited ability due to different reason in the education process. They will go through the same basic developmental stages as other children, but they can do so at a slower rate. Otherwise we can say that students having below average cognitive abilities are called slow learners. As the teacher observes a slow learner in the performance of his school work she may find that he is often passive and seems uninterested; he writes poorly; he is poor in reading skills; he has little or no skill in interpreting data; he cannot plan his work for himself; he has poor study habits, he tires of an activity quickly; and he tends to give up more quickly than the average student. Hence, this study is to find out that the effectiveness of cooperative learning strategy for enhancement of achievement in Accountancy among slow learners of higher secondary school students in Kannur Districts.

Objectives Of The Study

1. To find out the effectiveness of cooperative learning strategy for enhancement of achievement in Accountancy among slow learners of higher secondary school students

Hypothesis of the study.

1. There exists significant effect of cooperative learning strategy on achievement in Accountancy among slow learners in higher secondary school students.

Methodology Used For The Study

The sample consists of 25 slow learners in Accountancy from a Higher Secondary School of Kannur District, Kerala. Experimental method adopted for the study. While analyzing the pre test score. The investigator found that around 25 students score very poor mark and some of the students are backward in reading, writing and understanding things. After completing the experiment post test were conducted. From the post test results, the Investigator observed the students who score very poor in pre test was performed well in post test. So the investigator selected all the students who score below average in pretest and post test and taught them separately by using cooperative learning strategy. Then an achievement test in Accountancy was conducted for this group. They perform well.

Tool Used

Tool used for the study is Achievement test in Accountancy. The investigator has developed cooperative learning strategy based teaching module for one unit in Accountancy and administered the same for the experimental group.

Analysis And Interpretation Of The Study

Table 1 - Test of significance of difference in pre- test-post test score among slow learners of higher secondary school students

Group	No:of students (N)	Mean(M)	S.D	t value	
Pre test	25	6.16	1.25	2.28	0.01
Post test	25	15.04	3.75		

From the table, it is clear that post test score is higher than the pre test score obtained is significant at 0.01 levels. This is due to the effect of co-operative learning strategy.

Conclusion

In this study co operative learning strategy was found to be more effective than the Lecture Method. The Lecture Method can make improvement in the achievement of learners to a certain extent. This method cannot reveal ,slow learners facing problems. But when compared with the co operative learning strategy it is better than the Lecture Method. Therefore teachers should be encouraged to use co operative learning strategy in classroom for slow learner's students. The constant use of co operative learning strategy will make students understand more and achieve more in their academic achievement and also overcoming their problems. Hence it is concluded that the co operative learning strategy is considered to be one of the best technique for teaching Accountancy at Higher Secondary Level.

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DIET - A KEY TO ENHANCE LEARNING AMONG SLOW LEARNERS.

Dr. A. Anbumalar, Lecturer in Nutrition, Dept of Physical education and Sports sciences, AU.

Learning requires intelligence, motivation and the ability to concentrate, all of which can be influenced by nutrition during childhood. Carbohydrate is a main source of energy for brain. Children have only limited body stores of glucose (the sugar used by the brain for energy) and are thus sensitive to missed meals. Skipping breakfast can impair concentration and learning ability at school. Eating adequate protein is important for brain cells to work effectively and added protein at breakfast helps the brain to nourish. Protein deficiency reduces the ability of brain cells to process information, leading to learning disabilities, difficulty in memorizing. Along with minerals and vitamins a rich supply of essential poly unsaturated fatty acid is important. Omega -3 fatty acids are important for the formation of neurons and their supporting tissues in the brain during early childhood. Deficiencies of iron, magnesium, iodine, and zinc can reduce learning ability, and even marginal deficiencies can have subtle adverse effects. For example moderate iron deficiency during early childhood can decrease IQ and mental development. Brain function, memory and alertness are significantly better in peoples those who have reserves of thiamin, riboflavin and iron compared with those with marginal status. To conclude balanced diet with adequate amount of all the essential nutrients are needed to maintain nutrition status during childhood which is having direct impact over learning abilities.

TEACHING APTITUDE OF HINDI LANGUAGE TEACHERS IN ENGLISH AND HINDI MEDIUM SECONDARY SCHOOLS

Archana Bharadwaj, Neetee Mehta Bhagwant University Ajmer

I. Introduction

Aptitude is a complex mental state involving beliefs and feelings and values and dispositions to act in certain ways [1]. An Aptitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Aptitudes are generally positive or negative views of a person, place, thing, or event- this is often referred to as the Aptitude object [2]. People can also have conflicting or ambivalent disposition toward an object, that is simultaneously possessing both positive and negative Aptitudes toward the item in question.

An Aptitude is often described as tendency to react favourably towards a designated class of stimuli, such as a national or a racial group, custom or an institution [3-4].

According to Freeman, "An Aptitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. An Aptitude has a well-defined object of reference [5]. For example, one's views regarding class of food or drink (such as fish, carbonated drink, liquors), sports, mathematics, or democracy are Aptitudes."

Thurston states, "Aptitude denotes the sum-total of a man's inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats about any specific topic [6]. Thus, a man's Aptitude about pacificism means here all that he feels and thinks about peace and war. It is admittedly a subjective and personal affair."

Aptitude includes our ideas with emotional content, our important beliefs, prejudices, biases, appreciations, predispositions, and our state of readiness to act and react [7-8]. An individual has an array of Aptitudes towards diverse objects such as music and art, games and sports, religions, caste, ethnic groups, political parties, governments etc. These Aptitudes are influenced by the individual's experiences both planned and random. Shaping healthy Aptitudes in students is one of the most important functions of the educational process in the school.

Aptitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Aptitudes are formed as a result of some kind of learning experiences. These may also be learned simply by following the example or opinion of parent, teacher or friend. This is mimicry or imitation, which also has a part to play in the teaching and learning situation. In this respect, the learner draws from his teachers' disposition to form his own Aptitude, which may likely affect his learning outcomes.

An Aptitude is a variable which directly observed, but it is inferred from overt behaviour both verbal and nonverbal responses. In more objective term, the concept of Aptitude may be said to connote response tendency with regard to certain categories of stimuli [9]. In actual practice, the term 'Aptitude' has been most frequently associated with emotionally toned responses. The deep rooted feelings are the Aptitudes which cannot be changed easily.

Aptitudes of pre-service teachers studying at Faculty of Education, toward teaching profession in terms of the variables of gender, program and faculty of study [10]. It was determined as a result of the study that, the Aptitudes of pre-service teachers were significantly affected from gender, in other words, females were found to possess more positive Aptitude.

II. Aptitude Towards Teaching

A teacher who has a favourable psychology towards teaching aptitude will enjoy teaching [11]. The findings of the previous research on Positive Psychology of Aptitude towards Teaching in relation to the selected variables are Aptitude towards Teaching and Gender, Aptitude towards Teaching and Academic Qualification, Aptitude towards Teaching and Academic Achievement, Aptitude towards Teaching and Locality, Aptitude towards Teaching and Age, Aptitude towards Teaching and Marital Status.

III. Research Methodology

PROBLEM: To Study the Psychology of Teaching Aptitude of Higher Secondary School teachers of Hindi language as a subject.

Objectives

1. To study the teaching aptitude towards teaching profession of higher secondary Hindi Medium school teachers teaching Hindi language subject.
2. To study the teaching Aptitude towards teaching profession of higher secondary English Medium school teachers teaching Hindi language subject.
3. To compare the teaching Aptitude towards teaching profession of higher secondary Hindi & English medium school teachers teaching Hindi language subject.

Hypothesis

There is no significance difference between teaching Aptitude towards teaching profession of higher secondary Hindi & English medium school teachers teaching Hindi language subject.

Sample And Population

Sample consists of twenty five (25) Hindi & twenty five (25) English medium teachers of higher secondary schools situated in Noida, Ghaziabad, NCR. On an average a school has four to five teachers to cater the need of teaching Hindi subject in 9-12 standard. Six Hindi medium and six English medium schools are approached to get the data. These teachers are teaching Hindi language subject to students in standard 9 to 12 for the session 2017-18, and the data is collected during the month of August September 2017. Teacher Aptitude Inventory (TAI) of Dr. S.P. Ahluwalia is provided to teachers teaching Hindi language subject in higher secondary schools.

'Teacher Aptitude Inventory' (TAI) used to collect data from sample teachers of higher secondary schools. Teacher Aptitude Inventory is a Likert instrument consisting of 30 statements. Each statement that pertain to a particular aspect of prospective and practicing teacher's professional Aptitudes towards teaching Hindi as a language subject. These aspects are -

1. Aptitude towards teaching profession.
2. Aptitude towards classroom teaching.

3. Aptitude towards child centered practices.
4. Aptitude towards pupils.
5. Aptitude towards educational process.
6. Aptitude towards teachers.

Tools Used

Responses are made on a 3-point scale and the response categories assigned weights from 0 to 2 (total three weights: 0,1,2). The statistical method used in testing of the hypothesis is t-Test for estimating the significant difference between mean Aptitude scores of two groups [11-12]. The two tailed test is used for this purpose. The Mean (M), Standard Deviation (SD), Standard Error of Difference between Means (SEM), Degree of Freedom (DF), and T-Values (Significance of Difference between two means) of Aptitude scores of two groups are calculated and represented in tabular form [13]. This TAI appears to have reasonably high reliability and validity. The contents of its item seem appropriate for the purpose of research with teachers [14-15].

Scoring of completely fill response sheet was done and scores were used for statistical analysis. Mean is used to evaluate average performance of Hindi & English medium school teachers about their teaching Aptitude towards teaching profession. The standard deviation (t-Test) is used for comparing Aptitude towards teaching profession of Hindi & English medium teachers on different aspects of Hindi language subject teaching. t-Test is also used as the test of significance of the difference between means of Hindi & English medium teachers teaching Hindi subject.

iv. Result Analysis And Interpretation

Scores obtained on different scales of TAI sheet, of Hindi & English medium sample Hindi language teachers of higher secondary schools were tabulated in form of frequencies. In order to test the significant difference between Aptitude towards teaching profession of Hindi and English medium teachers mean, standard deviations, and t-ratios are calculated. For analyzing and comparing the effects of aptitude of Hindi & English medium teachers of higher secondary schools, results of statistical analysis are shown in Table 1 and Table 2.

Table 1 - Primary Data of 30 questions answered by 50 teachers of English and Hindi Medium Schools

SAMPLE	N	Agree	Undecided	Disagree	Total
Hindi Medium Teachers	50	30	10	10	50
English Medium Teachers	50	40	05	10	50
Total	100	70	15	20	

Result indicates that mean of Hindi medium teachers is slightly higher than English medium teachers. It shows that comparatively Hindi medium teachers have more positive teaching Aptitude. There is less deviation of scores from mean in case of Hindi medium teachers then that of English medium teachers.

The calculated t-value is found to be 3.26 which is not significant at 0.01 level with 38 degree of freedom (DF). This indicates that the null hypothesis is accepted at this level. This also indicates that there is no significant difference between Hindi and English medium teachers teaching Hindi language subject. (Next Page Table - 2)

Table 2 - Statistical Analysis of the Data

SAMPLE	N	MEAN APTITUDE SCORE	SD	SEM Standard Error of Difference between Means	DF	t-TEST VALUE	LEVEL OF SIGNIFICANCE	HYPOTHESIS
Hindi Medium	50	12.2	11.56	1.12	19	3.26	Significant at 0.01 level	Accepted
English Medium	50	12.0	11.56	1.11				

IV. Suggestions

For development of positive attitude in teaching Hindi language subject at Secondary level the following suggestions are made after the study.

- (i) Staff development program in Hindi language teaching must be compulsory for each teacher after every 2-4 years interval.
- (ii) Nature of work sheets must be renewed, changed and added to keep pace with changing times.
- (iii) Professional skills including digital techniques of teaching language must be adopted.
- (iv) Promotional opportunities must be provided for language teachers as well to keep up potential and efficiency.

V. Conclusion

Both Hindi & English medium teachers have positive aptitude towards teaching Hindi language as their profession. But Hindi medium teachers have higher aptitude towards teaching profession than English medium teachers. Hindi language teachers in both medium of instruction accept that by the student's personal, moral and cultural development can be done by educating them properly. They accept that teaching is the best profession for them and they feel proud to be a teacher. After joining teaching profession, both Hindi & English medium teachers have a positive psychology about their level of self-confidence that has highly increased. Both Hindi and English medium teachers appreciated and promoted innovative and interactive Hindi language teaching. They also promoted child-centered education in teaching Hindi language. All activities (curricular, co-curricular or extracurricular) done by students should be evaluated for proper assessment of any student. It is teaching through which good and progressive social environment can be created and improved.

It may be concluded that all teachers have positive and healthy considerations in aptitude for their profession. There are indications that teacher's Aptitudes have a positive relation with success in teaching. The Aptitude of teachers towards teaching is significantly correlated with teaching success.

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EFFECT OF COLLABORATIVE LEARNING ON THE ACADEMIC PERFORMANCE OF SLOW LEARNERS

Dr. D. Chitra, Principal, Krishna College of Education for Women, Vivekanandha Educational Institutions, Elayampalayam, Tiruchengode- 620 024, Namakkal District, Tamil Nadu.

1. introduction

Today's education for teachers and teaching involves numerous other complex patterns directly or indirectly associated and the strategies for teaching and learning necessitate newer approaches and continual orientations to suit the changing patterns and priorities in education.

Teacher education should pay greater attention to the cultivation of creativity among teachers and teacher educators, than mere application of traditional methods and principles of teaching.

Collaborative learning may be broadly defined as any classroom learning situation in which students of all levels of performance work together in structured groups toward shared or common learning goals. A collaborative venture, Cooperative learning is an act of learning together and collaborative learning of English is a way of facilitating and equipping students to learn English as a foreign language or as a second language through team-building, critical and innovative thinking and win-for-all dynamics ushered in by the role of the teacher as a facilitator who at the same time monitors, intervenes, and evaluates group and individual performances.

Academic performance is the knowledge attained or skills developed in the school subjects usually designated by test scores or marks assigned by teachers or by both it is the achievement is the quantity and quality of learning attained in a subject of study or group of subjects after a period of instruction. Academic performance has been one of the most important goals of the education process. Academic performance is always related with study habits. Education is of no use unless it aims to develop proper study habits in the students.

2. Research Studies

The investigators have reviewed few studies related to the topic under investigation. Preston (2005) observes that pair programming is a form of collaborative learning; the pair works together to achieve a common goal. Recent research has clearly documented the benefits of pair programming on student performance. Collaborative learning research has established two things: (i) the effectiveness of having students work together (ii) the critical attributes common to successful collaborative learning approaches. Thangarajathi (2006) studied cooperative learning approach in learning mathematics. She stated that the students perform well when taught through cooperative learning approach. The performance of high, average and low achievers differed when taught through the conventional method. The performance of high, average and low achievers were equal when taught through cooperative learning approach. Anandan (2013) have examined that to find out the level of Academic Performance of Out - of - School Children in Non - Residential and Residential Special Training Centre in Nagapattinam, Thanjavur and Coimbatore Districts. Achievement Test in Tamil, English, Maths, Science and Social Science as tool for this study.

3. Need For The Study

Slow Learners belonging to one training institute formed the sample for the present study. Collaborative learning method has been introduced to the Slow Learners by selecting three units from the

subject "Learning child" A pretest has been administered to test the self concept, achievement motivation and Academic Performance of Slow Learners. After the introduction and practice of collaborative learning method a post test has been administered to the same students to test the same items. It is an innovative method. It will have certainly good effect on the academic performance of the Slow Learners. The statement of the problem is "Effect of Collaborative Learning on the Academic Performance of Slow Learners".

4. Objectives Of The Study

The objectives of the study are

- i. To find out the level of Collaborative Learning on the Academic Performance of Slow Learners
- ii. To find out the significant difference on Mean score of Collaborative Learning on the Academic Performance of Slow Learners with respect to their Gender and Major Subject.

5. Hypotheses Of The Study

The hypotheses of the study are

- i. The level of Collaborative Learning on the Academic Performance of Slow Learners is low.
- ii. There is no significant difference on the Mean scores on the level of Collaborative Learning on the Academic Performance of Slow Learners with respect to their Gender and Major Subject.

6. Methodology Of The Study

The present research study belongs to the Experimental Method, as the study intended to measure the present status of Collaborative Learning on the Academic Performance of Slow Learners.

i) Selection and Size of the Sample

The investigators had selected 100 Slow Learners studying in a College as sample by Random Sampling Technique.

ii) Tool Development

The Investigators have used two tools for the collection of data. Academic Performance Test was developed by the Investigator with help of Guide. which was administered to find out the Collaborative Learning on the Academic Performance of Slow Learners. It consists of 90 items in multiple choice questions.

iii) Data Analysis

The investigators followed Mean, Standard Deviation and 't' test for the analysis of the data. The results were presented in the following tables.

Hypothesis - 1

The level of Academic Performance of Slow Learners in Total.

Table - 1 - Mean And The Standard Deviation Scores On The Level Effect Of Collaborative Learning On The Academic Performance Of Slow Learners In Total

S. No.	Variables		N	Academic Performance	
				Mean	SD
01.	Total		00	64.44	5.07
02.	Gender	Male	43	66.38	5.65
		Female	57	63.01	4.07
03.	Major Subject	Arts	49	64.53	4.64
		Science	51	64.39	5.30

It is obvious from the above Table-1, the calculated Mean and SD values of Academic Performance scores of the Total Sample are 64.44 and 5.07. It shows that the level of Mean scores of Academic Performance is low among Slow Learners.

Hypothesis - 2

There is no significant difference on the Mean scores on the level of Collaborative Learning on the Academic Performance of Slow Learners with respect to their Gender.

Table - 2 - 'T' Values Between Mean Scores On The Level Of Collaborative Learning On The Academic Performance Of Slow Learners With Respect To Their Gender

Variables	Gender	N	Mean	SD	't' value
Academic Performance	Male	93	66.38	5.65	4.63*
	Female	107	63.01	4.07	

Table 4.2 shows that the 't' values, 0.91 is not significant whereas 4.63 is significant at 0.05 level. It is understood from the results that there is a significant difference between Male and Female B.Ed. Student- Teachers towards their Academic Performance. Male Slow Learners are significantly higher level of Academic Performance than the Female Slow Learners. Hence the null hypothesis found to be rejected.

Hypothesis -3

There is no significant difference on the Mean scores on the level of Collaborative Learning on the Academic Performance of Slow Learners with respect to their Major Subject

Table-3 - 'T' Values Between Mean Scores On The Level Of Collaborative Learning On The Academic Performance Of Slow Learners with Respect To Their Major Subject

Variables	Major Subject	N	Mean	SD	't' value
Academic Performance	Arts	69	64.53	4.64	0.19**
	Science	129	64.39	5.30	

** - Not Significant at 0.05 level

Table-3 shows that the 't' values, 0.19 is not significant at 0.05 level. It is understood from the results that there is no significant difference between Arts and Science Slow Learners towards their

Academic Performance. Both Arts and Science Slow Learners are having similar level of Academic Performance. Hence the null hypothesis found to be accepted.

7. Findings Of The Study

The findings of the present study are presented below. They are as followed

- i. The level of Mean scores of Academic Performance is low Slow Learners.
- ii. There is a significant difference between Male and Female Slow Learners towards their Academic Performance. Male Slow Learners are significantly higher level of Academic Performance than the Female Slow Learners.
- iii. There is no significant difference between Arts and Science Slow Learners towards their Academic Performance. Arts and Science Slow Learners are having similar level towards their Academic Performance.

8. Discussion Of The Study

From the research findings that there is a significant difference between Male and Female Slow Learners towards their Academic Performance. There is no significant difference between Arts and Science Slow Learners towards their Academic Achievement.

Some of the studies are found that they are contradictory to the findings of the present study.

The following findings are closely associated with the study of Preston (2005) explored the boy and girls do not differ significantly in the respective regression coefficients for Academic Performance. Thangarajathi (2006) examined there is a significant difference between male and female B.Ed., student-teachers in their Academic Performance. There is significant difference between arts and science Slow Learners in their academic performance.

Anandan (2013) conducted the both Male and Female out - of - School Children are having similar level of Academic Performance on the Subjects of Tamil, English, Maths, Science and Social Science.

9. Conclusion

As a whole, it is found that the work motivation is found to be higher and at the same time work involvement is found to lower among the teachers with respect to the demographic variables such as gender and subject specialization.

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TEACHING STRATEGIES, METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG THE SLOW LEARNERS

Chandra Jyothi velagapudi

Slow Learners Definition goes (in my view) in two ways

I. Intellectual Disability- Genes may make a person more apt to be academically inclined/declined and then one's school environment and school performance can prime him for much later success. Few other reasons for intellectual disability are

- Less awareness on education & its importance acquired from ancestors.
- Insecure perceptions on varied lively hoods, prioritizing their hereditary occupations.
- Less motives/needs towards Holistic learning.
- Lack of inspiration towards Classroom learning.

II. Learning Disability- Nurtured/Acquired slow learning.

- Isolating Slow learners and stamping/Generalizing them as "slow learners".
- Ignoring the remedies of slow learning or psychological facts and rectifying them.
- Predetermination on short term memory and adaptive behaviors.

Methods to convert slow learners to learners and finally to active learners.

1. Teaching - Learning strategies
2. Active Parenting Techniques
3. School Environment
4. Identification & Appreciation

1. Teaching - Learning strategies

a) Tutoring through peer learners (one to one & one to many)

Traditional Methods of teaching like "one fit for all" will not work while dealing with slow learners. Formal instructive methods like demonstrative method, Inductive method and experimental method etc, slow learners must be paired with fast learners to promote speed in completing the assigned work.



- Completing experimental observations on par with others in a group
- Noting down the order of points for discussion to present
- Completing mind mapping, drawing, craft etc

Adaptive Behavior

Slow learner is asked to take the presentations from fast learner in order to get an idea of best presentation skill and later is asked to follow the same, i.e., Learn the concept and present the answer.

Enforced learning in the beginning will make a slow learner to adapt learning and memorizing as a habit gradually.

Precautions in tutoring method

- i. The paired fast learner should never humiliate slow learner at any point of time.
- ii. Benefits for the fast learner to be magnified and briefed that, recall of the concepts, retention of memory etc.
- iii. *Important note is to change the pair of slow learners periodically. This facilitates the exposure to different techniques of learning styles.
- iv. Tutoring method is applicable to the Age groups 11 and above
- v. Home tuition is incorrect strategy when compared to structured learning at school

b) Activating multiple intelligences through Differentiated Instruction:

According to Howard Gardner's Multiple Intelligence Theory, Every person has a different mind and therefore each person learns and understands information differently. Among slow learners, there is a sports lover, nature lover, music lover, dancer, sports men, cook, farmer, technician, etc.. Who can excel in their favorite areas in the best way. Musical training in childhood also increases IQ as per the recent studies. This is authenticated by successful musician, sports man and women, artists, scientists, politicians, etc., Children who are slow in academics, mastering co-scholastic activities needs to be identified, appreciated and should be given optimum opportunities to showcase their talents. These appreciations will convert their negative response in to positive mode for class-room teaching - learning, eventually child starts learning. At the same time, teacher or administrator concern should inform the parent and involve him to uplift the interest in scholastic aspects. To make this strategy success rigorous encouragement is needed towards the interested areas of the children like music, sports, games, art, dance etc.

c) Subject enrichment activities through Hands on experience sessions

I mean subject enrichment activities not in the form of dictation, works sheets, OMR test etc, but Maze test, Tachistoscope, Mathematics in Ground, Out bound learning trips etc. Though this is bit risky and costly, the outcomes are as expected.

d) Extra Motor tuning

Beyond the NCF (National curriculum Framework -2005), games and sports to be incorporated additionally for intimate motor development, which makes the body ready to rest in between the sessions. This little period of rest to be utilized for writing or reading.

e) Counseling along with parents

Periodic counseling is needed through projective assessments and getting inputs of their thinking. On par the thinking capacity of the child, teaching learning strategies should be altered or intensified. Words of humiliation should be avoided at any cost, as it hurts badly. Counseling report of the child should be kept confidential and corrective/suggestive/preventive measures must be followed up.

f) Promoting through roles & Responsibilities

Generally Slow Learners are not given importance as they are not feathers in the School's Success Cap.. Teachers need to create opportunities and promote their leadership skills in activities like

celebrations, events, sports, Green classrooms, Work Education etc. These kinds of roles make them confident to show that they are given equal empowerment in the class among the peer. This confidence boosts them to grow holistically. If attention and appreciation are given they will be promoted as responsible leaders of the school and citizens in future

2. Active Parenting Techniques

Parent role in activating the child is crucial. Parent must be highly cautious while engaging slow learning kids. When there is a significant difference in the environments in which individuals are raised, one's environment more accurately predicts intelligence. In addition, when those who are similar genetically are raised in dramatically different environments, environment is a better predictor of intelligence. Proper childhood nutrition appears critical for cognitive development; malnutrition can lower IQ. Other research indicates environmental factors such as prenatal exposure to toxins, duration of breastfeeding, and micronutrient deficiency can affect IQ. Few techniques are mentioned below for better parenting.

- a) Comparison with other children: Comparison with siblings, relatives and neighboring kids humiliate children and wipe away the positive energies that remain with them. Parental Talks and interactions should inspire the slow learners.
- b) Interactions with the teachers periodically could remove the communication gap. Parents' should be part and parcel of the school activities.
- c) Should equip the needy resources. Resources required for learning should be provided in advance in order make him/her confident to participate in Teaching-Learning processes actively.
- d) Encouragement in Co-Scholastic activities:

Parent should find out the interested areas of their child and provide the opportunities to exhibit perform and master. Some researchers wonder if one can be trained to be more intelligent by a process called targeted training, where there is an emphasis on improving a particular ability (Kossslyn, 2007). It is well known that it is possible to increase one's IQ score by training, for example by regularly playing puzzle games or strategy games, like chess. Therefore, the environment can have a large influence on early learning.

- e) Should be emotionally attached with the student: Parent should have open talk with their kids everyday for few minutes (15 to 30 minutes). This makes them develop respect and responsibility, to make parent happy. Children will try to achieve the demands of the parent.

According to Freud, personality develops during childhood and is critically shaped through a series of stages. During each stage, a child is presented with a conflict between biological drives and social expectations; successful navigation of these internal conflicts will lead to mastery of each developmental stage, and ultimately to a fully mature personality. The child's ability to resolve these internal conflicts determines their future ability to cope and function as an adult. Failure to resolve a stage can lead one to become fixated in that stage, leading to unhealthy personality traits; successful resolution of the stages leads to a healthy adult.

3. School environment:

School Administration, resources, teachers, curriculum, peers matter a lot in the transformation of slow learners. The school's vision and mission should work to up lift every child from their existing

state. Curriculum should provide the equal opportunities to meet all the multiple intelligences of the child. Teachers and counselors must be given periodical training to handle the slow learners and enhancing their learning. Teacher should review the progress of the child regularly to adapt the devised techniques. Ample resources are needed to encourage the slow learners to refresh then and tune their motor skills. Therefore, the environment can have a large influence on early learning .

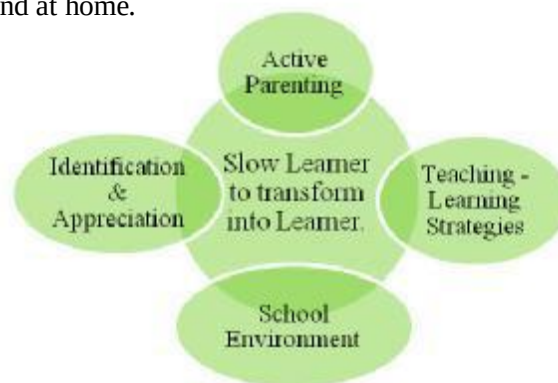
Environmental factors also play a role in determining IQ. Concerns the relative importance of an individual's innate qualities," i.e. nativism, or innatism versus personal experiences in determining or causing individual differences in physical and behavioral traits. Individuals with "intelligent" (high IQ) family members tend to be intelligent themselves; The role of genes and environment (nature and nurture) in determining IQ. Heritability may cause a person to be more academically inclined and then one's school environment and school performance can prime him for later success.

4. Identification & Appreciation:

While bringing up the slow learners, every positive response/minute difference should be identified and recognized authentically. Words of humiliation will make the complete processes futile. High care is needed to make them confident.

Conclusion:

In addition to all these strategies and techniques, Psychological guidance is needed from professional psychologists. As per the guidance, changes can be made in the learning techniques, nurturing etc in school and at home.



Key Words:

1. Natural disability-Acquired through genes and ancestors habits
2. Nurtured disabilities-Acquired through environment and lack of resources
3. Tutoring-Personalize guidance
4. Structured Learning-Traditional methods of schooling as per the norms National Curriculum Framework
5. Scholastic-Academic related
6. Co-Scholastic-Other than academic, activities learnt at school. eg., Performance arts, Sports, games etc
7. Tachistoscope-an instrument to improve the span of attention of slow learner.
8. Out bound learning trips-Education and entertainment trips
9. Maze Test-An instrument to fasten the learning techniques by trail and error
10. Hands-on Experience session-Learning by doing activities

PERCEPTION LEARNING STYLE AND ACHIEVEMENT IN ENGLISH AMONG SLOW LEARNERS

K.Deepa, Ph.D. Scholar, Assistant Professor in English, Kaliammal College of Education, Karur. Dr. B.saminathan, Assistant Professor, Department of Education, Bharathidasan University

Introduction

The perceptual learning style defined as a preference for one of the following learning modalities - auditory, visual or tactile. According to Sarasin (1998), the perceptual perspective allows us to take into account aspects of several well-recognized learning-style theories by synthesizing their important characteristics into an approach that is based on behaviours and/or actions that can be easily perceived in a classroom situation. Sarasin claims that aspects of the learning style theories of Gregorc (1995), Butler (1998), Sims & Sims (1995), McCarthy (1991), and Harb, Durrant & Terry (1993) reflect an approach based on the primary senses (visual, auditory or tactile) involved in learning.

Visual (V)

Visual learners enjoy pictures and diagrams rather than lots of words. They respond to demonstrations, reading and watching video/TV. This preference also includes description of information in charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies and other devices that instructors use to represent what could have been presented in words. "Seeing and Reading".

Tactile (T)

We learn best when we have the opportunity to do "hands-on" experiences with materials. That is, working on experiments in a laboratory, handling and building models, and touching and working with materials provide us with the most successful learning situation. Writing notes or instructions can help us remember information and physical involvement in class related activities may help us understand new information.

Auditory (A)

Auditory learners like audio tapes, lectures, debates, discussions, listening to radio, and taking verbal instructions. This perceptual mode prefers information that is 'heard'. Students with this modality report that they learn best from lectures, tutorials, tapes, and talking to other students. "Listening and speaking".

Kinaesthetic (K)

This is the way of learning through physical activities and direct involvement. Kinesthetic learners enjoy being hands-on, moving around, touching and experiencing. This preference is for the use of experience and practice (simulated or real). One connects to 'reality' through experience example, practice or simulation. "Touching and doing".

Group (G)

We learn more easily when we study with other student, and we will be more successful completing work well when we work with others. We value group interaction and class work with other students, and we remember information better when we work with two or three classmates. The stimulation we receive from group work helps we learn and understand new information.

Individual (I)

We learn best when we work alone. We think well when we study alone, and we remember information we learn by you. We understand new material best when we learn it alone, and we make better progress in learning when we work by our self.

Students use different approaches when face with learning tasks and problems. They way in which the students approach the learning tasks and the behaviour in learning situations determine their perception style. It is pointed out that the perception learning style of an individual has in relation to factors such as prior learning experiences, openness to inter personal and intrapersonal information, physical facilities and learning environment.

Objectives of the Study

1. To find out the significant difference in the perception learning style of IX standard students with regard to sex.
2. To find out the significant difference in the perception learning style of IX standard students with regard to locality.

Hypotheses of the Study

1. There is no significant difference in the perception learning style of IX standard students with regard to sex.
2. There is no significant difference in the perception learning style of IX standard students with regard to locality.

Method of study

In the present study, the investigator used the "Normative Survey Method". The survey approach to educational problems is one of the most commonly used approaches. It is a method of collecting and analyzing data obtained from a large number of respondents to test hypothesis regarding the status of the problem of research.

Sampling Procedure

The investigator attempted this study as a pilot study. Hence the sample of the present study consisted of 300 students. Among them 112 are boys and 188 are girls studying in higher secondary schools in Karur District.

Tools

The following tool was used in this study

Perception Learning Style Scale - Standardized tool developed by Joy Reid(2004).

Statistical Techniques Used

The following statistical techniques were adopted in this study

- Mean and Standard deviation
- t-test

Analysis and Interpretation of the Data

The collected data was analysed by applying the following statistical techniques. In descriptive analysis the mean and standard deviation were calculated. The percentages of the scores were also calculated

for the purpose of identifying the levels. In differential analysis to find out the significant difference between the scores t-test were calculated. In relational analysis the Investigator used Product moment correlation to identify the relationship among the variables.

Hypothesis - 1

There is no significant difference between IX standard male and female students in their perception leaning style.

Table 1 - Difference Between Ix Standard Male And Female Students In Their Perception Learning Style

Dimensions of perception learning style	Male (N=112)		Female (N=188)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Visual	19.81	2.43	20.14	2.61	1.11	NS
Tactile	19.71	2.77	19.51	2.66	0.60	NS
Auditory	20.24	2.69	20.00	2.82	0.07	NS
Group	20.86	2.39	21.04	2.50	0.62	NS
Kinesthetic	20.71	2.67	21.11	2.55	1.28	NS
Individual	21.33	2.29	21.16	2.42	0.59	NS
Total	122.65	7.04	123.18	7.09	0.63	NS

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between IX standard male and female students in their visual, tactile, auditory, group, kinesthetic, individual and perception learning style in total.

Null hypothesis 2

There is no significant difference in the perception learning style of IX standard students with regard to locality. (Next page Table 2)

It is inferred from the above table that there is no significant difference between IX standard rural and urban students in their visual, tactile, auditory, group, kinesthetic and individual and perception learning style in total.

But there is significant different between rural and urban school IX standard students in their perception learning style in total.

Table 2 - Difference In The Perception Learning Style Of IX Standard Students With Regard To Locality

Dimensions of perception learning style	Rural (N=127)		Urban (N=173)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Visual	20.09	2.50	19.97	2.58	0.39	NS
Tactile	19.34	2.78	19.76	2.63	1.34	NS
Auditory	19.98	2.82	20.40	2.72	1.29	NS
Group	21.17	2.35	20.83	2.53	1.19	NS
Kinesthetic	20.85	2.74	21.03	2.50	0.60	NS
Individual	21.19	2.41	21.25	2.34	0.23	NS
Total	122.61	6.72	123.25	7.31	0.79	NS

(At 5% level of significance the table value of 't' is 1.96)

Findings

The following are the findings arrived from this study

1. There is no significant difference between IX standard male and female students in their visual, tactile, auditory, group, kinesthetic and individual and perception learning style in total.
2. There is no significant difference between IX standard rural and urban students in their visual, tactile, auditory, group, kinesthetic and individual and perception learning style in total.
3. The 't' test reveals the difference between rural and urban area students in perception learning style becomes significant in their learning style. Rural students excel high when compared with urban students. They were able to understand and learn the English language clearly and properly.

Conclusion

School paves the way for a strong academic achievement. Brain-storming sessions should be provided to enhance the perception ability of the students. Create some interest to students through virtual learning, e-learning, internet mobile learning etc. Group and team activities may be included in classroom teaching Government should provide necessary equipments and facilities for the students in the school to improve their perception learning style. A school should inculcate perception learning style and inquiry attitude in their students.

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MOTOR SKILLS BENIFITS SLOW LEARNING

*Mr. S. Joniton, Lecturer, Department of Sports Sciences and Physical Education,
Sabaragamuwa University of Sri Lanka.*

Introduction

Healthy life is very important for every citizen. Physically, mentally, and socially well-being is called healthy person. Healthy person having a healthy brain if Brain health is strong, the body will be fit. Slow learner may be called dull normal, low normal or borderline retarded, so people prefer the term slow learner. About 1 out 5 children is slow learners. They often are delayed in walking or talking. Most slow learners are bone with problem. Severe head injuries, meningitis or the mother's use of alcohol or cocaine during the pregnancy can cause a child to become a slow learner. Unfortunately theses children's are often "overlooked" since they do not have a learning disability and are not mentally retarded. A learning disability is defined as a child who is not performing to their levels of intelligence. IQ test are not the only reason to diagnose a child as a slow learner their achievement scores grades teaching rating, psychologists report, and doctors exam are just as important. Most slow learners grow up to work in skilled or semiskilled jobs such as constriction or office work. Unfortunately because school is so hard for them, many of these children drop out of high school education. Slow learners may have problem not only with subjects but also with coordination such as penmanship, sports or dressing. They may have a poor self confidence; they have trouble with abstract thinking such as in social studies or doing maths word problem. They often have short attention span all of these problems cause them to have a poor self esteem. Student with below average cognition abilities whom are cannot term as disabled are called slow learners. They straggle to cope with the traditional academic demands of the regular classroom.

Motor skills Development

The refinement of motor skills that use the large muscles of the body-as well as those that tap hand-eye coordination and require subtle movements-is an important developmental task of early childhood.

Gross Motor Skills

Between the ages of 3 and 6, children make great advances in gross motor skills-those that use the large muscles-such as running and jumping. They become physically stronger, with increases in bone and muscle strength as well as lung capacity. Children make gains in coordination as the parts of the brain responsible for sensory and motor skills develop. Now they can play harder and engage in more complicated play activities that include running, jumping, and climbing. Like other aspects of physical (and as we will see, cognitive) development, socioeconomic disadvantage is associated with poor motor skills, perhaps through inadequate nutrition and fewer environmental opportunities to practice motor skills (McPhillips & Jordan-Black, 2007). Low-income communities are more likely to lack resources that support children's play, such as parks, recreation facilities, and safe neighborhoods and streets for outside play. Young children practice using their large motor skills to jump; run; and ride tricycles, pedal cars, and other riding toys. Coordinating complex movements, like those entailed in riding a bicycle, is challenging for young children as it requires controlling multiple limbs, balancing, and more. As they grow and gain competence in their motor skills, young children become even more coordinated and begin to show interest in skipping, balancing, and playing games that involve feats of coordination, such as throwing and catching a ball. By age 5, most North American children can throw, catch, and kick a ball; climb a ladder; and ride a tricycle.

Some can even skate and ride a bicycle. Young children's motor abilities are also influenced by their context. For example, young children of some nations can swim in rough ocean waves that many adults of other nations would not attempt. Advances in gross motor skills help children move about and develop a sense of mastery of their environment, but it is fine motor skills that permit young children to take responsibility for their own care.

Fine Motor Skills:

Fine motor skills like the ability to button a shirt, pour milk into a glass, put puzzles together, and draw pictures involve eye-hand and small muscle coordination. As children get better at these skills, they are able to become more independent and do more for themselves. Young children become better at grasping eating utensils and become more self-sufficient at feeding. Many fine motor skills are very difficult for young children because they involve both hands and both sides of the brain. With short, stubby fingers that have not yet grown and a cerebral cortex that is not yet myelinated, a challenging task such as tying a shoelace becomes even more frustrating for young children. Tying a shoelace is a complex act requiring attention, memory for an intricate series of hand movements, and the dexterity to perform them. Though preschoolers struggle with this task, by 5 to 6 years of age most children can tie their shoes.

AGE	GROSS MOTOR SKILL	FINE MOTOR SKILL
2–3 years	Walks more smoothly, runs but cannot turn or stop suddenly, jumps, throws a ball with a rigid body and catches by trapping ball against chest, rides push toys using feet	Unzips large zippers, puts on and removes some clothing, uses a spoon
3–4 years	Runs, ascends stairs alternating feet, jumps 15 to 24 inches, hops, pedals and steers a tricycle	Serves food, can work large buttons, copies vertical line and circle, uses scissors
4–5 years	Runs more smoothly with control over stopping and turning, descends stairs alternating feet, jumps 24 to 33 inches, skips, throws ball by rotating the body and transferring weight to one foot, catches ball with hands, rides tricycle and steers effectively	Uses scissors to cut along a line, uses fork effectively, copies simple shapes and some letters
5–6 years	Runs more quickly, skips more effectively, throws and catches a ball like older children, makes a running jump of 28 to 36 inches, rides bicycle with training wheels.	Ties shoes, uses knife to cut soft food, copies numbers and simple words

Motor skills Benefits the Brain

- growing new brain cells, a process called neurogenesis;
- producing BDNF (brain-derived neurotrophic factor), nicknamed the fertilizer for the brain;

- strengthening secondary dendritic branching that increases memory retrieval; and
- Improving mood by balancing the neurotransmitters endorphins, dopamine, cortisol, and serotonin.

Benefits of motor skills for slow learner

Improved Brain Function

- Increased capacity for learning with the growth of an estimated 9,000 cells (neurons) daily
- Increased neurons in the hippocampus, the learning and memory centre of the brain
- Protection of the brain functions for increased health

Enhanced Cognition

- Enhanced mental performance, memory, learning, attention, decision making, and multitasking
- Increased adaptively, efficiency, and ability to reorganize neural pathways based on new experiences
- Increased executive function to enhance higher-level mental skills that inhibit impulses, shift focus, control emotions, initiate, plan, organize, and monitor
- Improved arousal and vigilance that in educational terms translates to focus

Improved Memory

- Enhanced short-term working memory and increased long-term potentiality
- Physiological strengthening of the brain as the result of dendrite branching
- Staved-off symptoms and signs of dementia

Reduced Stress

- Reduced test anxiety
- Decreased symptoms of depression after just three days of exercise
- Improved adaptation to challenges in a changing environment
- Decreased toxic effects of high levels of stress
- Reduced neuronal death caused by chronic stress

Improved Social Skills and Behaviour

- Lower levels of drug use in teens
- Better family relationships
- Noticeable improvement in key personal, social, cooperative, and communication skills
- Improved attention, impulsivity, motivation, self-esteem, and cooperation

Improved Academic Performance

- Higher grade-point average in adolescents
- Enhanced creativity
- Intensified focus in classroom

Summary

We can exercise our smarts by exercising to be smart. Healthy, active students make better learners. In fact, healthy, active people of any age make better learners. Our body are designed for motor skills. As stated previously, motor skills benefit the brain first. We exercise motor skills to help our brains work better and learn better. The brain is only as healthy as the body that carries it. When we take care of our body, we take care of our

brain. Hence it will be suggests that developing brain growth and motor skills may improve slow learner to achieve new height.

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EDUCATIONAL INTERVENTION TO DRAW STRONG ACADEMIC PERFORMANCE AMONG SLOW LEARNERS

Kalyani. K, Research Scholar, Department of Education, Bangalore University, Bangalore *Dr. HaseenTaj,*
Professor, Department of Education, Bangalore University, Bangalore.

"If a child can't learn the way we teach, maybe we should teach the way they learn."

? Ignacio Estrada

Introduction

Children come in all shapes and sizes. Their personalities, needs, and learning styles all vary. It is among these learners, there will be some who cannot cope up with the lessons taught inside the classroom as their peers do and hence these learners are tagged as the slow learners. Slow learning children are not special education students but they represent a group of educationally retarded. The contributing factors are cultural, poverty, family inadequacy, parental disharmony and in a few cases, unfavorable school conditions, school absences. Hence, these children need suitable arrangements in regular schools. These children display weakness in thinking, finding, out relationships, similarity, familiarity, reasoning, poor development of concept, language, and number concepts, memory. Socio-emotional characteristics include feeling of insecurity, withdrawal, immaturity, regression and fantasy.

Who is Slow Learner?

The term 'Slow learner' is reserved for these children who are not coping with the work normally expected of their age group or whose scholastic performance is below the average expected of their age group. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate. The slow-learning child is not considered mentally retarded because he is capable of achieving a moderate degree of academic success even though at a slower rate than the average child. He is educated in the regular classes without special provisions except an adaptation of the regular class programme to fit his slower learning ability. At the adult level, he is usually self-supporting, independent and socially adjusted.

Classroom recommendation for Slow Learners: How to work with Slow Learners

Carefully Guided Instruction

Slow learners work best with a carefully designed, step by step technique, and additional time and help. Considerable repetition is usually necessary and the material should be adapted appropriately for the slow learner. Positive reinforcement technique should be used as much as possible.

The following recommendations are useful for the teacher:

1. The teacher needs to emphasize the concrete and the specific with regard to the problems and materials.
2. Add variety to the academic routine. Do active things and use educational games, puzzles, and other techniques as much as possible.
3. Slow learners should be given more time, attention and guidance by the teacher until they reach the expected average standard.
4. Instruction should be less dependent on conventional printed materials.

5. Out-of-school resources like the field trip should be used more frequently.
6. There is need for greater utilization of audio-visual aids.
7. Learning units should be organised around life's problems more than around academic subjects.
8. Teachers should avoid any kind of competition or comparison between normal or gifted students and slow learners.
9. Allow the child to use crutches e.g. reminders stuck to the desktops, markers to keep place, taped read along, and calculators.
10. Teachers should discover any specific skills slow learners may possess. If possible, let them demonstrate their skills for other students.
11. Teachers should be careful about the number of things taught and the abstractness of the material. Sheer numbers can overwhelm any one, especially the slow learners. The more abstract the material, the greater difficulty the slow learner will have with it.
12. Consider alternative responses and assessments. Do more oral work and have short, easy to read/write assignments.

Individualized Instruction

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

Remedial Instruction

Slow learners are benefited mostly from remedial instruction. Remedial instruction for slow learners refers to two types of programmes:

1. Eliminating ineffective habits and unwholesome attitudes and re-teaching skills which have been incorrectly learned. This refers to remediation of defects.
2. Teaching for the first time those habits, skills and attitudes which have never been learned but should have been and which are needed by such children. This refers to developmental teaching or developing increased competence.

Language Teaching

In school verbal instructions and explanations are quite important. Many of the slow learners have retarded speech: articulation, vocabulary, brief sentence, grammatical errors. Emotional reluctance is the chief reason for their backwardness of expression. They need a great deal of speech stimulation through play, and through talking to adults, listening to them.

Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

Provide Peer Tutors for Students needing Remediation

Peer tutoring can be an effective ally to your teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

Educational Intervention to meet the needs of the slow Learner

Environment	Materials	Tasks	Management
• Reduce distractions by providing a quiet, private place to work • Change Seating • Involve Peer Tutoring • Compensate for Physical Problems of classroom • Emphasize strengths. Use lots of praise and reinforcement frequently	• Use Learning games • Incorporate all learning style (auditory, visual , kinaesthetic) • Incorporate computers as a tool for instructions, drill and reinforcement • A good supply of reference books and supplementary readers appropriate in terms of interest level and competency level.	• Simply and /or shorten. • Try alternative means of instructions and testing • Provide activity times before and during homework. • Alternatives to traditional homework tasks. Minimise written work in particular. • Give specific instruction • Provide guided practice for skill taught	• Employ direct, positive contact • Provide immediate feedback • Circulate around the room • Call students name or touch them before giving direction • Write directions on the board or give each student a sheet of direction

Conclusion

A competent teacher should be alert to general characteristics and associated class room learning difficulties of a child. The slow learner needs more time to acquire the skill than his average peer and further the slow learner will rely on concrete learning rather than abstract learning. This calls for early identification, diagnosis of their learning difficulties and proper instructional precisions for them. It is possible to draw strong academic performance from slowlearners through steady application of practical strategies. Jointefforts of both parents and teachers are important to achievepositive results. Knowledge of what you can do as a parent or teacher to help slow learners enables you to put in your best efforts in the right direction and contribute to the children's success in later years. Although the effort from the teacher's end is simple, yet the result at the end of the day is great enough to make a teacher feel proud of herself as well as her learners who had managed to overcome their weakness and come out with flying colors.

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INCLUSIVE EDUCATION MODEL FOR CHILDREN WITH DISABILITIES

*P. Kumaravelu, Ph.D., Research Scholar in Education, Department of Education,
Annamalai University,*

Introduction:

There are three basic principles which govern the inclusive education model. I have derived these principles from the international and national policy documents. These according to me are the basis of inclusive education. For any school to be inclusive, it must adhere to these three principles. It is important to have strong philosophical base for implementing a concept like this, as we have seen from this research. The schools which had explicitly laid out their inclusive policy were more committed in terms of providing support for the enrolled children with disabilities.

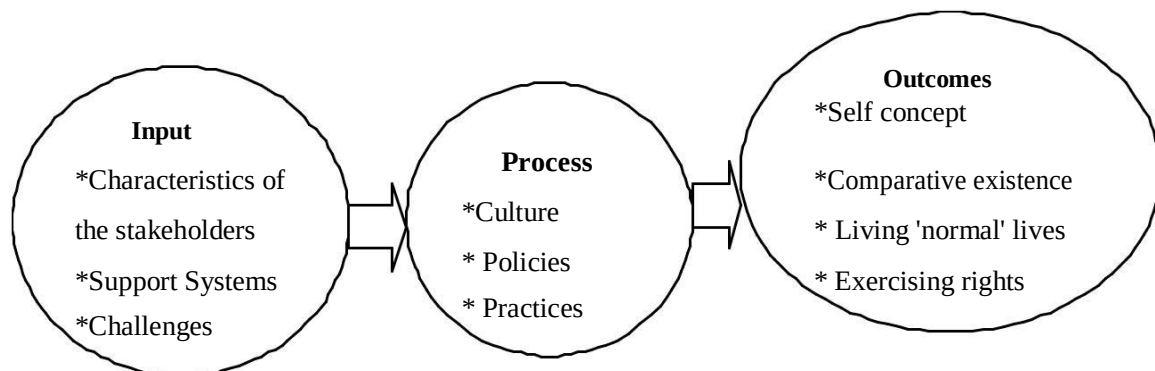
- All children have a right to education (Right to Education Act, 2009).
- An inclusive school welcomes children with all background and abilities (MHRD 2005).
- All children benefit from inclusion.

Inclusive education models:

The Working Model

To put these principles and findings into action, the model was designed to offer an understanding of contextual practice of inclusive education. I have used the input-process outcomes (IPO) framework to elucidate the process of inclusive education. In the IPO model, a process is viewed as a series of boxes (processing elements) connected by inputs and outputs. Information or material objects flow through a series of tasks or activities based on a set of rules or decision points. Flow charts and process diagrams are often used to represent the process. (Harris & Taylor, 1997) What goes in is the input; what causes the change is the process; what comes out is the output (Armstrong, 2001). The IPO model provided the general structure and guide for the direction of the study. Substituting the variables of this study on the IPO model, the researcher came up with the following model. Figure 1 illustrates the basic model the elements of which will be subsequently described. The conceptual map developed for conducting the research served as the blueprint for the model.

Figure.1. Model of Inclusive Education

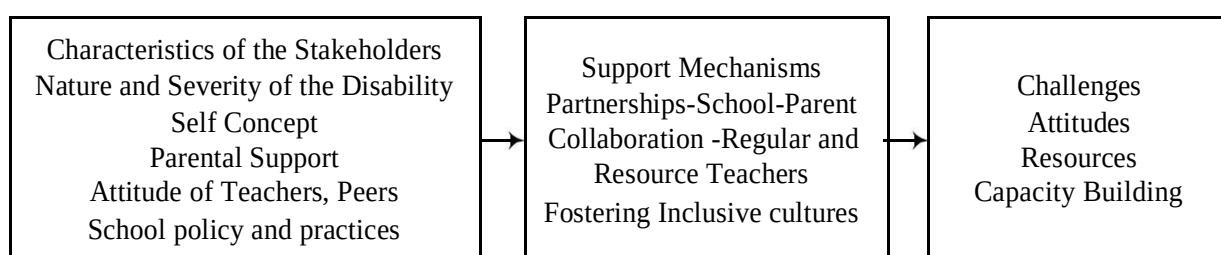


Input and resources denote all aspects provided to the system to achieve a certain outcome. In the field of inclusive education, inputs and resources could not only be for example, financial resources, or legislation related to education, but also the qualification level of teachers or any infrastructural issues. Education processes transform these inputs and resources into Outputs and outcomes. While outcomes describe efficiency measures such as participation rates or curricular achievements, this research highlights the relevance of outcome aspects that emphasis the effects, impact or consequences of input and processes, e.g. academic and functional literacy, independence, or citizenship. Process finally refers to all educational activities including procedures, school policies and culture, or classroom instructional practice. The Part A, B and C of the figure 1 illustrate the substitution of findings of the research to the parts of the model for clarity and discussion.

Input

At the core of the Inclusive Education Model is the child with disability. I begin with discussing the input variables which would influence the process and the outcomes (see Figure 2 Part A). The background characteristics of the child play a significant role in child's education in a regular school. Firstly, the eligibility criteria followed by schools for enrolment of the child in the school is in itself indicative of the interplay of the child's and familial characteristics. The nature and severity of disability was the primary concern among the decision makers in schools. A child who secures admission in an 'inclusive school' fits a particular eligibility criteria set by the school. The schools prefer children with milder disabilities and those children for whom it had enough resources to provide for the special needs arising out of their 'disability'. The school emphasized and sought parental cooperation at the time of admission. Though it is a good practice to involve the parents and see them as partners in education, excessive expectations from them may lead to stress and distress among parents. Sometimes, their participation is defined like visiting the school every day to help the child with his/her regular activities may prove burdensome to parents who are working or have heavy engagements at home. Another concern could also be the education of the parents, though the sample consisted of mothers who were at well-educated but this may not be a universal. Thus, the schools must have some support systems for such parents who could not be involved for the desired period of time. The other input variables pertaining to child who played a vital role in the entire IPO cycle were assessment of intelligence and motivation which helped in admission and continuity. The parents had decided in favour of sending their child to inclusive school when they had felt the desire in the child to be a part of the 'normal' community. Another encouraging input variable was the fee structure which was similar for all children. There were no extra charges for any kind of support service which was provided to the child with disability. The other factors which influenced the process and the outcomes were the parental support, financial resources, attitude of the teachers and the school environment in general.

Figure 2. Substituting the Findings in Model



Part A: Input Variables

The favorable background characteristics along with the support mechanisms installed in the schools help in enabling the child's education in an inclusive school. As the study points out that all children were supported by the Resource Program and classroom programming which, in turn, was supported by the school administration. Collectively, these people work as a team to play an integral part in the child's development and learning. The Resource Program is run by the Resource Teacher who offers the following services to classroom teachers and to families of children with special needs on a child-by-child basis; direct classroom support, direct family support, curriculum enhancements and modifications, teaching methods enhancements, coordination and assimilation of specialized support services, such as occupational, physical, and speech and language therapy, and, leadership in the community with ideal practices for inclusive education. The other support factors have been favorable attitude of the peers, their support in classroom and school activities, and positive relationships in school.

There are some negative factors within the school system which negatively feed into the process-outcome cycle. The main challenges which emerged were teasing and bullying by the peers, attitude of the teachers, the training of the teachers to handle diversity and the scarcity of resources. The attitude of the teachers and peers may result in inability to form friendships result in social isolation, reiteration of their 'disability' status and poor self concept. The challenges were the negative aspects of the model and would share an inverse relationship between the quality of teaching-learning and expected outcomes for the children with disabilities. Therefore, there have to be adequate mechanisms to counter the challenges for strengthening the inclusion system.

Process

The process of the inclusive education was studied within three dimensions of culture, policies and practices (findings illustrated in Figure 6.2.1b Part B). Within the culture, I critically analysed the mission statements. They reflected the school philosophy and their stance on inclusion. The school staff must examine the culture of their school, which can lead to significant transformations. For example, the dominant thinking and culture of the school may have been passed on to passive recipients, and discrimination may have gone unchallenged. The school must develop a system for continually identifying and responding to the reasons why children do not cope well in school. The schools may create an inclusive ethos where a secure, accepting, collaborating and stimulating community where every child irrespective of his/her abilities is valued. These values must not only reflect in the philosophical statements but must be shared among all stakeholders. It must guide all policies and practices in the school.

The policies of the school must aim to enhance the learning and participation of all stakeholders. The study found some school policies of recruitment and professional development to favour inclusion. There are other areas where the policies are either silent on issues pertaining to inclusion or are not clearly laid out like admission, organization of support and non-compliance. There should be clear and written policy statements which are adhered to by the stakeholders.

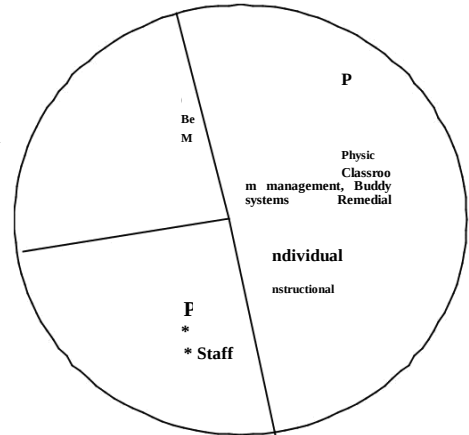
The practice dimension must ensure that classroom and extra-curricular activities encourage participation of all learners. The study points out that the practice component of the schools was dynamic with respect to the children with disabilities. While some of the practices were common for all children with disabilities enrolled in the school, most were tailored to suit individual needs of the children and thus, were presented case wise. The practices were largely teacher-centric with some inputs from the

resource teacher. In the resource room, the practices were more or less uniform in all schools as they were managed by resource teachers. Since the practice was largely dependent on the educators, they must be encouraged to be creative for assisting the learners to improve their academic and non-

Part B Process of Inclusive

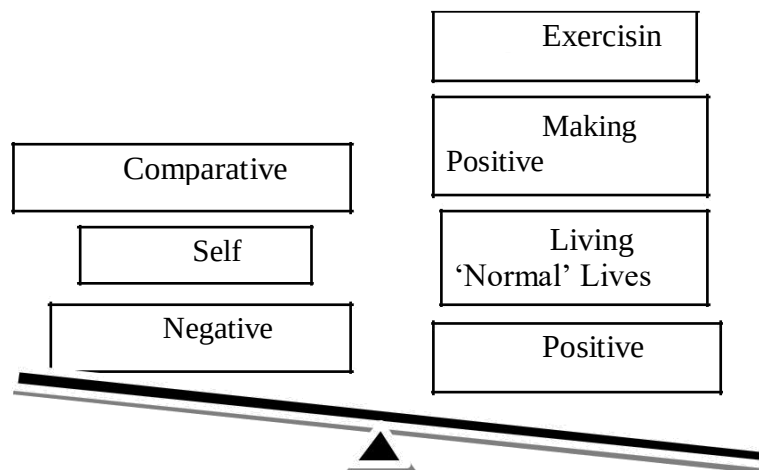
Education Outcomes

The outcomes for children with disabilities as also depicted in Part C of the figure 6.2.1b were both positive and negative. Mostly the parents and the children aspiration of 'normal' life got fulfilled to a great extent. This has given the children confidence to face the world and they hope and strive towards positive contribution to the society. However, a constant interaction with the non-disabled peers forces the children in comparative existence. They cannot help but compare themselves with the classmates in various areas of school life which sometimes



was frustrating for the children. The areas of self concept where they lacked also set in negative feelings in the children. Though these outcomes were not measurable but I have still chosen to tilt it towards the positive outcomes; probably because the interviews with the parents revealed that the children had disliked their segregation and always endeavored to be a part of the 'normal world'. This experience prepares them for a 'healthy and normal' life ahead and that sense of achievement was evident with the children and the parents.

Part C Outcomes for Children with



The outcomes children with disabilities in certain areas of their lives - physical and emotional well-being, communication and safety - were seen as fundamental and needed to be addressed before other outcomes could be achieved. The schools must identify those areas and must work towards improving outcomes in those areas in collaboration with parents.

Thus, through this model I present an understanding of the practice of inclusive education in the given context. It would be pertinent to lay out certain recommendations which might prove useful in improvising the current practice.

Conclusion:

What emerged from the research that the schools were practicing inclusion in their own ways. The schools were catering to some specific kinds of disabilities depending on their resources and expertise bank. Thus, I propose the schools practicing inclusion to come together to form an association where a pool of experience, practices and resources could be created. This would help in enhancing the inclusion process as well as strengthen the belief and practice. These recommended changes in policy might prove beneficial for children with disabilities who have taken on the challenge of studying in inclusive schools as well as being rewarding to the schools which have taken on the challenge of providing inclusive education. Inclusive education could be approached through centering other stakeholders which would help in understanding different perspectives. We also need national level studies which may provide statistical input to small scale studies. Large scale surveys on inclusive schools, their resources, enrolment ratios, drop-out ratios are required in various Indian States which would help in building a comprehensive national picture for policy and action.

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ENSURING LEARNING IN SLOW LEARNERS

*Dr. B.C. Anantha Ramu, Asst. Professor,
Sri Venkateshwara College of Education, Chitradurga- 577 501*

Introduction

Slow learners are the learners who do not show any outward interest in the learning activities conducted in the school. They may be psychologically de motivated students and need a little push from the teachers. These students may or may not have a below average IQ and may require help, to realize their potential. In this study, slow learners fall under any category of students in the psychological classification of special learners. In a class of over 60 students teachers find the individual attentiongiving a major difficulty. It is an inability of teachers considering the time and resources in hand. Teachers are not fully trained to handle the differently abled students who are into the mainstream of education. It takes a great deal of sensitivity and patience to pay attention to this group of learners.

Rationale of the study

The increasing masses in the school system has been a major concern for all educationists. The population is increasing by leaps and bounds and the infrastructure for education has not increased at the same rate. The government has not taken the full responsibility of special children in the educational system. A need for a special educator or a counsellor in all schools is a must but without this provision the normal teachers have to take the responsibility of deviant children. It is seen that our colleges of education also have not given importance to the training of their student teachers thus ignored holistic learning in teaching. In the light of he current scenario it is felt that slow learners are at a major disadvantage. These learners find it difficult to keep pace with other learners and take a little more time to adjust with students around them. They do not meet the expectations of teachers, parents and their peers. There are a number of such students who will be suffering due to the inadequacies of the teachers and administrators.

Scope and delimitations of the study

The study is delimited to teachers' perceptions only. The study does not include perceptions of students. The study includes English medium teachers in the Karnataka - Chitradurga Region. The teachers who are engaging classes from 6th 9th Stds are included in the study. The only mode of getting the data for the study was through the rating scale. All the statements included in the rating scale are closed ended therefore had an inherent limitation.

Significance of the study

Teachers must know their own attitude towards slow learners. Sometimes the efforts and behavior are affected by an individual's attitude. The study will help teachers to know her attitude towards slow learners. The study can be a model for other teachers as the efforts taken for the slow learners are mentioned in the study. All schools need to be sensitive towards such learners, the study can bring in, this sensitivity. A constant dialogue between teachers is necessary and this study will promote this as the data are collected from teachers only. In answering the tool it is expected that the process of sensitization has begun. The study also helps us to get an overall perspective of slow learners. It is important that more such studies are done to bring to the notice of higher authorities that this group of learners also need much attention thus making this study more significant.

Statement of the problem

A study of the attitude of teachers towards the slow learners in relation to the efforts taken by the teachers to ensure their learning in Higher Primary schools.

Variables of the study

The variables of the study are - attitude of teachers towards the slow learners and the efforts taken by the teachers to ensure their learning. The attitude of teachers were correlated with the efforts taken by them.

Operational Definition**Slow learners:**

These are a set of learners who do not show any outward interest in learning, do not participate in the class and also show poor performance in the class tests or exams. In extreme cases they may feel ignored by the teacher and their peers. They may turn introverts and may sometimes be incommunicable. Any teacher without professional knowledge would be able to identify these learners.

Attitude of teachers towards slow learners:

The general disposition of teachers towards slow learners and awareness of their characteristics and certain beliefs they hold about them. It could also be a feeling of acceptance towards such learners.

Efforts taken to ensure learning of slow learners:

The various steps designed by the teachers to help slow learners feel involved in the classroom practices, peer interaction as well as improving their communication skills and their overall performance.

Aim of the study:.

The aim of the study is : To find out the relationship between the attitude of teachers towards slow learners and the efforts taken by them for such learners.

Objectives of the study:

The following are the objectives of the study:

1. To study the attitude of teachers towards slow learners.
2. To study the efforts taken by them towards slow learners.
3. To study the percentage wise distribution of the attitude of teachers towards slow learners.
4. To study the percentage wise distribution of the efforts taken by them towards slow learners.
5. To study the relationship between the attitude of teachers and efforts taken by them towards slow learners.

Hypothesis

There is no significant relationship between the attitude of teachers towards slow learners and the efforts taken by teachers for slow learners.

Methodology

The Descriptive method of study was used for the study. The study had a large sample and used the questionnaire to collect large amount of data for analysis.

Sample

30 teachers from English medium Higher Primary schools, teaching standards 6th to 9th teaching school subjects other than physical training, craft etc. were included in the study.

Sampling technique

The sampling technique was purposive sampling technique as teachers who have identified the slow learners in their class were included in the study.

Tool for the study

The tool had two parts. Part A consists of statements which measures the attitude of teachers towards slow- learners. Each statement had to be rated on a four point scale - Strongly Agree, Agree, Disagree and Strongly Disagree. The scale had positive and negative statements. Part B consists of statements that measure the efforts taken by the teachers to ensure the learning of slow learners.

Data collection

Teachers were oriented to the research and were told the purpose of the research. They were explained how to rate the tool and were given some time to reflect and fill the tool.

Analysis of Data

Descriptive and Inferential analysis was done. The correlational technique was used to find out whether there is a relationship between the attitude of teachers towards slow learners and the efforts taken by them.

Inferential statistics (Correlation)

The correlation coefficient 'r' was calculated as 0.08 and was not significant at the 0.05 level of significance. This shows that there is no correlation between the attitude and the efforts taken for slow learners.

Results of the study

The descriptive analysis in the form of graphs and pie charts showed that most teachers have a positive attitude towards slow learners. The scores for efforts taken for the slow learners when plotted on a graph showed that teachers are making high efforts to see that slow learners. The pie diagram showed that only 37% of the teachers have very high attitude towards slow learners and 23% of the teachers really make very high efforts to focus on the learning of the slow learners.

The inferential analysis through correlation method has shown that there is no significant correlation between attitude towards slow learners and efforts taken by them to ensure learning.

Discussion and Suggestions for the study

Slow learners are learners who have the capability to learn but are slow in terms of rate and depth of learning. In most schools these children go unattended and labelled by their teachers and peers. The literature in psychology says that these learners can be motivated to give their best through various teaching strategies. The learners falling under the category of slow learners do not have any intellectual disability. Teachers today are hard pressed with loads of work due to large number of students in the class, to add to it the overloaded curriculum adds to the burden.

It is also seen that since the slow learners have decreased pace of teaching, they may not be inclined for higher order thinking skills. Teachers may get frustrated getting slow learners work on higher order problems.

The study has brought to light several strategies of dealing with slow learners. Some of the strategies identified by the researcher are as follows:

Conduct conversations with slow learners to understand their perspective on their performance.

Motivate them constantly.

Support them in overcoming their difficulties in learning.

Devise a customized plan for them.

Collaborate with parents to understand them more holistically.

Devise certain strategies with parents so that they can work out at home.

Separate tasks/assignments can be devised to help slow learners.

Remedial instruction catering to their needs can be programmed for them.

Classroom atmosphere can be made more inclusive in nature.

Conclusion

The finding of the study states that the attitude of teachers do not have a correlation with the efforts taken by them. The finding of the study shows that whether the teachers have a positive or a negative attitude they do make efforts to work on the slow learners. This may happen if teachers are imposed certain methods to deal with the slow learners by the school authorities. Teachers know their children well as they deal with them on a day to day basis. They must develop an attitude of sensitivity towards these children and work closely to see that they excel. The strategies thus must be such that it is tailor made for every student in order to see the positive changes in them.

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AWARENESS ABOUT THE ADVERSITY QUOTIENT OF THE SLOW LEARNERS AMONG THE HIGH SCHOOL STUDENTS

Dr.R.Ayyappan, Associate Professor of Education, K.S.K. College of Education, Dharasuram, Kumbakonam.

Introduction

Adversity Quotient measures our ability to face the adversities. Adversity is a state of hardship, affliction, misfortunes and troubles. Adversity faced by individual can cause a loss of hope. Adversity Quotient deals with various components like performance, motivation, empowerment, creativity, productivity, learning, energy, hope, happiness, emotional health, physical health, persistence, resilience, attitude, response to change etc. According to Dr. Paul Stoltz, We face more than 21 adversities in a day. Dr. Paul Stoltz has suggested that there are three types of capacities in each person.

Required Capacity - To meet world's demand.

Existing capacity - Consist of person's skill, aptitudes, talents, knowledge and experiences.

Accessed capacity - The portion of existing capacities that is actually used or divided.

Slow Learners

These are a set of learners who do not show any outwards interest in learning environment, do not interest in the classroom and also show poor achievement in the classroom test or exams. They may sometimes be incommunicable; any teacher without professional knowledge would be able to identify these learners.

Components of Adversity Quotient

Paul Stoltz (2000) has identified the following four components (CORE) related to Adversity Quotient.

C- Control: Measures the degree of control the person perceives that he or she has over adverse events.

O- Ownership: Measures the extent to which the person owns or takes responsibility for the outcomes of adversity or the extent to which the person holds himself or herself accountable for improving the situation.

R- Reach - Measures the degree to which the person perceives good or bad events reaching into other areas of his or her life.

E- Endurance: Measures the perception of time over which good and bad events and their consequences will last.

Significant of the Study

Nowadays in all schools the slow learners are present. How the slow learners are going we can't identify, which is not based on teachers or parents, the slow learners making the big problems in the schools in this time teachers want to give kind guidance and counseling for the slow learners. When the teacher giving guidance and counseling at the time, they went to explain about AQ among the slow learners. The study also helps us to get an overall perspective of slow learners, so that the investigator

selects the study.

Statement of the Problem

"Awareness about the Adversity Quotient of the Slow Learners among the High School Students"

Objectives of the Study

To assess the awareness level of High school students about Adversity Quotient

To find out the significant difference between the High school students in their awareness about Adversity quotient with respect to their gender, age and Educational Qualifications.

Methodology

Method: Normative survey was adopted in the study to assess the AQ level of the High school students.

Sample: The High school students studying in the government school in Thanjavur Dist form the population. 130 High school students studying in government school, Kumbakonam were selected as the sample for the study. Cluster sampling technique was adopted.

Variable: Awareness about Adversity quotient is the variable taken for the study. Null hypotheses were framed. The Scale of Adversity Quotient constructed and validated by investigators was used as the tool in the study. Descriptive statistics and t-test was used to analyses the data.

Hypothesis of the Study

There is no significant awareness between their gender, locality and Educational qualification of the slow learners.

The significant difference between the mean scores of the High school student in their awareness about Adversity quotient is shown in table 1. (Next Page Table - 1)

The table 1 indicates that the 't' values are not significant at 0.05 level of significance. Show the null hypotheses were accepted.

Findings

The following are the findings of the study

1. The overall Adversity quotient of High school student is 136.12. According to Paul Stoltz (2000) it is a moderate Adversity quotient characteristics, which means the under utilization of potential, Problems takes a significant and unnecessary toll, making climbing difficult and a sense of helplessness. The boys High school student are at a higher level than the girls High school student: the government High school student locality of urban student are at a higher level than government high school student locality of rural student: The tenth high school student are at higher level than ninth high school student in their Adversity Quotient.
2. There is no significant difference between the boys and girls high school students in their awareness about adversity quotient.
3. There is no significant difference between the localities of high school students in their awareness about adversity quotient.

Table 1 shows the significant difference between the mean scores of the High school student in their awareness about Adversity quotient.

Group	N	M	SD	t -Value
Boys	52	137.00	16.178	0.611
Girls	78	135.24	16.073	NS
Rural	85	134.13	16.260	1.710 NS
Urban	45	139.33	16.640	
9 th	46	133.14	16.270	1.367
10 th	84	137.23	16.470	NS

NS- Not significant at 0.05

- There is no significant difference between the high school students of educational qualification in their awareness about adversity quotient.

Conclusion and Educational Implication

The study reveals that the selected sample of high school students have moderate adversity quotient characteristics. High school students are the future of our nation and they are going to face a new challenging environment. If they are properly empowered with respect to adversity quotient they will become effective students and good citizens of the nation. The adversity quotient of high school students may be enhanced by training them to respond to adversities in a particular situation, exploring the origins and responses, analyzing the evidences and to react accordingly.

The study has brought to light several strategies of dealing with slow learners. Some of the strategies identified by the researcher are as followed by the adversity quotient.

Study the performance of slow learners to understand their pattern of learning. Conduct conversations with slow learners to understand their perspective on their performance. Motivate them constantly. Modify the pace of teaching and methodologies according to the needs of slow learners. Celebrate even their smallest success.

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REMEDIAL STRATEGIES FOR SLOW LEARNERS

Ms. Bhumika Mangrola, Lecturer, Waymade College of Education, Vallabh Vidyanagar

Introduction

Teaching is an art of making students learn complex things in simple ways. An effective teacher is the one who don't teach but create such an environment where students can learn by their own. Many times it has been observed from teachers and parents saying, students are not learning; they are not performing well in their tests, but they never try to find why it is so? All students can learn and succeed, but not in the same day in the same way. Class is always a heterogeneous group where in learners having different abilities and capacities learn together. They don't differ in their physical attribute but mainly the cognitive qualities, i.e. understanding, attentiveness, grasping power, interest, aptitude, readiness, and attitude and so on. Teacher cannot negotiate these differences while teaching in class. It also have been observed that the attention is always given to those who raise their hands in class, who speaks, who get first rank, who takes initiative, who always get highest marks but not to those who sits quietly, who don't talk in class, who don't mingle with others, who don't take part in activities, who always gets less marks, who withdraw themselves from the activities. Why is it so? Who needs to be given more attention? It is very easy to raise the achievement of students getting 80 per cent to 90 percent but it is really difficult to raise the achievement of such learners who are getting minimum percent to atleast passing or first class standard. Teacher, considered the second parent of children must understand the needs of slow learners as they really want love, care and attention. They are quite in class but they want someone who understands their silence, they don't take initiative but they want someone who can lead them. They don't mingle with others easily but they want someone who shares their doubts and problems. This paper focuses on certain strategies for slow learners practiced at Waymade College of Education.

1. Monitored Initiated Teaching Towards Remediation (MITR)

Learning has been defined in a variety of ways by the experts. In simple language, learning means acquisition of knowledge or skills through study experience or being taught from others. Chanakya once said, 'You learn better while teaching than while learning'. I'm sure all of us would agree to this sentence. We may forget what we studied in a formal set of classroom but we hardly forget what we taught to others. Infact, psychology says human beings become more conscious while teaching than learning. Because learning is an abstract activity and psychological process whereas teaching is concrete and observable process. Learning is of two types one is direct learning from others and the second is self-learning or autonomous learning. The research findings also favoured what was mentioned in the beginning that autonomous learning become life-long learning and useful learning whereas as guided learning becomes temporary. Many innovative teaching learning activities are being carried out in schools and teacher education institutions for constructive learning. However, the research result says there is no such ideal method of learning because there may be individual differences or many other factors such as learning diversity, social and intellectual diversity, behavioural and affective diversity or may be the reason that the methods are based on learner centred, goal oriented or content oriented etc.

Keeping all the above views, the waymade also carries out one such learning activity which is exclusively based as learner centred activity wherein the exposure of learning and teaching both are provided to the students. It is based on the fundamentals of Delor's report on learning wherein the students

are placed into group of three students. In this group, there is one tutor and two tutees. Top 1/3 students from the class are selected from their previous score of examination as tutors and the rest are randomly placed under the tutors as tutees. The sessions on MITR are scheduled in the regular time table wherein the tutors and tutees interact with each other and identify the difficult topics and generate the discussion in the following classes. Tutors and tutees both are responsible in the teaching learning procedure.

Peer Tutoring

It is said by Jeff Atwood that

'Teaching peers is one of the best ways to develop mastery'

Peer tutoring is proven the above said statement. Peer tutoring is the practice where in students who are good in academic will be selected as tutor and the remaining students will be tutees in the class. The topics which are difficult for the tutees are suggested by them and will be allocated to the tutors. The tutor will make teaching of such topics in the classroom and there will be no observation from any of the supervisor. A student is asked to prepare a report on the teaching which will be discussed with the supervisor later on. This helps students to openly share their doubts to tutors and will make them learn in better way. Tutees are also asked to share their feedback regarding teaching of tutors.

2. Each One Teach One

It is the slogan framed to enhance teaching skills as well as understanding of concept. This practice works on the principle of pair and share. In this strategy the learner is paired keeping in mind their achievement and interest. The pairing is made taking one gifted learner and the other one who is slow learner. Both mutually select a topic considering difficulty they face in learning. They teach turn by turn and solve their problems in learning. This strategy has also proven very effective with the view point of student as they are free to speak and share anything with his/her partner.

3. Team Teaching

The college is preparing teachers for English medium school so as the teaching is compulsory component of the programme. Many students come from vernacular language are not comfortable with the use of English language while teaching though they are good at their subject content. The team teaching practice is such where in student who is good at English and the other who is not so fluent at English language are paired for their teaching sessions. They divide the topics according to their convenience and teach to group of peers at college. The presentation part is combined where in one teaches the point the other is doing black board summary and vice versa. This really helps as it may happen, student who is good at content cannot express his/her ideas will certainly get help from his/her teammate.

4. Bridge Course

This activity is mainly to improve English language skills among students. The focus is given on Listening, Reading, Writing and Speaking skills. The students who are poor at English language are given extra course to improve their language barrier in extra time. The students are given various tasks and activities to improve their accuracy and proficiency in English language. The task mainly includes reading comprehension, reviewing an article, language games, grammar classes, role plays, simulations, public speaking, listening to audio clippings and many more. Students found this practice very helpful in improving their language proficiency.

Conclusion

It is very difficult to put words into action but this is also true that action always speaks. The strategies mentioned above are difficult to implement in limited time period but it has its own fruits in students' growth. Some strategies are general while some are subject specific but it can be modified and implemented according to the contingency. These strategies also provide a platform for slow learners wherein they can explore their knowledge and talents and also develop their personality. In nutshell,

"It should not matter how slowly a child learns,

As long as we are encouraging them not to stop"

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COPING WITH SLOW LEARNERS

Dr. G. Geetha, Assistant Professor, Department of Commerce, Govt. Periyar Arts College, Cuddalore.

Introduction

Educational researchers and Psychologists use a range of terms to refer to slow learners as students or pupil whose achievements are low. In this study I use the term slow learners, who are defined as "a children who is intelligent to be classified as handicapped, but is not able to cope adequately with traditional academic work." In terms of language learning, slow learners may have had negative past experiences of learning and consequently lost interest; they may also be characterized by the inadequate use of learning strategies. Of course, slow language learners' problems are not solely related to language learning; more general problems listed above, and additional factors such as family problems at home, can also be influential. There are a number of reasons for slow learning, which are very specific to the individual learner: it may be due to their limited mental ability, their background, lack of concentration, less exposure to the subject taught, cultural issues, lack of emotional growth and secure environment, etc. A child's capacity to learn different subjects varies from student to student. Students show interest in the subjects they like and neglect other subjects if not taken care of.

Identifying Slow Learners

A website called 'Helping slow learners' (www.foundationosa.org/slow.htm) Lists ten characteristics of a slow learner:

1. Functions at ability but significantly below grade level.
2. Is prone to immature interpersonal relationships.
3. Has difficulty following multi-step directions.
4. Lives in the present and does not have long range goals.
5. Have few internal strategies (i.e. organizational skills, difficulty transferring, and generalizing information.)
6. Scores consistently low on achievement tests.
7. Works well with "hands-on" material (i.e. labs, manipulative, activities.)
8. Has a poor self-image.
9. Works on all tasks slowly.
10. Masters skills slowly; some skills may not be mastered at all.

Things Teachers should know about Slow Leaners

Six things slow learners want their teachers to know about them.

1. They need more time to figure out things
2. They need more explanation and direct instructions
3. They need in organizing their work, desk, and priorities

4. They need to know why they have to know what the teacher is teaching.
5. They have difficulties focusing their attention on learning task
6. They sometimes have hard times sitting still.

Dealing with Slow Learners

In every ESL class as in any other classroom we have slow learners. They take time to comprehend and digest materials. Teachers always find it difficult to deal with slow learners. Teachers always try many approaches such as giving advices and sometimes even trying to force the students by punishing them. These aren't the best solution to solve their problems

Teachers should create time to think over such students to reach a better solution. The following guidelines will help us (teachers) to improve the level of our slow learners

- Encouraging words
- Personal studying time table.
- Tips on how to recall things easily and how to write systematically.
- Go closer to the weak kids
- Extra time to students after school hours
- Sitting positions in a classroom
- Find out if there are some physical or mental problems
- Try to be a friend to the weak kid

Students don't learn from people they don't like. James Comey said "No significant learning can occur without a significant relationship". When a friendship is establish, the kid start to love their teacher and will obey and do whatever their teacher says. Here, the mystery of student's success lies in the understanding and friendship between the teacher and the kid.

Ten Effective Tips to Teach Math to Slow Learners

- Give time: Give extra time to slow learners, this will increase their confidence.
- Teach in small groups: With a small group of students you can effectively respond to each student.
- Creates fun atmosphere: Environment is more potent than willpower. Creates a fun environment for students using new teaching techniques.
- Develop a helpful plan: Build a helpful environment for students. Encourage students to ask question and let them feel free to ask for any help.
- Concept building: Most of the slow learners face. Difficulties to understand new concepts. Try to relate new concepts with previous concepts.
- Real examples: One of the best ways to teach not only slow learners even for normal students is explaining concepts and situations using real life practical examples.
- Provide opportunities: Wherever possible provide opportunities for students to show you their work. This will help to reduce their fear.

- Review time to time: Reviewing the concept from time to time will allow them to master the concept.
- Don't pressurize: If you pressurize them for time management or anything this will only reduce the confidence.
- Reward them: If you reward them time to time this will help to raise their confidence.

Conclusion

It is my hope that this article will create greater awareness and discussion not only in Thailand but in the world at large about slow learners. Learners in this category will exist in almost every class, yet at present a systematic way of identifying and dealing with them does not exist. I am sure that individual teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners. It is also important for further research to build on this initial study and for the Ministries of education to develop guidelines to assist teachers in supporting slow learners.

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EDUCATIONAL PROGRAMMES FOR SLOW LEARNERS

P. Gomathi, Ph.D., Research Scholar, Department of Education, Annamalai University
Dr. D. Mohana, Associate Professor, Faculty of Education, Annamalai University, Annamalai Nagar **Dr. P. Vaiyapuriraja**, Principal, Sri Balaji College of Education, ACS Nagar, Irumbedu, Arni - 632 317.

Introduction:

Slow learners are those pupils who have limited ability due to different reason in the education process. Slow learner is advance word for "backward" or "mentally retarded" and "Educationally subnormal" (E.S.N.). There are different reasons for slow learning, sometime it is due to their mental ability, sometime it due to their background, illiterate parents, culture problems, avoiding by the parents in early child hood, between ages 2 to 6 years. Some time it due to mental illness. These are different causes of the slow learner. The purpose of this assignment is to determine the problems of the slow learners and the methods of education, How to teach them, so they can be better person of the society.

Concept of slow learners:

The experience of educators confirms that there are many children who are so backward in basic subjects that they need special help. These pupils have limited scope for achievement. They have intelligence quotients between 76 and 89 and they constitute about 8 percent of the total school population. These students do not stand out as very different from their classmates expect that they are always slow on the uptake and are often teased by the other students because of their slowness. They are quite well built physically but rather clumsy and uncoordinated in movement. They are no trouble in school.

Educational programmes for slow learners:

Psychologists and educationists have recommended various educational programs to surmount the problem of slow learners in the mainstream. Most of the measures are within the purview of the teachers. Effectiveness of certain measures has already been established by the researchers. A clear perception of the educational programmes meant for slow learners will enable the teacher to combat slow learning in an effective manner.

The following are the remedial measures which constitute the educational programs for slow learners.

Motivation:

The word "motivation" is used to describe a drive, need or desire to do something. Motivation can be applied to behavior in a wide variety of situations. One use of the concept of motivation is to describe a general tendency to strive towards certain types of goals. Success of a teacher largely depends on how effectively he motivates the students to learn. Experience has shown us that learning failure is very often largely due to poor motivation. Children taught by a teacher using motives in a sensible, individualized way will always learn more quickly and better, even if the method used is faulty.

Individual attention:

"Individual attention" refers to the attention given by the teacher to a particular student. Of all students it is the slow learners who need individual attention for the teachers. The individual differences of the children should be properly recognized and the individuality of the child must be respected. The

teacher should take positive effort to ascertain the specific disability of the slow learners and accordingly he should devise his remedial instructional strategy which should cater to the needs of each slow learner.

Restoration and development of self-confidence:

Slow learners are the backward children who have, even before admission to the school, experienced years of failure and frustration as a result of which their self-esteem is seriously undermined. Constant lack of academic success, rejection by other children, faulty instruction and mismanagement by parents lead to emotional disturbance, feelings of inadequacy and personality and conduct disorders. These slow learners ultimately find themselves in a vicious circle. The interplay between the causes and symptoms becomes more and more complicated and difficult to disentangle.

Elastic curriculum:

The knowledge centered curriculum focuses on the content of subject areas, whereas the needs centered curriculum assumes that human needs serve as the foundation for curriculum. The teachers should not lay much stress on abstract and theoretical study because the slow learners cannot understand the abstract concepts very easily. Whenever there are abstract concepts the teacher should try to establish possible relationship or point out possible associations so that the slow learners can have a grasp of the abstract concepts. When there is concrete presentation of instructional content, the slow learners are able to understand in a better way and it enhances their learning capacity and learning rate to a considerable extent.

Remedial instruction:

The remedial teaching classes or special classes should be conducted systematically based on laid down guidelines. The instructional content must be very carefully graded keeping in mind the capacity, requirement, educational and experience levels of the students. Short frequent lessons should be introduced instead of long lessons every week. The slow learners are able to grasp concrete ideas rather than abstract ideas. Therefore there must be ample use of audio visual aids in the instructional process which can provide unique experience to the slow learners in the presentation of the content. The teacher should be aware of that fact that a friendly approach in remedial teaching is highly conducive.

Healthy environment:

The school environment should be healthy and reasonably free for slow learners. Many a time poor environmental factors contribute a lot towards the slowness. Poor environmental factors should be adequately tackled or removed at the earliest so that congenial atmosphere can be created for the effective learning of slow learners. PERIODICAL MEDICAL CHECK-UP Physical anomalies sometimes serve as vital contributory factors for slow learning. Poor health and other malfunctions also have adverse effect on the learning of slow learners.

Methods of teaching:

The research evidences reveal that the following special methods will be very effective for slow learners:-

i. Audio And Video Instruction

Slow learners need extra time for remedial and enrichment activities. In the audio instruction the expert's service not ordinarily available in the school is made available. They can listen to the audio

instruction based on their subject units in the evening hours. They can take them home and make use of according to their convenience. Also they can listen to relevant educational radio programme which also has positive effect on the slow learner's learning. The video instruction provides unique experience to the slow learners in the presentation of instructional content.

Mastery Learning Strategy

Mastery learning is a system of instruction that emphasizes the achievement of instructional objectives by all students by allowing learning time to vary. The basic idea behind mastery learning is to make sure that all or almost all the students have learned a particular skill to a pre-established level of mastery before moving on to the next skill.

Modular Instruction

Module is a self contained auto instructional package dealing with a single conceptual unit or subject matter. Instruction through modules has been found very effective for all levels of students and it is found more effective with regard to low achievers and slow learners. It may be used individually or in small learning groups. It accommodates instruction to individual differences. The learning materials presented in the module for each objective, the project work and the practicum incorporated in the learning module enable the slow learners to surmount the problem of abstract thinking and to understand the possible association which will, ultimately tell upon their retention.

Computer Assisted Instruction

Computer assisted instruction is a kind of individualized instruction administered by a computer and its roots has in programmed instruction and in the behavioural theories of learning. CAI programmes stress drill and practice exercise, others teach students facts and concepts. It gives instant knowledge of results and provides immediate feedback which are very essential for slow learners to ameliorate their learning process. In this method every student can learn at his own rate. Students will have no pinch of inhibition when they learn through CAI. The feeling that they are not preyed upon by the supervisors and the free and relaxed readiness to learn themselves at their own rates, give the slow learners an impetus to learn and to manifest their best. Hence, the methods are only means to achieve our pre-established behavioural objectives.

ii. Learning Contracts

A learning contract is an agreement between the teacher and the student to study and share information about a specific topic. It helps the classroom teacher organize the instructional programme for some exceptional students. Dunn and Dunn (1974) describe the contracting process they suggest that the contract include a list of media or resources and activities the students will use, as well as any methods the students will use to report what has been learned. Finally they suggest that the contract indicate how the student's performance will be evaluated and, if appropriate, what the schedule will be for completing the project.

Conclusion:

A competent teacher should be alert to general characteristics of the associated class room behavior related to learner difficulties of a child. Slow learners or educationally backward children needs special attention and care for being duly helped in getting rid of their subnormality in terms of rate of learning and

educational achievement. The slow learner needs more time to acquire the skill than his average peer. The slow learner will rely on concrete learning rather than abstract learning. This calls for early identification, diagnosis of their learning difficulties and proper instructional provisions for them. Adolescent slow learners are usually benefitted from carefully guided instruction.

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EDUCATIONAL MEASURES FOR PROVIDING SUITABLE LEARNING ENVIRONMENT FOR SCHOOL DROPOUTS

A. James Arul Ajenciya, I M.Ed Scholar, Manonmaniam Sundaranar University, Tirunelveli.

Introductions

As any student who leaves school for any reason before graduation or end of a program of studies devoid of transferring to another elementary or secondary school.

Dropout may refer either to leaving school before passing any recognizes exams, or to leaving unqualified to pursue employment opportunities of personal fulfillment (Dowrick, 2003).

Common reasons for dropout of school

Some of the most probable reasons are children dropouts of school are as follows

- **Bad Influence:** Bad influence on children is the most common reason for dropping out of school. Early or unlimited exposure to alcohol, drugs, internet and television can distract children from pursuing academic and initiate them into antisocial activities instead.
- **Academic Difficulty:** Inability to cope with the academic pressure is the reason for dropout school. Studies prove that who do not read proficiently by fourth grade are four times more likely to drop out of school.
- **Family and Socio -Economic Needs:** A research reveals that students belonging to low-income groups are most likely to drop out of school. They may have to work to support their family. Some children may need to stay back at home to take care of their siblings while the parents go out to work. Divorce or separation of parents also affects the education of children adversely.

Learning:

Learning is a process of mental, physical and spiritual development and a lifelong process of transforming information and experience into knowledge, skills, behaviors and attitudes development is proof that learning has taken place.

According to Kingsley and Garry Learning is the process by which behavior changed through practice or training.

Learning Environment:

Learning Environments the place where teaching and learning take place in the most effective and productive manner. It consists of the classroom and all the instructional features and non-threatening classroom climate needed in planning and implementing all teaching and learning activities.

Importance of Environment in the Learning:

Classroom environments are extremely important for student and for teachers. Everything from the color of the walls to the arrangement of the desks sends impressions to students and can affect the way a student learns.

- **Emotional Environment:** Creating a positive learning environment is essential for success in the classroom. Teachers should create a welcoming atmosphere where student feel safe and willing to

share. Classrooms should represent the students equally and everyone should know each other's name. Teachers who use humor in the classroom also create more positive environments.

- **Physical Environment:** Structuring the physical environment of a classroom means strategically placing desks, students, decorations and playing music. Desk arranged in a circle give the impression of sharing, while coupled desks work well as workstations. The color of the walls and the decorations on the walls also send impression. Light colors open up spaces and warm colors are welcoming.
- **Respectful Environment:** Classrooms should be a place where students feel respected and feel their contributions matters. No student should be singled out or scheduled in the classroom. Every student should feel accepted, wanted and respected.

Technology in support of learning:

A number of professional associations provide valuable guidance on the many ways in which technology can enhance education. As a first step in the technology planning process, policy makers and school officials should consider the technological options in light of the needs and resources of their state, district or school.

- **Promoting greater student achievement:** According to a Cisco research review of seven major technology types, ranging from instructional TV to distance learning.
- **Increasing student engagement:** Schools must create learning environments that are as engaging and relevant as the ones that students gravitate to outside of school.
- **Assessing student performance:** Many schools are recognizing the value of employing an assessment strategy that balances both summative and formative assessments.

Educational measure for dropouts:

School districts, states, and national database also vary in the formulas they use to calculate dropout rates (Cooley, 1995; MacMillian, 1991) there are three kinds of dropout rate in statistics .these are event, annual or incidence rate ;status or prevalence rate; and cohort or longitudinal rate.

Event rate:

Definition: Event rates reflect the percentage of students who drop out in a single year without completing high school

Event dropout and completion rates can be calculated using either cross-sectional or longitudinal data. All that is required is information about individual's enrollment status in two consecutive academic years, their completion status in the second of those years and age. So the rate can more clearly represent the incidence of dropping out during well defined period of time.

Status rate:

Definition: Measures the proportion of students who have not completed high school and are not enrolled at one in time, regardless of when they dropped out.

Status rates are higher than the event rates, since they reflect the number of students in a given age range who have dropped out of school over a number of years, rather than a "snapshot" of the year. Status dropouts and completion rates are usually calculated using cross-sectional data on individuals in the target population

Coherent rate:

Definition: It is reflect the percentage of a single group of students who drop out over time.

The 1980 cohort rate is based on data from the high school and beyond survey and represent students in the sophomore cohort of 1980 who left school without completing high school. The cohort rate is based on data from the National Education Longitudinal Study of 1988(NELS: 88)

Individual Cohort rate: Individual cohort rate are derived from longitudinal or retrospective data on individuals, all of whom were the same age or same grade at a certain point in time. It is report the fraction of individuals who transition into a particular status.

Conclusion:

Society has to get involved in the problem with school dropout rate, teachers have to guide students and help those with bad academic achievements, parents have to get involved with education process and draw teacher's attention to the problems of a student. The fact that dropout rates are decreasing is great, but rates are decreasing too slow, and may stop to decrease. Everyone has a right to education; therefore everyone has to get it, we just have to make sure everyone realizes what education gives for the life.

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PROVIDING SUITABLE LEARNING ENVIRONMENTS AND EDUCATIONAL MEASURES FOR SLOW LEARNERS

K. R. Keerthi, D. Nagarjuna, A. K. Pandey, D. Kumar

Faculty of Bhagwant University, Ajmer, Rajasthan (India)

Introduction

Slow learners are often confused with students in need of special education or reluctant learners who are non-cooperative. A student who fails to excel in some classes or in some subjects does not imply that he or she is a slow learner. However, resorting to some of the teaching aids available to special education students may enhance interest of slow learners and help them get involved in the learning process. Actually slow learners are normal students who are simply not interested in studying under traditionally acceptable system of education. And several students in a class fall under this category, but most parents or guardians prefer to remain in denial mode. Being a teacher myself, it has always been my earnest endeavour to make sure each student of my class is performing at her/his best.

Some traits of slow learners include:

- Emotional, sensitive and innocent
- Prefer simpler tasks and get stressed under complex circumstances
- They have a short attention span and lose concentration very quickly
- Prefer to work at their own pace and not under time constraints
- They are not interested in cramming skills which are purely academic in nature

Strategies to Improve Average Performance of the

Class Increase parents' involvement

It is very important to share information about students' performances with their parents. I always persist to be in touch with my students' parents. I make it a point to specially discuss with them their child's academic performances and general conduct. I also make sure that I highlight where their child needs improvement. In my opinion, the more informed the parents are, the more likely it is that students will get support at their homes. When you interact with parents, make sure that they have all the details needed to help their child be successful.

Inculcate note taking

Believe it or not, you must inculcate the habit of taking notes in students. Earlier as a student myself, I used to write every important point during my class lectures. This helped me greatly to understand and learn things faster. Not just that, note-taking improved my grasping power and helped sharpen my memory too. Now as a teacher, I make sure each student is writing and maintaining their practice notebooks. Note that your students are writing down the important points that you teach in class. Trust me, you will be amazed to see the sharp improvement in their academic performances which in turn will improve average performance of the class.

Encourage the strategies for learning

For becoming successful learners, students must discover within themselves how they can learn. Every child has a particular way of learning things. Help them to speak out the ways in which they feel comfortable in the class. I always teach my students to self-regulate their learning's. As I have experienced, if students set their own academic goals, it will automatically reflect in their academic performances.

Invest in yourself

As a teacher, you form a learning environment for your students. Therefore, it becomes imperative for you to keep learning and gaining knowledge that you can impart to your students as well. I always make it a point to read newspapers, different articles, blogs, surf the Internet, etc. in order to be abreast with the latest happenings and knowledge on various topics. I conduct many random discussion sessions in the class with my students. Such sessions not only break the monotony of the class but also emerge as a happy break for the students.

Group weaker child with a bright one

A class is a mixture of all kinds of students. It is necessary to teach children from a young age to interact with different kind of people. This used to be my primary idea behind grouping the weaker children with the brighter ones. Organize the seating arrangement of students in a very conscious manner. Encouraging the stronger kids to mix with the weaker students makes a lot of difference. Doing so often makes the brighter ones help the weaker ones. You will notice that soon the weaker ones will follow the bright student's learning methods and be motivated to study better.

Discipline

Make sure that your class is quiet and disciplined while you are teaching. I used to be patient and strict while teaching my students. I used to warn them about the fact that I'm uncompromising and stringent as far as discipline is concerned. I have found that a disciplined class performs better than having noisy and loud brats in it. This helps in concentrating on what is going on in the class. Students will understand the importance of time and studies.

Assign projects

Projects are a great way of improving the average performance of the class. It is a fun way of learning new things. You can assign different projects based on the course content. This would help students understand things in much deeper and better way. I have experienced that if students are involved in the projects, they will read books, surf the Internet, and explore more in order to complete it. This greatly increases their knowledge on the subject and also makes them more diligent.

Reward the students

Ask the students to learn some lessons and be prepared for the tests or quizzes on the same. Declare that for every correct answer they will receive a reward. You can either give them some candies or prepare badges of appreciation which they can wear. You can also promise to make them watch some educational movies. This is a really great way of boosting their morale to study and thus improve average performance of the class.

Conduct extra classes

In a class, there are always some students who need more attention and help. You can organize extra classes for the poor performing students. You can know where they exactly lack and where they need extra work. I used to often formulate such study routines and methodology for the weaker students. With a little more dedication and additional hours of teaching, I found that the performances of the weaker students in my class improved which led to improvement in the average performance of the class.

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PROVIDING SUITABLE LEARNING ENVIRONMENT AND EDUCATIONAL MEASURES FOR SLOW LEARNERS

*Dr.A.Magalingam, Assistant Professor, Department of Pedagogical Sciences,
Tamil Nadu Teachers Education University, Tamil Nadu.*

Introduction

A slow learner is a child of below average, intelligence in learning whose thinking skills have developed significantly slow than the normal learning students for his / her age. This slow learning children will go through the same basic developmental stages as other children but will do so at a significantly slower rate. However, this development while being slower, nevertheless be relatively even.

A child with specific learner disability is one of the average or above average intelligence who has specific difficulties, which can make learning very difficult. There may be deficits in any of the basic cultural nervous system functions, which have to do with the acquisition and use of learning. Speaking, reading, writing, reasoning or mathematical abilities ie attention, memory, language, auditory and visual perception, motor co-ordination and planning, spatial orientation, impulse control and sequencing. In short, it there is discrepancy between the child potential and actual achievement. Here, we are going to have a view about technology enabled learning environmental for slow learners.

Importance of technology enable learning:

Educators have to keep on learning process chainly so that Educators can grow personally, professionally, socially and economically etc. Through the age of our ancestors, the place of learning was the same class room teaching and learning method. Still today schools, Educational institutions and Universities etc are using the way of class room learning. When a period of formal learning was scare, resources of learning were concentrated around and cantered on the availability of educator rather than the slow learners. Today, technology enabled learning is the self-paced learning methods and techniques combined advanced technology and multimedia in a format the encourages and develop slow learning students, so they learn faster , participate more actively and consequently in classroom then automatically retain information for long time.

Characters Of Technology Enabled Learning

A Quote still says teaching is a good learning, no matter how it is done and so on technology enabled learning brings it new enhance in learning. Teaching through technology is effective and gives slow learners a chance to speed up or slow down as necessary. Technical way Produce students to learn in self-directed way, allowing students to choose content and tolls appropriate to their differing interests, needs and skill levels. According to multiple learning styles, using a variety of delivery methods geared different slow learner more effective and certain slow learners pickup fast in their learning activities and so technical skills designed around the base of slow learning. Psychological, physical barriers are eliminated and open the window broader for educational options. Whole money and time of learning are frequently less, when comparing to asusual way of learning, it enhances slow learners learning through technology..

Cause Cultural Education

Scientific technical way of teaching and learning helps to connect multicultural education for slow learners in hugeways. Masdmedia and Telecommunication plays a vital role in today's students

culture. Single student with weak or little technological skills will find difficulty to survive in the competitive and global environment of the future. Technology tools such as web based instruction, computer mediated communication, web quests, audio and video streaming are used to give multicultural education for slow learners and also helps learn to learn with language differences. In today's cultural diversity and multitude of learning styles and intelligences and technology that can individualize learning is beneficial. Information can be linked in variety of ways since the learning medium of student centered, it can be proceed slow learners a way and pace. Animation, Graphics, sound, music and other form of information transfer that have associations with real life are also possible to cause the effects of cultural learning in Education.

Fabulous Tool Of Teaching

Technical tools are used to assist slow learning students in a variety learning modes. Different types of technical devices help slow learner to organize their thoughts or work by using pie , flow charts, graphic organizers or some high-tech word processing software. Technical Devices include optical character recognition, microassette recorders or videotapes. Various word processing devices are also available for reading, writing, speaking, listening assistance. Technical aids help slow learners in learn spelling, motivation, editing, revising, grammar, pronunciation and punctuation and etc. Multimedia trasport slow learners beyond their physical / mental environmental to access academic information.

Reading Techniques Through Audio - Visual Aids

Technical and Mechanical devices/tools, audio visual aids using in the classroom generate more interest among slow learners to learn with fun and joy. Warning and boring atmosphere of classroom will be changed and the teaching will not be monotony and appear as meaningful with technic mechanical devices. In this Competitive educated world most of the schools are furnished with the smart/e-classrooms. With technical aids teach the specific skills like pre-reading routine, word attack technique, and self-correcting skill and give specific instructions to slow learners without discouraging but with encouraging. Afraid, inferiority complex of slow learners must overcome by mere practise using technology enabled teaching aids. Availability of learning with a fun process as it can be learn through technology, turn homework sessions into activity sessions and keep blossoming positivism in the mind and hearts of the student. Include variety of audio - visual aids and make learning a fun process through the use of technical elements, tools, systems, devices. It's absolutely observed that the majority of slow learners enjoy learning activities which are technology held and it allow them to play an active role interestly. It makes the child to learn by using his/her tactile sense, slow learners improves a more lasting impression in their memory in learning as well as behaviour.

Conclusion

Providing suitable Learning environment and educational meadures for slow learners is important and essential for a teacher, parents, school and society., but it is a complicated process. Learning is a lifelong process from their school moment, we utter our first syllabus to the time, when they proudly hold upto his/her education and positios in their life. The problem is not at all the children can adapt to a rigid style of learning. Slow learners cannot cope with the fast paced and rigid approach that is characteristic changed by the teaching way of technology enabled learning in classroom. According to this way of teaching approach, a gap forms between their true ability and their performance level and then such

children are dubbed out from the name of slow learners. Extension of teaching styles, methods with technology, instructors can support opportunities for slow learners with different learning situation to increase their learning capacity in and out of the school. Many researchers have suggested preferred technology based learning styles to slow learners will produce higher academic success in their studies as well as in carrier.

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EDUCATIONAL PROGRAMMES FOR SLOW LEARNERS

M. Malathy, Research Scholar, Department of Education, Annamalai University.

Dr. P. N. Nataraj, Associate professor, Department of Education, Annamalai University

Introduction

Education contributes to economic growth of a country through creation of new knowledge as well as diffusion and transmission of knowledge. While highly educated individuals become scientist, analyst, technologist and inventor developing new process and technologies, the diffusion and transmission of new knowledge require basic level of education of others to understand and digest the new knowledge. Formal education system provides the basic education level necessary for the diffusion and transmission of new knowledge as well as means of transmission. The experience of educators confirms that there are many children who are so backward in basic subjects that they need special help. These pupils have limited scope for achievement. They have intelligence quotients between 76 and 89 and they constitute about 8 percent of the total school population. These students do not stand out as very different from their classmates expect that they are always slow on the uptake and are often teased by the other students because of their slowness. They are quite well built physically but rather clumsy and uncoordinated in movement.

Classification Of Slow Learners

The Diagnostic and Statistical Manual of Mental Disorders, (APA, 2000) considers persons with intelligence test scores between 71 and 85 to be an Axis II, V-code (Borderline Intellectual Functioning). V- Codes are for problems that may be a focus of clinical attention, but are not considered as mental disorders.

The terminology "Slow Learners" is unintentional; it is respectful to speak of such children as having diverse minds (Levine, 2003). Slow learners are students whose achievement scores are significantly below average. They are not classified as Learning Disabled because of a lack of discrepancy in their IQ - achievement scores and their below average IQ scores. Although their IQ scores fall in the below average range they are not classified as mentally retarded because their IQ scores are above the cut off for being considered mentally retarded and their difficulties are primarily academic in nature (MacMillan et al, 1998).

Characteristics Of Slow Learners

- Slow Learners have several characteristics that make classroom instruction difficult. If the material being taught does not have direct relevance or tied to previously acquired information, then instruction becomes inefficient (Singh, 2004).
- Concepts are learned more efficiently when they are presented in a concrete manner (Shaw et al., 2005). Slow learners are unable to transfer or generalize skills, knowledge, and strategies as well as their peers (Shaw, 1999). They need to learn facts discretely than their average ability peers in order to fully understand a concept.
- They are inefficient in their ability to learn and apply academic information. By increasing instructional efficiency, teachers can bridge the academic skills gap between children with borderline intelligence and students of average ability.

- Students with borderline intellectual functioning require more practice opportunities when compared with students of average ability (Shaw, 2000).

Regardless of their limitations, slow learners do learn. They can make progress in the classroom if the teaching and materials used are at their appropriate level of learning. Slow learners and their difficulties are not new to teachers; teachers require more techniques and ideas to truly meet slow learner needs. Apart from great classroom instruction, students who are slow learners have educational needs that require alternative educational interventions and curriculum designs.

Necessity Of Focusing On Slow Learners Academic Performance

Unfortunately, students who struggle in school not only have a poor repertoire of effective strategies but also do not understand how to identify and adjust faulty strategies when the strategies are not working effectively (Dembo & Eaton, 2000; Weinstein et al., 2000; Zimmerman, 2002). When students start to believe that they no longer possess the ability to learn an academic activity their efficacy beliefs go down, which can lead to lack of attention in the class, failure to prepare for examinations and further their rate of absenteeism increases alarmingly (Zimmerman, 2002). Students must have a repertoire of learning strategies that they can access and utilize.

Facilitating motivation and success in adolescents for those who have special needs is a widespread goal of psychologists, educators, and policy makers (Grolnick et al., 2007). Academic achievement is not only a goal in itself, but interest and involvement in school is associated with a variety of psychosocial outcomes such as self-esteem, adjustment, responsibility and competence (Steinberg, 1996). During middle school, often students' attitudes towards school become more negative and subsequently their self-esteem and perceived competence decline drastically (Anderman & Maehr, 1994).

Educational Programmes For Slow Learners

Psychologists and educationists have recommended various educational programmes to surmount the problem of slow learners in the mainstream. Most of the measures are within the purview of the teachers. Effectiveness of certain measures has already been established by the researchers. A clear perception of the educational programmes meant for slow learners will enable the teacher to combat slow learning in an effective manner. The following are the remedial measures which constitute the educational programmes for slow learners.

1. Motivation For Learning

The word "motivation" is used to describe a drive, need or desire to do something. Motivation can be applied to behavior in a wide variety of situations. One use of the concept of motivation is to describe a general tendency to strive towards certain types of goals. Success of a teacher largely depends on how effectively he motivates the students to learn. Experience has shown us that learning failure is very often largely due to poor motivation. Children taught by a teacher using motives in a sensible, individualized way will always learn more quickly and better, even if the method used is faulty. Slow learners usually evince an attitude of avoidance resulting from previous experience of failure or dislike of a subject. Motivation makes the slow learners desirous of learning to apply him to the task.

2. Extravagant Attention

"Individual attention" refers to the attention given by the teacher to a particular student of all students it is the slow learners who need individual attention from the teachers. The individual differences

of the children should be properly recognized and the individuality of the child must be respected. The teacher should take positive effort to ascertain the specific disability of the slow learners and accordingly he should devise his remedial instructional strategy which should cater to the needs of each slow learner. Better individual attention can be given to the slow learners in the special classes which will ultimately, promote better human resource development.

3. Self-Confidence Conduction

Slow learners are the backward children who have, even before admission to the school, experienced years of failure and frustration as a result of which their self-esteem is seriously undermined. Constant lack of academic success, rejection by other children, faulty instruction and mismanagement by parents lead to emotional disturbance, feelings of inadequacy and personality and conduct disorders. These slow learners ultimately find themselves in a vicious circle. The interplay between the causes and symptoms becomes more and more complicated and difficult to disentangle. The breaking of this vicious becomes one of the most important objectives of remedial treatment.

4. Easy Educational Instruction

Rastogi (1978) and Narayana rao (1987) have suggested that the remedial teaching classes or special classes should be conducted systematically based on laid down guidelines.

- The instructional content must be very carefully graded keeping in mind the capacity, requirement, educational and experience levels of the students.
- Short frequent lessons should be introduced instead of long lessons every week.
- The slow learners are able to grasp concrete ideas rather than abstract ideas. Therefore there must be ample use of audio visual aids in the instructional process which can provide unique experience to the slow learners in the presentation of the content.
- The teacher should be aware of that fact that a friendly approach in remedial teaching is highly conducive.

5. Light Environment

The school environment should be healthy and reasonably free for slow learners. Many a time poor environmental factors contribute a lot towards the slowness. Poor environmental factors should be adequately tackled or removed at the earliest so that congenial atmosphere can be created for the effective learning of slow learners.

6. Effective Methods Of Teaching

The research evidences reveal that the following special methods will be very effective for slow learners:-

- a. Audio and visual instructions
- b. Mastery learning strategy with extra corrective instruction
- c. Modular instruction
- d. Computer assisted instruction

Conclusion

The objective of the paper is to create greater awareness of educational programmes for slow learners of improving their Hidden skills. Learners in this category will exist in almost every class. There is no doubt that the individual teachers have developed many effective techniques for supporting Slow learners or educationally backward children needs special attention and care for being duly helped in getting rid of their sub normality in terms of rate of learning and educational achievement. Neglecting or overlooking them may pose a serious problem for their progress and welfare besides proving a nuisance to the society. For taking measures, for their treatment and education, beginning should be made through regular medical check-up and necessary treatment and redressing their maladjustment problems at home and school.

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- school psychologist

RESCUING STUDENTS FROM THE SLOW LEARNER

K. Manikandan, Assistant Professor, Sri Thangam Periyasamy College of Education, Vriddhachalam

Dr. A. Magalingam, Assistant Professor, Department of Pedagogical Science, TNTEU, Karapakkam

Introduction

Slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate. However, this development, while being slower, nevertheless be relatively even. The causes of slow learning are low intellectual learning and personal factors such as illness and absence from school, Struggled with reading and basic math skills since first grade despite academic supports and after-school tutoring. In fourth grade, the school psychologist reported that although Jessica's test scores for intelligence and achievement were quite low and she had clear educational need, she was not eligible for special education services.

Characteristics of Slow Learners

Children and adolescents with borderline intelligence rarely meet eligibility criteria for special education services, although they have remarkably high failure rates in the general education setting. Changing models of special education, including response to intervention approaches, are improving access to academic supports, but most slow learners fall into the gulf between special and general education.

Learning Characteristics

Slow learners have several characteristics that make classroom instruction challenging:

1. They perform at a higher level when information is presented in a concrete fashion. The more abstract a concept or teaching technique, the more difficult it is for them to learn.
2. They do not transfer or generalize skills, knowledge, and strategies as well as their sameage peers. They tend to learn what is taught quite well but have difficulty transferring and applying the concepts taught to new situations.
3. They have difficulty cognitively organizing new material and assimilating incoming information into previously acquired information.
4. They have difficulty with long-term goals and time management. They benefit from increased academically engaged time. They often require extra practice and more time on task to develop the same level of academic skills as their typically developing peers.

Strategies to Support Slow Learners

- Use concrete instruction
- Provide opportunities for repetition and frequent practice of discrete skills applied to different challenges
- Help students develop basic time management and organizational skills n Break down lessons and tasks into short discrete elements
- Use a variety of hands-on activities and computer-assisted instruction to reinforce learning

Characteristics of Slow Learners

- Have low intelligence and academic performance but do not qualify for special education for either cognitive or learning disabilities.
- Perform at a higher level when information is presented in a concrete fashion. Abstract concepts and instruction are difficult for them.
- Have difficulty transferring or generalizing skills, knowledge, and strategies.
- Have trouble cognitively organizing new material and assimilating incoming information into previously acquired information.
- Have difficulty with long-term goals and time management.

Social and Emotional Needs

Because slow learners often struggle with chronic failure, they can develop low self-concept and can disengage from the school environment, putting them at greater risk for social and behavioral problems. It is essential to identify and encourage activities that require different skills and tap students' other strengths. Connecting with peers and staff members through activities at which they succeed significantly contributes to slow learners' motivation and school success.

Teach Learning Skills

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

Conclusion

Regardless of the setting in which slow learners are taught-special education or general education-the basics of instruction are to:

- Provide concrete and experiential instruction
- Teach for generalization of academic skills
- Pre-organize material to be presented
- Use efficient instructional strategies
- Explicitly teach academic motivation.

Those basics are challenging to implement. If the phrase "no child left behind" is to be more than empty public relations and rhetoric, then educational programming must be enhanced for the large population of children with borderline intelligence who currently are being left behind.

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COPING ENVIRONMENT AND SLOW LEARNERS

Prof. Dr. R. Babu, *Dean, Faculty of Education, Annamalai University, Annamalai Nagar.*

Diana Dipti, *Ph.D Research Scholar, Department of Education, Annamalai University.*

Introduction

Slow learning children are not special education students but they represent a group of Educationally retarded. The contributing factors are Genetics, cultural, poverty, family inadequacy, parental disharmony and in a few causes, unfavorable school conditions, school absences. Hence, these children need suitable arrangements in regular schools. Although some of these children receive education in special school and special class, they finally move to regular school after backwardness is removed. Identification of slow learning children is not obvious except for educational backwardness. These children display weakness in thinking, finding out relationships, similarity, familiarity, reasoning, poor development of concept, language, and number concepts, memory. Socio-emotional characteristics include feelings of insecurity, withdrawal, immaturity, regression and fantasy. This name is given to a child with a lower than average intelligence who may have mental retardation or may just have a slow intellectual process.

Slow Learners

DEFINITION - Educational researchers and Psychologists use a range of terms to refer to slow learners as students or pupil whose achievements are low. In this study I use the term slow learners, who are defined as "children who is intelligent to be classified as handicapped, but is not able to cope adequately with traditional academic work." It's a term used for instructional purposes rather than labeling. As Lescano (1995) explains, it is important to distinguish between slow learners and those who have learning disabilities: The first is the student who does not learn successfully due to general socio-cultural problems, frustrating past language classroom experiences, inadequate use of strategies, or lack of interest. The second type of slow learner is the student formally diagnosed as "learning-disabled" by specialists in child psychology. Khan (2008) lists several, such as a lack of emotional growth, the lack of a secure environment, limited opportunities for learning, absenteeism, untrained teachers and large class size.

School Environment

DEFINITION - The healthy School Environment includes "includes the promotion, maintenance and utilization of safe and whole surroundings, organization of day-by-day experiences and planned learning procedure to influence to favorable emotional, physical and social health". School Environment includes the physical and aesthetic surroundings and the psychosocial climate and the culture of the school.

Problems Of The Slow Learners

- When the child with low intellectual potential is not identified at an early age, say before 7 years.
- When his / her educational program is not geared to higher rate of learning and level of intellectual development and the goals set for his/her education are unrealistic leading to failure and resultant frustration.
- When the parents refuse to accept the fact that their child has low mental ability in spite of his/ her being diagnosed as such, they may spend a great deal of time and money in getting the child 'treated' by doctors, quacks, miracle men, etc. The emotional situation in such a tense home will make the child

feel more insecure. Moreover, the child also will not be able to accept and adjust to his / her low ability when it is not accepted by his /her parents.

- Teachers by their insensitive behaviors and sarcastic and harsh treatment may cause problems for the slow-learner. He/she is likely to become resentful, aggressive or destructive. Or, on the other hand, he/ she may withdraw into himself/ herself and refuse to express himself/ herself in any form. In sum extreme case a slow learner may start playing truant, get mixed up with children having Antisocial characteristics and under their influence carry out delinquent acts. They may fall prey to drugs abuse and other vices because they lack the power of critical thinking.

Need Of Good School Environment For Slow Learners

1) Relationship of Teachers with Slow Learners

According to Borah (2013), students with below average cognitive abilities whom we cannot term as disabled are called slow learners. Students who are slow are said not to be suffering from failure syndrome, which is having low expectations for success and giving up at the first sign of difficulty. Borah (2013) states that slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education. What teachers ought to know is that slow learners can learn all that is required in their course as long as they put an extra effort to help them. Teachers must therefore be innovative in their lesson management to facilitate learning of slow learners. Proper understanding of what is slow learning and a slow learner is a major step towards coming up with a strategy to address slow learners issues in class. A Teacher should be capable of understanding the psychology of child, relevant to his/ her needs giving love and care towards them, developing the child in a positive and holistic approach.

2) Relationship Of Classmates With Slow Learners

Teach the other students to empathize with the special students. Specially ask them not to bully or tease slow learners. Inform them about their condition and how they could make a difference. Ensure you have these timely sessions in the slow learner's absence. Reward the other students while helping the slow learners for good teaching - learning environment. Provide opportunities for students to work in a variety of social configurations and settings.

3) Relationship Of Parents With School Principal

The role of the principal in the lives of students and their parents cannot be overestimated. When children feel that the principal is their friend and parents know they are accepted, a mutual trust and respect develops. A relationship built on open communication and respect can be particularly valuable when working with the parents of children who do not learn as quickly as their same-age peers. Often these parents are frustrated, do not know what to do to assist their children, and feel vulnerable because they think the system does not support or provide for them. Strong Parental and Educational support provides slow learners with the greatest likelihood of educational, social, and emotional success with the fewest frustrations and discouragements.

4) Relationship Of Teachers With School Management

A teacher must also recognize the value in building a trusting relationship with their principals. Trust is a two-way street that is earned over time through merit and based on actions. The Principals and the teachers should together for the upliftment of slow learners. The teachers can introduce the techniques

like Compensatory Teaching, Remedial Teaching, New Instructional strategies for slow learners, Develop the lesson plans that incorporate students interests, Frequently vary the Instructional technique, Incorporate Individualized learning materials, Incorporate Audio and Visual materials and Maintenance of Cumulative records, Case study and Anecdotal records.

5) Relationship Of Parents With Slow Learners

If indeed your child does have a learning disability, don't try to explain it away or hide it. There is nothing to be ashamed of. Well, nothing unless you are making your child feel less than cherished, loved and important. If your child is labeled a 'slow learner', then slow things down for them. Give them the grace and time they need and deserve to reach their potential. Provide for them the environment and tools necessary to excel and love them with their strength and weakness.

Conclusion

This objective of the paper is to create greater awareness and discussion about slow learners. Learners in this category will exist in almost every class, A competent teacher should be alert to general characteristics being associated with Class room behavior related to the slow learner. The slow learner will rely on concrete learning rather than abstract learning. Psychologically they are more emotional, sensitive therefore need more value and respect and concentration than the normal students. Hence slow learners are the integral part of our society.

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REMEDIAL MEASURES FOR SLOW LEARNERS

Dr. U. Pandian, Assistant Professor, Dept. of Educational Technology, TNTEU, Chennai-97.

Introduction

A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate. However, this development, while being slower, nevertheless be relatively even.

Slow Learner Characteristics

1. Developmental
 - may have immature language patterns or speech problems
2. Social
 - poor judgement, immature social behaviour, prefers company of younger children
3. Personal
 - frustration, aggression, anxiety
4. Academic
 - may show proficiency with particular tasks rather than a subject areas, poor memory, difficulties understanding several steps in a task
5. Learning
 - needs to have new information linked to old, difficulties transferring information learned in one situation to other situations.

How To Cope In The Classroom

Chances are that your school will have access to the services of a support teacher and a guidance officer. However, chances will be high that the demands on the slow learners will be extreme and they will be loath to take on new kids. However, if you can show that you have really tried to accommodate these kids by trying as many of the following suggestions as practicable, s/he is much more likely to see that his/her assistance is genuinely required. And you never know, you might not even need extra assistance once you've tried a few things yourself.

Remedial Measures

1. Alternatives to traditional home work tasks. Homework is an endless source of problems the kids and their parents. Remember, this child has probably worked twice as hard as every other child just to keep up through the day and does not need another couple of high stress hours when s/he gets home. Modify tasks, or if this is too time-consuming, cut back the amount a child has to do. Minimise written work in particular.
2. The opportunity for intensive sessions with the child, using individual or small group sessions. Over teach! You may think you will die of boredom and frustration by remember, you're being paid for this!

Use interesting, challenging, self-correcting, extension work for the rest of the class while you spend time over teaching (NOT over telling)

3. Allow the child to use crutches e.g. reminders stuck to the desktops, markers to keep place, taped read a longs, calculators.
4. Consider alternative responses and assessments. Do more oral work and have short, easy to read/write assignments.
5. A good supply of reference books and supplementary readers appropriate in terms of interest level and competency level.
6. Teach the child specific reading techniques e.g. pre-reading routine, word attack technique, self-correcting skills and give very specific instructions to a teacher aide if you are having him/her work with this type of child.
7. Try implementing a Parent Tutor program, Peer Tutor program, Teacher Aide program.
8. Praise the child at every opportunity. Grab every chance to let this child shine in the classroom.
9. Implement a buddy system to ease your supervision of daily work. But do you let the child choose his/ her own buddy -- within reason.
10. Chat to the child. Let him/her know privately that you are on his/her side if she/he keeps trying for him/herself.
11. Chat to parents. Let them know the same thing and see if they have any extra information that will help you. Engage their help in providing a quiet, well organised place a home in which the child can work and in supervising home tasks. But remember, don't make it too onerous. Find plenty of positives to talk to them about the same time as the problems.
12. Adjust your expectations. Slow learners will always be behind their chronological peers -- which doesn't mean they can't be expected to improve. It just means it will be slow.

Many of these suggestions will be more suitable to the slow learner. It is important to keep in mind that many will help slow learners as long as the overall type of instruction is different. Systemic developmental instruction paced at a rate consistent with their learning ability is best for slow learners. Highly specialised remedial instruction is focusing on the slow learners.

It is vitally important to make your classroom are safe and non-threatening environment for all the children in your class. Everybody needs to understand that you do not under any circumstances put people down and that you will not tolerate anybody else doing so. Model on a daily basis warm, supportive praise statements for every child in the class. It is hard work for some kids but there is always something and you will soon find the children copying your supportive behaviour. Encourage children to help each other with daily tasks but be prepared for a little more class noise. It will be worth it when you see just how nurturing and supportive even the most hard-boiled child can be.

A thought in closing -- there are children who are slow learners who also have specific learning disabilities. The story is almost too complex to contemplate so if you suspect you have one of these, scream in your best to abandoned teacher voice for the support teacher and guidance officer. After all, classroom teachers have to survive too!

FACTORS AFFECTING OF SLOW LEARNERS - ACTIVITIES OF INCREASING LEARNING CAPABILITY

R. Raja shekar, *Research scholar, Department of education, Osmania university, hyderabad*

Introduction

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality. Several students in a class fall under this category, but most parents or guardians prefer to remain in mute mode, which worsens the situation. A Slow Learner may be called dull normal, low normal or borderline retarded. But we prefer the term Slow Learner. About 1 out of 5 children are Slow Learners. They often are delayed in walking or talking. Most Slow Learners are born with the problem. Severe head injuries, meningitis, or the mother's use of alcohol or cocaine during the pregnancy can cause a child to become a Slow Learner. Unfortunately these children are often "overlooked" since they do not have a Learning Disability and are not Mentally Retarded. A Learning Disability is defined as a child who is not performing to their level of intelligence.

Characteristics of slow learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- Poor reading and comprehension
- Poor cognition (thinking and reasoning) and Poor memory
- Poor auditory processing and Poor visual processing
- Lack of focus, short attention spans
- Passive and slow to response
- Unable to learn on their own or complete assignments on their own
- Functions at ability but significantly below grade level.
- Scores consistently low on achievement tests.
- Works on all tasks slowly.

Factors affecting on Slow Learning

1. Neurodevelopment disorders: Specific learning disabilities (SpLD) viz. dyslexia, dysgraphia and dyscalculia is a generic term that refers to a heterogeneous group of disorders manifested by significant unexpected, specific and persistent difficulties in the acquisition and use of reading (dyslexia), writing (dysgraphia) or mathematical (dyscalculia) abilities despite conventional instruction, average or above average intelligence, proper motivation and adequate sociocultural opportunity. SpLD, an invisible handicap, constitute an important cause of poor school performance in children and are presumed to be due to central nervous system dysfunction.
2. Emotional disorders: Emotional disorders such as anxiety, obsessive compulsive, mood disorders, depression, and psychosomatic disorders are common in children. Conduct disorders, oppositional defiant disorders are also seen in children frequently and may occur as co morbid with ADHD.

3. Environmental factors: Poor school performance may also be due to environmental factors especially at home, school and friends.
4. Medical factors: This may be the direct effect of the condition itself, or due to effects leading to recurrent school absenteeism, adverse effects of medication, poor self-esteem affecting motivation and performance.
 - Exposure to and accumulation of toxic elements
 - Nutritional mineral deficiency and Nutritional imbalances
 - Cancer
 - Cerebral palsy and Hypothyroidism
 - Hearing loss - even unilateral and visual impairment
 - Toxic/Nutrient ratios

Activities to Increase the Learning Capability of Slow Learners Teacher Must Do

- Permit a student extra time on an exam, and/or permit a student to take the exam at an alternate location.
- Assist a student in finding a student who will volunteer to take notes.
- Allow a student to use auxiliary aids in class such as a sign language interpreter, a laptop computer to take notes, or a calculator for math.
- Allow any accommodation that the Disability Specialist at your institution deems necessary for an individual student.

Provide all students as much time:

- Students who suffer from test anxiety perform better without time constraints. Students with disabilities may be able to take the exam with the rest of the class if there are no time constraints. It encourages accuracy and careful work.
- Teach study skills specific to the textbook and format of the class.

Provide Clear Instructions: Provide both oral and written instructions for assignments, and ask them which parts need more explaining. Many students are stronger at auditory processing; others are stronger at visual processing. All students benefit from hearing it more than once.

Build an awareness of time: You can help your child build awareness of the concept of time by including references to it in everyday conversation.

Build in extra time: If you know your child takes longer to do things, adjust her/his timetable (and yours) to accommodate that.

What can be done to help?

Neurofeedback:

Neurofeedback is a non-drug intervention for learning difficulties, which aims at exercising specific parts of the brain. With Neurofeedback training, the neural activities at specific locations of the brain can

be trained directly. For children with cognitive slowness, we usually use Neurofeedback to train their brains to recover first. This is important as it also helps in detoxification, if any is needed. Most Neurofeedback centers overlook this crucial step and do activation training which may send more toxins to the brain.

These regulations will translate to the following:

- Improvement in focus and attention span
- Greater mental alertness
- Improvement in academic performance
- Faster responses
- Increased interest and motivation in studying
- Improvement in memory

Other technologies

We also include other technologies such as sound therapy and NIR therapy to help your child to improve faster. Like Neurofeedback, these are safe and non-invasive therapies.

Sound Therapy: We have evaluated different types of sounds and found that they have different specific effects on the brain's arousal. Our sound therapy is done together with the Neurofeedback. This allows us to monitor the effect of the sound by looking at the brain waves in real-time.

NIR Therapy: This is the state-of-art therapy used by astronauts for healing in space. This therapy involves shining NIR light which can help to energize the brain.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. By expanding the teaching styles, instructors can support opportunities for students with different learning styles to increase their learning (Friedman & Alley, 1984). Gregorc and Ward (1977) recommended that instructors identify the learning styles of the students, identify their teaching styles and then vary their teaching methods to meet the range of learner preferences.

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CAUSES OF BEING A SLOW LEARNER

Dr.K. Ratheesdwari, Assistant Professor, Department of Value Education, Tamilnadu Teachers Education University, Karapakkam, Chennai-97

Introduction

Slow learning children are not special education students but they represent a group of educationally retarded. The contributing factors are cultural, poverty, family inadequacy, parental disharmony and in a few causes, unfavorable school conditions, school absences. Although some of these children receive education in special school and special class, they finally move to regular school after backwardness is removed. Identification of slow learning children is not obvious except for educational backwardness. These children display weakness in thinking, finding, out relationships, similarity, familiarity, reasoning, poor development of concept, language, and number concepts, memory. Socio-emotional characteristics include feeling of insecurity, withdrawal, immaturity, regression and fantasy.

Slow Learners

Definition

Educational researchers and Psychologists use a range of terms to refer to slow learners as students or pupil whose achievements are low. In this study I use the term slow learners, who are defined as "a children who is intelligent to be classified as handicapped, but is not able to cope adequately with traditional academic work." It's a term used for instructional purposes rather than labeling. As Lescano (1995) explains, it is important to distinguish between slow learners and those who have learning disabilities: The first is the student who does not learn successfully due to general socio-cultural problems, frustrating past language classroom experiences, inadequate use of strategies, or lack of interest. The second type of slow learner is the student formally diagnosed as "learning-disabled" by specialists in child psychology. A number of factors may account for slow learners. Khan (2008) lists several, such as a lack of emotional growth, the lack of a secure environment, limited opportunities for learning, absenteeism, untrained teachers and large class size. In terms of language learning, slow learners may have had negative past experiences of learning and consequently lost interest; they may also be characterized by the inadequate use of learning strategies. Of course, slow language learners' problems are not solely related to language learning; more general problems listed above, and additional factors such as family problems at home, can also be influential.

Problems of the Slow Learners

Teaching slow learners requires a very good understanding of normal sequences of learning basic educational skills. The psychological processes involved and a readiness to look for the difficulties which are commonly encountered by different kinds of slow learner. There is of course the further problem of organisation so that group with special needs can be provided with the materials activities and additional help the need.

Causes of Slow Learning

Every behavior has a cause, meaning and significance. The behavioural characteristics of slow learners are symptoms of conditions or some factors present either within the child or outside the child. Slow learning is caused by a variety of factors such as:

Identifying Slow Learners

Lists ten characteristics of a slow learner:

- Functions at ability but significantly below grade level.

- Is prone to immature interpersonal relationships
- Has difficulty following multi-step directions.
- Lives in the present and does not have long range goals.
- Has few internal strategies (i.e. organizational skills, difficulty transferring, and generalizing information.)
- Scores consistently low on achievement tests.

Lescano (1995) comments specifically on the characteristics of slow language learners. He suggests that "their weakest skills are generally writing and reading. That is why, for example, hyperactive or attention-deficit students tend to disturb the class and misbehave whenever these skills are emphasized". He adds that many slow learners show difficulties in perception. They tend to ignore details and go for overall comprehension and production. They do not notice, for instance, the apostrophe or the plural forms when reading. In the same way, some may omit forms of speech when writing or speaking

These are as follows:

- Day-to-day observation of classroom behaviour of children by the teacher.
- Assessment of children's performance in specific subjects based on the Cumulative Record Card or school marks.
- Opinion of parents about the child's progress and difficulties in learning various subjects, doing homework, his language difficulties, emotional problems, illness, injuries and physical defects and problems.
- Measures of intellectual ability or IQ scores.
- Competence-based tests and diagnostic tests in various subjects. However, if slow learners are to be helped in their learning difficulties, they must be identified early in schools, because prolonged learning difficulties may imply placement of such children in special schools which are very rare in India.

Conclusion

The slow learner needs more time to acquire the skill than his average peer. The slow learner will rely on concrete learning rather than abstract learning. This calls for early identification, diagnosis of their learning difficulties and proper instructional precisions for them. Adolescent slow learners are usually benefitted from carefully guided instruction. Learners in this category will exist in almost every class, yet at present a systematic way of identifying and dealing with them does not exist. Teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners. It is also important for further research to build on this initial study and for the Ministries of education to develop guidelines to assist teachers in supporting slow learners.

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SLOW LEARNERS - CAUSES, PROBLEMS AND EDUCATIONAL PROGRAMMES

P.Ravikumar, Ph. D. Research Scholar, Department of Education, Annamalai University, Annamalai Nagar.

Introduction

Slow learning children are not special education students but they represent a group of educationally retarded. The contributing factors are cultural, poverty, family inadequacy, parental disharmony and in a few causes, unfavorable school conditions, school absences. Hence, this children need suitable arrangements in regular schools. Although some of these children receive education in special school and special class, they finally move to regular school after backwardness is removed. Identification of slow learning children is not obvious except for educational backwardness.

Who is a Slow Learner?

It is a known fact that all children experience school-related problems at one time or another during their school years. A teacher on any working day may have to deal with problems ranging from aggressive behaviour to disinterest in the learning task. The cause of such difficulties may vary from an unknown conflict at home to simple headache. Such situations may result in poor academic performance and aggressive behaviour temporarily. Effective teachers tackle such problems easily. There is, however, another group of children who display prolonged learning difficulties.

Causes of Slow Learning

Every behavior has a cause, meaning and significance. The behavioural characteristics of slow learners are symptoms of conditions or some factors present either within the child or outside the child. Slow learning is caused by a variety of factors such as:

(i) Low intellectual abilities such as subnormal intelligence.

(ii) Personal factors such as

- long illness,
- long absence from school,
- Environmental variables
- poor home facilities for learning skills,
- low quality and quantity of food,
- shortage of sleep,

(iii) Emotional factors such as

- dislike of teacher through classes of personality,
- lack of confidence in self and need to achieve,
- Extreme timidity and anxiety giving rise to poor levels of attainment,

Identification of Slow Learners

In every classroom, a large number of slow learners are noticed. These children with borderline or mild handicaps who attend the regular class are likely to drop out if their needs are not met. It is, therefore, necessary that these children are identified early and helped in their learning. Slow learners are

to be identified by employing various procedures and using various tools and techniques. These are as follows:

1. Day-to-day observation of classroom behaviour of children by the teacher.
2. Assessment of children's performance in specific subjects based on the Cumulative Record Card or school marks.
3. Opinion of parents about the child's progress and difficulties in learning various subjects, doing homework, his language difficulties, emotional problems, illness, injuries and physical defects and problems.
4. Measures of intellectual ability or IQ scores.
5. Competence-based tests and diagnostic tests in various subjects.

Educational Programmes for the Learners

The slow learner is capable of achieving a moderate degree of academic success though with additional time and help. They are capable of being educated in the regular class with few adaptations. As adults, they are self-supporting, independent, and socially adjusted. If the needs of such children are not met, they experience failure and drop out prematurely from school. The difficulty is that most of these children are not diagnosed as slow learners until they attend school and begin to fail. This calls for early identification, diagnosis of their learning difficulties and proper instructional provisions for them.

Adolescent slow learners are usually benefited from the following plans:

Carefully Guided Instruction

Slow learners work best with a carefully designed, step by step technique, and additional time and help. Considerable repetition is usually necessary and the material should be adapted appropriately for the slow learner. Positive reinforcement technique should be used as much as possible. The following recommendations are useful for the teacher:

1. The teacher needs to emphasize the concrete and the specific with regard to the problems and materials.
2. Instruction should be directed towards satisfying those needs that are more immediate and more easily recognised and identified.
3. Slow learners should be given more time, attention and guidance by the teacher until they reach the expected average standard.

Remedial Instruction

Slow learners are benefited mostly from remedial instruction. Remedial instruction for slow learners refers to two types of programmes:

- Eliminating ineffective habits and unwholesome attitudes and re-teaching skills which have been incorrectly learned. This refers to remediation of defects.
- Teaching for the first time those habits, skills and attitudes which have never been learned but should have been and which are needed by such children. This refers to developmental teaching or developing increased competence.

The Organisation of Curriculum

In case, the slow learning children are placed in the special class or special school, the curriculum has to be based on logical, physical and social aspects. The contents however, may vary according to the age and need of the child. The curriculum must be specially designed to assist the total growth as well as to develop basic skills and knowledge. It should not be a mere watering down of the curriculum designed for a normal school. To segregate children and give such a curriculum would be a travesty of special educational treatment. On rare occasions they should be placed in a special class.

Language Teaching

In school verbal instructions and explanations are quite important. Many of the slow learners have retarded speech: articulation, vocabulary, brief sentence, grammatical errors. Emotional reluctance is the chief reason for their backwardness of expression. They need a great deal of speech stimulation through play, and through talking to adults, listening to them. Expression is often lacking in order, sequence and selectivity.

Teaching Arithmetic

Arithmetic is a way of thinking about number. Arithmetic teaching therefore is concerned with application of number system to the arrangement, manipulation, and measurement of verities and the development of the ability to deal with member relationship symbolically and by abstraction in the absence of concrete objects. They should be taught through concrete-pictorial-symbolic modes in addition to general pedagogical concerns being kept in mind.

Teaching Creative Arts

It has been said earlier that most slow learners enter into school with needs of achievement and success to counter act their loss of confidence and sense of inadequacy. Many children are able to achieve success or have it contrived for them in one or other creative activities. On this foundation academic achievement can be based. Apart from this there is a valuable relief and relaxation obtained through touching and handling of materials of moving about and doing

Knowing Around

Slow learning children can not advance much but their intellectual limitations, often reinforced by social and cultural ones, restrict the range of his experience as well as the depth of his understanding. The child's activities in relation to his environment nourishes his mental growth and language development.

Conclusion

A competent teacher should be alert to general characteristics of the associated class room behavior related to learner difficulties of a child. The slow learner needs more time to acquire the skill than his average peer. The slow learner will rely on concrete learning rather than abstract learning. This calls for early identification, diagnosis of their learning difficulties and proper instructional precisions for them. Adolescent slow learners are usually benefitted from carefully guided instruction.

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INTERNATIONAL CONFERENCE ON EDUCATION FOR SLOW - LEARNERS

Mrs. Sharda Kumari Parihar, Research Scholar, Rani Channamma University, Belagavi.

Dr. Sushma R. Assistant Professor, Rani Channamma University, Belagavi.

"Every student can learn. Just not on the same day or in the same way." George Evans

It is a real challenge for a teacher to educate and meet the needs of the large number of students effectively. Not all students respond to specific classroom instructions due to the fact that each and every child is a unique being who is different from the others in matter of cognitive, affective and psychomotor development, interests, intelligence, aspirations, potentials and abilities. Besides, social, economical, cultural, and geographical background, past experiences, and motivation plays an important role in defining one's personality. In a class, where most of the students grasp a concept easily there are few students who take more than normal time to understand a concept. These students may be termed as slow - learners.

Definition of Slow - learners

Slow - learners are those students who are below average in general mental abilities and achievement but are not considered as mentally retarded as their IQ (70 - 90) is better than the mentally retarded children. They somehow lack or deficit from average children in terms of memory, reasoning skills, high order thinking, speed in forming associations, lack of concentration, retention and abstract thinking.

Problems of slow learners

Slow - learner are those children who have attained the normal growth milestones later than an average child. They struggle to understand simple concepts and to retain what they have learnt. In English, they have trouble with reading, spellings, grammar and comprehension. In mathematics and science, they struggle to remember formulas, symbols, steps and transferring information learned from one situation to another. They have trouble in concentrating and are unlikely to remember or recall the topic being taught in the class. They are socially immature and find difficulty in making friends. They are poor judge of a situation and are unable to respond to a query in an effective manner.

Teaching the slow - learners

Just like one size does not fit all, in the same manner, one particular teaching method may not work for all children in the class. "If a child is unable to learn by the way you teach than teach him in the way he learns." (L.D. Child) Teachers play a significant role in a child's life. Teachers love, support, faith and motivation make a lot of difference in students' life and help them to overcome hurdles in their life. "Slow - learners are not non - learners! They must be taught and they also want to learn and succeed! A few adjustments in their learning process can make a big difference." (Kathy Hawk)

1. Evaluation by an expert

It is very necessary for a teacher to find out that why certain students of the class are unable to keep pace with their counterparts and are learning slowly than other students? The first thing a teacher should do is to talk to the superiors in the school i.e. the head master /mistress and then to the students parents. Children should be evaluated by experts like clinical psychologist, child psychiatrist, special educator and other experts to rule out any form of educational disability like dyslexia, dyspraxia, dysphasia,

mental retardation, auditory problem, etc. Once any kind of disabilities are ruled out then the teacher should chalk out the plan to teach the slow - learners. A teacher should always remember that these students are not mentally or physical disabled but pace - disabled.

2. Make them comfortable in class -

In Indian scenario often there are more than fifty students in the class. But still a teacher should try to make slow - learners comfortable in their class - room. As these children suffer from short attention span and are easily distracted, the teacher should either make them sit in front or in place from where it will be easy to keep an eye on them. Make slow - learners sit with bright students so that if they miss out something their classmates will quickly inform them about it. Here the teacher can seek help of other students by explaining them about the condition of slow - learners.

3. Use of learning and intelligence theories -

A teacher can take clue from the learning and intelligence theories coined by the famous psychologists. According to Howard Gardner there are eight type of intelligence - Linguistic, Logical Mathematical, Spatial, Musical, Bodily Kinesthetic, Interpersonal, Intrapersonal and Naturalistic. A teacher must find out the type of intelligence possessed by the slow - learners and should use it while teaching. Similarly Thorndike three major laws, 1. Law of Readiness -Start the lesson by reminding the students of their past knowledge, 2. Law of Exercise - Drilling and practicing helps in the durability of lesson learnt and 3. Law of Effect - If a child is satisfied by the teaching; it will further consolidate and strengthened his understanding of a concept, are very relevant in teaching any concepts to slow - learners.

4. Be patient-

A teacher should be very patient with the slow learners. Due to their weak cognitive skills these children are unable to learn thing quickly, therefore, a teacher should use simple language, speak slowly and repeat the basic instructions and important points again and again without getting bored. If necessary point out the page or area on paper that you are teaching. Make the students write important points in a diary or note - book and ask them to get their parents signature. This way even the parents will be involve in teaching learning process.

5. Use innovative ideas

A lot of practice is required to internalize a concept by slow - learners, therefore, a teacher should use creative and innovative methods. A teacher can use charts, pictures, models and maps. Also she can organize a quiz in the class by dividing children in different teams. Power point presentations and educational videos can also be used to make the lesson interesting. Sometimes she can organize field trips that are relevant to the topic. Also a teacher can infuse the real life experiences while teaching, which will further enrich classroom learning. Some students may find difficult to comprehend multiple step, in such case it will be better to take the help of audio - visual tools as brain captures visual information faster than anything else.

6. Learning with peers-

It is very necessary for slow - learners to interact with the children of their age group. The best method is to pair them with bright children, who are empathetic and caring by nature, and ask them to form a study group. This will not only improve their relationship with other students and help them develop socially but also it will enhance their academic achievement.

come under life skills and teacher should help slow - learners to develop these skills.

Every child learns but each child has different pace and ability. Different children respond to school in different ways. Though it is difficult to teach slow - learners but joint efforts of both parents and teachers may bring positive results. We should remember that it is okay to learn slowly rather than not learn at all. As Bong Muk Shin pointed out, "Every child has the potential to succeed despite the learning impairment and physical disability that they may suffer from. The society needs to shift its perception to look beyond the condition of children with special needs and learning difficulties. Rather, we should be focusing on helping them to achieve their potential." It is important to teach each and every child for the all round development of his personality. Education is the basic right of children.

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ENHANCING THE PHYSICAL LEARNING ENVIRONMENT AND EDUCATIONAL MEASURES FOR SLOW LEARNER

*Dr. V. Uma, Principal, Arunamalai College of Education, Melavasal, Mannargudi, Thiruvarur
District-61401.*

Introduction

Teaching is a challenging profession that requires a lot of patience, innovation and motivation from the teachers in order to bring about an all round development among their students. Inside the classroom there will be a mixed section of learners based on their level of intelligence and performance criteria. It is among these learners, there will be some who cannot cope up with the lessons taught inside the classroom as their peers do and hence these learners are tagged as the slow learners. Hence here comes the greatest challenge for a good teacher to guide and help the slow learners improve in fetching good grades and come out with flying colors. A good student can always get good grades on his own merits which require very little effort on the teacher's part. But to help a slow learner fetch a good and suitable grade is a challenge that marks the qualities of a good teacher.

Slow Learner

Slow learning is not a learning disability that can be classified as a diagnostic category. It is simply a term used to describe a student with the ability to acquire all necessary academic skills, but at a rate and depth below that of the average student. In order to grasp new concepts, a slow learner needs more time, more repetition, and often, more resources from teachers to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to grasp. In today's world, unfortunately, 'learning' has become a one size fits all process that is not tailored to suit a person's abilities. This conformation of learning is especially true of our conventional school systems. The problem, however, is that not all children can adapt to such a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching.

Definition

A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norms for his/ her age. This child will go through the same basic development stage as other children, but will do so at a significantly slower rate. However this development while being slower nevertheless be relatively even.

Identification of Slow Learners

Due to their unique characteristics of slow Learners (Chahan 2011) their education must be attend and geared to their slower pace of learning. Denying their disabilities and pretending that they are able to learn as normal students will be detrimental to their development. Special Education does not positively affect the academic performance of the slow learners. These issues pose a challenge to provide the best learning environment for slow learners and it is suggested that the way we cater to their individual need, despite the type of school, will make the ultimate differences.

In every classroom, a large number of slow learners are noticed. These children with borderline or mild handicaps who attend the regular class are likely to drop out if their needs are not met. It is, therefore, necessary that these children are identified early and helped in their learning. A competent

teacher should be alert to general characteristics of the associated classroom behaviour relating to learning difficulties of a child.

1. Day-to-day observation of classroom behaviour of children by the teacher.
2. Assessment of children's performance in specific subjects based on the Cumulative Record Card or school marks.
3. Opinion of parents about the child's progress and difficulties in learning various subjects, doing homework, his language difficulties, emotional problems, illness, injuries and physical defects and problems.
4. Measures of intellectual ability or IQ scores.
5. Competence-based tests and diagnostic tests in various subjects.

Characteristics of slow learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- First, slow learners are recurrently immature in their relations with others and do poorly in school.
- Secondly, they cannot do multifaceted or complex problems and work very slowly.
- They lose track of time and cannot convey what they have learned from one task to another well.
- They do not easily master skills that are academic in nature, such as the times tables or spelling rules.
- Perhaps the most exasperating trait is their inability to have long-term goals.

Confidence among the Slow Learners

The first responsibility of the teacher is to build up confidence among these learners and make them believe that they are no less than others. Encouraging words and phrases may bring about a positive impact on the slow learners and will boost them to perform better. Finding out the main reason behind the learner's weak performance Teachers are first required to find out the main reason behind the learner's weak performance and also to study those areas minutely where she needs to work upon in order to guide the slow learner to perform well. They need to interact with the slow learners more often so that she can keep a record of every movement of the learner and adopt ways in which the slow learner can be guided. and giving extra care and practice extra care and practice should be given to the slow learners as compared to their peers.

A Slow Learners is not a diagnostic Category it is a term People are to describe a students has the ability to learn necessary academic skill but at rate and depth below average some age peers. In order to grasp new concept a slow Learner needs more time , more repetition and after more resources from Teacher to be successful. Reasoning skill are typically delayed. Which makes new concepts difficult to learn. A slow learner has traditionally been identified as any one with full scale IQ. Those who fall two standard deviations below the mean are often identified as having an intellectual disability (IQ below 70) However They are learn slower than average students and will need additional help to succeed.

Causes of Slow Learning

Every behavior has a cause, meaning and significance. The behavioural characteristics of slow learners are symptoms of conditions or some factors present either within the child or outside the child.

Physical learning environment for slow learner

The success of slow learners is greatly influenced by the learning environment (Mauro 2009). There are two aspects of a conducive classroom environment: good classroom organization and management and an appealing physical environment to promote effective learning (Sivalingam 2009, Sithamparam & Tech 2005).

Educational Programme for the Slow Learners

The slow learner is capable of achieving a moderate degree of academic success though with additional time and help. They are capable of being educated in the regular class with few adaptations. As adults, they are self-supporting, independent, and socially adjusted.

Class Room Recommendation of Slow Learner

- Repetition work, It helps make a concept more concrete.
- Encourage other activities in which the child can experience success and keep them connected.
- Differentiated Instruction
- Training this helps fill in gaps in basic skills and it helps a student stay caught up.
- Teaching study skill to help a student become more efficient in studying.
- Peer training - Drill reading .

Remedial Measures

Remedial Teaching is identifying slow learners and giving them the necessary guidance to help them overcome their problems, after identifying their areas of difficulty. Contrary to what is said, remedial teaching is done perfunctorily without identifying their areas of difficulty and underlying cause for lagging behind. Some students are unsympathetically branded as 'block heads' without an earnest attempt to know the real cause of their slow learning (Y. Sreedhar Rao).

Conclusion

It is possible to draw strong academic performance from slow learners through steady application of practical strategies. Joint efforts of both parents and teachers are important to achieve positive results. Knowledge of what you can do as a parent or teacher to help slow learners enables you to put in your best efforts in the right direction and contribute to the children's success in later years. The slow learner needs more time to acquire the skill than his average peer. The slow learner will rely on concrete learning rather than abstract learning. This calls for early identification, diagnosis of their learning difficulties and proper instructional provisions for them. Adolescent slow learners are usually benefitted from carefully guided instruction.

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INTEGRATING SITUATIONAL TEACHING IN ENGLISH TO ENHANCE ENGLISH LANGUAGE SKILLS AMONG STUDENTS IN SECONDARY SCHOOL

Mrs.S.Usha, Ph.d.scholar (part time), Department of education, Alagappa university, Karaikudi - 630001

Dr. A.Selvan, Assistant Professor, College of education, Alagappa university,

Introduction

Language is considered one of the most important characteristics that differentiates human beings from other creatures on earth. Language is the main tool that helps people to communicate their thoughts, feelings and opinions. Since globalization emerged, the English language has become the global language, and many people who cannot express themselves in English are considered illiterates. Every language in the world got its pillars and fundamentals. It is obvious that the pillars of English are its rules of grammar. Whatever the culture of the learner is wide in language, s/he cannot present it properly except through a strong structure and bases that depend primarily on the grammatical rules.

Problems of the students in learning English

It is important to identify the problems the students encounter in the process of learning English. The main obstacle for learning English is that there is no environment that makes them familiar with the original language. In other words, there is no active role for English outside the classroom. So, they do not feel the immediate need to learn English. And the educational system should bring about such need. Furthermore, there are a lot of people who look for ways of improving their English, but they do not know how and where to start. In most of the English classes, little attention is paid to the conscious efforts learners make in mastering a foreign language. Many of students do not know, neglect or pay not enough attention to how to deal with the task of learning a foreign language even after years of study; only a few students who have used a set of strategies, have been able to succeed and hence, learn the language.

Logical Base for the Study

Review of the related literature provide new ideas and approaches to the researches and it is considered as a logical base for the present study to Alireza Karbalau and Fatemeh Ashmi (2010) studies the Effect of paraphrasing strategy training on the Reading Comprehension of college Students in English. This study examined the effect of paraphrasing strategy intervention. Based on the model proposed by Schumaker Denton (1984). a sample of 63 students was selected from three college in India. The effect of the strategy was measured by the student's performance in reading comprehension based on the proficiency test. The result showed the strategy in improving the reading comprehension.

Lufang Lin (2010) studied the Impact of the Retelling technique on chinese Students to develop English Speaking Skills . The study examined the students from Taiwan University. The result showed that retelling technique significantly improve the studies speaking skilling in English.

Title of the present study

INTEGRATING SITUATIONAL TEACHING IN ENGLISH TO ENHANCE ENGLISH LANGUAGE SKILLS AMONG STUDENTS IN SECONDARY SCHOOL

Definition Of the Key terms

Situational Teaching: Language is teaching through situations. Situational teaching is the teacher is teaching through the situations ,she creates situations for learning.

English Language Skills: English language listening, speaking, reading, and writing skills in English language.

Secondary Level: It indicates the level of Education which comes before high secondary education and after Elementary education.

Objectives of the study:

- To identify the need based concepts of English Language teaching among secondary level students
- To design teaching learning activities to the students in integrating situational teaching in English Language to enhance their English Language skills.
- To implement situational teaching in English to enhance their English Language skills among secondary level students
- To find out the effectiveness of situational teaching in English to enhance their English Language skills among secondary level students

Hypotheses

- There exists no significant difference between the pre-test mean scores of control and experimental group students writing skills in English .
- There exists significant difference between the post-test mean scores of control and experimental group students writing skills in English.
- There exists no significant difference between the pre-test mean scores of control and experimental group students speaking skills in English.
- There exists significant difference between the post-test mean scores of control and experimental group students speaking skills in English.

Methodology

The present study is based an experimental study. It is based on pre-test and post-test equivalent group design. The present study is aimed at to enhance English Language skills among secondary level students through situational teaching. The investigator developed teaching learning activities for situational teaching. The investigator used life situations for teaching English through situational teaching. The teaching learning activities integrating with life situations were keenly edited with reference to accuracy and relevance of the material, density of presenting the language functions and content interest. The investigator used achievement test as a research tool for identifying the writing skills in English. Samples are drawn from Government Higher secondary school in Kalayarkovil. The investigator 30 students for control group and 30 students for experimental group so totally 60 students are included for that study.

Data Collection

After the administration of try out and finalization of the research tools, they were administered to both the groups. The obtained data were analyzed by using statistical techniques such as mean, standard deviation and t-test.

Data analysis of the study

Table I .Comparison of pre-test achievement scores of control and experimental group students writing skills in English

No	Name of the Group	Mean	S.D	Obtained t-value	Remarks
1.	Control Group students	11.18	1.6250	00.31	Not Significant at 0.05 level
2.	Experimental Group Students	11.70	1.652		

It is inferred that there is no significant difference in the achievement scores of the control and experimental group in the pre-test. The two groups were almost at the same level of academic achievement before conducting the control and experimental treatments. This means that the students belonging to the two groups have equal proficiency in English writing skills before the instructional treatment.

Table II .Comparison of post-test achievement scores of control and experimental group students writing skills in English

S.No	Name of the Group	Mean	S.D	Obtained t-value	Remarks
1.	Control Group students	72.82	8.1630	6.07	Significant
2.	Experimental Group Students	82.14	7.1530		

It is inferred that there is significant difference between the post test achievement scores of control group and the experimental group students writing skills in English. The mean values obtained by the students belonging to experimental group are higher than that of the control group. The difference clearly shows that the experimental group students fared better than the control group students because of the intervention strategy given to them. After analyzing the achievement scores of the pre and post-test of the control group students, it may be concluded that there is no significant difference in the performance of students writing skills in English.

Findings of the study

The present study has proved the effectiveness of teaching learning activities through situational teaching. The findings of the study reminds the teachers of English to adopt teaching learning activities integrating with life situations than to follow traditional instructional approaches. The experiment reveals the fact that the mistakes committed by the students of the experimental group in the pre test have been decreased to a great extent due to the effectiveness of the experiment. The study leads to the fact that writing ability plays a determining role in scholastic achievement.

Conclusion

Among the four major language skills, writing is the last but the most difficult of all the language abilities to acquire. Since writing is a difficult art, the learner needs an intensive apprenticeship in mastering the skills of writing. None can forget the fact that if one takes more efforts, the writing will be more effective and rewarding. In developed societies, ability to read and write has been treated as a vitally important index of well being. In developed societies, literacy, ability to read and write has been treated as a vitally important index of well being . Efficient learning and adequate mastery of the English language, the learners should acquire the writing skill along with other basic skills. Therefore the English teacher must help the pupils to develop and improve their writing skill according to the objectives given under each level of education.

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EDUCATIONAL PROGRAMMES FOR THE SLOW LEARNERS

A. Vasudevan, *Assistant Professor of Biological Science, School of Education, Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya, Enathur, Kanchipuram.*

Introduction

Slow learning children are not special education students but they represent a group of educationally retarded. The contributing factors are cultural, poverty, family inadequacy, parental disharmony and in a few causes, unfavorable school conditions, school absences. Hence, these children need suitable arrangements in regular schools. Although some of these children receive education in special school and special class, they finally move to regular school after backwardness is removed. Identification of slow learning children is not obvious except for educational backwardness. These children display weakness in thinking, finding out relationships, similarity, familiarity, reasoning, poor development of concept, language, and number concepts, memory. Socio-emotional characteristics include feeling of insecurity, withdrawal, immaturity, regression and fantasy.

Who is a Slow Learner?

It is a known fact that all children experience school-related problems at one time or another during their school years. A teacher on any working day may have to deal with problems ranging from aggressive behaviour to disinterest in the learning task. The cause of such difficulties may vary from an unknown conflict at home to simple headache. Such situations may result in poor academic performance and aggressive behaviour temporarily. Effective teachers tackle such problems easily. There is, however, another group of children who display prolonged learning difficulties. These are the children whose scholastic performance is below the average expected of their age-group. Most teachers who deal with average and below-average pupils meet children who do not seem to profit from the usual educational methods and content provided. The term 'backward' or 'slow learner' is reserved for these children who are not coping with the work normally expected of their age group (Bun, 1937) or whose scholastic performance is below the average expected of their age group (Kirman, 1975).

For Kirk (1962), rate of learning is the basis of identifying a child as slow learner, average or gifted. For Kirk, the slow-learning child is not considered mentally retarded because he is capable of achieving a moderate degree of academic success even though at a slower rate than the average child. He is educated in the regular classes without special provisions except an adaptation of the regular class programme to fit his slower learning ability. At the adult level, he is usually self-supporting, independent and socially adjusted.

Causes of Slow Learning

Every behaviour has a cause, meaning and significance. The behavioural characteristics of slow learners are symptoms of conditions or some factors present either within the child or outside the child. Slow learning is caused by a variety of factors such as:

Identification of Slow Learners

In every classroom, a large number of slow learners are noticed. These children with borderline or mild handicaps who attend the regular class are likely to drop out if their needs are not met. It is, therefore, necessary that these children are identified early and helped in their learning. A competent teacher should be alert to general characteristics of the associated classroom behaviour relating to learning

difficulties of a child. For example, the slow learner requires more help and time to acquire the skill than his average peer. The slow learner will rely on concrete learning rather than abstract learning.

Slow learners are to be identified by employing various procedures and using various tools and techniques. These are as follows:

- (i) Day-to-day observation of classroom behaviour of children by the teacher.
- (ii) Assessment of children's performance in specific subjects based on the Cumulative Record Card or school marks.

Educational Programmes for the Learners

The slow learner is capable of achieving a moderate degree of academic success though with additional time and help. They are capable of being educated in the regular class with few adaptations. As adults, they are self-supporting, independent, and socially adjusted. If the needs of such children are not met, they experience failure and drop out prematurely from school. The difficulty is that most of these children are not diagnosed as slow learners until they attend school and begin to fail. This calls for early identification, diagnosis of their learning difficulties and proper instructional provisions for them.

Adolescent slow learners are usually benefited from the following plans:

Carefully Guided Instruction

Slow learners work best with a carefully designed, step by step technique, and additional time and help. Considerable repetition is usually necessary and the material should be adapted appropriately for the slow learner. Positive reinforcement technique should be used as much as possible. The following recommendations are useful for the teacher:

- (i) The teacher needs to emphasize the concrete and the specific with regard to the problems and materials.
- (ii) Instruction should be directed towards satisfying those needs that are more immediate and more easily recognized and identified.
- (iii) Slow learners should be given more time, attention and guidance by the teacher until they reach the expected average standard.

Individualized Instruction

Slow learners can learn as well as fast learners if instruction is approached systematically and sensitively, if they are given extra time and if they are helped in their learning difficulties. This was the proposition maintained by Bloom (1965). Bruner, a cognitive psychologist, also held similar views. Any concept can be taught to any child if appropriate instructional methods and procedures are utilized. Individualized instruction is most useful in the education of slow learners.

In individualized instruction, the methods and materials of instruction are adjusted to the needs and abilities of individual learners. There are mainly three forms of individualised instruction, such as:

1. Tutoring,
2. Individually Prescribed Instruction (IPI) and
3. Individually Guided Education (IGE).

Of these three forms, tutoring is a popular programme in schools and homes. The IPI and the IGE are new developments.

Remedial Instruction

Slow learners are benefited mostly from remedial instruction. Remedial instruction for slow learners refers to two types of programmes:

- (i) Eliminating ineffective habits and unwholesome attitudes and re-teaching skills which have been incorrectly learned. This refers to remediation of defects.
- (ii) Teaching for the first time those habits, skills and attitudes which have never been learned but should have been and which are needed by such children. This refers to developmental teaching or developing increased competence.

Remedial programme involves taking a child where he is and from that point leading him to greater achievement. Remedial teaching is just good teaching concerned with two types of deficiencies - the presence of bad habits and the absence of good habits.

Remedial instruction requires proper diagnosis of their specific difficulties in various subjects and understanding their problems before actual instruction begins. In certain cases, slow learning is caused by factors other than low intellectual ability. For example, visual defects may cause reading difficulties; emotional factors may cause general academic failure. In such cases, interview with parents and the classroom teacher or a simple medical examination may solve the problem.

Conclusion

A competent teacher should be alert to general characteristics of the associated class room behavior related to learner difficulties of a child. The slow learner needs more time to acquire the skill than his average peer. The slow learner will rely on concrete learning rather than abstract learning. This calls for early identification, diagnosis of their learning difficulties and proper instructional precisions for them. Adolescent slow learners are usually benefitted from carefully guided instruction.

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DEALING WITH SLOW LEARNERS IN THE LANGUAGE CLASS

D. Vetrivel, Ph. D, Research Scholar, Department of Education, Annamalai University.

Dr. G. Arumugam, Assistant Professor, Department of Education, Annamalai University.

Introduction

Today, most comprehensive schools around the world provide a foreign language as a compulsory subject in the syllabus, aiming at teaching students to communicate in a foreign language both orally and in written form. Learning a foreign language has some obvious benefits, however, it is challenging. And this is natural: a foreign language has a different system of grammar; it uses a completely different alphabet and different sound system. So learning thousands of new words is not easy, either. It is particularly difficult for slow learners to study a foreign language.

Every language teacher has to deal with slow learners at one point or another. Statistic data show that two out of every ten students in a class are slow learners. The number within the whole class may not be very high, but just the fact that there are slow learners requires attention. Those who have experience to teach slow learners a foreign language, can find out many difficulties connected with their capabilities.

A Slow Learner: Definition and Characteristics

A "slow learner" is a term used to describe a student who has limited intellectual abilities to learn necessary academic skills, the one who learns more slowly than his/her peers. However, distinction should be made between slow learning students and mentally retarded ones (the latter being also called "backward", "under achiever" "learning disabled" "educationally subnormal" and the like), based on their rate of learning. By no means should a slow learner be equated with a mentally retarded, because the former is capable of achieving a reasonable degree of academic success even though at a slower rate than average student. As an adult, a slow learner usually becomes self-supporting, independent and socially adjusted, but at the early stage he adapts himself to regular classroom programmes which fit in with his slower learning ability.

Slow learners face challenges in the process of education. In fact, they have difficulty with reasoning skills. This suggests that it will be more challenging to learn new concepts. New skills need to be based upon already mastered concepts. Things are made more complicated when the majority of the class have already mastered a concept and is moving on, while the slow learner needs more time. This can lead to gaps in knowledge and basic skills. They may find it difficult to listen carefully and speak clearly, which may result in limited vocabulary development. Self-confidence can also be an issue. A website called Helping Slow Learners (foundationosa.org) lists 10 points that well summarize the characteristics of a slow learner:

1. Functions at ability but significantly below grade level.
2. Is prone to immature interpersonal relationships.
3. Has difficulty following multistep directions.
4. Lives in the present and does not have long range goals.
5. Has few internal strategies (i.e. organizational skills, difficulty transferring and generalizing information).

6. Scores consistently low on achievement tests.
7. Works well with hands-on material (i.e. labs, manipulative activities).
8. Has a poor self-image.
9. Works on all tasks slowly.
10. Masters skills slowly; some skills may not be mastered at all.

Working with Slow Learners

Many educators and administrators find the world of providing instruction for limited English proficient students to be mysterious and complicated. So they have to face challenges in dealing with these children. The reason for this is that these teachers do not receive any particular training on how to support such children; no special services are provided either. It is up to the teachers and parents to provide the help needed for slow learners to progress by using special strategies to assist them in it.

In terms of the methods used, 1) teachers should first of all employ simple language while speaking and try to speak more slowly. 2) Explicit instruction method rather than an implicit one would be more appropriate here since such students mostly lack critical thinking skills. 3) Teachers should not ask them open ended-questions, instead, they had better ask precise questions requiring definite answers. 4) The teaching materials should also be concrete and simple. 5) The material should be presented by employing various teaching methods to meet different language styles (orally, visually, kinaesthetically, etc.).

Conclusion

In conclusion, we need to remember that every student yearns to be successful. Teachers should do their best to facilitate student success by providing ways to help students achieve their academic goals. Language teachers encounter with different types of students, among them with slow learners, i.e. those with limited intellectual abilities. Slow learners need special attention and care for being duly helped in getting rid of their inferiority in terms of rate of learning and educational achievement. Much can be done by teachers to help such students. By understanding their students' strengths and weaknesses, incorporating a variety of teaching styles and motivating students to learn, teachers are best able to help them reach their goal of becoming competent and productive communicators in English.

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ROLE OF TEACHERS AND GUARDIANS IN HONING THEIR SKILLS OF SLOW LEARNERS

Dr. G. Arumugam., Assistant Professor, Department of Education, Annamalai University.

Introduction

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality. Several students in a class fall under this category, but most parents or guardians prefer to remain in mute mode, which worsens the situation. Children learn at different rates, and, according to some published research, children learn only when they are ready. Other research gives importance to intrinsic rewards, differentiated curriculum, and motivation by personalizing lessons. However, the bottom line for most educators is that some children are slow to learn, but don't have a learning deficiency. Perhaps the greatest challenge to an educator is a child who is a slow learner. These children do not fall into the category of special education; they do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in school or a particular subject.

Slow Learners may have problems not only with math and reading but also with coordination such as penmanship, sports, or dressing. Often they are quiet and shy, and they have trouble making friends. They may have a poor self-confidence. They have trouble with abstract thinking such as in social studies or doing math word problems. They often have a short attention span. All of these problems cause them to have a poor self-esteem. In the days before formal schooling, these students would carry on productively working at tasks that did not require extensive reading, writing or math. However, nowadays the emphasis is less on occupational learning and more on academic preparation.

Characteristics of slow learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- First, slow learners are recurrently immature in their relations with others and do poorly in school.
- Secondly, they cannot do multifaceted or complex problems and work very slowly.
- Perhaps the most exasperating trait is their inability to have long-term goals. They live in the present, and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills.

One thing which we should remember is that, just because a child is not doing well in one class does not make that student a slow learner. Very few children stand out in all subject areas unless there is great deal of grade inflation at that school. So it's fundamental that the parent or teacher examine in depth standardized test scores to look for trends.

Also, slow learners vary from reluctant learners. A slow learner to begin with wants to learn, but has a problem with the process. A reluctant or hesitant learner is not motivated and can also be passive aggressive, creating more problems for teachers and parents through non-cooperation. Reluctant learners seldom have learning disabilities.

Proven ideas to help slow learners

- High school opens the door to vocational training where they often excel. Work study programs give them a purpose for going to school.
- Work with your school's M-Team (Management Team) to develop an IEP (Individual Educational Plan) for the child.
- Do not spend the entire time making the child's study. Don't nag. Let them have a life outside of school with activities they enjoy.
- A Slow Learner might repeat one grade level for academic or social reasons. Repeating more than one grade is a disaster for their self-esteem.
- Some schools will place these children in a "slow track" where the work is easier. However, the other students may make fun of them. And the concepts in math and social studies may still be too difficult for them.
- The least desirable alternative is a non-graded program where the child works at their own pace and is graded for their effort.
- Another way is to use their IQ to compute a passing grade. For example if passing is 70% and their IQ is 80 then a passing grade would be $8 \times 70 = 56\%$.
- The child deserves pre-vocational training in social skills and independent living. These children should be taught life-related courses like shopping, managing money, and job preparation.
- Look at their problem areas and focus on them with extra tutorial help. This could be during the last period of the day or after school. Allow by-pass strategies such as calculators, or let them do oral or visual reports.
- Provide a quiet place to work, where the child can be easily observed and motivated.

Challenge the child

Have the child do the most difficult assignments first and leave the easier ones to later. Call it the dessert principle. Parents/Guardians should not be overprotective. Parents who frequently intercede at school are teaching that they do not respect their child's abilities. If any parents do call a teacher, they should make sure that they seek a positive outcome. Because we should not forget most teachers have worked with numerous slow learners and have plenty of experience. However, sharing one's child's strengths and weaknesses could make the school year more beneficial for all concerned. Parents may contact the teacher if there is a concern. Calling an administrator solves nothing, as the teacher is the sole legal judge of academic success. Examples of interventions for slow learners

- Environment: Reduce distractions, change seating to promote attentiveness, have a peer student teacher, and allow more breaks.
- Assignments: Make them shorter and with more variation, repeat work in various forms, have a contract, give more hands-on work, have assignments copied by student, have students use "three transfer" method.
- Assessment: Use shorter tests, oral testing, redoing tests, and short feedback times, don't make students compete.

- What to avoid: Don't use cooperative learning that isolates the student and places him or her in a no-win situation or standardized tests. Definitely don't ignore the problem.
- What to encourage: Grouping with a patient partner. Learning about the child's interests. Placing the student in charge. Mapping, graphic organizers, and hands-on work. Using Bloom's taxonomy of tasks to make the assignments more appropriate.

Conclusion

This objective of the paper is to create greater awareness and discussion about slow learners. Learners in this category will exist in almost every class, yet at present a systematic way of identifying and supporting them does not exist. There is no doubt that the individual teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners. It is also important for further research to build on this initial study to develop guidelines to assist teachers in supporting slow learners.

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ROLE OF TEACHER TO DEAL SLOW LEARNERS ON LEARNING BASIC CONCEPT IN MATHEMATICS

*Dr.M.Balamurugan, Associate Professor, School of Education, Pondicherry Central University,
Puducherry-605014*

Dr.S.Kalaiarasi [Physiotherapist] Ph.D., Scholar, Dept.of Psychology, Annamalai University

Introduction

Slow learners is given to a child with a lower than average intelligence who may have mental retardation or may just have a slow intellectual process. The term slow learner is often imprecisely applied to children with mild mental retardation. They need special help in the form of special class in ordinary school. Most of the slow learners struggle along in ordinary classes failing to have the special attention which they need. Their ability to deal with abstract and symbolic materials to learn language, number and mathematical concepts is very limited and their reasoning in practical situation is inferior to that of average students. These pupils differ slightly from normal students in learning ability. They need much external stimulation and encouragement to do simple type of work. These students who are known to be slow to catch on are called slow learners. Burt (1937) has rightly pointed out that the term slow learners are reserved for those children who are unable to cope with the work normally expected of their age group. In the elementary grades in school, children most often have problems in reading and arithmetic and are labelled 'slow learners'. But it is really not that they learn so slowly in mathematical calculations, subtraction, multiplication and other basic applications and as that they lag behind in developmental readiness to grasp the concepts that are within easy reach of the majority of their age mates.

Slow Learners on Mathematics

According to Butterworth (2010) slow learners may have any combination of identifiable dysfunctional ties like Dyscalculia. Dyscalculia is the difficulty in learning or comprehending arithmetic such as difficulty in understanding numbers, learning how to manipulate numbers, and learning mathematics facts. It is generally seen as a specific developmental disorder like dyslexia. While other students are moving faster and understanding quicker, those students with dyscalculia will be moving slowly because of their rate of understanding. Dyscalculia is of innate, genetic or developmental origin but when the mathematical disability occurs as a result of some type of brain injury caused by external factors like stroke or accident, it is referred to as dyscalculia. Another cause of slow learning in mathematics is Dyslexia.

According to the Medical Encyclopedia (2013), Dyslexia or developmental reading disorder is characterized by difficulty with learning to read fluently and with accurate comprehension despite normal intelligence. Silverman (2000) defines dyslexia as an anomalous approach to processing information. A student with dyslexia has difficulty with processing speed, orthographic coding, auditory short term memory and verbal comprehension in mathematics.

Dealing Slow Learners on Basic Concepts of Learning Mathematics

Hermer (2001) says that teachers should create their own worksheets and exercises which should be understood by slow learners since sometimes the textbooks used in the classroom are often written for the average as well as the excellent pupils' level of reasoning. The first strategy a teacher should use when

dealing with slow learners in mathematics is to modifying language used to match the level of understanding of slow learners.

Mathematics may be challenging for slow learner, but not impossible. Students who are slow learner are not learning disabled.

Create Learning Environment

Create a comfortable learning environment for students. Use new learning techniques, especially for slow learners and try to use the smart board also to teach the basic concepts of mathematics to attract the slow learners. Parents can provide math games and activities for their children in their home also to create their interest.

Dealing with Small Group and Time Allotment

Slow learner students need extra attention with a small group. They will respond effectively to each other. Slow Learners need more time to understand any problem and to answer give them extra time. This will increase their confidence in mathematics learning. Do not urge the students to perform on time. This will decrease their interest in learning mathematics.

Conceptual Building

Most of the slow learners face difficult to understand the new concepts in mathematics such as basic mathematics and algebra, trigonometry graphs with real examples with geometrical instruments at basic and secondary level. This will help them to catch the new concepts relatively fast.

Provide opportunity and Reward

Whenever possible provide opportunities to show them their mathematics home work. Let the students learn about mathematics. This will help students to reduce anxiety in learning mathematics.

Review of Mathematics

Slow learner needs more time to understand the mathematics concepts. Frequent reviewing can help them out. Reviewing math concepts time to time will allow them to become familiar in mathematics learning.

Characteristics of Slow Learners in Mathematics Learning

Slow learners prefer simple math solutions and tend to get stressed with complex problems

- They have short attention span and tend to lose interest and attention in a particular sum
- They prefer performing simpler solutions that requires less time to solve
- They cannot usually work under time constraints in examinations and loose concentration.
- Perform below grade level
- Has problem in understanding multi-step directions or the different ways to solve a problem.
- Has low organizational skills, slow grasping power and has difficulty in generalizing information.
- Works slowly and takes time to master skills as well as the concepts taught in classes.
- Works well and takes interest in hands-on material or practical examples like labs, presentations, geometric tools etc.

Strategies for the Enhancement of Slow Learners on Mathematics

- Evaluate their daily work
- Break down complicated tasks.
- Encourage group participation
- Shorten the lessons and the sessions to teach
- Teach in a quiet place with minimal distractions

Conclusion

Slow learners definitely require some extra time and attention from a teacher after classes. If teachers stretch their busy schedule a bit making room for these slow learners, then they can make a difference in the lives of the latter. Regular practice questions and exercise must be given to such students so that they can pick up speed in learning the basic concepts of mathematics. Audio visual tools and smartboard should be applied to extract a quicker response from the slow learners. Brain captures visual information much faster than printed texts. Hence, an influence of a teacher and assistance from smart learning tools can go a long way to uplift students who lag behind in learning mathematics. In a group of slow learners' teachers need to maintain the speed of teaching and he has to adjust according the students need and understanding the concept of mathematics. Slow learners need patience and a regular monitoring. A teacher is a facilitator in learning and he should know how to facilitate the students.

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CHALLENGES AND BARRIERS IN INCLUSIVE TEACHER EDUCATION

Billa Raja Rubi Kishore, PhD Research Scholar, Department Of Education, Acharya Nagarjuna University, Guntur, Andhra Pradesh

Introduction

Teacher education for inclusive education is high on the governments' agenda internationally (World Report on Disability, 2011; Teacher Education for Inclusion across Europe, 2012). However, in the process of reforming and restructuring of teacher education, there is incongruence in some countries between the governments' rhetoric calling for further promotion of inclusive teacher education and the structures and practices of teacher education programs.

Inclusion is the process of modifying the formal educational institutions in such a way that they may address and respond to the diverse needs of all children through increasing participation in learning and reducing exclusion from the main stream education. The exclusion of the students with special needs from the main stream institutions may aggravate their disability and negatively effects their development. Inclusive education is the only way to ensure that all children, including the children with special needs may attend schools.

Inclusive Education in India

An attempt to provide a comprehensive definition of Common School System (CSS) was made while proposing to Central Advisory Board of Education (CABE) committee on 'Free and Compulsory Education' as follows -'Common School System' means the national system of education that is founded on the principles of equality and social justice as enshrined in the constitution and provides education of a comparable quality to all children in an equitable manner irrespective of their caste, language, gender, or economic background, location or disability (physical or mental). While having adequate flexibility and academic freedom to explore, innovate and be creative and appropriately reflecting the geo-cultural and linguistic diversity of the country, within the broad policy guidelines and the National curriculum framework for school education as approved by the Central Advisory Board of Board of Education.

Inclusion: the Current International Context

Across the world, there are many reasons why children do not attend school, including high levels of mobility, social conflict, child labour and exploitation, poverty, gender and disability. Many children are at risk of not attending school, or of receiving a sub-standard education. In some parts of the world, schooling is not available because of a shortage of school places, a lack of quality teachers, or because schools are too far from where children live. Sometimes families choose not to send their children to school because of fears about safety and security, the poor quality of schooling or because of the economic costs. Such costs might include school fees, having to buy uniforms, books and materials, and so-called 'opportunity costs' that arise when young people are not economically active because they are in school.

Broad Meaning of Inclusive Education

It is not only accommodating children in the regular or general school rather it goes beyond that. For this, the same author said that "It is a focus on creating environments responsive to the differing developmental capacities, needs and potentials of all children. (Disability in Ethiopia, 2005). Inclusion is not just about placing students with disabilities in to mainstream classrooms. It recognizes that all children

have individual needs, and that teachers who are trained to facilitate an inclusive classroom, can better meet the needs of all children (Tomlinson, 1996). Therefore, from the cited text we can understand that it is a shift in service from simply trying to fit the child into "normal setting", to trying to change the system of education to accommodate the child.

Challenges in Inclusive Education

- Lack of experience in an inclusion setting. Some teachers have not been exposed to special needs classrooms and this can be a disadvantage. Educators need to coordinate efforts and understand the needs of the classroom in terms of developing skills and lesson plans.
- Lack of experience dealing with severe and profound disabilities. Students with severe and profound require more adaptation and medical attention than the average student. Teachers must be skilled in handling severe disabilities and create lesson plans based on individual abilities and adhere to dietary needs of the child. Lack of experience can lead to the child not progressing with skills or cause of adverse medical incidents.
- Including all students in all activities. Special needs inclusion classrooms must be able to involve its students in all classroom activities. Teachers need to address how the classroom will communicate with each other and encourage participation. If there is a lack of adaptive equipment or adaptive communication and language tools, it makes it difficult for teachers to function as a united classroom.
- Educating students with less severe disabilities. When there are children of all abilities in the classroom, both physical and academic, children in the middle can easily fall between the cracks. These children can have learning disabilities, hearing impairments, ADD or language delays to name a few. Providing the right amount of attention and adaptation can be challenging, especially if there is a higher teacher to student ratio.

Teaching Methods and Procedures

Method in general means a particular order imposed up on teaching or presentation of activities. It refers to the construction of how teaching ought to be done. Methods are means of conveying ideas and skills to impart and acquire a certain subject matter in more concerted and comprehensive way.

Methods describe conceptually the instructional process, that is not only how information gets from the teacher to the learner but also how the learner, use it, interact with it, receives guidance and is given feedback. No learning can occur if the students passively sit. The student must actively respond; must participate. Because education is a human experience acquired in the process of mans interaction with his physical and social environment.

The physical Environment of Learning For Students With Special Needs

The physical environment (classroom layout and appearance, classroom arrangement, furniture arrangement etc) contribute a lot to promote active-learning method. According to Dilnesaw (2009), the physical environment in a classroom can challenge active-learning. According to him there should be adequate well-maintained and furnished classrooms to effectively conduct teaching-learning process. Therefore the place where the child is positioned in the class, the way the classroom materials are arranged, the effects of sound environment and the condition of a building play a vital role in enhancing or retarding the teaching-learning process of visually impaired children.

Conclusion

Inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem. Inclusion emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and/or emotional) whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it.

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ROLE OF TEACHER'S IN HELPING SLOW LEARNERS TO BRING OUT HIDDEN SKILLS

Damodharan. G, Research Scholars, TNTEU, Chennai-97.

Krishna.G, Research Scholars, TNTEU, Chennai-97.

Introduction

Educating is a testing calling that requires a ton of patience, advancement and inspiration from the instructors with a specific end goal to achieve an overall improvement among their understudies. Inside the classroom there will be a blended area of learners in light of their level of insight and execution criteria. It is among these learners, there will be some who can't adapt up to the lessons instructed inside the classroom as their companions do and consequently these learners are labeled as the moderate learners. Subsequently here comes the best test for a decent instructor to guide and help the moderate learners enhance in bringing decent evaluations and turn out decisively.

Moderate Learner

Moderate learning is not a learning inability that can be named a demonstrative classification. It is basically a term used to portray an understudy with the capacity to secure all important scholastic abilities, however at a rate and profundity beneath that of the normal understudy. So as to handle new ideas, a moderate learner needs additional time, more reiteration, and frequently, more assets from teachers to be effective. Thinking aptitudes are normally postponed, which makes new ideas hard to get a handle on. In this day and age, sadly, "learning" has turned into a one-estimate fits-all procedure that is not custom-made to suit a man's abilities.

Duties of the Teacher on Slow Learners

Moderate learners are not unwilling to learning, and have no limitations for adapting; however in truth have their own brain research for learning. Thus the test for the guardians or gatekeepers or instructors is to comprehend the understudy's zones of interests and build up an instructing plan to cover syllabus in a given timespan. Moderate learners are extremely touchy and reluctant as they are exceptionally very much aware of their shortcoming in correlation with the quick learners. The accompanying are the duties of the instructor on bringing out them:

Connect With the Slow Learners More Often

Teacher needs to connect with the moderate learners all the more regularly. So Teacher can keep a record of each development of the learner and receive routes in which the moderate learner can be guided.

Giving Extra Care and Practice

Additional care and practice ought to be given to the ease back learners when contrasted with their companions. In the event that need be the instructor can take additional classes or may permit the learner to go to her place so she may work out the territories of worry alongside these learners.

Give careful consideration In the Class Room

Inside the classroom Teacher should never make the moderate learner feel disregarded or undesirable as it may make a sentiment inadequacy among these learners which may lay an impact on

their evaluations. Teacher should give careful consideration to these learners and may make them sit in the primary column if conceivable.

Course of action For Special Learning Resources

Exceptional projects with the assistance of the varying media helps, graphics, shows, reference books, online material and worksheets must be made for these ease back learners to improve their learning.

Upkeep of Cumulative Records

Combined records must be kept up by the educators in order to monitor the learner's advance. This total record is compulsory for the instructor to keep up as Teacher will know how the ease back learner is reacting to her methods for educating. On the off chance that Teacher finds any range where the learner has not made much improvement then Teacher can change her methods for educating and experiment with another way that may be demonstrated agreeable for the learner.

Keeping up Friendly Relationship

An instructor should be a companion to these learners on whom they can fall back upon. These learners can't convey what needs be completely to their associates or to their folks and consequently needs some body that they can depend upon. Henceforth it is up to the educator to top off that vacuum and upgrade these moderate learners' inside and out advancement.

Empowering Other Activities

Empower on different exercises helping the kid to experience achievement. Set up notices in his work space so at whatever point his concentration floats, he is always helped to remember the job needing to be done. Rehash these every once in a while to keep up a sound level of certainty. Apply the hypothesis of Multiple Intelligence

Change up the Academic Routine

Change up the scholastic routine by making taking in a fun procedure using instructive riddles and diversions. It has been watched that the larger part of moderate learners appreciate exercises which are hand held and permit them to assume a dynamic part. It allows the tyke to learn by utilizing his material sense, one that leaves an all the more enduring impression in his memory. Likewise guarantee lessons are short and regular as opposed to long and strenuous.

Empowering Oral Expression Instead of Written Reports

For moderate learners, many composition assignments go un-endeavored or are started just indifferently in light of the fact that these learners recognize that their composed item won't meet even negligible written work benchmarks. A painstakingly sorted out taped reaction to a task may be considered. This has the upside of abstaining from spelling, sentence structure, and composing mistakes.

Showing them Learning Skills

Learning aptitudes can be expanded by showing note-taking, outlining, and tuning in. These aptitudes are obtained through perception by higher capacity understudies; however they should be particularly educated to moderate learners. Unless you're moderate learners are effectively occupied with the learning procedure through intriguing cement visual jolts, there will be little contact sincerely and intellectually with the substance you are introducing. This contact can be attained most effectively when

you fluctuate your instructional material regularly and sort out it into bits sufficiently little to guarantee direct to-high rates of accomplishment

Utilizing Innovative Strategies

A few inventive methodologies to manage such ease back learning understudies to learn and upgrade memory like:

- Involve understudies with a viable model or contextual investigation of brief time traverse and loose environment so they can imagine or feel the circumstance.
- Proceed in steps once the understudies are agreeable and involved in searching for arrangements.
- Involve them in exercises discrete from routine home chorus like games and trips to rouse such understudies to learn without packing tedious course books.

Other Remedial Measures

Medicinal Teaching is distinguishing moderate learners and giving them the fundamental direction to help them defeat their issues, in the wake of recognizing their regions of trouble. In spite of what is said, medicinal educating is done spur of the moment without identifying their territories of trouble and fundamental reason for slacking behind. A few understudies are unsympathetically marked as 'block heads' without a sincere endeavor to know the genuine reason for their moderate learning.

Movement arranged learning

Understudy is focal in the learning procedure. The learning experiences ought to be movement arranged and the educating ought to motivate and make enthusiasm for the understudy to learn all alone. At the point when amass dialogs are held in the classroom, the moderate learners are profited much. Appropriately custom-made lesson arrange by the educator and cautious observing by the school organization will moderate learners have a superior handle of all lessons in schools.

Conclusion

It is conceivable to draw solid scholastic execution from moderate learners through unfaltering use of useful procedures. Joint endeavors of both guardians and educators are essential to accomplish positive results. Information of what you can do as a parent or instructor to ease back learners empowers you to put in your best efforts in the right course and add to the youngsters' success in later years. In spite of the fact that the exertion from the educator's end is basic, yet the outcome toward the day's end is sufficiently incredible to make an instructor feel glad for herself and also her learners who had figured out how to beat their shortcoming and turn out without a hitch.

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ROLE OF TEACHER AND PARENT IN HELPING SLOW LEARNERS

G. Dayakar, Research scholar, Tamilnadu Teachers Education University, Chennai

Slow Larners Definition

Educational researchers and Psychologists use a range of terms to refer to slow learners as students or pupil whose achievements are low. In this study I use the term slow learners, who are defined as "a children who is intelligent to be classified as handicapped, but is not able to cope adequately with traditional academic work." It's a term used for instructional purposes rather than labeling. As Lescano (1995) explains, it is important to distinguish between slow learners and those who have learning disabilities:

The first is the student who does not learn successfully due to general socio-cultural problems, frustrating past language classroom experiences, inadequate use of strategies, or lack of interest. The second type of slow learner is the student formally diagnosed as "learning-disabled" by specialists in child psychology.

Identifying Slow Learners

A website called 'Helping slow learners' (www.foundationosa.org/slow.htm)

Lists ten characteristics of a slow learner:

1. Functions at ability but significantly below grade level.
2. Is prone to immature interpersonal relationships.
3. Has difficulty following multi-step directions.
4. Lives in the present and does not have long range goals.

Role of the teacher

The following guidelines will help us (teachers) to improve the level of our slow learners

- Encouraging words
- Personal studying time table.
- Tips on how to recall things easily and how to write systematically.
- Go closer to the weak kids
- Extra time to students after school hours
- Sitting positions in a classroom
- Find out if there are some physical or mental Problems
- Try to be a friend to the weak kid

The student-teacher relationship can improve because the student is more successful and is more Give time: Give extra time to slow learners, this will increase their confidence.

- Teach in small groups: With a small group of students you can effectively respond to each student.
- Creates fun atmosphere: Environment is more potent than willpower. Creates a fun environment for students using new teaching techniques.

- Develop a helpful plan: Build a helpful environment for students. Encourage students to ask question and let them feel free to ask for any help.
- Concept building: Most of the slow learners face. Difficulties to understand new concepts. Try to relate new concepts with previous concepts.

A parent's responsibility

If your child is labeled a 'slow learner', then slow things down for them. Give them the grace and time they need and deserve to reach their potential. Provide for them the environment and tools necessary to excel.

- Provide a quiet work/study area. Distractions are detrimental.
- Keep assignments and homework sessions short. Again, it's the attention span thing.
- Be accessible. Help your child. Help doesn't mean do the work for them, but help them work through the assignment giving clues, having them repeat the process or concept with similar questions and problems, etc.
- Ask questions such as 'what does that word mean?' 'do you see how that works?' 'why did you choose that answer?'.
- Read to your child.
- Be patient and consistent.
- Do not allow them to give up on their work or themselves. If necessary, take a break, but always come back to the task and see it through to completion.
- Don't be overprotective. Labeling your child as a 'slow learner' only makes them feel slower. Don't ever tell them they can't accomplish something. Instead, help them find a way to get it done-in their own time.
- Be their advocate. Stay connected with their teachers and make sure your child doesn't fall through the cracks of the system.

Conclusion

This paper is to create Greater awareness and discussion about slow learners. There is no doubt that the individual teachers have developed many effective techniques for supporting those learners. Who need additional help. It is also important for research to build on this initial study to develop guidelines to assist teachers and parents in supporting slow learners.

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RESPONSIBILITY OF TEACHERS ON HELPS SLOW LEARNERS TO CONVEY AWAY THEIR NEW SKILLS

*Dr. V. Dhinakaran, Asst, Professor, Sri Venkateshwara college of Education, Veppur,
Cuddalore (dt), Dr.R. Santhanakrishnan, Asst, professor, M.R. College of education,
Thathanur, Ariyalur (dt)*

Introduction

Teaching is a challenging profession that requires a lot of patience, innovation and motivation from the teachers in order to bring about an all round development among their students. Inside the classroom there will be a mixed section of learners based on their level of intelligence and performance criteria. It is among these learners there will be some who cannot cope up with the lessons taught inside the classroom as their peers do and hence these learners are tagged as the slow learners. Hence here comes the greatest challenge for a good teacher to guide and help the slow learners improve in fetching good grades and come out with brief colors. A good student can always get Good grades on his own merits which require very little effort on the teacher's part.

Tasks of the educator on Slow Learners

Slow-learners are not averse to learning, and have no limitations for learning, but in fact have their own psychology for learning. Hence the challenge for the parents or guardians or teachers is to understand the student's areas of interests and develop a teaching plan to cover syllabus in a given timeframe. Slow learners are very sensitive and self conscious as they are very well aware of their weakness in comparison with the fast learners. The following are the responsibilities of the teacher on bringing out them.

Construction up assurance with Slow Learners

The first responsibility of the teacher is to build up confidence among these learners and make them believe that they are no less than others. Encouraging words and phrases may bring about a positive impact on the slow learners and will boost them to perform better.

Teaching them Learning Skills

Learning skills can be increased by teaching note taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

Use Innovative Strategies

- Several innovative strategies to deal with such slow learning students to learn and enhance memory like
- Involve students with a practical model or case study of short time span and relaxed environment so that they can visualize or feel the situation.
- Proceed in steps once the students are comfortable and involved in looking for solutions.

- Provide a variety of activities for learning such as assignment.
- Provide them sufficient opportunity for success.
- Fortunately nowadays resources are available in libraries as well as online to develop learning habits to create interest for slow learners.

Teaching Them Simple to Complex

Learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught repeatedly. Careful analysis of the students' performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic

Movement slanting education

Student is essential in the education process. The learning experiences should be activity oriented and the teaching should stimulate and create interest in the student to learn on his own. When group discussions are held in the classroom, the slow learners are benefited much. Suitably tailored lesson plan by the teacher and careful monitoring by the school organization will help slow learners have a better grasp of all teaching in schools.

Conclusion

It is potential to represent physically powerful educational performance since slow learners during stable request of convenient strategies. Mutual efforts of equally parents and teachers are significant to accomplish constructive consequences. Acquaintance of what you can do as a parent or teacher to help slow learners enables you to put in your best efforts in the right course and supply to the children achievement in later years. Even though the endeavor from the teachers end is simple however the result at the end of the day is great sufficient to construct a teacher consider proud of herself as well as her learners who had managed to overcome their limitation and approach exposed through in the air colors.

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ROLE OF TEACHERS, PARENTS, INSTITUTIONS, CURRICULUM EXPERTS AND POLICY MAKERS AND NGO'S IN HELPING SLOW LEARNERS

Dr. K. Gajalakshmi & Ms.G. Femina Jasmine

Introduction

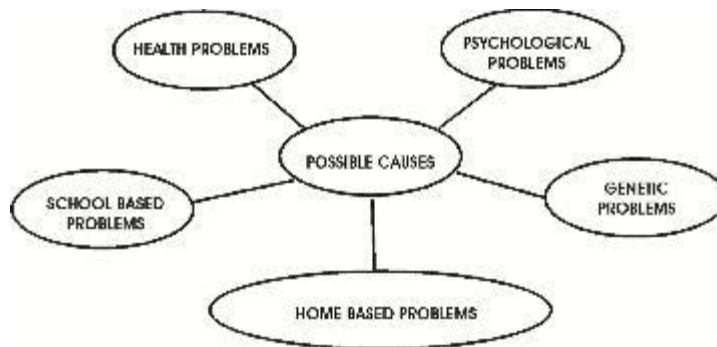
Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. These students are struggled to cope up with the present academic curriculum of the regular classroom. Actually slow learners are normal students but the problem is that they are simply not interested in studying the traditional system of education and also with co-ordination such as penmanship (Skill of writing by hand) sports or dressing etc. And also they are quiet shy and they have trouble making friends. They may have a poor self-confidence They used to have short attention span. All these problems cause them to have a poor self esteem.

Characteristics Of Slow Learners

Slow learners have

- Poor eye-hand co-ordination.
- Low numeric ability, so poor in calculation.
- Poor social interaction, so cannot go along with others easily.
- Less ability to score good marks in all types of tests and assessment.

Possible Causes Of Slow Learners



Role Of Teacher In Helping Slow Learners

"Teachers, as the people who spend a lot of time with these students, have a bigger responsibility to build up confidence among the learner. However, the first step is to identify them and assist them to successfully achieve academic goals.

- Teachers should have more patience and friendly relationship with the student.
- They should find the creative way to teach the concepts. He/She has to repeat the keywords and concepts again without being boring.
- Instead of teacher centered teaching, teachers can engage fellow classmates to teach them.

- They should give different opportunities to participate in school activities. This will do wonders to their self-confidence.
- He / she should always praise every tiny effort of a slow learner in front of the class or in public. This would raise their self esteem.
- Cumulative records must be maintained by the teacher in order to keep a track of the students progress.
- Teachers should be aware that quality matters over quantity.
- Giving minimum homework would help them understand learning and reduce their anxiety.

Role Of Parents In Helping Slow Learners

Parents guidance is one of the most significant aspects that determine the success of a child. Lack of appropriate parental support and understanding could result in extreme frustration and social troubles in a child who has learning disabilities.

- First step is parents should understand slow learning is not a medical condition. It does not always require special education.
- Slow learners need special attention and care with enormous patience, encouragement, trust and faith in the child's success. It is very important that parents should not give pressure to achieve anything that challenges his/her abilities.
- They have to try to identify the activities which the child likes and motivate them to take part in them.
- One of the major responsibilities of the parent is to interact with the teachers to understand if there are other areas where his/her child requires help.
- At the same time do not allow them to give up on their work or themselves. If necessary, take a break but always come back to the task and see it through to completion.

Role Of Institutions In Helping Slow Learners

- All Institutions must treat all the students as equal.
- They should not run the school as a business point of view. Because of giving over work pressure to the teachers regarding the result that pressure will reflect on the students those who are under their control.
- Help them to work through the assignment by giving clues, having them repeat the process or concept with similar questions and problems etc.
- Institutions must conduct special classes for slow learners after and before school. Along with teachers, they add co-teachers so that they can concentrate more on slow learners.

Role Of Curriculum Experts And Policy Makers In Helping Slow Learners

- Experts says that first of all parents have to accept their children what they are.
- They should not put pressure on their children. They themselves decided that their children are not normal, accordingly they treat them and pass their stress and frustration on their child.
- So, they should be willing to be their children's advocates and talk to them when they bring poor report cards at home to understand where the problem is.

- Parents should meet with their children's teachers as part of the assessment, help them with daily homework and finally have conversations about their learning challenges within the family and community.

Also experts say in such cases may require the services of a counselor, who should play a collaborative role between the teacher and parent to help a slow learners.

Role Of NGO's Helping Slow Learners

NGO's are nothing but Non-Governmental Organisations.

- NGO's are usually funded by donations, but some avoid formal funding altogether and are run primarily by volunteers.
- NGO's are highly diverse groups of organizations engaged in a wide range of activities and take different forms in different parts of the world.
- They have had an increasing role in international development, particularly in the fields of humanitarian assistance and helping slow learners to achieve the goal.
- Normally equality is given to all at institution. But NGO's help the slow learners by giving equity to all.

Conclusion

It is possible to bring strong academic performance and improvement in different skills, which the slow learners are good enough by implementing new innovative strategies. Joined efforts of parents, teachers, institutions, curriculum experts, policy makers and NGO's are more important to achieve positive results. Knowledge of action what we taken for the slow learners enable us to put in our best efforts in right direction and contribute to the student's success in later years.

As a team work the effort we put from our side will bring a wonderful result at the end of the day, we can feel proud as well as the learners who overcome their weakness and come out with flying colours and sure will do their best service to the society.

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ROLE OF PARENTS IN MAKING THE SLOW LEARNERS AS ACHIEVERS

Dr.M.Gandhimathi, M.Sc(N)., Ph.D (N). Vice Principal RMCON, AU.

Dr S.Kamala,. M.Sc(N)., Ph.D (N). Professor in Nursing RMCON, AU.

Dr S. Kalavathi, M.Sc(N)., Ph.D (N). Professor in Nursing RMCON, AU.

Late bloomer is another way of saying slow learner !

- Ben Fountain

Introduction:

Not every child learns at the same pace or excels in the same areas; some may be good with Literature and some at Mathematics. Every child has his/her own potential. Not every child will be a doctor or scientist or great orator. However, some children are slower to mature and develop and they have lack of understanding and poor retention skills. We call these children, slow learners. Lack of support and understanding causes extreme frustration and psychosocial problems in a slow learner child. Appropriate parental guidance and love are the significant aspects that determine the future of a slow learner child.

What should parents of slow learners do?

Acceptance

The first step to help a slow learner is to accept the child with the shortcomings. It is essential to understand that slow learning is not a medical condition. Hence, it does not always require special education. However, it requires special attention and care with enormous patience, encouragement, complete trust, and faith in the child's success.

Knowledge about slow learners

Continue reading for more information about slow learners and for ways to support your child outside the classroom. If your child is labeled a 'slow learner', then slow things down for them. Researchers say "Three Transfer" form of learning where the student does three things with reading, viz, explaining, drawing a picture of it, and take notes on it. There are basically two commonalities emerge with slow learners. First, they need additional time to complete tasks. This infers that parents must be willing to be patient. Secondly, the child must be offered appropriate incentives like family projects or activities, such as building a model or attending sports event. The incentives should require delayed gratification, so the child learns patience.. Again, it's the attention span thing. Students with high levels of self-confidence learn with greater ease than children who are embarrassed by anxiety or a fear of failure.

Give adequate time

Slow learners take more time than their peers to acquire abstract thinking and reading skills. Slow learners are capable but they may struggle with multiple-step instructions and mathematical problems. They may need extra time for mastering new concepts. Give them the grace and time they need and deserve to reach their potential. Provide them, the environment and tools necessary to excel.

Not following the following Don'ts

Do not compare your own child or with other children. Don't focus on writing alone, Don't ignore achievements, Don't expect too much and do not allow the child to quit their work. Do not reward unfinished tasks. Do not spend the entire time making the child's study. Don't be overprotective but be their advocate.

Don't try to manage them alone. Stay connected with their teachers. Keeping touch with teachers will make sure that the child is not off the right track and is not falling through the cracks of the system.

Following the following Do's

Be accessible, be patient, firm and consistent. Reading to your child, being available, asking questions and keeping a daily log to know the progress or regress of the child are important. Appreciating the efforts of the child, identifying their interests, creating a bar graph to measure their progress, asking questions, keeping distractions at minimal level, keeping academic work like assignments for a short time. Focus on problem areas. Identifying and allowing activities that the child likes at home would improve his/her performance. Let them have a life outside of school with activities they enjoy.

Home Conditions

Providing a quiet place to work, where the child can be easily observed and motivated will improve child's performance. Keep homework sessions short. Ask questions about the assignment while the child is working. Provide activity times before and during homework. Add a variety of tasks to the learning even if not assigned, such as painting a picture of a reading assignment. Allow for success. Go over the homework before bed and before school. Be patient but consistent. Consider hiring a private tutor to work on homework assignments with your child after school. One-on-one assistance may help your child stay on-track with his or her homework and strengthen the development of an effective learning style.

Reassurance

Do not blame your child. It's helpful for your child to feel supported by you, regardless of the pace at which he or she learns. Assistance is genuinely required by them. They have the stuff, but the only thing is that we have to stretch the hands of confidence towards them to lead them in the right path. Praise him frequently for what he accomplishes. Comments like, That's interesting what you're learning; Tell me more about it; I'm learning a lot from you; You are doing so good, etc will help them to feel more confident.

Conclusion:

Every child is special. Every child is different. If adequate time is given, there is every possibility of improvement. Parent - Teacher Association activities involving parents and teachers bring parents to the school and help them to feel more connected. Inviting interesting speakers, craft activities that parents and children do together, and having a school fair are some of the activities will not only be a fun time together, but also strengthens the bond between child and the parents.

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THE ROLE OF TEACHERS, PARENTS, INTUITIONS, CURRICULUM EXPERTS AND POLICY MAKERS AND NGO'S IN HELPING SLOW LEARNERS

Dr. P.C. Nagasubramani, Associate Professor, Department of Pedagogical Sciences, Tamil Nadu Teachers Education University, Chennai-600097

V. Iyappan, Ph.D. Research Scholar, Department of Pedagogical Sciences, Tamil Nadu Teachers Education University, Chennai-600097

Introduction

In today's world, unfortunately, 'learning' has become a one-size-fits-all process that is not tailored to suit a person's abilities. This conformation of learning is especially true of our conventional school systems. The problem, however, is that not all children can adapt to such a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. Slow learners are students who learn more slowly than their peers, yet do not have a disability requiring special education (Griffin, 1978). Educational researchers and Psychologists use a range of terms to refer to slow learners as students or pupil whose achievements are low. In this study I use the term slow learners, who are defined as "a children who is intelligent to be classified as handicapped, but is not able to cope adequately with traditional academic work." It's a term used for instructional purposes rather than labeling. As Lescano (1995) explains, it is important to distinguish between slow

learners and those who have learning disabilities: A child may be a slow learner for various reasons, including: heredity, inadequate brain development due to lack of stimulation, low motivation, attention problems, behavior problems, different cultural background from that which dominates in the school, or distracting personal problems.

Slow learners- concepts

All students are not equal in their physical & mental wellbeing. Research study by Sultan Mohammad Khan Education of Slow Learners 2014, Rashmi rekha Borah -Slow learners Role of teachers & guardians 2014 have shown that slow learners can be streamlined through early identification & responsive stimulation. The category of students in a classroom can be divided as

1. Average or weak learners
2. Rapid learners
3. Leisurely learners
4. Medium learners
5. Slow learners,

What does it mean to be a slow learner?

First and foremost, it is important to understand that slow learning is not a learning disability that can be classified as a diagnostic category. It is simply a term used to describe a student with the ability to acquire all necessary academic skills, but at a rate and depth below that of the average student. In order to grasp new concepts, a slow learner needs more time, more repetition, and often, more resources from

teachers to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to grasp.

How do I identify a slow learner?

Since slow learners cannot be grouped as a separate diagnostic category they are often overlooked and not considered as individuals who need intervention. Here are a few distinguishable traits of a slow learner:

- Scores consistently low on achievement tests
- A below average ability to comprehend academic concepts
- Functioning ability is significantly below that of grade level
- Prone to immature interpersonal relationships and prefers playing with younger children
- Tends to be ignored by peers and may not have common peer interests
- Faces difficulty in following multi-step directions

Characteristics of slow learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- First, slow learners are recurrently immature in their relations with others and do poorly in school.
- Secondly, they cannot do multifaceted or complex problems and work very slowly.
- They lose track of time and cannot convey what they have learned from one task to another well.

Six things slow learners want their teachers to know about them.

1. They need more time to figure out things
2. They need more explanation and direct instructions
3. They need in organizing their work, desk, and priorities
4. They need to know why they have to know what the teacher is teaching.
5. They have difficulties focusing their attention on learning task
6. They sometimes have hard times sitting still.

Role of Teachers

- Slow learners should not be confused with students in need of special education or reluctant learners who are non-cooperative. A student may fail to excel in some classes or in some subjects but it does not imply that he or she is a slow learner. The teachers and guardians may resort to some of the teaching aids available to special education students that may enhance interest of slow learners and help them get involved in the learning process.
- Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality.

Role Of Parents

"Strong parental and educational support provides slow learners with the greatest likelihood of educational, social, and emotional success with the fewest frustrations and discouragements."

Parents of struggling learners are often unsure of how to assist their children at home. The author provides useful strategies and tips for principals to help parents support and encourage their children who are slow learners.

Assisting Parents with home strategies.

One of the most effective ways that principals can support the parents of children who learn slowly is to provide them with information. When they understand the children's needs, their anxiety diminishes. Share the characteristics of slow learners. Listen to the questions this information elicits. Answer to your best ability and seek further information if necessary.

Develop patience. Show support and encouragement by learning the art of patience. This is not easy when children do not live up to parental expectations; however, it is a necessary asset in working with slow learners. They need to know that their parents have faith and trust in them and their capabilities regardless of their learning ability.

Curriculum Support

The students curriculum do not support them in facing the severe challenges of life as they are prepared by a four walled narrow content. The support from curriculum towards self-motivation is very less. The students are made to study limited content but the content needs to include syllabus dealing with motivating student towards self-confidence & self-belief.

NGO's

Students who have completed Std. VII in Municipal Schools have limited access to High Schools in this area. A large percentage of such students are from the lower socio-economic class of society. Our main focus is to uplift this group of students and their family as a whole, by giving them a chance to pursue higher education and ensure their overall development.

Counseling for Students

Students are provided free counseling by a trained counselor for various problems relating to behaviour, learning etc. On identifying a child with problems, a teacher refers him to the counselor. The counselor who provides guidance and helps to shape the child's personality in a positive direction.

Remedial Classes for Slow Learners

Several children find it difficult to cope with the learning process for various reasons such as low I.Q., behavioural disorders, family problems etc. Intuitions conduct remedial classes for slow learners to help them cope with normal learning and keep pace with other students. At present they are concentrating on students. Also, being carried out with the help of our students as a part of their community programme and N.S.S. students and other extracurricular activities.

Conclusion

This paper is to create greater awareness and discussion about slow learners. Learners category will exist in almost every class, yet at present a systematic way of identifying and supporting them does

not exist. There is no doubt that the individual teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers, parents, intuitions, curriculum and policy makers, NGO's to share and discuss their work with slow learners. It is also important for further research to build on this initial study to develop guidelines to assist teachers, parents, intuitions, curriculum and policy makers, NGO's in supporting slow learners.

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ROLE OF TEACHERS IN HONING THEIR HIDDEN SKILLS FOR HIGH SCHOOL SLOW LEARNERS STUDENTS

S.C. Kalaivani, Asst., Professor Department of Education

G. Jayavel, Ph.D scholar, Department of Education, Annamalai university.

Introduction

Children learn at different rates, and, according to some published research, children learn only when they are ready. Other research gives importance to intrinsic rewards, differentiated curriculum, and motivation by personalizing lessons. However, the bottom line for most educators is that some children are slow to learn, but don't have a learning deficiency. Perhaps the greatest challenge to an educator is a child who is a slow learner. These children do not fall into the category of special education, they do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in school or a particular subject. Slow Learners may have problems not only with math and reading but also with coordination such as penmanship, sports, or dressing. Often they are quiet and shy, and they have trouble making friends. They may have a poor self confidence. They 140 Rashmi Rekha Borah have trouble with abstract thinking such as in social studies or doing math word problems. They often have a short attention span. All of these problems cause them to have a poor self esteem.

Characteristics of slow learners students

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school. First, slow learners are recurrently immature in their relations with others and do poorly in school. Secondly, they cannot do multifaceted or complex problems and work very slowly. They lose track of time and cannot convey what they have learned from one task to another well. They do not easily master skills that are academic in nature, such as the times tables or spelling rules. Perhaps the most exasperating trait is their inability to have long-term goals. They live in the present, and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills.

Proven ideas to help high school slow learners students

A Slow Learner might repeat one grade level for academic or social reasons. Repeating more than one grade is a disaster for their self esteem. Some schools will place these children in a "slow track" where the work is easier. However, the other students may make fun of them. And the concepts in math and social studies may still be too difficult for them. The least desirable alternative is a non-graded program where the child works at their own pace and is graded for their effort. Another way is to use their IQ to compute a passing grade. For example if passing is 70% and their IQ is 80 then a passing grade would be $8 \times 70 = 56\%$. The child deserves pre-vocational training in social skills and independent living. These children should be taught life-related courses like shopping, managing money, and job preparation. Look at their problem areas and focus on them with extra tutorial help. This could be during the last period of the day or after school. Allow by-pass strategies such as calculators, or let them do oral or visual reports.

Challenge the children

Parents who frequently intercede at school are teaching that they do not respect their child's

abilities. If any parents do call a teacher, they should make sure that they seek a positive outcome. Because we should not forget most teachers have worked with numerous slow learners and have plenty of experience. However, sharing one's child's strengths and weaknesses could make the school year more beneficial for all concerned. Parents may contact the teacher if there is a concern. Calling an administrator solves nothing, as the teacher is the sole legal judge of academic success. The parents should take their child to exciting places where they can see academic success is important. A trip to a local university or community college, a walking tour of city hall, a visit to the fire station or a behind-the-scenes tour of a zoo is highly motivating

Interventions for slow learners

Use shorter tests, oral testing, redoing tests, short feedback times, don't make students compete. What to avoid: Don't use cooperative learning that isolates the student and places him or her in a no-win situation or standardized tests. Definitely don't ignore the problem. What to encourage: Grouping with a patient partner. Learning about the child's interests. Placing the student in charge. Mapping, graphic organizers, and hands-on work. Using Bloom's taxonomy of tasks to make the assignments more appropriate. Environment: Reduce distractions, change seating to promote attentiveness, have a peer student teacher, and allow more breaks. Assignments: Make them shorter and with more variation, repeat work in various forms, have a contract, give more hands-on work, have assignments copied by student, have students use "three transfer" method. Assessment:

Conclusion

This objective of the paper is to create greater awareness and discussion about slow learners. Learners in this category will exist in almost every class, yet at present a systematic way of identifying and supporting them does not exist. There is no doubt that the individual teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners. It is also important for further research to build on this initial study to develop guidelines to assist teachers in supporting slow learners.

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TEACHER COMMITMENT- ROLE OF TEACHERS, PARENTS IN HELPING SLOW LEARNERS

D.Kalyani (Research Scholar) Dept. Educational Planning And Administration , Tamilnadu Teacher Education University, Karapakkam, Chennai-97 **Dr. K. Rajasekaran** (Supervisor) Associate Professor.
Dept.Educational Planning And Administration Tamilnadu Teacher Education University,
Karapakkam, Chennai-97

Introduction

Teachers and parents play pivotal roles in a slow learners life. Their support and motivation go along way to help such children overcome their hurdles .This duly signifies that teachers and parents have added responsibility from school and society towards them Slow learners are those pupils who have limited ability due to different reason in the education process. Slow learner is advance word for "backward" or "mentally retarded" and "Educationally subnormal" There are different reasons for slow learning, some time it is due to their mental ability, some time it due to their background, illiterate parents, culture problems, avoiding by the parents in early child hood, between ages 2 to 6 years. Some time it due to mental illness. These are different causes of the slow learner.The student commonly called a slow learner is one who cannot learn at an average rate fromthe instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing,frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one oftwo possible instructional arrangements: 1) a class composed mostly of average students, inwhich case up to 20%may be slow learners, or 2) a class specially designed for slow learners.

Definitions:

According to experts, children who for various reason, fall behind in their school work and require special teaching are called (educationally subnormal) E.S.N.

"Slow learners are children who are doing poorly in school, yet are not eligible for special education; their intelligence test scores are too high for consideration as a child with mental retardation" (Mercer, 1996) (MacMillan, Gresham, Bocian, &Lambros, 1998).

Although slow learners may have special educational needs, they do not fit neatly into the special education system (MacMillan, Gresham, Bocian, &Lambros, 1998).

Characteristics of slow learners

- In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.
- First, slow learners are recurrently immature in their relations with others and do poorly in school.
- Secondly, they cannot do multifaceted or complex problems and work very slowly.
- They lose track of time and cannot convey what they have learned from one task to another well.
- They do not easily master skills that are academic in nature, such as the times tables or spelling rules.
- Perhaps the most exasperating trait is their inability to have long-term goals.

- They live in the present, and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills.
- One thing which we should remember is that, just because a child is not doing well in one class does not make that student a slow learner. Very few children stand

Commitments of teachers

Commitment includes a nation of membership. It has special predictive potential and can provide predictions of a member regarding performance, motivation to work, spontaneous contribution and other related outcomes. Commitment has an element of "voluntariness".

Kanter(1968) refers to commitment as loyalty and involvement of a person. At times it is a binding of the individual to behavioral acts.

Dave (1999) gave five area of commitment which are given below.

1. Commitment to the learner :Commitment to the learners includes genuine love for the learner, readiness to help the learner, enthusiasm, friendship, concern for their all- round development etc. the primary duty of a teacher is to help each learner to the best of his ability to become a worthy and effective member of society. It is his/ her personal responsibility to regard the moral, intellectual, physical, social and aesthetic development of the student.
2. Commitment to the society: the teacher, who is committed to the society, would create a sense of belonging among the members of community. teachers commitment also orient the community towards importance of education as a life -long process and also motivate them to take it in that perspective. A teacher committed to society has to take care that the children should come to school regularly and punctually.teachers need to deep concern and commitment towards the community.
3. Commitment to the profession: teachers with commitment totheir profession have strong desire for professional development.they are proud of being in teaching profession. every teachers, called "as nation builder" by Dr. S. Radhakrishnan must realize that it is a noble profession. committed teachers not only seek all-round development of children but also work hard for their own professional growth to contribute their best as a teacher. Commitment to the profession deserves an integral part of a teachers.

Role of teachers in helping the slow learners

1. Encourage even for a small achievement

The greatest factor for the success of the life of the student is the encouragement given to him or her. If we try to find out the factors resulting in slow learning, we can concentrate in those areas of the weak student. If we try to applaud him with encouraging words and give confidence, he or she definitely comes out in flying colors. Once the student has grown his confidence means he will definitely improve. The most important cause of his weakness are inferiority complex and stage fear. Some of the teachers always give importance to the good studentsand neglect the weaker ones in the class. Encouragement can change the whole personality of a student.

2. Giving Memory tips

More often the student forgets whatever he learns. That's why he loses his confidence on him and differentiates between him and the good students. The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' and 'what to learn'.

3. Giving importance in the class

It's always seen that the class room teaching goes on with the direction and understanding of the strong students. But if the average students do not understand what the teacher is teaching and are just running towards the completion of syllabus then the whole teaching is futile. Sometimes it is very urgent to go near the weak student and ask personally whether he has understood or not. Here the teacher's approach of enquiring should be very polite and sweet.

4. Questions for practice

Some questions can be given time to time to engage the learner in the habit of study. That is a practice which can enable the student to come across the learning point at a regular basis.

5. Special guidance beyond school hour

The teachers should not hesitate to spend extra time after school hours with the students to clarify their doubts. The slow learners need special attention beyond school hours. If the teacher allots some extra time for the slow learners, then definitely they will improve.

Conclusion

This objective of the paper is to create greater awareness and discussion about slow learners. Learners in this category will exist in almost every class, yet at present a systematic way of identifying and supporting them does not exist. There is no doubt that the individual teachers have developed many effective techniques for supporting those learners who need additional help who are teaching for slow learners not-only can improve the learning capability of the slow learners but-also can make them successful students in academics at-par with other students of their class/peer group. It is also important for further research to build on this initial study to develop guidelines to assist teachers in supporting slow learners. Social education is also very necessary for the slow learner.

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THE ROLE OF TEACHERS IN HELPING THE SLOW LEARNERS IN THE LEARNING PROCESS

Dr. P. Karthikeyan, Principal, Periyar University Constituent College of Arts and Science, Pappireddipatti (Tk & Po) 636 905, Dharmapuri-Dt.

Introduction

Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Actually slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education. Slow learners should not be confused with students in need of special education or reluctant learners who are non-cooperative. A student may fail to excel in some classes or in some subjects but it does not imply that he or she is a slow learner. The teachers and guardians may resort to some of the teaching aids available to special education students that may enhance interest of slow learners and help them get involved in the learning process. Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality.

Characteristics Of Slow Learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- First, slow learners are recurrently immature in their relations with others and do poorly in school.
- Secondly, they cannot do multifaceted or complex problems and work very slowly.
- They lose track of time and cannot convey what they have learned from one task to another well.
- They do not easily master skills that are academic in nature, such as the times tables or spelling rules.
- Perhaps the most exasperating trait is their inability to have long-term goals. They live in the present and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills.

Proven Ideas To Help Slow Learners

- High school opens the door to vocational training where they often excel. Work study programs give them a purpose for going to school.
- Work with your school's M-Team (Management Team) to develop an IEP (Individual Educational Plan) for the child.
- Do not spend the entire time making the child's study. Don't nag. Let them have a life outside of school with activities they enjoy.
- A Slow Learner might repeat one grade level for academic or social reasons. Repeating more than one grade is a disaster for their self esteem.
- Some schools will place these children in a "slow track" where the work is easier. However, the other

students may make fun of them. And the concepts in math and social studies may still be too difficult for them.

- The least desirable alternative is a non-graded program where the child works at their own pace and is graded for their effort.
- Another way is to use their IQ to compute a passing grade. For example if passing is 70% and their IQ is 80 then a passing grade would be $8 \times 70 = 56\%$.

Responsibilities Of The Teacher On Slow Learners

Slow-learners are not averse to learning, and have no limitations for learning, but in fact have their own psychology for learning. Hence the challenge for the teachers is to understand the student's areas of interests and develop a teaching plan to cover syllabus in a given time frame. Slow learners are very sensitive and self conscious as they are very well aware of their weakness in comparison with the fast learners. The following are the responsibilities of the teacher on bringing out them:

Building up Confidence among Slow Learners

The first responsibility of the teacher is to build up confidence among these learners and make them believe that they are no less than others. Encouraging words and phrases may bring about a positive impact on the slow learners and will boost them to perform better. Finding out the Main Reason behind the Learner's Weak Performance Teachers are first required to find out the main reason behind the learner's weak performance and also to study those areas minutely where she needs to work upon in order to guide the slow learner to perform well.

Interact With the Slow Learners More Often

She needs to interact with the slow learners more often so that she can keep a record of every movement of the learner and adopt ways in which the slow learner can be guided.

Giving Extra Care and Practice

Extra care and practice should be given to the slow learners as compared to their peers. If need be the teacher can take extra classes or may allow the learner to come to her place so that she may work out the areas of concern along with these learners. The teacher may utilize some of her time to do a good deal of research in order to find out simple ways of helping these slow learners to study in an easy and simple way. She might set mock tests for the learners or give them simple home assignments which are interesting and related to the lessons completed inside the classroom.

Maintaining Friendly Relationship

A teacher needs to be a friend to these learners on whom they can fall back upon. These learners cannot express themselves fully to their peers or to their parents and hence needs someone whom can have a friendly approach.

Repetition

Saying the same thing over and over, but it helps make a concept more concrete. A slow learner with limited reasoning skills will take longer to comprehend what may seem easy and almost natural to us.

Using Innovative Strategies

Several innovative strategies to deal with such slow learning students to learn and enhance memory like involve students with a practical model or case study of short time span and relaxed environment so that they can visualize or feel the situation. Proceed in steps once the students are comfortable and involved in looking for solutions. Involve them in activities discrete from routine home chorus like sports and excursions to motivate such students to learn without cramming monotonous textbooks. Provide a variety of activities for learning such as painting a picture of a reading assignment. Provide them ample opportunity for success. Fortunately nowadays resources are available in libraries as well as online to develop learning habits to create interest for slow learners.

Teaching Them Simple to Complex

Learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught repeatedly. Careful analysis of the students' performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic.

Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Develop Your Own Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

When Testing Provide Study Aids

Study aids are advances organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

Conclusion

This objective of the paper is to create greater awareness and discussion about slow learners. Learners in this category will exist in almost every class, yet at present a systematic way of identifying and supporting them does not exist. There is no doubt that the individual teachers have developed many

effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners. It is also important for further research to build on this initial study to develop guidelines to assist teachers in supporting slow learners.

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ROLE OF TEACHERS, PARENTS, INSTITUTIONS, CURRICULUM EXPERTS, POLICY MAKERS, NGO'S IN HELPING SLOW LEARNERS

*Sr.Dr.V.T .Kulandai Theresu, Asst.Professor in Education,Bishop Packiam
Arockiasamy College of Education,Arputha nagar, Vamban,
Alangudi(via),Pudukkottai (Dt).*

Introduction

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality. A good student can always get good grades on his own merits which require very little effort on the teacher's part. But to help a slow learner fetch a good and suitable grade is a challenge that marks the qualities of a good teacher. Since, being a teacher faces such problems inside the classroom and some ways should be adopted in order to help a slow learner achieve good grades and graduate successfully

Slow Learner

Slow learning is not a learning disability that can be classified as a diagnostic category. It is simply a term used to describe a student with the ability to acquire all necessary academic skills, but at a rate and depth below that of the average student. In order to grasp new concepts, a slow learner needs more time, more repetition, and often, more resources from teacher to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to grasp. In today's world, unfortunately, 'learning' has become a one-size-fits-all process that is not tailored to suit a person's abilities.

Characteristics of slow learners

- They find difficult maintaining friendships.
- They feel very hard to understand simple skills.
- They take a long time maintaining social interactions and social skills.
- They like talking to people but they are not the first ones to start a conversation.
- They are poor in mathematics and find it hard to solve mathematical problems.
- Their reading, comprehension, thinking and reasoning capacity is slow.
- They have poor memory, auditory processing, short attention span and lack focus.
- A slow learner needs somebody to learn and have a problem with speech.
- Have immature personal relationships.
- They don't have long-term goals. They always live in the present.
- They perform poorly in examinations or tests.
- They work on given projects or tasks at a slow pace.

Role of Teacher in the classroom

Teacher should try to knowingly mix with the child more & more with him. Unknowingly when the friendship is build with that child then the child starts loving the teacher. The starting of love starts the

surrender of the child towards the same teacher. Then the teacher, whatever he tells the child obeys it. The mystery of all success is the love, understanding & friendship. Many more children are waiting to catch your lovable hand. They are searching you as a friend. They are so called by the society as slow learners or weak ones but actually they are not. Every child is special. As every child has a soul, there is every possibility of improvement, sooner or later. The goal of the soul is to develop. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem & improve their quality.

- Building up confidence among slow learners
- Finding out the main reason behind the learner's weak performance.
- Giving extra care and practice
- Pay equal attention In the class room
- Arrangement for special learning resources
- Maintenance of cumulative records
- Maintaining friendly relationship
- Repetition and Encouraging other activities

Know about Slow Learners

- We need more time to figure things out
- We need more explanation and direct instruction
- We need help in organizing our work, our desk, and our priorities
- We need to know why we have to know what you are teaching us
- We have difficulty focusing our attention on learning tasks

Role of parents

Parents play pivotal roles in a slow learner's life. Their support and motivation go a long way to help such children overcome their hurdles. This duly signifies that parents have added responsibility from not all children is the same. Each child performs. If and when a teacher identifies a child performing below average, then the teacher should try to find ways of guiding and helping the child to perform well.

- Provide a quiet work/study area.
- Keep assignments and homework sessions short. .
- Be accessible and read to your child.
- Be patient and consistent.
- Do not allow them to give up on their work or themselves.
- Don't be overprotective. Be their advocate.

Role of Institutions

A very big problem that every school faces, i.e., the difficulty to deal with the slow learners. Schools always play a vital role in helping these students to be able to have the same pace with the rest of

the students."Particularly at our school, we often tell our teachers to always sit down with these students, get to understand their problems even at personal levels, and then guide them accordingly. If it persists, we collaborate with their parents to provide counselling and direction either at school or at home," adding that, evaluation of slow learners is something that should be done regularly.

- Psychological Analysis & Problem solution
- Guidance from his level
- Encouragement in small success
- Fixing the goal & Prescribing a Time table
- Giving Memory tips
- Giving importance in the class
- Self reading method

Role of Curriculum experts

The expert generally works in a consultant capacity to policy makers and administrators. He may participate in the formulating of policy and in planning but his role is generally that of commentator, critic and resource person. Finally, a teacher or parent must seek lessons and other resources that make it easier to differentiate the curriculum and make learning more vital and relevant. To this end, special education sites on the Internet have some great ideas. Although slow learners do not qualify for special education classes, the concepts teachers use with special education students are ideal for helping a slow learner once the student's weaknesses have been diagnosed. Having a slow learning child is not unusual, about 10 percent are slow learners in a classroom.

- Role of High School opens the door to vocational training where they often excel. Work study programs give them a purpose for going to school.
- Work with your school's M-Team to develop a person Educational Plan for the child.
- Do not spend the entire time making the child's study. Let them have a life outside of school with activities they enjoy.
- A Slow Learner might repeat one grade level for academic or social reasons. Repeating more than one grade is a disaster for their self esteem.
- The least desirable alternative is a non-graded program where the child works at their pace and is graded for their effort.

Policy makers:

Policy maker may be an administrator. "First of all as a policy maker you should acknowledge that in a class there are slow learners and quick learners. From here, a couple of activities are then put in place to help these slow learners and make them understand that they don't learn the same way like other students. However, a collaborative effort among the counsellors, teachers and parents is what is more important."

- Environment: Reduce distractions, change seating to promote attentiveness, have a peer student teacher, and allow more breaks.

- Assignments: Make them shorter and with more variation, repeat work in various forms, have a contract, give more hands-on work, have assignments copied by student.
- Assessment: Use shorter tests, oral testing, redoing tests, and short feedback times, don't make students compete.
- What to avoid: Don't use cooperative learning that isolates the student and places him or her in a no-win situation or standardized tests. Definitely don't ignore the problem.
- What to encourage: Grouping with a patient partner. Learning about the child's interests.
- Placing the student in charge. Mapping, graphic organizers, and hands-on work.

Role of NGO's

NGO's who frequently intercede at school are teaching that they do not respect their child's abilities. If any parents do call a teacher, they should make sure that they seek a positive outcome. Because we should not forget most teachers have worked with numerous slow learners and have plenty of experience. However, sharing one's child's strengths and weaknesses could make the school year more beneficial for all concerned. Parents may contact the NGO's if there is a concern. Calling an administrator solves nothing, as the teacher is the sole legal judge of academic success. The NGO's should take their child to exciting places where they can see academic success is important. A trip to a local university or community college, a walking tour of city hall, a visit to the fire station or a behind-the-scenes tour of a zoo is highly motivating.

Conclusion

This objective of the paper is to create greater awareness and discussion about slow learners. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners. It is also important for further research to build on this initial study to develop guidelines to assist teachers in supporting slow learners. It is possible to draw strong academic performance from slow learners through steady application of practical approaches. Joint efforts of parents, teachers, institutions, curriculum experts, policy makers and NGO's are important to achieve positive results. Knowledge of what you can do to help slow learners enables you to put in your best efforts in the right direction and contribute to the children's success in coming years.

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ROLE OF TEACHERS AND PARENTS ON HELPING SLOW LEARNERS

P.Mahendiran, Ph.D. Research Scholar (External), Dept. of Education, Annamalai University

Dr.R.Gnanadevan, Professor, Dept. of Education, Annamalai University.

Introduction

If I cannot learn the way you teach, will you teach me the way I can learn?" (L. D. Child).

Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Actually slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education.

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality

Slow Learner

Slow learning is not a learning disability that can be classified as a diagnostic category. It is simply a term used to describe a student with the ability to acquire all necessary academic skills, but at a rate and depth below that of the average student. In order to grasp new concepts, a slow learner needs more time, more repetition, and often, more resources from teachers to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to grasp.

In today's world, unfortunately, 'learning' has become a one-size-fits-all process that is not tailored to suit a person's abilities. This conformation of learning is especially true of our conventional school systems. The problem, however, is that not all children can adapt to such a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'.

- Interact With The Slow Learners More Often
- Giving Extra Care And Practice
- Pay Equal Attention In The Class Room
- Arrangement For Special Learning Resources
- Maintenance of Cumulative Records

Characteristics of slow learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- First, slow learners are recurrently immature in their relations with others and do poorly in school.
- Secondly, they cannot do multifaceted or complex problems and work very slowly.
- They lose track of time and cannot convey what they have learned from one task to another well. They do not easily master skills that are academic in nature, such as the times tables or spelling rules.

- Perhaps the most exasperating trait is their inability to have long-term goals. They live in the present, and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills.

Using Innovative Strategies

Several innovative strategies to deal with such slow learning students to learn and enhance memory like:

- Involve students with a practical model or case study of short time span and relaxed environment so that they can visualize or feel the situation.
- Proceed in steps once the students are comfortable and involved in looking for solutions.
- Involve them in activities discrete from routine home chorus like sports and excursions to motivate such students to learn without cramming monotonous textbooks.

Other Remedial Measures

Remedial Teaching is identifying slow learners and giving them the necessary guidance to help them overcome their problems, after identifying their areas of difficulty. Contrary to what is said, remedial teaching is done perfunctorily without identifying their areas of difficulty and underlying cause for lagging behind. Some students are unsympathetically branded as 'block heads' without an earnest attempt to know the real cause of their slow learning (Y. Sreedhar Rao).

Teaching Them Simple To Complex

Learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught repeatedly. Careful analysis of the students' performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic.

Activity-oriented learning

Student is central in the learning process. The learning experiences should be activity-oriented and the teaching should motivate and create interest in the student to learn on his own. When group discussions are held in the classroom, the slow learners are benefited much. Suitably tailored lesson plan by the teacher and careful monitoring by the school administration will help slow learners have a better grasp of all lessons in schools.

How Can Parents Help a Slow Learner at Home?

Parental guidance is one of the most significant aspects that determine the success of a child. This becomes even more crucial for a child who suffers from slow learning and related challenges. Lack of appropriate parental support and understanding could result in extreme frustration and social troubles in a child who has learning disabilities.

What should parents do?

The first step to help a slow learner is to accept the child with the shortcomings. It is essential to understand that slow learning is not a medical condition. Hence, it does not always require special education. However, it requires special attention and care with enormous patience, encouragement, complete trust, and faith in the child's success.

The following are some of the simple steps that parents can take to help a slow learner:

- **Appreciate the Efforts:** It is quite common that a slow learner is not able to set goals or have time frames due to distractions. As a parent, it is extremely important never to push your child to achieve anything that challenges his/her abilities. Appreciating the child for every small success would build confidence and show consistent improvement in his or her accomplishments.
- **Extended Time Limits:** Judging the capabilities of the child and helping him/her complete tasks he/she is capable of, within extended time limits, would make him/her feel appreciated. However, it is important to not let your child under-utilize his/her potential.
- **Identify Interests:** Kids with slow learning abilities easily get distracted. Identifying activities that the child likes and motivating him/her to take part in such activities at home or school would greatly improve his/her performance.
- **Create a Chart:** Creating a chart that sets time for various daily activities would give the child a sense of responsibility and involvement, while encouraging him/her to complete the tasks on time.

Above all, since the attention span of a slow learner is less, making your child work for multiple short sessions rather than a single, long session for any activity would offer better results. One of the major responsibilities of the parent is to interact with the teachers to understand if there are other areas where your child requires help.

Conclusion

It is possible to draw strong academic performance from slow learners through steady application of practical strategies. Joint efforts of both parents and teachers are important to achieve positive results. Knowledge of what you can do as a parent or teacher to help slow learners enables you to put in your best efforts in the right direction and contribute to the children's success in later years. Although the effort from the teacher's end is simple, yet the result at the end of the day is great enough to make a teacher feel proud of herself as well as her learners who had managed to overcome their weakness and come out with flying colors. Parents who frequently intercede at school are teaching that they do not respect their child's abilities. If any parents do call a teacher, they should make sure that they seek a positive outcome. Because we should not forget most teachers have worked with numerous slow learners and have plenty of experience.

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ROLE OF TEACHERS IN HELPING SLOW LEARNERS TO BRING OUT THEIR INNER SKILLS

M. Manimaran., Ph. D., Research Scholar, Department of Education, Annamalai University.

Introduction

Educating is a testing calling that requires a ton of patience, advancement and inspiration from the instructors with a specific end goal to achieve an overall improvement among their understudies. Inside the classroom there will be a blended area of learners in light of their level of insight and execution criteria. It is among these learners, there will be some who can't adapt up to the lessons instructed inside the classroom as their companions do and consequently these learners are labelled as the moderate learners. Subsequently here comes the best test for a decent instructor to guide and help the moderate learners enhance in bringing decent evaluations and turn out decisively.

Moderate Learner

Moderate learning is not a learning inability that can be named a demonstrative classification. It is basically a term used to portray an understudy with the capacity to secure all important scholastic abilities, however at a rate and profundity beneath that of the normal understudy. So as to handle new ideas, a moderate learner needs additional time, more reiteration, and frequently, more assets from teachers to be effective. Thinking aptitudes are normally postponed, which makes new ideas hard to get a handle on. In this day and age, sadly, "learning" has turned into a one-estimate fits-all procedure that is not custom-made to suit a man's abilities. This compliance of learning is particularly valid for our conventional educational systems.

Characteristics of slow learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- First, slow learners are recurrently immature in their relations with others and do poorly in school.
- Secondly, they cannot do multifaceted or complex problems and work very slowly.
- They lose track of time and cannot convey what they have learned from one task to another well.

Duties of the Teacher on Slow Learners

Moderate learners are not unwilling to learning, and have no limitations for adapting; however in truth have their own brain research for learning. Thus the test for the guardians or gatekeepers or instructors is to comprehend the understudy's zones of interests and build up an instructing plan to cover syllabus in a given timespan. Moderate learners are extremely touchy and reluctant as they are exceptionally very much aware of their shortcoming in correlation with the quick learners. The accompanying are the duties of the instructor on bringing out them:

Developing Confidence among Slow Learners

The primary duty of the instructor is to develop certainty among these learners and make them trust that they are no short of what others. Empowering words and expressions may achieve a positive effect on the moderate learners and will help them to perform better.

Giving Extra Care and Practice

Additional care and practice ought to be given to the ease back learners when contrasted with their companions. In the event that need be the instructor can take additional classes or may permit the learner to go to her place so she may work out the territories of worry alongside these learners. The educator may use some of her an opportunity to benefit an arrangement of research to discover basic methods for helping these ease back learners to think about in a simple and straightforward way. She may set ridicule tests for the learners or give them straightforward home assignments which are fascinating and identified with the lessons finished inside the classroom.

Give careful consideration In the Class Room

Inside the classroom she should never make the moderate learner feel disregarded or undesirable as it may make a sentiment inadequacy among these learners which may lay an impact on their evaluations. She should give careful consideration to these learners and may make them sit in the primary column if conceivable.

Upkeep of Cumulative Records

Combined records must be kept up by the educators in order to monitor the learner's advance. This total record is compulsory for the instructor to keep up as she will know how the ease back learner is reacting to her methods for educating. On the off chance that she finds any range where the learner has not made much improvement then she can change her methods for educating and experiment with another way that may be demonstrated agreeable for the learner.

Keeping up Friendly Relationship

An instructor should be a companion to these learners on whom they can fall back upon. These learners can't convey what needs be completely to their associates or to their folks and consequently needs some body that they can depend upon. Henceforth it is up to the educator to top off that vacuum and upgrade these moderate learners' inside and out advancement.

Redundancy

Saying a similar thing again and again, however it makes a concept more concrete. A moderate learner with restricted thinking aptitudes will take more time to appreciate what may appear to be simple and practically characteristic to us.

Empowering Other Activities

Empower on different exercises helping the kid to experience achievement. Set up notices in his work space so at whatever point his concentration floats, he is always helped to remember the job needing to be done. Rehash these every once in a while to keep up a sound level of certainty.

Empowering Oral Expression Instead of Written Reports

For moderate learners, many composition assignments go un-endeavoured or are started just indifferently in light of the fact that these learners recognize that their composed item won't meet even negligible written work benchmarks. A painstakingly sorted out taped reaction to a task may be considered. This has the upside of abstaining from spelling, sentence structure, and composing mistakes.

Utilizing Innovative Strategies

A few inventive methodologies to manage such ease back learning understudies to learn and upgrade memory like:

- Involve understudies with a viable model or contextual investigation of brief time traverse and loose environment so they can imagine or feel the circumstance.
- Proceed in steps once the understudies are agreeable and involved in searching for arrangements.
- Involve them in exercises discrete from routine home chorus like games and trips to rouse such understudies to learn without packing tedious course books.

Showing Them Simple to Complex

Taking in happens from easy to complex. On the off chance that for reasons unknown the understudy has not learnt the fundamentals, it is pointless to show him the propelled themes. Medicinal instructing is not re-examining the subjects educated over and over.

Conclusion

It is conceivable to draw solid scholastic execution from moderate learners through unfaltering use of useful procedures. Joint endeavours of both guardians and educators are essential to accomplish positive results. Information of what you can do as a parent or instructor to ease back learners empowers you to put in your best efforts in the right course and add to the youngsters' success in later years. In spite of the fact that the exertion from the educator's end is basic, yet the outcome toward the day's end is sufficiently incredible to make an instructor feel glad for herself and also her learners who had figured out how to beat their shortcoming and turn out without a hitch.

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ROLE OF TEACHER ON EDUCATION FOR SLOW LEARNER

Mrs.K. Meenakshi, M.SC(N) M.D(ACU), Lecturer In Nursing,RMCON,AU.

Introduction

Teaching and learning activities are twin activities involved in the educational process. The teaching - learning process has four pillars: Teacher, Student , learning process and learning activities. Learning is not only getting knowledge of subject matter. It is also an acquisition of habits, attitudes, Perception, Preferences, interest, social adjustments, values and ideals.

Definition of slow learner

Slow learner is one who is unable to do the work of the cases where the educational attainments are lower than what they capable of.

Characteristic of slow learner

1. Mental age is smaller than chronological age.
2. Low educational attainment than what he is capable of.
3. Unable to do the work of the class next below.
4. Cannot keep with the class even in one subject or in all subjects.
5. IQ below 90
6. Has little drive.
7. Has short span of attention.
8. Has weak association memory.
9. Is a poor reader.
10. Has difficulty with abstractions.

Identification of slow learner

- Observation method.
- Mental Test
- Achievement Test
- Personality inventory and case study

Causes of slow learner

1. Physical causes
2. Mental disability
3. Lack of interest
4. Inappropriate learning experience
5. Irregular study habits
6. Teacher's indifference
7. Ineffective method of teaching

8. Lack of practice and drill
9. Lack of facilities at home
10. Family background and home environment

Class Room Techniques for slow learners

1. Seat them in Front of the class Room
2. Create healthy atmosphere at school and also in community
3. Teaching should be arranged according to their interest of these children
4. Provide minimum home work
5. Use of A.V. aids should be emphasized for illustration
6. Be patient with slow learners
7. Praise and raise them
8. Encourage constant parent - Teacher association
9. Practical activities should be organized for their participation
10. Teacher should not use harsh treatment for them

Responsibilities of the Teacher on slow learners

1. Building Up Confidence Among Slow Learners
2. Finding Out the Main Reason behind the Learner's weak performance
3. Interact with the Slow learners more Often
4. Giving Extra care and practice
5. Pay Equal attention in the class room
6. Arrangement for special learning resources
7. Maintenance of Cumulative records
8. Maintaining friendly relationship
9. Repetition

Conclusion

So creating a healthy and conducive environment for a slow learner is of utmost importance to improve their pace and also encourage constant parent teacher association. Because teacher and parents play pivotal roles in a slow learner's life.

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PARENTAL BONDING OF THE SLOW LEARNER IN HIGH SCHOOL LEVEL

V. Muthukrishnan. *Ph.d. Research Scholar, Department of Education, Annamalai University* **Dr. R. Gnanadevan.** *Professor, Department of Education, Annamalai University,*

Introduction

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. The experience of educators confirms that there are many children who are so backward in basic subjects that they need special help. These pupils have limited scope for achievement. They have intelligence quotients between 76 and 89 and they constitute about 8 percent of the total school population.. Some of them are much more limited in their environmental, emotional, which impede their school progress and personal development. They need special help in the form of special class in ordinary school. Most of the slow learners struggle along in ordinary classes failing to have the special attention which they need.

The characteristics of slow learners as follows:

1. Short attention and concentration span is less
2. Slow reaction time.
3. Limited powers of self-direction.
4. Limited ability to work with abstractions and to generalize.
5. Slowness to form association between words and phrases.
6. Failure to recognize familiar elements in new information.

Identification Of Slow Learner In The Class

Early diagnosis of slow learner student is very necessary between the ages of 2 to 6 years. Teachers or parents can identify that the student is a 'slow learner' with a careful observation. They could easily identify some of the signs of a 'slow learner' as follows:

1. Speech defect
2. Language development problem (broken sentences)
3. Assessments the level of vocabulary (vocabulary limited)
4. Verbal abilities
5. Short sentences, grammatically incorrect
6. Student Behaviour

Parental bonding:

Bonding is the formation of a mutual emotional and psychological closeness between parents (or primary caregivers) and their newborn child. Babies usually bond with their parents in the minutes, hours, or days following birth.

Fatherhood

The father of a child can develop the bond during the pregnancy of his partner, feeling attachment to the developing child. Research indicates that this may have some biological basis. Statistics show that fathers' levels of testosterone tend to decline several months before the birth of the child. Since high testosterone levels seem to encourage more aggressive behaviour, low levels may enhance the ability to develop a new relationship bond (i.e. with the child).

Two types of teaching to aid slow learners:

A. Compensatory Teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words) and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning).

B. Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have.

Methods To Improve Learning Capability In Slow Learners

1. Encourage even for a small achievement

The greatest factor for the success of the life of the student is the encouragement given to him or her. If we try to find out the factors resulting in slow learning, we can concentrate in those areas of the weak student. If we try to applaud him with encouraging words and give confidence, he or she definitely comes out in flying colors. Once the student has grown his confidence means he will definitely improve.

2. Fixing the goal and prescribing a Time table

The student should be persuaded to make a time table for the study purpose. Sometimes some students have no goal regarding study. The teacher should observe such students and must inspire them to fix the goal for the life and help him to make a time table for every day work so that the student will be captured through the time table to do the things at the right time.

3. Giving Memory tips

More often the student forgets whatever he learns. That's why he loses his confidence on him and differentiates between him and the good students. The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' and 'what to learn'.

4. Giving importance in the class

It's always seen that the class room teaching goes on with the direction and understanding of the strong students. But if the average students do not understand what the teacher is teaching and are just running towards the completion of syllabus then the whole teaching is futile.

Conclusion:

If your child is labeled a 'slow learner', then slow things down for them. Give them the grace and time they need and deserve to reach their potential. Provide for them the environment and tools necessary to excel. In today's competitive world, school places huge importance on grades. However, good parenting involves taking away the stress of competition from their little heads. Always allow a balance of recreation and studies. Do not insist your child study all the time. It is crucial to encourage your kid to go out and play. For short breaks, you can arrange video games as a reward system. Tell your kid that you will allow him to play the game if he completes the homework fast. Such incentives always work wonders.

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COMPREHENSIVE CONSCIENTIOUSNESS OF EDUCATORS AND PARENTS TOWARDS SLOW LEARNERS

Dr. J. Muthukumar, Assistant Professor, Department of History, Annamalai University

Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Slow learners are normal students who do not fit into traditionally accepted system of education.

There has been a greater confusion in our mind in identifying a Slow Learners. A Slow Learning student is not a child who needs special care, a person who is reluctant or who is non-co-operative. At times student may not show good results in some classes or in some papers and it should not be construed that the student is a slow learner. The educator and parents may adapt to teaching techniques which would increase the interest of slow learners and their involvement in the learning process. Since the ability of each and every other child varies, there is every chance of improvement. The underlying aspect is that every child has its own strength and it's our duty to extend out hands of confidence to solve their problem and improve their quality.

Responsibility of the Educator

Designing of Curriculum

The teaching fraternity has the greatest responsibility in designing the right curriculum that would suit the needs and ability of the Slow Learners. The curriculum so designed should be focused on the individual needs of slow learners, improving their societal responsibilities, more interactive, conceptual, and flexible which have a specific characteristic.

Nowadays the curriculum development involves individualized trend, interdisciplinary trend and social issue oriented trend.² The system that would improve the ability of learning for slow learners is the individualized trend. In the individualized trend educationists allow the students to engage in activities or programmes or instruction uniquely appropriate to ones style and pace of learning. Thus the curriculum meets the individual need of the child as per his or her level of ability, achievement and progression.

Methods of Teaching

Learning is a process that is purposeful and goal oriented. The learner is conscious of the purpose and consequently, of the values inherent in it. One important characteristics of human being is their capacity to learn which leads to habits, skills, knowledge, attitudes, interests and molding of character. The above characters have the tendency of being absorbed from person to person on the methods of teaching. Teaching has nowadays shifted from the formal recitation to social participation of the educative process.⁴ New and inclusive techniques have been evolved and are adopted progressively in the institutions.

The UNESCO (2008), defines inclusive education as an ongoing process aiming at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination. Both Government and the Public Sector should come forward to establish inclusive schools which would evolve on a tech pattern that would respond to individual differences and change mind set towards diversity and lead to a just, non-discriminatory society.

The National Curriculum Framework for School Education, brought out by the NCERT (2000), recommended inclusive school system for all students without specific reference to pupils with special education needs as a way of providing quality education to all learners. According to NCFSE, segregation or isolation is neither good for learners with disabilities or for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices (NCERT, 2000). .

The success of inclusive education programs to the disabled children to a large extent depends on the teachers awareness, attitude and competencies to deal with children who are differently abled in the regular classroom. The organizational, teaching and learning and guidance and counseling activities should be tuned to meet the individual need of the learners. It is natural that awareness leads to formation of better attitudes and, in turn, they transform into better competencies.

Parental responsibility to Slow Learners

The first step to help a slow learner is to accept the child with the shortcomings. It is essential to understand that slow learning is not a medical condition. Hence, it does not always require special education. However, it requires special attention and care with enormous patience, encouragement, complete trust, and faith in the child's success. Appreciate the Efforts: It is quite common that a slow learner is not able to set goals or have time frames due to distractions. As a parent, it is extremely important never to push your child to achieve anything that challenges his/her abilities. Appreciating the child for every small success would build confidence and show consistent improvement in his or her accomplishments.

By judging the capabilities of the learner time limit have to be extended to accomplish the given task, thereby they may be appreciated. But we should be conscious of the fact the time extended should not in any way underutilize potential of the learner in due course. Slow Learners have the tendency of getting distracted from their studies as they do not have the potential to complete the work given. By specifically monitoring the kids activities at home, school, social gathering and at play area one could identify their abilities which would greatly improve their performance.

The technique of adopting a time bound task accomplishment by making use of Charts in their daily activity would bring in a greater change in their behavioral pattern. Charting involves creating responsibility, work involvement and encouragement to finish the work within the given time.

Above all, since the attention span of a slow learner is less, making your child work for multiple short sessions rather than a single, long session for any activity would offer better results. One of the major responsibilities of the parent is to interact with the teachers to understand if there are other areas where your child requires help.⁶

Slow learners have numerous problems. Their low academic functioning has consequences to themselves, the school and the society as a whole. There are a number of risk factors associated with their below average intellectual functioning. Slow learners have inadequate coping skills when faced with personal crises, hence require additional support to be successful. Low intelligence has been associated with crime, smoking, drug abuse, homelessness, alcohol abuse, unemployment, poor parenting readiness, bullying, fighting, school dropout, school failure and poor health care.

Parental guidance is one of the most significant aspects that determine the success of a child. This becomes even more crucial for a child who suffers from slow learning and related challenges. Lack of

appropriate parental support and understanding could result in extreme frustration and social troubles in a child who has learning disabilities.

Apart from the responsibilities bestowed on the educators and the parents, the society should realize of the real issues faced by the Slow Learners. Bullying in the educational institution, social stigma that has been imposed on the slow learners as a result of learning cause a greater stress on the life habit.⁸ Societal Responsibility is also a prime factor in stimulating and encouraging the Slow Learners to lead a normal life and to achieve the fruits of their life. Thus a comprehensive effort on the part of the educator, parents and society would lead to a student community which is free from stigma and discrimination.

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ROLE OF TEACHERS TO ENHANCE LEARNING AMONG THE SLOW LEARNERS

Dr. C. Nadarajan, Associate Professor, Department of History, Annamalai University,

Introduction

Slow Learners may have problems not only with math and reading but also with co-ordination such as penmanship, sports, or dressing. Often they are quiet and shy, and they have trouble making friends. They may have a poor self-confidence. They have trouble with abstract thinking such as in social studies or doing math word problems. They often have a short attention span. All of these problems cause them to have a poor self-esteem. Each slow learner presents an individual problem. His immaturity may be due not only to lesser mental ability but also to a lack of experience, poor health or poor speech habits that further retard his growth. Home conditions and moving from place to place may also play a part in his lack of development. Teachers will find that they can help slow learners if they give them tasks within their ability so they may achieve some success. They will need to provide for more experiences with concrete materials and for more purposeful repetition than is necessary with brighter pupils. They will need to make certain adjustments in terms of the child's limitations so as to prevent failure and discouragement. Some slow learners do fairly well in some subjects and these should be given as much prominence in the program as is possible.

Characteristics of slow learners

"In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- First, slow learners are recurrently immature in their relations with others and do poorly in school.
- Secondly, they cannot do multifaceted or complex problems and work very slowly.
- They lose track of time and cannot convey what they have learned from one task to another well.

Duties of the Teacher on Slow Learners

Moderate learners are not unwilling to learning, and have no limitations for adapting; however in truth have their own brain research for learning. Thus the test for the guardians or gatekeepers or instructors is to comprehend the understudy's zones of interests and build up an instructing plan to cover syllabus in a given time span. Moderate learners are extremely touchy and reluctant as they are exceptionally very much aware of their shortcoming in correlation with the quick learners. The following are the duties of the instructor on bringing out them:

Developing Confidence among Slow Learners

The primary duty of the instructor is to develop certainty among these learners and make them trust that they are no short of what others. Empowering words and expressions may achieve a positive effect on the moderate learners and will help them to perform better.

Discovering the Main Reason behind the Learner's Weak Performance

Instructors are initially required to discover the principle explanation for the learner's frail execution furthermore to examine those territories minutely where she needs to work upon keeping in mind the end goal to control the ease back learner to perform well.

Connect With the Slow Learners More Often

She needs to connect with the moderate learners all the more regularly so she can keep a record of each development of the learner and receive routes in which the moderate learner can be guided.

Giving Extra Care and Practice

Additional care and practice ought to be given to the ease back learners when contrasted with their companions. In the event that need be the instructor can take additional classes or may permit the learner to go to her place so she may work out the territories of worry alongside these learners. The educator may use some of her an opportunity to benefit an arrangement of research to discover basic methods for helping these ease back learners to think about in a simple and straightforward way. She may set ridicule tests for the learners or give them straightforward home assignments which are fascinating and identified with the lessons finished in-side the classroom.

Give careful consideration In the Class Room

Inside the classroom she should never make the moderate learner feel disregarded or undesirable as it may make a sentiment inadequacy among these learners which may lay an impact on their evaluations. She should give careful consideration to these learners and may make them sit in the primary column if conceivable.

Keeping up Friendly Relationship

An instructor should be a companion to these learners on whom they can fall back upon. These learners can't convey what needs be completely to their associates or to their folks and consequently needs some body that they can depend upon. Henceforth it is up to the educator to top off that vacuum and upgrade these moderate learners' inside and out advancement.

Empowering Oral Expression Instead of Written Reports

For moderate learners, many composition assignments go un-endeavored or are started just indifferently in light of the fact that these learners recognize that their composed item won't meet even negligible written work benchmarks. A painstakingly sorted out taped reaction to a task may be considered. This has the upside of abstaining from spelling, sentence structure, and composing mistakes.

Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Incorporate Individualized Learning Materials

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate, for the general difficulty slow learners have in grasping abstract ideas and concepts.

Conclusion

To help individual children to achieve success requires study and observation. Many lack a continuity of development due to absence, moving about, or not being ready for school training. Some have faulty procedures. Many just guess from day to day a sort of trial and error method. One little girl did not know for a long time that a combination of two numbers needed a certain answer. She considered the whole matter as one does a game. Written work often will provide clues for the teachers, and they will be able to see what the pupils had in mind when they prepared the papers.

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ROLE OF TEACHERS AND PARENTS IN HELPING SLOW LEARNERS

M.Nalini, Department of Education, Annamalai University

Dr.D.Mohana, Associate Professor, Department of Education, Annamalai University

Introduction

It is a heartbreaking experience for a student to be in class day after day but fail to keep up with what the teacher is teaching, especially not because they haven't been making an effort to cope, but simply because their mind works that way.

This doesn't only affect the affected students alone, but the teachers and parents as well. As a parent, one can't think of anything much more depressing than watching their child struggle in school. If your child is a slow learner, chances are he has a learning disability and needs a bit of help to cope in the mainstream classroom.

Slow Learner

A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate. However, this development, while being slower, nevertheless be relatively even.

On the other hand, a child with specific learning disability, is one of average or above average intelligence who has specific difficulties which can make learning very difficult. There may be deficits in any of the basic central nervous system functions, which have to do with the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities ie attention, memory, language, auditory and visual perception, motor coordination and planning, spatial orientation, impulse control and sequencing. In short, if there is a discrepancy between the child's potential and actual achievement.

Difference between Slow Learner and Learning Disabled

Why is it so important to be able to identify the slow learners in a class as opposed to those children with specific learning disabilities? After all, we have had the ill effects of labelling stressed on us ad nauseam. Everybody knows the old self-fulfilling prophecy experiments from college days. What you expect to get is exactly what you will get. Social justice and inclusive curriculum advances have also contributed to our awareness and sometimes even our wariness of special needs kids.

Characteristic of Slow Learners

1. Developmental -- may have immature language patterns or speech problems
2. Social -- poor judgement, immature social behaviour, prefers company of younger children
3. Personal -- frustration, aggression, anxiety
4. Academic -- may show proficiency with particular tasks rather than a subject areas, poor memory, difficulties understanding several steps in a task
5. Learning -- needs to have new information linked to old, difficulties transferring information learned in one situation to other situations.

"Particularly at our school, we often tell our teachers to always sit down with these students, get to understand their problems even at personal levels, and then guide them accordingly. If it persists, we collaborate with their parents to provide counselling and direction either at school or at home," explains Mushumba, adding that, evaluation of slow learners is something that should be done regularly.

Research shows that a 'slow learner' is not a diagnostic category, rather a student who has the ability to learn necessary academic skills, but at a rate and depth below average with same age peers. In order to grasp new concepts, a slow learner needs more time, more repetition, and often more resources from teachers to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to learn.

Teachers' roles

For teachers, there's no other option than being close to these students. In fact, teachers are encouraged to spend more time with slow learners than even the students spend with their parents.

"Teachers, as the people who spend a lot of time with these students, have a bigger responsibility than any other person. However, the first step is to identify them and assist them to successfully achieve academic goals.

Through focusing on them when asking questions, keeping in mind that their learning process is different, giving evaluation tests, homework, and exercises, one will be able to determine how these students can go as far as obtaining good results is concerned," .

"Teachers should always consider partnering a learner with stronger peers to give him a chance to re-learn information, something that can help cement the acquired skills and knowledge. However, parents play an important role among their children's academic success,".

Parent's Role

A parent helps her child with homework. It is a parent's responsibility as well to help their child cope with school work. Ngendahimana explains that parents should be willing to be their children's advocates and talk to them when they bring poor report cards at home to understand where the problem is. "Parents should meet with their children's teachers as part of the assessment, help them with daily homework and finally have conversations about their learning challenges within the family and community," he says.

"First of all as a counsellor you should acknowledge that in a class there are slow learners and quick learners. From here, a couple of activities are then put in place to help these slow learners and make them understand that they don't learn the same way like other students. However, a collaborative effort among the counsellors, teachers and parents is what is more important," she noted.

A parent's responsibility

- If indeed your child does have a learning disability, don't try to explain it away or hide it. There is nothing to be ashamed of. Well, nothing unless you are making your child feel less than cherished, loved and important.
- If your child is labeled a 'slow learner', then slow things down for them. Give them the grace and time they need and deserve to reach their potential. Provide for them the environment and tools necessary to excel.

- Think about it-if your child was a gifted musician, wouldn't you do whatever you could to make sure they were able to develop that talent to the fullest? No child deserves any less of a chance.
- Provide a quiet work/study area. Distractions are detrimental.
- Keep assignments and homework sessions short. Again, it's the attention span thing.
- Be accessible. Help your child. Help doesn't mean do the work for them, but help them work through the assignment giving clues, having them repeat the process or concept with similar questions and problems, etc.

Every child has potential. Not every child will be a doctor, nuclear scientist or college professor. But who cares! If they were, we'd be hungry, naked and wouldn't have a cell phone to chat on, now would we. Telling your child he needs extra attention One of the most difficult tasks of parents and educators is to determine if a child is learning more slowly because they cannot keep up with others or because they choose not to keep up with others.

Children who are labeled 'slow learners' are those that:

- Reach normal infant and toddler milestones later than the average child on a consistent basis. These milestones include crawling, walking, speech and vocabulary and motor skills such as clapping, hopping, skipping, recognising eyes, ears, etc.
- Have trouble concentrating-all children have limited attention spans. but those who have trouble concentrating for more than two or three minutes at a time and are unable to recall what they did in that time and/or repeat what they did without instruction or prompting later on, will likely be in need of specialised attention and be labeled 'slow learners'.

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ROLE OF TEACHER AND PARENT IN CATERING THE NEEDS OF SLOW LEARNERS

*Smt. Nandini N, Research Scholar, Department of Education, Bangalore University Bangalore Dr.
Haseen Taj, Professor, Department of Education, Bangalore University, Bangalore*

Introduction

Teaching is a challenging profession that requires a lot of patience, innovation and motivation from the teachers in order to bring about an all-round development among their students. Inside the classroom there will be a mixed section of learners based on their level of intelligence and performance criteria. It is among these learners, there will be some who cannot cope up with the lessons taught inside the classroom as their peers do and hence these learners are tagged as the slow learners. Hence here comes the greatest challenge for a good teacher to guide and help the slow learners improve in fetching good grades and come out with flying colors. A good student can always get good grades on his own merits which require very little effort on the teacher's part. But to help a slow learner fetch a good and suitable grade is a challenge that marks the qualities of a good teacher. Since, being a teacher faces such problems inside the classroom and some ways should be adopted in order to help a slow learner achieve good grades and graduate successfully. Hence the challenge for the teachers is to understand the student's areas of interests and develop a teaching plan to cover syllabus in a given time frame. Slow learners are being a part of regular schools, thus only proving that they are not physically or mentally disabled but only pace disabled.

Slow Learners

Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Actually slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education. Slow learners should not be confused with students in need of special education or reluctant learners who are non-cooperative. A student may fail to excel in some classes or in some subjects but it does not imply that he or she is a slow learner. The teachers and guardians may resort to some of the teaching aids available to special education students that may enhance interest of slow learners and help them get involved in the learning process. Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality. It has been estimated that 5 to 15 per cent of school going children suffer from scholastic backwardness (Nair et al, 2003).

Characteristics of Slow Learners

Slow learners are children taking a little more time than others do to grasp a concept. A child who takes more time and focus to think than others his age is said to be a slow learner. This child will hit the basic developmental stages just like his peers, but at a significantly slower rate. Nevertheless, this development will be relatively even. Few characteristics of a slow learner may be exhibited any or all as mentioned like developmental which includes a child having some speech problems, or underdeveloped language patterns. He may also have poor memory and might take a number of repetitive sessions to learn something. When we consider social characteristic, then slow learners may be seen hanging around with younger age groups. Immature social behavior, a sense of poor judgement, being to himself, and inability

to express are also observed. Apart from this if we reflect on his or her personal distinctive a slow learner may get frustrated easily, and may display emotions anxiety, aggression, lower self-esteem, and emotional instability. Another important concept to be considered is learning in which slow learners take time to process information, and sometimes grasp concepts only when linked to old.

Identification of a slow learner

Since slow learners cannot be a grouped as a separate diagnostic category they are often overlooked and not considered as individuals who need intervention. Some distinguishable traits of a slow learner includes scoring consistently low on achievement test, will have below average ability to comprehend academic concepts, their functioning ability will be significantly below that of grade level, they also prone to immature interpersonal relationships and prefer playing with younger children. They tend to be ignored by peers and may not have common peer interests, faces difficulty in following multi-step directions. Also will have poor self-image and lacks self-confidence. Mainly they work on all tasks slowly and mostly tries the same strategies; relies on trial and error learning and less on insightful learning and masters skills slowly and does not master some at all.

Responsibilities of Teachers in improving the capabilities of slow learners

The greatest challenge to an educator is a student who is a slow learner. These students do not fall into the category of special education, do well outside the classroom and show no evidence of having a medical problem. They simply do not do well in school or a particular subject. In the days before formal schooling these students would carry on productive lives working and doing tasks that did not require extensive reading, writing or math operations. However, today the emphasis is less on occupational learning and more on academic preparation. arrangements, as a teacher should emphasize in training them in improving Learning, Speaking, Reading and Writing skills, should be friendly with the slow learners which develops confidence among them. Important concept to be highlighted in this context is repetition, a teacher might feel like they are saying the same thing over and over, but it helps make a concept more concrete. A slow learner with limited reasoning skills will take longer to comprehend what may seem easy and almost natural to us. Teacher can put up posters in his work space so whenever his concentration drifts, he is constantly reminded of the task at hand. Also encourage other activities in which the child can experience success. Repeat these from time to time so as to keep up a healthy level of confidence.

Role of Parents in supporting slow learners

The child-parent relationship has a major influence on most aspects of child development. When optimal, parenting skills and behaviors have a positive impact on children's self-esteem, school achievement, cognitive development and behavior. If a child has been diagnosed as a slow learner, parents should not get despair. The child can gain a certain level of proficiency by constant practice and encouragement. Many slow learners can be trained to pass exams using the rote learning and practice method. They can grow up to handle jobs and relationships as they are dependable and trustworthy. There are several careers which require fixed schedule and routines in which they can shine. There are many things other children can learn from slow learners such as their persistence, patience and hard work.

When you turn on the blender, explore how it works together. When your child studies the weather, talk about why it was so hot at the beach. Have give-and-take conversations, listening to your child's ideas instead of pouring information into their heads. Parents should also think that they are not doing over-schedule their child by outside activities instead should be judicious about how much is their capability

which can quickly become a joyless race from one thing to another. Therefore, parents should monitor their child to see that he is truly enjoying what he is doing.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas, and beyond- in our first job and subsequent ones, while teaching our children: the list continues... In today's world, unfortunately, 'learning' has become a one-size-fits-all process that is not tailored to suit a person's abilities. This conformation of learning is especially true of our conventional school systems. The problem, however, is that not all children can adapt to such a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners' who exist in almost every class, yet at present a systematic way of identifying and supporting them does not exist. There is no doubt that the individual teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners.

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TIPS TO TEACH AND IMPROVE SLOW LEARNERS

Mrs M. Paruvatha Arasi and Mr.O. Senthil Kumar, Ph.D, Scholars, Bharathiar University, Coimbatore & Assistant Professor, A. K. T . Memorial College of Education, Kallakurichi, Villupuram District, Tamil Nadu - 606 202.

Introduction

Slow learners are being a part of regular schools, thus only proving that they are not physically or mentally disabled but only pace disabled. The only problem with them is that they learn concepts and achieve developmental milestones at a pace slower than their peers if they do not suffer from any other disabilities. Teachers and parents play pivotal roles in a slow learner's life. Their support and motivation go a long way to help such children overcome their hurdles. This duly signifies that teachers and parents have added responsibility from schools and society toward them. Creating a healthy and conducive environment for a slow learner is of utmost importance to improve their pace. Often teachers who have a slow learner in their class face grave problems: keeping up with the term syllabus, fear of losing empathy toward such students, and many others.

Tips To Teach And Improve Slow Learners

1. Be patient with slow learners

The foremost aspect of teaching a slow learner is that the educator should be patient and consistent throughout the entire process. The core problem of slow learners education is their weak cognitive skills coupled with the slow speed learning. A teacher has to be understanding and patient toward their ability to get distracted easily and having a low attention span. Moreover, teachers must find creative ways to cope with this situation so that the entire class is not affected. One of them is patient repetition. Try repeating every basic instruction, keyword and concept time and again without being boring. Do not over speak, but over teach.

2. Seek school management's help

Request the school to arrange special classes for slow learners after/before school. Also, check whether you can get a co-teacher or an assistant teacher for your class. This will help you concentrate better on them.

3. Engage fellow classmates in your efforts

Teach the other students to empathize with the special students. Specially ask them not to bully or tease slow learners. Inform them about their condition and how they could make a difference. Ensure you have these timely sessions in the slow learner's absence.

4. Provide minimum homework

We all agree that homework although with its benefits is more of a burden for a child and her parent. Slow learners, in particular, find it difficult to be attentive throughout the school day, let alone coming home and completing homework assignments. For such children, quality matters over quantity. Having minimum homework would help them understand learning and reduce their anxiety. This, in turn, would maintain their enthusiasm toward school. An educator can assign and alter homework personally and leave out small details that may be of little importance. For example, a homework of writing an essay

on an English chapter could be modified to reading the chapter twice, and telling the summary to the teacher would be a better idea.

5. Let a buddy teach

Peer tutoring works better for slow learners. When their teachers are of the same age, they get encouraged. Let them select 1 or 2 of his friends to form a study group. Assign the study group the task of reiterating the new teachings of the day and assisting with homework.

6. Encourage and Teach the right things

Invite them to come forward during art classes, school activities, or volunteering. Recognize and reward their participation. This would do wonders to their self-confidence. Teach special skills rather than unnecessary skills. This may include following the correct instruction words (count, color, circle, etc.) or listening and focusing on keywords. Remember the main goal is to make them self-sufficient.

7. Give them special takeaways

Hand out special cheat sheets, mini dictionaries, or visually graphic information sheets. One good idea is to give lesson pamphlets for pinning them to their soft boards so that they are surrounded by constant reminders of lessons and activities. Do check out our stash of Math tips and tricks to help motivate them.

8. Praise and raise them

Always praise every tiny effort of a slow learner in front of the class or in public. This would raise their self-esteem and confidence.

9. Encourage constant Parent-Teacher Association

Work very closely with their parents. Ensure the homework and tasks assigned are successfully completed on a daily basis. Be accessible and open to communication. Make sure to listen out to parents' problems and help to solve them. Conduct special meetings for their parents of apart from the general PTA meets.

10. Lastly, a few don'ts:

- Do not reprimand in front of the class. You may do that in private.
- Do not emphasize on writing, concentrate on reading. Oral education is more beneficial for them.
- Do not let them quit trying. Encourage them to continue their hard work to complete their tasks even if it means postponing it.
- Do not be overprotective. Let their slow learning not become their introduction.

We all need to remember and timely remind ourselves while teaching slow learners that it is okay to let them learn things slowly than not learn at all.

Conclusion:

Slow learners are one their educational attainment falls below the level of their natural abilities. The teacher should also give individual attention to the slow learners in clarifying their doubts and in stimulating their activities. Adequate drill and practice with equal stress in speed and accuracy can enhance the proficiency in fundamental skills while review and more relevant learning experience can make the

basic concepts clear for the students. This will help them work fast.

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ROLE OF TEACHERS AND PARENTS IN HANDLING SLOW LEARNERS

P.Pramiladevi, Ph.D, Scholar, Department of Education, Annamalai University, Annamalai Nagar. Dr.T. Thilagavathy, Associate professor, Department of Education, Annamalai University, Annamalai Nagar

Introduction

In today's world, unfortunately, 'learning' has become a one-size-fits-all process that is not tailored to suit a person's abilities. This conformation of learning is especially true of our conventional school systems. The problem, however, is that not all children can adapt to such a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'.

It is a heartbreaking experience for a student to be in class day after day but fail to keep up with what the teacher is teaching, especially not because they haven't been making an effort to cope, but because their mind works so. This doesn't only affect the affected students alone, but the teachers and parents as well. As a parent, one can't think of anything much more depressing than watching their child struggle in school. If your child is a slow learner, chances are he needs a bit of help to cope in the mainstream classroom. He needs a little extra help or perhaps just extra time, the way in which the teacher and parent deals with the student and his needs could play an important part in determining how academically successful the child ultimately ends up becoming.

Slow learners:

It is simply a term used to describe a student with the ability to acquire all necessary academic skills, but at a rate and depth below that of the average student. Slow learners are those students who are unable to accomplish what is expected of their age group. Burt (1937) classifies them as students who are unable to cope with the work normally expected of their age group. Carroll, (2004) "Slow learners are students with below average cognitive abilities and who struggle to cope with the traditional academic demands of the regular classroom". These students remain in the lowest rung of the ladder.

They have a hard time grasping new concepts quickly even though they tend to work hard. Actually, they work harder to solve difficult problems like mathematical calculations way beyond their capabilities.

Distinguishable traits of a slow learner:

- Scores consistently low on achievement tests
- A below average ability to comprehend academic concepts
- Functioning ability is significantly below that of grade level
- Prone to immature interpersonal relationships and prefers playing with younger children
- Tends to be ignored by peers and may not have common peer interests
- Faces difficulty in following multi-step directions
- Frequently has impaired fine motor coordination such as delayed ability to tie shoe laces

Teacher's role on a slow learner

Teaching is a profession that demands understanding and patience coupled with motivation and creativeness. If and when a teacher has identified a child performing below average, then the teacher should try to find ways of guiding and helping the child to perform well. It is full of challenges. Slow learners know very well they have a weakness as compared to their peers. They know they do not perform well. They are sensitive and self-conscious of this fact. Also, they have low self-esteem. It is up to the teacher to build up confidence in them. The teacher should encourage them by reminding that they are no less than others and can do better. In return, these encouraging words can boost their morale to want to perform better. The best way to boost their confidence is focusing on things they are good at. The following are some tips teachers can use to help slow learners do better in the performance of assignments, tasks and examinations.

Repetition, repetition, repetition! One might feel like saying the same thing over and over, but it helps make a concept more concrete. A slow learner with limited reasoning skills will take longer to comprehend what may seem easy and almost natural to us. Can put up posters in his work space so whenever his concentration drifts, he is constantly reminded of the task at hand. Also must encourage other activities in which the child can experience success. Repeating these from time to time so as to keep up a healthy level of confidence.

Differentiated Instruction or one-on one tutoring helps fill in gaps in basic skills and helps a student stay on track. Individual attention is extremely important as it eliminates many factors that hinder learning, such as distractions, annoying peers, a fast classroom pace, and a competitive atmosphere.

- Teaching study skills to help him become more efficient at studying.
- Teaching important concepts and leaving out some of the less important details.
- Focusing more on core subjects such as Maths and English so the child's fundamentals are well laid out and he can pursue any interest later.

Adding variety to the academic routine by making learning a fun process through the use of educational puzzles and games. It has been observed that the majority of slow learners enjoy activities which are hand held and allow them to play an active role. It allows the child to learn by using his tactile sense, one that leaves a more lasting impression in his memory. Also ensure lessons are short and frequent rather than long and strenuous.

Carl Balado of the University of Central Florida, who has done extensive re-search on slow learners, offers these intervention recommendations.

- Reduce distractions by providing a quiet place to work
- Incorporate auditory, visual, and kinesthetic learning style
- Use Educational games, puzzles, and techniques as much as possible;
- Work with material that is challenging but allows success;
- Require shorter tasks and restructure expectations; and
- Provide meaningful concrete rather than abstract activities;

Parental Role on slow learners:

If your child is labeled a 'slow learner', then slow things down for them. It is important for parents to emotionally move at the same pace as their child. Expectations should be brought down to a suitable level but also not completely curbed. Given them the grace time they need and deserve to reach their potential. Provide for them the environment and tools necessary to excel.

Keep the things in perspective by not being intimidated by the news that your child may have special needs. The most important job is to support your child and to help him keep his self-esteem intact. Don't let the test scores, school bureaucracy and endless paperwork distract you from the goal of providing your child with emotional, educational and moral support.

Remember that your influence on your child outweighs all others as he will follow your lead. If you approach the learning challenges with optimism, hard work and a sense of humour, your child is likely to embrace your perspective or at least see the challenges as a detour rather than a roadblock. Focus your energy on learning what works and implementing it in your child's life in the best way. Positive energy ensures that the child does not mentally shut off from stress and academic difficulties.

Communication is key: Encourage your child to talk to you and voice his thoughts. Ask what he did in school and what the best part of the day was. Ask questions to shed light on possible interests such as TV shows, sports and music. Ask the child what he wants and plans to do. Give short specific directions and have your child repeat them back to you. Many slow learners have a problem with following multi-step instructions. Make sure the directions that you give allow the child to physically move around and talk to people. The academic world can be conquered much more easily once the child can communicate comfortably.

Conclusion:

If your child has been diagnosed as a slow learner, do not despair. With sufficient effort, constant reinforcement and, most importantly, patience, a slow learner's performance can be augmented. The child can gain a certain level of proficiency by constant practice and encouragement. They can grow up to handle jobs and relationships as they are dependable and trustworthy. There are several careers which require fixed schedule and routines in which they can shine. There are many things other children can learn from slow learners such as their persistence, patience and hard work. Most of all maintain a positive attitude and a plentiful supply of support and constant effort.

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ROLE OF TEACHER IN TEACHING SLOW LEARNERS THROUGH TECHNOLOGY

B.Radhakrishnan, *Ph.D Research Scholar, Centre for Educational Research, Madurai Kamaraj University Madurai*

Dr. M. Rajeshkumar, *Assistant Professor Centre for Educational Research Madurai Kamaraj University Madurai*

Introduction

A child may be a slow learner for various reasons, including: heredity, inadequate brain development due to lack of stimulation, low motivation, attention problems, behavior problems, different cultural background from that which dominates in the school, or distracting personal problems. With so many slow learners remaining in school nowadays, the schools are beginning to realize that they make special provision for such students. The traditional academic curriculum of past years is now judged inadequate. Some have developed special curricula that are particularly suited a slow learners and their needs. Some schools, rather than developing special curricula are focusing their attention on the devising of better and more effective methods and techniques for use in teaching the regular curricula to slow learners.

Role Of Technology In Education

Technology power can provide us with opportunity in designing process of teaching and learning which so far only dreamed about it. Among many educational goals, three cognitive outcomes are that students should be able to remember, understand, and use information. Apparently, one of these outcomes is very difficult to achieve. After more than a decade of schooling, many students leave school unable to use much of the content they have learned.

The computer can play an important role in enhancing the efficiency of the language teaching process, making students more creative and providing them with an individualized learning environment. Amongst all teaching strategies, Computer Assisted Teaching is perhaps the best because it offers individualized instruction.

Teachers' Roles In Slow Learners

Teachers are encouraged to spend more time with slow learners than even the students spend with their parents. The first responsibility the teacher has is to identify these students and later come up with strategic measures to help them. Teachers, as the people who spend a lot of time with these students, have a bigger responsibility than any other person. The first step is to identify them and assist them to successfully achieve academic goals. Through focusing on them when asking questions, keeping in mind that their learning process is different, giving evaluation tests, homework, and exercises, one will be able to determine how these students can go as far as obtaining good results is concerned. Teachers should always consider partnering a learner with stronger peers to give him a chance to re-learn information, something that can help cement the acquired skills and knowledge.

Special Methods Of Teaching

The following special methods will be very effective for slow learners:-

- Audio and visual instructions
- Computer assisted instruction

Audio And Video Instruction

Slow learners need extra time for remedial and enrichment activities. In the audio instruction the expert's service not ordinarily available in the school is made available. They can listen to the audio instruction based on their subject units in the evening hours. They can take them home and make use of according to their convenience. Also they can listen to relevant educational radio programme which also has positive effect on the slow learner's

Computer Assisted Instruction

Computer assisted instruction is a kind of individualized instruction administered by a computer and its roots has in programmed instruction and in the behavioral theories of learning. CAI programmes stress drill and practice exercise, others teach students facts and concepts. It gives instant knowledge of results and provides immediate feedback which are very essential for slow learners to ameliorate their learning process. In this method every student can learn at his own rate. Students will have no pinch of inhibition when they learn through Computer assisted instruction.

Remedial Instruction

Rastogi (1978) and Narayana rao (1987) have suggested that the remedial teaching classes or special classes should be conducted systematically based on laid down guidelines.

- The instructional content must be very carefully graded keeping in mind the capacity, requirement, educational and experience levels of the students.
- Short frequent lessons should be introduced instead of long lessons every week.
- The slow learners are able to grasp concrete ideas rather than abstract ideas. Therefore there must be ample use of audio visual aids in the instructional process which can provide unique experience to the slow learners in the presentation of the content.

Conclusion

Innovative technologies are provides a tool which can be introduced to remedy and assist learners and teacher overcome, there challenges. Personal leaning environments are the way to move forward through technology, Learning is an essential but complicated process that we follow life-long. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching, Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. By expanding the teaching styles, instructors can support opportunities for students with different learning styles to increase their learning.

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TEACHING STRATEGIES AND PARENT'S RESPONSIBILITY AMONG THE SLOW LEARNERS

S.Rajeswari, Ph.D. Research Scholar (External), Dept. of Education, Annamalai University
Dr. (Mrs.) N. Amutha Sree, Assistant Professor, Dept. of Education, Annamalai University, Chidambaram, Tamilnadu

Introduction

Slow learners - Isn't this clinical term deplorable for children with below average IQ levels? Seems like a lifelong tag suggesting that such children are non-achievers. On the other hand, slow learners are being a part of regular schools, thus only proving that they are not physically or mentally disabled but only pace disabled. The only problem with them is that they learn concepts and achieve developmental milestones at a pace slower than their peers if they do not suffer from any other disabilities.

Teachers and parents play pivotal roles in a slow learner's life. Their support and motivation go a long way to help such children overcome their hurdles. This duly signifies that teachers and parents have added responsibility from schools and society toward them.

Ten Tips To Teach And Improve Slow Learners

1. Be patient with slow learners

The foremost aspect of teaching a slow learner is that the educator should be patient and consistent throughout the entire process. The core problem of slow learners' education is their weak cognitive skills coupled with the slow speed learning. A teacher has to be understanding and patient toward their ability to get distracted easily and having a low attention span. Moreover, teachers must find creative ways to cope with this situation so that the entire class is not affected. One of them is patient repetition. Try repeating every basic instruction, keyword and concept time and again without being boring. Do not over speak, but over teach.

2. Seek school management's help

Request the school to arrange special classes for slow learners after/before school. Also, check whether you can get a co-teacher or an assistant teacher for your class. This will help you concentrate better on them.

3. Engage fellow classmates in your efforts

Teach the other students to empathize with the special students. Specially ask them not to bully or tease slow learners. Inform them about their condition and how they could make a difference. Ensure you have these timely sessions in the slow learner's absence.

4. Provide minimum homework

We all agree that homework although with its benefits is more of a burden for a child and her parent. Slow learners, in particular, find it difficult to be attentive throughout the school day, let alone coming home and completing homework assignments. For such children, quality matters over quantity. Having minimum homework would help them understand learning and reduce their anxiety. This, in turn, would maintain their enthusiasm toward school. An educator can assign and alter homework personally and leave out small details that may be of little importance. For example, a homework of writing an essay

on an English chapter could be modified to reading the chapter twice, and telling the summary to the teacher would be a better idea.

5. Let a buddy teach

Peer tutoring works better for slow learners. When their teachers are of the same age, they get encouraged. Let them select 1 or 2 of his friends to form a study group. Assign the study group the task of reiterating the new teachings of the day and assisting with homework.

6. Encourage and Teach the right things

Invite them to come forward during art classes, school activities, or volunteering. Recognize and reward their participation. This would do wonders to their self-confidence. Teach special skills rather than unnecessary skills. This may include following the correct instruction words (count, color, circle, etc.) or listening and focusing on keywords. Remember the main goal is to make them self-sufficient.

Teaching Students Who Are Differential Learners

- All students can learn. The challenge is finding a way to help them learn. Understanding slow or differential learners is key.
- These students have difficulty thinking abstractly and may have a short attention span. These students function below grade level, have low achievement scores, are frequently immature, and work slowly. Often they have problems transferring what they have learned from one task to another.

These students want to learn but have problems processing. How can we help them?

- Tap into different learning styles. Use computers, classroom centers, audio tapes, and other means of learning to engage students who need more than just oral instruction.
- Write directions on the board, keep homework short, and allow for changes. As learning progresses, students are often asked to follow more than one direction. This can become challenging to some. Keep tasks simple.
- Use homework reminders, planners, and assignment charts. I believe should be in every classroom. These create a "to do" list for students that can easily be checked off when completed. Depending on the student, you can also ask for parents to sign off each evening, getting parent involved in the homework responsibility.

Parent's Responsibility

- If indeed your child does have a learning disability, don't try to explain it away or hide it. There is nothing to be ashamed of. Well, nothing unless you are making your child feel less than cherished, loved and important.
- If your child is labeled a 'slow learner', then slow things down for them. Give them the grace and time they need and deserve to reach their potential. Provide for them the environment and tools necessary to excel.
- Think about it-if your child was a gifted musician, wouldn't you do whatever you could to make sure they were able to develop that talent to the fullest? No child deserves any less of a chance.

What you can do to help your child

- Provide a quiet work/study area. Distractions are detrimental.
- Keep assignments and homework sessions short. Again, it's the attention span thing.
- Be accessible. Help your child. Help doesn't mean do the work for them, but help them work through the assignment giving clues, having them repeat the process or concept with similar questions and problems, etc.
- Ask questions such as 'what does that word mean?' 'do you see how that works?' 'why did you choose that answer?'.
- Read to your child.
- Be patient and consistent.
- Do not allow them to give up on their work or themselves. If necessary, take a break, but always come back to the task and see it through to completion.

Telling your child he needs extra attention

- One of the most difficult tasks of parents and educators is to determine if a child is learning more slowly because they cannot keep up with others or because they choose not to keep up with others.
- Children who are labeled 'slow learners' are those that:
- Reach normal infant and toddler milestones later than the average child on a consistent basis. These milestones include crawling, walking, speech and vocabulary and motor skills such as clapping, hopping, skipping, recognising eyes, ears, etc. Have trouble concentrating-all children have limited attention spans. but those who have trouble concentrating for more than two or three minutes at a time and are unable to recall what they did in that time and/or repeat what they did without instruction or prompting later on, will likely be in need of specialised attention and be labeled 'slow learners'.

Conclusion

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success

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THE ROLE OF TEACHERS AND PARENTS IN PROMOTING SLOW LEARNERS (With reference to primary education)

Roselin. S, Ph.D Research Scholar, Department of Sociology, Annamalai University, Annamalai Nagar
Dr.P. Christhu Raj, Guide, Assistant Professor, Department of Sociology, Annamalai University, Annamalai Nagar

Introduction

"Everybody is a genius. But if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid" - Albert Einstein, yes by birth every one is a genius and capable but it differs according to how they grow up by the parents, teachers and society. Education is a grater factor which shapes a society into perfection. It helps the man to obtain fullest life. Education is the process of giving the individual, knowledge and skills which he should apply, in his life but there are lots and lots of educational implementations, methodologies and processes are increasing or in practice day by day to promote huge progress in modern era. And today everyone should run behind global changes, globalization and modernization. So everywhere each and every circumstance creates or promotes slow learners knowingly or unknowingly. So now we especially focus on primary level.

Today's Parents

Today mostly every family becomes single and separated due to many socio -economical reasons, majority of the people refuse to live as a joined family. Both men and women started to work together to face their daily problems or crisis, Simply they run to earn the money, they don't have time to spend with their children, they don't have time to eat, to play, to stay, to make fun with them. So how does a child get perfect growth, if no one is to care, how a kid to find its ways.

Today's Teachers (or) Educators

Today's teachers mostly are working as per their institutional targets and norms, they have to implement the syllabus within the given time and should focus on outcome or results, since they have 50-60 students in their class, they don't have enough time to promote every child through experienced education, simply teachers force the students to mug up and just make them to copy and paste. So what is the use this kind of educating?. The fast and slow approaches of a teacher may be cause a child to become a slow learner.

Problems faced by slow learners

- Criticising: When a child is noticed as a slow learner by a teacher, co-learners or by a family member, many times he/she tempts to get criticizing by the peoples around and make fun. This is the major problem they face and that leads them to isolation, sad, unworthy, helpless and etc.
- Isolating: When a child is noticed as a slow learner, he /she himself/herself isolates or by others in common
- Feel unfit: When a child is noticed as a slow learner, he /she himself/herself feels unfit, not worthy
- Cornered: When a child is noticed as a slow learner, he /she himself/herself cornered , or by parents or teachers

- **Inferiority Complex:** when a child noticed as a slow learner, he /she himself/herself gets inferiority complex in every opportunities.
- **Avoiding:** when a child noticed as a slow learner, he /she himself/herself avoids being part of every activities.

Slow Parents and Slow learners

"If there is a slow parent, there is a slow learning child. Parents are the best teachers to every child". Ultimately this a parents mistake when their child is noticed as slow learner, the parents are the first and best teacher to a child, they have to teach everything to them, they have to guide them, they have to provide perfect learning atmosphere and infrastructure and to create a learning zeal into the heart of their child. And they have to identify the interest of their child. And there must be genuine care, motivations and protection towards their child, then only child will get perfect mentally and physical health.

Slow teachers and slow learners

"If there is a slow teacher, there is a slow learning child". Partially this a teachers mistake when their student is noticed as slow learner, first teachers should not criticise a child as slow learner, he/she has to be treated by a teacher as a normal child. Teachers should not avoid them, should give them extra care and they have to guide them, they have to provide perfect learning atmosphere and infrastructure and to create a learning zeal into the heart of their child. And they have to identify the interest of the child. And there must be genuine care, motivations and protection towards the child, then only child will get perfect mentally and physical health and help the child to overcome from the slow learning.

Absence of learning atmospheres and slow learners

"Educating a mind without educating a heart is no education at all"-Aristotle. If there is absence of learning atmospheres that create slow learners. The learning infrastructure should create zeal of learning and help a child to involve in learning process and move on towards to progress with whole heartedly. The atmospheres of learning are the most valid tools that make the child to involve.

Single women and slow learners

Single women like isolated women by self are slow learner in any situation and they felt inferiority, and not capable, but mostly when the zeal of learning decreased and the absence of proper parental and teacher's care slow learners become isolated, isolated women become single women.

Role a parents in helping slow learners

- **Appreciate the efforts:** As a parent, it is extremely important never to push your child to achieve anything that challenges his/her abilities. Appreciating the child for every small success would build confidence and show consistent improvement in his or her accomplishments.
- **Extended time limits:** Judging the capabilities of the child and helping him/her complete tasks he/she is capable of, within extended time limits, would make him/her feel appreciated. However, it is important to not to let your child under-utilize his/her potential.
- **Identify interests:** Kids with slow learning abilities easily get distracted. Identifying activities that the child likes and motivating him/her to take part in such activities at home or school would greatly improve his/her performance.

Roles of a Educator in helping slow learners

- Giving extra care and practice: Extra care and practice should be given to the slow learners as compared to other students. If need be the teacher can take extra classes or may allow the learner to come to her place
- Building up confidence among slow learners: The first responsibility of the teacher is to build up confidence among these learners and make them believe that they are no less than others. Encouraging words and phrases may bring about a positive impact on the slow learners and will boost them to perform better.
- Interact with The slow learners more often: A Teacher needs to interact with the slow learners more often so that slow learner can feel comfort.
- Pay equal attention in the class room: Inside the classroom teacher must never make the slow learner feels neglected or unwanted as it might create a feeling of inferiority among these learners which might lay an effect on their grades.

Conclusion

Joint efforts of both parents and teachers are important to achieve positive results in promoting slow learners. It is possible to draw strong academic performance from slow learners through steady application of practical strategies. Knowledge of what you can do as a parent or teacher to help slow learners enables you to put in your best efforts in the right direction and contribute to the children's success.

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ROLE OF TEACHERS IN HONING THEIR HIDDEN SKILLS FOR SLOW LEARNERS

C. Sangeetha, Ph.D scholar, Department of Education, Annamalai university.

M. Harikrishnan, Professor and Head, Department of Education, Annamalai University

Introduction

Children learn at different rates, and, according to some published research, children learn only when they are ready. Other research gives importance to intrinsic rewards, differentiated curriculum, and motivation by personalizing lessons. However, the bottom line for most educators is that some children are slow to learn, but don't have a learning deficiency. Perhaps the greatest challenge to an educator is a child who is a slow learner. These children do not fall into the category of special education, they do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in school or a particular subject. Slow Learners may have problems not only with math and reading but also with coordination such as penmanship, sports, or dressing. Often they are quiet and shy, and they have trouble making friends. They may have a poor self confidence. They 140 Rashmi Rekha Borah have trouble with abstract thinking such as in social studies or doing math word problems. They often have a short attention span. All of these problems cause them to have a poor self esteem. In the days before formal schooling, these students would carry on productive lives working at tasks that did not require extensive reading, writing or math

Characteristics of slow learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school. First, slow learners are recurrently immature in their relations with others and do poorly in school. Secondly, they cannot do multifaceted or complex problems and work very slowly. They lose track of time and cannot convey what they have learned from one task to another well. They do not easily master skills that are academic in nature, such as the times tables or spelling rules. Perhaps the most exasperating trait is their inability to have long-term goals. They live in the present, and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills.

Proven ideas to help slow learners

High school opens the door to vocational training where they often excel. Work study programs give them a purpose for going to school. Work with your school's M-Team (Management Team) to develop an IEP (Individual Educational Plan) for the child. Do not spend the entire time making the child's study. Don't nag. Let them have a life outside of school with activities they enjoy. A Slow Learner might repeat one grade level for academic or social reasons. Repeating more than one grade is a disaster for their self esteem. Some schools will place these children in a "slow track" where the work is easier. However, the other students may make fun of them. And the concepts in math and social studies may still be too difficult for them. The least desirable alternative is a non-graded program where the child works at their own pace and is graded for their effort. Another way is to use their IQ to compute a passing grade. For example if passing is 70% and their IQ is 80 then a passing grade would be $.8 \times 70 = 56\%$. The child deserves pre-vocational training in social skills and independent living. These children should be taught life-related courses like shopping, managing money, and job preparation. Look at their problem areas and focus on them with extra tutorial help. This could be during the last period of the day or after school. Allow by-pass strategies such as calculators, or let them do oral or visual reports. Provide a quiet place to work, where the child can be easily observed and motivated. Keep homework sessions short. Provide

activity times before and during homework. Add a variety of tasks to the learning even if not assigned, such as painting a picture of a reading assignment. Allow for success. Ask questions about the assignment while the child is working. Go over the homework before bed and before school. Read to the child. Some researcher use "Three Transfer" form of learning, in which the student must take information and do three things with it beside reading. For example,

Challenge the child

Have the child do the most difficult assignments first and leave the easier ones to later. Call it the dessert principle. Parents/Guardians should not be overprotective. Parents who frequently intercede at school are teaching that they do not respect their child's abilities. If any parents do call a teacher, they should make sure that they seek a positive outcome. Because we should not forget most teachers have worked with numerous slow learners and have plenty of experience. However, sharing one's child's strengths and weaknesses could make the school year more beneficial for all concerned. Parents may contact the teacher if there is a concern. Calling an administrator solves nothing, as the teacher is the sole legal judge of academic success. The parents should take their child to exciting places where they can see academic success is important. A trip to a local university or community college, a walking tour of city hall, a visit to the fire station or a behind-the-scenes tour of a zoo is highly motivating

Examples of interventions for slow learners

Environment: Reduce distractions, change seating to promote attentiveness, have a peer student teacher, and allow more breaks. Assignments: Make them shorter and with more variation, repeat work in various forms, have a contract, give more hands-on work, have assignments copied by student, have students use "three transfer" method. Assessment: Use shorter tests, oral testing, redoing tests, short feedback times, don't make students compete. What to avoid: Don't use cooperative learning that isolates the student and places him or her in a no-win situation or standardized tests. Definitely don't ignore the problem. What to encourage: Grouping with a patient partner. Learning about the child's interests. Placing the student in charge. Mapping, graphic organizers, and hands-on work. Using Bloom's taxonomy of tasks to make the assignments more appropriate.

Conclusion

This objective of the paper is to create greater awareness and discussion about slow learners. Learners in this category will exist in almost every class, yet at present a systematic way of identifying and supporting them does not exist. There is no doubt that the individual teachers have developed many effective techniques for supporting those learners who need additional help. It would be valuable therefore if opportunities could be created for teachers to share and discuss their work with slow learners. It is also important for further research to build on this initial study to develop guidelines to assist teachers in supporting slow learners.

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ROLE OF TEACHER IN ENHANCING SLOW LEARNERS

C. Seenivasan, Ph.D, Scholar in Education, Bharathiar University, Coimbatore.

Assistant Professor in Commerce Education, National College of Education, Keelakollai, Neyveli.

Sr.D. Sivakumar, Principal, C.K College of Education, Cuddalore.

Introduction

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. If your home schooled student has not taken an IQ test or an assessment exam, you may be wondering what the common signs are in identifying a slow learner. If you're wondering whether or not you are homeschooling a slow learner the list below highlights characteristics that some researchers have found to be shared by many struggling learners. Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction or modified materials-all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: (1) a class composed mostly of average students, in which case up to 20% may be slow learners, or (2) a class specially designed for slow learners. Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students.

Slow Learners

A "slow learner" is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. Educational researchers and Psychologists use a range of terms to refer slow learners as students or pupil whose achievements are low. The following are the characteristics slow learners

1. Short attention and concentration span is less 2. Slow reaction time 3. Limited powers of self-direction 4. Limited ability to work with abstractions and to generalize 5. Slowness to form association between words and phrases 6. Failure to recognize familiar elements in new information

Identifying slow learners

The following are the list of a slow learner:

1. Functions at ability but significantly below grade level. 2. Is prone to immature interpersonal relationships. 3. Has difficulty following multi-step directions. 4. Lives in the present and does not have long range goals.

Classification

1. Students, whose capacity for education or training is limited by low intelligence, cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal

school system. These may be subdivided into two groups. (i) The Educable Mentally Retarded (I.Q. range 50 to 70) (ii) The Dull Normal (I.Q. range 70 to 85)

2. Trainable Mentally Retarded: Students whose I.Q. range is between 35/40 and 50 and are usually termed as the Trainable Mentally Retarded. Provision for education of such students may be made outside the normal school system.

Characteristics

1. In physical appearance they are no different from normal students and therefore likely to get admission into schools for normal students where the curriculum is drawn up to meet the needs of average students. So they find it extremely difficult to cope with the education imparted in these schools, unless special provision is made for them and the curriculum is oriented towards practical and real life activities.
2. They are capable of being educated in ordinary schools and even achieving a moderate degree of success, if they are allowed to proceed at a slower pace and the syllabus is adapted to suit their abilities.
3. They will not be able to keep pace with the average students and never be able to learn all the things we expect normal students to master by the time they leave school.
4. They will not be able to go for higher studies despite all the guidance and educational facilities made available to them.
5. They have poor memory. Their attention span is short and they cannot concentrate on one topic for long time.
6. Short attention and concentration span is less
7. Slow reaction time.

Role Of Teachers

Developing Confidence among Slow Learners The primary duty of the instructor is to develop certainty among these learners and make them trust that they are no short of what others. Empowering words and expressions may achieve a positive effect on the moderate learners and will help them to perform better.

Discovering the Main Reason behind the Learner's Weak Performance Instructors are initially required to discover the principle explanation for the learner's frail execution furthermore to examine those territories minutely where she needs to work upon keeping in mind the end goal to control the ease back learner to perform well.

Connect With the Slow Learners More Often She needs to connect with the moderate learners all the more regularly so she can keep a record of each development of the learner and receive routes in which the moderate learner can be guided.

Giving Extra Care and Practice Additional care and practice ought to be given to the ease back learners when contrasted with their companions. In the event that need be the instructor can take additional classes or may permit the learner to go to her place so she may work out the territories of worry alongside these learners. The educator may use some of her an opportunity to benefit an arrangement of research to

discover basic methods for helping these ease back learners to think about in a simple and straightforward way. She may set ridicule tests for the learners or give them straightforward home assignments which are fascinating and identified with the lessons finished inside the classroom.

Empowering Oral Expression Instead of Written Reports For moderate learners, many composition assignments go un-endeavored or are started just indifferently in light of the fact that these learners recognize that their composed item won't meet even negligible written work benchmarks. A painstakingly sorted out taped reaction to a task may be considered. This has the upside of abstaining from spelling, sentence structure, and composing mistakes.

Showing them Learning Skills

Learning aptitudes can be expanded by showing note-taking, outlining, and tuning in. These aptitudes are obtained through perception by higher capacity understudies; however they should be particularly educated to moderate learners. Unless you're moderate learners are effectively occupied with the learning procedure through intriguing cement visual jolts, there will be little contact sincerely and intellectually with the substance you are introducing. This contact can be attained most effectively when you fluctuate your instructional material regularly and sort out it into bits sufficiently little to guarantee direct to-high rates of accomplishment

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. By expanding the teaching styles, instructors can support opportunities for students with different learning styles to increase their learning.

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ROLE OF TEACHERS HELPING TO SLOW LEARNERS IN CLASSROOMS

Dr. A. Shanmuganathi, Assistant Professor in Perspectives in Education (History),
Krishnasree College of Education for Women, Elayampalayam. **Dr. S. Arockiasamy**, Principal, Krishnasree College of Education for Women, Elayampalayam.

1. Introduction

Slow learners should not be confused with students in need of special education or reluctant learners who are non-cooperative. A student may fail to excel in some classes or in some subjects but it does not imply that he or she is a slow learner. The teachers and guardians may resort to some of the teaching aids available to special education students that may enhance interest of slow learners and help them get involved in the learning process.

There are basically two commonalities emerge with slow learners. First, they need more or extra time to complete tasks. This means parents or guardians must be willing to augment what happens at school regardless of the fact how fruitless it might appear. Secondly, the child must be offered appropriate incentives. Depending on the child, the best incentives are family projects or activities, such as building a model or attending a concert or game. The incentives should require delayed gratification, so the child learns patience.

2. Characteristics Of Slow Learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- First, slow learners are recurrently immature in their relations with others and do poorly in school.
- Secondly, they cannot do multifaceted or complex problems and work very slowly.
- They lose track of time and cannot convey what they have learned from one task to another well.
- Perhaps the most exasperating trait is their inability to have long-term goals..

3. Identification Of Slow Learner In The Classrooms

Slow Learner could easily identify some of the signs of a 'slow learner' as follows:

- Speech defect
- Language development problem (broken sentences)
- Verbal abilities
- Student Behaviour
- Spelling Mistake

4. Teachers Help To Improve Learning Capability In Slow Learners

4.1. Encourage even for a small achievement

The greatest factor for the success of the life of the student is the encouragement given to him or her. If we try to find out the factors resulting in slow learning, we can concentrate in those areas of the weak student. If we try to applaud him with encouraging words and give confidence, he or she definitely

comes out in flying colours. Once the student has grown his confidence means he will definitely improve. The most important cause of his weakness are inferiority complex and stage fear. Encouragement can change the whole personality of a student.

4.2. Fixing the goal and prescribing a Time table

The student should be persuaded to make a time table for the study purpose. Sometimes some students have no goal regarding study. The teacher should observe such students and must inspire them to fix the goal for the life and help him to make a time table for every day work so that the student will be captured through the time table to do the things at the right time.

4.3. Giving Memory tips

More often the student forgets whatever he learns. That's why he loses his confidence on him and differentiates between him and the good students. The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' and 'what to learn'.

4.4. Giving importance in the class

It's always seen that the class room teaching goes on with the direction and understanding of the strong students. But if the average students do not understand what the teacher is teaching and are just running towards the completion of syllabus then the whole teaching is futile. Sometimes it is very urgent to go near the weak student and ask personally whether he has understood or not. Here the teacher's approach of enquiring should be very polite and sweet.

4. 5. Self reading method

Most of the slow learners are found to be very slow in reading. They neglect self reading. They may have the problem of understanding the language and thereby do not take interest to read. Reading is one the important skill. If the student is given some extra time for understanding the key words, then he or she will definitely improve.

4.6. Questions for practice

Some questions can be given time to time to engage the learner in the habit of study. That is a practice which can enable the student to come across the learning point at a regular basis.

4.7. Special guidance beyond school hour

The teachers should not hesitate to spend extra time after school hours with the students to clarify their doubts. The slow learners need special attention beyond school hours. If the teacher allot some extra time for the slow learners, then definitely they will improve.

4.8. Seating arrangement

More often we see that the strong students in the class room don't wish to sit with the slow learners. The slow ones always sit with the slow ones. This is another cause for the less improvement of the slow learners. If the class teacher makes the seating arrangement in such a way that the strong ones sit with the slow learners and assist the slow learners whenever necessary-then the slow learners will improve in their studies in less span of time.

4.9. Train them in improving their LSRW Skills

Now-a-days English is being used as an official language and now it occupied the whole world and became a global language. So it is very important to know the English language. The slow learners must be created awareness regarding the importance of English in their day to day life and they must be taught how to gain proficiency in the four aspects such as Listening, Speaking, Reading and Writing which are the four pillars of any language especially for English language.

5. Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'.

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ROLE OF TEACHERS AND PARENTS IN SLOW LEARNERS

Dr.P.D. Sharmila, Principal, Duraimurugan college of Education, Katpadi, Vellore

dt Introduction

Students with below standard cognitive abilities whom we cannot expression as disabled are called slow learners. They effort to survive with the conventional educational difficulty of the expected classroom. Essentially slow learners are average students but the trouble is that they are basically not concerned in studying under conventionally conventional organization of education. Slow learners should not be confused with students in require of exceptional education or hesitant learners who are non-cooperative. A student may fail to excel in some classes or in some subjects but it does not imply that he or she is a slow learner. The teachers and parents may perhaps resort to some of the teaching aids obtainable to special education students that may improve concentration of slow learners and help them get concerned in the learning process.

Slow Learners

Each child is special. As every child is contradictory, there is every opportunity of enhancement sooner or presently. The foundation of energy is lying within them but the only thing is to enlarge the hand of confidence towards them which will solve their problem and improve their quality. Several students in a class fall under this category, but most parents or guardians prefer to remain in mute mode, which worsens the situation. The objective of my paper is to understand the characteristics of a slow learner and the role of teachers and guardians to improve them in achieving new heights. Children learn at different rates and according to some published research children learn only when they are ready. Other research gives importance to intrinsic rewards, differentiated program of study, and motivation by personalizing lessons. However, the substructure line for most educators are that some children are slow to study, but don't have a learning insufficiency. Maybe the greatest challenge to an educator is a child who is a slow learner. These children do not fall into the category of special education they do well outside the classroom, and show no evidence of having a medical problem.

Role of teachers and parents in slow learners

In the continuation previous to recognized education, these students would take on dynamic lives successful at tasks that did not necessitate extensive evaluation, writing or math. However, nowadays the emphasis is less on occupational learning and more on academic preparation. Thus, to provide them the best possible opportunities in a changing world there is a growing need to help remediate these children. There are basically two commonalities emerge with slow learners. First, they need more or extra time to complete tasks. This means parents or parents must be willing to augment what happens at school regardless of the fact how fruitless it might appear. Secondly, the child must be offered appropriate incentives.

Personality of slow learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school. First, slow learners are recurrently immature in their relations with others and do poorly in school. Secondly, they cannot do multifaceted or complex problems and work very slowly. They lose track of time and cannot express what they have learned from one task to another well. They do not easily master skills that are academic in nature, such as the times tables or spelling rules. Maybe the most frustrating trait is their inability to have long-term goals. They live in the present, and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills.

One thing which we should remember is that, just because a child is not doing well in one class does not make that student a slow learner. Very few children stand out in all subject areas unless there is great deal of grade inflation at that school. So it's fundamental that the parent or teacher examine in depth standardized tests scores to look for trends. Also, slow learners vary from reluctant learners. A slow learner to begin with wants to learn, but has a problem with the process. A reluctant or hesitant learner is not motivated and can also be passive aggressive, creating more problems for teachers and parents through non-cooperation. Unwilling learners seldom have learning disabilities.

Demonstrated suggestion to assist slow learners

Elevated educate opens the entrance to professional education where they frequently excel. Work learning programs provide them a intention for obtainable to educate. Do not spend the entire time making the child's study. Don't nag. Let them have a life outside of school with activities they enjoy. A Slow Learner might repeat one grade level for educational or societal reasons. Repeating more than one grade is a disaster for their self esteem. Some schools will place these children in a "slow track" where the work is easier. However, the other students may make fun of them. And the concepts in math and social studies may still be too difficult for them. The least desirable alternative is a non-graded program where the child works at their own pace and is graded for their effort.

Interventions for slow learners atmosphere

Decrease distractions, revolutionize seating to promote consideration, have a peer student teacher, and consent to further breaks. Assignments construct them shorter and with more distinction, repeat work in a variety of forms, have a contract, give more hands-on work, have assignments copied by student, have students use three transfer method. Assessment: Use shorter tests, oral testing, redoing tests, and short feedback times, don't make students compete. What to avoid: Don't use cooperative learning that isolates the student and places him or her in a no-win situation or standardized tests. Absolutely don't ignore the difficulty. What to give confidence federation with a patient partner. Education about the child's interests. Placing the student in accusation. Mapping, realistic organizers, and hands on work. With Bloom's nomenclature of tasks to make the assignments supplementary suitable.

Conclusion

This intention of the composition is to create superior consciousness and conversation about slow learners. Learners in this kind will survive in almost every class, yet at present an organized approach of identifying and sustaining them does not survive. There is no uncertainty that the individual teachers have residential various efficient techniques for supporting those learners who require supplementary assist. It would be expensive consequently if opportunities might be created for teachers to contribute to and converse their exertion with slow learners. It is also significant for promote research to construct on this early learning to expand strategy to assist teachers in sustaining slow learners.

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SOCIAL SCIENCE TEACHING STRATEGIES, METHODS AND TECHNIQUES OF ENHANCE LEARNING AMONG THE SLOW LEARNERS

Mrs.D.Shiyamala, Ph.D.Scholar , College of Education, Alagappa University, Karaikudi - 630001

Introduction

A very big problem that every school faces is the difficulty to deal with the slow learners. It is a challenging task for the teachers to tackle slow learners and to make them learn the academic subjects. Handling them in homework and class work, making them understand the topic, dealing with them patiently, understanding their psychology etc., are the areas concerned with the slow learners. If the teachers find time to think about those students, definitely the solution comes into their hand. There are incidents and evidences in history that many slow learners became scientists, doctors, engineers, professors and writers in their life. The following article aims at helping the teachers to handle the slow learners in an appropriate way thereby increasing the learning capability of the slow learners making teaching-learning more purposeful.

Slow Learners

Isn't this clinical term deplorable for children with below average IQ levels? Seems like a lifelong tag suggesting that such children are non-achievers. On the other hand, slow learners are being a part of regular schools, thus only proving that they are not physically or mentally disabled but only pace disabled. The only problem with them is that they learn concepts and achieve developmental milestones at a pace slower than their peers if they do not suffer from any other disabilities.

Characteristics Of Slow Learners

Sullivan has summarized the characteristics of slow learners as follows:

1. Short attention and concentration span is less
2. Slow reaction time.
3. Limited powers of self-direction.
4. Limited ability to work with abstractions and to generalize.
5. Slowness to form association between words and phrases.
6. Failure to recognize familiar elements in new information.

Identification Of Slow Learner In The Class

Early diagnosis of slow learner student is very necessary between the ages of 2 to 6 years. Teachers or parents can identify that the student is a 'slow learner' with a careful observation. They could easily identify some of the signs of a 'slow learner' as follows:

1. Speech defect
2. Language development problem (broken sentences)
3. Assessments the level of vocabulary (vocabulary limited)
4. Verbal abilities

5. Short sentences, grammatically incorrect
6. Student Behaviour
7. Spelling Mistake

Strategies To Improve Slow Learners Performance Of The Class

1. Increase parents' involvement

It is very important to share information about students' performances with their parents. When you interact with parents, make sure that they have all the details needed to help their child be successful.

2. Inculcate note taking

Teacher must inculcate the habit of taking notes in students. Earlier as a student to write every important point during class lectures. This helped greatly to understand and learn things faster.

3. Encourage the strategies for learning

Every child has a particular way of learning things. Help them to speak out the ways in which they feel comfortable in the class. If students set their own academic goals, it will automatically reflect in their academic performances.

4. Invest in yourself

As a teacher, you form a learning environment for your students. Therefore, it becomes imperative for you to keep learning and gaining knowledge that you can impart to your students as well. Teacher make it a point to read newspapers, different articles, blogs, surf the Internet, etc. in order to be abreast with the latest happenings and knowledge on various topics.

5. Group weaker child with a bright one

A class is a mixture of all kinds of students. It is necessary to teach children from a young age to interact with different kind of people. Organize the seating arrangement of students in a very conscious manner. Encouraging the stronger kids to mix with the weaker students makes a lot of difference.

6. Discipline

Make sure that your class is quiet and disciplined while you are teaching. This helps in concentrating on what is going on in the class. Students will understand the importance of time and studies.

Tips To Teach Slow Learners

1. Be patient with slow learners

The foremost aspect of teaching a slow learner is that the educator should be patient and consistent throughout the entire process. The core problem of slow learners' education is their weak cognitive skills coupled with the slow speed learning.

2. Seek school management's help

Request the school to arrange special classes for slow learners after/before school.

3. Engage fellow classmates in your efforts

Teach the other students to empathize with the special students.

4. Provide minimum homework

Having minimum homework would help them understand learning and reduce their anxiety. An educator can assign and alter homework personally and leave out small details that may be of little importance.

5. Let a buddy teach

Peer tutoring works better for slow learners. Assign the study group the task of reiterating the new teachings of the day and assisting with homework.

Social Science Teaching Strategies

There are many useful teaching strategies to support effective teaching in social sciences. This section contains a variety of graphic organisers; cooperative learning ideas; tools and resources for writing and presenting information; and ideas for oral and visual activities.

Graphic organisers

This section has a wide variety of graphic organisers such as charts, webs, diagrams, maps, templates, grids, and wheels to help students organise and display information and their findings.

Cooperative learning

Explore these group and team activities in which students have opportunities to work together to achieve shared learning goals.

Writing and presenting information

This section includes links to suggestions for written activities, such as essay and paragraph writing, questionnaires, surveys, graphic organisers, and descriptions.

Using evidence

Using evidence, such as the Ministry of Education's Best Evidence Synthesis (BES) programme, can be a catalyst for systemic improvement and sustainable development in education. The social sciences best evidence synthesis has a focus on quality teaching and learning for diverse learners in the social sciences.

5 Common Techniques For Helping Slow Learners

Teachers know that students walk into their classrooms with a wide range of abilities. But teachers try to find ways to meet the needs of all students, including those with learning and attention issues. Here are five common teaching methods.

1. Differentiated Instructional

With this approach, teachers change and switch around what students need to learn, how they'll learn it, and how to get the material across to them. When a student struggles in one area, the teacher creates a plan that includes extra practice, step-by-step directions, and special homework. Find out more about differentiated instruction.

2. Scaffolding

This is a method that breaks learning into chunks. The chunks follow a logical order and move toward a clear goal. Teachers form a bridge between what students already know and what they cannot do on their own. These bridges are referred to as "scaffolds." They can include charts, pictures and cue cards.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. By expanding the teaching styles, instructors can support opportunities for students with different learning styles to increase their learning.

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ROLE OF TEACHERS ON FACILITATING SLOW LEARNERS TO IMPROVE THEIR HIDDEN ABILITIES

Shri Ramu Chavan, Research Scholar, Rani Channamma University, Belagavi

Introduction

Slow learners are the learners who do not show any outward interest in the learning activities conducted in the school. They may be psychologically de motivated students and need a little push from the teachers. These students may or may not have a below average IQ and may require help, to realize their potential. In this paper, slow learners fall under any category of students in the psychological classification of special learners. In a class of over 60 students teachers find the individual attention considering the time and resources in hand. Teachers are not fully trained to handle the differently abled students who are into the mainstream of education. It takes a great deal of sensitivity and patience to pay attention to this group of learners.

In an effort to develop a better perspective of the situation, the study looks at two aspects the attitude of teachers towards slow learners and the other the various efforts taken by them to ensure effective learning for such students. Teachers are working under different constraints but the study assumes that they must take efforts to look into the learning needs of this section of learners.

Teachers' roles

For teachers, there's no other option than being close to these students. In fact, teachers are encouraged to spend more time with slow learners than even the students spend with their parents.

A Parent's Responsibility

- If indeed your child does have a learning disability, don't try to explain it away or hide it. There is nothing to be ashamed of. Well, nothing unless you are making your child feel less than cherished, loved and important.
- If your child is labeled a 'slow learner', then slow things down for them. Give them the grace and time they need and deserve to reach their potential. Provide for them the environment and tools necessary to excel.
- Think about it-if your child was a gifted musician, wouldn't you do whatever you could to make sure they were able to develop that talent to the fullest? No child deserves any less of a chance.

Every child has potential. Not every child will be a doctor, nuclear scientist or college professor. But who cares! If they were, we'd be hungry, naked and wouldn't have a cell phone to chat on, now would we.

Child Needs Extra Attention

One of the most difficult tasks of parents and educators is to determine if a child is learning more slowly because they cannot keep up with others or because they choose not to keep up with others.

Children who are labeled 'slow learners' are those that:

- Reach normal infant and toddler milestones later than the average child on a consistent basis. These milestones include crawling, walking, speech and vocabulary and motor skills such as clapping,

hopping, skipping, recognising eyes, ears, etc. Have trouble concentrating-all children have limited attention spans. but those who have trouble concentrating for more than two or three minutes at a time and are unable to recall what they did in that time and/or repeat what they did without instruction or prompting later on, will likely be in need of specialised attention and be labeled 'slow learners'.

- Struggles with the simplest of concepts and has difficulty retaining what they learn. This is a true indicator of a child with a learning disability. But rather than focusing on the disability, focus on finding how to work with the disability to make it less of an issue.

Strategies of Teachers

Develop Lessons, Interests, Needs, and Experiences

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

Individualized Learning Materials

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

Audio-Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise, because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

Develop of Worksheets and Exercises

Textbooks and workbooks, when written for the average student often exceed the functioning level of the slow learner and sometimes become more of a hindrance than an aid. When textbook materials are too difficult, or are too different from topics that capture your students' interests, develop your own. Sometimes only some changes in worksheets and exercises are needed to adapt the vocabulary or difficulty level to the ability of your slow learners. Also, using textbooks and exercises intended for a lower grade could ease the burden of creating materials that are unavailable at your grade level.

Conclusion

The increasing masses in the school system has been a major concern for all educationists. The population is increasing by leaps and bounds and the infrastructure for education has not increased at the same rate. The government has not taken the full responsibility of special children in the educational system. A need for a special educator or a counsellor in all schools is a must but without this provision the normal teachers have to take the responsibility of deviant children. It is seen that our colleges of education also have not given importance to the training of their student teachers thus ignored holistic learning in teaching.

In the light of the current scenario it is felt that slow learners are at a major disadvantage. These learners find it difficult to keep pace with other learners and take a little more time to adjust with students around them. They do not meet the expectations of teachers, parents and their peers. There are a number of such students who will be suffering due to the inadequacies of the teachers and administrators.

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THE EFFECTIVENESS OF TEACHERS IN SOLVING SLOW LEARNERS SOCIAL AND EMOTIONAL PROBLEMS

Dr. G. Sivakumar, Assistant Professor, S Preethi college of education, Sivagangai

Introduction

Students with social and emotional problems are an obvious cause for concern for many teachers as well as for themselves. Compared with other special needs groups, they are more likely to have problems in completing their education successfully. Moreover, those with severe conduct problems run a serious risk of developing lifelong patterns of social maladjustment. An important aspect of the social context is the school where children and young persons spend a considerable amount of their time. An inadequate school environment contributes to the development of social and emotional problems. In seeking to prevent students from developing social or emotional problems and to detect all this at an early stage and introduce effective interventions, following three key aspects of the school environment are important.

Social Problem

A social problem is a condition which is defined by a considerable number of persons as a deviation from some social norms which they cherish. Social problem is a way of behaviour that is regarded by a substantial part of society as being in violation of one or more generally accepted or approved norms. Deficit in social skills, which are the skills necessary to meet the basic social demands of everyday life, are probably the most crippling type of problem that a student can have. In terms of total life functioning, a social disorder may be far more disabling than an academic dysfunction. A social disorder affects almost every aspect of life-at school, at home, and at play. Many students with learning disabilities have poor social skills. They lack sensitivity to others, have a poor perception of social situations, and suffer social rejection (Bryan, 1997; Sridhar & Vaughn, 2001; Wong & Donahue, 2002). It is estimated that one third of students with learning disabilities have problems with social skills (Bryan, 1997; Voeller, 1994). Their social problems affect friendship, employment, and family relationship; and they keep them from full and successful participation in school, work, social circles, and family (Scanlon, 1996). Some of the social problems are discussed here under.

Symptoms of Social Problems

Emotional Symptoms:

- Excessive self-consciousness and anxiety in everyday social situations.
- Intense worry for days, weeks, or even months before an upcoming social situation.
- Extreme fear of being watched or judged by others, especially people they don't know.
- Fear that they will act in ways that that will embarrass or humiliate themselves.
- Fear that others will notice that they are nervous.

Physical Symptoms:

- Red face, or blushing.
- Shortness of breath.

- Upset stomach, nausea (i.e. butterflies).
- Trembling or shaking (including shaky voice).
- Racing heart or tightness in chest.
- Sweating or hot flashes.
- Feeling dizzy or faint.

Emotional Problem

Most students having emotional problem have significant academic deficits from the beginning of their school careers. Those deficits are found on general achievement tests that broadly measure reading, writing, and maths competence. The student's emotional problems not only interfere with academic learning, but they can impact the student's entire life. After high school, people with emotional problems experience instability in employment and challenges with their mental health. The students with emotional problems may react by internalizing their emotional problems or externalizing their emotional problems.

An internalizing reaction may take the form of a conscious refusal to learn, a resistance to pressure, clinging to dependency, quick discouragement, a fear of success, sadness and withdrawal into private world. An externalizing reaction can take the form of overt hostility, acting-out behaviours, excessive anger, fighting with other children and defiance towards teachers. These negative characteristics and outcomes may be avoided or minimized with early identification and intervention.

Types and Symptoms of Emotional Problem

Anxious is the most common childhood problem with 13 out of every 100 children, whose age range is from 9-17 years old, having at least one of the different types of anxiety disorders. Some common symptoms are:

- Excessive fear.
- Excessive worrying about incidents that they have never experienced.
- Unnecessary repeated behaviours and thought patterns.
- Sudden rapid heartbeats and dizziness.
- Repeated flashbacks of traumatizing events that have occurred in the child's life such as a car accident, sexual assault, or any other type of violence.

Solving Emotional Problems

To eradicate emotional problems among students, teacher should form positive emotions to them. A formation of a positive context that can be characterized as a culture of peace via creation of positive climate should be the objective of every organization. Emotional relationships are characterized by a concern for others, sensitivity to others' needs, freedom, trust, and security etc. Under such psychological conditions, it is postulated that individuals will experience more peace in the sense of inner harmony and compassion, that communities will have norms and institutions that promote the resolution of conflicts without violence, and that there will be societal support for the sort of environment that allows people to fulfill their basic needs.

Conclusion

The teacher plays a vital role in the classroom problems when they do not make their objectives clear, and when they do not plan their teaching methods earlier. When teachers follow traditional methods in teaching, this leads to students getting bored, and stressed. This triggers the probability of classroom management problems. A teacher who insists on a classroom full of activity, and quietness' by keeping the students busy, Proper efforts can be made for the desired care, treatment and progress of the children with social, emotional and behaviour problems through collaborated approach involving effective behavioural and educational intervention. Hence, the teachers should concentrate their method of teaching in such a way to make the students interested in learning.

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RESPONSIBILITIES OF THE TEACHER ON SLOW LEARNERS

Dr.M.Soundararajan Professor and Head Department of Value Education TNTEU, Chennai-97

A.Purushothaman. Research Scholar, Department of Value Education, TNTEU, Chennai-97

Introduction

Educational researchers and Psychologists use a range of terms to refer to slow learners as students or pupil whose achievements are low. They are unable to cope adequately with traditional academic work." It's a term used for instructional purposes rather than labeling. As Lescano (1995) explains, it is important to distinguish between slow learners and those who have learning disabilities:

The first is the student who does not learn successfully due to general socio-cultural problems, frustrating past language classroom experiences, inadequate use of strategies, or lack of interest. The second type of slow learner is the student formally diagnosed as "learning-disabled" by specialists in child psychology.

Slow Learners

A slow Learner may be called dull normal, low normal or borderline retarded. But we prefer the term Slow Learner. About 1 out of 5 children are Slow Learners. They often are delayed in walking or talking. Most Slow Learners are born with the problem. Severe head injuries, meningitis, or the mother's use of alcohol or cocaine during the pregnancy can cause a child to become a Slow Learner.

Unfortunately these children are often "overlooked" since they do not have a Learning Disability and are not Mentally Retarded.

A Learning Disability is defined as a child who is not performing to their level of intelligence. Special Education services are provided for Learning Disabled children under the Public Law PL 94-142 (The Handicap Children Act) and the 1992 IDEA (The Individual Disabilities Education Act).

For example, if a child's IQ is 100 but their reading level (on an individual achievement test) is 80, then they have a Reading Learning Disability. They are reading 20 points below their IQ and they qualify for Resource help. But a Slow Learner may have an IQ of 80 and read at a level of 80. The child has a reading problem but they do not have a Learning Disability. They are working to the best of their ability. A Slow Learner, unfortunately, does not qualify for help under current law.

Characteristics of slow learners

- Functions at ability but significantly below grade level.
- Is prone to immature interpersonal relationships.
- Has difficulty following multi-step directions.
- Lives in the present and does not have long range goals.
- Have few internal strategies (i.e. organizational skills, difficulty transferring and generalizing information.)

Responsibilities of the Teacher on Slow Learners

Slow-learners are not averse to learning, and have no limitations for learning, but in fact have

their own psychology for learning. Hence the challenge for the parents or guardians or teachers is to understand the student's areas of interests and develop a teaching plan to cover syllabus in a given timeframe. Slow learners are very sensitive and self conscious as they are very well aware of their weakness in comparison with the fast learners. The following are the responsibilities of the teacher on bringing out them:

Building up Confidence among Slow Learners

The first responsibility of the teacher is to build up confidence body that they can rely upon. Hence it is up to the teacher to fill up that vacuum and enhance these slow learners' slow learners' entire round development.

Encouraging Other Activities

Encourage on other activities helping the child to experience success. Put up posters in his work space so whenever his consent ration drifts, he is constantly reminded of the task at hand. Repeat these from time to time so as to keep up a healthy level of confidence.

Apply the theory of Multiple Intelligence

By allowing the child to dabble in a range of activities at a young age helps in success not only boosts confidence but excelling in a certain area, whatever it maybe, allows the child to feel socially accepted and 'normal'. Additionally, sports can then also be used to teach various mathematical computations and calculations, for instance.

Arranging For Peer Tutoring

Peer tutoring is one of the most effective strategies for slow learners. Parents and teachers should identify tolerant and caring peers and allow the slow learner to be taught alongside them or through them. The more a child interacts with those of his age, the more successful he will feel, eliminating the problem of self confidence.

Encouraging Oral Expression Instead of Written Reports

For slow learners, many writing assignments go un attempted or are begun only half heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

Teaching them Learning Skills

Learning skills can be increased by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate to high rates of success.

Teaching Them Simple to Complex

Learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught

repeatedly. Careful analysis of the students' performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic.

Activity-oriented learning

Student is central in the learning process. The learning experiences should be activity-oriented and the teaching should motivate and create interest in the student to learn on his own. When group discussions are held in the classroom, the slow learners are benefited much. Suitably tailored lesson plan by the teacher and careful monitoring by the school administration will help slow learners have a better grasp of all lessons in schools.

Conclusion

It is possible to draw strong academic performance from slow learners through steady application of practical strategies. Joint efforts of both parents and teachers are important to achieve positive results. Knowledge of what you can do as a parent or teacher to help slow learners enables you to put in your best efforts in the right direction and contribute to the children's success in later years. Although the effort from the teacher's end is simple, yet the result at the end of the day is great enough to make a teacher feel proud of herself as well as her learners who had managed to overcome their weakness and come out with flying colors.

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RESPONSIBILITIES OF PARENTS AND TEACHERS ON SLOW LEARNERS

T. Thilagavathi, Ph.D., Research Scholar, Department of Education, Mother Teresa Women's University, Kodaikanal - 624 101.

Dr. C. Bindu, Head of the Department, Department of Education, Mother Teresa Women's University, Kodaikanal - 624 101.

Introduction:

The greatest challenge to an educator is a child who is a slow learner. These children do not fall into the category of special education, they do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in school or a particular subject. Slow Learners may have problems not only with math and reading but also with coordination such as penmanship, sports, or dressing. Often they are quiet and shy, and they have trouble making friends. They may have a poor self-confidence. They often have a short attention span. All of these problems cause them to have a poor self-esteem.

In the days before formal schooling, these students would carry on productive lives working at tasks that did not require extensive reading, writing or math. However, nowadays the emphasis is less on occupational learning and more on academic preparation. Thus, to provide them the best possible opportunities in a changing world there is a growing need to help remediate these children.

Characteristics Of Slow Learners:

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- First, slow learners are recurrently immature in their relations with others and do poorly in school.
- Secondly, they cannot do multifaceted or complex problems and work very slowly.
- They lose track of time and cannot convey what they have learned from one task to another well.
- They do not easily master skills that are academic in nature, such as the times tables or spelling rules.
- Perhaps the most exasperating trait is their inability to have long-term goals.

They live in the present, and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills. One thing which we should remember is that, just because a child is not doing well in one class does not make that student a slow learner

Proven ideas to help slow learners:

- High school opens the door to vocational training where they often excel. Work study programs give them a purpose for going to school.
- Work with your school's M-Team (Management Team) to develop an IEP (Individual Educational Plan) for the child.
- Do not spend the entire time making the child's study. Don't nag. Let them have a life outside of school with activities they enjoy.

- A Slow Learner might repeat one grade level for academic or social reasons. Repeating more than one grade is a disaster for their self esteem.
- Another way is to use their IQ to compute a passing grade. For example if passing is 70% and their IQ is 80 then a passing grade would be $80 \times 70 = 56\%$.

Challenge the child:

Have the child do the most difficult assignments first and leave the easier ones to later. Call it the dessert principle. Parents/Guardians should not be overprotective. Parents who frequently intercede at school are teaching that they do not respect their child's abilities. If any parents do call a teacher, they should make sure that they seek a positive outcome. Because we should not forget most teachers have worked with numerous slow learners and have plenty of experience. However, sharing one's child's strengths and weaknesses could make the school year more beneficial for all concerned. Parents may contact the teacher if there is a concern. Calling an administrator solves nothing, as the teacher is the sole legal judge of academic success. The parents should take their child to exciting places where they can see academic success is important. A trip to a local university or community college, a walking tour of city hall, a visit to the fire station or a behind-the-scenes tour of a zoo is highly motivating.

Examples of interventions for slow learners:

- Environment: Reduce distractions, change seating to promote attentiveness, have a peer student teacher, and allow more breaks.
- Assignments: Make them shorter and with more variation, repeat work in various forms, have a contract, give more hands-on work, have assignments copied by student, have students use "three transfer" method.
- Assessment: Use shorter tests, oral testing, redoing tests, short feedback times, don't make students compete.

Responsibilities of the teacher on slow learners:

- Building up confidence among slow learners.
- Finding out the main reason behind the learner's weak performance.
- Interact With The Slow Learners More Often.
- Giving extra care and practice.
- Pay equal attention in the class room.
- Arrangement for special learning resources.
- Maintenance of cumulative records.
- Using innovative strategies, Several innovative strategies to deal with such slow learning students to learn and enhance memory like:
 1. Involve students with a practical model or case study of short time span and relaxed environment so that they can visualize or feel the situation.
 2. Proceed in steps once the students are comfortable and involved in looking for solutions.

3. Involve them in activities discrete from routine home chorus like sports and excursions to motivate such students to learn without cramming monotonous textbooks.
4. Provide a variety of activities for learning such as painting a picture of a reading assignment.
5. Provide them ample opportunity for success. Fortunately, nowadays resources are available in libraries as well as online to develop learning habits to create interest for slow learners.

Responsibilities of parents on slow learners:

Child is unique gift to the parents given by God. It becomes really challenging for parents to accept that he is a slow learner. But time is changing. With the changes in society, parents are becoming more aware, sincere, and responsible and becoming more open to the changing situations. If a child is identified as a slow learner, nothing to be ashamed of. There are several reasons behind his slow learning such as his physical factors, hereditary, family environment, school environment, peer pressure, lack of interest, lack of motivation so on and so forth. Being the parents, it is our duty to find the reason behind and put our efforts to resolve it.

Following are few counseling techniques and measures to be adopted by parents to help a slow learner:

- Scope for discussion
- Provide conducive environment
- Regular meetings with teachers
- Be accessible
- Be patient and consistent
- Don't be over protective
- Explain his potential

Conclusion:

To conclude, slow learners are not the problems for teachers and parents. Rather they are the challenges, by facing which the stake holders of education must feel proud. Learning at all times must be treated as collection of experiences but not as accomplishing tasks. At the same time, teachers and students should not label them as the low I.Q children. History reveals that low I.Q people also exhibited excellence in their own fields. Slow learners are different learners for whom teachers and parents must adopt different methods of learning.

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TEACHER'S ROLE IN THE EDUCATION OF SLOW LEARNERS

Dr. Haseen Taj, Professor, Department of Education, Bangalore University, Jnanabharati, **Vandana. M**, Research Scholar, Department of Education, Bangalore University, Jnanabharati,

Jnanabharati, "If the child cannot learn the way teacher teach, the teacher should teach in that way in which the child learns"

Introduction

The word 'Exceptional' represents a significant deviation from the usual, natural or normal happenings. A wide variations and deviations are found nearly in all attributes and traits of personality and patterns of human behaviour. It covers the entire range and possibilities of the significant in deviations in every shades of human activity and personality trait. The term exceptional children stands for a separate and in many ways distinct category or class of children who have markedly above average or below average traits and characteristics which makes them fundamentally different from the general or average population of children. Crow and Crow (1973) defines Exceptional is applied to a trait or to a person possessing trait if the extent of deviation from normal possession of the trait is so great that because of it the individual warrants or receives special attention from his fellows and his behaviour., responses and activities are thereby affected. Exceptional children refers to those children who deviate from the normal in physical, mental, emotional or social characteristics to such a degree that they require special social and educational services to develop their maximum capacity (Telford and Sawrey). These children will be different from average or normal children. Their deviation is so great that they can be recognised and distinguished easily from average children. This deviation of their acquired traits or development may fall in behavioural or developmental or physical or intellectual or emotional or social dimension. These children experience unusual or peculiar problems and require special arrangements in terms of care and education for their proper growth and upbringing to meet the special conditions necessary for the full development and nurturing of their capabilities.

Causes for Backwardness

1. Physiological or physical factors - Children either born with poor health, lack of vitality and physical ailments, chronic diseases and bodily defects results in child being termed educationally backward.
2. Intellectual factors - Children born with inherent defects in their brain system or with some intellectual sub-normality affects quick understanding and grasping power of children.
3. Environmental factors - home, neighbourhood, school atmosphere also influence the educational attainment of a child.

The above mentioned factors individually or collectively affect the attitude of a child towards life, work, study, interests, habits, thought and reasoning processes, understanding and observational powers. They divert the child's attention to other socially undesirable activities in place of studies and causes educational backwardness.

The Education of Backward Children or Slow Learners

Educationally backward or slow learner needs security, love, affection and satisfaction of his urges of construction, self-assertion etc. if their social and emotional needs are not satisfied they become

mentally and emotionally disturbed and suffers from serious adjustment problems. They become victim of serious maladjustment and behavioural problems. They become conscious of their backwardness and develop inferiority complex, feels socially isolated and possibility of becoming delinquent child. Hence special attention must be paid to them in order to diagnose the possible and probable causes for their backwardness. Conscious efforts are to be made to help them to get rid of their backwardness. Proper planning in educational programmes must be made to help such slow learners. Some possible remedial educational provisions are as follows:

1. Regular medical check-up and necessary treatment
2. Readjustment in the home and the school
3. Provision of special schools or special classes
4. Provision of special curriculum, methods of teaching and special teachers
5. Special coaching and proper individual attention

Role of Teachers in Educating Slow Learners

1. Building up confidence among slow learners - Mind set is very important in realisation of any goals. Will power and confidence play a major role, hence teachers first try to build confidence among slow learners. When these children realise their abilities and know the direction to move, they can make attempt to travel in those paths towards their academic success. Teacher should identify their positive performances in any area and encourage them come out of their weakness by building self-confidence.
2. Finding out the main reason behind the learner's weak performance - Teacher should understand the slow learners, the cause for their educational backwardness. Teachers should do a small case study to understand their needs and problems. Finding out the root cause will help the teacher to provide necessary material or non-material things to satisfy their needs and solve those problems which has developed inferiority among them.
3. Interact with slow learners more often - Teacher has to build a healthy environment in the classroom. Teacher should address these students often to encourage them to participate in learning activities. Teacher should check their learning very often and interact with them to know about their current understanding in the classroom process. These interactions with teacher develops a close contact with teacher and they can feel free to discuss their learning difficulties with teacher.
4. Giving extra care and practice - Teacher should identify the areas in which the achievement of these children is very poor and plan for providing extra practice to them. This should not be a drill work and imposition. There should be variety in the construction of questions and different specifications must be tested for the same learning concept so that learners will not feel it as a repetition and punishment for their low achievement.
5. Pay equal attention in the class room- At any time in the classroom no learner should feel he / she is ignored or greatly emphasised. Teacher should pay equal attention to all children, teacher's eye contact with every students in the class is very much important in teaching learning process. While seeking answer to any question teacher should randomly chose the students and should not have any bias in selecting them.

6. Arrangement for special learning resources - Teacher should prepare variety of learning resources keeping in mind the different needs of students. There should be easy access for learning resource to the slow learners. Teacher should specially design the teaching learning aid material especially to them. Slow learners should be given enough time to spend with learning resources and understand the concepts. Teacher should also interact with slow learners and clarify their misunderstanding of the content.
7. Maintenance of cumulative records - teacher should maintain a cumulative record of slow learners. This will contain the entire academic record of the particular slow learner. This will help the teacher to know the progress of these children over a period of time. Teacher can identify their strengths and weakness in their performance. This helps the teacher to plan for remedial coaching and guiding the student to overcome their learning difficulty.

Conclusion

Slow learners are those learners whose performance is less than the normal group learners of class and less to their natural ability. These learners have learning difficulty in a particular subject of study or in many subjects. They face the problem to be at par with other fellow average students of their class. If they are not given proper learning situations to overcome their learning difficulty it creates inferiority among them and they have more tendency to become a problem child in the class and may engage in other criminal activities to disturb classroom and in turn society. It is very much required to bring them to mainstream and draw the best from them. They too have potential to learn at par with average learners and exhibit their other hidden talents to be proved worthy of themselves. Teacher has a vital role in identifying their needs and provide suitable aid to assist them to overcome this barrier in learning. Teacher is a second parent to learners. Teacher takes the role of parent in school to guide and shape the learners for becoming better citizens.

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TEACHERS OPINION TO IMPROVE THE SLOW LEARNERS

S.Vithyanandhan & Maya Raveendran (Ph.D Research Scholar, Department of Sociology, Annamalai University, Annamalai Nagar,

Dr. Kirubakaran Samuel (Professor & Head, Department of Sociology, Annamalai University, Annamalai Nagar, Chidambaram- 608 002, Tamil Nadu, India)

Introduction

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. If your homeschooled student has not taken an IQ test or an assessment exam, you may be wondering what the common signs are in identifying a slow learner. If you're wondering whether or not you are homeschooling a slow learner the list below highlights characteristics that some researchers have found to be shared by many struggling learners. Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction or modified materials-all administered under conditions sufficiently flexible for learning to occur. Dasaradhi, et.al., (2016).

Definition Of Slow Learners

Psychologists and educational researchers use a range of terms to refer to learners whose achievement is low. In this study I use the term slow learners, who are defined as "children who are doing poorly in school, yet are not eligible for special education" (Shaw, Grimes & Bulman, 2005). As Lescano (1995) explains, it is important to distinguish between slow learners and those who are learning-disabled: The first is the student who does not learn successfully due to general socio-cultural problems, frustrating past language classroom experiences, inadequate use of strategies, or lack of interest. The second type of slow learner is the student formally diagnosed as "learning-disabled" by specialists in child psychology. above, and additional factors such as family problems at home, can also be influential

Classification

1.Students, whose capacity for education or training is limited by low intelligence, cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. These may be subdivided into two groups. (i) The Educable Mentally Retarded (I.Q. range 50 to 70) (ii)The Dull Normal (I.Q. range 70 to 85)

2.Trainable Mentally Retarded:

Students whose I.Q. range is between 35/40 and 50 and are usually termed as the Trainable Mentally Retarded. Provision for education of such students may be made outside the normal school system.

Sullivan has summarized the characteristics of slow learners as follows:

1. Short attention and concentration span is less
2. Slow reaction time.
3. Limited powers of self-direction.
4. Limited ability to work with abstractions and to generalize.
5. Slowness to form association between words and phrases.
6. Failure to recognize familiar elements in new information.
7. Habits of learning very slowly and forgetting very quickly.

Background Review Of Literature

Vini Sebastian (2016) conducted a study on Ensuring Learning in Slow Learners. Education is relevant only if we take care of our learners. Teachers must therefore be sensitive not to the covering of the curriculum but to the learning that has taken place in the transaction. Teachers cannot ignore the students who do not keep pace with the teaching-learning process.

Some students do feel neglected and unwanted in the whole transaction of the school system. This category of students need to be taken utmost care and tackled in a manner that will produce better output from them. In the process, they will tend to realize themselves in a better way and develop positive attitudes towards themselves. The study thus has focused its attention on teachers in particular, their attitude towards slow learners and the efforts taken for them for their overall development.

Borah, R. (2013) conducted a study - Slow learners: Role of teachers and Guardians in knowing their hidden skills, identified the major characteristics of slow learners. In the discussion with the interventions for slow learners, it discusses certain specific strategies like reducing environmental distractions, shorter assignments, alternative forms of assessment like orals etc.

Malik, S. (2009) studied the 'Effect of Intervention training on Mental Abilities of Slow learners', an experimental study that establishes the fact that it is possible to bring the slow learners at par with the average-ability learners, with respect to the curriculum and the instruction designed for them. The review revealed certain lacunae in the studies conducted. The studies did not always consider the perspectives of teachers and also did not study the attitudes of teachers towards the slow learners. The studies highlighted the methodologies used to handle slow learners.

Objective Of The Study

- To examine the slow learners teachers experience.
- To analyse the ranking of strategies to improve the slow learners
- To find out the teachers opinion about teaching method for improve the slow learners.

Methodology Of The Study

Research design

Descriptive research design was used for conducting this study.

Sampling Method:

50 respondents are selected in the basis of simple random sampling method was used.

Tools of the study

The tools used in the study is structured set of questionnaire which are to be provided personally by the respondents.

Tools of Analysis

The following statistical tools were used to analyze the data . They were

F-test and Ranking method were used

Limitation of the study

In this study the samples taken respondents from male and female are included. Geographical area is limited to Coimbatore district Urban private school.

In this type of sampling the respondents are selected without making any particular criteria

Hypothesis

The Following hypothesis has been formulated to test some attributes of the respondents.

They are:

There is no significant difference between teachers supporting based on slow learners.

There is no significant difference between slow learners based on teachers experience.

Result And Discussion

Table: 1 - The slow learners teachers experience

Experience	Mean	S.D	F-value	P-value
3 years	5.27	1.26	5.28	0.05 Significant
4-6 years	3.61	1.49		
Above 6 years	2.59	0.84		

Ha : There is no significant difference between slow learners teacher experience.

It is inferred that the statistical result that the calculated F-ratio is significant at 0.05 level. So, the stated alternate hypothesis is accepted. Therefore it is concluded that teachers significantly differ in their slow learners based on their teachers experience. So, most of the respondents are 3 years have high level of slow learners in teachers experience.

(Next Page Table - 2)

The table 2 shows that the ranking to improve the slow learners based on mean value. Despite in the order of Encourage and Teach the right things, Encourage constant Parent-Teacher Association, Be patient with slow learners followed by Praise and raise them, Seek school management's help, Give them special takeaways, Let a buddy teach, Engage fellow classmates in your efforts, Lastly, a few don'ts and Provide minimum homework. So the study concluded that teaching Encourage and Teach the right things is more important.

Table: 2 - Ranking the strategies to improve the slow learners

Strategies	Mean	Rank
Be patient with slow learners	5.23	3
Seek school management's help	4.87	5
Engage fellow classmates in your efforts	3.26	8
Provide minimum homework	2.18	10
Let a buddy teach	3.78	7
Encourage and Teach the right things	6.87	1
Give them special takeaways	4.50	6
Praise and raise them	4.90	4
Encourage constant Parent-Teacher Association	5.49	2
Lastly, a few don'ts	2.85	9

Table: 3 - Teachers opinion about teaching method for improve the slow learners

Strategies	Mean	S.D	F-value	P-value
Modify my language to suit their level	4.29	1.06	5.28	0.05 Significant
Engage slow learners in extra curricular activities	7.68	2.34		
Use tasks and activities that add fun to the lesson	3.17	1.13		
Provide clear feedback	2.36	0.89		
Try to develop a good relationship with them	1.87	0.72		

Ha : There is no significant difference between teachers opinion about teaching method for improve the slow learners.

It is inferred that the statistical result that the calculated F-ratio is significant at 0.05 level. So, the stated alternate hypothesis is accepted. Therefore it is concluded that teachers significantly differ in their teachers opinion about teaching method for improve the slow learners.

Hence, majority of respondents opinion Engage slow learners in extra curricular activities teaching method to improve the slow learners.

Findings

- Research proved that teachers significantly differ in their slow learners based on their teachers experience. So, most of the respondents are 3 years experience.
- Therefore it is concluded that Encourage and Teach the right things, Encourage constant Parent-Teacher Association, Be patient with slow learners followed by Praise and raise them, Seek school management's help, Give them special takeaways, Let a buddy teach, Engage fellow classmates in your efforts, Lastly, a few don'ts and Provide minimum homework. So the study concluded that teaching Encourage and Teach the right things is more important.
- Survey exhibits that teachers significantly differ in their teachers opinion about teaching method to improve the slow learners. Hence majority of respondents opinion Engage slow learners in extra curricular activities teaching method to improve the slow learners.

Conclusion

The present study analysed teachers opinion to improve the slow learners. The result of the action of the throwing the student out of the school paves the way to create a dark spot in the life of the victim student. If the teachers find time to think about those students, definitely the solution comes into their hand. There are incidents and evidences in history that many slow learners became scientists, doctors, engineers, professors and writers in their life. Majority of respondents opinion Engage slow learners in extra curricular activities teaching method to improve the slow learners.

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TECHNOLOGY FOR ENCHANING LEARNING AMONG SLOW LEARNERS

*R.Abiramasundari, Ph.D., Research Scholar, Department of Education,
AnnamalaiUniversityAnnamalainagar.*

Dr.R.Babu, Dean & Professor, Faculty of Education, Annamalai university, Annamalai Nagar.

Introduction

Technology is the collection of techniques that interest by many groups of students. Many technology used by teachers at an institution. which is interact with the application, gives the confidence of the student including the special needs student to feel more motivated to stay put in longer period and engage with the application. Slow learners are a group of learning disabilities children may also be able to benefits the technology in their learning. It is essential to obtain support from the teachers to integrate the technology in the slow learners' learning. This study aims to identify and evaluate the normal teaching method as well as the use of technology and apps in the slow learner learning within the classroom.

Definition : Slow Learners

- According to experts, children who for various reason, fall behind in their school work and require special teaching are called (educationally subnormal) E.S.N.
- "Slow learners are children who are doing poorly in school, yet are not eligible for special education; their intelligence test scores are too high for consideration as a child with mental retardation" (Mercer, 1996) (MacMillan, Gresham, Bocian, & Lambros, 1998).
- Although slow learners may have special educational needs, they do not fit neatly into the special education system (MacMillan, Gresham, Bocian, & Lambros, 1998)

Characteristics Of Slow Learners

- "Limited cognitive capacity
- "Poor memory
- "Distraction and lack of concentration
- "Inability to express idea
- "It has short span of attention
- "It is a poor reader
- "Inactive learner

Types Of Technology Used In The Classroom To Slow Learners:

Many technology based educational software are available for learners as follows

1.Educational software

Computer Aided Learning (CAL)

Describes an educational environment where a computer program or an application is used to assist the user in learning a particular subject.

Cognitive behavioural therapy (CBT)

It is defined as an interactive learning experience between the learner and computer in which the computer provides the majority of the stimulus, the learner responds, computer analyses the response and provides feedback to the learner.

2. Learning techniques for slow learners

The study of the techniques used in education learning includes the following techniques

- Teaching equipment
- Audio, video and web filtering tools, CDs
- Software, Contents
- Connecting methods
- Media
- LCD projectors
- Smart boards
- E-learning like ,Tablets, mobile, computer, webcam
- Educational Websites
- Education radio
- Processes in scientific technology

3. Communication technique for slow learners

Study findings suggest that the communications program has benefited to learning of the slow learners, If this plan is Implemented properly ,learners can easily get the education knowledge and skills that can be used throughout the lifetime.

- The communication technique, especially are used properly, to benefit slow learners.
- This new method teaches teachers to teach and teach learners.

Anxiously studying

Through communication technologies, students have the opportunity to use information in a number of new ways. It is possible to face problems in life rather than marry, simplify learning, and educate the learner's life opinions

Jointly studying

Using the techniques of communication technology, the learning process encourages students, teachers and experts to discuss their location and qualifications. Gives an opportunity to interact with a variety of cultural groups. Through this, we are helping the learner and the ability to communicate.

Quality Improvement

Study of the impact of educational broadcasts by radio and television, according to a small study. the scores of students and their school days are high the use of computer use, Internet and related techniques is thought to have improved in education. computer as a teacher, have always helped students get higher scores in subjects. Students are also studying rapidly. Learning skills increase. When students use the computer, there is a lot of readability. Computer use, website, and its related techniques, teacher, and help

create and read the ideal environment for reading learning techniques and technology is the center of learning.

Enhanced Learning For Slowlearners:

Increases Students Innovation and Creativity:

Many teachers have discovered that integrating technology in their classroom increases student's engagement in the classroom. So now they put up technological competitions where learners can make small educational technologies like robots, smart-pens, mobile applications and much more. These technological competitions in schools have increased the level of creativity and innovation among students. Technology teaches students how to solve challenges and get ready for more difficult tasks in life.

Technology Motivates Students:

The use of computer based instructions makes students feel in control of what they learn. Students find it easy to learn with technology because computers are patient compared to humans. Teachers publish educational instructions on classroom blogs or they assign research work via email, and this gives a student time to study on their own and have no fear of making mistakes during the process of learning. Also the use of educational technologies has increased students interest in learning, teachers use educational puzzles and video games to teach students how to solve different academic challenges, this all process makes students love to learn.

Technology Improves Students Writing and Learning Skills:

The use of computers in the classroom has helped many students learn how to write well composed sentences and paragraphs. Computers have word processing applications which students use to take notes in the classroom. Teachers encourage their students to create personal blogs using free blog publishing services like BLOGGER & RDPRESS, students use these blogs to express them selves and share with friends, this process helps students learn how to write creative blog posts.

More interactive and interesting:

It has to be understood that visual explanation of concepts makes learning fun and enjoyable for students. They are able to participate more in the classroom and teachers get a chance to make their classes more interactive and interesting.

Improve cognitive capacity

Smart classes use all interactive modules like videos and presentations. Smart Classes improves learning effectiveness smart classroom has an instructor equipped with a personal computer, overhead projector, wireless internet access, DVD player and a smart board and project images, presentations, or videos from a computer, laptop, or document camera onto a screen or wall are increased learning capacity . Mobile learning is becoming so popular. It is similar to e-learning. Though it's based on mobile phones, these also improve cognitive capacity of slow learners.

Conclusion:

Slow learners learning mellow will be inferior because of the problem. We need to take care of their individuality and build self-confidence. This increases learning ability. They will have the hope of 'we can'. It is important that the teachers. Modern technologies are using to slow learners by proper methods , they will reduce all problems of slow learners and enhancing learning capacity.

TECHNOLOGY FOR ENHANCING LEARNING AMONG SLOW LEARNERS

R.Ayyappan, *Ph.D Research Scholar in Education, Tamilnadu Teacher Education University, Chennai. National College of Education, Keelakollai.Neyveli.*

Dr.V.Balakrishnan, *Dean of Faculty & Professor and Head, Tamilnadu Teachers Edn University, Chennai.*

Introduction

In today's world, unfortunately, 'learning' has become a one-size-fitsall process that is not tailored to suit a person's abilities. This conformation of learning is especially true of our conventional school systems. The problem, however, is that not all children can adapt to such a rigid style of learning. Some children just cannot cope with the fast-paced and rigid 15 approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Actually slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education. Slow-learners are those who fail I school because of their low intellectual abilities. Their IQ ranges from 55 / 60 to 85 / 90. They have a wide range of abilities and a variety of characteristics depending on their background.

Definitions Of Slow Learners

Kirk (1970) states that the slow learning child is not considered mentally retarded because he is capable of achieving a moderate degree of academic success at a slower rate than the average child. Also the child is educated in the regular classes with special provisions except an adaptation of the regular class programme to fit his slower learning ability.

Terman and Merrill (1960) 17 percent of the children were borderline defective or slow learners whose IQ ranged between 75 and 85. The slow learners both receptive and expressive language ability were typically limited.

Characteristics Of Slow Learners

In physical appearance they are no different from normal children and therefore likely to get admission into schools for normal children where the curriculum is drawn up to meet the needs of average children. So they find it extremely difficult to cope with the education imparted in these schools, unless special provision is made for them and the curriculum is oriented towards practical and real life activities.

Identifying Slow Learners

Slow learners can be identified through the following aspects:

1. Scores consistently low on achievement tests
2. A below average ability to comprehend academic concepts
3. Functioning ability is significantly below that of grade level
- 4 Prone to immature interpersonal relationships and prefers playing with younger children
5. Tends to be ignored by peers and may not have common peer interests

6. Faces difficulty in following multi-step directions
7. Frequently has impaired fine motor coordination such as delayed ability to tie shoe laces
8. Works well with "hands-on" material (i.e. labs, picturised texts, manipulative, activities)
9. May have poor self-image and lacks self-confidence
10. Works on all tasks slowly and mostly tries the same strategies; relies on trial and error learning and less on insightful learning

Usage of technology for slow learners:

Laptop, Desktop, or Tablet Computer

With a laptop, desktop, or tablet computer, the instructor can share anything that appears on a computer screen with a classroom of students. For example, slow learners teacher-generated documents such as grammar explanations, practice exercises, and quizzes can be viewed in the classroom and completed by the group. Student-generated word processing activities, such as editing for errors, sentence completion, writing sentences and paragraphs, or sequencing stories or dialogue can be performed with the cut and paste function (Siskin, 2005). Digital displays can be a source of comprehensible input and this setup can provide students with different learning styles, additional demonstrations or concrete examples of concepts being taught in the classroom. Multimedia CDs, DVDs, and 25 the Web provide a nearly endless source of sound, pictures, video, animation, and multimedia that can help situate learning within a meaningful context and provide nonverbal clues to help learners understand what they hear. Finally, slow learners can create PowerPoint presentations that can be used to review, practice, or test language usage and can be saved and used again.

Interactive White Board

Classrooms are equipped with interactive whiteboards, sometimes called "smart boards." Interactive whiteboards are interactive displays that connect to a computer and projector. They are used in many classrooms as a replacement for the traditional blackboard or whiteboard. The interactive equipment, by nature, encourages students to interact with language on the display in different ways. For example, in an slow learnersclassroom a student can be asked to use an interactive pen to highlight, and thus identify, a given grammar structure or part of speech in any text. There also is a click-and-drag function that allows learners to manipulate words and phrases. For instance, a student can move adjectives from a list and insert them in a sentence to practice adjective order. A smart board also is equipped with a virtual keyboard, which can be used to train slow learnersto type letters, words, sentences, and paragraphs, while checking spelling and punctuation. After a learner has produced written work on the smart board, it can be filed and then retrieved later. This is a less daunting initiation to word processing forslow learnersthan training on a computer. It teaches important skills for today's job market, such as saving files, and categorizing and organizing documents.

Smartphone

The smartphone is an excellent digital tool for slow learners because most learners are already familiar with it and it is always available to them. Texting the instructor or another student, following instructions to take pictures or make a video, calling to obtain information, leaving a voicemail message, and interviewing a partner are some of the language activities that teachers can assign their smartphone-

equipped slow learners to do in or outside of class. The retrievable writing and speaking samples can provide the teacher and the learner with information regarding learners' authentic mistakes. Furthermore, both the language and technology skills used for tasks are transferable to real life situations. Finally, using the learners' smartphones in language practice tasks constitutes a valuable means of assisting slow learners to connect, both culturally and socially, with fellow immigrants, classmates, and new acquaintances.

Conclusion:

The use of technology has become the most important aid in classroom instruction. Integration of technology can be effectively used for enhancing slow learners. All the slow learners are necessarily technology illiterate and therefore it is apt that their instructors "dip a toe" in technology by experimenting with various educational tool such as the computer, internet, smart phones and smart boards. Technology is the most user friendly graphical system that offers huge amount of information for enhancing learning among the slow learners. Hence technology develops and improves the slow learners.

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OBSERVATIONS AND LEARNINGS FROM USE OF TECHNOLOGY TOOL FOR TEACHING SLOW LEARNERS ENGLISH-READING AND SPELLING SKILLS.

*K. Bhaskaran, Research Scholar, Dept of Psychology, Annamalai University,
Annamalainagar - 608002, INDIA.*

Teaching basic english language skills of reading and spelling has been a challenge for children who are typically first-generation school-goers, in India. The observations are also found in other children, who are not necessarily first-generation literates, but the problems are largely in slow learners, children identified with specific learning disabilities (SLD) and children who are considered as ESL dyslexics. There are some tools available internationally like the leading product from UK, Phonicstutor® and various other technology tools, some of them available as online audio-video. There are two aspects to the effectiveness of the teaching programs - first is the technology or tool, and the second aspect is the methodology. Some of the disadvantages observed on most of these technology tools are as follows

1. The accent is not easy for Indian children, and so learning is not effective, puts a great strain on the teacher, who has to repeatedly read.
2. The flash-card method is very tedious for the teachers
3. Online flash cards are sometimes too flashy, and diverts the attention of the children (eg., Micky mouse explains the spelling of magic 'e')
4. Not very cost-effective for wide-spread adapting.
1. English is not a phonetic language, ie., the alphabets or the symbol set does not have a one-to-one correspondence with the sounds. The method should made the children more aware of the ambiguity in the spelling of English language, unlike some (technically 90%) Indian languages like Sanskrit, Telugu, etc.
2. Certain phonics programs stress on rules and theory and so the children are confused as they need more of practical exposure rather than theory for them to be able to read and spell correctly
3. Where the repetition is done manually and so the teacher does not have the necessary energy to keep repeating for proper memory-reinforcement to happen.

Specifically about the BILVAC Tool for teaching spelling and reading, while the technology itself is simple as it uses audio and video the product is found effective for the overall blend of the methodology and the medium of delivery that incorporates multi-modal learning. The visual (video) auditory (audio) and the kinesthetic/activity (repeating orally and/or writing) are three angles which are simultaneously activated in the child for integrated mode of learning. This has been the basic idea behind the product and the method according to the product design team. Also the pilot studies done in teaching various children have emphasized the 'doing' aspect more than the 'rules' aspect and so the child learns the practical skills faster and more effectively. According to some of the chief designers of the product, the skill of reading is more like learning a skill like swimming, where it is not the principle behind the swimming that is important for learning practical swimming, but rather a continuous practice and reinforcement of associative learning and memory mechanisms.

Salient features of the product and the methodology :

1. Video clips with audio, each not more than 20 min long
2. One or two concepts of spelling explained in each video
3. Many examples given in each video
4. Avoiding too much of theory like the words 'magic e' or 'neutral vowel' as much as possible
5. More stress on practice - it is found that if a child who is not lagging in school takes 2 runs of a video module to grasp a concept, a slow learner could take 4 , 5 or 8 or even more runs. The tool helps the student to repeat the module even without the presence of the teacher for reinforcement, once a few sessions are completed and the teacher is convinced that the child has grasped the idea.
6. The pilot or beta product is as a separate set of audio-video modules, but the product is amenable to offering as a service on the internet, or some such mode. The classroom based teaching for a small group is possible with a low-cost projector.
7. Teacher-training modules and manuals have been designed but not yet available.

The studies and observations have been done over the last two to three years, in stages of the modules, for various students with varying degrees of learning issues, mostly mild forms of dyslexia, between the ages 5 and 14, at the BILVAA Learning Centre in Chennai. For some of the children assessments were also done on reading skills. A full-fledged evaluation of this tool has been proposed as part of the research program in the department of psychology, Annamalai University, in association with schools. Sample video clips are available on the internet as youtube videos.

Summary of benefits and advantages found while using the tool :

1. Repetition is easy for reinforcing the learning of grapheme-phoneme association. The main problem in dyslexia is that the grapheme-phoneme association takes more time to be established. By repeated exposure to the video module the child is able to learn this very effectively.
2. This can be repeated as many no of times by the child in private also, hence reducing the 'exposure' or 'stigma' of being identified as a 'slow learner' . Once the teacher has guided the child for the first few repetitions or practice sessions of a video module, the child can do it on his/her own, even in private
3. Different children can get different levels of reinforcement based on learning abilities.
4. Standardized from the same basic concepts of Orten-Gillingham approach
5. Takes the strain away from the teacher (for vocalizing the repetitive reading) and enables them to focus on better rapport with the children. This positive energy helps the children learn quicker and mainstream faster
6. A computer-based screen or projection sometimes draws attention from the children better, and has more impact on memory and reinforcement of learning
7. Multi-modal learning is used which helps children
 - a. Visual
 - b. Auditory
 - c. Action orientation or body-kinesthetic aspect in oral repetition and writing by the children

8. In case of more severe levels of slow uptake, the writing skills could be addressed as a second phase of the program, and the first few repetitions could focus only on reading by oral repetition for such children.

Conclusion :

The benefits of this technology tool in summary are observed as follows :

1. Effective reinforcement of grapheme-phoneme association by multi-modal learning - auditory, visual and activity-oriented (body-kinesthetic)
2. Repetition made automated for easy 'active rehearsal' that strengthens memory
3. Relieves the teacher of the tedium of repetition and reading extensively. Hence the teacher can focus energies to rapport-building with the child for positive learning.
4. Integrated reading and spelling development
5. Phonic rules are built-in into the audio-video methodology
6. More suitable for Indian children due to accent, simplicity, short-module-based approach, than many other products like PHONICSTUTOR, the leading international software tool from UK for learning spelling and reading.

TECHNOLOGY ENABLED LEARNING FOR SLOW LEARNERS.

Mr.P.Charles Paul, M.Sc.Ed.M.Phill, PGDCA Lecturer in Mathematics, DIET, Lawspet, Puducherry.

Mr. G. Thulasi, M.Sc., M.Ed., M.Phill, PGDCA, Lecturer in Mathematics, CSGHSS, Kalapet, Puducherry

Mrs.J.S.Chithra, M.Sc., M.Ed., M.Phill (Edn.) Lecturer in Science, DIET, Lawspet, Puducherry

Introduction

Slow learner is a term given to the student who has the ability to achieve socialistically but has a below level of cognitive abilities. Slow learners may have problems not only with Mathematics but also with other subjects pertaining to reading, writing, Low motivation, attention problem, behavior problem, Lack of stimulation, sports and dressing. The slow learners will typically score lower in IQ test or achievement test. Slow learners are normal students; they are simply not interested in study through the traditional method of teaching. They should not be confused with the students in the need of special education who are non co-operative. The students commonly called as slow learners is one who cannot learn at an average rate from the text books and the learning materials that is designed by the teachers in the class room. These students needs special instructional pacing, frequent feedback, and correct instruction and modified teaching learning materials and technology oriented learning to administer the children under the conditions sufficiently flexible to enhance learning environment.

Need And Significance Of The Study

The teachers play a vital role in solving the learning problem of the slow learners. While no single technique or set of technique is sufficient for teaching the slow learners. Encourage the oral expression by using E-learning and audio visual aids which enhances the children to save the correct pronunciation spelling etc. The use of technology helps to reduce the distraction and promotes attentiveness, interest, motivation and stimulation.

Slow learners: "If a child cannot learn the way we teach maybe we should teach the way they want to learn"

Using Programmed text and interactive contents with computer instruction are effective in remediation of basic skills of slow learners. By incorporating audio and visual aids emphasis on concrete and visual forms of content and helps to compensate in the general difficulties. By using graphic organization the teacher draws pictures to map out the thoughts and ideas. This helps the students to identify the characters and events in history and help them to compare and contrast. The teacher also uses mnemonics, multisensory instruction, scaffolding, and differentiated instruction to the students and helps the children in learning vocabulary, memories the phrases, do mathematics in a logical manner.

Objectives Of The Study

- To help the students to overcome the learning difficulties in interest, motivation and attention.
- To attain the easy way of learning using the latest available technology.
- To improve the hidden skills of slow learners by E-learning, audio visual aids, internet and mobile apps.
- To enrich the cognitive skill among the slow learners.

Nature Of The Research

The role of computer through E-learning, Mooc's, audio visual aids, internet helps to enhance the learning among the slow learners. Technology has the potential to act as an equalizer for slow learners from their inability. The potential benefits of computer based instruction are grounded as a basic learning theory for slow learners. This indicates that use of technology can enhance a student's cognitive skills and content knowledge when the computer is used as a teaching aid. Thus the teacher's ultimate goal to help students develop interest, motivation, attention, skills and knowledge can be attained by using technology. Many computer based appliances such as internet, communication technology, CD ROM, language lab, multimedia presentation tools, can help the students to develop their cognitive ability.

Technology To Enhance The Various Subjects For The Slow Learners

In Tamil "VOCAROO" is an online tool used to enhance the students speaking skill in class using rubrics that assess their pronunciation speed and fluency and it allows users to record, send, and download voice messages. Teachers and learners can use Vocaroo in different activities, such as podcasting, digital storytelling, broadcasting, and giving feedback. By recording the audio message students can practice their oral reading skills and create a pleasant innovative learning. The Vocaroo widget can be embedded on another website, so that, for example, your students can record voice messages via Vocaroo directly from your class website. This tool does not require knowledge of HTML. The recordings can be downloaded in different formats, including mp3, Ogg, flag, and wav. The picture shown below is a screen shot of the module.

Another tool for the subject English is called "TESOL" which can be used to improve the fundamental skill LSRW (Listening, Speaking Reading and Writing) among the slow learners. TESOL helps to improve the you tube videos. Also TESOL helps to improve their listening skill and vocabulary enrichment tasks. It also helps the learners to gain input in the language learning and produce more return sentences with good quality of language. Below is the home page of the tool TESOL.

In Environmental science "NEARPOD" play as a platform of incorporating interactive elements like drawing questions and response and much more. NEARPOD has a library of lessons such as science, social studies and also mathematics. A teacher can create presentation that can contain quiz , videos , images , drawing boards , and web content and so on to teach the students .This NEARPOD can be used to any age range and teaching context to create interest in learning . it creates an inclusive and immersive learning experiences by allowing the slow learners to actively participate in every lesson.

"KAHOOT" is a game based learning platform in classrooms and other learning institution to learn the multiple choice questions. KAHOOT, E-Learning tool which helps the slow learners to add vitality, interest, Meta cognition development among them.

Result And Analysis:

From all the above tools it is very clear that we can make use of this new technology to enhance the learning skill of slow learners. This technology also plays a vital role of catalyst to the slow learners. By using technology of cognitive skills are developed, this paradigm technology give a completely new role and mode to teach the children there is transfer of knowledge seen by using the technology. In the present scenario dropout rate are more in the high and higher secondary level in the case of slow learners. It can be prevented using the above technological activities to develop the learning skill for the slow

learners. By using these technological activities, it is helpful for the teachers to create the learning environment and to improve the learning skill of the slow learners in a very amusing learning environment.

Delimitations:

- A) The present study is restricted with the schools having computer and internet.
- B) The teacher or the facilitator must have knowledge of internet and computer.
- C) The need of financial support has to be ensured by the government for the slow learners.
- D) Emphasis has to be made to reduce the usage of book and encourage the use of technology.
- E) The assurance of support is needed from the parents to teach the slow learners.

Conclusion:

"It should not matter how slowly a child learns as long as we are encouraging them not to stop"

The main objective of the paper is to create awareness about the use of technologies for slow learners. All children's cannot adapt to the rigid style of learning especially for the slow learners cannot cope with the fast pace and rigid approach that is the traditional teaching. Hence to enhance the interest, motivation and attention of the slow learners the computer technology can be used as a support for the students to increase their learning efficiency. By following these technologies the teacher or the facilitator who teaches the slow learners can improve the learning ability of the slow learner and also make the successful in academic at par with the other students of the class room.

Suggestions For Further Research

- The teacher / facilitator must try to find out the slow learners in each class.
- The government must give special training to teach slow learners.
- A study of slow learners in relation to family relationship and children cognitive skill is needed
- Further a separate school can be opened in each town to improve the slow learner's ability.
- The government has to provide enough economical status to improve the technology in both rural and urban area schools in order to sustain the learning abilities of the slow learners.

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ICT IN TEACHING AND LEARNING

Dr. M. Govindan, Professor and Head, Department of Educational Psychology, Tamilnadu Teachers Education University, Chennai.

T. Regina, Ph.D Scholar, Department of Educational Psychology, Tamilnadu Teachers Education University, Chennai.

Introduction:

Every aspects of life are related to science and technology. ICT in 21st Century and it is also the age of information and technology (IT). Now information and technology is popularly using in educational field for making teaching learning process successful and interesting for students and teacher both. In 1998, UNESCO World Education report refers about student and teachers must have sufficient access to improve digital technology and the internet in their classroom, schools, and teacher educational institutions. Teachers must have the knowledge and skills to use new digital tools to help all students achieve high academic standard. The quality of professional development of teacher education depends on the extent of ICT integration in teacher education programme. According to UNESCO (2002) "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters".

Aims:

Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy.

UNESCO aims to ensure that all countries, both developed and developing, have access to the best educational facilities necessary to prepare young people to play full roles in modern society and to contribute to a knowledge nation. Because of the fundamental importance of ICT in the task of schools today.

Definition:

ICT is technology that supports activities involving information. Such activities include gathering, processing, storing and presenting data. Increasingly these activities also involve collaboration and communication. Hence IT has become ICT: information and communication technology.

Information and communication technology(ICT)

Information and communication technology, or ICT, is defined as the combination of informatics technology with other, related technologies, specifically communication technology.

In this book, these three definitions have been collapsed into a single, all encompassing, definition of ICT. This definition implies that ICT will be used, applied, and integrated in activities of working and learning on the basis of conceptual understanding and methods of informatics.

Three words for ICT:

- Information

- Communications
- Technology

A good way to think about ICT is to consider all the uses of digital technology that already exist to help individuals, businesses and organisations use information.

ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. For example, personal computers, digital television, email, robots.

ICT and Education:

All governments aim to provide the most comprehensive education possible for their citizens within the constraints of available finance. Because of the pivotal position of ICT in modern societies, its introduction into secondary schools will be high on any political agenda. This book gives a practical and realistic approach to curriculum and teacher development that can be implemented quickly and cost effectively, according to available resources.

The curriculum is designed to be capable of implementation throughout the world to all secondary age students. The programme of teacher professional development relates closely to the ICT curriculum, and particularly to the stage of development that schools have reached with respect to ICT.

ICT support in learning:

In terms of learning and learning environments, any technology geared towards supporting meaningful learning and pupils' motivation should promote:

- Interaction
- Diverse Forms Of Narration And Expression
- Adjustment Of Teaching And Learning To Individual Learning Styles
- Provision Of Feedback
- Metacognitive And Meaningful Learning
- Co-Operation And Development Of Collaboration.

The prerequisite of preserving Finnish competitiveness and well-being is for Finnish basic education to produce the best learning in the world. In order to promote and support the best learning, we need to develop, introduce and apply state-of-the-art technologies as part of everyday teaching and learning. We need considerable investment in ICT in basic education and its use in teaching and learning.

The role of Technology is:

- To Improve Pupils' Learning And Assessment Of Learning
- To Accelerate Introduction And Dissemination Of New Practices
- To Produce Information For Continuous Improvement And Reform
- To Boost The Productivity Of Education And Its Administration.

ICT in 21st Century's Teacher Education:

- ICT helps teachers to interact with students.

- It helps them in preparation their teaching, provide feedback.
- ICT also helps teachers to access with institutions and Universities, NCERT, NAAC NCTE and UGC etc.
- It also helps in effective use of ICT software and hardware for teaching - learning process.
- It helps in improve Teaching skill, helps in innovative Teaching.
- It helps in effectiveness of classroom.
- ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life.
- It appears in many different forms, such as drill and practice exercises, in simulations and educational networks.
- Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation.

Curriculum and Teacher Development:

Keeping pace with technological development and the changing competencies required of both students and their teachers requires a state-of the- art curriculum and appropriate teacher development.

Professional Development for Teachers:

Teachers need to be adequately prepared to implement a state-of-the-art ICT curriculum. Indeed, introducing any new curriculum calls for careful preparation, management, resourcing, and continuing support. In the case of an ICT curriculum, even more concerns have to be considered. Educational research studies show that programmes of professional development for teachers are most effective if directed to the stage of ICT development reached by schools. The implications of these research findings are that teacher development is best conceived as an ongoing process, with many professional development activities conducted in schools.

Need and Significance of the study:

The scenario of the classroom is changing. There is a technological gap between the progress of the society and instructional activities of the teacher in the classroom. If we see in our society on the one hand technology has revolutionized our society and on the other hand the teaching learning activities at school level have remained so far away from technology. In our classroom the knowledge is imparted by the teacher in an ancient way, a teacher centric mode which is most of the time boring and not to gain interest to the student. But present 21st Century's education is student centric education. Students learn from multi sources and for this reason use of ICT & Multimedia is very much essential in educational field and simultaneously teacher's knowledge of ICT and Multimedia also required. So present study has great need and significance because this study shows roles of ICT teachers' education.

Factors affecting technology integration in Teaching and Learning:

The modern technologies are demanding that teachers learn how to use these technologies in their teaching. Hence these new technologies increase the teachers' training needs. They pointed out that teachers do not always have positive attitudes towards computers and their poor attitudes may lead to a failure of the computer- based projects.

Also the most commonly cited barriers are:

- lack of time;
- lack of access;
- lack of resources;
- lack of expertise and
- lack of support (Butler and Sellbom, 2002, Leggett & Persichitte, 1998).

Another barrier given by Butler and Sellbom (2002) and Chizmar & Williams (2001) is reliability. Reliability included hardware failures, incompatible software between home and school, poor or slow internet connectivity and out of date software which are available mostly at school while the students/ educators are having more up-to-date software at home.

E-Learning:

E-Learning "comprises all forms of electronically supported learning and teaching." (Wikipedia). It can use an information network or even no network necessary for the lessons delivery and interaction. It can also be termed as term online learning.

Conclusion:

Teaching occupies an honorable position in the society. ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquire the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process.

Teachers in India now started using technology in the class room. Laptops, LCD projector, Desktop, EDUCOM, Smart classes, Memory sticks are becoming the common media for teacher education institutions. So we should use information & communication Technology in Teacher Education in 21st Century as because now teachers only can create a bright future for students.

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ASSISTIVE TECHNOLOGY: TECHNOLOGY FOR SLOW LEARNERS

K.JayaPrakash, Assistant professor/ Programmer, Department of Education nnamalai University,

Introduction:

By definition, a slow learner is a student "who fails to reach the average achievement of the majority of students in his/her age group. The term "slow" refers to the student's ability to either learn new material or retain previously taught material".

Characteristics of a slow learner:

- The slow learner is usually normal in physical growth and development.
- The slow learner has difficulty grasping concepts.
- The slow learner tends to be slow in intellectual matters but not necessarily slow in artistic, mechanical, or social activities.
- The slow learner usually has experienced difficulties in completing daily class work.
- The slow learner is unable to satisfy regular grade standards; he or she advances only one half to three quarters of a grade per year

Traditional methods to handle slow learners:

- giving the student more time to complete work
- providing extra drill and practice
- assigning a peer coach
- volunteer tutoring
- highlighting main ideas, concepts in the textbook
- modifying tests and grading

Throughout the years, a large variety of strategies and tools, including technology, have been used to enhance both the functional capabilities and the quality of life of people with developmental disabilities..

The disability may be of any one of the following types:

Hearing loss, Vision loss, Physical disability, Learning disability, mental health disability according to the disability there are different types of technology, written language technology, reading technology, listening technology, organization- memory technology, maths related technology

Signs of intellectual disability appear during infancy, or they may not be noticeable until a child reaches school age. It often depends on the severity of the disability. Some of the most common signs of intellectual disability are:

- Rolling over, sitting up, crawling, or walking late
- Talking late or having trouble with talking
- Slow to master things like potty training, dressing, and feeding himself or herself

- Difficulty remembering things
- Inability to connect actions with consequences
- Behavior problems such as explosive tantrums
- Difficulty with problem-solving or logical thinking

Learning disabilities can manifest in a variety of different ways. From mild disabilities to debilitating problems, these disabilities affect the student's ability to learn and take part in a classroom. Unfairly stigmatized in popular culture, it is now possible to use technology to overcome many learning disabilities. From offering students ways to slow down the lecture to providing talking calculators, these technological devices are able to meet the student's unique needs. With help, students can become the competent, exceptional individuals that they already have the potential to be.

Students with learning disabilities struggle with schoolwork in many ways. Some with reading, others with mathematics, memory, reproduce and write. Technology should enhance learning. There is no value in just having access to it but more important how it is used. Assistive technology (AT) can enable them to be more independent learners.

Assistive technology (AT)

Devices, equipment, or systems that enhance, increase, or maintain the physical and/or mental capabilities of people with disabilities. Assistive technology items may range from better designed pens, furniture, and kitchen appliances to text to speech and speech to text software, screen enlargers, robotic vision, etc. Also called adaptive technology. Assistive technology helps people work around problems by focusing on their strengths rather than their weakness,

Assistive technologies are used to assist students in a variety of instruction modes. Various AT devices help students to organize their thoughts or work by using flow charts, graphic organizers or some high-tech word processing software. Note-taking devices include optical character recognition, microcassette recorders or videotapes. Various word processing devices are also available for writing assistance. These aids in spelling, grammar and punctuation errors, editing, revising and motivation. Telecommunications and multimedia transport students beyond their physical environment to access electronic information. Tools are also available to help students develop and improve cognitive and problem-solving skills. Various multimedia CD-ROM-based application programs for assisted reading and customizing instructional materials to meet the various disabilities of students also provide a learning tool for these students (Behrmann, 1995).

Among the most innovative technologies available today, the following five are the most popular.

1. Electronic Worksheets

Students with learning disabilities like dyslexia can use electronic worksheets to complete their assignments. These worksheets help students to line up words, equations and numbers on their assignments. On some of the worksheets, text-to-speech or speech synthesizing technology is even available.

2. Phonetic Spelling Software

For many children with learning disabilities, reading and writing can be a challenge. Phonetic spelling software is designed to automatically convert the student's typing into the word that they intended

to write. For alternative reading options, students can always check out audiobooks. With the audiobook, students can follow along in their text and overcome reading difficulties.

3. Talking Calculators

Students who have dyscalculia can benefit greatly from a talking calculator. The gadget makes it easier to check assignments, read numbers and perform calculations. While the talking calculator is a fairly simple tool, it offers an exceptional benefit for students who would otherwise struggle in math classes. Other than talking calculators, students can also check out text-to-voice devices. They function on the same concept of converting written words into an audible track. Students can use these devices to check their spelling or to improve their reading comprehension skills.

4. Variable Speed Recorders

Everyone has a different learning style, and many students struggle with understanding auditory lectures. For these students, a variable speed recorder is an ideal solution. In essence, the student just has to hit record while they are in class. Afterward, the recording can be slowed down or sped up for the student to listen to it again and again. If the pitch of the recording is hard to understand, students can modify the pitch up or down to make their lectures more accessible.

5. Videotaped Social Skills

Autistic children and other children with learning disabilities may struggle to figure out normal social interactions. In the past, the most common way to learn social interactions was to practice them. Unfortunately, many children inadvertently behaved inappropriately as they tried to learn what defined "normal" social interactions. With videotaped social interactions, students can learn important life skills and social behavior without accidentally offending someone. In addition to interpersonal skills, these videos can work for self-help, linguistic, academic and emotional problems as well.

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INNOVATIVE TECHNOLOGIES FOR ENHANCING LEARNING AMONG SLOW LEARNERS IN MATHEMATICS

Dr.P.C.Nagasubramani, Associate Professor, Department of Pedagogical Sciences, Tamil Nadu Teachers Education University, Chennai-600097

J. Jerlin Femi, Ph.D. Research Scholar, Department of Pedagogical Sciences, Tamil Nadu Teachers Education University, Chennai-600097

Introduction

The importance of teaching and learning of mathematics today one of the greatest challenges to a mathematics teacher is teaching mathematics to children who are slow learners. Slow learners are being characterized as functioning at ability significantly below grade level and consistently scoring low on achievement level. As part of the means to improve the achievement level of slow learners through new innovative technologies and Learning Strategies. Most mathematics teachers have little or no consideration about the needs of slow learners in mathematics classrooms. As part of the means to improve the achievement level of slow learners this paper discusses the definition of slow learners, basic causes of slow learning, identifiable characteristics of slow learners and suggests the use of technologies as alternative teaching method that could best be used in teaching slow learners. The paper recommends mathematics teachers to use technologies remediation model appropriately when teaching mathematics to slow learners.

Definitions Of Slow Learners

"Slow learners are children who are doing poorly in school, yet are not eligible for special education; their intelligence test scores are too high for consideration as a child with mental retardation" (Mercer, 1996)

"A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate".

Basic Causes Of Slow Learning In Mathematics

1. Slow learners may have any combination of identifiable dysfunctionalities like attention deficit disorders (ADD), dyscalculia, dyslexia, dysgraphia, dyspraxia or dysnomia or hyperactivity and sometimes none.
2. Other causes identified and include students' problems (visual motor coordination, negative attitude towards Mathematics, divergence opinions or views on concept, generalization and skills, lack of maturity on future need).

Characteristics Of Slow Learners

- Functions at ability but significantly below grade level.
- Is prone to immature interpersonal relationships.
- Has difficulty following multi-step directions.
- Lives in the present and does not have range goals.

- Have few internal strategies i.e. organizational skills, difficulty transferring and generalizing information.
- Scores consistently low on achievement tests.
- Works well with "hands-on" material (i.e labs; manipulative, activities).
- Has a poor self-image.
- Works on all tasks slowly
- Masters skills slowly, some skills may not be mastered at all.

Strategies For Teaching Mathematics To Slow Learners

Time: Slow learners need more time to understand and figure out how to use basic mathematical concepts.

Concept Building: Slow learners have difficulty with new mathematical concepts, so previous math concept helps to build confidence in the mathematics subject and provides a framework to build mastery of new skills.

Drill: One commonsense strategy for teaching mathematics slow learners is repetition: drill, drill, drill until they get it.

Reward

Real World Examples: Teaching a new skill such as addition or multiplication is made easier when the teacher gives real-world examples or allows for physical representations of the mathematical problem. Because slow learners have difficulty with imaginary concepts, the physical example provides guidance and structure.

Multimodal Approach: Use different modes of instruction to convey the same lesson. Show pictures and videos, conduct games and group activities and provide hands-on tools that can reinforce learning mathematics. Have students build models, paint pictures or act out scenes that explain an idea. Give student's mnemonics that will help them memorize the names of the planets or trigonometric ratios or mathematical formulas.

Personalization: Many slow learners suffer from low self-esteem and lack confidence in calculating mathematics. We can address this not only by praising small achievements but also by personalizing lessons. Introduce topics that are of special interest to the student in question, make up math problems about the student and his friends and make sure we provide some activities the student can be successful at every day in the classroom. Find out which mode of instruction best suits a particular student verbal, visual or kinaesthetic and try to provide reinforces in that mode.

Try sound therapy: It is an effective way of helping the students who have a problem in learning mathematics. In this method the therapist uses sound and tools which stimulate auditory pathways to help students in improving their concentration power. This therapy might also come handy in enhancing the auditory transmission in the brain by stimulating the muscles near the ear passage and might help them in regaining the original power or capability.

Cognition training: It's a technique that might be helpful for the students in enhancing their level of perception and cognition and might be helpful for the students in increasing their focus, especially on

the subject like mathematics. Moreover, it could also boost student's neurological connections and could prove helpful for students in growing fast in the academics.

Innovative Technologies For Teaching Mathematics To Slow Learners

Audio and Video Instruction: Slow learners need extra time for remedial and enrichment activities. Students can listen to relevant educational radio programme which also has positive effect on the slow learners learning. The video instruction provides unique experience to the slow learners in the presentation of instructional content. It penetrates more deeply into human character with an immediate excitement than any other single medium.

Modular Instruction: Module is a self contained auto instructional package dealing with a single conceptual unit or subject matter. Instruction through modules has been found very effective for all levels of students and it is found more effective with regard to low achievers and slow learners. Modular instruction takes care of concrete presentation of subject matter by incorporating necessary diagrams, sketches, pictures, worksheets, examples etc. with the learning material at appropriate places. Thus, in many ways, the modular instruction proves to be suitable for slow learners.

Computer Assisted Instruction: Computer assisted instruction is a kind of individualised instruction administered by a computer and its roots has in programmed instruction and in the behavioural theories of learning. CAI programmes stress drill and practice exercise, others teach students facts and concepts. It gives instant knowledge of results and provides immediate feedbacks which are very essential for slow learners to ameliorate their learning process. In this method every student can learn at his own rate.

Conclusion

Slow learners are care for being duly helped in terms of rate of learning and educational achievement in mathematics. Innovative technologies are provides a tool which can be introduced to remedy and assist learners and teachers overcome these challenges. Personal learning environments are the way forward and technology with its authoring and monitoring features are a welcome addition to both teachers and students.

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EXCELLENCE AND QUALITY ASSURANCE IN ICT - BASED PEDAGOGICAL LEARNING

*Mr. R.Kabeer, M.Sc.,M.Phil.,M.Ed., Asst.professor in physical science dept,
Cholan College of Education, Sembarambakkam village, Karai post, kanchipuram-631552*

Introduction:

Education teaching has made the teaching process more altercative and purposeful. A member of teaching aids are employed in the teaching activates by the teacher. The teacher trainees are required to have adequate knowledge of educational technology.Low cost teaching aids are attractive, if there is little or no cost and it must be aided by the teacher to the students. A pedagogical technique is defined as a manner of accomplishing teaching objectives. These pedagogical techniques are classified as one-alone techniques, one-to-one techniques, one-to-many techniques and many-to-many techniques. These techniques can be used to facilitate adult learning. E-learning stands at the crossroads of the information economy and the knowledge economy.

The new form of education "E-Learning", as it is the use of networked technology that will make the learning revolution possible. However, its name is less important than the role it will play in changing the way we work and live. Many people have touted the ability of E-Learning to provide information to "anyone, anytime, anywhere". The true power of E-Learning will be in its ability to bring the right information to the right people at the right time.

Objectives:

- To attain the knowledge of the various models of teaching and levels of teaching.
- Enable to use different types of educational accessories.
- To learn the different models of instruction design.
- Understand the different components of Media technology.
- Apply the principles and preparation of software for improves learning.

E-Learning:

E-Learning is leaning that takes place in an electronically stimulated environment. E-Learning, Web-based training, internet-based training and computer-based training are the next generation instructional methods being developed today. With e-learning users can immerse themselves in a three - dimensional environment to further enhance their learning experience

E-Learning can also refer to educational websites such as those offering worksheets and interactive exercises for children. The term is also used extensively in the business sector where it generally refers to cost-effective online training. It has been stated by many in different forms.

Some of them are given below:

- E-Learning is learning on Internet time.
- E-Learning is the convergence of learning and the Internet.
- E-Learning uses the power of networks, primarily those that very not only on Internet technologies but also satellite networks and digital content to enable learning.

Important Features Of E-Learning

The following are some of the important features of E-Learning.

- Learning is self-paced and gives students a chance to speed up or slow down as necessary.
- Learning is self-directed, allowing students to choose content and tools appropriate to their differing interests, needs and skill levels.
- It accommodates multiple learning styles using a variety of delivery methods geared to different learners; more effective for certain learners.

E-Book:

An e-Book is an e-text that forms the digital media equivalent of a conventional printed book. E-Book are usually read on personal computers or smart phones or dedicated hardware devices known as e-Book readers or e-Book devices. Many mobile phones can also be used to read e-books. Some e-Book is produced simultaneously with the production of a printed format, as described in electronic publishing.

Virtual classroom:

A virtual classroom is a learning environment created in the cyber space. The objectives of a virtual classroom are to improve access to advanced educational experiences by allowing students and instructors to participate in remote learning communities using personal computer, and to improve the quality and effectiveness of education by using the computer to support a collaborative learning process. The explosion of the knowledge age has changed the context of what is learnt and how it is learnt-the concept of virtual classroom is a manifestation of the knowledge revolution.

Tele conferencing:

In teleconferencing, people situated at distant places establish direct contact through telecommunication and converse among themselves

E-Tutoring:

A student getting instructional facilities through online services is called e-tutoring. Students should have their own computer and an internet connection to get avail this service. Those who wish to avail the facility of e-tutoring should register him with the agency which provided this service, by paying the requisite fees.

Computer assisted computer:

In Computer Assisted Instruction, the lesson and its contents to be learnt are recorded in the software of the computer. The software in the form a C.D. or cassette is inserted in the computer and when the student presses the keys in the keyboard, lessons appear in the monitor as small texts, each followed by a question.

Role Of The Teacher / Educators

The introduction of E-Learning in education has created a fear among the teaching community that the use of ICT in the process of teaching and learning would relegate the place of the teacher to some extent and eliminate teachers from the teaching scene. But the teachers, instead, should take it as a challenge and equip themselves with various ICT skills to face the changing needs and trends in education.

Educators are also great beneficiaries of the telemetric revolution. It opens up new opportunities for casual dialogues on a wide range of topics and helps overcome the sense of isolation sometimes felt by educators whose areas of interest have few local enthusiasts. In addition to conversing with peers, communication with learners, their parents, and the community at large is facilitated with the same tools.

Instructional Television:

Instructional Television is related directly to organised programmes of formal instruction and directed to individual viewers who come under non-formal and open education programmes.

Edusat:

EDUSAT is the spacecraft was launched on spt-20, 2004. It is specially configured to meet the growing demand for on interactive satellite based distance education system for the country through audio-visual medium, employing direct to Home (DTH) quality broadcast. The satellite will have multiple regional beams covering difference of India. Five key-band transponders with spot beams covering northern, north-eastern, eastern, southern and western regions of the country, a key-band transponder with its footprint covering the Indian mainland region and six c-band transponders with their footprint covering the entire country

Conclusion

The educational system of today needs to impart to all learners three new foundational skills: to make learning a relevant and lifelong process. A process of continuous growth change and evaluations adaptation. The teacher should be made aware of various tools and advantages of online teaching in order to bring about great changes in the field of education in the country at large.

Human being is viewed as a communication biological system. Human behaviour is observable and modifiable. Technology is an expending media. Teaching is considered as an art as well as science. We know edusat, Radio & Video conference, virtual classes, learning, e-tutoring, CML, CAI, digital library, EDUSAT, IT, ETV, Computer-Conference, E-Book, etc. Educational Technology is the application of the scientific knowledge about learning to practical learning situations.

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TECHNOLOGY FOR SLOW LEARNERS

*Mr.A.Antony Prabakar, Assistant Professor, Department Of Education, Sree Sastha
College Of Education*

Introduction :

Education system as a whole is expected to prepare younger generation to adopt better in the dynamic society. It is a process where in one is trained to understand and fulfill the roles expected from him. The goal of education is to create an individual who is capable of doing new things with inquisitive mind. A good system of education should contribute to the physical, social, emotional and intellectual development of the individual. All educational processes appearing in formal, and non formal contexts aim at all round development of children. In most of the schools oral explanation is the common method of teaching. But using visual aids like pictures, models, live examples and practical experience along with oral explanation help in developing interest, increase concentration and curiosity among children, which enable to grasp easily and quickly. Modification in instructional methods is a must to bridge the gap in access to quality of education and learning according to the needs of children. Introduction of novel methods in classrooms can not only break the monotony of lecture method but can also lead to interesting and participating learning process. Impact of various methods of education on children varies with their overall environment in which they are brought up. Not all children can learn at the same speed. It is noticed that about 18-20 per cent of school going children are slow learners. It is a considerable figure, which cannot be ignored. If they are not safeguarded and their interest is not protected, then they may become unproductive citizens of the society.

Technology for enchaning learning:

Multimedia :

The pedagogical strength of instructional multimedia is that it uses the natural information processing abilities that we already posses as humans. Our ear and eyes, in conjunction with our brain, form a formidable system for transforming meaningless sense data into information. The old saying that" a picture is worth a thousand words" often understates the case especially with regard to moving images, as our eyes are highly adapted by evolution to detecting and interpreting movement. The major challenge in designing instruction through multimedia is, therefore, the choice of media and their application for optimising human learning with respect to the learning objectives. Multimedia courseware development process is the systematic approach to the analysis, design, development, implementation and evaluation of learning materials. Instructional design aims for a learner-centered rather than the traditional teacher-centered approach to instruction, so that effective learning can take place. There appears to be an increasing realization by teaching faculty that in particular situation, multimedia courseware can offer a pedagogical improvement on traditional teaching methods by providing the learners with following advantages:

- o Exercise more effectively & efficient control over their own learning
- o Secure real time assessment & feedback
- o Secure more information on their own learning
- o Obtain situational appropriate learning assistance
- o Obtain more individualized learning assistance .

E-learning :

The link between distance learning and telecommunications is becoming even stronger, yielding new solutions to old problems, innovative educational resources and new teaching/learning practices.

One of the most innovative and promising outcomes of this relationship is e-learning and online education, notably a process whereby teachers and students are linked up in an electronic media/computer network . The concept of e learning and how it relates to effective use of ICT is critically important for teacher education, because it places the focus firmly where it should be - jointly on pedagogy and the new ICT. The term e-learning, or learning via electronic media, nicely combines this twin concept: first, the changing focus of pedagogy to learning and, second, the new technologies stretching beyond the walls of the traditional classroom. In other words, elearning for teacher development is learning about, with, and through all electronic media (i.e., ICT) across the curriculum to support student learning. ICT is the means, and e-learning and the effective integration of pedagogy and ICT constitute the goal.

Blogs:

Blogs or classroom web logs are becoming increasingly popular with teachers and teacher education. Many experts predict that blogs will eventually become more successful teaching tools than web sites . A blog is a web page made up of usually short, frequently updated posts that are arranged chronologically-like a "what's new" page of a journal. The contents and the purposes of blogs vary greatly from links and commentary about other web sites to news about a company/person/idea, photos, poetry, mini-essays, project updates, even fictions. A crucial blog mission is to link to other web sites, or, sometimes even other blogs. Many blogs are personal. Others are collaborative efforts based on a specific topic or an area of mutual interest. The use of blogs in instructional settings is limited only by one's imagination. There are many ways teachers can use blogs, some of them include content-related blog, networking and personal knowledge sharing, instructional tips for learners, course announcements and readings, annotated links etc., most importantly for the purpose of knowledge management. Learners can also take part in blogs by reflective writing, assignment submission, collaborative work, e-portfolios and sharing courserelated resources. For teachers, blogs are attractive because it needs little efforts to maintain, unlike more elaborate classroom web sites.

Conclusion:

Slow learners is not a learning inability that can be named a demonstrative classification. It is basically a term used to portray an understudy with the capacity to secure all important scholastic abilities, however at a rate and profundity beneath that of the normal understudy. So as to handle new ideas, a moderate learner needs additional time, more reiteration, and frequently, more assets from teachers to be effective. Thinking aptitudes are normally postponed, which makes new ideas hard to get a handle on.

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TECHNOLOGY FOR SLOW LEARNERS

K. Gangadhara chary, *Lecturer in social studies, Nagarjuna college of education, Vallabh nagar, mahabubnagar - 509001*

Introduction

"Ensuring that children with disabilities enjoy opportunities for learning in an inclusive environment requires changes in attitude, backed by investment in teacher training and learning equipment". Education for All Global Monitoring Report 2010

Children with disabilities in developing countries face particular difficulties in accessing the most basic forms of education. They face the lowest levels of access to education of any cohort of students. Of the 75 million children of primary school age worldwide who are out of school, one third is children with disabilities. Information and communication technologies (ICTs), and in particular assistive technologies (ATs), can provide students with disabilities access to traditionally inaccessible educational content through electronic and online learning channels. Connected schools, with the right mix of ATs, can provide children with disabilities unprecedented access to education.

The Role of ICT in Person with Disabilities

Educating all students by today's standards and for tomorrow's living most certainly includes the use of technology. Its relationship to providing essential supports for students with disabilities in areas of self-care, education, employment, recreation leisure, and community living are readily accepted. The view of technology as playing a "role" for the student with disabilities includes a focus on the teacher's integration of technology into the learning environment and on technology's impact on student outcomes and related benefits. To meet the education needs of students with disabilities and to ensure their access, participation, progress, and assessment within the general education curriculum, teacher technological competence should be viewed as a critical teacher skill for addressing and meeting student's educational needs.

Specifically, technology assists students with disabilities to:

- gain access to the full range of educational options
- participate in experiences not otherwise possible
- succeed in work-based learning experiences
- secure high levels of independent learning
- maximize independence in academic and employment tasks
- self- supporter
- participate in community and recreational activities

ICT for Persons with Disabilities

Assistive Devices for Visually Impaired

Visual impairment is a condition in which the child's vision is deficit to the extent that it significantly affects its routine functioning, optimal learning and adjustment. The degree of visual impairment varies from low vision to total loss of sight, i.e blindness. The visually impaired learners need assistive technology according to the degree of impairment they suffer. The following measures may assist the visually handicaps:

Computer screen magnification: The user can select a portion of the screen and then enlarge that section up to 16 times of the original size. This magnification technology helps the low vision students to see the particular portion of the screen better and larger than before.

Screen readers: These are also known as text-to- speech applications. While using the screen reading software, the users can adjust the volume, pitch and speed of reading. With the use of synthetic speech, the computer reads text passages, analyzes the phonetic structure of words and attempts to reconstruct the words by putting together a string of synthetic phonemes.

Braille Scanning Software: OBR (Optical Braille Recognition): Optical Braille Recognition (OBR) is a Windows software program that allows to 'read' single and double sided Braille documents on a standard A4 scanner. It scans the Braille document, analyzes the dot pattern, and translates it into normal text that it presents on the computer screen.

Assistive Devices for Hearing Impaired

- The hearing disabled children have different degree of loss in their auditory ability and the loss of audition may be complete or partial ranging from mild to severe or profound. These children face many problems at schooling because of their disability and thus needs the following assistive devices:-
- Personal Frequency Modulation (FM): The personal FM system consists of a transmitter microphone used by the speaker (such as the teacher in the classroom, or the speaker at a lecture) and a receiver used by you, the listener. The receiver transmits the sound to your ears or, if you wear a hearing aid, directly to the hearing aid.
- Infrared systems: This is often used in the home with TV sets, but, like FM systems, they can also be used in large settings like theaters. With an infrared system, sound from the TV is transmitted using infrared light waves. This sound is transmitted to your receiver, which you can adjust to your desired volume.
- Text telephones, which allow phone conversations to be typed and read rather than spoken and heard
- Computerized speech recognition, which allows a computer to change a spoken message into a readable text document

Assistive Devices for Speech Impaired Children

Speech disability is both a physical and a physiological problem. Perfect speech demands perfect coordination among all components of speech mechanism. The defects of pitch, tone, intensity and rhythm of spoken language are included in speech impairment. For students with speech and language impairments, the major types of assistive technology can be provided are:-

Picture Exchange Communication System: The Picture Exchange Communication System (PECS) is a similar method to communication boards and was developed specifically for children with autism. However, it is useful for anyone with a communication disorder.

Assistive devices for orthopedically impaired children

Orthopedic impairment refers to the physical defect or deformity that inhibits the normal exercise of muscles, joints/bones of the individual. This is more prevalent form of disability and the sufferer soon comes into the notice of the teacher. This form of disabled child may have crippled legs or arms, loss of

one or the other organ because of disease, accident or hereditary causes. The Assistive technologies needed for this type of disability are:-

Computer Accessibility: When working on computers, they may need larger keyboards, on-screen keyboards or speech-recognition programs. Many companies produce alternatives to the mouse, such as trackballs, head trackers and touch screens. Students in wheelchairs need a computer desk that can be adjusted to a comfortable height to allow the student to pull up to the computer.

ICT benefits for students:

- Computers can improve independent access for students to
- Students with special educational needs are able to achieve tasks working at their own pace
- Visually impaired students can access the internet for information
- Students with profound and multiple learning difficulties can communicate more easily
- Students using voice communication aids gain confidence and social credibility at school and in their communities

ICT benefits for teachers:

- Reduces isolation for teachers working in special educational needs by enabling them to communicate electronically with colleagues
- Improved skills for staff and a greater understanding of access technology used by students
- Enhances professional development and the effectiveness of the use of ICTs with students through collaboration with peers

Conclusion

The persons with physically challenged continue to struggle to gain education in contemporary areas relevant to the market place and their disability. Educational institutions have been slow to ensure accessibility of learning materials and environments for these people. These technologies comprise a number of products which include a wide variety of software applications, input devices and hardware which allows the physically challenged students to perform difficult tasks independently. While being flexible in the timetable and delivery of the curriculum, the school should also provide for the resource support needed in the form of special educators, assistive devices, and teaching-learning material. The professional development of teachers and educators is an important issue and must incorporate attitudinal change, and the knowledge and skills necessary to lead to an inclusive society. Finally, no initiative towards inclusive education would be complete without collaborating with parents and without the external support of NGOs and special schools for providing inputs on training, curriculum delivery, and assessment.

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E-CONTENT: AN EFFECTIVE STRATEGY FOR ENHANCING THE ACHIEVEMENT OF SLOW LEARNERS IN MATHEMATICS

Dr.M. Kanmani, Associate Professor, Department of Educational Technology, TNTEU.

N.Nagarathinam, Research Scholar- Ph.D, Department of Educational Technology, TNTEU.

Introduction

Slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur.

Slow learners are usually taught in one of two possible instructional arrangements: 1) a class composed mostly of average students, in which case up to 20% may be slow learners, or 2) a class specially designed for slow learners. Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

Need and significance of the study

Slow learners are some problems very specific to the individual, their health, lack of concentration, less exposure to the subject taught and parental background are some causative factors for slow learning. Talents differ. Student's capacity to learn different subjects varies from student to student. For instance, learning mathematics is a knack. All students do not do well in mathematics just as they do in other subjects. While other subjects can be learnt at any stage, it is very difficult for students to learn mathematics without the basics. Students show interest in the subjects they like and neglect other subjects if not taken care of. An urban child learns languages like English well while a rural child cannot, however well the teacher tries to explain.

Objectives of the study

To find out the effectiveness of e-content on teaching mathematics among higher secondary students with special reference to slow learners.

Methodology

In experiment method, two-equivalent group design was adopted for the study.

Sample Selection

Fifty higher secondary students were selected randomly from SCS matriculation higher secondary school in Kanchipuram district for the study.

Research Instruments Used

- i. E-content was developed and validated by Dr.M.Kanmani and N.Nagarathinam (2016). The softwares used to develop the same was Avid and Cut Pro.
- ii. An Achievement Test in "Differential Calculus" was constructed and validated by Dr.M.Kanmani and N.Nagarathinam (2016).

Achievement Test in "Differential Calculus"

Description

It consisted of twenty eight items of objective types.

Validity

Content validity was found using item-wise analysis. The items which have difficulty value between 40 and 60, and discrimination index 0.4 were selected.

Reliability

Split-half technique was used to establish the coefficient of reliability of achievement test and it was found to be 0.5.

Scoring procedure

One mark was awarded for correct answer and no mark was awarded for wrong answer.

Analysis and Interpretation of Data

Descriptive analysis is used for analysing the data.

Table 1

Groups	Pre-test Scores(A)		Post-test Scores (B)		Difference in Mean (A-B)
	N	Mean	N	Mean	
Control	7	5	7	16	11
Experiment	7	4.75	7	18.71	13.96

It is inferred from the above table that the mean difference between post-pre test of control group students is 11 and the experimental group students is 13.96. Further, it is inferred from the above table that , when the mean difference of two groups are compared, the mean difference of experimental group students is high than the control group students. The enhancement of achievement of experimental group students in mathematics i.e. Differential Calculus is 55.84%. In difference which is 11.84% higher than the control group students whereas the control group is 44%.

Hence, it can be interpreted that the difference in mean score of experimental group students may be due to the effectiveness of e-content package i.e . "Differential Calculus". Because they were taught " Differential Calculus" using specially designed e-content package for around 21 days.

It is an evident that, though the sample selected for study is twenty five (25) in each group i.e. control and experimental , there are around 25% of them i.e. 7 ., are slow learners among them respectively. Therefore, this study proves that with the help of emerging e-trends, the achievement of slow-learners in

mathematics at higher secondary level can be enhanced by this type of specially designed packages called e-content.

Educational implications

Since, there is a significant mean difference between pre-test and post-test scores of control and experimental group students in their achievement in "Differential Calculus". Learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught repeatedly. Careful analysis of the students' performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic and modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

Conclusion

The purpose of the present study was to find the effective strategies of e-content on the achievement of slow learners in mathematics of higher secondary students. The study result may be useful in the field of education, which may serve as data base for further research, who prefers to do experimental research.

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TECHNOLOGY FOR ENHANCING LEARNING AMONG SLOW LEARNERS

S. Karthik, Annamalai University, Annamalai nagar., Annamalai nagar.

Dr. G. Kannan, Assistant Professor, Department of Education, Annamalai University

Introduction

If I cannot learn the way you teach, will you teach me the way I can learn? Teaching is a challenging profession that requires a lot of patience, innovation and motivation from the teachers in order to bring about an all round development among their students. Inside the classroom there will be a mixed section of learners based on their level of intelligence and performance criteria. It is among these learners, there will be some who cannot cope up with the lessons taught inside the classroom as their peers do and hence these learners are tagged as the slow learners. Hence here comes the greatest challenge for a good teacher to guide and help slow learners improve in fetching good grades and come out with flying colors.

Slow Learner

Slow learning is not a learning disability that can be classified as a diagnostic category. It is simply a term used to describe a student with the ability to acquire all necessary academic skills, but at a rate and depth below that of the average student. In order to grasp new concepts, a slow learner needs more time, more repetition, and often, more resources from teachers to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to grasp.

In today's world, unfortunately, "learning" has become a one size fits all process that is not tailored to suit a person's abilities. This conformation of learning is especially true of our conventional school systems. The problem, however, is that not all children can adapt to such a rigid style of learning. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow learners.

Instructional technology

Instructional technology is the branch of education concerned with the scientific study of instructional design and development. The main purpose of instructional designers is to create engaging, effective learning experiences.

Different Learning Styles - Different Ways to Learn

Each of us processes and distinguishes information differently based on our personality patterns, how we interact socially and a general like or dislike for the subject matter or interest. We all like to learn about subjects we are interested in and often struggle in areas that hold no interest.

- How a child thinks and the way they sense and perceive their surroundings often affect the way they learn. The connections to memory are also associated with our senses and perceptions creating a complex and often individualized process of learning and memory.
- Personality patterns focus on attention, emotion, and values. Understanding these differences allows you to predict the way your child might react and feel about different situations.
- Social interactions look at likely attitudes, habits, and strategies learners might take toward their work and how they engage with others when they learn. Learners can be independent, dependent, collaborative, competitive, participant or avoidant.

- Interest plays a critical role in learning. When a student is interested in the topics or subjects they naturally learn and retain information at a higher rate. Helping your child develop a variety of interests will naturally increase their level of learning overall.

Some of these immature, irritating, or thoughtless behaviors or "classroom incivilities" include:

- lateness or leaving early
- inappropriate cellphone and laptop usage in class
- side conversations
- disregard for deadlines
- grade grubbing
- sniping remarks
- cheating

Contingent on individual student situations:

- Students can engage in problematic behaviors because of health problems, personal or family problems, adjustment or developmental issues(e.g., "immaturity" or self-esteem issues), or general academic difficulties. These factors are not controllable, but instructors who feel those are issues are at play can certainly refer students to the appropriate support services on campus:
- Health Services
- Counseling and Psychological services
- Academic Development
- Office of the Dean of Student Affairs
- Cultural or generational issues can also play a role. The culture of the US classroom is not homogenous, and expectations for classroom conduct can vary greatly, but they are all informed by the same basic academic values. Students from other cultures who don't share the same values might not understand implicit expectations for classroom behaviors.

Conclusion

This study demonstrates that learning manual skills in anesthesia differs greatly among the individual procedures. Regional anesthetic procedures are significantly more difficult to learn than the basic manual skills necessary for a general anesthetic. Epidural anesthesia was the most difficult procedure.

Learning manual skills is a multimodal function that depends on many variables . Besides individual variations, the institution and its environment, as well exposure to a sufficient number of cases, influence the learning process. For certification in the specialty of anesthesiology, only written and oral exams are usually performed, but some countries and/or subspecialties require the performance of a certain number of additional anesthetic procedures. Log books are not very informative in their present form because they only document exposure to the procedure, not the success or failure of the procedure.

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ROLE OF TEACHERS IN TEACHING SLOW LEARNERS

Dr. B. Manickavasagam, Assistant Professor, Department of Sociology, Annamalai University, Annamalai Nagar

Introduction

Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Actually slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education.

Slow learners should not be confused with students in need of special education or reluctant learners who are non-corporative. A student may fail to excel in some classes or in some subjects but it does not simply mean that he or she is a slow learner. Slow learners are being a part of regular schools, thus only proving that they are not physically or mentally disabled but only pace disabled. The only problem with them is that they learn concepts and achieve developmental milestones at a pace slower than their peers if they do not suffer from any other disabilities. The teachers and parents may resort to some of the teaching aids available to special education students that may enhance interest of slow learners and help them get involved in the learning process.

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality. Several students in a class fall under this category, but most parents or guardians prefer to remain in mute mode, which worsens the situation.

Children learn at different rates, and, according to some published research, children learn only when they are ready. Other research gives importance to intrinsic rewards, differentiated curriculum, and motivation by personalizing lessons. However, the bottom line for most educators is that some children are slow to learn, but don't have a learning deficiency.

Characteristics of Slow Learners

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

- Slow learners are recurrently immature in their relations with others and do poorly in schools.
- Slow learners cannot do multifaceted or complex problems and work very slowly.
- Slow learners lose track of time and cannot convey what they have learned from one task to another well.
- Slow learners do not easily master skills that are academic in nature, such as the times tables or spelling rules.
- Perhaps the most exasperating trait is their inability to have long-term goals. Slow learners live in the present, and so have considerable problems with time management perhaps due to short attention span and poor concentration skills.

Some Interventions for Slow Learners

- Reduce distractions, change seating to promote attentiveness, have a peer student teacher, and allow more books.
- Make them shorter and with more variation, repeat work in various forms, have a contract, give more hands-on work, have assignments copied by student, have students use "three transfer" method.
- Use shorter tests, oral testing, redoing test, short feedback times, don't make students complete.
- Don't use cooperative learning that isolates the student and places him or her in a no-win situation or standardized tests. Definitely don't ignore the problem
- Grouping with a patient partner, Learning about the child's interests. Placing the students in charge. Mapping, graphic organizers, and hands-on work. Using Bloom's taxonomy of tasks to make the assignment more appropriate.

Creating a healthy and conducive environment for a slow learner is of utmost importance to improve their pace. Often teachers who have a slow learner in their class face grave problems: keeping up with the term syllabus, fear of losing empathy toward such students, and many others. Slow learners vary from reluctant learners. A slow learner to begin with wants to learn, but has a problem with the process. A reluctant or hesitant learner is not motivated and can also be passive aggressive, creating more problems for teachers and parents through non-cooperation. Reluctant learners seldom have learning disabilities.

Duties of the Teacher on Slow Learner

1. Be Patient with Slow Learners

The Foremost aspect of teaching a slow learner is that the educator should be patient and consistent throughout the entire process. The core problem of slow learners' education is their weak cognitive skills coupled with the slow speed learning. A teacher has to be understanding and patient toward their ability to get distracted easily and having a low attention span. Moreover, teachers must find creative ways to cope with this situation so that the entire class is not affected. One of them is patient repetition. Try repeating every basic instruction, keyword and concept time and again without being boring. Do not over speak, but over teach.

2. Arrange Special Class

School arrange special class for slow learners after/before school. Hours and also, check whether get a co-teacher or an assistant teacher for the class. This will help to concentrate better on them.

3. Engage Fellow Classmates

Teach the other students to empathize with the special students. Specially not to bully or tease slow learners. Inform them about their condition and how they could make a difference. Ensure these timely sessions in the slow learners absence.

4. Provide Minimum Homework

Homework although with its benefits is more of a burden for a child and parent. Slow learners, in particular, find it difficult to be attentive throughout the school day, let alone coming home and completing homework assignments. For such children, quality matters over quantity. Having minimum homework would help them understand learning and reduce their anxiety. This, in turn, would maintain their enthusiasm

toward school. An educator can assign and alter homework personally and leave out small details that may be of little importance.

5. Let a Friendly Teach

Peer tutoring works better for slow learners. When their teachers are of the same age, they get encouraged. Let them select 1 or 2 of the friends to form a study group. Assign the study group the task of reiterating the new teachings of the day and assisting with homework.

6. Encourage and Teach the Right Things

Invite them to come forward during art classes, school activities, or volunteering. Recognize and reward their participation in the activities. This would help them to enhance their self-confidence. Teach special skills rather than unnecessary skills. This may include following the correct instruction words (count, color, circle, etc.) or listening and focusing on keywords. Remember the main goal is to make them self-sufficient.

7. Give them Special Takeaways

Hand out special cheat sheets, mini dictionaries, or visually graphic information sheets. One good idea is to give lesson pamphlets for pinning them to their soft boards so that they are surrounded by constant reminders of lessons and activities.

8. Praise and raise them

Always praise every small effort of a slow learner in front of the class or in public. This would raise their self-esteem and confidence.

9. Encourage constant Parent-Teacher Association

Ensure the homework and tasks assigned are successfully completed on a daily basis. Be accessible and open to communication. Make sure to listen out to parents' problems and help to solve them. Conduct special meetings for their parents of apart from the general PTA meets.

10. Finally a few don'ts:

- Do not reprimand the slow learners in front of the class. The teachers may do that in private personal.
- Do not emphasize on writing, concentrate on reading. Oral education is more useful for them.
- Do not let them quit trying. Encourage them to continue their hard work to complete their tasks even if it means postponing it.
- Do not be overprotective. Let their slow learning not become their introduction.

Conclusion

It is conceivable to draw solid scholastic execution from slow learners through unfaltering use of useful procedures. Joint endeavors of both parents and educators are essential to accomplish positive results. Information of what you can do as a parent or instructor to ease back learners empowers to put in best efforts in the right course and add to the youngsters' success in later years. In spite of the fact that the exertion from the educator's end is basic, yet the outcome toward the day's end is sufficiently incredible to make an instructor feel glad and also learners who had figured out how to beat their shortcoming and turn out without a hitch.

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ICT IN TEACHING AND LEARNING

*Dr.G.Muruganantham, Assistant Professor, Vivekanandha College of Education,
ECR, Lawspet, Puducherry-8.*

Introduction

The world that awaits us is a world of huge technical change presently the world is inhabited by very large number of scientists and technologists and they are more than the scientist and technologist that have lived on it during the history of mankind. All developments mainly on the economic growth of the nation are based on updated knowledge and information into economic activity has resulted in a profound structural and qualitative change. There is a window of opportunity for Indian because youth power in India is 59 % in the age group of 15-59 %.

Importance of ICT in Teaching Learning

The new ICT enables self-paced learning through various tools such as assignments, computer etc. as a result of this the teaching learning enterprise has become more productive and meaningful. ICT helps facilitate the transaction between producers and users by keeping the students updated and enhancing teacher's capacity and ability fostering a live contact between the teacher and the student through e-mail, chat session etc. This promotes active learning, sharing of ideas, discussion and also provides immediate feedback.

This activates paced learning and allows effective mapping of learning path ways. This requires high quality meaningful digital content to be made available to teacher and student. Teachers particularly should possess updated knowledge and skills to use the new digital tools and resources to help students achieve high academic standards. We definitely need a vision to equip our students to meet the emerging trends. The present high tech and competitive society will sustain only through the knowledge of ICT. ICT has the capacity to store, retrieve and process e-content both fast as well as accurate. ICT represents one of the current applications of technology towards teaching- learning processes.

According to UNESCO: ICT is a scientific technological and engineering discipline and management technique used in handling information in application and association with social, economic and cultural aspects. Various agencies like NCTE, SCERT, and IASES are being equipped with necessary hardware. NCTE is in the process of developing ICT based instructional packages for teacher educators. It would use ICT enabled learning which would bring in several innovations in teacher education.

Appropriate use of ICT can transform the whole teaching-learning processes leading to paradigm shift in both content and teaching methodology. ICT has the potential to transcend the barrier and space. ICT integration in the field of education has impacted hugely in improving the quality of education. It is widely believed that ICT integration will help us in making education more accessible and affordable. Increasing role of ICT will make education more democratic that is improving the quality education services available to even students sitting in far- flung remotest corners of the country.

The new environment of interactive learner-centered approach of ICT has completely metamorphosed the process of education i.e delivery and dissemination. The technological creativity learner will help generate sharing of knowledge to perform tasks in a better way and to develop their capacity and skills to keep pace with the rapid changes but the pace of change is so fast that what was avant-garde few

years ago is just a thing of past. We must not allow the ICT related opportunities to slip out of our hands. We must empower our youth with the latest technology to tap the latest skills and hidden potential of our youth population. There is considerable hope that technology can expand and improve education in all levels with special reference to design a assessment and feedback.

In technology enhanced learning (TEL) teacher's role will be more challenging and definitely different from what is presently the traditional class room teaching. In the new role he will be more a director/coach or a facilitator, because the ET enhances the quality of teaching and learning by arousing inquiry, curiosity and exploration. ICT will afford opportunity to the individual for self-paced learning, which caters to learner's abilities and aptitude.

ICT which includes radio and television as well as other high technology newer digital devices such as computers and Internet have been treated as generally powerful enabling tools for educational change and reform. On-line teaching as innovative teaching has been accepted widely, which includes on-line net working, role of e-moderator, e-learning? Web -sites which are very popular with teachers and students are

Google, Yahoo, Gmail, Rediffmail, Wickipedia. The modern concepts of ICT have helped professionals to cope the challenges for digital information and technology through the development of digital literacy resources. This can be built by:

(a) Acquiring Digital Media

(b) Buying Access etc

The role of computers in Education computers is generally helpful for educational activity which requires significant interaction for that instructional software should be highly interactive. Interactive learning environments are called Intelligent Testing System. Because of their interactive capability computers provide individualized and self-paced learning. SW may be customized to meet the specific requirements of the individuals depending upon their diverse background and abilities. The use of word Excel, Access, PowerPoint, animation, graphics can be utilized to enhance the learning of content. Computers are good for explaining complex processes. Computer-aided learning is not a replacement technology but a complementary tool. Computers are useful for teaching, problem solving and decision making skills. UGC has also initiated the process of computerization of University and College libraries providing internet connectivity and now through UGC-INFONET which is planning to provide those facilities like Eaccess to journals, CAL and E-governance to become reality. Electronic journal may be defined as any journal, magazine, e-zine, Webzine, news letter or type of electronic serial publication which is available over the internet and can be assessed using different technologies such as World Wide Web (WWW).

The ICT in India advancing very rapidly from single channel transmission in 1962 to about hundred channels. The use of satellite Instructional Television Experiment (SITE) in 1974-75 has reached country wide classroom (CWCR). GyanDarshan, vyas higher education channel, Eklavya Technological channel and world wide internet communication are providing interactive multi-media, on line learning's. IGNOU is creating a cooperative radio network known as Gyan-Vani all over the country so that every one desirous of learning gets the benefit of it. Edusat's technology has an in-built mechanism for many of the existing inter related problem felt during teleconferencing. Time will not be a problem any more with the off line access to the tele lectures. Through these interactive participation it-reaches the unreachable in the remotest corner and to far flung areas.

Conclusion

Using ICT in teaching as favouring several processes related to teaching and learning in particular, those involving attention, perception, responding mechanisms, application of learning and understanding. Moreover, those related to information transmission and knowledge facilitation are well thought of. However, some of the proposed processes were more poorly valued: interaction processes and expression and communication skills were not held in high regard by the teachers, probably because they have considered ICT as being generally used in a one-way mode.

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TECHNIQUES FOR SLOW LEARNERS TO PROMOTE THEIR LEARNING CAPACITY

*Dr.P.C. Nagasubramani, Associate Professor, Department of Pedagogical Sciences, Tamilnadu
Teachers Education University, Karappakkam, Chennai - 97.*

Introduction

The experience of educators confirms that there are many children who are so backward in basic subjects that they special help. These pupils have limited scope for achievements. They are intelligence quotient between 76 and 89 and they constitute about 18% of the total school population. These students do not stand out as very different from their classmates except that they are always slow on uptake and are often teased by the other students because of their slowness.

Slow Learners

- A slow learner is a child of below average intelligence, who's thinking skills have developed significantly more slowly than the norm for his or her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate. A slow learner is not a diagnostic category. It is a term people used to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. That means the most students have an I.Q of 85 to 115. In general, slow learner students may exhibit some or all of those characteristics, depending on their age and degrees of problems acquiring knowledge at school.
- Slow learners are recurrently immature in their relations with others and do poorly in schools. They cannot do multi-faceted or complex problems and work very slowly. They lose track of time and cannot convey what they have learned from one task to another well. They do not easily master skills that are academic in nature, such as the timetables or spelling rules. Perhaps the most exasperating trait is their inability to have long term goals. They leave in the present and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills. One thing which we should remember is that just because a child is not doing well in one class does not make that student a slow learner. Very few children stand out in all subjects areas unless there is great deal of grade inflation at that school so, it is fundamental that the parent or teacher examine in depth standardised test scores to look for trends.

Slow Learners And Standardised Assessments

Whether you support the no child left behind act and the additional testing that comes with it, is not going to be argued here. We see positive outcomes and negative outcomes. However, being in the schools, it is my perception that the one group who hands down benefits from these assessments are the slow learner. These students have to take these tests and the teachers are responsible for helping them to pass the assessments. Years ago, many teachers would teach to the majority of the class and slow learners are often left behind. Teachers are being forced to find a way to teach the slow learners.

Causation Of Slow Learners

Laziness:

Laziness is an evident pattern of behaviour evinced by the slow learners. In some slow learners the laziness seems to have a constitutional basis. They are slower and less energetic than others by nature.

A slow temper characterises all their activities. For some slow learners the laziness may be the consequent result of biological factors- glandular dysfunction, poor health, fatigue resulting from inadequate sleep and nutrition

Inattention:

Another specific pattern of behaviour shown by the slow learner is inattention. Slow learners have, no doubt, a very short span of attention than normal children but most of the slow learners are able to concentrate on enjoyable and successful work for a considerable time. The degree to which the work is suited to the child's capacity and engages interest and activity is important. These slow learners who are emotionally unsettled or understandably often restless and distractible.

Aggressiveness:

Aggressiveness has been analysed from many different point of views. These analyses that have the strongest support a empirical research or those of social learning theorists such as Bandura, 1973 and behavioural psychologist such as Patterson, 1989. Their studies take into account the child's experience and his or her motivation, based on the anticipated consequences of aggression. In brief they view aggression has learned behaviour and they assume that it will be possible to identify the conditions under which it will be learned.

Immature and withdrawn:

All children exhibit immature behaviour or act withdrawn once in a while. Children who are immature and withdrawn are typically infantile in their ways and they are usually reluctant to interact with other people. They are social isolates who have few friends. They seldom play with children of their age. Also they lack social skills necessary to have fun.

Techniques To Promote Slow Learners:

Techniques to promote interaction:

Interactive oral expression involves communicating ideas between two or more persons has in discussion on your particular topic, a debate, a panel discussion on an issue, or general conversation to a person or on a telephone. To promote their oral skill, the teacher should divide the students into two groups and have theme present the pros and cons of a proposal of program related to school or society. The theme of the topic should be within the experience level of the students.

Techniques to promote reporting:

Reporting involves transmitting the message or theme, as in making an announcement about a specific event or describing something that has taken place. Reporting is done by one individual to another and does not involve interaction between the speaker and the listener exemplified by the interactive function. To promote reporting skill, the teacher should allow students to select the jobs within the school, such as writer, book keeper, game secretary, scout master, gardener, lab assistant etc.,

Techniques to exemplified directional function:

Directional functions include providing verbal instructions to another person on how to complete a task or reach a goal. Directional activities should focus on providing explanation, demonstrating how to do a certain assignment, or setting up a particular structure such as a meeting. To promote skill in directional

functions the teacher should have the students select a favourite task such as making an ice cream sundae or preparing butter milk.

Techniques to develop skill in dramatisation:

Dramatisation involves acting out of an event or interchange that has been written example(a play or a story) or observed example (a television program). The student need not develop their own ways of expressing themselves; instead, they can interpret the characters emotion or imitate what they have seen. To boost up their skills in dramatisation, the teacher can ask the students to act out a scene from a favourite movie, story or television program. This will not only develop their oral language skill.

Conclusion:

Children's ability to express themselves orally and to comprehend what is said to them is very important. In school itself, language is fundamental to much that we do. But slow learners do not have sufficient language development at school stage. Their primary difficulty is delayed development or disability in the comprehension and use of language. We have seen about the slow learners, concept of slow learners, techniques and standardised assessment through this paper. Slow learners are also called as the late bloomers. Proper attention and care improve their learning process into the positive way.

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MODERN TRENDS IN TEACHER EDUCATION BASED ON ICTS

Dr. P. Poonguzhali, M.A., M.Ed., Ph.D., M.A(soc)., Asst.Prof in Education Cholan College of Education
, Kanchipuram, Tamil Nadu

Introduction

Information and Communication Technology (ICT) has become one of the basic building blocks of modern society. Today from the time we awaken in the morning to the time before we sleep, we all surrounded by media, such as newspaper, radio, television and computer. All these media come under the overall umbrella of what are known as today's ICTs. Information and communication technology (ICT) is a force that has changed many aspects of the way we live. If one was to compare such fields as medicine, tourism, travel business, law, banking, engineering and architecture, the impact of (ICT) across the past two or three decades has been enormous. In any country, it's education that determines the level of prosperity. The new information communication technologies allow instantaneous exchange and of the information and knowledge and enhance our diverse learning process. ICT extend the Teaching and learning process more creatively and generatively.

Meaning of technology

The NCERT defines educational technology as the means of development application and evaluation of three different things the techniques system and aids to improve the process of human learning.

ICT In Education

Information and communication technologies in education refers to teaching and learning the subject matter enables understanding the functions and effective use of information and communication technologies.(ICT).

UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization's Intersectional Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.

ICT and Teacher Education.

Teacher Education refers to the policies and procedures designed to equip prospective teacher with the knowledge, attitudes. Behaviors, and Skills, they require to perform their tasks effectively in the classroom, school and wide community. Information Technology was limited to the textual mode of transmission of information with ease and fast but the Information not only in textual form but in audio, video, or any other media is also transmitted to the user.

ICT Supported to be used for in the class

Training a teacher in using ICT is more crucial than acquiring a large number of computers. Teachers have to be trained to facilitate the learning process, make the process real, achievable, challenging, yet exciting and not intimidating. Reducing teacher talk and encouraging student discussion is extremely important. Everything need not be written on the blackboard to be considered as taught. Many teachers think the computer is used only to make the content look attractive! They need to know that in 21st

century, information is not difficult access, instead organizing, sharing, and collaborating become essential skills. Hence, ICT is not merely to portray information but to interact, share, and thus learn. ICT provides meaningful, absorbing media that makes teaching-learning more productive.

Need For A New Model Ict

Move teacher to constructors of learning

- Individual need based
- Self directed / self paced
- Peer support and sharing/learning
- Co-creation of learning resources on a large scale and contextual

Create learning community social constructivism:

- Providing opportunities for peer learning and mentoring
- Providing continuous support beyond workshops to teachers to address issues from
- Practice as well as receive feedback and learning's from experiences
- Space for individual and collective reflection

Possible only with second generation ICT programs in education with are designed by educationists based on education philosophy policy and contest to meet aims of education

ICT Programs in school system

- First generation: ICT programs in school system use a technological perspective.
- Driven by technology vendors or ICI experts
- Of limited benefit have largely been failures.
- Second generation: ICT programs in school system based on educational perspectives.
- Address educational priorities and based on educational philosophies policies.
- Designed by people working in core education.
- Teacher Education has been the ICT programs from this new medal of teacher education.

Integrating ICT Teacher education:

- Expose students to ICT resources and give them all a basic orientation and experience in the use of computer for making presentation, report and so on.
- Provide students with model lesson incorporation ICT resources.
- Provide students with an orientation and opportunity for preparing and deliver of ICT integrated lesson.
- Encourage and support students in the of ICT resources and ensure continual access to all students.
- Develop a library of education CD's and a list of websites with resources appropriate for the discipline they will be teaching.
- Keep updating by constantly researching innovation in the field and new strategies to use ICT .

Application of ICT in teacher education:

ICT brings more rich material for the teachers and learning. Through some of application such as world wide web, Electronic mail, web based education(virtual) computer assisted instruction(CAI) Computer managed learning(CML) Tele/video Conferencing, Resents News, E-Commerce E-Education. E-Book, E- Library, E-reports, E- clippings, E-Journals E-Learning. M-learning, virtual Laboratory, Broadcast (Digital, radio, television and satellite television) Multimedia, Multipurpose Kist, and EDUSAT and so on, It provides opportunity for the teachers and learners to use maximum senses to get the information. It has broken the monotony and provided variety in teaching-learning situation. Modern information and communication technologies have created a "global village" in which teachers can communicate with others across the world as if they were living next door.

Conclusion:

Micro - Teaching is regarded as an innovation in teacher education, its various features have long been in use in some modern methods of teaching. It is based on long standing educational theory and practice. It is instance, the "Laboratory" of "Model" concepts have long been accepted in the teaching and training systems. The micro - concept which is based on long established learning theory underlies programmed learning and computer assisted Instruction. It is assumed that learning is more effective if a complex task is divided into simple components or skill and learned step by step before it is undertaken as a whole. The concepts like feedback, reinforcement or extinction have already been accepted in the teaching and training practice.

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Developing an adult learning Information Communication Technology (ICT) project for adults with learning disabilities

TECHNOLOGY FOR ENHANCING LEARNING AMONG SLOW LEARNERS

H. Prabhu, K. Sridharan, S. Sakthikumar, Ph.D., Research Scholars, Bharathiar University, Coimbatore.

Introduction:

Technology, in one form or another, has always been part of the teaching and learning environment. It is part of the teacher's professional toolbox. In other words, it is among the resources that teachers use to help facilitate student learning.

Technology has changed dramatically over recent decades. The increasing variety and accessibility of technology has expanded the toolbox and the opportunities teachers have to use technology. Computer devices are more powerful and come in different forms, from those that sit on our desks to those that sit in the palm of our hands. The internet connects those devices and connects students to each other in the classroom, through the school and around the world.

The role of technology in education:

The important role that technology plays in education gives teachers the opportunity to design meaningful learning experiences that embed technology. This is not a new area for teachers; we have always considered the tools and resources that can best support learning activities for students. However, advances and accessibility of technologies have made the possibilities seem almost endless. It is important not to use technology for its sake, but rather to embed technology appropriately. Here, teachers draw upon their expertise and experience in what to teach and how to teach it.

To identify the causes of slow learning

Showing the sign of slow learner doesn't mean that the child is slow learner, there are other factors that could cause the process of slow learning;

Emotional growth

Feelings about one self and the developing of these feeling positive or negative is called emotional growth, Emotional and social development are often link together because they are relevant. In the initial stages child learn the Feelings of trust, fear, and love later on as he grow he develop the feeling of friendship, pride, and relationship which also guide toward social-emotional development of the child.

Environment

Children react to their environment in early stages and he learns from the environment in which they grow. Create a safe environment for them and reduce the stress on your child and remove the things which are physical threats to the children.

Growth and opportunities of Learning

Opportunities of learning is very necessary for the development of children cognitive abilities, Parents should provide rich learning environment to their children and open new windows of learning opportunities for them. They need simple playable activities and games to develop their brains, Show them new things and arrange new activities for them to enhance their thinking skill.

Defective Vision

Defective vision is another possible cause of slow learning, it affect child's growth and development and the ability to function in society. It also lead to effect self-esteem and confidence of the child which

could lead to depression if not treated in early stages and child left behind in the class.

Resource Problem

Without proper Resources parent could not afford to provide better opportunities of learning to their children due to which the child lose his self-esteem. Availabilities of good books and other learning material which is necessary for the learning process of the child.

Class Size

Over crowded class is another problem which affects the learning process and lead to the product of slow learner. Slandered class size should from twenty to thirty students per class, but student exceed in the class teacher could not give attention to every student and nor he could evaluate every student due to that reason some student left behind.

Busy parent or no time for children

When parents have no time for their children and they are busy in their job it also leads a child to loneliness and isolated. He could not share his problems with his parents. The problem is much severed in case children age three to six years, because in this age they need full attention of the parents. It is the age of their development. They learn many things from parents.

Violence in School

Violence in schools is another factor which causes slow learning in students. Violence affect the learning abilities of the students, Exposure to violence is psychologically toxic. This exposure may lead to emotional problems and aggression, it also effect cognitive, psychological and learning process

Family Size

Family size also play a major role in the development of the child, in a small family a child will get attention of the parents and enough resources will be available to him. In case of large family size, children face many problems which effect there abilities e.g. emotional problem, resource problem etc.

Inadequate Teaching Staff

Lack of teachers in school is also a cause of slow learning, due to shortage of teacher in schools, the student left behind from other students in competition

Poor Leadership

Poor Leadership on behalf of teacher and head teacher as well as on the part of parents

Teaching Method

Teaching method is the most important factor in slow learning; a train teacher can understand the problem of the student and remove that problem by a better teaching style, which suite to the student need and mind. A good teacher will always use different methods in class so every student understand and learn. On the other hand those teachers who use one method of teaching create slow learner in the class because every student learn in different style and method.

Communication Problem

Communication gaps between students, teachers and parents. Due to this gap neither the teachers nor the parents come to understand the students, resultantly they enforce upon them their wishes. This

enforcement develops a rebellious or a docile nature in the students, which retard the positive abilities.

Learning with technological tools:

The contemporary curriculum guides teachers to facilitate the development of adaptable and flexible learners who know how to take on new tasks and situations, quickly and easily. Students will need to be good communicators who can competently discuss topics with others and effectively share their ideas in many forms and for different purposes. Students will need to possess excellent collaboration skills and be able to work together with many different types of people, each of whom has her or his own special disciplines and unique ways of learning and working together. Furthermore, students will need the ability to create in a variety of manners and bring their visions and ideas alive through different types of media. In this section, we discuss the ways in which students can learn to understand, communicate, collaborate and create using different modes of technology, and how teachers can use technology to assist their students in transforming knowledge and skills into products, solutions and new information.

Teachers use digital resources for a variety of purposes and in many ways, including:

- As a way to introduce students to a topic
- As part of a teacher lecture or demonstration
- As a stimulus to group or whole-class discussion
- To provide students with access to different text types
- To engage students in activities that are not possible in the classroom
- To allow students to work at their own pace as a review or extension activity.

Conclusion:

Technology can also improve the dynamics between teachers and students, often leading to enhanced learning. Technology Brings Challenges introducing technology into the classroom can also bring a set of challenges. First among them is finding the time needed to incorporate new technology into courses. Technology is best used when it empowers teachers and students to create personalized, accessible, creative learning experiences. There is no doubt that technology has the potential to act as an equalizer by freeing many students from their disability in a way that allows them to achieve their true potential. More widespread use of technology would meet both the legal requirements and the spirit of the laws calling for students with special needs to be educated in the least restrictive environment.

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TECHNOLOGY FOR ENHANCING LEARNING AMONG SLOWLEARNERS

Mrs. C. Sangeetha, Ph.D Research scholar, Department of Education, Annamalai University, Annamalai Nagar, Chidambaram.

Dr.K.Saileela, Assistant Professor, Department of Education, Annamalai University, Annamalai Nagar, Chidambaram.

Introduction

A "slow learner" is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. In order to grasp new concepts, a slow learner needs more time, more repetition, and often more resources from teachers to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to learn. A slow learner has traditionally been identified as anyone with a Full Scale IQ one standard deviation below the mean but not as low as two standard deviations below the mean. If a cognitive assessment (IQ test) has a mean (average) of 100, we expect most students will fall within one standard deviation of 100. That means that most students have an IQ of 85 to 115.

Identification of slow learner in the class

Early diagnosis of slow learner child is very necessary between the ages of 2 to 6 years. With careful observations we can easily identify signs of slow learner,

- Speech defect
- Language development problem (broken sentences)
- Assessments the level of vocabulary (vocabulary limited)
- verbal abilities
- Short sentences, grammatically incorrect
- Child Behaviors
- Spelling Mistake
- Interaction with other children
- Class room Discussion
- Reading problem
- Interest
- Slow response / decision making

Technology For Enchaning Learning Among Slowlearners

1. Assistive technology

The term "assistive technology" has usually been applied to computer hardware and software and electronic devices. However, many AT tools are now available on the Internet. AT tools that support kids with LD include:

Abbreviation expanders

Used with word processing, these software programs allow a user to create, store, and re-use abbreviations for frequently-used words or phrases. This can save the user keystrokes and ensure proper spelling of words and phrases he has coded as abbreviations.

Alternative keyboards

These programmable keyboards have special overlays that customize the appearance and function of a standard keyboard. Students who have LD or have trouble typing may benefit from customization that reduces input choices, groups keys by color/location, and adds graphics to aid comprehension.

Audio books and publications

Recorded books allow users to listen to text and are available in a variety of formats, such as audiocassettes, CDs, and MP3 downloads. Special playback units allow users to and search and bookmark pages and chapters. Subscription services offer extensive electronic library collections.

Electronic math work sheets

Electronic math worksheets are software programs that can help a user organize, align, and work through math problems on a computer screen. Numbers that appear onscreen can also be read aloud via a speech synthesizer. This may be helpful to people who have trouble aligning math problems with pencil and paper.

Freeform database software

Used in conjunction with word processing or other software, this tool allows the user to create and store electronic notes by "jotting down" relevant information of any length and on any subject. He can later retrieve the information by typing any fragment of the original note.

Speech-recognition programs

A speech recognition program works in conjunction with a word processor. The user "dictates" into a microphone, and his spoken words appear on the computer screen as text. This can help a user whose oral language ability is better than his writing skills.

Speech synthesizers/screen readers

These systems can display and read aloud text on a computer screen, including text that has been typed by the user, scanned in from printed pages (e.g., books, letters), or text appearing on the Internet.

2. A tablet computer

A tablet computer, commonly shortened to tablet, is a portable PC, typically with a mobile operating system and LCD touch screen display processing circuitry, and a rechargeable battery in a single thin, flat package. Tablets, being computers, do what other computers do, but lack some I/O capabilities that others have. Modern tablets largely resemble modern smart phones, the only differences being that tablets are relatively larger than smart phones, with screens 7 inches (18 cm) or larger, measured diagonally,[1][2][3][4] and may not support access to a cellular network.

The touch screen display uses gestures by finger or stylus instead of the mouse, track pad and keyboard of larger computers. Portable computers can be classified according to the presence and physical appearance of keyboards. Slates and booklets do not have a physical keyboard, and usually accept text

and other input by use of a virtual keyboard shown on a touch screen-enabled display. Hybrids, convertibles, and 2-in-1s all have physical keyboards (although these are usually concealable or detachable), yet they typically also make use of virtual keyboards. Some 2-in-1s have processors and operating systems like a full laptop, whilst having the flexibility of being used as a tablet. Most tablets can use separate keyboards connected using Bluetooth.

3. Instructional software

Instructional software is used to teach specific academic skills (like reading and writing) or subject matter content (such as history and science). It differs from AT in that it provides instruction rather than bypassing areas of difficulty.

4. Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a philosophy that encompasses learning models, methods and products to enhance the educational experience of diverse learners (whether or not they have learning disabilities). In this approach, AT is often built into educational materials and can be customized to help students with disabilities be successful with the general curriculum.

Conclusion

Typically, a slow learner has difficulty with higher order thinking or reasoning skills. This suggests that it will be more challenging to learn new concepts. New skills need to be based upon already mastered concepts. This can be difficult when the majority of the class has already mastered a concept and is moving on, while the slow learner needs more time. This Technology is used for the slow learners to enhancing their learning capacity.

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STRATEGIES FOR MATHEMATICS SLOW LEARNERS

Dr.K.Saileela, Assistant Professor, Department of Education, Annamalai University, Annamalai Nagar, Chidambaram

Characteristics Of Maths Slow Learners

Generally mathematics slow learners have the following characteristics

- They prefer simple math solutions and tend to get stressed with complex problems
- They have short attention span and tend to loose interest and attention in a particular sum
- They prefer performing simpler solutions that requires less time to solve
- They cannot usually work under time constrains in examinations and loose concentration.
- Perform below grade level
- Has problem in understanding multi-step directions or the different ways to solve a problem
- Has low organizational skills, slow grasping power and has difficulty in generalizing information
- Works slowly and takes time to master skills as well as the concepts taught in classes
- Works well and takes interest in "hands-on" material or practical examples like labs, presentations, geometric tools etc.

10 Effective Tips To Handle Slow Learner Students

Different techniques and strategies help slow learners to grab the subject easily in a better way. There are several programs for slow learners to improve their brain function. There are learning centers that have useful tools and methods for teaching. These tools help them to engage in math calculations in a very simple way.

1) Give Time:

Slow learners need more time to understand any problem or to find out the answer, give them extra time. This will increase their confidence. Do not pressurize students to perform on time beyond their ability. This will decrease the confidence.

2) Teach in a Small Group:

Slow learner students need extra attention. With a smaller group, students will respond effectively to each other. Online Math Tutors can be the best option for slow learner students.

3) Create Fun Atmosphere:

The Environment is more potent than willpower. Create a fun environment for students. Use new learning techniques, especially for slow learners. Parents can provide math games and activities for their children.

4) Develop a Helpful Plan:

Build a helpful environment for students. Encourage students to ask questions and let them feel free to ask for any help. Provide Math Question Help to slow learner students.

5) Concept Building:

Most of the slow learners face difficulty to understand the new concepts. Try to relate the new concepts with previous concepts. This will help them to catch the new concepts relatively fast.

6) Real Examples:

One of the best ways to teach math not only slow learner even for normal students is, explain concepts using real life examples.

7) Provide Opportunity:

Whenever possible provide opportunities to show them their work. Let the students teach you about math. This will help students to reduce math fear.

8) Review Time to Time:

Because slow learner needs more time to understand the concepts. Frequent reviewing can help them out. Reviewing math concepts time to time will allow them to master the math concepts.

9) Don't Pressurize:

Slow learner students tend to have lack of confidence if you pressurize them for time management or anything this will only reduce their confidence.

10) Reward Them:

Slow learner students tend to have low confidence. Low confidence impedes anyone's learning ability. If you reward them time to time this will help them to raise their confidence.

Vital Tips For Tutor To Successfully Teach Slow Learners

Some of the vital tips for the slow learners

- Evaluate daily
- Break down complicated tasks.
- Encourage group participation
- Shorten the lessons and the sessions
- Teach in a quiet place with minimal distractions
- Give ample time to them to understand
- Have the patience
- Add variety to make the lessons interesting
- Give challenging tasks that can be fulfilled
- Have a positive attitude
- Maintain a smooth communication level with students
- Repeat the lessons again and again
- Encourage question-answer sessions
- Explore each child's area of interest

Sound Therapy

Some of the slow learners need sound therapy. Sound therapy is one of the most effective practices. It utilizes the sound instruments to produce sounds that stimulate the muscles near the ear hole and help in transmission of sounds in the brain. It helps them to listen carefully and understand the subject quickly.

Cognition training is also a way to improve their brain functions. The brain fitness is much essential to gather knowledge and information and store them. It helps to memorize anything that happened. It not only helps a slow learner but other humans too. The cognition can be attained by physical exercises, healthy nutrition foods. It contributes to challenging the cognitive activities. The brain fitness helps a slow learner to grab math problems. They solve the problems with more concentration, and it helps in the student's growth.

We can also give a reward to the slow learners. If a slow learner can solve the math problem in time, then he will be rewarded. We have to choose the parameters of rewards. Rewards like pen and pencil, math games, free time to enjoy will be helpful. The slow learning processes have some advantages which our child will get:

- A slow learner has enhanced math calculation skills which he/she can apply to solve the problems quickly.
- Slow learners are more attentive and have better working
- Slow learners always have better preparation and question handling techniques.
- With sound therapy, slow learners become sharper, and the listening power improves sufficiently.

That means everyone has the capability to do work. We need to provide them a proper channel to improve their abilities. Parents must search for good tutors for their kids. There are tutorial centers for the students. We should take tips for selecting a tutoring center for kids with learning problems. It will help us to make a quick decision.

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ENHANCING PROBLEM SOLVING ABILITY AMONG SLOW LEARNERS BY USING MULTIMEDIA PACKAGE

Dr.J. Sankar, Principal, K.S.K College of education, Darasuram, Kumbakonam

Introduction

The aim of education is to help individuals develop their abilities to their fullest potentials and to achieve satisfactory adjustment within the society. In order to bring change among individual, educational system should come up with the pace of changes that are taking place in the society.

In our country, due importance is not given to Slow learners, and it has received regular attention, and the situation is considered to be the result of child's mischief and stubbornness. Thus attributing it to the children's foolishness and lack of commonsense, parents and teachers show negative attitude, which result is a dark future for children.

The term 'slow learners' is generally regarded in a derogatory [insulting] sense, because he fails to learn, in an academic setting, what teacher's feel he should learn but he is very adept at covering up a things of that nature for e.g. Home situation. Due to many medical problems, there are many children in a society who have below average intellectual level.

Need and significance of the study

There are many Methods available to teach science effectively to the students at all the levels. However, these methods concentrate on transferring the theories, principles and procedures of science and its experiments to the students mostly. Further, these Methods suffer to improve the creativity, problem solving ability objectivities and other important parameters of scientific inquiry among the students. So, the researcher decided to develop a multimedia package to enhance the problem solving ability, among the students of slow learners who are currently studying XI Std under Tamil Nadu state curriculum.

Statement of the problem

A review of related studies reveals that a study similar to that of the investigator has not been attempted so far. In other words, an experimental study employing multimedia in teaching problem solving strategies in chemistry among slow learner is a new venture in research in Science Education and Teacher Education. So, the problem may be stated as ENHANCING PROBLEM SOLVING ABILITY AMONG SLOW LEARNERS BY USING MULTIMEDIA PACKAGE"

Definition of key terms

Slow learner

Slow learner is a term used to describe the child whose learning ability in all areas is delayed in comparison to children of the same chronological age". "Children with borderline intellectual functioning often called slow learners. Slow learners are children whose cognitive skills limit their success in the regular education environment, but are not eligible for special education services.

Problem solving strategies

The productive work involved in the evaluation of the situation and the strategy worked out to reach one's goal is collectively termed as problem solving.

Objectives of the study

The following are the objectives of the present study.

1. To develop and standardize a multimedia package on problem solving strategies in chemistry for slow learners.
2. To study the effectiveness of multimedia package on problem solving strategies in chemistry upon slow learners.
3. To compare the effectiveness of multimedia package with that of conventional method of Teaching on the basis of performance of slow learners, in the post achievement test.

Hypotheses of the study

The following hypotheses were formulated based on the objectives of the study:

1. There is no significant difference between the control group and experimental group in the mean scores of the pre test.
2. There is no significant difference between the control group and the experimental group in the mean scores of post test.
3. There is no significant difference between the pre and post test mean scores of control group who were taught by conventional teaching Methods.
4. There is no significant difference between the pre and post test mean scores of experimental group who were taught by the Multimedia package.
5. There is no significant differences in the post test total mean scores of comparable groups of experimental group who were taught by the Multimedia package.

Variables of the study

As the present investigation is an attempt to determine the effectiveness of multimedia package for problem solving ability on chemistry achievement, the variables involved are:-

Independent variables

The independent variables of this study are the two methods of teaching i.e. 'teaching through multimedia package' and 'conventional method of teaching'.

Dependent variable

The dependent variables are the 'achievement scores of Higher Secondary Students in the post test' in chemistry are treated as the dependent variable in this study.

Methods

This present study followed two group (pre-test-treatment- post test) experimental groups design (also called randomized blocks design) where the students of experimental group were taught through Multimedia package in a self learning mode in Lab set-up, and the control group was taught by conventional method of teaching in the class room set-up.

Sample

The study was conducted among 100 Higher Secondary Students of slow learners of two different higher secondary schools in and away from Tanjavur town. The XI standard science students of Umamaheswara Higher Secondary school, Karantahi, Thanjavur and Srinivasa Rao Higher Secondary School, Thiruvaiyaru form the experimental and control groups respectively. Each group consisted of 50

students who were randomly selected earlier based on their science marks secured in the SSLC exam and matched.

Tools

The following tool is used in the present study. Achievement Test based on problem solving ability in chemistry was developed and validated by the investigator (PSAT) which has 50 questions with multiple choice answers.

Analysis of data

Descriptive and differential analysis was done.

Hypothesis - 1

There is no significant difference between the Mean Scores of the control group and the experimental group in the pre-test.

Group	N	Mean	SD	't'	Sig.
Control group	50	10.08	1.69	0.799	Not significant P > 0.05
Experimental group	50	10.36	1.82		

From the above table the obtained 't' value (0.799) is less than the critical value at both levels of significance 0.05 & 0.01, and hence, the null hypothesis that there is no significant difference between the mean scores of the control group and the experimental group in the pre-test is not rejected. And it is interpreted here that both the groups performed equally in the pre-test.

Hypothesis - 2

There is no significant difference between the mean scores of the control group and the experimental group in the post-test.

Group	N	Mean	SD	't'	Sig.
Control group	50	26.54	2.77	32.704	Significant p < 0.01
Experimental group	50	43.80	2.49		

From the above it is observed that the obtained 't' value (32.704) is more than the critical value at both levels of significance (0.05 & 0.01 level). Hence, the null hypothesis that there is no significant difference between the control group and the experimental group in the post test is rejected, further it is interpreted here that the experimental group performed better than the control group in the post-test.

Hypothesis - 3

There is no significant difference between the pre and post test mean scores of control group who were taught by the conventional teaching Methods.

Tests	N	Mean	SD	't'	Sig.
Pre	50	10.08	1.69	35.825	Significant P < 0.01
Post	50	26.54	2.77		

From the above the obtained 't' value (35.825) is more than the critical value at both level of significance (0.05 & 0.01 level) and hence, the null hypothesis that there is no significant difference between the pre and post test mean scores of control group who were taught by the conventional teaching method is rejected. And it is interpreted here that the control group who were taught by conventional teaching method performed more in the post test than in the pre-test.

Hypothesis - 4

There is no significant difference between the pre and post test mean scores of experimental group who were taught by the Multimedia package.

Tests	N	Mean	SD	't'	Sig.
Pre	50	10.36	1.82	75.524	Significant
Post	50	43.80	2.49		P < 0.01

From the above ,the obtained 't' value (75.524) is more than the critical value at both level of significance (0.05 & 0.01 level) and hence, the null hypothesis that there is no significant difference between the total pre and post test mean scores of experimental group who were taught by the Multimedia package is rejected. Further, it is interpreted here that the experimental group who were exposed to Multimedia package method performed better in the post test than in the pre-test.

Major findings of the study

The following is an outline of the findings and interpretations of results obtained out of data analyses:- An attempt was made to find out the differential level of achievement in problem solving ability test between control and experimental groups. The experimental group, who learnt through multimedia, gained more on the achievement test in problem solving ability as compared to the Control Group. The experimental group students who were taught by multimedia package achieved more in problem solving ability test (PSAT) than the control group students who were taught by conventional Methods of teaching.

Discussion

Hence, it is implied that the level of slow learners using multimedia package become the major factors for enhancing problem solving ability among the higher secondary students. It is more suitable for individual learning despite of individual differences. The students found this multimedia package as knowledgeable, innovative, systematic, interesting, more attractive and stimulating one in their learning.

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TECHNOLOGY FOR ENHANCING LEARNING AMONG SLOW LEARNERS

Dr.D.P. Saravanan, Assistant Professor.,Department of Educational Planning and Administration.,Tamil Nadu Teachers Education University

Introduction

If I cannot learn the way you teach, will you teach me the way I can learn?" (L. D. Child). Educating is a testing calling that requires a ton of patience, advancement and inspiration from the instructors with a specific end goal to achieve an overall improvement among their understudies. Inside the classroom there will be a blended area of learners in light of their level of insight and execution criteria. It is among these learners, there will be some who can't adapt up to the lessons instructed inside the classroom as their companions do and consequently these learners are labeled as the moderate learners. Subsequently here comes the best test for a decent instructor to guide and help the moderate learners enhance in bringing decent evaluations and turn out decisively. A decent understudy can simply get decent evaluations all alone merits which require almost no exertion on the instructor's part. In any case, to help a moderate learner get a decent and appropriate review is a test that denotes the characteristics of a decent instructor. Since, being an educator faces such issues inside the classroom and some ways ought to be received keeping in mind the end goal to help a moderate learner accomplish decent evaluations and graduate effectively.

Technology Improving Education

Over the years, technology has shown the potential to improve various sectors in society and education is one of them. Teaching and learning are becoming a more interactive practice than what was the case a few decades ago. The need for tech literate individuals has also encouraged many schools to incorporate technology into their curricula. Various schools are converting their classrooms into tech hubs.

However, unless we are ready to appreciate and make use of technology in the classroom, its potential cannot be fully realized. Prudent measures should be put in place to ensure that education is sufficiently promoted by using technology. This article discusses the top seven ways technology is improving education today.

1. Enhanced teaching

There are concepts in class that are well taught through illustration rather than mere theory. For instance, explaining the effect temperature has on molecules can be a little ambiguous, but thanks to digital simulators, such concepts are well understood by the student. Teaching using models is an effective way of illustrating significant changes in processes while ensuring that the students remember the idea for a long time.

Teaching is never complete without assessment. With the help of technology, testing the level of students' understanding of a learned concept is done in real time. The teacher can use this information to help weaker students and move to the next topic after being satisfied that all the students are on the same page.

2. Improved communication

Education is founded on the effectiveness of communication among students and teachers. This way, flow of knowledge is enhanced at every level. The classroom has been made into a community where teachers quickly post assignments, and the students can ask questions for verifications. Moreover, they can communicate with peers on different relevant matters.

There are sites that allow a student to learn a particular language with native speakers. This is done through video conferencing. Other platforms that enable students from different countries to exchange notes and ideas are also available on the net.

3. Use of interactive textbooks

Gone are the days when a textbook was only using texts and images to present information. Technology has introduced the use of digital and interactive books with audio and video capabilities for enhanced reading. Technology has allowed highlighting various ideas, setting reminders, and making improvements to the information in textbooks. This enables students to understand everything better.

Students no longer have to carry big textbooks around in their quest for learning. A student can now have multiple digital books on one device and compare the notes with a simple tap. Convenience in learning is taken to a completely new level.

4. Advanced Research

The use of the cloud to store information has allowed web-based research to become more efficient. Unlike before when one would have to sort through massive piles of books to find the desired pages, technology comes with efficient searching tools. You will agree that a lot of time is saved with technology that is used in internalizing the new information and ideas learned.

The ability to compare research results by researchers worldwide has made it possible for enhanced results and quicker acquisition of solutions. This is one of the most obvious advantages of technology in students' life.

Ranking of different students from different schools is also made easy with technology. Additionally, taking international examinations online is becoming more and more common.

It will be improper to end this article without mentioning what technology has done for students with special needs. On different devices, such as the iPad, students with special needs such as the autism spectrum have been given a chance to learn with convenience. It is only fair to say that technology has a lot to offer when integrated in education. The advantages of new technology in classrooms cannot be overrated. One thing is certain, though; teachers will always have control over educational process even with the use of the best technology.

The Role of Information Technology in Education

The Role of Information Technology in Education is exploring the potential for technology to redefine the terms of teaching and learning. Can the tools of technology, properly used, break through the barriers to educational progress? What inhibits the effective use of technology? What are the perceived and the real limits of these tools? Thirteen grantees are helping to answer these questions.

Using ICT to enhance learning

ICT capability is about having the technical and cognitive proficiency to access appropriately, to use, develop, create and communicate information using technological tools. Learners demonstrate this capability by purposefully applying technology to solve problems, analyse and exchange information, develop ideas, create models and control devices. They are discriminating in their use of information and ICT tools and systematic in reviewing and evaluating the contribution ICT can make to their work as it progresses.

Conclusion

As we become increasingly supported by ICT, teaching and learning will not be the same as before. We will have to make use of the rich and exciting opportunities offered by the new technologies in education to reach our training goal and mission. One of the objectives of the present paper is to provide better understanding and appreciation of the role of ICT in teaching and learning system. Several view points of integrating ICT in teaching and learning system has been discussed. Learning is not a transfer of knowledge, rather an active construction. This paradigm shifts give the learners a completely new role that was not earlier described in the transmission model of teaching. Technology and teacher professional development in its use are best introduced in the context of broader educational reform which embraces a shift away from teacher-centred, lecture oriented towards learner centred, interactive and constructive learning environment. Multimedia and ICT can play the role of catalyst for such educational reforms. Multimedia courseware can promote effective instruction that is more engaging; learner centred, interdisciplinary and more closely related to real life events and processes and adaptive to individual learning styles and needs. It also encourages higher order thinking skills and help to construct knowledge socially. Thus teacher professional development in the use of interactive technology should embody and model the forms of pedagogy that teacher can use themselves in their classroom.

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SLOW LEARNERS (SL): INNOVATIVE TEACHING AND LEARNING METHODS

Dr. R. Sembiyan, Assistant Professor, Government College of Education,
Orathanad- 614 625, Thanjavur- District, Tamilnadu, India

Introduction

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge ability and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. Slow learners are those pupils who have limited ability due to different reason in the education process. Slow learner is advance word for ?backward? or ?mentally retarded? and ?Educationally subnormal? (E.S.N.) There are different reasons for slow learning, some time it is due to their mental ability, some time it due to their background, illiterate parents, culture problems, avoiding by the parents in early child hood, between ages 2 to 6 years. Some time it due to mental illness. These are different causes of the slow learner.

Definition of the Slow Learners:

According to experts, children who for various reason, fall behind in their school work and require special teaching are called (educationally subnormal) E.S.N. ?Slow learners are children who are doing poorly in school, yet are not eligible for special education; their intelligence test scores are too high for consideration as a child with mental retardation? (Mercer, 1996) (MacMillan, Gresham, Bocian, & Lambros, 1998). Although slow learners may have special educational needs, they do not fit neatly into the special education system (MacMillan, Gresham, Bocian, & Lambros, 1998).

Difference between Learning Disabled and Slow Learners

A child who is a slow learner' may be significantly slower in reaching milestones for his age, but his development will get even. He will exhibit thinking capacities that are lower from children his age, but will have proficiency over certain tasks and skills. A slow learner - under an able guide, parent or a teacher can show significant improvement. On the other hand, a child who has learning disabilities will exhibit specific difficulties making the learning process difficult. There will be a gap between the child's potential to achieve and his actual achievements. These children need a conducive environment along with a right help to grow and develop appropriate academic levels.

Why Need Technology

Teaching with technology engages students with different kinds of stimuli- involve in activity based learning. Technology makes material more interesting. It makes students and teachers more media literate. Figure shows the networked teacher who uses technology and gadgets. Technology is a means to justify the end of composition outcomes and has become a seamless extension of the curriculum in the classroom. Technological Pedagogical Content Knowledge captures the qualities of this new hybrid educator who must find his or her place between the intersections of these qualities. To most effectively teach technology, we must model that technology within our disciplines and classes. Some Innovative Methods for Teaching and Learning

1. Voice Threads to Build Student Engagement

Voice Thread is a web service that allows users to upload PowerPoint slides, videos, photos, et al. and add voice narration to create a multimedia presentation. Voice Thread is an application that runs inside your web browser (no software to download, install, or update) and it allows you to transform collections of media, like images, videos, documents, and presentations, into a place for a conversation. These conversations are not live, but take place whenever it's convenient for the people to participate. They are also secure, with simple controls that let you dictate who can participate and what they can do. Educators use Voice Thread for many different reasons, from extending and documenting classroom conversations, online tutoring, virtual class spaces, professional development training, and a thousand things in between.

2. Blogging

Blogging is a public post. Blogging for study sessions is to be practiced. Students can post case studies in a class blog. Students can be asked to post notes on class blog. You can analyze, evaluate and create the material. Blogging causes you to reflect. Teachers naturally think back on what has happened in their classroom, and often wonder what they could have done better. Blogging can help with this process, enabling teachers to keep an ongoing personal record of their actions, decisions, though processes, successes and failures, and issues they have to deal with. Blogging can crystallize your thinking. As we write, we invest a part of ourselves into the medium. The provisionality of the medium makes blogging conducive to drafting and redrafting. The act of composing and recomposing ideas can enable abstract thoughts to become more concrete. Your ideas are now on the screen in front of you; they can be stored, retrieved and reconstructed as your ideas become clearer. You don't have to publish if you want to keep those thoughts private. Save them and come back to them later. The blog can act as a kind of mirror to show you what you are thinking.

Sometimes we don't really know what we are thinking until we actually write it down in a physical format.

3. Podcast in Classroom

Podcasts are serial recordings, posted regularly online. Basically, producing podcasts is the technology-based equivalent of oral lectures. Much as lectures and news have been shared with listeners, who download the files online. The advantages of podcast is its flexibility, reusability of your lecture. It is advantage for the hearing impaired students.

4. Screencast

Screencasts have emerged as a prominent teaching tool on the Internet. Screencasts are an effective way to share ideas, deliver content, and obtain student feedback. Screencasts can be used for describing a step-by-step process, explaining a particular concept, or presenting a PowerPoint presentation with narration and multimedia elements. A screencast can be used in any class as a part of real-time instruction or as the lesson itself as in the flipped teaching model. With the flipped teaching method, instructors use screencast videos to deliver their lectures, assigning them as homework

5. Cool Gadgets for Classrooms

Smart pen by life scribe: Smartpens are able to Capture transmitted information, replay it and sent it. It is like wireless transfer of your ideas anywhere, anytime and ready to share with students and

vice versa. During lecture smart pen helps students, when teacher talk fast, student can record and understand all the left out things.

6. Smart Boards

Smart products bring learning to life, helping students experience a deeper level of engagement and understanding by making course content interactive and visual. The ease of use built in to each product enhances instructional efficiency. Instructors can begin delivering course material with the simple touch of a finger or a pen, save comments and notes made in digital ink, and distribute saved content directly to students. Smart products are flexible, complementary and evolving. This means the products you choose today will work together now and in the future as your technology requirements change.

7. Personal Learning Environment-Learning beyond Classroom

1) Create an environment to think beyond 2) Allow students to think beyond in assignments 3) Let them design their imagination Effective use of videos and creative way of thinking to boost learning. Remixing technology and creativity and education gives excellent results

Conclusion

Any teaching method without destroying the objective could be considered as innovative methods of teaching. The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. There are a number of ways that teachers can bypass the system and offer students the tools and experiences that spur an innovative mindset. From the above, we can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning.

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AWARENESS IN WEB-TECHNOLOGY INCREASES THE RETENTION OF SLOW LEARNERS

S.Shahithunisa Begum, Ph.D Scholar, Department of Education, Annamalai University
Dr.R.Ramachandran, Assistant Professor, Education Wing - DDE, Department of Education, Annamalai University

Introduction

A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate.

Slow learners need special care when they are taught something. Here are some useful tips that will come to your aid when teaching slow learners.

Who is a slow learner

- Child cannot find his or her materials (book, pencils, papers).
- When you remind the child about the last lesson, he or she doesn't seem to remember anything.
- Child appears to have low "bank account" of general knowledge and experiences. When you say, "Think of a zoo animal," the child comes up with nothing.
- Child does not seem to understand what you are saying.
- Child cannot follow the steps, for instance in math, science, or history.
- Child cannot remember how to do what you taught the class.
- Child is upset and gets all the answers wrong, at least in the way you are asking them to demonstrate understanding.

Review of Literature

Jones, 2002; McHaney, (2011) found that, with technology as an integrated part of their academic and social lives, millennials are early adopters. College students utilize technology more frequently than other age cohorts and adapt their usage more rapidly, with one-fifth of college students beginning to use computers before they are 8 years old.

Pew Research Center, (2012) concluded that, not only are today's college students more likely to be exposed to technology at younger ages, but they are using internet and devices at higher rates and frequencies. Living in a digital age, work, education, entertainment, and social connectivity are all experienced on the web. Becoming a commonplace activity, in 2012, ninety-six percent of 18-29 year olds used the internet.

Pew Research Center, (2012) stated that, Individuals with higher levels of education used the internet more frequently; only 61% of individuals without a high-school diploma used the internet while 94% of individuals with some college and 97% with a college degree or higher were internet users.

Need and importance of the present study

Technological development and the internet have changed people's lives on different scales including for instance teaching and learning. The web has become one of the channels of learning that

opens the door for people around the world to access education for free, or for fewer costs.

The IT booming and the internet have opened the door to largely access knowledge, high quality education and training. This easy access using information systems and the web can improve people's skills for fewer costs. Knowledge delivering to some people would have never been possible without the opportunities offered by technology and the web. That's why the present study is taken by the Researcher.

Characteristics of Slow Learner

1. Developmental

-- may have immature language patterns or speech problems

2. Social

-- poor judgement, immature social behaviour, prefers company of younger children

3. Personal

-- frustration, aggression, anxiety

4. Academic

-- may show proficiency with particular tasks rather than a subject areas, poor memory, difficulties understanding several steps in a task

5. Learning

-- needs to have new information linked to old, difficulties transferring information learned in one situation to other situations.

Web Technology

Web technology based education is the use of a computer network and browser software like Netscape or Microsoft's Internet Explorer to interact with people or with content rich audio, video, and data sources on the Internet (wide area network-WAN) or Intranet (organizational network)- There are many interconnected topics, which can be included as part of educational Web technology, as long as the users are using browser software like Netscape or internet Explorer. "The Web is simply a worldwide hypertext system. Hypertext is a software mechanism that links documents to other related documents on the same machine or across networks. The linked document can itself contain links to other documents, and this can go on forever. A link can also point to other exterior resources such as image files, sound clips, or executable programs.

Interactive whiteboard

An interactive whiteboard (IWB) is a large interactive display in the form factor of a whiteboard. It can either be a standalone touchscreen computer used independently to perform tasks and operations, or a connectable apparatus used as a touchpad to control computers from a projector. They are used in a variety of settings, including classrooms at all levels of education, in corporate board rooms and work groups, in training rooms for professional sports coaching, in broadcasting studios, and others.

E. books

An electronic book (or e-book) is a book publication made available in digital form, consisting of text, images, or both, readable on the flat-panel display of computers or other electronic devices.[1]

Although sometimes defined as "an electronic version of a printed book", [2] some e-books exist without a printed equivalent. Commercially produced and sold e-books are usually intended to be read on dedicated e-reader devices. However, almost any sophisticated computer device that features a controllable viewing screen can also be used to read e-books, including desktop computers, laptops, tablets and smartphones.

How teacher can help slow learners ?

- After each lesson, have the child put his or her materials together with a clip, a clothespin, with a rubber band, in an envelope
- Move the child close to you so you can keep an eye on what's going on.
- Put the desks of the slow learners near each other so when you are offering help you can get to them easily.
- Present your most important points first. These should be the points you will test at the end of the week

Conclusion

It is vitally important to make your classroom a safe and non-threatening environment for all the children in your class. Everybody needs to understand that you do not under any circumstances put people down and that you will not tolerate anybody else doing so. Model on a daily basis warm, supportive praise statements for every child in the class. It is hard work for some kids but there is always something and you will soon find the children copying your supportive behaviour. Encourage children to help each other with daily tasks but be prepared for a little more class noise. It will be worth it when you see just how nurturing and supportive even the most hard-boiled child can be.

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TECHNOLOGY FOR ENHANCING AND ENRICHING LEARNING AMONG SLOW LEARNERS

Dr.T. Sivasakthi Rajammal, Assistant Professor, Department of Educational Psychology, Tamil Nadu Teachers Education University, Chennai-97.

Introduction

Slow learners are not non-learners! They must be taught and they so want to learn and succeed! A few adjustments in their learning process can make a big difference. The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests, but not so low that a "special education" diagnosis is given. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction or modified materials-all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: (1) a class composed mostly of average students, (2) a class specially designed for slow learners.

Classification

1. Students, whose capacity for education or training is limited by low intelligence, cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. These may be subdivided into two groups. (i) The Educable Mentally Retarded (I.Q. range 50 to 70) (ii) The Dull Normal (I.Q. range 70 to 85).
2. Trainable Mentally Retarded: Students whose I.Q. range is between 35/40 and 50 and are usually termed as the Trainable Mentally Retarded. Provision for education of such students may be made outside the normal school system.

The backward children can be classified into three broad categories.

The first category consists of those students who are very backward because of retarded mental developments which are often accompanied by additional handicaps, such as physical deficiencies, ill-health, and limited verbal experiences at home and emotional disturbances. Their educational problems are so acute that they need special educational treatment outside the ordinary school.

Characteristics

1. Short attention and concentration span is less 2. Slow reaction time. 3. Limited powers of self-direction. 4. Limited ability to work with abstractions and to generalize. 5. Slowness to form association between words and phrases. 6. Failure to recognize familiar elements in new information. 7. Habits of learning very slowly and forgetting very quickly. 8. Very local point of view. 9. Inability to set up and realize standard or workmanship. 10. Lack of originality and creativeness. 11. Inability to analyze, to do problem solving or think critically. 12. Lack of power to use the higher mental processes.

Identification of slow learner

Early diagnosis of slow learner student is very necessary between the ages of 2 to 6 years. Teachers or parents can identify that the student is a 'slow learner' with a careful observation. They could easily identify some of the signs of a 'slow learner' Speech defect, Language development problem (broken sentences), Assessments the level of vocabulary (vocabulary limited), Verbal abilities, Short sentences, grammatically incorrect, Student Behaviour, Spelling Mistake, Interaction with other students, Class room Discussion, Reading problem, Interest, Slow response/decision making.

Types of teaching to aid a slow learners**Compensatory teaching**

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words) and supplements it with additional learning resources and activities (learning centers and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of content, by using more flexible instructional presentations (films, pictures, illustrations) or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

Remedial teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Technology to help a slow learner

'No Child Left Behind' requires states and school districts to ensure that all students are learning and are reaching their highest potential. Special education students should not be left out of these accountability mechanisms." - Dianne Feinstein pointed out the importance of special education.

Slow learners are not any dissimilar from the usual pupils in their intelligence and skills apart from that they are too preoccupied and the usual teaching approaches do not aid them in their learning. This is the reason you need Special Education course to know special teaching methods for the slow learners. When appropriate technique is taken on with satisfactory understanding and care from teachers, these slow learners can turn out to be extremely effective in all aspects of life if they are properly trained and taught.

Suitable curriculum

Suitably tailored lesson plan by the teacher and careful monitoring by the school administration will help slow learners have a better grasp of all lessons in schools. The panel must keep the slow learners also in mind and must frame the syllabus. The lessons thus framed must be beneficial to the slow learners in their day to day life and must improve their knowledge to a vast extent.

Special methods of teaching

The research evidences reveal that the following special methods will be very effective for slow learners:-

Audio and video instruction

Slow learners need extra time for remedial and enrichment activities. In the audio instruction the experts service not ordinarily available in the school is made available. They can listen to the audio instruction based on their subject units in the evening hours. Also they can listen to relevant educational radio programmed which also has positive effect on the slow learners learning.

Computer assisted instruction

Computer assisted instruction is a kind of individualized instruction administered by a computer and its roots has in programmed instruction and in the behavioral theories of learning. CAI programmes stress drill and practice exercise, others teach students facts and concepts. It gives instant knowledge of results and provides immediate feedback which are very essential for slow learners to ameliorate their learning process. In this method every student can learn at his own rate. Students will have no pinch of inhibition when they learn through CAI. The feeling that they are not preyed upon by the supervisors and the free and relaxed readiness to learn themselves at their own rates, give the slow learners an impetus to learn and to manifest their best.

Hence, the methods are only means to achieve our pre-established behavioural objectives.

Giving memory tips

More often the student forgets whatever he learns. That's why he loses his confidence on him and differentiates between him and the good students. The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' and 'what to learn'.

Psychological analysis and problem solution

The more and more we think about the student, the more we get the solution. Primarily we have to search the problem area of the student. The problem of the student may be his family or friends or his personal condition. If we go on asking some personal questions like a relative, then we can understand the problems and difficulties of the slow learner. The parents and teachers can get solution for the problems being encountered by the slow learners.

Train them in improving their lsrw skills

Now-a-days English is being used as an official language and now it occupied the whole world and became a global language. So it is very important to know the English language. The slow learners must be created awareness regarding the importance of English in their day to day life and they must be taught how to gain proficiency in the four aspects such as Listening, Speaking, Reading and Writing which are the four pillars of any language especially for English language. By following the instructions of the teacher, the overall communication skill of the slow learner can be enhanced and enriched.

Reading techniques

Teach the student specific reading techniques e.g. pre-reading routine, word attack technique, self-correcting skills and give very specific instructions to the slow learner without discouraging. The inferiority complex and the stage fear in the student must overcome by mere practice. Simple paragraphs

must be given to him/her to read aloud standing on dais. A collar mike must be provided if possible so that it would be audible for all the students.

Create safe environment

It is vitally important to make your classroom area safe and non-threatening environment for all the students in your class. Everybody needs to understand that you do not under any circumstances put people down and that you will not tolerate anybody else doing

Conclusion

Computers in Classrooms Benefit slow learners Students' A special education course let the teachers use a wide variety of teaching approaches, add in multisensory method, and implement programs planned to reach slow learners students who are not comfortable with traditional methods of teaching. Educating children with learning disabilities, calls for combining treatment with education. Teachers keep a close eye on each child's development, to ensure that he/she can get a feel of each child's individual learning style. There are different specialized programs that focus on different skills. Based on your requirement and professional goal, you would be able to execute the best choice for your teaching field.

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LEARNING MANAGEMENT SYSTEM (LMS) - THE TECHNOLOGICAL BEACON FOR GUIDING SLOW LEARNERS

Mr. K. Sudhakar, Assistant professor in education, Vadaranyam college of Education, Tiruvallur district, Tamilnadu

Technological advancements play a pivotal role in every field and in everyone's life. The world which is facing the information revolution has been shrunk into small technological village where the people get connected easily, believes only in authenticated data for further analysis and for future. In the field of education, after the invention of computers and Internet, the incorporation of various field advancements has been inculcated into the area for better teaching and learning experiences.

LMS is one such technological advancement incorporated into education which has its interdisciplinary roots from management, DBMS, Web based development, statistics, psycho-sociological perspectives and so on. LMS is a server based software program that interfaces with a database containing information about the users, courses and contents. LMS provides space for teaching and learning experience to occur in an integrated environment where there is need for various activities such as

- 1) Identify the needs of learners.
- 2) Setting up goals and objectives.
- 3) Preparation of course and contents accordingly.
- 4) Devising and executing the methodology apt for the target group.
- 5) Evaluating the outcomes.

In learning environment, there will be always different category of learners who need special attention to cater their needs which occurs due to individual differences. In these different categories of learners- the slow learners always draw the attention of instructor as they are not slow but have their own pace of learning and understanding ability. The learner may be termed as slow learners because of various reasons as

- 1) Heredity
- 2) Lack of brain development
- 3) Lack of stimulation both internal and external
- 4) Attention and behavior problems
- 5) Distracting personal problems
- 6) Different cultural background of learners and so on.

So the traditional academic curricula of the past years is now inadequate, the institutions have developed special curricula (or) devised better and more effective methods and techniques for use in instructing or on the both the area.

LMS- is an evolving interdisciplinary field (or) technique that can adapt for the slow learners which can be used at different levels.

LMS - At identification level:

In identify the slow learners, the traditional methodology of assessment from the instructor or the teacher based on end assessments, observations and working efficiency in projects may be no precise as well as consistent. In addition, these observations or assessments may be subjective oriented. In using the LMS, the learners can be assessed through online platform which gives data as the holistic view of the learners and in depth knowledge on areas where the attention needed.

Also a detailed analysis can be made statistically which gives clear picture of learners to identify them as well as the knowledge to design the course and devise the methodology for the slow learners.

LMS - At learning process level:

As the learner's level identified in authenticated way, the learning process can be devised accordingly. The need of the slow learners will definitely vary according to the individual differences. The curricula can be designed and presented to the learners as computer mediated learning (CML) along with the support of the facilitator - the teachers. Here on the use of LMS, the course or the content can be presented systematically as per the individual need and evaluation can be undertaken immediately in the form of quizzes, due to useage of LMS in the learning process

1. The learning mediated phase by phase that reduces the burden of the learner. Also the adaptive LMS software's are available to changes according to the need of learner.
2. Gives extra stimulation to the learners as the content can be presented with more visual experience.
3. The self-pace of the learner is respected where they have the provision to break at any time and continue.
4. Evaluation can be made frequently where, the learning content are provided systematically and the progress can be checked continuously.

LMS -At the evaluation/assessment level:

Evaluation - the vital step in the teaching-learning process that checks the effectiveness of the strategy adapted as well as the achievement level of the learners. In using LMS, the evaluation can be executed methodologically and precisely which would give crystal clear picture of the process.LMS- the evaluation made as on online examinations helps to do an in detail analysis termed as diagnostic analysis which gives reliable data. With the analysis, the teachers can find out the areas needed for remedial as well as re-teaching.

Various modes of LMS:

LMS- the more popular technological advancement now a days has found its importance and role in many international schools (k-12) slowly grasping attention in all other institutions also. Some of the LMS available in the market are

- Blackboard learn.
- Moodle joule learning management.
- Instructure canvas.
- Schoology.
- Edmodo and so on

Thus these LMS helps to streamline the learning process by providing central location for learners - slow learners and teachers to create, access course materials, systematic assessments, grades which minimizes the paper work which inturn helps to track student progress individually as well as collectively.

Conclusion:

LMS- the digitalized technology which will act as a beacon for all the learners - especially the slow learners. The assistance from the LMS helps whollistically the administrator, the course designers, the instructors and specially the learners in planning and implementing the further steps of teaching learning process.

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EFFECTIVENESS OF E- CONTENT FOR SLOW LEARNERS IN TEACHING MATHEMATICS

B. Suresh, Research scholar, Department of Pedagogical Sciences, TNTEU

Dr. M. Muthamizhselvan, Assistant Professor, Department of Pedagogical Sciences, TNTEU

Introduction

The purpose of this study is to review the changes that computers have on mathematics itself and on mathematics curriculum. The study aims at investigating different applications of computers in education in general, and mathematics education in particular and their applications on mathematics curriculum and on teaching and learning of mathematics. Most prevalent and widening attitude is the realization and acceptance of the importance of computers for education. There are three broad categories of the applications of computers in the field of mathematics education:

Computer Assisted Instruction (CAI), Student (Educational) Programming, General Purpose Educational Tools Such As Spreadsheets, Databases And Computer Algebra Systems (CAS). This survey of literature revealed that, this categorization is also a historical one, although it cannot be said that there were sharp shifts from one movement to another. Another important note is that the CAI movement is not as popular in the Europe as it is in United States.

Objectives of the Study

1. To Measure the level of attitude towards e-content in teaching mathematics of the Students at standard VII.
2. To find out the significant difference between pre test and post test scores of Students at standard VII their level scores.
3. To find out the relationship between attitude towards e-content and achievement in mathematics of Students at standard VII.

Hypotheses of the Study

1. The level of attitude towards e-content in teaching mathematics of the Students at standard VII is high.
2. There is no significant difference between pre test and post test scores of the Students at standard VII in their level scores.
3. There is no significant relationship between pre and post test of slow learners of students at standard VII.

Sampling Procedure

The samples for the present study consist of 30 VII standard slow learners in Karur District.

Tools for the Study

The following tools are used for data collection.

- i. E- content package developed by the investigator.
- ii. Computer self-efficacy scale developed by the Dr.kannan
- iii. Achievement test in mathematics developed by the investigator

Development of E-Content Package

The investigator has prepared a package on the topic "Diagrammatic and Graphic Representation of Frequency Distribution' for the study. This topic is for the VII standard mathematics students. The following steps were used for developing the Multi-media package.

Statistical Techniques Used

Percentage analysis, Mean, S.D, t-test, coefficient of correlation were used to analyze the data.

Analysis and Interpretation of the Data

The first step in the analysis was carried out to measure the pre-test and post test scores and on the basis of the formula level, Mean, S.D, t-test, coefficient of correlation were used to analyze the data. The details are given in the following table.

Null Hypothesis 1

Level of attitude towards e-content in teaching mathematics of Students at standard VII

TABLE 1 - Level Of Attitude Towards E-Content In Teaching Mathematics Of Students At Standard Vii

Low		Moderate		High		Total
N	%	N	%	N	%	
8	26.7	18	60.00	4	13.3	30

It is inferred from the above table that 26.7% of Students at standard VII have low, 60.0% of them have moderate, and 13.3% of them have high level of attitude towards E-content in teaching Mathematics.

Null Hypothesis 2

There is no significant difference between pre test and post test scores of Students at standard VII in their gain scores.

TABLE - 2 - Difference Between Pre Test And Post Test Scores Of Students At Standard Vii In Their Gain Scores

Experimental group	Mean	S.D	't' Match	Remarks At 5% level
Pre test	10.40	2.69	18.63	Significant
Post test	21.63	1.92		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between pre test and post test scores of Students at standard VII in their gain scores.

Null Hypothesis 3

There is no significant relationship between attitude towards e-content and achievement of slow learners of students at standard VII.

TABLE 3 - Relationship Between Attitude Towards E-Content And Achievement Of Slow Learners Of Students At Standard Vii

N = 30	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	Correlation Co-efficient	Remarks At 5% level
Total	337	290	4113	3560	3365	0.0216	Significant

It is inferred from the above table that there is significant relationship between attitude towards e-content and achievement in mathematics of Students at standard VII.

Findings and Conclusion

The 't' test result shows that the students better than the post test scores in total and in the attainment of all the objectives. This may be due to the fact that the Multi-media package served well for slow learners. The package is one of the Major components of individualized instruction. Since it meets the individual needs, it reaches all the students in the class. A Multi-media package gives motivation to all. This is because of the animation and graphic effects of the package. Further the content has been presented in small steps and a logical manner with Multi-media effects. So the students are highly motivated in learning Mathematics through Multi-media package. This shows that the slow learners enjoyed the Multi-media presentation and they might have thought the package is a wonderful tool for teaching Mathematics.

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"TECHNOLOGY FOR ENCHANING LEARNING AMONG SLOW LEARNERS"

*A.Sureshababu, Ph.D Scholar, Department of Educational Technology,
Tamil Nadu Teachers Education University, Karapakkam, Chennai - 600
097. Dr. U. Pandian, Assistant Professor, Department of Educational
Technology, Tamil Nadu Teachers Education University, Karapakkam,
Chennai - 600 097.*

Introduction

The umbrella term we are using for this is 'technology-enhanced learning' or TEL, but other terms, such as computer-assisted instruction (CAI), computer-aided learning (CAL), networked/online learning and e-learning carry similar connotations. TEL adheres to the basic tenets of face-to-face teaching, e.g. clear aims, specific learning outcomes, valid and reliable evaluation and assessment but with additional flexibility through the use of technology. Although you may wish to consider how your role as a tutor can change in an online environment, whatever the technology or mode of delivery, learning should be the key objective, and pedagogy rather than technology should drive the decision-making. It needs to be approached in a painful spirit. Education is a comprehensive concept that contains methods of learning. A method of

learning is a process that includes the procedures used by the teacher to achieve particular targets for the students. Some of the traditional methods of learning include distance learning, discussion, lecturing, teamwork, workable demonstrations, lab, programmed instruction solving problems, discovery, Inquiry and others as mentioned in. Advances in communication and computer technology have altered classic methods for learning.

Slow Learner

A child may be a slow learner for various reasons, including: heredity, inadequate brain development due to lack of stimulation, low motivation, attention problems, behavior Problems, different cultural background from that which dominates in the school, or distracting personal problems. With so many slow learners remaining in school nowadays, the schools are beginning to realize that they make special provision for such students. The traditional academic curriculum of past years is now judged inadequate. Some have developed special curricula that are particularly suited a slow learners and their needs. Some schools, rather than developing special curricula are focusing their attention on the devising of better and more effective methods and techniques for use in teaching the regular curricula to slow learners. Other schools work on both directions.

Learning

Learning is conventionally defined as the process of acquiring competence and understanding. It results in a new ability to do something, and/or an understanding of something that was previously not understood. Competence is sometimes described in terms of possessing specific skills; understanding in terms of possessing specific knowledge. Some accounts also talk of attitudes: learnable predispositions to act in specific ways. From the 40s to the 70s, it was common to speak about learning by referring only to observable behaviors - such that learning was described as a process through which experience brought about lasting changes in behaviour. Since the 70s, it has become respectable to talk about inferred (rather than directly observable) mental structures and processes - for example, to talk about learning as a process which results in changes to long-term memory.

A good deal of research and development work in the overlapping fields of educational technology and the learning sciences has been motivated by a belief that formal education is failing to meet the needs of individuals and society. Its failings can be seen in

- (i) The weaker performance of students from poorer families.
- (ii) The fact that much of what students learn turns out to be inert, fragmented knowledge.

It is fit for recall and reproduction in time-limited exams, but it is not much use for solving problems outside the exam hall.

Clearly, learning has to be understood in terms of a complex set of phenomena, entailing multiple processes and agents. TEL design cannot subscribe to the folk psychological view that sees teaching and learning as merely the transmission and reception of information.

TEL can mean learning with technology as opposed to learning by technology.

Technology-Enhanced Learning

TEL is proving an attractive term because it is open to a very broad range of interpretations - it is not restrictive with respect to either types of technology or pedagogical approaches. We use it to cover all those circumstances where technology plays a significant role in making learning more effective, efficient or enjoyable.

Many different types of technology can be used to support and enhance learning. "Technology" in its broadest sense can include both hardware - such as interactive whiteboards, smart tables, handheld technologies, tangible objects - and software - e.g. computer-supported collaborative learning systems, learning management systems, simulation modeling tools, online repositories of learning content and scientific data, educational games, web 2.0 social applications, 3D virtual reality, etc.

Technologies as media for accessing and studying learning material:-

Software systems like Learning Management Systems (e.g. Blackboard, Moodle) or Learning Objects Repositories (e.g. MERLOT) are being widely used for the dissemination/ acquisition of educational material in various formats.

Technologies as media for learning through inquiry:-

One example is the WISE learning environment, which has been developed in Berkeley, where learners examine real world case studies and analyses current scientific controversies. STOCHASMOS is a web-based learning environment developed at the University of Cyprus, which allows learners to investigate, organize and interpret complex and diverse scientific data and phenomena. Of course, simulation environments like STELLA, Stage cast Creator, Capri; have been effectively used in learning environments.

Technologies as media for learning through communication and collaboration:-

Several computer-supported collaborative learning (CSCL) systems, such as CENTRA, Dim, Synergies, Cool Modes, have been developed to facilitate synchronous and asynchronous collaborative learning tasks. Nowadays, wikis, blogs as well as 3D shared worlds like Second life, Active Worlds are being extensively used in learning scenarios for various courses.

Technologies as media for learning through construction

Various software tools have been developed for enabling learning by doing. Typical examples are Lego-like logo robots (Turner, 2006). Learners build robots out of LEGO pieces, using not only the traditional LEGO building bricks but pieces like gears, motors, and sensors. They also build complex computer programs by "snapping together" Logo commands thus adding behaviour to the LEGO.

Technology Enhanced Learning (TEL) seeks to improve the student learning experience by

- Aiding student engagement, satisfaction and retention;
- Helping to produce enterprising graduates with the skills required to compete in the global business environment;
- Encouraging inspirational and innovative teaching;
- Personalizing learning that promotes reflection;
- Delivering and supporting CPD and internationalization.

Conclusion

E-learning, also known as online learning or technology enhanced learning (TEL). We use it to cover all those circumstances where technology plays a significant role in making learning more effective, efficient or enjoyable. Many different types of technology can be used to support and enhance learning. With the increased rates of the slow learners enrolled in schools nowadays, the schools realized that the traditional academic curriculum is inadequate. Some schools have developed a special curricula that are particularly suited a slow learner while others are focusing their efforts on the devising of better and more effective methods and techniques in teaching. In the other hand, knowledge discovery and data mining techniques certainly can help through the discovery of hidden valuable knowledge to understand more about these students and their educational behaviors.

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GENDER DIFFERENCES IN MOBILE PHONE USAGE FOR LANGUAGE LEARNING, ATTITUDE, AND PERFORMANCE

R.Sutha, Ph.D. scholar, Department Of Education, Annamalai University

Introduction

According to Cavus (2011), the brisk advancement of new technologies makes change in the educational practice inevitably. Mobile learning or m-learning is identified by Lan and Sie (2010) as a new type of learning model which allows learners to receive learning materials without limitation of time and place through wireless telecommunication network and the Internet. The tools used to support m-learning include mobile technologies such as notebook computers, portable computers, Tablet PC, and cell phones. This concept is consistent with Low and O'Connel (2006) who state that mobile learning increases flexibility and gives feelings of freedom to students. As such, the changing roles of teachers in mobile learning are emphasized on the ability to use required mobile tools and technologies, being advisor or facilitator, eliminating the barriers which may occur, and creating materials or activities to increase motivation of learners.

The involvement of mobile technologies in education has occurred in many disciplines and contexts, including the field of language teaching. The use of handheld computers or mobile phones to support language learning is called "mobile-assisted language learning" or MALL. According to Kukulska-Hume (2009), MALL has attracted much attention since it is a new type of learning environment containing at least three factors of mobility comprising technology, learner, and content. MALL differs from computer-assisted language learning in that it uses personal portable device, has continuous access, and creates communication across diverse contexts of application (Kukulska-Hume & Shield, 2008). The importance of MALL is correspond with what Chinnery (2006) predicted in that mobile-assisted language learning would certainly appear in future language learning research.

The four research questions guiding this study included:

- Do male and female students differ in their usage of mobile phone for language learning?
- Do male and female students differ in their attitudes toward using mobile phone for language learning?
- Do male and female students differ in their learning performance?
- Do students encounter any obstacles when they use mobile phone for language learning?

Research Hypotheses

- There is a statistically significant difference in mobile phone usage for language learning between males and females.
- There is a statistically significant difference in attitude toward using mobile phone for language learning between males and females.
- There is a statistically significant difference in learning performance between males and females after taking this course.

Methodology

Participants

This study took place at a private university in Madurai where the course of Fundamental English II was provided for the first-year students across faculties. It was a 3-unit credit course that met three hours weekly within a 14-week period. This course was designed to develop student's vocabulary, grammar, and reading and writing skills. For listening, pronunciation and conversation skills, students will have a chance to practice them through the use of the computerized self-study language laboratory. One hundred and twelve students, from three sections, enrolled in Fundamental English II in the second semester of 2013 academic year participated in the research. There were 65 females and 57 males. They were taught by the same instructor. All of them completed the course requirement (i.e., did all assignments and took part in an in-class test). All participants signed consent forms, and the instructor assured them that all data would be confidential and that the survey responses would not influence course grades.

Personal Data

As for the demographic information, 57 participants were male while 65 participants were female. All of them took mobile phones to class. Of the total participants, 108 participants reported their experience of using their mobile phones for academic purposes while 14 participants did not have this experience, but used them for other purposes such as communicating with others, taking photos, playing games and surfing the Internet for pleasure.

Learning Procedure

Prior to the implementation of mobile-assisted language learning, I made a survey to see how many students carried a mobile phone to class as well as what brand they were using. The results showed that students were ready to adopt the cell phone for class work since all of them had mobile phones, 86 of which were smart phones and 36 were non- smart phones. Moreover, our university has provided a free Wi-Fi for students and faculty members. Therefore, I decided to adopt an m-learning system in a fundamental course as a case study. All learning tasks were adjusted in order that students would have a chance to deploy mobile phones for language learning. The full score was 40points.

All students in the class had mobile phones with wireless networking capabilities and both classrooms were equipped with Wi-Fi. The class was conducted based on the course syllabus designed to promote learner-centeredness. About 60% of class time was devoted to reading and writing activities while 40% of class time was spent on discussions, speaking, and presentation.

There were four activities to be done in class which focused on the use of mobilephone:

- Word power activity: Each week, students were given 10 new English words which they needed to handwrite along with meanings in English and Thai in an A4-sized notebook and made up a sentence for each word. To earn 10 points, they were required to do this activity in class. Students were allowed to use online dictionaries in their mobile phone to find good examples. This activity covered 10 weeks. The total number of vocabulary would be 100words.
- Summary writing activity: Students had to read a passage containing about 250 words and wrote a summary after they had learned basic rules of writing good summaries. While reading, students were encouraged to look up the meanings of unknown words from online dictionary via mobile phones. They needed to understand the story and grasped the main ideas before writing a summary. There were two pieces of summaries students had to do for this activity to gain 10points.

- Creative writing activity: After students studied the lessons in the textbook, they chose ten words to make a story. While doing the assignment, they were able to use cell phones to access online dictionary in order to check how sentences could be made. There were two pieces of writing which totaled 10 points• .
- The last activity was related to students' speaking performance. Students were required to make a presentation about steps to do something to earn 10 points. They were allowed to download information relating the topic they chose from the websites and used it to prepare a draft in class. Before a presentation would be done, students were suggested to check pronunciation from online dictionary. The total score was 10points.

Conclusion

The present study makes several contributions to the area of language teaching. It provides how mobile phone technology can be used for language proficiency development. It would be beneficial for concerned people in developing a future course as follows:

- Since gender has no impact on students' attitude and usage of mobile phone for language learning, learning tasks can be prepared more easily. However, students should be more motivated to make use of learning on the mobile phone since the levels of attitude and usage are not high in this study. It is the teacher's duty to make students see benefits from those tasks rather than perceive them as a big burden.
- When mobile phone is implemented in class, teachers should design the learning tasks that will really suit the capability of the phones that students have. For instance, students may not carry advanced mobile phones or they do not have certain applications. So, it is the teachers who will explore the readiness before real use. It is better to check the availability of applications or services in their cell phones. Running certain activities might not be possible if students don't have applications on their cell phones. Otherwise, students may develop a negative attitude toward using the mobile phone technology for educational purposes.

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TECHNOLOGY FOR ENCHANING LEARNING AMONG SLOW LEARNERS

*Dr. G. Arumugam, Assistant Professor, Department of education, Annamalai university Mrs.G.Vasanthi,
Research scholar Department of education, annamalai university*

Introduction

Educational technology makes desired improvement in the teaching-learning process by making it effective and efficient. The extensive use of technology enables teachers and learners to identify and use various strategies that integrate with their teaching and learning processes. Instructional strategies like web-based learning encourage active learning and meet the diverse needs of the learners through the use of technology in education. It involves the use of various technological devices in the educational activities. It helps the learners to attain the objectives of educational technology such as individualizing instruction, providing quality education, offering equal educational opportunity etc. It also increases productivity by enhancing the human capability. Technologies in learning are used to enrich, or add variety to traditional form of learning. The use of such technologies in the teaching and learning processes helps to meet the diverse needs of the learners

Web-Based Technology

Web-based technology is a growing trend in the field of education. The rapid growth of information and communication technologies has led to the development of web-based education. It makes learning much easier as one need not be physical present in the classrooms all the time. Web-based training is delivered over the internet using a web browser. It includes interactive methods such as bulletin boards, chat rooms, instant messaging, video conference I threads.

Web-based technologies have created a number of new options for teaching and learning. Possibilities range using information technology in a setting to a distance education model where there are no formal meetings in an actual classroom. Web-based instruction utilizes the attributes and resources of the World Wide Web where learning is organized in a nonlinear format that allows learners to reference material based on their individual needs and uses a wide variety of media through sound, animation, text, and video.

Web-based instruction is a type of education in which the medium of instruction is computer technology. It is designed so that the computer displays lessons in response to interactions of the learner or the user. Computers and the web allow learners to view, retrieve, and store information at any place and any time /web_ guide/ What is_ Web.htm). Thus the web-based instruction is delivered via the computer using the internet, which makes it capable of instant updating, distribution, and sharing of information.

Slow Learning Childrens

Slow learning is a real problem in today's society and is a kind of behavioural deficit almost always associated with academic performance. Slow learners are disorders that interfere with the development of the basic academic skills. It is a condition where a child's achievement is substantially below what one might expect for the child (Kumar & Raja, 2008). There are a variety of skills impacted by slow learners which include language and reasoning abilities as well as calculation and motor skills. The slow learners which impact a child's ability to learn are dyslexia (reading deficiency), dysgraphia (writing deficiency), dyscalculia (arithmetic deficiency), dyspraxia (motor deficiency) and dysphasia (speech deficiency). RTICLES

Slow learning children are those categories of children who lag behind in the acquisition of basic skills needed for such as reading, writing or arithmetic. Most education specialists working in the area of populations with special needs consider "learning-disabled" as an umbrella term to include individuals who, for sometimes for unknown reasons, have diverse learning problems (Baumberger & Harper, 1999). The learning-disabled population is extremely heterogeneous, with learning problems consisting of a number of subtypes. A student with a specific learning disability may be strong in one area but may perform poorly in another area of learning.

Slow learning children may have average or above average intelligence and they also have normal hearing and vision. And also they may be slow learners, average learners or even gifted children. But they apparently cannot use information transmitted by the senses to the brain as accurately as most other children. Therefore they may do poorly in school or not as well as they can (Kumar & Raja, 2008). Researches indicate that children with slow learners may have average or above average intelligence. In spite of having average or above average intelligence, many children perform poorly in academics. A child who is otherwise intelligent but does not meet the expectations of parents or teachers in academic activities has been the subject of research all across the globe (Karanth & Rozario, 2003).

Web-Based Technology For Slow Learners

As classrooms become more culturally diverse, it becomes imperative that differentiated instruction occur during the early school years because today's classrooms usually contain students with a wide range of abilities and varied educational backgrounds who learn at different rates and in different ways. Webquest is a tool that meets the demands for differentiated instruction in a clear and concise way. Specifically, webquests have the ability to not only provide accommodations for all students with special needs but they have the ability to provide all students with special needs access to the general educational curriculum as well (Rader, 2009).

Through virtual reality and hypermedia applications, the real world can be stimulated or brought into the classroom. Recent prominent technologies such as internet, e-mail and e-learning bring students with disabilities close to real world environments and apprenticeship training and thereby authenticate learning. Imparting teaching and learning for disabled children through distance mode of learning has numerous advantages such as improving the quality of education, enhancing the lifelong learning process, availability of quality information, ability of the web environment to stimulate the interest of the students, the promotion of engagement and communication between students and the tutor, the recognition of value of web learning and e-learning etc. Preparation of web-based learning materials for students with the judicious use of different combinations of different elements of multimedia may bring about curiosity and interest to learn which can enhance the academic ability of learning-disabled wards.

There is a need to create a more inclusive web-based environment as technology advances and more and more students with slow learners attend web-based classes. A study (Tandoh, 2002) on investigating the strategies and limitations, students with slow learners namely dyslexia, dysgraphia and dyscalculia face in a web-based instruction environment and the contributions of web-based instruction course designers and their impact on web course design revealed that learning through the web helps to increase students' motivation, self-esteem and a sense of autonomy.

Web-based instruction may lead to greater instructional effectiveness including media variety, facilitation of web exploration, and learner ease and flexibility of use. Opitz (2002) on determining the

effects of web-based learning modules for adolescents with slow learners found that adhere to federal recommendations for web accessibility may assist all types of students in improving the accuracy of response when using information from a website.

By choosing materials and activities suited to their level of learning and by stimulating their urge to bring out their best, teachers can help the pupils with slow learners to turn their difficulties into special opportunities to be model achievers (Kumar & Raja, 2009). Educational technologies like web-based learning can help disabled children in overcoming severe learning problems and permit a greater number of opportunities for learners' epistemological styles, pace of learning, flexibility, self correction and modification of learning (Kumar, 2010).

Implications

School teachers have a great role to play in meeting the needs of pupils from a larger number of diverse backgrounds and with increasingly diverse special needs. Web-based instruction is one of the ways of differentiating Instruction for the benefit of learners with special educational needs. Web-based learning allows students to engage in learning sessions that are less impacted by time restrictions, learning schedules etc. So it leads to variety and flexibility in learning. Web-based learning can thus be effectively implemented for enhancing the academic performance of learning-disabled children.

Course designers also have a greater responsibility in improving web-based instruction by taking individual differences into account. Websites designed with web accessibility provide more opportunity for learning than those without accessibility. Web accessibility offers equal access to learners of all abilities. Different web resources be designed to support different methods of learning thus enabling students to learn in the ways they find most effective.

Awareness about slow learners like dyslexia, dysgraphia or dyscalculia is very much essential to investigate about new technologies like web-based learning that can be most appropriately used to facilitate the learning of disabled students. Web-based technologies have the potential to create an interactive, collaborative learning environment in which students experience confidence and success. It can help students with slow learners in developing motivation and self-esteem by allowing students to take more responsibility for their learning. Hence researchers need to come forward to carry out more intensive studies on this area to meet the special needs of academically-disabled students who need special attention.

Conclusion

Web-based technology is thus found to be a strategy that can be implemented for learning-disabled students. This type of instruction can be effectively designed to cater to the needs of children with slow learners as it provides opportunities for a variety in learning, collaborative learning, flexible thinking, incidental learning etc. Web-based learning could create a wide range of learning opportunities for educationally backward learners. It caters to the needs of slow learners by adopting different learning styles such as visual or auditory learning styles. Also it helps to enhance the learning of such students by using different instructional techniques and thus integrating educational technology in the classroom. Adoption of innovative teaching strategies like web-based technology can help engage such disabled children which help them to learn in an enjoyable and meaningful way. So it is imperative to adopt such instructional strategies to help the weak learners to improve in academics.

TECHONOLGY FOR ENHANCING LEARNING AMONG SLOW LEARNERS

V. Venkanna, M.A., M.Ed, Research Scholar, Department of Sociology, Osmania University, Hyderabad

Introduction

Learning is a complex process and this complex process will be simplified by the teacher by using several techniques in teaching. The teacher uses various ways and means to accomplish the objectives of teaching. Man is a rational animal and he is endowed with special attributes such as thinking, reasoning and these powers are the innate abilities of the children. These special powers enable the children to interpret the experiences. Learning is an enrichment of an experience. Learning will not be same in all the children. Some require more attention and time to learn the things. The slow learners in the classroom require more attention and various techniques for better learning. The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average. This type of learner will typically score lower on IQ tests or national achievement tests.

The Background of Slow Learners

Slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction or modified materials-all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements:

- ¢ A class composed mostly of average students, in which case up to 20% may be slow learners,
- ¢ A class specially designed for slow learners.

Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods, classroom climate (co-operative, competitive) and instructional materials (films, workbooks, co-operative games, simulations).

Classification

1. Students, whose capacity for education or training is limited by low intelligence; cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. These may be subdivided into two groups. (i) The Educable Mentally Retarded (I.Q. range 50 to 70) (ii) The Dull Normal (I.Q. range 70 to 85) 2. Trainable Mentally Retarded: Students whose I.Q. range is between 35/40 and 50 and are usually termed as the Trainable Mentally Retarded. Provision for education of such students may be made outside the normal school system.

Characteristics of slow learners:

1. In physical appearance they are no different from normal students and therefore likely to get admission into schools for normal students where the curriculum is drawn up to meet the needs of average

students. So they find it extremely difficult to cope with the education imparted in these schools, unless special provision is made for them and the curriculum is oriented towards practical and real life activities.

2. They are capable of being educated in ordinary schools and even achieving a moderate degree of success, if they are allowed to proceed at a slower pace and the syllabus is adapted to suit their abilities.
3. They will not be able to keep pace with the average students and never be able to learn all the things we expect normal students to master by the time they leave school.
4. They will not be able to go for higher studies despite all the guidance and educational facilities made available to them.
5. They have poor memory. Their attention span is short and they cannot concentrate on one topic for long time.

Identification of slow learner in the class

Early diagnosis of slow learner student is very necessary between the ages of 2 to 6 years. Teachers or parents can identify that the student is a 'slow learner' with a careful observation. They could easily identify some of the signs of a 'slow learner' as follows: 1. Speech defect 2. Language development problem with broken sentences 3. Assessments the level of vocabulary (vocabulary limited) 4. Verbal abilities 5. Short sentences, grammatically incorrect 6. Student odd Behaviour 7. Spelling Mistake 8. Interaction with other students 9. Class room Discussion 10. Reading problem 11. Lack of Interest 12. Slow response/ decision making.

Strategies to Improve Learning among slow learners

There are some strategies to improve Learning Capability in Slow Learners

1. Encourage even for a small achievement. The greatest factor for the success of the life of the student is the encouragement given to him or her. If we try to find out the factors resulting in slow learning, we can concentrate in those areas of the weak student. If we try to applaud him with encouraging words and give confidence, he or she definitely comes out in flying colours.
2. Special guidance beyond school hour The teachers should not hesitate to spend extra time after school hours with the students to clarify their doubts. The slow learners need special attention beyond school hours. If the teacher allot some extra time for the slow learners, then definitely they will improve. 3. Seating arrangement more often we see that the strong students in the class room don't wish to sit with the slow learners. The slow ones always sit with the slow ones. This is another cause for the less improvement of the slow learners. If the class teacher makes the seating arrangement in such a way that the strong ones sit with the slow learners and assist the slow learners whenever necessary then the slow learners will improve in their studies in less span of time.
4. Train them in improving their LSRW Skills Now-a-days English is being used as an official language and now it occupied the whole world and became a global language. So it is very important to know the English language. The slow learners must be created awareness regarding the importance of English in their day to day life and they must be taught how to gain proficiency in the four aspects such as Listening, Speaking, Reading and Writing which are the four pillars of any language especially for

English language. By following the instructions of the teacher, the overall communication skill of the slow learner can be enhanced and enriched.

5. Create confidence level in their interest areas. The teacher should observe the student and must try to understand the interest areas of the student without asking directly. Some of the slow learners might be interested in extracurricular activities. If the student plays, act, does some work the teacher or parent should find out his interest and specialty because every student is special. The encouragement can be started from the student's interest areas. When the student builds his confidence in his interest area then we can expand and inspire the same confidence in other areas also.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'.

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SLOW LEARNER AND METHODS TO IMPROVE LEARNING CAPABILITY BY USING ASSISTIVE TECHNOLOGY

Venumadhav.K, Research Scholar, University College of Education Kakatiya University, Warangal (T.S)

Manda Naveen, Research Scholar, Department of Value Education, Tamil Nadu Teachers Education University, Chennai.

Introduction

Slow learner - any student who continually encounters frustration with daily classroom activities but whose scores are not low enough to qualify for any type of child study team assistance. To label children as anything at all is deplorable, but to label them as 'slow' is demeaning and degrading-not to mention telling them they are not as good as others.

A child may be a slow learner for various reasons, including: heredity, inadequate brain development due to lack of stimulation, low motivation, attention problems, behavior problems, different cultural background from that which dominates in the school, or distracting personal problems

Sullivan has summarized the characteristics of slow learners as follows:

- Short attention and concentration span is less
- Slow reaction time.
- Limited powers of self-direction.
- Limited ability to work with abstractions and to generalize.
- Slowness to form association between words and phrases.
- Failure to recognize familiar elements in new information.
- Habits of learning very slowly and forgetting very quickly.
- Very local point of view.
- Inability to set up and realize standard or workmanship.
- Lack of originality and creativeness.
- Inability to analyze, to do problem solving or think critically.
- Lack of power to use the higher mental processes.

Identification of slow learner in the class

Early diagnosis of slow learner student is very necessary between the ages of 2 to 6 years. Teachers or parents can identify that the student is a 'slow learner' with a careful observation. They could easily identify some of the signs of a 'slow learner' as follows:

- Speech defect
- Language development problem (broken sentences)
- Assessments the level of vocabulary (vocabulary limited)

- Verbal abilities
- Short sentences, grammatically incorrect
- Student Behavior
- Spelling Mistake

If it is identified that a student is 'slow learner', proper evaluation should be done to identify the weakness of the student and relevant strategies must be implemented to overcome it.

Methods to improve Learning Capability in Slow Learners

- Fixing the goal and prescribing a Time table
- Giving Memory tips
- Giving importance in the class
- Self reading method
- Questions for practice
- Special guidance beyond school hour
- Seating arrangement
- Train them in improving their LSRW Skills
- Trace out the physical and mental problems if any
- Create confidence level in their interest areas
- Psychological Analysis and Problem solution
- Guidance from his/her level

Overview of Assistive Technology

AT is defined as any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of individuals with disabilities (The Technology Related Assistance for Individuals with Disabilities Act of 1988).

In reviewing the literature on AT for people with learning disabilities no articles included empirical data on any types of learning disabilities other than those related to reading and writing. Three forms of AT seem to be particularly suited to advancement of the reading and writing process for individuals with learning disabilities and/or learning difficulties. These include (a) optical character recognition (OCR), (b) speech synthesis (SS), also known as screen readers, and (c) voice recognition software (VRS), also referred to as speech recognition.

OCR software is used with a scanner to convert images (i.e., text material such as chapters from books, newspaper articles, and other printed material) to text and create documents, which can be "read" back to the user, using SS. SS provides auditory feedback via the computer. Some SS programs actually highlight the text, word for word, as it is being "spoken." The premise is that persons with learning disabilities often have phonetic awareness problems that negatively influence their ability to decode words,

thus affecting their ability to comprehend written text (Stanovich, Cunningham, & Freeman, 1984; Adams, 1990). Having text read out loud should increase comprehension.

Conclusion

Learning is an essential but complicated process that we follow life-long, from the moment we utter our first syllable to the time when we proudly hold high our college diplomas and beyond. The problem, however, is that not all children can adapt to a rigid style of learning. Some children just cannot cope with the fast-paced and rigid approach that is characteristic of conventional teaching. Due to this, a gap forms between their true ability and their performance level and such children are then dubbed 'Slow Learners'. Hyman and Rosoff (1985) contended that matching learning style with teaching style will augment achievement. Various researchers have suggested that matching instructors' preferred teaching style to students' preferred learning styles will produce higher academic success as measured by final exam scores and course grades. However, other researchers have contended that there is no significant relationship between style match and academic success.

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ENVIRONMENTAL EDUCATION FOR SLOW LEARNER'S: A STUDY

Dr.K.Vijayakumar, Asst. Professor (SG), **Dr.B.Mahadevan**, UGC-Post Doctoral Fellow

S.Saravanaraj, Ph.D., Research Scholar

Department of library and information science, Annamalai university, Annamalai Nagar

Introduction

Education is a comprehensive concept that contains methods of learning. A method of learning is a process that includes the procedures used by the teacher to achieve particular targets for the students. Some of the traditional methods of learning include distance learning, discussion, lecturing, teamwork, workable demonstrations, lab, programmed instruction solving problems, discovery, Inquiry and others as mentioned. Advances in communication and computer technology have altered classic methods for learning. Since 1960's much potentials and money have been placed on developing computer-based education systems. Currently, there is focus to use the computer and communications technologies in education. The evolution of computer technology has opened up new potentials for training and education. Currently, Computer-based learning techniques provide an environment to create interactive interfaces, due to the improvement of communications and computer technologies.

Research Significance

The current study will design a system that can be very useful in defining the patterns of better achievement to help slow learners in enhancing their academic achievements; this can be signed in the following fields:

- Find out if the data mining techniques are good in E-learning and traditional learning.
- Schools of slow learners: where they can guide slow learners to achieve higher education and academic achievements
- Slow learners: by developing their skills and educational levels.
- Teachers of slow learners: where their efforts could be saved by this system.
- Materials of slow learners: these materials could be designed in suitable patterns that help slow learners in their education speed.

Literature of review

Due to their unique characteristics of slow learners (Chauhan, 2011), their education must be altered and geared to their slower pace of learning (Borah, 2013; Lohman, 2011; Placement, 2010; Krishnakumar et al., 2006). Denying their disabilities and pretending that they are able to learn as normal students will be detrimental to their development (Idol, 2006).

Elearning is abbreviation of electronic learning, which is acting as a method of technological, educational that aims to improve the process of education via supplying easiest methods and approaches in the learning which is depending on the multimedia technologies (Mohammad, T,2013); from the learning materials a big mount of information is composed. So that, the process of analyzing this data manually, becomes very complicated. Some of the tools help in the process of reporting a useful information which is worthy in analyzing the pattern behavior of the student (Moore,J 2011).

Learning Characteristics of Slow Learners:

- They perform at a higher level when information is presented in a concrete fashion. The more abstract a concept or teaching technique, the more difficult it is for them to learn.

- They do not transfer or generalize skills, knowledge, and strategies as well as their sameage peers. They tend to learn what is taught quite well but have difficulty transferring and applying the concepts taught to new situations.
- They have difficulty cognitively organizing new material and assimilating incoming information into previously acquired information.
- They have difficulty with long-term goals and time management.
- They benefit from increased academically engaged time. They often require extra practice and more time on task to develop the same level of academic skills as their typically developing peers.
- They nearly always develop academic motivation deficits.

Methods to improve Learning Capability in Education for Slow Learners

Encourage even for a small achievement

The greatest factor for the success of the life of the student is the encouragement given to him or her. If we try to find out the factors resulting in slow learning, we can concentrate in those areas of the weak student. If we try to applaud him with encouraging words and give confidence, he or she definitely comes out in flying colours. The most important cause of his weakness is inferiority complex and stage fear. Some of the teachers always give importance to the good students and neglect the weaker ones in the class. Encouragement can change the whole personality of a student.

Fixing the goal and prescribing a Time table

The teacher should observe such students and must inspire them to fix the goal for the life and help him to make a time table for every day work so that the student will be captured through the time table to do the things at the right time.

Giving Memory tips

The teacher's role is to give the tips such as 'how to recall', 'in which way to write systematically', 'when to learn', 'how to learn' and 'what to learn'.

Giving importance in the class

If the average students do not understand what the teacher is teaching and are just running towards the completion of syllabus then the whole teaching is futile. Sometimes it is very urgent to go near the weak student and ask personally whether he has understood or not. Here the teacher's approach of enquiring should be very polite and sweet.

Self reading method

Most of the slow learners are found to be very slow in reading. They neglect self reading. They may have the problem of understanding the language and thereby do not take interest to read. Reading is one the important skill. If the student is given some extra time for understanding the key words, then he or she will definitely improve.

Questions for practice

Some questions can be given time to time to engage the learner in the habit of study. That is a practice which can enable the student to come across the learning point at a regular basis.

Special guidance beyond school hour

The teachers should not hesitate to spend extra time after school hours with the students to clarify their doubts. The slow learners need special attention beyond school hours. If the teacher allot some extra time for the slow learners, then definitely they will improve.

Seating arrangement

More often we see that the strong students in the class room don't wish to sit with the slow learners. The slow ones always sit with the slow ones. This is another cause for the less improvement of the slow learners. If the class teacher makes the seating arrangement in such a way that the strong ones sit with the slow learners and assist the slow learners whenever necessary-then the slow learners will improve in their studies in less span of time.

Train them in improving their LSRW Skills

Now-a-days English is being used as an official language and now it occupied the whole world and became a global language. So it is very important to know the English language. The slow learners must be created awareness regarding the importance of English in their day to day life and they must be taught how to gain proficiency in the four aspects such as Listening, Speaking, Reading and Writing which are the four pillars of any language especially for English language. By following the instructions of the teacher, the overall communication skill of the slow learner can be enhanced and enriched.

Trace out the physical and mental problems if any

The teacher should find out regarding the physical and mental problems of the slow learners. If the student is not writing anything from the black board, it may be due to his or her poor eye sight or due to lack of proper concentration. If the student is not obeying the words of the teacher, it may not be due to negligence; it may be due to some mental disability. Some students are severely affected by the physical problems which make them lazy to read and write. First the teachers at school and the parents at home must find out the problems and then treat them accordingly.

Create confidence level in their interest areas

The teacher should observe the student and must try to understand the interest areas of the student without asking directly. Some of the slow learners might be interested in extracurricular activities. If the student plays, act, does some work the teacher or parent should find out his interest and specialty because every student is special. The encouragement can be started from the student's interest areas. When the student builds his confidence in his interest area then we can expand and inspire the same confidence in other areas also.

Reading Techniques

Teach the student specific reading techniques e.g. pre-reading routine, word attack technique, self-correcting skills and give very specific instructions to the slow learner without discouraging. The inferiority complex and the stage fear in the student must overcome by mere practice. Simple paragraphs must be given to him/her to read aloud standing on dais. A collar mike must be provided if possible so that it would be audible for all the students.

Audio-visual Aids

Using of audio-visual aids and other electronic gadgets may generate more interest in the student to learn. The classroom atmosphere will not be boring, the learning process will not be monotony and the teaching will not be mechanical. Now-a-days most of the schools are furnished with e-class rooms.

Interact with parents

Let the parents be intimated about the progress of their child. Arrange a parents-meet if possible and see if they have any extra information that will help you. Seek the assistance and involvement of parents in providing a quiet, well organized place- a homely school in which the student can work whole-heartedly and efficiently. Parent Associations and Parent committees assist for the smooth running of the school or college.

Conduct Group Discussions

Students learn a lot from the peer group. Unconscious learning does not take place if students are segregated. Keeping the slow learners in the peer group of bright students and paying individual attention to them by the teacher will enable them to overcome their difficulties. Student is central in the learning process. The learning experiences should be activity-oriented and the teaching should motivate and create interest in the student to learn on his own. When group discussions are conducted in the classroom giving a topic to the students, the slow learners are benefited much.

Conclusion

In conclusion, the provision of a conducive preschool physical environment for slow learners must adhere to special criteria, in line with their specific characteristics and requirements. It must be appropriate, comfortable, well-defined and safe in order to maximise their learning. Hence, the comfort conditions, spatial planning, quality of furnishing and finishing and safety features are important physical attributes to consider for conducive learning environment. A comprehensive understanding of their uniqueness in terms of the slow learners' mental, social and behavioural states and how they differ from and interact with other children is therefore crucial as it allows us to tailor our design better to cater their needs fully. This paper is the outcome of the first stage of a study into the physical environmental needs of preschool slow learners. It is hoped that this research is able to stimulate more interest in the area, encourage more serious consideration regarding mental and physical needs of slow learners and contribute significantly to the design of their preschools in the future.

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TEACHING THE SLOW LEARNER STUDENTS WITH E-LEARNING ENVIRONMENT

S. Sakthikannan, Ph.D., Research scholar, Department of Education , Annamalai University. Dr. M. Harikrishnan, Professor & Head, Department of Education, Annamalai University,

Introduction

Background Education is a comprehensive concept that contains methods of learning. A method of learning is a process that includes the procedures used by the teacher to achieve particular targets for the students. Some of the traditional methods of learning include distance learning , discussion, lecturing, teamwork, workable demonstrations, lab, programmed instruction solving problems, discovery, Inquiry and others as mentioned in .Advances in communication and computer technology have altered classic methods for learning. Since 1960's much potentials and money have been placed on developing computer-based education systems. Currently, there is focus to use the computer and communications technologies in education, recently, distance learning classes can be self paced learning materials and threaded argumentations transferred over the web to concurrent classes where students can learn through audio, text, or video on the web system. On the other hand, distance E learning provides fewer chances to measure the reactions of students as clear in a traditional classroom as mentioned . The usage of E-learning is not limited to the place and time. The student can learn any place and at any time as they desire, according to authors in Distance education is a mode of transferring education and materials to students who do not physically exist in a classic setting such as a schoolroom. Research Significance The current study will design a system that can be very useful in defining the patterns of better achievement to help slow learners in enhancing their academic achievements; this can be signed in the following fields: Find out if the data mining techniques are good in E-learning and traditional learning. Schools of slow learners: where they can guide slow learners to achieve higher education and academic achievements Slow learners: by developing their skills and educational levels. Teachers of slow learners: where their efforts could be saved by this system. Materials of slow learners: these materials could be designed in suitable patterns that help slow learners in their education speed.

The role of technology in education

Learning with technology has become essential in today's schools. Worldwide, governments, education systems, researchers, school leaders, teachers and parents consider technology to be a critical part of a child's education. In Australia, it is acknowledged that advances in technology have an influence on the way people create, share, use and develop information in society, and that young people need to be highly skilled in their use of information and communications technologies (ICT). This educational aspiration is a cornerstone of the Melbourne Declaration on Goals for Young Australians (MCEETYA, 2008) and ICT competence is realised as one of the general capabilities in the Australian Curriculum (ACARA, 2011).

Learning with technological tools

The contemporary curriculum guides teachers to facilitate the development of adaptable and flexible learners who know how to take on new tasks and situations, quickly and easily. Students will need to be good communicators who can competently discuss topics with others and effectively share their ideas in many forms and for different purposes. Students will need to possess excellent collaboration

skills and be able to work together with many different types of people, each of whom has her or his own special disciplines and unique ways of learning and working together. Furthermore, students will need the ability to create in a variety of manners and bring their visions and ideas alive through different types of media. In this section, we discuss the ways in which students can learn to understand, communicate, collaborate and create using different modes of technology, and how teachers can use technology to assist their students in transforming knowledge and skills into products, solutions and new information.

Technology for understanding

How do we learning and remember? This view of learning is the information processing perspective, which considers learning as a change in knowledge in our stored memory. When we pay attention to inputs into our sensory register, these inputs (or information) become part of our working (short-term) memory. If we want to retain this information, it needs to be encoded as schematic into our stored (long-term) memory. Then we need to be able to retrieve this information from our stored memory to use it later (Atkinson & Shiffrin, 1968). Teachers can support students to process information by helping them to organise new information, link it to their existing knowledge and use memory aids to retrieve information. Digital learning resources and computer software can be used to facilitate these processes.

Digital learning resources

Digital learning resources support information processing by helping students to develop mental representations through the mix of media elements presented to them. Digital learning resources include content and, sometimes, learning activities. They combine multimedia elements including text, image, video and audio to present information. Research on multimedia learning have demonstrated more positive outcomes for students who learn from resources that effectively combine words and pictures, rather than those that include words alone (Mayer, 2008).

Traditional Learning versus E-Learning

In order to define the process of learning, it can be defined in this way, that person can get the knowledge and learn in various ways from helping others in the learning, questioning, doing, watching and listening. Different knowledge processes available for different learners, priorities of the learning style and the past experiences have been applied in the process of learning. The learning style that deal the learner in an individual way, will impact on the manner of processing information during thinking and learning, and this will be have a major impact on the effectiveness of the learning and the efficiency. There are 3 dimensions for the preferences of learning "Dependent Learners": in this dimension, it prefers an instructor, programs that highly structured with straightforward assignments and estimate by the instructor of the course "Collaborative Learners": in this dimension, it has a discussion oriented and support group projects, social interaction and collaborative assignments.

Conclusion

The benefits of e-learning tools are innumerable since e learning has developed the learning and teaching methods in an obvious way. There is no doubt in the facilities that have been offered for teachers from e-learning tools; where there are many problems that faced teachers who use traditional teaching methods, in which e-learning have solved those problems effectively. There are huge databases appeared in various computerized systems which require special algorithm to retrieve information.

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TEACHING METHODS AND TECHNIQUES TO ENHANCE LEARNING AMONG THE SLOW LEARNERS

S.Thanalakshmi, Assistant Professor of Physical Science, Government College of Education, Vellore-6

Introduction

Slow learners are being a part of regular schools, thus only proving that they are not physically or mentally disabled but only pace disabled. The only problem with them is that they learn concepts and achieve developmental milestones at a pace slower than their peers if they do not suffer from any other disabilities. Teachers and parents play pivotal roles in a slow learner's life. Their support and motivation go a long way to help such children overcome their hurdles. This duly signifies that teachers and parents have added responsibility from schools and society toward them. So they find it extremely difficult to cope with the education imparted in these schools, unless special provision is made for them and the curriculum is oriented towards practical and real life activities. They are capable of being educated in ordinary schools and even achieving a moderate degree of success, if they are allowed to proceed at a slower pace and the syllabus is adapted to suit their abilities. They will not be able to keep pace with the average students and never be able to learn all the things we expect normal students to master by the time they leave school. So creating a healthy and conducive environment for a slow learner is of utmost importance to improve their pace.

Every Teacher Should Know about Slow Learners

Slow learners want their teachers to know...

1. We Need More Time to Figure Things Out
2. We Need More Explanation and Direct Instruction
3. We Need Help in Organizing Our Work, Our Desk, and Our Priorities
4. We Need to Know Why We Have to Know What You Are Teaching Us
5. We Have Difficulty Focusing Our Attention on Learning Tasks
6. We Sometimes Have a Hard Time Sitting Still

Teaching methods and techniques to enhance learning among the slow learners

1. Encourage even for a small achievement

The greatest factor for the success of the life of the student is the encouragement given to him or her. If we try to find out the factors resulting in slow learning, we can concentrate in those areas of the weak student. If we try to applaud him with encouraging words and give confidence, he or she definitely comes out in flying colours. Encouragement can change the whole personality of a student.

2. Fixing the goal and prescribing a Time table

The student should be persuaded to make a time table for the study purpose. The teacher should observe such students and must inspire them to fix the goal for the life and help him to make a time table for every day work so that the student will be captured through the time table to do the things at the right time.

3. Self reading method

Most of the slow learners are found to be very slow in reading. They may have the problem of understanding the language and thereby do not take interest to read. Reading is one the important skill. If the student is given some extra time for understanding the key words, then he or she will definitely improve.

4. Special guidance

The slow learners need special attention beyond school hours. If the teacher allot some extra time for the slow learners, then definitely they will improve.

5. Trace out the physical and mental problems

The teacher should find out regarding the physical and mental problems of the slow learners.

If the student is not writing anything from the black board, it may be due to his or her poor eye sight or due to lack of proper concentration. If the student is not obeying the words of the teacher, it may not be due to negligence; it may be due to some mental disability. Some students are severely affected by the physical problems which make them lazy to read and write. First the teachers at school and the parents at home must find out the problems and then treat them accordingly.

6. Create confidence level

The teacher should observe the student and must try to understand the interest areas of the student without asking directly. Some of the slow learners might be interested in extracurricular activities. The encouragement can be started from the student's interest areas. When the student builds his confidence in his interest area then we can expand and inspire the same confidence in other areas also.

7. Identify the Problem

Primarily we have to search the problem area of the student. The problem of the student may be his family or friends or his personal condition. If we go on asking some personal questions like a relative, then we can understand the problems and difficulties of the slow learner. The parents and teachers can get solution for the problems being encountered by the slow learners.

8. Be a friend to the Slow Learner

Be a friend to the slow learner. Teacher should spend more time in interacting with them friendly with more patience. Unknowingly when the friendship is built with that student, then the student starts respecting the teacher. The learner will also feel grateful to the teacher because the student recognises that the teacher is taking more individual care in his studies and whatever the teacher says, the student obeys it. The mystery of all success is mutual understanding, team work, collective effort and friendship.

9. Intensive Session

Create an opportunity for intensive sessions with the student, using individual or small group sessions. Do not feel frustrated that teaching them is a burden. Recall that teaching profession is a Noble profession. Use interesting, challenging, self-correcting extension work for the rest of the class while you spend time over teaching

10. Enhance Curiosity

An easy way to make learning more affective is to foster curiosity in class. It makes learning more interesting and funny. Curiosity can be enhanced by introducing novelty and variety in instructional techniques. Involving students in decision making or sharing power in the classroom is also a way of fostering affective teaching and learning. When the teacher makes decisions with the students about the content, assignments, deadlines, class tests, and future learning, they feel empowered and it makes the whole process more democratic. It helps in making their attitude towards their teacher and learning more positive.

11. Conduct Group Discussions

Students learn a lot from the peer group. Keeping the slow learners in the peer group of bright students and paying individual attention to them by the teacher will enable them to overcome their difficulties. Student is central in the learning process. The learning experiences should be activity-oriented and the teaching should motivate and create interest in the student to learn on his own. When group discussions are conducted in the classroom giving a topic to the students, the slow learners are benefited much.

12. Suitable Curriculum

Suitably tailored lesson plan by the teacher and careful monitoring by the school administration will help slow learners have a better grasp of all lessons in schools. The panel must keep the slow learners also in mind and must frame the syllabus. The lessons thus framed must be beneficial to the slow learners in their day to day life and must improve their knowledge to a vast extent.

Conclusion

A very big problem that every school faces is the difficulty to deal with the slow learners. First and foremost it is very important to develop confidence in the child that he or she can learn. The teacher has to use a different approach to make the student understand like teach him or her most basics without assuming that the student is supposed to know the basics. By following the above mentioned methods, any teacher, facilitator, instructor, mentor, lecturer, professor etc., who are teaching for slow learners not-only can improve the learning capability of the slow learners but-also can make them successful students in academics at-part with other students of their class/peer group.

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