

Efficiency Test of Multilingual and Expandable Multimedia Software "Dyslearning" Developed for Improving Reading Skills

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15-25% of children in the world have difficulties with reading. [2] It can be caused by injury of vision or hearing, verbal or linguistic deficiencies, troubles in spatial orientation, recollection debility, debility in dividing talking into elementary parts, lack of concentration, motivation troubles or maybe the parents' relation to reading. [3],[4],[5]

In the presentation a program is introduced which promotes children (especially who suffer from dyslexia) to become acquainted with characters, words and reading. [6] It makes children drill reading as they have to read words several times to solve the actual task. At the same time this happens in a playful form. Children do not feel that they are made read the same thing several times.

The skill-improving program was made for (private) lessons. The teacher can choose a text to be read, set the font type and size; store the results of pupils in separate files that enables tracing of their development.

The program developed by us improves multifarious skills in a playful form. It is a great advantage that every text, picture, bonus prize animation and even the buttons are imported from external files, so these are exchangeable and expandable arbitrarily. Reading texts can be written - e.g. in Word - by anyone, pictures can be scanned or drawn, bonus prize animation can be made in the form of animated GIF's or downloaded from the Internet. A further advantage of the exchangeability is that the software can be rewritten to other languages (e.g. English, German etc.) without any programming tasks. As an English version of the program is also planned an English name was chosen for it: DysLearning.

The program is being tested by pupils of 6-14 ages in several elementary schools, where an efficiency test is made with a control group. For this efficiency test texts to be read for different age-groups were sent; 7 texts for pupils belonging to the 1-2. classes, 6 ones for pupils belonging to the 3-4. classes and also 6 ones for pupils belonging to the 5-8. classes. In case of the 1-2. classes there is a line after 60 words, in case of the 3-4. classes after 80 words and in case of 5-8. classes after 100 words. It is examined how long pupils need to read these texts to the line before and after using the program, and how many mistakes they have while reading. It is measured whether children who use the program developed by us can read these texts "better" than children who do not use it. The time of reading and the number of mistakes are noted on a result-sheet.

For treating the problems of children suffering from dyslexia were made some programs earlier as well. But for such a program, which is expandable, there were no attempts. Many ardent teachers need to be able to compile tasks suitable for special claims. It is easy with our program. We also plan to prepare a teacher module that makes compiling new tasks even easier. The software will shortly be completed with a map exercise that improves the spatial orientation of children. We hope that this playful skill-improving software will help every child suffering from reading troubles.

References

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