

Explicit teaching on reading strategies: A pre-post design study on students with learning disabilities

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Abstract

The objective of this study was to evaluate 60 fifth standard students with learning disabilities (IQ higher than 85 and reading skills below expectation) a strategy program by Explicit Teaching on reading comprehension. The new strategy was given to the experimental group by their general or special education teachers, whereas the control group received traditional reading instruction. A pre test and post test design (experimental and control group) was used to assess strategy knowledge on reading comprehension. The findings show a significant difference in strategy knowledge on reading comprehension in the experimental group.

Key Words: Learning Disability, Explicit Teaching, Reading Comprehension

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