

Challenges Faced by Teachers in Teaching Literacy and Numeracy for Slow Learners

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Abstract

The current study explored pedagogical strategies carried out by teachers to support special need children in improving their level of literacy and numeracy. The current study utilized qualitative research design where classroom observations were carried out to explore teaching activities used by teachers in teaching language and mathematics. It was then followed by a focus group discussion to identify problems faced by children in numeracy and literacy. This research was carried out in one of the elementary schools in Yogyakarta, Indonesia. Data collected was analyzed manually by focusing on the main aspects. Results demonstrated that 27 activities were frequently used by teachers in teaching language and mathematics. Those activities are the common teaching practice for slow learners. In order to evaluate the effectiveness of those practices, a focus group discussion with a group of students was carried out. Results revealed that most students have problems in literacy (spelling, reading complex words, and write long words) and numeracy (counting, subtraction, multiplication and divide). As the common teaching practice was found to have minimal effect on children's literacy and numeracy, the current study suggests rethinking of a new pedagogical approach for improving literacy and numeracy for slow learners.

Keywords: pedagogical strategy, slow learners, literacy, numeracy, teachers, special need children

1. Introduction

Improving literacy and numeracy is the main priority and becomes the national strategy in most of the countries in the world (Quinn, 2011). Many countries introduce various educational plans and pedagogical practices to improve literacy and numeracy. For instance, the Irish Department of Education and Skills has introduced and funded where the set targets to be met by 2020 are really high. In Poland, OECD (2015b) has reported that "Literacy and numeracy skills of 16-65 year olds in Poland are below the average of countries participating in the Survey of Adult Skills, while 16-24 year-olds score above the average in literacy and around the average in numeracy (p.4)". In Indonesia, improving numeracy and literacy rates among people are also the main educational priority (OECD 2015a) has also listed several strategies for improving numeracy and literacy for children in Indonesia. In the late 1990s, most countries realized that improving literacy and numeracy among children has a strong connection with children ability. Since then, the spectrum of research on literacy and numeracy has been expanded into education for special needs. The terms such as learning disabilities and learning difficulties are frequently used in public when discussing numeracy and literacy. In educational context, the majority of scholars believe that pedagogical strategy for special education requires specific approaches and techniques. This is due to learners' diversity in terms of their cognitive levels, emotional development stages and various stages of mental practices. One of the pedagogical strategies used in teaching and learning for children with special needs is a mediation technique. Mediation techniques refer to strategies that integrate all the elements of reading, listening, playing, acting and role playing. Past research also suggest the importance of using modern technological tools to support learning for children with special needs. Although those suggested strategies are found to be useful, teachers have their preferences to carry out activities that are suited with the children need and school environment. This implies that teachers play a great in teaching school pupils.

1.1 Problems

There are few terminologies used in past studies while discussing learning strategies among slow learners such as learning disabilities, learning disorders, intellectual disabilities and learning difficulties. In clinical psychology,

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Jeanne Sternlicht Chall



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Reading Roger C. Farr,1981 Intended to help reading educators keep their teaching practices and goals up to date this booklet examines current reading instruction and assesses the state of reading research and trends Following a brief discussion of the meaning of reading and literacy a section on the status of reading discusses how well children read today and whether the teaching practices of the past are really the answer to today s reading problems The next section on research on teaching reading gives a historical overview of reading research trends discusses the research focus on comprehension and its implications for teaching and examines the critical role of the teacher in reading instruction A bibliography concludes the booklet HTH

Resources in Education ,1999-04 The Reading Teacher ,1982 *Today's Education* ,1983 A Guide to Developing Learning Across the Curriculum ,1990 International Summit on the Teaching Profession Valuing our Teachers and Raising their Status How Communities Can Help Schleicher Andreas,2018-03-15 There is increasing recognition that teachers will play a key role in preparing students for the challenges of the future We expect teachers to equip students with the skill set and knowledge required for success in an increasingly global digital complex uncertain and volatile world

The Academic Achievement Challenge Jeanne Sternlicht Chall,2002-03-01 Looks at a variety of education reforms and innovations over the past one hundred years to find the best approach to teaching *Books in Series, 1876-1949* R.R. Bowker Company,1982

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comprehensive critical analysis of instructional level pedagogy Shanahan exposes its shaky foundations and shows how faulty research findings have become so entrenched He gathers an extensive body of research studies that overwhelmingly contradict the instructional level theory and offers an evidence based consideration of how educators must instead use grade level reading to bring about maximum learning gains This seminal book concludes with practical advice for implementing grade level reading instruction including detailed descriptions of the types of instruction and scaffolding needed to increase students reading achievement from teaching decoding and challenging texts to scaffolding reading to maintaining motivation Shanahan asserts that a better approach can ensure that all students have an opportunity to leave high school with reading abilities commensurate with their personal social civic and economic goals **Subject Catalog** Library of Congress,1982

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double the pay of the teachers they will somehow suddenly be interested in teaching Still others say that with television and VCRs everywhere who needs to read and write anyway In this book we have collected citations sorted and indexed them in a way which we hope will be useful for those seeking further information on this topic At the beginning we offer excerpts from some of the fundamental reports summarising the dismal situation *Conference Proceedings - International Reading Association* International Reading Association,1964

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