

# 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,

# Reading Trends And Challenges What Research Says To The Teacher

**Jeanne Sternlicht Chall**



## **Reading Trends And Challenges What Research Says To The Teacher:**

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 Contemporary Trends in Education: A Handbook for Educators Vandana Saxena, 2011 Contemporary Trends in Education A Handbook for Educators is an enriched resource for future teachers and teacher educators working with limited resources It provides in depth theoretical underpinnings and discusses the planning formats and implementation schemes extending to the real classroom and the field situations The text aims to complement the teacher educators experiences which would feed into the respective teacher training programmes benefitting their students and gradually add strength to school education It is based upon course specific enrichment material for pre service as well as in service teacher training programmes for all levels of school education Leveled Reading, Leveled Lives Timothy Shanahan, 2025-07-28 An engaging and evidence based examination of how reading instruction has been misinterpreted and misapplied for decades and how to right the course to improve reading skills for all students In Leveled Reading Leveled Lives leading literacy expert Timothy Shanahan curates a lively tour of the history of reading instruction in the United States arguing that the most popular reading instruction method is failing students and suppressing their literacy achievement He breaks down the reasons why teachers and researchers alike have favored this accepted wisdom known as instructional level theory in US schools over the past five decades and presents a compelling case for a new way forward that will bolster students reading skills Today it's not uncommon to find students in a fourth grade classroom reading books suitable for third second or even first graders Teachers suggest books to students at their deemed instructional levels but how these instructional levels are determined is suspect With a 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 *The Reading Teacher*, 1982 **Today's Education**, 1983 *Books in Series, 1876-1949* R.R. Bowker Company, 1982 **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 **A Guide to Developing Learning Across the Curriculum**, 1990 *Research in Education*, 1973

**Geoscience Research and Education** Vincent C. H. Tong, 2013-09-12 Focusing on geoscience this book applies a uniquely cross disciplinary perspective to its examination of the relationship between scientific research and teaching at universities Contributions show how the use of technology and innovative pedagogical design allows students at different stages of their university studies to develop skills and experience in geoscience research The book offers wide ranging insight from academics in geoscience science education and higher education policy and pedagogy as well as from students and industry experts The opening section sets the context with a chapter on teaching and research in the contemporary university by a world leading academic in higher education and an essay by the editor on the case of moving from research implicit to research enhanced teaching Part Two addresses the research teaching nexus in geoscience offering chapters entitled The Challenge of Combining Research and Teaching A Young Geoscientist's Perspective Teaching on the High Seas How Field Research Enhances Teaching at All Levels Curricula and Departmental Strategies to Link Teaching and Geoscience Research and Geoscience Internships in the Oil and Gas Industry among others In Part Three the use of technology is discussed in chapters such as Using Interactive Virtual Field Guides and Linked Data in Geoscience Teaching and Learning and Towards Technology and Research enhanced Education TREE Electronic Feedback as a Teaching Tool in Geoscience The Program Design section includes chapters on Introducing University Students to Authentic Hands on Undergraduate Geoscience Research and the opportunity to link research and teaching in students final projects and more Geoscience Research and Education Teaching at Universities is a useful resource for understanding the research teaching nexus and how it has been implemented in different types of universities and in different countries Science academics seeking to integrate research into teaching will find the book highly relevant to their work The emphasis on using technology as a means to link research and teaching will be of great interest and practical benefit to learning technologists science educators and university policymakers Together with the companion volume Geoscience Research and Outreach Schools and Public Engagement this book showcases the key role that geoscience research plays in a wide spectrum of educational settings **Subject Catalog** Library of Congress, *English for Business Studies Teacher's Book* Ian Mackenzie, I. E. Mackenzie, 2010-04 A reading speaking listening and writing course for learners with at least an upper intermediate level of English who need to understand and express the key concepts of business and economics **Monographic Series** Library

of Congress, **Resources in Education** ,1997 Journal of Research and Development in Education ,1983

*Redefining Educational Leadership in Central Asia* Mir Afzal Tajik,Tsediso Michael Makoelle,2024-03-21 Redefining Educational Leadership in Central Asia brings together the voices views experiences and reflections of educational leaders from both secondary schools and higher education institutions in Kazakhstan and Kyrgyzstan Challenges to Meet Robert Farrar Kinder,1969 **The Routledge Handbook of Chinese Language Teaching** Chris Shei,Monica McLellan Zikpi,Der-Lin Chao,2019-07-22 The Routledge Handbook of Chinese Language Teaching defines Chinese language teaching in a pedagogical historical and contemporary context Throughout the volume teaching methods are discussed including the traditional China based approach and Western methods such as communicative teaching and the immersion program The Handbook also presents a pedagogical model covering pronunciation tones characters vocabulary grammar and the teaching of listening speaking reading and writing The remaining chapters explore topics of language assessment technology enhanced instruction teaching materials and resources Chinese for specific purposes classroom implementation social contexts of language teaching and language teaching policies and pragmatics and culture Ideal for scholars and researchers of Chinese language teaching the Handbook will benefit educators and teacher training programs This is the first comprehensive volume exploring the growing area of Chinese language pedagogy **Literacy** S. N. Colamery,2000 Literacy is defined as the ability to read and write One would expect that as the world enters the 21st century of the Third Millennium we wouldn't even need to discuss such a topic But alas that is not the case Even in the United States the only so called superpower left standing at the moment the rate of illiteracy is astonishing Some cynics say that there is no cause for alarm since the rich elite class needs millions of workers for low paid jobs and the less educated the better Others say that the lack of literacy is the fault of the schools and that if we 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

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