

COUNTERBALANCING LANGUAGE DISORDERS OF PRIMARY SCHOOL PUPILS BY ROLE PLAYING

Karla Barth*

University of Oradea
Romania

Adela Bradea**

University of Oradea
Romania"

Abstract

Dyslexia and dysgraphia are some of the most common learning disorders of primary school pupils. The children usually have problems in understanding and learning new words, which leads to the impossibility of proper vocabulary development, to inadequate speaking level for their age. Because of a poor reading comprehension, there is a disrupted language, with omissions or extra words that have no relevance to the text. The dyslexic child has persistent disorders; in practicing writing, he/she stumbles over assimilating and learning spelling and writing rules. In relation to others, he/she is reluctant, shy and rather non-communicative; he/she finds it difficult to adapt to the group and its rules. Because of this, the child is prevented from developing balanced social relationships and he/she encounters learning impairments. The present study intends to underline the effectiveness of role-play in counterbalancing and correcting language disorders, in general, and reading disorders, in particular. It presents some of the results of an experiment conducted during the last school year (2014-2015).

Keywords: learning disorders; dyslexia; dysgraphia; role-play

* Associate professor, PhD, Department of Educational Sciences, Faculty of Social and Humanistic Studies, University of Oradea, Romania; e-mail: karla_barth@yahoo.com

** Lecturer, PhD, Department for Teacher Training, University of Oradea, Romania; e-mail: adelabradea@yahoo.com