ABSTRACT

The present research aims at investigating the potential of indigenously developed computer - assisted reading materials for teaching the English language to dyslexic students of elementary level in Pakistani mainstream schools. In doing this, grade VI students from a public school were screened using the Learning Disabilities Checklist. Twenty purposively selected participants with a checklist score of 50% or more formed the study sample. Computer assisted reading materials were designed in the light of Mayer's (2005) Cognitive Theory of Multimedia Learning. A two - week treatment was administered to the students in the computer lab of a public high school. Data collected from the pretest and post - test scores of the participants were analyzed using descriptive statistics and paired sample t - test. The study's findings reveal the efficacy of specifically designed computer - assisted reading materials for teaching the English language to Pakistani mainstream school dyslexic students of elementary level.