

AIM OF THE STUDY To undertake an evaluation of the impact of using a ReaderPen™ on primary school children who have literacy issues.

8 WEEK PROJECT

Students who were in years 4, 5 and 6, and had a profile of Dyslexia were identified. Eighteen students were selected to participate in the project.

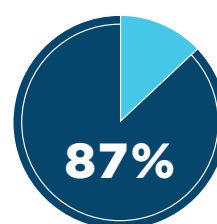
2 criterion referenced standardized tests were selected to measure the students' competency levels in reading and comprehension.



The reading accuracy in read aloud graded text (NARA-II) revealed a mean difference between pre-and post-testing of 7.04 points on standardized scores that is from 6.11 to 8.00 years-a difference of 13 months.



The comprehension component of the same test showed a mean difference between pre-and post-testing of 6.2 points on standardized scores that is from 6.09 to 7.07 years- a difference of 10 months.



of the students claim that the ReaderPen™ besides being user friendly it also helped them in reading and comprehension.

Do you think the ReaderPen™ helped you in reading and comprehension?

		Frequency	Percent
Valid	Yes	13	86.7%

Was it easy to use the ReaderPen™?

		Frequency	Percent
Valid	Yes	13	86.7%

How many times did you use the ReaderPen™ in class?

		Frequency	Percent
Valid	Yes	3	20.0%
	Sometimes	9	60.0%

How many times did you use the ReaderPen™ at home?

		Frequency	Percent
Valid	Always	1	6.7%
	Often	2	13.3%
	Sometimes	10	66.7%

The current study has shown how the ReaderPen™ improved the understanding and reading of English texts. The ReaderPen™ should serve as a tool that help students with learning needs to integrate better in the school curriculum. The school senior management should acknowledge that the ReaderPen™ offers better access to learning. This should not be limited to particular lessons but the device can be used in any English based subjects. In this manner educators will be fostering independent reading. Parents should be encouraged to help their children to use the ReaderPen™ to become independent readers.