

THE EFFECTIVENESS OF TEACHING METHODS USED FOR LEARNERS WITH LEARNING DISABILITIES (LDS) IN ZIMBABWEAN PRIMARY SCHOOLS

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ABSTRACT

Learning Disabilities (LDs) are neurobiological disorders with potential to affect every person in his or her Lstages of development. LDs are usually interchanged with intellectual disabilities formerly known as mental retardation. They are a life-long condition which may impact negatively in people's lives. Considering their effects this study was developed with a view to minimise the impact of LDs on individuals through applying appropriate teaching methods. A Case study using randomly selected 40 school teachers, 4 school heads and 4 school deputy heads was carried out to investigate the effectiveness of teaching methods used for learners with LDs in Zimbabwean primary schools. Interviews were used to elicit information on the topic. The findings revealed that the majority of teachers' methods used to address LDs in most primary schools in Zimbabwe were found partially effective and the majority of learners with LDs had lower passes in their learning. This was due to teachers' less qualification in teaching LDs and high workload where teacher-pupil ratio did not allow individual teaching to address learners' conditions. Literature suggested task analysis as an effective method of teaching learners with LDs. Some of the identified conditions of learners included; dyslexia, poor attention span, poor memory and mathematics calculation just to mention a few. The study recommended that all regular teachers should receive compulsory training in the area of LDs. The establishment of policies on LDs was highlighted as very essential in the education system. Researchers also recommended that school heads should be empowered to supervise the teaching, learning and assessment of learners with LDs with a view to strengthen the effectiveness of teaching methods for learners with LDs.

KEYWORDS: *Poor, Government, Teaching Methods, Primary Schools, Child, Special Education.*