



A DESCRIPTIVE ANALYSIS OF ERROR AND ERROR CORRECTION IN ORTON-GILLINGHAM LESSON

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ABSTRACT Orton-Gillingham (OG) is a powerful approach to teach reading and spelling that uses instruction that is multisensory, sequential, incremental, cumulative, individualized, phonics-based, and explicit. OG approach follows structured literacy instruction to remediate reading and spelling difficulties in struggling readers and students with learning disabilities. The Orton-Gillingham lesson plan follows a structured sequence that includes visual drill, auditory drill, blending drill, reading words/phrases/sentences, spelling words /phrases/sentences, introduce new phonogram or concept and oral reading of a connected text. During the certain or all lesson components, the students tend to make error/s. The Orton Gillingham teacher or tutor should be diagnostic and prescriptive to correct those errors with explicit, systematic and multisensory instruction. This paper will discuss the error /error patterns and appropriate correction procedure to help students with learning disability. The error correction is the crucial step in the instructional process and utilization of visual-kinesthetic-auditory-tactile pathways to remediate the errors is considered highly effective during structured literacy intervention.

KEYWORDS : Orton-Gillingham, Drill, Error, Error correction

INTRODUCTION

The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. The explicit instruction is provided in phonology, phonological awareness, sound-symbol correspondence, syllables, morphology, syntax, and semantics. A key characteristic of OG approach is that it is multisensory, involving visual, auditory, and kinesthetic/tactile learning pathways, often referred to as the *Language Triangle*. Instruction directly teaches language components, and it is provided systematically and cumulatively, requires mastery and overlearning before students advance to new elements. It is based on ongoing diagnostic information and assessment and is individualized to the needs of each student (Clark & Uhry, 1995). In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility. During the OG lessons, the errors that are made by the students are corrected immediately, and it is a skill of an OG tutor (prescriptive and diagnostic). It means, based on a student's performance within a particular task/drill, the OG tutor able to make informed decisions about the kind of practice student need going forward for subsequent lessons.

An OG tutor should consider the following questions before assessing errors

- What is the root cause of the error?
- Is the error related to their reading/ learning difficulties or some extraneous factors (low self-esteem, fear, fatigue)?
- Is the error occur due to less time spent on review? Or less practice of previously taught lessons?
- Is a fluency issue? Watch out their reading behaviors are they looking for cues?
- Is there a core deficit in phonological awareness, working memory?

The error and possible error correction procedure are classified based on the involvement of the brain pathways of the drills that are performed during the lesson.

I. Tasks that involve visual pathways (symbol to sound association, reading tasks)

- Review on previously learned phonograms/ concept: Focuses on concept/phonogram that confuses student in recent lessons.
- Visual Drill: The list of learned phonograms presented to the students, student say the letter name, sound and keyword.
- Blending drill: It helps the students to decode the letters, in any order they might occur in words, syllables, or mega words
- Introducing a new phonogram/concept
- Reading (words, phrases, sentences or text)

a) Possible errors or error pattern during visual tasks

- Letter-form (reversals, inversions, confusions): b/d, p/q, m/w, r/l,

f/t, sh/ch, ou/ow

- Letter sequence (transposition): no/on, was/saw, from/form
- Omission of a letter: rib/rb, ment/met,
- Addition of a sound (insertion): sing/swing, ring/bring
- Confusion of any part of a generalization or rule:
- Hard/soft c. -dge/j: cot/kot, kent/cent, bridge/bri
- Syllable division rules: ca.mel, rab.bit

Correction Procedure for error occurring in visual tasks

- When a student confuses a letter form, the tutor must break down the task of drilling, have the student trace the letters, saying the letter name, sound and keyword. Provoke the questions like what is the sound? what is the letter? One question at a time. Drill card with pictures of the keyword can spark the student with the sound-symbol association. But strategically, the picture cue to be faded as the student displays automaticity.
- Have the student "Touch and Say" or "glide/slide" his finger under the word. The student touches/glides his finger under the first letter and gives the sound. He then touches/glides to the next letter and gives its sound. These two touches can be blended, or go onto the next letter with its sound until the student has identified all the sounds to blend them and decode the word.
- For more advanced students making errors when decoding multisyllabic words:
- Ask the student to divide the word into syllables.
- If the student makes an error dividing the syllables, ask him a question to help him remember the correct syllable division pattern. When you have a VCCV pattern, where do you divide the pattern into syllables? For VCCV, do you divide between the consonants?"

II. Tasks that involve auditory Pathways (sound to symbol, spelling tasks)

- Auditory drill: The phoneme is dictated, student repeat the sound, tell the letter name and keyword and write on the notebook/sandpaper/ bumpy board.
- Spelling words: The word is dictated to review a new sound or rule or to practice a confusing element in a previous lesson have the student use the simultaneous oral spelling.
- Spelling phrases, sentences: Increases the words depending on the students' auditory memory. To help improve the student's auditory memory, when an error occurs, the entire phrase or sentence should be dictated again by the tutor. The student should be taught to identify wherein the sequence of the words, the error occurred, and to connect it. For example, a student tends to drop the vowel and fingerspell when the word is dictated. The tutor must make explicit instruction, emphasis on each sound and fingerspell to encode the word.
- Composing text (narrative or expository)

a) Possible Errors or error pattern during auditory tasks

- Student can misspelled the word; the spelling error could be
- Deletion of the vowel (flip/fip)

- Substitution (stop/step)
- Breaking the rule (pocket/poket)
- Reversal (bump/dump)

b) Correction Procedure for error occurring in auditory tasks

Note: It is recommended to fingerspell the given word before the student writes this will reduce the error.

If the student makes the error the following procedure to be done to sensitize them on the error and error pattern that they had done.

- If the student misspells a word, direct the student's thinking with questions or comments to help him/her determine what the confusion or error is? (Student wrote pill for pill, cattle for cattle).
- The tutor should ask the student to read what has he written?
- The tutor should ask the student to read the word that was dictated. If the student forgot the word, the tutor says the word again (due to poor auditory memory student tend to forget the word/ sentence that was dictated). The student repeats and writes the correct dictated word.
- If the student repeated the word correctly but misspelled the word then the tutor should be prescriptive to direct the questions for student's thinking, so it helps the student to determine the error and correction needed instead of tutor provide the correct spelling. Some sample brain provoking questions are
- Read what you wrote
- Underline the vowel or vowel pattern/ divide the word into syllables
- Read the word again
- What is missing/ replaced
- Is the same word that is dictated?
- What is the root word, prefix or suffix?
- If a student spells dest for best, he/she remembered the word correctly but has made an error by writing d for b. Considering having finger spelling or tapping the letter and say the word (Auditory-Kinesthetic-Auditory) Ask the student to isolate the first phoneme in best-/b/ and then write the letter that makes the sound /b/, followed by fingerspelling the rest of the phonemes in the word. The tutor can use mnemonics that have been taught for the b/d reversal, and the author use hand cue! After the correction, the student needs to cross out the dictated letter(s) or the entire word. The student needs to re-write the dictated sound(s) or whole word correctly at least one more time.

Important Note: Patching up an error is not a significant instruction/correction for error.

Example of patching include

- Inserting a letter or word missed (^) with the symbol
- Crossing out a letter/word dest/dest
- Erasing the incorrect part of the word and writing the corrected word/letter.

In order to form a visual image of the word, the student MUST rewrite the word correctly after the error correction before moving to the next word/letter.

Reinforcement: Student must be praised for the error correction. It is important to conclude with a kinesthetic task to reinforce the student's correct response. The student is asked to write the confusing element/ phonogram three times in isolation, or the tutor dictates two to three words (using the same element) the simple words possible. If the uncertainty involves a rule, the tutor can ask the student to verbalize the rule. Every verbal repetition of a concept/pattern/rule the student takes that will lead to one step closer to permanent mastery.

CONCLUSION:

The error is corrected with visual-Auditory-Kinesthetic reinforcement technique during the Orton Gillingham lesson on the student's page. This serves as a reminder to the teacher to review the element in the next lesson. The lesson plan in OG contains errors made in the current lesson and review plan for the next lesson. The key for the significant error correction is to increase the automaticity, accuracy and fluency in students reading level.

Author's Biography

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