Culturally responsive multimedia tool framework for dyslexic children in Malaysia: A preliminary study

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Abstract

Cultural and language factors may aggravate difficulties associated with dyslexia and thus need to be studied. Malaysia is a multiracial and multicultural country comprising Malay, Chinese, Indian, Kadazan, Iban and other ethnic groups. There are many multimedia teaching and learning course-ware for dyslexic children to learn English but none of the courseware takes into account the cross-cultural difficulties and impediments, in particular, the phonological difficulties faced by individuals with dyslexia. This study examined a framework that could integrate cultural and linguistic factors for Malaysian dyslexic English language learners. This tool would substantially benefit the instructors who train the dyslexia students as well.

Keywords: dyslexia, English language, language literacy, multicultural Malaysia, multimedia tool framework, phonological difficulties