**TEACHING READING ACCORDING TO SELECTIVE WORD CLUSTERS AMONG CHILDREN WITH DYSLEXIA**

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**Abstract**

The problem of not acquiring reading skills is often debated in the education world. The purpose of this study was to develop framework with selective word clusters among children with dyslexia. This study employed survey as its research method. The findings showed that there was no significant difference by gender with t-value = -1.26, p = .211 (p> .05) on teaching reading using selective word clusters for children with dyslexia by gender. The findings also showed there is no significant difference on teaching reading using interactive learning materials for children with dyslexia based on gender with a value of t = 1.24, p = .222 (p> .05). The result of the Pearson correlation test on teaching reading using selective word clusters and interactive learning materials shows a significant r value = .403 \*\* (p <.005). By drawing on evidence from the data, we proposed framework for children with dyslexia which included three major word clusters. We also argue that to overcome the problems associated with reading difficulties, we need to take into account the selection of appropriate words as one of the foremost factors. We conclude that this research outcomes will allow for a richer understanding of learning to read among children with dyslexia. This lays a solid foundation for pedagogic developmental efforts by using mobile application in reading activities.

***Keywords****: children with dyslexia, reading, interactive multimedia*