

Dyslexia Affecting the Reading Habits of Students

G. LOURDES VINITHA¹, DR. A. VELIAPPAN²

¹ M.Ed Student, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamilnadu

² Assistant Professor, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamilnadu

Abstract- *This paper aims at revealing how the student struggles in the field of reading due to dyslexia. Dyslexia readers lack the ability to comprehend due to poor word attacks skills their sight word vocabulary is very limited. They also often exhibit poor listening skills due to developed language knowledge and comprehension. Reading is generally perceived as a multidimensional skill involving perceptual, linguistic, cognitive and motivational components. Attempts towards a developmental framework for understanding reading are relatively recent. This paper provides a comprehensive account of reading acquisition and how knowledge of the acquisition process can enhance understanding of dyslexia.*

Indexed Terms- *Dyslexia, Students, Reading, Knowledge, Learning, Self-esteem*

I. INTRODUCTION

Dyslexia is generally defined as a disorder that involves difficulty learning to read associated with specific problems in word identification. It often runs in families and does not affect general intelligence. Although estimates vary, approximately 15 percent to 20 percent of the population will experience difficulties related to dyslexia. It affects the way that the brain processes written materials, making it more difficult to recognize, spell and decode words. The effects of dyslexia vary from person to person. People with the condition generally have trouble reading quickly and reading without making mistakes. They may also have trouble understanding what they read.

II. DYSLEXIA – MEANING

Dyslexia has been derived from the Greek word, ‘dys’ (meaning poor or inadequate) and the word ‘lexia’(difficulty with words). Dyslexia is a learning disorder that involves difficulty in reading due to

problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called reading disability, Dyslexia affects areas of the brain that process language

As per the definition given by National Institute of Neurological disorder and stroke, “Dyslexia is a brain-based type of learning disability that specifically impairs a person’s ability to read. These individuals typically read at levels significantly lower than expected, despite having normal intelligence. Although the disorder varies from person to person, common characteristics among people with dyslexia are difficulty in spelling, phonological processing (the manipulation of sounds) and/ or rapid visual- verbal responding. In adults, dyslexia usually occur after a brain injury, or in the context of dementia. It can also be inherited in some families and recent studies have identified a number of genes that may predispose an individual to developing dyslexia.”

III. CHARACTERISTICS OF DYSLEXIA

Dyslexia is the most common form of all learning disabilities. It is a language-based disability in which a person has trouble understanding words, sentences, or paragraphs. People with dyslexia often have problems with processing or understanding what they read or hear. Many dyslexic people are notably talented in arts and music; 3-D visual perception; athletic and mechanical.

Dyslexia affects the learner's ability to understand the meaning of words and passages. Students with this issue may also struggle with *basic reading skills* such as decoding words, but comprehension is the greater weakness. Reading is one of the most important skills a child learns at school. The fact, however, is that hundreds of children face difficulties in reading and poor readers. Harris and Sipay(1980) observed that 10 to 15 percent of children have reading disabilities.

Reading requires the child to recognize the word and decode the printed letters to match letters and words with sounds and comprehend the meaning of what is read. According to Wallace and Larsen (1978), detailed information about a particular child's reading skill can be obtained by administering either a formal

IV. HOW DYSLEXIA IMPACTS THE READING PROCESS

According to the Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990), reading comprehension is the product of decoding and language comprehension. Decoding is the ability to recognize the words on a printed page. Language comprehension involves the skills and processes needed to understand language, such as vocabulary, background knowledge, attention, and memory. The two components of reading comprehension work together in an interdependent balance; both are necessary, and inefficiency in one of the components can lead to overall reading failure. The reader who has difficulty decoding will not be able to derive meaning from a text, while the reader who has difficulty comprehending spoken language will receive little reward for their effortless decoding.

A student with adequate language comprehension but inadequate decoding may be diagnosed with dyslexia. This student's inadequate reading comprehension is unexpected in relation to their adequate oral language comprehension, which may be at or even well above grade level. The cause of poor reading comprehension is most likely the student's slow and often inaccurate recognition of words, which makes it difficult to pay attention to meaning. Explicit and systematic instruction in the reliable reading and spelling patterns of written language should improve reading comprehension to at least the level of listening comprehension.

Another important issue in reading instruction for students with dyslexia involves the intensity of intervention. Because of the need for more explicit and direct guidance, students with dyslexia often need more time-intensive instruction (Torgesen et al., 2001). The intensity of instruction should differ depending on the student's skill level and rate of progress; teaching for the student with dyslexia needs

to be strategic with systematic progress monitoring to determine whether a student should remain at their current intensity level or move to a more or less intensive level.

Dyslexia is a lifelong disorder that often occurs in families and affects an individual's ability to acquire skills related to reading, specifically automatic word identification. If not addressed, it can significantly affect self-esteem, achievement, and confidence. The good news is that with appropriate intervention, students with dyslexia can often compensate well and become effective readers, although perhaps somewhat slower than average.

V. ROLE OF TEACHERS

Praise gives power criticism kills. Don't ask persons with dyslexia to read aloud. Don't give a punishment for forgetting books or sports kit. Don't use the word 'lazy'. Expect less written word. Prepare a printout of homework and stick it in their book. Do not ask them to copy text from a board or book. Accept homework created on a computer. Discuss an activity to make sure it is understood. Given the opportunity to answer questions orally

CONCLUSION

Disabled readers lack the ability to comprehend due to poor word attack skills. Their sight word vocabulary is very limited. They also often exhibit poor listening skills due to undeveloped language knowledge and comprehension. They may have inefficient visual and auditory memory systems leading to the inability to recall the correct sequence of words in sentences. While some students may have difficulties with reading, that doesn't necessarily mean they have a diagnosable disability. A student may need extra help, remediation, or more time to learn reading skills. But it's conceivable that, with proper support, the student will be able to catch up and eventually achieve mastery.

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