

The Effect of Dyslexia on Iraqi EFL University Students' Reading Comprehension Performance.

اثـر ظاهـرة عـسر القـراءة عـلى اداء طـلبة الجـامعة العـراقـيين دارـسي اللـغة الانـكليـزيـة لـغة اجـنـبـيـة بـأدائـهم فـي اسـتيعـاب القـراءة

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#### المـلخـص:

عملت هذه الدراسة (عسر القراءة) في مجال دراسات عدم القدرة في محاولة لفهم كيفية تفسير هذه الظاهرة من خلال مفهوم موانع عدم القدرة ثم طورت وجهة نظر واقعية ؛ لتوسيع هذا الفهم . إذ يأتي العديد من الطلاب إلى الجامعة بدون أي تشخيص لها (عسر القراءة) من قبل المتخصصين على الرغم من أن الاساتذة الأكاديميين يمكنهم ملاحظة أعراضها (عسر القراءة) لدى بعض الطلاب من خلال (الملاحظة المباشرة) لأنشطتهم داخل الفصل الدراسي. ويعني هذا عادة وجود مؤشر على عسر القراءة في مستويات تحصيل الطالب في مهارات القراءة والكتابة. وقد اخذت عينة هذه الدراسة من طلبة المرحلة الثانية قسم اللغة الإنجليزية/كلية التربية/جامعة واسط، وهم (40 طالبا) من ذكور وإناث. وقد اظهرت النتائج النهائية لهذه الدراسة إن هناك عسراً للقراءة عند الطلاب العراقيين تخصص لغة الانجليزية كلغة اجنبية، والتي لم يتم تشخيصها في السابق من قبل الادارة والأساتذة للمهارات التعليمية الأربع وخاصة في مهارة القراءة .

#### Abstract

The study has positioned dyslexia within the discipline of incapacity research in try to comprehend how this disease can be interpret through the concept of disable barrier, and has developed an essential realist point of view to expand this conception. Many students come to college except any prognosis of dyslexia by way of specialists, though academic instructors can observe signs and symptoms of dyslexia in some students via direct observation of their activities inside the classroom. This generally capacity that there is an indication of dyslexia in the student's ranges of attainment in literacy skills. The participants of this study were undergraduate students second year English department / College of Education/ Wasit University. They are sample of this study (40male and female). Final results of this study show that there is dyslexia between Iraqi EFL learners that have not been diagnosed previously by administrators, instructors, and families in four skills especially in reading.

#### 1. Introduction:

The distinction is that dyslexia may appear in the native language quite as vividly as it will when they strive to learn English. But before we can start the dialogue about how dyslexia impacts those students who are English language learners, we have to agree that dyslexia is actual and that it absolutely influences up to 20% of the population of these who read English; that's one in five humans (Shaywitz, 2005). However, Snowling (2000) cautioned that when the language is more obvious than English, such as German, Finnish, and, Spanish that wide variety decreases to about 5%. Therefore, when we expand the dialogue to include the EFL, we should take into account that dyslexia is a human circumstance that is no longer bound through country, it has no language borders, and it can have an effect on each person trying to decode a printed alphabetic language (and possibly a logographic language as well).

It is stay well worth organising that dyslexia is not a result of laziness, lack of motivation, or socioeconomic benefit or disadvantage. It is now not a visual problem, even though it can also existing itself that way when college students show up to be transposing letters like b, d, p, and q. The reality is that college students with dyslexia see letters and phrases the equal way those of us without dyslexia done. This give us to the definition of dyslexia. People with dyslexia have the capability to learn to read, they simply want to be taught the way they learn, and they require accommodations to be successful via different mastering modalities, such as the audio presentation of data.

### **1.1. Aim of the Study:**

- 1- investigating the difficulties of Dyslexia of Iraqi EFL university 2<sup>nd</sup> year,
- 2-finding out the difficulties among male and female students in Dyslexia difficulties. Like, reading, writing, speaking skills.

### **1.2. Limits of the Study:**

The limited of this study is second stage at College of Education/ Wasit University through academic year of 2018-2019.

### **1.3. The Hypothesis:**

It is hypothesize that Iraqi EFL students at university may have dyslexia in reading, speaking, and writing but they are not diagnosed by teachers.

### **1.4. Procedures of the Study:**

The study is carried out according to the following procedures:

- 1-The target population of the study is the 2<sup>nd</sup> year Iraqi EFL students at Wasit University.
- 2-The sample of the study consists of 40 students (male 20 & female 20 randomly choose) and it is taken from the Department of English.
- 3-Choose a suitable tool under supervisors who are specialists in ELT to examine its validity and take any comment, modifications, and suggestions when it's necessary.
- 4- Interpreting the results by using the proper statistical means that suit the study with conclusion.

### **1.4. Definition of Key Words:**

**Dyslexia:** is incapacity that is particular and unique in evaluation to different studying incapacity categories. Learning incapacity surrounds difficulties in speaking, listening, writing and reading. (Lyon et al., 2003).

**Performance:** is defined operationally as the reading, speaking, or writing to switching of opinions, views, and thoughts between EFL university students and their instructor. It is ability EFL university students to express themselves through the lesson by foreign language in classroom.

**Iraqi EFL University Students:** They are students of second year (male 20 & female 20 randomly choose) and it is taken from the Department of English.

## 2. Literature Review:

### 2.1. Definitions of Dyslexia:

Dyslexia is a term which originates from the Greek words: “dys”, which means “difficulty with”, and “lexis”, denoting “words” (Schneider & Crombie, 2003). It is regularly used as a synonym for “specific learning difficulties” (Riddick, 1996). However, the latter term is said to be an umbrella expression that covers a number of learning difficulties other than dyslexia (ibid). The identify “dyslexia” has been diagnosed as greater suitable in scientific milieu, whereas “specific studying difficulty” is claimed to be greater usual and frequently used by way of educators (ibid).

Second definition is that Dyslexia is a particular learning incapacity that is neurological in basis. It is characterized by difficulty with gaining of basic skills in spelling, reading, and writing like this difficulty being unpredicted in relative with student's abilities and learning experience (International Dyslexia Association Board of Directors, Nov. 12, 2002).

### 2.3. The Diagnosing Dyslexia Debate:

If we are talking about the notion of labeling persons with dyslexia, the truth of this argues is transformed into problems of diagnosis. (Riddick: 2000), state that labeling persons with dyslexia is not simple method. The cost of labeling or not are often idea of as whichever positive or negative, but in fact they have positive and negative results.

(Morgan and Klein: 2000) say that students who aren't dyslexia diagnose with dyslexia trait says "why I can't do that?" what is wrong with me?" these questions will causes many psychological problems like low confidence, self-esteem, and hesitate.

### 2.4. The Biology of Dyslexia:

In biology, we are actually referring to the neurological differences (usually described as dysfunctions) that occur among brain type's dyslexic and non-dyslexic. According to Reiter et al (2005: 289) there is common deal within medication that the brain structure of kids with dyslexia differ from that have no dyslexia. Snowling (2000:157) have mentioned that categories dyslexic reader stem from innate difference in talking processing mechanism placed in the left hemisphere. Also the danger of passing dyslexia from father to son is at 40%, whereas the danger of it being passed from mother to son is at 36%.

### **2.5. Dyslexic Students in Higher Education:**

According to (Westwood, 2000) the institution of higher education is different teaching system and impression. It is a partly directed teaching system. (Singleton et al., 2001: 3) estimate that there is no real number of students who have dyslexia in universities or colleges because many of students have not been diagnoses during their studies in high schools, In 1996, the amount of dyslexic students not recognized as dyslexic until arriving to higher teaching system was over 40%. (Richardson and Wydell, 2003) say that in addition, there are some type of pupils don't like to ask for helps because they consider that they can manage by themselves. (Nye, 1997) state that, there are many university students who sense that their incapacity do no longer take part in an fundamental feature in their live and do no longer have an cause on their skills to learn about and students doesn't now think about their choose further facilitate and assist at university. (Tinklin and Hall, 1999) review that it is most possibly that these college students will now not expose their disability, as it is now not obligatory to do so.

### **2.6. Foreign Language and Dyslexia:**

According to (Nijakowska, 2010) there're many reasons that will influence on performance of students during studying target language like, anxiety, aggressive, pessimistic, hesitate, shying, and low confidence, but use suitable technique will control on all these difficulties.(1986, Chodkiewicz) state that men and women conflict with studying in their mother language are susceptible to conflict by studying in foreign language. Meanwhile a goods reader observe their competency equal and examine properly in target language has capitalize on capability / activity for assist him in accomplishing upper confidence.(Sparks and Ganschow, 1996) stats that foreign language studying builds on native language talent. According to Blay-Vroman (1989) target language learn takes place and it's realized in different way rather than mother language learn. Target language has taught and learned during mother language was acquired. This will causes that students use extraordinary

techniques to examine aim of language. Also Ganschow and Sparks (1996) say target language studying is primarily base on the mother language ability, which dyslexic college students regularly close during a debit in these equal skill.

### **2.7. Dyslexia and Self-esteem:**

According to (Mosley, 1995) every person know her/his insight image (strong or weak/ good or bad) all these images will effect on her/his response and stimuli also it will influence on her/his treatment with others. (Stenhouse, 1994) say that self-esteem is produced through using our experience and starts from the first years of our life. (Hamachek, 1995) state that, self-esteem and achievement are mutual that can reduction pride and little self-esteem can lead to bad achievement. Others claimed that achievement is essential thing in finding out vanity. (Terras, 2009). Mentioned that dyslexic student has decrease academe self-esteem than global self-esteem. Some dyslexic students try to protect their self-esteem by their strength, as excellent in sports and refuses to failure at school.

#### **2.7.1. External Factors that Affect Self-esteem:**

According to (Ingesson, 2007) say external elements like public assist from mother, father, and pairs have active impact on students' self-esteem that should save students' self-esteem for reducing.

#### **2.7.2 Internal Factors that Affects Self-esteem:**

Internal factors have main function to saving students' self-esteem, like hobby, happiness, games and fine art, or have a specific intelligence ought to show the importance elements that help the students 'global-esteem. New essential point elements had been taking of recognition, specification, and determination (Ingesson, 2007).

#### **2.7.3. Social and Emotional Difficulties:**

(Tanner, 2009) state that there are a lot of cases that concern with human behavior but not labeling like dyslexic pupils, terrible characterizations lazy, stupid, slowly reading etc all these things have been take places in recently studies. So dyslexic pupils has labeled by different people with bad reaction rather than making attempt for assuming if there is something wrong with those people why they do that like make later reply slowly in reading feeling s/he is not able spelling words correctly so all these actions will put the students with a lots of problems especially the reactions of non-dyslexic students rather than difficulties they will faces in their daily life.

#### **9.2.4. Reading, Writing and Spelling Difficulties:**

Riddick (1995) determined that child with dyslexia are a long way greater interest with their spelling or writing problems rather than their studying in age of 9 but their interest increasing when they become older and older like accuracy of their works . (Klein, 1993) say writing and spelling will be the largest problem that dyslexic's student will faces. Everatt (1997) state dyslexic's pupils have difficult in ability of writing and spelling with great mistakes in numbers than latter. Deno et al (1982) state that when we talk about English language, it's like any other languages; it's not easy to learning, acquiring or mastering language. so we need to learn it to express on ourselves without making any errors. Dyslexic's students have numbers of mistakes in spelling. Students who have dyslexia typically mix up letters in their understanding and writing like p with q, b with d or n with u. Also they may be have problems with numbers in mathematics, like 3 with 5 or 6 with 9. Dyslexic's students may reverse the number or the letter they had read, missing phrases in the book or make others that may not be in the book, and so forth (Lewis and Howell-Jones, 1995).

### 3. Instruments of the Study:

To achieve the aims of the study, an appraised instrument that have been designed by Ronald D. Davis& Davis Dyslexia Association International this rubric has been constructed and distributed to 2<sup>nd</sup> year students at English department as statistical instrument. The questionnaire is a set of questions. it consists of 23 items which students must agree or partially agree or disagree on as shown in the questionnaire.

**Table (1)**

**This Rubric is Design by Ronald D. Davis& Davis Dyslexia Association International**

No	Items	I Agree	I Partially Agree	I Disagree	Neither Agree or Disagree
1.	Feels dumb; has poor self-esteem; hides or covers up weaknesses with ingenious compensatory.				

### 3.1. Face Validity.

Face validity is the appropriate type to discover whether performance of test is valid to accomplish the aim of the learning or not. Face validity refers to the degree to which a test appears to measure the knowledge or abilities it claims to measure (Richard and Schmidt, 2002: 196). Questionnaire has been exposed to jury members who have been requested to give their modification, correction, agree or disagree, or any others notice that relating to test. Finally, the test was judge valid by everyone from the juries which means 100% accepted; with some slightly notifications like, spelling corrections or slightly change for some items or questions.

**Table (2)**  
**Names of the Jury Members**

No.	Academic Rank	Name	Field	University and College
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### 3.2. Pilot of Post test.

This pilot study of the tool has been conduct to confirm simplicity of every item of instructions questionnaire, In order to conduct a pilot study, the lecturer has been applied test on sample (random) consisting of 40 students elected from second stage college of education at English Department /Wasit University which represents the pilot study sample. The finding of the pilot administration revel that there is no ambiguity in the instructions of the questionnaire.

### 3.3. Final Administration of the Questionnaire:

After achieving face validity, the questionnaire in its final version was administrated to students of English language department from College of Education for Humanities. They were asked to either agree or partially agree on the difficulties they might face in reading, writing and spelling skills. The administration came out with the following results:

**Table (3) The Weighted Mean of the Questionnaire Items**

Rank order	Item No	The Weighted Mean	The Weighted Percentile
<b>I agree</b>			
1	5-21-22	3	75%
2	2-10-11-12-19-20-23	2.27	55%
3	8-18	2	49%



I partial agree			
1	3-15-16	1.88	47%
I disagree			
1	14-15-16	3	75%
2	1-9-17	2.11	53%
3	6-7	1.91	48%
I neither agree or disagree			
1	4-9-11	0.41	11%

### Conclusion

During the content material of researcher the following conclusions which viewed weighted suggest of the objects that levels from (75% to 11%) as hard topics. Conclusion can be pointed out as follows with absolute best and lowest weights 1 –I agree, 2- I in part agree, 3-I disagree, and 4- I neither agree and disagree. (First weight I agree) two obtained the following proportion 1- Items range (5,21, and 22) which reads as: 5-Learns great via hands-on experience, demonstration, experimentation, observation, and visual aids, 21-Thinks particularly with pictures and feeling, now not sounds or for perfection, 22-Strong feel of justice; emotionally sensitive; strives for perfection. Which have bought greater weighted suggest which is (75%). Five items have received the 2nd order with a proportion of variety (2,10,11,12, 20, and 23) have received a proportion of (55%) which reads as: 2-Easily annoyed and emotional about school, studying or testing,10- Reads and rereads with little comprehension, 11-Spells phonetically and/ or inconsistently, 12-Hears things now not said or no longer obvious to others; effortlessly distracted by or overly touchy to sounds, 20- Poor memory for sequences or data that has no longer been experienced, 23-Mistakes and symptoms extend dramatically with confusion, time pressure, emotional stress, or negative health. Second weight (I in part agree) additionally obtained special proportion for objects number (3-15-16) that have acquired a proportion of (47%) which reads as: 3-Seems to "zone out" or daydream often; gets lost effortlessly or loses track of time. 15-Handwriting varies or is illegible.16- May be rather or absolutely ambidextrous. Third weight (I disagree) for objects wide variety (14, 15, and 16) that have obtained proportion of (75%) which reads as: 14-Trouble with writing or copying; pencil grip might also be unusual. 15- Handwriting varies or is illegible, and 16- May be particularly or totally ambidextrous. Finally, the lowest share for (I either agree or disagree) for objects (4-911) have obtained the lowest percentage of (11%), it reads as 4- Difficulty sustaining attention; appears "hyper or "a daydream". 9-

Seems to have concern with vision, yet eye examination do not reveal a problem. 11- Spells phonetically and/ or inconsistently.

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