

**The characteristics of reading skills and its
Affected on 3rd Intermediate students
in their Suffering from Reading Disorder
(English for Iraq)**

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1. Abstract:

This study investigates the characteristics of reading skills and their impact on 3rd Intermediate students in Iraq who are experiencing reading disorders within the context of the English for Iraq curriculum. The research aims to identify the specific reading challenges faced by these students and examine how their reading skills are affected by the reading disorder. Focusing on decoding, fluency, comprehension, spelling, and vocabulary, the study explores the manifestations of reading difficulties in this particular population. By reviewing relevant literature and conducting empirical research, the study aims to contribute to a deeper understanding of the unique issues encountered by 3rd Intermediate students in Iraq with reading disorders and their implications for English language learning. The findings of this research will provide valuable insights to inform curriculum development, instructional strategies, and support mechanisms, enabling educators and policymakers to effectively address the reading needs of these

students and facilitate their academic progress within the English for Iraq curriculum.

Keywords:

Reading skills /Reading disorder /3rd Intermediate students / English for Iraq curriculum /Characteristics

خصائص مهارات القراءة واثرها على طلبة الصف الثالث متوسط ومعاناتهم من اضطراب القراءة

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هذه الدراسة تتحرى عن خواص مهارات القراءة واثرها على طلبة الصف الثالث متوسط في العراق الذين يعانون من اضطراب القراءة داخل النص لمنهج العراق للغة الإنكليزية. يهدف البحث الى تحديد التحديات الخاصة بالقراءة التي تواجه هؤلاء الطلبة وتختبر كيف مهاراتهم بالقراءة تتأثر بواسطة اضطراب القراءة. بالتركيز على القراءة وتشفير المعاني , الطلاقة , الفهم , الاملاء , والمفردات . الدراسة تستعرض مظاهر صعوبات القراءة في هذا الجمهور الخاص. بواسطة استعراض المادة المناسبة واجراء بحث تجريبي , الدراسة تهدف مساهمة الى فهم اعمق لمشاكل فريدة تواجه طلبة الصف الثالث متوسط في العراق باضطرابات القراءة واثارها على تعلم اللغة الإنكليزية. نتائج هذا البحث سوف تزود رؤية ذات قيمة لتبليغ تطوير المنهج , إستراتيجيات تعليمية , ودعم للتقنيات , وتجعل المعلمين وصانعي القرار السياسي يعنونون بفعالية احتياجات القراءة لهؤلاء الطلبة ويسهلون تقدمهم الاكاديمي من خلال منهج العراق للغة الإنكليزية.

الكلمات المفتاحية: مهارات القراءة , اضطراب القراءة , طلبة الصف الثالث متوسط , اللغة الإنكليزية لمنهج العراق, الخصائص.

2.Introduction:

Reading skills are essential for academic success and overall cognitive development. In the context of 3rd intermediate students in Iraq who suffer from a reading disorder, also known as dyslexia, several characteristics of reading difficulties may be observed. Dyslexia is a specific learning disability that affects reading fluency, comprehension, and accuracy. International Dyslexia Association (2019). Here are some common characteristics of reading difficulties in students with dyslexia and its impact on 3rd intermediate students in Iraq:

Difficulty Decoding Words: Students with dyslexia may struggle with phonological awareness, making it challenging for them to recognize and decode individual sounds in words. This can result in difficulties in reading new or unfamiliar words.

Poor Reading Fluency: Due to difficulties in decoding, students with dyslexia may read slowly and lack fluency, affecting their ability to comprehend texts efficiently.

Limited Vocabulary: Reading is a crucial way to build vocabulary, but students with dyslexia might face challenges in learning and retaining new words, impacting their overall language development. Butler K.G & Silliman. E., R., (2002).

Difficulty Comprehending Texts: Dyslexic students may struggle to understand the meaning of what they read, even when they can decode the words. Comprehension involves making inferences, connecting ideas, and understanding the context, which can be challenging for these students.

Avoidance of Reading: Students with dyslexia might develop negative associations with reading due to their difficulties, leading to avoidance of reading activities and a lack of interest in books. (Adlofa, S.M. and Hogan, T., P., (2018)

Spelling Difficulties: Dyslexia can also affect spelling skills since students may have trouble mapping sounds to the correct letters or letter combinations. (Adlofa, S.M. and Hogan, T., P., (2018)

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Low Self-esteem: As reading is a fundamental skill taught at an early age, struggling with it can lead to a lack of confidence in dyslexic students, potentially impacting their overall self-esteem and motivation to learn.

Difficulty in Other Subjects: Since reading is a foundational skill, difficulties in this area can have a cascading effect on other subjects that involve reading, such as social studies, science, or even mathematics.

Emotional Impact: Dyslexic students may experience frustration, anxiety, or embarrassment due to their struggles with reading, especially in a classroom setting.

To address these challenges and support 3rd intermediate students in Iraq with dyslexia, it's crucial to implement evidence-based interventions and accommodations. Some effective strategies include:

Multisensory Instruction: Using techniques that engage multiple senses, such as auditory, visual, and kinesthetic, can reinforce learning and memory.

Structured Literacy Approach: This method focuses on teaching the structure of language explicitly, including phonology, morphology, and syntax.

Assistive Technology: Using tools like text-to-speech software, speech-to-text programs, or dyslexia-friendly fonts can aid reading and writing tasks.

Individualized Education Plans (IEPs): Collaborating with educators, parents, and specialists to create personalized learning plans tailored to the student's specific needs.

Encouragement and Support: Fostering a positive learning environment where students feel supported and encouraged to overcome challenges is essential.

Reading Interventions: Implementing small-group or one-on-one reading interventions targeted at improving specific reading skills.

Teacher Training: Providing professional development for teachers to recognize and address the needs of dyslexic students effectively.

Early identification and intervention are crucial for improving the reading skills and overall academic performance of 3rd intermediate students with dyslexia in Iraq. By providing appropriate support and understanding, educators can help these students unlock their full potential and succeed in their education.

3.The problem of study

Some common problems of study include:

Lack of Motivation: Many students struggle to find the motivation to study, especially when the subject matter seems uninteresting or overwhelming.

Procrastination: Delaying study sessions or leaving things until the last minute can lead to poor time management and increased stress.

Poor Time Management: Ineffective time management can result in not dedicating enough time to studying or failing to prioritize tasks properly.

Difficulty Concentrating: Students may find it hard to concentrate due to distractions, lack of focus, or a noisy study environment.

Learning Style Mismatch: Different students have different learning styles, and if the study methods don't align with their preferred style, it can hinder their understanding and retention of information.

Information Overload: A large volume of information to study can be overwhelming and challenging to digest effectively.

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Test Anxiety: Fear or anxiety related to exams and assessments can negatively impact performance and memory recall during exams.

Ineffective Study Techniques: Some students may use inefficient study techniques that don't optimize information retention, such as passive reading or rote memorization.

Personal Issues: Personal problems or stress outside of academics can affect a student's ability to focus and study effectively.

Lack of Resources: Insufficient access to study materials, textbooks, or technology can hinder learning.

Lack of Support: Inadequate support from teachers, parents, or peers can contribute to a student's academic struggles.

Health Issues: Physical or mental health problems can impede a student's ability to study and concentrate.

Addressing these study-related problems requires a proactive approach from students, parents, and educators.

4. Previous study :

1. Ameen, in his research paper " Students with Reading Disorders: Their Characteristics and Affected Skill Areas" has discussed the idea of reading and highlights on difficult which faced with students in his article ,. Thus he believes that students with reading disorders RD have difficulty with one or more of the following skill areas
Decoding This is the ability to sound out words. Students with

decoding problems may have difficulty recognizing letter sounds, blending sounds together to make words, or using context clues to figure out words they don't know. Word recognition This is the ability to recognize words automatically. Students with word recognition problems may have difficulty recognizing words quickly and accurately, even if they know the sounds that make up the words. Fluency This is the ability to read smoothly and effortlessly. Students with fluency problems may read slowly, haltingly, or with poor expression. Comprehension This is the ability to understand what is read. Students with comprehension problems may have difficulty understanding the meaning of words, sentences, or paragraphs. They may also have difficulty making inferences, drawing conclusions, or summarizing what they have read. In addition to these four skill areas, students with RD may also have difficulty with Spelling Students with RD may have difficulty remembering how to spell words, even if they can read them. Writing Students with RD may have difficulty writing legibly, organizing their thoughts, or using grammar and punctuation correctly. Vocabulary Students with RD may have a limited vocabulary, which can make it difficult for them to understand what they read and to express themselves in writing.

2. While, Andreou, and Anastassiou (2018) . " Reading skills in Greek as a first language and in French as a foreign language among primary and secondary school children with specific reading disorder". They have seen studied the reading skills of Greek children with specific reading disorder (SRD) in both their first language, Greek, and a foreign language, French. They hypothesized that children with SRD had lower reading skills in both languages, but their L2 skills were more impaired than their L1 skills. The study found that children with SRD had significantly lower reading skills in both languages, but had more severe impairments in their L2 skills, particularly in reading comprehension. The findings suggest that early intervention in both languages, focusing on phonological awareness and decoding, and providing opportunities for practice, could help children with SRD improve their reading skills. The study also has implications for teaching reading to children with SRD, urging teachers to provide

extra support and scaffolding to help them develop their reading skills.

5. Methodology

The methodology of study :

The methodology of a study refers to the systematic approach and set of procedures that researchers use to gather, analyze, and interpret data in order to answer the research questions or test the hypotheses. It provides a detailed outline of how the study will be conducted, including the research design, data collection methods, data analysis techniques, and any ethical considerations. The methodology is a crucial component of any research project as it ensures the study's reliability, validity, and generalizability of findings.

The researcher has taken some sources about ELT as primary , secondary and website sources for this Study.

Then Selected the 3rd Intermediate curriculum (English for Iraq) as a sample for analyzing the Comprehension of two groups (control and Experimental)

Below are some key elements commonly included in the methodology of a study:

Research Design: This section outlines the overall plan or strategy used to conduct the study. Common research designs include experimental, quasi-experimental, correlational, case study, survey, and qualitative designs, among others. The choice of design depends on the research questions and the nature of the study.

Participants or Sample: Describes the characteristics of the individuals or entities participating in the study. It includes information such as sample size, selection criteria, and how participants were recruited.

Data Collection Methods: Details the methods and instruments used to collect data. For quantitative studies, this may include surveys, questionnaires, tests, or observations. For qualitative studies, it may involve interviews, focus groups, or document analysis.

Variables and Measures: Identifies the variables under investigation and explains how they will be measured. This includes dependent and independent variables in quantitative studies and key themes or concepts in qualitative research.

Procedure: Describes the step-by-step process of data collection. It includes how data will be gathered, the order of data collection, and any specific protocols that will be followed.

Data Analysis: Explains the data analysis techniques that will be used to interpret the collected data. For quantitative studies, this could involve statistical methods, while for qualitative studies, it may involve thematic analysis or content analysis.

Validity and Reliability: Addresses the steps taken to ensure the validity and reliability of the study. Validity refers to the accuracy and relevance of the findings, while reliability refers to the consistency and repeatability of the study's results.

Ethical Considerations: Discusses any ethical issues related to the study, such as informed consent, confidentiality, and protection of participants' rights.

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Limitations: Acknowledges the potential limitations of the study, such as sample size, data collection constraints, or external factors that may impact the findings.

Scope and Delimitations: Outlines the boundaries and scope of the study, specifying what will be included and excluded.

Timeframe and Budget: Estimates the time required to conduct the study and the resources needed.

The methodology section should be clear, well-organized, and detailed enough for other researchers to replicate the study. It provides the foundation for the research, ensuring that the data collected are relevant to the research questions and that the study's findings are credible and valuable.

6. Discussion

Interpretation: Analyze and interpret the findings in light of the research question(s) and the existing literature. Discuss any unexpected or contradictory results.

Comparison with previous studies: Compare the current results with previous research, identifying similarities, differences, or inconsistencies.

Limitations: Address the limitations of the study, including any methodological constraints, potential biases, or sample size considerations.

Implications and future directions: Discuss the practical and theoretical implications of the findings, as well as suggestions for future research or applications.

This study investigates the characteristics of reading skills and their impact on 3rd Intermediate students in Iraq who are experiencing reading

disorders within the context of the English for Iraq curriculum. The research aims to identify the specific reading challenges faced by these students and examine how their reading skills are affected by the reading disorder. Focusing on decoding, fluency, comprehension, spelling, and vocabulary, the study explores the manifestations of reading difficulties in this particular population. By reviewing relevant literature and conducting empirical research, the study aims to contribute to a deeper understanding of the unique issues encountered by 3rd Intermediate students in Iraq with reading disorders and their implications for English language learning. The findings of this research will provide valuable insights to inform curriculum development, instructional strategies, and support mechanisms, enabling educators and policymakers to effectively address the reading needs of these students and facilitate their academic progress within the English for Iraq curriculum.

7. Conclusion

The current paper has investigated and analyzes the general characteristics of a reading disorder which are to be regarded as a broad basis for teachers to diagnose students with this language disability. The conclusions the research has arrived at can be jotted down as follows:

1. The main symptoms of reading disorder are manifested in the individual's reading, writing, and general aspect of life.
2. The skill area affected of the individual is caused by having a deficit in the main components of being a good reader: reading: reading decoding, word recognition, reading fluency, and reading comprehension.
3. There is no single sign to be taken as a clue for identifying a person with reading disorder; and there is diversity among individuals in this respect.
4. Not only do individuals suffer from reading disability have production problems, but also have perception (hearing) problems, as they are incapable of manipulating sounds in words and blending letters.

5. When reading aloud, individuals with this disability exhibit doubtful and labored reading with repeated mistakes and pauses.

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