Reading Disorders and Hardships Among Students with Disabilities in Schools

M Shasidhar Reddy[1], Dr. Kalyana Chakravarthi Thirunagari[2]
[1]Research Scholar, Career Point University
[2]Research Supervisor, Career Point University

Abstract-English has come to be recognized as a world phenomenon today. English is being used by nearly one-third of the world's population and among the countries using English as an official language, India holds an important position. Numerous commissions and expert bodies established especially to investigate and define the function of English in our nation have highlighted the necessity of English as a language of opportunity and progress. This article lays the foundation for knowledge and understanding of what reading comprehension and its associated problems. To enable reading comprehension, this article examines how readers construct mental or situational models of a text. This article is empirical in nature. Sample consisted disables school students of Telangana state as area of the study. The researcher investigated on reading disorders in students with disabilities and their difficulty in understanding the sentence meaning, understanding of organizing structure, difficulty in understanding the main ideaand problem in understanding tenses, pronouns and linking words from selected three categories of schools; Aided schools, Government schools and Private schools in Hyderabad, Telangana State.

Keywords: Reading Comprehension, schools, Disabled students etc.

1. INTRODUCTION

A receptive language process is reading. Reading is a psychosocial language process as well. It begins with a writer's surface-level linguistic encoding and ends with meaning that the reader creates. Reading involves a conversation between language and thought. Readers who are proficient are both effective and efficient. They are efficient in utilizing the least amount of effort to attain efficacy as readers and in creating a meaning that they can accept or tolerate. By always employing techniques for minimizing uncertainty, being selective in how they use the information at hand, and drawing on prior conceptual and language ability, readers attempt to construct the meaning in order to achieve this efficacy. A good reader relies less on visual information. Understanding reading necessitates close examination and an ongoing quest for understanding, which enables us to deduce the author's thought process as we read. When miscues are produced or expectations and observations are mismatched, the reader deviates from comprehension.

Reading is associated with understanding and encompasses fully comprehending the message and ideas expressed in a written text. Since it entails interpreting between and beyond the lines of text; the words by themselves without being interrelated or contextualized would make no sense, just as a film doesn't make meaning if the frames are seen in isolation separately one by one. Reading is much more than just being a dictionary to the words on a page. It includes the ability to recognize the written symbols, decode them, but most importantly it comprises of the ability to convert the text into meaningful information. Reading is a complex ability orchestration of a number of various components. So even though it may sense like a perceptual ability of letter or word recognition skills, it advances into a multifaceted cognitive ability. The cognitive approaches indicate that reading is the capacity to extract meaning from the written symbols of language. This ability is primarily based upon two similarly vital skills viz language and fluency frames. Both these skills are interconnected and enable the readers to make sense of the written textual content.

2. REVIEW OF LITERATURE

Mohamad Ahmad Saleem Khasawneh (2019) It is aimed to identify the difficulties faced by students with learning disabilities in English language skills from the point of view of their parents in Irbid Governorate. The study used the descriptive approach and developed a questionnaire as an instrument

consisting of 30 items. The instrument was applied to a sample of 165 parents of students with learning disabilities in English. The results of the study showed that the most difficulties faced by students with LDs in English language are the skills related to speaking, followed by skills related to writing, and the skill related to reading ranked last. Based on the results, the study recommended conducting similar studies to the current study on other classes and for different subjects.

Al-Mahalla and Al-Ramamneh (2019)The study aimed to measure the level of reading comprehension skills of students with learning difficulties in the Kasbah of As-Salt, and the study used the descriptive method on a sample of (54) male and female students chosen randomly. The reading comprehension scale was developed and prepared by Al-Mahalla and Al-Ramamneh (2019), and the results indicated that the level of reading comprehension was at an intermediate level and in all its three dimensions (literal, deductive, and creative). And the existence of statistically significant differences in the level of reading comprehension due to the variable of gender in favor of males, and there are also statistically significant differences in the level of overall reading comprehension due to the variable of the educational level of parents and in favor of holders of a bachelor's degree.

Wu and Chen (2018) In order to better understand the ancient Chinese teaching, this study looked into a reciprocal teaching method that included e-books with mind mapping. Through mind mapping and reciprocal teaching, both groups got education. The intervention group received e-books, whereas the control group received traditional paper books. The data analysis showed that the experimental group's students performed better than the control group's students, demonstrating that the use of e-books significantly improved students' reading comprehension.

Sonmez and Sulak (2018) The two groups were made on the basis of matched reading comprehension skills. Two reading comprehension tests were conducted. The outcomes uncovered a noteworthy distinction between the pre-test and post-test scores. Experimental group scored high as compare to control

group which indicates that ―thinking aloud strategy‖ had great impact over experimental group.

Maynard (2016) The motive of the research was basically to discover whether any change is needed in the way in which reading comprehension is taught to students as digital products have been introduced into the classrooms and student's lives. The Mann-Whitney z score assessed differences between the two groups, while the Spearman-Rho correlation (rs) assessed the strength of the association between groups. Reading comprehension of print and digital text and pretest scores were not substantially correlated (r =.06, p =.78). Between the print and digital forms, posttest and comprehension scores did not substantially differ (rs =.19, p =.39).

Laws, Brown and Main (2016) conducted two studies to find out the reading comprehension capabilities of fourteen readers with Down syndrome in the age group of 6-13 years in comparison to normally developing children. The children were matched on the basis of word reading ability. Through the second longitudinal study, the researcher investigated the association between word reading ability, listening comprehension, reading accuracy, vocabulary knowledge and awareness of phonology. In the first study, it was discovered that children without Down syndrome and students with Down syndrome had very different reading comprehension levels. In comparison to the usually developing group, study one found considerably worse passage-reading comprehension. In the second study, readers with DS were followed for about 22 months while the links between language and reading scores were examined. There was no proof that the reader had developed a rich vocabulary.

Abbas Pourhosein Gilakjani, Narjes Banou Sabouri (2016).Readers who want to read a variety of books should employ multiple reading techniques. When students wish to increase their reading comprehension ability, applying good comprehension practices is crucial. There are a few effective tactics for enhancing reading comprehension. They include running records, assessment, visualization, partner reading, multiple reading strategies, and reciprocal teaching. Successful readers make an effort to use a variety of techniques, methods, and abilities to comprehend the meaning of texts. EFL instructors should help their students

recognize the elements that can help them comprehend what they read deeply.

Arjun, B.L (2014) This study is related to reading skills of the students of all Marathi medium schools in the age of 11 to 12 years in Maharashtra for the academic year 2011-12, from eight talukas of Ahmednagar district who have English as third language in VI class. Survey was carried out on 4000 students with the help of researcher made test, based on reading skills. Using an Advance Organizer Model Teaching method was found to be more effective in raising English language reading proficiency levels among students in the 6th standard. Advance Organizer Model Teaching was implemented to students in the experimental group who were learning English reading skills to see a substantial difference in academic performance.

3. RESEARCH METHODOLOGY

The main objective of this research is to examine the Reading Comprehension difficulties among children with learning disabilities. The study also measures the challenges and problems of students in reading. Thus the study is empirical and descriptive in nature in the context of analysing the problems of students while reading. So, for the purpose of the study, the investigator considered Telangana state as area of the study. The researcher selected three categories of schools; Aided schools, Government schools and Private schools in Hyderabad, Telangana State.

Frame work involves a variety of statistical methodologies for data analysis aligned with the study's goals, which aids in the production of relevant results Various applicable statistical procedures, such as Percentage Analysis and Mean, were employed to analyze the acquired data using the SPSS software.

4. RESULTS & DISCUSSION

Table 1: Mean score regarding the difficulties in reading the English text

Difficulties in reading the English text	Mean Score
Understanding the word meaning	3.45
Understanding the sentence meaning	3.68
Understanding the organization structure	3.97
Understanding the main idea	3.01
Unknown words	3.77
Problem in understanding tenses, pronouns and linking words	4.16

Face no problem	2.88

Source: Computed from primary data

Table 1 identifies the difficulties in reading the English text. It is found that the mean score for difficulty in understanding the word meaning is 3.45, the mean score for difficulty in understanding the sentence meaning is 3.68, the mean score for difficulty in understanding the organization structure is 3.97, the mean score for difficulty in understanding the main idea is 3.01, the mean score for difficulty in understanding the unknown words is 3.77, the mean score for problem in understanding tenses, pronouns and linking words is 4.16 and the mean score for no problem in reading the English text is 2.88. Hence it is concluded that the highest difficulty in reading the English text is problem in understanding tenses, pronouns and linking words.

Table 2: Mean score regarding the problems faced during reading

Problems faced during reading	Mean Score
I have difficulty understanding difficult words that I read	3.12
I forget vocabulary words I learn	3.22
I have difficulty getting the overall ideas when I read material for my classes	3.17
I have difficulty understanding the main idea when I read	3.56
I have difficulty understanding the details when I read	3.47
I have difficulty understanding stories that I read	3.28
I read slowly	3.35
I have difficulty understanding what I read from the computer screen	3.64
I don't usually use aids to help me read	3.77
I lose place frequently when I read	3.39
I get tired quickly/and or get headaches when I read	3.79
I lack of concentration when I read	3.88
I usually get distracted from any means	3.46
I usually get bored	3.64
I can't read or pronounce the long, hard words	3.72
I can't understand most of the hard words	3.95
Sometimes I don't understand what I read	3.44
I forget a lot of what I read right afterwards	3.91
I forget a lot of what I read a few days later	3.94
I do not understand new vocabulary	3.85
Total	3.57

Source: Computed from primary data

Table 2 identifies the problems faced during reading the English text. It is found that the total mean score for the problems faced during reading the English text is 3.57 and it reveals that the students agree with the problems faced during reading the English text. It is identified that the mean score for 'I have difficulty

understanding difficult words that I read' is 3.12, the mean score for 'I forget vocabulary words I learn' is 3.22, the mean score for 'I have difficulty getting the overall ideas when I read material for my classes' is 3.17, the mean score for 'I have difficulty understanding the main idea when I read' is 3.56, the mean score for 'I have difficulty understanding the details when I read' is 3.47, the mean score for 'I have difficulty understanding stories that I read' is 3.28, the mean score 'I read slowly' is 3.35, the mean score for 'I have difficulty understanding what I read from the computer screen' is 3.64, the mean score for 'I don't usually use aids to help me read' is 3.77, the mean score for 'I lose place frequently when I read' is 3.39, the mean score for 'I get tired quickly/and or get headaches when I read' is 3.79, the mean score for 'I lack of concentration when I read' is 3.88, the mean score for 'I usually get distracted from any means' is 3.46, the mean score for 'I usually get bored' is 3.64, the mean score for 'I can't read or pronounce the long, hard words' is 3.72, the mean score for 'I can't understand most of the hard words' is 3.95, the mean score for 'Sometimes I don't understand what I read' is 3.44, the mean score for 'I forget a lot of what I read right afterwards' is 3.91, the mean score for 'I forget a lot of what I read a few days later', the mean score for 'I do not understand new vocabulary' is 3.85. Hence it is concluded that the highest mean score for the problems faced during reading is difficulty in understanding the most of the hard words.

5.CONCLUSION

As a result, it's been determined that their reading speed is extremely sluggish and that their comprehension skills are mediocre at best. According to studies, teachers and instructional practices are mostly to blame for pupils' low reading comprehension. Students' difficulties with reading take many forms. Researchers have made an effort to locate and investigate these issues in depth. Modern techniques to teaching Reading Comprehension and Lexical Knowledge can be gleaned from the findings of this study. As described in the previous section of this chapter, implementing the recommendations provided in order to improve reading comprehension instruction in the state should be given great thought as well as ways to apply them.

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