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INFLUENCE OF READING DISABILITIES ON STUDENTS ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE

Cynthia Aneneolisa Mbanefo
Department of Arts and Social Science Education,
Ebonyi State University, Abakaliki, Nigeria

Ngozi O. Obeka
Department of Arts and Social Science Education,
Ebonyi State University, Abakaliki, Nigeria

John S. Ereke
Department of Arts and Social Science Education,
Ebonyi State University, Abakaliki, Nigeria
johnsundayereke@gmail.com

Abstract
This paper focused on influence of reading disabilities on students' academic performance in English language in education system. It is important to point out that reading comprehension is the ability to read text, process it and understand its contents. Reading disabilities occur when a reader has some physical and psychological challenges that can make reading comprehension difficult. The paper in its contents highlighted the following; variables, reading and comprehension, oral reading and silent methods, reading culture and environment, disabilities, factors that affect reading disability and students academic performance, dyslexia, spelling, writing, oral communication among others. Conclusion and recommendations were drawn based on the ideas raised on the paper

Keywords: *Impact, reading, comprehension, disabilities and performance.*

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Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

Introduction

Reading is an extremely essential skill that equips individuals with the ability to interact with written texts. The ability to read allows one to attach meaning to written words thereby facilitating fluency and comprehension (Mason, 2023). Reading is central to learning and the ultimate goal of teaching reading is reading comprehension, a critical proficiency that has a considerable effect on the entire life of the learner (Lien, 2021). It is an established fact that reading skill has a paramount importance in English as a foreign language context where students have limited access to learn the language.

There are numerous skills, which are extremely essential when it comes to grasping the ability to read. These include automatic recognition, synthesis and evaluation skills. Reading plays a significant role since it brings tremendous satisfaction to individuals through enabling them to be informed and enriched. Competence in reading makes it possible for readers to understand and learn how to attach meaning to various texts.

The ability to read is one determiner of students' success or failure. They must form the habit of reading to perform well in all subjects. A good reader has a better opportunity for greater achievement. Similarly, Ajibola (2016), states that a reading habit is cultivated by individuals who are ready to give their all to it. The skill acquired in reading can promote the acquisition of language skills like listening, speaking, and writing. Some secondary school student finds it difficult to read and understand despite the fact that reading is indispensable. Some show a carefree attitude towards reading. This problem is not only peculiar to secondary schools students, but pertains to all categories of readers. Lasisi (2017), poses a fundamental question on what books Nigerians read. His question included whether political office holders in the country read. It was clear from the tone of the question that he feels that reading is not part of the culture of the people that control Nigerian destiny.

Memory is where information is stored and retrieved for use. As students read, the information gathered pass through many stages ranging from processing, storage and retrieval. The human memory, according to Davelaar (2023), is mainly divided into two categories: short-term and long term memory. The importance of reading cannot be overemphasized. Through reading documents are accessed, and through reading students boost their academic performance/excellence. A successful reading is that which is accompanied with comprehension. In fact, Anderson (2022) indicates that, there is no reading without comprehension as the two are inseparable. A reader has a purpose for reading which may be either to learn how to do things, secrets behind a person or things, to learn more about things or persons, for social reasons (as in letters and emails), for historical purposes, for pleasure, or for academic reasons. Whatever the purpose is, one thing is sure: understanding must accompany what is read. It is this comprehension that is very vital for students to graduate from one level of reading to another and from one level of academic pursuit to the next. Agwu (2015) correctly points out that success in academics is strongly linked to reading.

All these, undoubtedly emphasize the importance of reading. Hence, importance of reading is numerous. It sharpens knowledge, widens horizon and expands ones world knowledge. Fatimayin (2012) captures reading as travelling without exerting energy. Students equally boost their academic excellence through reading. Reading, according to Anderson (2022) is the interaction of new information with prior

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

knowledge. According to Hassard (2023), while reading, children either developmental models or representation of perceived idea or meaning the text is trying to pass across. Two classes of mental models are identified by Hassard (2023): text based model, which is a mental representation of the proposition of the text, and a situation model consisting of what the text is perceived to be about.

However, Reading disabilities/difficulty implies that even normally capable students can fail to advance in reading particularly if they receive poor quality instruction from their teachers. A reading disability is a condition in which a sufferer displays difficulty reading. Examples of reading disabilities include: developmental dyslexia, alexia (acquired dyslexia), and hyperlexia (word-reading ability well above normal for age and IQ).

According to Fatimayin (2021), a lot of factors may be attributable to the reading difficulties of many students. Some people have blamed reading problems on the economic and social status of the home. It is believed that students with reading difficulties have differing cultural and language differences between the home and the school. This is in line with previous studies carried out by Anderson (2022) which show that social class, educational background of the parents, family income, and poor print-rich environment are contributory factors to students reading difficulties.

In addition, linguistic factors, structural factors content factors, poor vocabulary and background knowledge, are said to generally contribute to reading comprehension difficulties especially to students with dyslexia.

Literature Review

Concept of Reading

Reading is not a passive but rather an active process, involving the reader in an on-going interaction with the text. Anderson (2022) equally sees reading far from being passive. He upholds that it is an active process. He further expanded reading to meaning seeking, information processing (how language and thought interact) as well as the sociolinguistic aspects (language operating in a social context including writers as readers). Similarly, Ekpu (2023), IJdosen and Ukpak (2021) have the same view that reading is getting meaning from a text or from symbols that represent the spoken language. Reading, therefore, is interacting with the language that has been coded into print. Thus, reading is a must for a secondary school student who wants to excel academically and otherwise.

Emdad (2020) conceives reading as "a process and not a product" which characterize an ongoing activity that begins long before the child gets to school and continues to develop through life. Reading involves learning. Emdad (2020) adds that it equally incorporates the individual's linguistic knowledge and can positively or negatively be affected by non-linguistic internal or external variables. It is therefore notes that reading comprehension is the result of a successful interaction of a reader with a text. This goes to strengthen the fact that reading has to be a part and parcel of students' life for a good academic performance.

Concept of Reading Comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice (Matthew, 2015). An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies. According to a study by Madhumathi (2021), the students with higher level of reading proficiency frequently used reading strategies to comprehend academic texts.

Oral vs. Silent Reading Methods

Reading is a crucial skill in learning and communication. Current trends in education consider reading lessons to be an important early step in the development of mental and linguistic abilities. Reading methods include reading silently, reading using sub vocalization (forming the sounds of the words while reading silently), and reading orally to oneself.

Reading silently means reading without labial movements or the vibration of vocal cords. This method implies that graphic forms are visually perceived and then transformed into meanings and ideas without passing through the vocal stage. Silent reading is usually seen as natural reading behavior and for decades has been associated with the idea of reading for comprehension.

As reviewed by Rennie (2022), also maintained that academic work on reading pedagogy in the first half of the 20th century described the advantages, disadvantages and processes associated with both oral and silent reading. Although Russell (2023), contends that in some places there was a system of reading called 'non-oral' which did not include oral reading instruction at any point in a child's reading development, most scholars agreed by the mid-twentieth century that both oral and silent reading activities were necessary for effective reading instruction.

Although the importance of oral reading to children learning a native language is widely accepted, the effectiveness of oral reading in second language classrooms continues to be debated. In her study of oral reading practices in the classroom, Gibson (2023), maintains that teachers and learners were using oral reading in a variety of ways. The primary reasons for using the method were for practicing pronunciation and intonation. Other reasons included for speaking practice, making graphemic-phonemic connections, diagnosing pronunciation problems, improving fluency and practicing reading skills. In the case of second language learning, Gibson (2023) also found that 82% of autonomous learners read orally to themselves as part of private study. Asian learners, in particular, commented that oral reading was especially important to them for practicing pronunciation.

Oral Reading, Culture and Environment

The viewpoint that oral reading has limited benefit to learners does not take into account the differing social and cultural backgrounds of students. As mentioned previously, there is an enduring opinion that readers who read silently comprehend the most because they both read and think. However, this view implies that students are incapable of thinking while reading orally. It might be more accurate to say that a student's attenuation to the social environment in which she is reading would have a greater bearing on her ability to concentrate than her inability to do both at once. Alshumaimeri (2021) argues that oral reading is not necessarily a faulty reading method as suggested by Nuttall but, rather, is an effective aid to comprehension. However, oral reading was found to be used not only for decoding and relating written symbols to sounds, but also for comprehension. The criteria for effective reading comprehension included familiarity

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

or comfortableness with the reading method, which aided the reader's speed of comprehension. Some informants in Alshumaimerrs study, stated they would read orally when they were studying, which requires concentration, Smemorization, and comprehension, and would read silently when they read for enjoyment.

The Concept of Reading Disability

Pertinently, Fatimayin (2021), indicates that reading difficultly implies that even normally capable students can fail to advance in reading particularly if they receive poor quality instruction from their teachers. A lot of factors may be attributable to the reading difficulties of many students. Some people have blamed reading problems on the economic and social status of the home (Araromi, 2012). It is believed that the children with reading difficulties have differing cultural and language differences between the home and the school. This is in line with previous studies carried out by Anderson (2022), which show that social class, educational background of the parents, family income, and print-rich environments are contributory factors to students reading difficulties. In addition, linguistic factors, structural factors, content factors, vocabulary knowledge, background knowledge, highly contribute to reading comprehension difficulties.

Factors that Affect Reading Disability and Students Academic Performance

1. Cultural/Linguistic Factors

The socio-cultural practices of the child's learning environment greatly influence the meaning a learner constructs. It is widely believed that the reader's cultural beliefs and values influence the comprehension of the text and by belonging to a particular socio-linguistic group, or having a religious or political affiliation, influence the way a reader views, thinks and comprehends a text. Agwu (2015), shows that many less able readers also have difficulty in utilizing the grammatical and contextual meaning cues found in book language. Similarly, a lot of children with reading difficulties have also been found to have problems in expressive language in sentence completion and formulation, word discrimination, syntax, grammar, and phrase length. For example, less skilled readers often have difficulties with figurative language, such as metaphors, similes and alliteration (Araromi 2023).

2. Structural Factor

Structural factor is often the most important element in the comprehension of a story or passage content. Most students need some form of structure to their learning and to be actively and purposely engaged in their own learning process (Udosen, 2011). The problem is that a characteristic of many students with reading difficulties is that they typically become passive and unmotivated readers.

Structural factor is the knowledge of rhetorical matter as well as the arrangement and the presentation of the forms in which the information in a text is written. The speed by which the reader processes the text is influenced by the familiarity of the structure of the text.

Going further, Anderson (2022), reveals that the larger segments of texts could be structured in the form of content frames, which complement the larger whole. The larger units in a narrative might encompass the overall plot and organizational unit. The arrangement of thought and the coherence of ideas go a long way to determine the simplicity or difficulty of the reading material.

There is a great deal of evidence to

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

suggest that many students with reading comprehension difficulties have problems with word level processes such as phonological awareness, phonological encoding and naming speed (Robinson 1998). This being able to quickly identify individual words within a sentence facilitates text processing along with an understanding of the syntax and semantic aspects of texts. Furthermore, text conventions such as full stops and commas help to organize text into relevant components. At the local level of text coherence, pronouns may facilitate the formation of 'cohesive ties' that form linkages between the propositions that are being formed as the reader processes the surface structure of the text.

Text organizational features such as italics, underlining and subheadings along with illustrations, figures, graphs and maps also help readers process the text content into working memory more efficiently. Other helpful text features such as headings and subheadings, according to Pearson (2023), are labels for various frame slots and can also make it easier for the reader to cognitively organize information. However, badly written texts may cause confusion for less able readers because they require a large number of restatements of propositions in working memory when the meaning is unclear. Disjointed text units are also less likely to be remembered or understood by the reader.

3. Vocabulary Knowledge

One of the major reading difficulties encountered by students is the impact of increasingly unfamiliar vocabulary found in texts as they make progress in their reading levels (Leach, 2022). Unfamiliar vocabularies slow down the reading speed and affect meaning constructed from a text. When a text is packed with a lot of unfamiliar vocabularies, the readability level is increased and high readability level is one of the significant causes of students reading difficulties.

Vocabulary knowledge has to do with the knowledge of word meanings. A reader must be able to distinguish the meaning of most words encountered for comprehension to take place. This is based on the fact that some texts contain highly technical and multisyllabic words that students usually find difficult to decode. Emdad (2020), records that vocabulary knowledge has a high degree influence on reading comprehension as it is conceived as an important and accurate predictor of reading ability of a second or foreign language learner. Deficiency in vocabulary knowledge gives rise to major reading difficulties. Agwu (2015), indicates that successful readers easily read meaning from texts because they have a greater existing vocabulary, more experience using context clues, and greater background knowledge. When students are deficient in vocabulary schemata, they begin to experience reading comprehension difficulties.

4. Decoding Factor

It has been established by researchers that children's early attainment of decoding skill is a reliable predictor of later reading achievement. Skilled reading comprehension requires the reader to be able to process the written symbols of text at an appropriate level. Poor decoders read considerably less than average readers. Improvement on students' reading comprehension requires appropriate teaching of decoding. Word recognition skills of the students need to be properly developed to guarantee fluency. This owes to the fact that students' recognition of words in comprehension passages increases their understanding. More so, the knowledge of sounds and letters and how they can be

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

combined to produce words is very vital in the improvement of reading comprehension.

5. Background Knowledge

Background knowledge is the knowledge the learner or reader has acquired over time which facilitates comprehension. This aspect is very vital for dyslexic students and care will therefore be taken to exhaustively treat background knowledge in the course of this work.

The Concept of Dyslexia

Dyslexia is the most common language based learning disability which impacts a person's abilities in reading, writing and spelling. Peer (2022), indicates that individuals with dyslexia usually have a discrepancy between their abilities and their achievement. They are able to learn, but their brains process information differently. Dyslexic adults and children can become avid and enthusiastic readers when given learning tools that fit their creative learning style. According to Sally and Alfred (2013), they appear bright, highly intelligent and articulate but unable to read, write and spell very well. Kevin (2011) discloses that dyslexics are rated high in IQ yet may not test well academically. They may test well orally but not written. Peer indicates that dyslexics are usually talented in art, drama, music, sports, mechanics, story-telling, sales, business, designing, building, or engineering. They learn best through hands, demonstrations, observations and visual aids. Dyslexics also have excellent long term memory for experiences, locations, and faces but poor memory for sequences, facts and information that has not been experienced. They usually have early or late developmental stages like talking, crawling, walking and tying shoes. Signs and symptoms of dyslexics increase dramatically with confusion, time pressure, emotional stress or poor health. Kevin (2011) adds that dyslexics usually feel dumb, have poor self esteem, hides or covers up weaknesses with ingenious compensatory strategies. They seem to "zone out" or day-dream often, get lost easily or loses track of time. Dyslexics complain of dizziness, headaches, or stomach aches while reading. They may complain of feeling or seeing non-existent movements while reading, writing or copying. This group of students seems to have difficulty with vision yet eye examination does not reveal any problem. They can be extremely disorderly or compulsively orderly; can be class clown, trouble maker or too quiet. Dyslexics can be an extra deep or light sleeper; prone to ear infections and are usually high or low tolerant for pain. Dyslexic's mistakes and symptoms increase dramatically with confusion, time pressure, emotional stress, or poor health. Some other ways of identifying dyslexics include: difficulty with phonics and sounding words out, difficulty with spelling, mixing up directional words, writing letters backward, they often mix up d and b; and q and g, difficulty following instructions with multiple steps.

Because children with dyslexia are usually average or below academic average in intelligence, their problems in school can go unnoticed or be blamed on laziness. According to Kevin (2023), it is not true that students with dyslexia are not motivated or interested in learning. However, their frustration with reading, writing, spelling and sometimes speaking can make it hard. They may avoid reading or have a difficult time completing assignments within a specific amount of time. They may appear as if they are not trying even when they are working harder than the other students.

According to Stein (2024), dyslexia is much more common than we think since it

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

affects more than 10% of the population. The dyslexia definition addresses the impairment of neurological origin that affects the learning process, making it difficult to read, write, and generally the smooth decoding of any language codes or symbols.

Dyslexia may be passed down through families. It is very common that several family members are affected by the disorder. It occurs in children with normal intelligence, without any mental, physical or cultural problem, and the difficulty to read does not affect any other cognitive skills. In addition, often times, dyslexic people tend to sharpen their senses and develop high levels of intelligence and creativity. Not all types of dyslexia have the same severity, but it is essential to diagnose and treat dyslexia as early as possible to avoid developmental problems, loss of self-esteem, frustration, and school failure. Students with dyslexia often go undiagnosed, struggling throughout their school years and beyond. Since early detection is so important to helping children succeed, teachers should understand what dyslexia is and be aware of the warning signs and refer a child for evaluation if they believe a learning disability is present.

Spelling

Children with dyslexia struggle with spelling and some of the ways students with dyslexia have spelling problems are according to Gibson (2023:67).

Spelling words exactly as they are heard, for example: lern for learn, duz for does, mony for money.

Using the correct letters but in jumbled or incorrect order, for example: dose for does, friend for friend, house for house.

Spelling the same word different ways, even within the same paragraph or assignment.

Students with dyslexia may do well on weekly spelling tests if they have memorized each word, although daily writing assignments may be filled with spelling errors.

Reading

Difficulty in reading is one of the main characteristics of dyslexia Students may have trouble distinguishing different sounds in words, especially if words sound similar. They may also struggle with the following reading skills (Davelaar,2023:96)

Rhyming words, breaking words down into syllables, when learning to read, the student may not be able to remember the names and shapes of letters (as in the nursery and primary stages),Just as they can reverse letters when writing words, they transpose letters when reading, find it laborious to sound out long words omits, words when reading, difficulty sequencing events, difficulty in blending letter/sounds together to create words ,difficulty separating words into syllables, using phonetic spelling, Substituting homophones in writing for example, there/their/they're or grate/great, Poor word recognition, poor grammar and conventions and may have problems in proofreading.

Similarly, Mustapha (2021), explains that dyslexic students put much effort into reading individual words and trying to understand the meanings behind the words. Grammar and writing conventions, to them, may not seem important. But without grammar skills, writing does not always make sense. Kevin (1999) gave many suggestions to teachers: teachers can take extra time to teach conventions, such as standard punctuation, what constitutes a sentence fragment, how to avoid run-on sentences, and capitalization. Although this may be an area of weakness, focusing on grammar rules helps. Choosing

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

one or two grammar rules at a time may also be beneficial. Give students time to practice and master these skills before moving on to additional skills. Grading students on content rather than general grading also helps. Many teachers will make allowances for students with dyslexia and as long as they understand what the student is saying, will accept the answer, even if there are spelling or grammatical errors. Using computer programmes with spelling and grammar checkers can help, however, keep in mind that many spelling errors common to individuals with dyslexia are missed using standard spell checkers.

In addition, Kevin (2023), notes that young children with dyslexia show signs of sequencing problems when learning to read. They place letters of a word in the wrong place, such as writing /letf/ instead of/left/. When recalling a story, especially in writing, they may state events that happened in an incorrect order. To write effectively, a child must be able to organize the information into a logical sequence in order for it to make sense to other people. A clear example is a student writing a short story. If the student is asked to verbally tell the story, he/she probably can explain what he/she wants to say. But when trying to put the words on paper, the sequence becomes jumbled and the story may no longer make sense. Allowing a child to record his story or writing assignments on a tape recorder rather than on paper helps. If necessary, a family member or another student can transcribe the story on paper. There are also a number of speeches to text software programs that allow a student to say the story out loud and the software will convert it to text. Many students with dyslexia have poor reading comprehension because they focus so much on reading each word or because they read inaccurately.

When dyslexic people read, they practically focus all of their attention on decoding the sounds of the different letters and pronouncing every word. According to Rosenbblatt (2016), his effort causes a breakdown in their working memory, preventing the brain from allocating mental resources to other higher mental tasks such as reading comprehension. Mustapha (2021), equally indicate that several studies define dyslexia as a neuronal connection deficit related to language processing. Indeed, dyslexic people have trouble visualizing words due to a dysfunction in their neuronal network between the brain regions associated with the language, also responsible for phonological processing.

Writing

One of the most well-known characteristic of dyslexia is reversing letters or numbers. Additional ways students with dyslexia have problem with writing are (Davelaar, 2023:43)

Missing letters of words when writing, such as writing whether for weather.
Writing words backward, such as tac for cat.
May have sloppy or illegible handwriting
Have difficulty putting thoughts into words
Have trouble with writing or copying
Pencil grip is unusual
Handwriting varies, illegible or sloppy

Many children with dyslexia have trouble organizing their thoughts or putting their thoughts on paper. The students may know and understand the work, do well when summarizing information orally or taking tests orally but fail when they are required to translate their knowledge through writing.

Oral Communication

Although reading and writing deficiencies are most closely associated with

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

dyslexia, there are some oral communication skills, such as sounding out words, which are impacted by dyslexia. Some examples are:

Difficulty following directions, especially when instructions include two or more steps

Confusion with directional commands, such as "up" and "down," "in front of" and "behind" or time references, such as "yesterday" and "tomorrow" and "before" and "after."

May have a hard time understanding concepts and relationships

When students begin to have these types of problems, definitely, comprehension is hampered.

However, some children with dyslexia begin talking late, have a limited vocabulary or have a hard time understanding and using age-appropriate grammar. As young children, they don't understand rhyming, choosing words that sound the same rather than those that rhyme. They may have difficulty learning and remembering songs or nursery rhymes.

Thereupon, Reading Panel (2000) indicates that each child with dyslexia is unique and not every child will exhibit all of the traits. According to Kevin (2023), most dyslexics will exhibit about ten or more of the traits explained above. But if a teacher has a student in the classroom that have the ability and has been given opportunities to learn and still struggles with reading, writing and spelling, it may be wise to refer the student for further assessment and evaluation.

Causes of Reading Disabilities

the following difficulties are expected to occur among learners in reading exercise (Vipond,2019:21)

- Trouble rhyming words, problems memorizing number, letter, and word sequences, mis-sequencing of sounds or syllables in a word (pissgetti - for spaghetti), perceives letter and number sequences correctly but remembers and recalls them in a different order, misreads and skips words, trouble sounding out words, problems spelling, word finding difficulties, difficulties with rote memorization, repetitions, transpositions, additions, substitutions, and omissions of letters, numbers and/or words, difficulty understanding idioms, inferences, and jokes, problems tracking from left to right across a page, dizziness, headaches, or stomach aches reported while reading, problems discriminating the difference between similar sounding letters and words, problems in understanding what is read

Solutions for Reading Disabilities

Black text on a white background can be visually uncomfortable for many children, as the contrast can make the letters appear to move or vibrate. If this is the case, then you can make color overlays. You can cut out your own overlays by using transparent, colorful report covers or pocket folders. It likes to use a paper cutter and slice them into strips that can be used as bookmarks too. As another option, you can purchase glasses with color-tinted lenses. The most popular colors are blue and yellow. Similarly, if changing the background color is helpful when reading, these students will probably benefit from changing the background when typing. On a Mac computer using MS Word, this can be completed by selecting the Format drop down menu and then choosing background. Here other background colors can be selected. Please note that the background will not be impacted when printing documents. On a PC this can be done by choosing Page Layout and then Page Color.

Play search games with words and letters that are confusing. For instance, if a

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

young learner mixes up the letters b and d, provide a magazine, newspaper, or other print out and ask them to circle all the letter b's. They do not have to read the text. They will just be scanning for the letter or word. If you ask them to look across one line at a time, then you will also help them to improve tracking skills.

Locate some jokes on the internet or in a book. Review each joke and discuss what makes it amusing. Talk about words that have double meanings, and make a list of as many words that you can think of that have multiple meanings. Lastly, suggest that the learner makes his or her own joke book.

If spelling is a problem, go through the student's notebooks and handouts to uncover commonly misspelled words. Place each word on a single page, and have fun inventing memory strategies that will help the student recall the correct spelling. For example, if a student is having difficulty with the word "what," he or she may notice that the word "what" has the word "hat" in it. Then, they may draw hats on the page and then write down the question, "What hat?"

Play enjoyable, free internet games and watch videos that review basic phonics. Look at sites like Star Fall or Phonics Chant 2 and Magic E.

Integrate tactile and kinesthetic modalities into lessons to make them enjoyable and memorable. Form difficult letters, numbers, and words out of tactile manipulatives with the learner. You can use jelly beans, wet spaghetti, pebbles, raisins, pipe cleaners, a sand tray, shaving cream, clay, etc. You can also place difficult numbers, letters, and words on balloons, balls, and play games. Every time a player grabs hold of the ball or balloon, they read the first word that they see.

Read aloud or utilize books on tape. While listening, ask learners to close their eyes so they can picture the story in their mind. Many learners with reading disabilities never fully develop their ability to imagine or visualize a story, because the process of reading is so mentally taxing that they do not have the cognitive space to envision imagery. Helping these learners to develop the capacity to utilize their mind's eye will improve attention, reading comprehension, and memory. Another alternative is to have learners read along with the audio, so they can begin to observe whole words and phrases. An organization that offers a large selection of books on tape for students with reading disabilities is Learning Alley.

Create an enticing reading area. Fashion a fun name for this place, too, such as the "cozy corner." Together, decorate it and fill it with stuffed animals, pillows, blankets, and other soothing objects. You can make a tent out of sheets, hide a bean bag under an elevated table, or build it in a bay window or around a hammock. Have highlighters, colored pencils and paper, and a selection of books within reach.

Schedule a consistent time, a few times a week, when the whole class or family selects a book and reads. Everyone should gather and read in a common room. Make sure to provide yummy food, as well as comforting objects so that reading has pleasant associations. This is a time to unwind and take pleasure in the company of one another, so make this a treasured time.

Conclusion

Reading disability is seen as unexpected underachievement characterized as a discrepancy between achievement and intellectual aptitude, despite adequate opportunity to learn and in the absence of sensory difficulties or cultural deprivation. Knowledge about reading disability is evolving. It is clear that many students

Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

struggle to develop reading competence. Although most of these students exhibit common characteristics related to difficulties in processing the sounds of language, researchers have yet to satisfactorily answer the question, "When is a reading difficulty a serious reading disability?" The current practice of identifying reading disability according to a discrepancy between IQ and achievement scores, although relatively easy to implement, has the potential to identify many students who need special services. A more useful way to identify reading disability may be through the evaluation of a student's response to well-implemented, quality intervention. To this end, reading disabilities has significantly affected the academic performance of students in secondary schools in some parts of Nigeria as most of them could not progress to next level of their academic purist and end up been school dropout. In order to remedy the situation of reading disabilities by students, special school and training is necessary to improve their reading disabilities in secondary schools. Therefore, there is need for teacher to be trained on special method to teach reading disabilities students in order to improve their academic performance in secondary schools.

Recommendations

To make reading pleasurable for disability students, the following recommendations are made:

1. Special schools should be provided for dyslexics to help them receive special attention.
2. Special training should be given to reading instruction teachers about dyslexics, how to identify them and how to help them overcome their reading comprehension challenges.
3. Special attention should be paid to identify dyslexics to help them overcome their reading comprehension challenges.
4. The right teaching skills and strategies should be employed by teachers of reading to boost reading achievement of dyslexics.
5. Reading disabilities students should be provided with the necessary reading texts for proper participation in reading classes.

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Vol. 2 No. 6 June, 2026
ISSN: 2705-3342

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