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## THEREADINGDIFFICULTIESEXPERIENCEDBYUNIVERSITYLEARNERS

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### Abstract

Reading is an incredibly complex process, and it involves a great deal of psychological and physiological processes. From the moment a person begins to read a text, their brain works hard at decoding the words and making sense of the information. The act of reading is not only a physical process but a psychological one as well, with readers forming mental images, making connections, and drawing conclusions. The aim of this research is to understand the difficulties university learners experience when they are reading. In order to study the behavior of them, a cohort of 100 university students from an university in India were asked to fill out a survey on reading.

**Keyword:** *Reading, dyslexia, readings speed*

### Problem statement

This survey attempts to understand and evaluate the difficulties university learners have when reading, and sheds light on the prevalence of dyslexia. For the purpose of evaluation, a cohort of a hundred students from an university in India were scrutinized.

### Introduction

Reading fluency is a remarkable accomplishment for a young child. The child progresses from mouthing and handling books when they are young, to looking at the pictures in them, to not interpreting the words on the page, to stumbling and waiting to decode sentences and words, before moving on to fluent reading, understanding, and retaining what one has been read before hand. All of this development happens rather quickly. In contrast to 1820, when

just 12% of the world's population could read, only about 14% of people cannot read now. Therefore, learning to read is expected rather than an exception, and in the past 200 years, global reading standards have increased enormously. Although this is the case, some kids do have trouble learning to read, and these problems can last into adulthood.

Since reading is expected, problems with reading can have significant implications on the social, emotional, and financial worlds. Reading during childhood is associated with later cognitive development in adolescence. Early reading difficulties are linked to a higher chance of developing mental health conditions as an adult. However, there is strong research showing that early literacy interventions can lower the occurrences of reading challenges and enhance conditions later in life.

Most university learners possess the knowledge, determination, and education seen as essential for precise and efficient reading. Decoding abilities and comprehension are measured in order to evaluate reading aptitude. The most crucial factor in a psychometric test of a school-aged child is how well they can decode words, or read individual words on their own. But decoding words isn't the only aspect of reading that should be taken into account. Comprehension, or how well someone is able to understand and comprehend a text, should also be taken into consideration when testing reading aptitude. Reading aptitude is not only measured by one's ability to decode words but also by their comprehension of a given text and how quickly they can process the words they read.

A person is considered to have a reading disability if their reading score is much lower than what their IQ would indicate. (People who meet this criterion have historically been referred to as dyslexic.) An individual is not considered dyslexic if they have a reading score that is lower but not considerably lower than what their IQ would indicate. This criterion is known as the "disparity definition," however several researchers have demonstrated that a disparity involving IQ and reading does not always indicate that a person is reading-disabled. The function of IQ and whether there are distinctions between cognitive processes among reading-disabled people and ordinary readers are solely a product of IQ differences and are always brought up when issues linked to reading difficulties are explored. However, there isn't any solid proof that IQ level affects how well a person learns to read. Contrarily, evidence from a variety of sources suggests that reading is however not significantly correlated with IQ scores. Reading pseudowords, identifying a pseudoword's visual shape, and spelling pseudowords are all phonological processing activities that reading-impaired

youngsters at all IQ levels struggle with equally. Therefore, the sequence of cognitive weaknesses and strengths in terms of language, memory, and particularly phonological abilities is determined by the presence of a reading disability rather than by a specific IQ. We will learn more about the difficulties faced by people when they read in the later portions of this survey report.

### **Literature review**

The development of reading and writing began with the Ancient Egyptians around 3000 BC, which is when the first hieroglyphic writing appeared. From there, the Ancient Greeks refined the practice, using a standardized alphabet that was then adopted by other societies, including the Romans. In more modern times, the invention of the printing press by Johannes Gutenberg in the 15th century brought forth a revolution in literacy and learning. This allowed books to be produced quickly and cheaply, meaning that it was easier for individuals to acquire reading material and become literate. Despite the progress in literacy, there are still many roadblocks to success in reading for many individuals. There are several learning disabilities such as dyslexia, attention deficit hyperactivity disorder (ADHD), and autism spectrum disorder (ASD), which can make reading more difficult. Additionally, certain populations such as the disabled and non-native English speakers may have difficulty accessing reading material due to a lack of resources or language barriers. Furthermore, financial issues can also be a barrier to reading as books can be expensive and libraries may not have the resources to make them available to everyone. Fortunately, there are several trained individuals who can help individuals overcome these barriers, such as speech-language pathologists, tutors, and teachers. These professionals can provide guidance to help individuals find ways to succeed in reading. They can also provide resources to those who lack them, such as books and computer programs, as well as offer methods of assistance specific to certain disabilities. With the help of these professionals and the right resources, individuals can improve their reading skills and become more literate.

University learners should always pay close attention to their reading habits in order to identify any potential difficulties. This will help them to understand their current level of reading ability and whether they are at risk of developing dyslexia. If dyslexia is identified earlier, interventions and support can begin sooner, improving outcomes and helping the individual reach their full potential. Reading and writing difficulties take time to understand, but with the right strategies in place, such as guidance from a professional tutor, these

difficulties can be overcome. This survey report will attempt to look at the difficulties and challenges people experience while they read. Moreover, it will explore the different strategies people use to enhance their reading abilities.

### **Methodology**

Reading speed is a measure of how quickly someone can read aloud. It is measured in words per minute (wpm). To be classified as a "fast reader," someone would need to read at least 200 wpm. Several different factors can affect a person's reading speed. These include age - The older someone is, the slower their reading will be. Education - A person with a higher level of education will be able to read faster than someone who hasn't finished high school yet. Experience - The more experience someone has with reading, the faster they will be able to read. For example, an experienced cashier will be able to quickly scan all the items on a check quicker than a cashier who just started working there. Language - Someone with a higher level of fluency in another language will be able to read that language faster than someone who isn't fluent in that language. Emotions - When someone is feeling excited or nervous, they might not be able to focus on what they are reading as well and might take longer to read a sentence than when they are calm. There are other factors that may affect a person's reading speed, such as physical health and eyesight.

Reading a book is an enjoyable experience for many university learners. Many readers enjoy reading books because they provide a sense of escape. If one is reading a book, they are immersed in another world, with different characters and different surroundings. One's world is temporarily transformed as one reads. Others enjoy reading because they enjoy learning more about a particular subject. Books can contain a wide variety of information; some books are informative, while others contain fictional stories or poetry. Not everyone enjoys reading, however. Some university learners are so busy with work and family commitments that they don't have time to read. Apart from all these factors, there are several difficulties faced by a person while they are reading a book. These university learners may or may not be dyslexic. They may be unable to read due to poor eyesight or problems caused by a stroke or a head injury. Or they may be coping with a medical condition that makes reading difficult for them. Whatever their circumstances, these university learners need help in order to read. Unfortunately, there are many university learners who suffer from reading difficulties around the world who have not received the support they need. Many university learners believe that

it is impossible to overcome a reading disability. What a person does while reading is observed in this survey, those can be reading only one time and understanding the entire text, reading 2-3 times before the text makes sense, reading and taking notes simultaneously or else misreading words.

As a person is considering reading, there are several sources: magazines, short articles, novels, and encyclopedias, from which to choose. There are several different forms of information or entertainment that one can find. All of these have their advantages and disadvantages; however, most people will tend to prefer one over the others. Some of the sources are majorly used for certain age groups, while others can be used by people of all ages. In this survey conducted on a cohort of 100 university learners, the majority of the university learners preferred reading novels over magazines, short articles, and encyclopedias. This can be attributed to the fact that novels are more interesting and involve much more imagination than other types of reading material. It is also easier to relate to the characters in the novel than a character in a magazine article or an article in an encyclopedia. It is observed that while they are reading, they are likely to omit words, lose place of the last word they read, transpose words, and confuse between words like 'b' and 'd'. University learners are likely to omit words while reading because they are focusing on the content of the sentence. This is why we may see university learners reading a text and not taking in all of the information due to how they are pronouncing the words. Since many readers confuse the two letters 'b' and 'd,' they are likely to transpose words due to failing memory. Consequently, they may pronounce a word incorrectly or mistype a word in a text.

University learners who experience difficulties with reading irrespective of whether they are dyslexic or not. University learners who have difficulty with reading, are likely to not work on projects which involve more reading and less writing. Someone who has difficulty with reading may or may not have difficulty with writing. University learners who have difficulty with reading are more likely to have difficulty with reading more complicated material than those who do not have difficulty with reading. Reading may be considered a skill, as it involves using more than one part of the brain, the process of learning to read, and reading is a skill that takes time and practice to learn.

Reading is a necessity for most students, and it is important to have a comfortable place for studying. However, libraries, parks, and public transport are options for getting in some

quality studying. No matter the choice, the important thing is creating a peaceful atmosphere where one can concentrate on the material they are studying. Students can do this in a variety of ways, but a majority of students prefer to study alone in their room or on their own in a public space, rather than in a group setting. Many students will go to the library to study in a group setting, but others prefer to stay in the comfort of their own homes. The most common place students go to study is in their own room. Students who do not have a private room, and still prefer to study on their own can be simulated and predicted by different classes. This is a measure of the contribution of each class to the total amount of money that is earned in a year by all members of the population. The act of reading faster is something that has been perfected throughout human history. Strategies such as previewing the material to be read, utilizing a writing instrument for tracking as one reads, abstaining from returning to prior lines, and segmenting the text into smaller portions are all techniques used to increase speed and comprehension. Developing this skill can lead to faster completion of assignments, more efficient studying, and an improved overall grade. Moreover, one's ability to rapidly and accurately take in the written word is invaluable in the professional world; reading form documents quickly and fully understanding their contents have allowed people of all backgrounds to distinguish themselves as successful career seekers.

Utilizing the latest developments in technology, such as text-to-speech (TTS) technology and audiobooks, can give learners a powerful tool for enhancing their comprehension and reading skills. A knowledgeable teacher or tutor can also provide valuable guidance and feedback for further improving literacy. While the technological side of reading can be extremely beneficial, there are also manual methods for mastering the material. Writing comprehensive notes on the topic can help the student with their retention, and engaging with the material through active discussions or even quizzes can be a productive way to further deepen their understanding.

While reading, university learners might struggle with words that are similar but not the same. They can see blurred words, and completely mix up the sequence of the words. Moreover, university learners struggle with words that have more than 2-3 letters. This is especially true for people with dyslexia, a learning disorder in which words appear to be "jumbled" or confusing. For these people, reading can be a difficult and frustrating experience as a result, they often have difficulty in understanding the meaning of written

texts and become overwhelmed by the amount of material that needs to be read. To help these individuals, organizations have developed tools and strategies to assist with understanding written material. One can increase their vocabulary by listening to audiobooks, reading newspapers daily, getting help from trained professionals, and asking friends, or family membersto help. Learning vocabulary is an important part of communication, which makes it essential to keep up with new words. By listening to audiobooks and reading newspapers, one can stay informed on the latest words being used in everyday conversations.

Additionally, trained professionals such as tutors or language teachers can provide helpful resources to enhance one's vocabulary. Furthermore, one can ask friends or family members to help with improving their vocabulary by engaging in conversations and challenging each other to see who knows more words. Lastly, there are also various online platforms and applications that offer vocabulary quizzes or games which can be used to keep track of one's progress in mastering new words.

### **Result analysis**

Upon the observation of the survey result, we can understand that the reading habits, and the difficulties faced varies from one person to another. If one learns about their own reading habits and difficulties, they might be able to determine whether they are suffering from dyslexia or not. Moreover, they might be able to determine whether they are moving towards becoming a dyslexic patient. This survey report only tells us about the few out of several difficulties faced by university learners, and the source from which they absorb most of the information.

### **Conclusion**

Upon close scrutiny of the results obtained from this survey, it becomes evident that the students out of the cohort were already familiar with their reading habits. They sought a primary source of information, unlike most adults, who distance themselves from the current trends in the world. The students frequently interacted and responded to changes in the literature, which proved they were quite aware of their surroundings. Furthermore, they were quite receptive to new ideas and concepts, indicating an ability to adapt to their environment and discover new ways to reach their goals.

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