Examining Dyslexia and Dysgraphia Phenomena for EFL College Students by Investigating Reasons behind These Two Phenomena

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Abstract: **Dyslexia and dysgraphia are the most famous learning difficulties that concern scientists and educators. Being ignorant about such difficulties makes teachers waste a lot of time and efforts in dealing with a phenomenon that is not known in many educational circles. The things that make these phenomena risky problems are their symptoms, vagueness, and the little knowledge available about them. The following study investigates the instructor's background knowledge about these disorders. A questionnaire was distributed to (20) teachers chosen randomly from different Iraqi colleges. To back up, an interview with specialized teachers were made. The analysis showed that the most occurring symptoms from the teachers' perspectives are shown in hesitant reading and writing of the students, their stuttering, and their struggle in reading long sentences. The researchers believe that teachers have a little knowledge of these disorders.Therefore, more knowledge is required for them to deal with such phenomenon in the best possible way.**

Keywords: **Dyslexia, Dysgraphia, learning difficulties, Teachers' Knowledge.**

1. INTRODUCTION

In many educational classes, one can observe many differences among the students. One will notice students with different artistic skills, reading and mathematical abilities. People will differ in their abilities according to their prior experiences. Reading is one of these abilities. In fact, it is an extraordinary ability, the reason for this lies in the fact that students who suffer with reading will struggle in their educational career. Different subjects and activities will depend on the student's reading ability. As a result, not being able to read probably will cost the students a lot this matter can be really annoying if it was hereditary or genetic 'dyslexia'. According to Reid (2011:10) dyslexia is a puzzling disorder where students differ in their speed and style of how the information are processed What is surprising about dyslexia is the fact that different successful and famous people began their career with various linguistic difficulties, as time passed, they overcame this cognitive disability.

1.1 The Problem:

There are some students who come to life with inherited cognitive and physical, linguistic problems that hinder their communication. Such problems make them suffer and live in a state of anxiety and tension since they feel that they are unable to express themselves or express themselves in a hard way. Such problems like Dyslexia and Dysgraphia are the causes of the failure of students in schools, universities and various fields of life. The difficulty of learning to read and write impedes some learners to achieve the desired educational goals. In addition, these behavioral disorders make students fail in some other subjects since it affects how students deal and manage with such subjects. What makes the problem is that teachers do not have the required knowledge and awareness of such universal disorders.

1.2 The Aim:

The study tries to explore and identify the learning difficulties and challenges that Iraqi dyslexic and dysgraphic university student's face from the faculty member's perspective. It tries to gain an understanding of such challenges and how these challenges appear regularly in a classroom environment.

1.3 The Questions:

The research attempts to answer a set of questions. The first question tries to know faculty members awareness of the phenomenon of learning difficulties among university students. The second question tries to know the most noticeable difficulties of learning difficulties. The third question focuses on the extent to which students with learning difficulties need support programs from the view of faculty members. While the last question centers around knowing the nature of the appropriate educational environment required by the programs that support people with learning disabilities at the university. All these four questions focus on the point of view of college instructors.

1.4 The Hypothesis:

The researchers have the believe that many Iraqi university instructors do not have the sufficient knowledge about these two disorders. Their ignorance about such disorders makes them relate any kind of drawback with their students to the act of laziness.

1.5 The significance:

Since there is a lack in the amount of research in the area of learning disabilities at the university level, the researchers find that there is a need to shed a light on these disorders. It is hoped that by addressing the phenomenon of dyslexia and dysgraphia, faculty members would be enlightened by how these mental disorders affect the students. By gaining enough knowledge, faculty members will know how to deal and assist such types of students.

2. LITERATURE REVIEW

2.1 Dyslexia:

Giving a precise definition about dyslexia is not easy thing; the reason for this complexity spurs from the fact that it is a puzzling phenomenon. Turner and Payne (1999: 2) say that all the books that have written about it state that dyslexia have different definitions. Such wealth of definitions needs some clarification. The main reason lies in the fact that there are different kinds of professionals that deal with dyslexic children. Different types of psychologists, teachers, doctors, and linguists became more interested in it. Each of them sees the mater from a different perspective. If someone asked a doctor to give a definition about it, he will receive an answer that relates the problem as a matter of physical brain structure. Psychologists will define it as a matter of cognitive disability. Linguists will give a definition that relates the matter to children's language skills. Teachers will not be interested in its definition, but will say "just tell how to treat my students". Concerning this matter, Høien and Lundberg (2013: 4) say that the global organization of neurology, said that dyslexia is a type of neurological disorder expressed in a reading difficulty, in spite of the existence of acceptable intelligence, straight instruction and social and cultural opportunities.

2.2 Dyslexia and reading delay:

Dyslexic people may differ from those that require special attention. According to Hall (2009: 2) people that require special educational requirement are people that need special educational boost. With a temporary help, they can get back on the track and compete with their peers. Dyslexic people may be classified as people that have mental or physical disability that affect their daily activities, but do not require special needs since they can cope with their peers. Physiological differences can be seen between the two groups. Dyslexic people suffer from neurological dysfunction in the left hemisphere of their brain. Such thing is rarely diagnosed in children with reading retardation.

2.3 Difficulties of dyslexia:

Marshall (2013:6) says that researchers have identified some of the difficulties that are likely to play an essential role. The majority of these are related to language processing difficulties. Not only that, cognitive processing speed can also be considered as a contribution factor. Some of these difficulties are:

1- Phonemic awareness problem: a problem where the person finds a difficulty in breaking down or manipulating the sounds within words. For example, a dyslexic person will have a difficulty in breaking the word cat into the sounds c, a, and t.

2- Automatic word retrieval problem: a dyslexic person will need more time in its verbal response to a visual s cue. For example: he will need extra time to know the name of something when the teacher shows him a picture. Another difficulty is the slower response to spell the letters printed on a graph.

3- Digit span problem: the dyslexic person will not be able to save or transfer short numbers or letters in short-term memory.

4- Visual perceptual confusion problem: dyslexic person will face some difficulties in recognizing similar shape letters, for example (b) and (d). He will also encounter the difficulty of perceiving similar shape words, for example (from) and (form).

Dyslexia symptoms are tremendously variable. People with dyslexia can be observed as careless people that not trying hard enough. At home, they are very skillful and smart people, but the suffer starts at school; children can suffer from bad handwriting, according to Turner and Payne (1999: 76) student can be embarrassed by their poor handwriting, they also can be frustrated since their educational contribution may be under valuated because of their poor handwriting .

2.4 Diagnosing a dyslexic person:

Before going into the symptoms of dyslexia, it should be noted first that this phenomenon is not associated with IQ, which explains the trauma of parents when they discover that their son has reading difficulties even though it shows signs of natural or even supernatural intelligence. According to Parker (2014, p.106-107) the most important manifestations of dyslexia can be summarized in the following points:

1. Slower speech development: the child will start speaking after the age of three or four.

2. Pronunciation difficulties: the child will have difficulty in spelling words like 'animal' and pronounce it 'aminal'.

3. Rhyming difficulties: the child will face a problem when it comes to giving simple rhymes for words such as 'cat' or 'bat'.

4. Difficulty in learning numbers, alphabet or days of the week.

5. Difficulty in gaining new and fresh vocabulary.

6. Facing a problem to coordinate clapping with a simple rhythm.

7. Difficulties in dressing in the correct way or wearing the correct shoe on the correct foot.

8. Difficulty in taking and following commands, especially multiple commands.

9. Problems with everyday life activity like kicking and holding.

5- 11 Years:

1. Avoiding any activities that involves reading, and if they forced to read, they fell an extreme pressure on them since their reading is hesitant.

2. The pressure increases when it comes to reading unknown words.

3. Frequently losing the track when reading.

4. Pronouncing a word in a correct way and then in a correct way in the same reading passage.

5. Repeating and deleting words frequently when reading

6. Miserable abilities when it comes to writing.

7. Memory restrictions and limitations.

8. Being distracted easily that leads to confusion between directions that leads to frustration, bad behaviors, low confidence and self-esteem.

Adulthood:

1. Many of the previous problems can also be found at this stage.

2. Committing a lot of embarrassingly spelling mistakes that could be corrected in a simple way.

3. Having a lot of problems when it comes to taking notes.

4. Having a hard time in remembering class discussions.

5. Having a hard time when it comes to remembering poetry- math formulas, poetry, and foreign vocabulary.

6. Having problems in completing exams in a coherent way.

7. Having poor pronunciation that leads to a low self-esteem..

2.5 Dyslexia and higher education students:

Generally speaking, there are two types of dyslexic students. The first group is those who were diagnosed at early staged with dyslexia -at school-.such group may receive a cure or may not receive any help about it. The second type of groups is those who were diagnosed and received the help of special courses to overcome their problems. How universities deal and respond to their academic needs may vary or correlate according to their age and the stage of educational which they were associated. According to Jamieson and Morgan (2008: 17) there are some advantages to the students that enter the college with a previous knowledge of their problem from those who enter the college without knowing anything about their problem. However, it will be exaggerating to say such difficult overgeneralization since dyslexic people differ from each other, but, nonetheless, one can find similar patterns that emerge.

2.6 University Policy:

Pollak (2012:70) says that there must be an effective connection between institutions which relates to the higher education ministry and participation practitioners and experts of all kinds in higher education. This means that all universities must change their views and perspectives about dyslexia of being not a disorder but a gift. In other words, all universities must adopt a philosophy of being a place that can be labeled as 'dyslexia-friendly'. A specific culture where responsibilities are shared must be initiated. Full Support must be delivered. This means that only one tutor will not be able to make a lot of progress, all educational staff must be 'dyslexia-aware'. Educational media and those who work in university marketing are also included in this process. University websites must be modified to be easier to approach and easy to read by dyslexic people. This means that websites must be redesigned by specialized graphic designers. Web sites must be full of illustrations, especially the moving ones, a lot of bright colours, and small texts with big fonts. Moreover, Web sites must be versatile and can be edited to suit their needs.   This allows the dyslexic students to adjust the website more easily, in addition to having an option a screen reading function.

It is also crucially important that all documents in the university, like the university regulations must be available in different formats. A strict and official policy will not be required; but an acceptance and knowledge on neurodiversity. In other words, there should be a shared policy of acceptance of all people with learning differences. Being 'dyslexia-friendly' is a good thing for any lecturer. However, if a university adopted 'dyslexia-friendly' philosophy, then books must be easy to access; books must be available in audio formats or digital versions so that students can feel more comfortable reading them. Exams and tests are really essential priorities that must be taken care off. There must be modifications or other type of exams that make dyslexic people feel more comfortable. This is because the regular exams require processing information at a higher speed. It also requires a speedy handwriting and the ability to write with a good grammar. All of this puts dyslexic students under pressure. Teachers must also provide a different way to write essays instead of the long essays, since such types require linear thought.

2.7 Dysgraphia:

Dysgraphia is one of the most common types of learning difficulties in children, especially in primary school age, where writing plays a major role in the practice of school activities and in all the tasks of working life. The role of writing is represented in the way of how it is used to spread the light of knowledge, science and to promote humanity to another level. That is the reason why nations take a good care in teaching its children how to be better writers.

2.8 Definitions:

According to Deiner (2013:189-190) dysgraphia is defined as a neurological disorder. With such disorder, people are known with their inability to create meaningful characters or symbols. In other words, it is defined as a type of writing disorder in which the person mixes between the characters and sounds that differ in their vocal qualities. Thus dysgraphia is known as a weak or bad writing and inability to perform the muscle movement required by the process of writing in the copying of characters and shapes. Some people believe that dysgraphia is something related to an imbalance in the nervous system, which causes the individual to be unable to express his ideas in writing, although there are no problems in the motor ability of the individual. Dysgraphic people face difficulties in spelling and weak handwriting and difficulty in expressing themselves through writing which need to employ muscle movement as a shoelace tying skill, tight clothing buttons and many other motor skills.

Hart (1999:68) says that dysgraphic person may be blessed with an IQ over 130 and outstanding cognitive abilities yet have very severe difficulties in daily and activities. Dysgraphia disorder comes from a damage to Broca's spot so an acquired brain damage will often cause dysgraphia.This is because the motor links and muscles that control the organs of the lips, tongue, and palate, are located near the area that controls the right hand which is used for writing. Being unable to write or writing with tremendous effort make dysgraphic people frustrated. Exhaustion and frustration hinder the learning process, it can lead to have a low self-esteem. People will feel exhausted not because they cannot learn, but because a lot of their time is sacrificed in the writing process, as a result a lot the information may be missed.

2.9 Signs of Dysgraphia:

According to Deiner (2013:190) dysgraphia is characterized by the following actions:

1- Writing becomes uncontrolled and needs more balanced control and organization. Adding to that, deleting some of the characters of the words, for example: the letters at the beginning or the middle and the end. Moreover, one may also add some characters that are not related to the words on the subject of writing.

2- There are many errors in the grammar and grammatical rules. The presence of errors in punctuation, such as: points and commas and the difficulty in linking the characters with each other.

3- Mixing words and forgetting the names of known things. Facing difficulties in knowing the direction of the right from the left and the inability to draw lines. In the majority of cases the hand- writing appears really awful.

4- Difficulty in practicing some of the daily activities such as: wearing clothes or wearing the shoe on the right foot

5- Having difficulty putting or locating characters on the lines at the page alignment, and being unable to type letters regularly that may appear slanted or undetectable.

6- There are clear differences between written ideas on paper and unwritten oral ideas.

7- Holding the pen in a wrong way or not a desirable way. In addition, sitting in a way that hinders writing. Adding to that, pressing the pen really strongly, this leads to the use of the eraser very often.

8- Writing words or letters is usually incomplete, and copying letters or words are achieved in a process that can be described as slowly and effortlessly.

9- Complains of pain in the muscles of the forearm or inflammation of the hand, especially when writing or after the completion of the writing process.

10- Not being able to control the distinction between the forms of letters and words, and the inability to identify them visually.

2.10 Methods of Treatment of Dysgraphic People:

There are various ways in which a teacher can support students with this disorder. Deiner (2013:190) says that one of the ways is to use paper with special alignments and lines that can aid students to stay within the lines. Training the students to learn the correct way of holding and gripping pencils can boost the treatment. Writing letters and the numbers on the air and increasing the movements of the arm can help in improving the motor memory. Students must ensure that they correct their posture and the papers' position and location to help in the treatment. The treatment is done by adjusting the child's body during the writing process. Adjusting the seat so as to become more comfortable for him. Also taking into account the foot position on the ground level and the hands above the table, with one hand holding the pen and the other holding

the paper. The same thing can be done when teaching the student how to posture in front of the black board. In addition, talking about how letters can be formed and shaped can positively aid in the process. Each letter can be linked to a special story. Concerning the visual perception, the method of treatment depends on the teaching of the student to discriminate and know the similarities and differences between characters, words and their sizes.the teacher can also adjust the students visual memory by displaying a set of characters or shapes and writing some of them on the board or by displaying a set of letters on paper and hide them and then ask him to write them again.

3. RESEARCH METHODOLOGY

3.1 Research Methodology:

In order to collect the data, two tools were used. The first tool is a decent designed questionnaire. The second tool is semi structured interviews with the teachers to reveal more precise outcomes

3.2 Population:

To get a better understanding and clear view of this phenomenon, a questionnaire was given to different teachers from different Iraqi colleges. The aim was to find whether the teachers have any idea about this phenomenon. In addition, if the teachers know how to diagnose and treat such thing in their students. The populations of this study are (20) EFL teachers from different colleges for the academic year 2017-2018.

3.3 Instrument:

In order to achieve the aim of the study, EFL teachers from different colleges were given a questionnaire that was constructed by the researchers. This questionnaire was distributed to gather data and measure this phenomenon among their students.This questionnaire introduces simple questions that can help in gathering the data of this research. The questionnaire consists of (20) questions that the teacher must answer by selecting 'agree; or 'disagree'. To back up the results of the questionnaire, interviews were made with (10) teachers to gain precise results

3.3.1. Face Validity:

A questionnaire will be effective if it was revised and approved by a group of experts, in this sense, one is talking about validity. In other words, the questionnaire must have face validity. According to Harris (1969:7) face validity is defined as the appropriate way that the test must be according to the approval of many experts. To get this validity, the following questionnaire was given to be checked and approved by a group of EFL and Linguistics experts in the English Department. Those experts were asked for advices and suggestions, they were also asked to judge the quality of this questionnaire. The experts gave their opinions and approved, but with few minor modifications.

The jury of experts are:

1-Prof. Dr. Duha Attallah Hassan (College of Basic Education, Al Mustansiriyah University).

2. Asst. Prof. Abeer H. Salih (College of Education for Women,   Al Iraqia University)

3. Asst.Prof. Rana H. Al-Bahrani (PhD) specialist in Linguistic Theory/ Cognitive Linguistics, College of Education for Women. Baghdad University,

4. Asst. Prof. Maysaa Rasheed (College of Education for Women, Baghdad University).

3.4 Results Related to the Study Question:

The study question states:

"What is the degree of learning difficulties from the point of view of English language teachers?

To answer this question, the percentage of learning difficulties was extracted and the following levels were used to estimate the degree of difficulty

80% or higher is very high

70% -79.9% high

% 60.0% - 69.9% Medium

Less than 50% very low.

A: Teacher's experience ------------------   B: Teacher's qualification-----

No.	Agree	Percentage	Disagree	Percentage	Level of Difficulty
1	12	60%	8	40%	Medium
2	16	80%	4	20%	Very high
3	6	30%	14	70%	Very low
4	5	25%	15	75%	Very low
5	6	30%	14	70%	Very low
6	7	35%	13	65%	Very low
7	16	80%	4	20%	Very high
8	13	65%	7	35%	Medium
9	10	50%	10	50%	Very low
10	9	45%	11	55%	Very low
11	16	80%	4	20%	Very high
12	8	40%	12	60%	Very low
13	14	70%	6	30%	High
14	10	50%	10	50%	Very low
15	12	60%	8	40%	Medium
16	14	70%	6	30%	High
17	12	60%	8	40%	Medium
18	14	70%	6	30%	High
19	18	90%	2	10%	Very high
20	13	65%	7	35%	Medium

3.4.1 Results of the Questionnaire:

In response to the question of the study, it is clear that the main difficulties -from the point of view of the teachers- are ranked by importance, the first difficulty is the students' stumbling during reading long words (item 19). The second one is the student difficulty in reading and writing assignments (item 2). The third one is the students' stuttering during the reading process (item 7). The fourth one is the students' difficulty in reading long sentences (item 11). The fifth one is the awful and unreadable handwriting of the students (item 13). The sixth one is when the students delete or add alphabet characters while reading and writing (Item 18). These are the most higher and approved difficulties from the faculty members point of view. The less important items, according to the respondents were item (4) which is The students' difficulty in holding the pen correctly, which represent (25%). Another difficulty is when the student presses the pen in a hard way during the writing process, It represents (30 %). While another related difficulty is when the student switches his hands during the writing process, which represents (30%).

The researcher explains the results by saying these difficulties relate to the student himself. Such difficulties spur from forcing the students to concentrate for a long time. Such thing creates and boost these difficulties for students. One can see that reading large sentences requires students to focus and concentrate for a long period in reading and following the words, the letters, and connecting the letters to their voices, so as to recognize and build a clear concept of these words. This lack of confidence in recognizing the knowledge of letters and its shapes leads the students to continue in erasing words as they write. Such frustration makes the students press the pen in a hard way.

3.4.2 Results of the Interview:

In order to get more accurate and precise outcomes, set of interviews was made. The following questions were given in the interviews. The researcher interviewed a group of ten specialized faculty members, and the following statements were given:

Q1- **To what extent the faculty members are aware of the phenomenon of learning difficulties among university students?**

Teacher No.1 answered that the teachers are rarely aware of such disorder. They relate any type of learning drawback to students' laziness. He says that teachers need to know that every student who grows differently from the average is an individual with learning difficulties, but also has the hidden powers of a genius. Teacher No.2 agrees and adds that such types of learning difficulties are caused by a disorder in the central nervous system. In addition, there is a difference between the inelegance rates and the performances expected from students with learning difficulties. Teacher No.3

stresses that learning disabilities are accompanied by other disabilities such as (hearing impairment or visual or intellectual disability, etc.). Learning difficulties are accompanied by problems such as hyperactivity and lack of attention. But he sees that the student cannot be a superior or talented and has learning difficulties at the same time.

Q2. To what extent students with learning difficulties need support programs?

Teacher No.4 answered that there is a need to provide special services and programs for students with learning difficulties at the university and those who enroll in the university. Adjustments are highly necessary to the admission requirements to the university. Such thing is obligatory to help students with learning disabilities. Teacher No.5 affirms that a preparatory and supportive pre-college courses should be offered by the university for students with such difficulties before joining academic programs. While teacher No.6 asserts the necessity to enact regulations and legislation that provide services for students with such disabilities at the university. A description of the type of courses must be also provided before beginning the study to make the necessary arrangements and adaptation procedures. Teacher No.7 states that it is necessary to secure assistive equipments to enable students with learning disabilities to progress and pass such courses.The participation of a multidisciplinary supportive team also helps in the development and the implementation of individual programs for students with learning disabilities. Students with learning disabilities need human staffs with different specialties to adapt unique curriculum to suit their needs. Supporting programs must provide supervision function and follow-up for students with learning disabilities.Meanwhile, teacher No. 8 claims that the tests that such students confront with must be modified based on proposals and suggestions. Supportive programs must provide advisory services for both students and faculty members.

Q3 What is the nature of the educational environment required by the programs that support people with learning disabilities at the university?

Teacher No.9 stresses that the process of teaching students with learning difficulties requires the teachers to understand and know the requirements of the appropriate educational environments in which such students act. Teacher No.3 says that a positive learning environment is needed which allows for equal opportunity for students with learning disabilities. The learning environment must be free of any environmental dispersal. Teacher No.9 adds that teachers really need to familiarize themselves with the methods and the strategies that help in teaching students with learning disabilities.Nearly all the interviewed teachers stress that it is necessary that teachers need to get courses in social skills that help them for their success with students with learning difficulties in different educational environments. Also, designing the appropriate learning environment requires a careful planning to encourage active participation. Furthermore, teachers need to create a friendly relationship with students who have learning disabilities. It would be really helpful to put students with learning difficulties in collaborative learning groups, which assist them in the education process. Teacher No.10 affirms that supplies and equipment must also be available to support programs such as (Furniture and Computer Hardware). Suitable lighting should be provided to students with such disabilities.

4. CONCLUSION

Throughout the analysis of study, it seems that a lot of Iraqi EFL language instructors do not have the appropriate knowledge that allow them to handle with such two vague cognitive disorders. This conclusion comes from the fact that most of the instructors chose specific items in the questionnaire; These items are (item No 2,7,11,19). These items can also be regarded as normal behaviors. In fact, it seems that most of the instructors link such behaviors to student laziness without thinking that such behaviors may also be an indication of these cognitive disorders. It is important to organize many conferences and meetings to enlighten the university instructors and students about these two phenomena so they can have the appropriate knowledge that makes them ore capable. It also needs to put in mind that many people with dyslexia and dysgraphia have a successful career in business life. As a result, People with dyslexia and dysgraphia are innovative. In addition, treating such people does not drain resources, in fact, treatment can be done with simple materials. Adding specialists, supervisors and communities to the universities can also help in helping those students with these disorders.

It is possible to say that reading and writing are the basic and the most important skills in everyday life. Therefore, people as educators, need to take care of such cognitive problems that causes these learning difficulties and help the students to overcome these problems. This can be achieved by understanding these problems and the educational difficulties that lead to. The researchers wish that by this work they illuminated the path of other researchers and educators in their attempt to indicate and diagnose these two phenomena.

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APPENDIX-1

Dear teachers,

This questionnaire is an attempt for gathering information needed for the accomplishment of a research paper, which is entitled 'Examining Dyslexia and Dysgraphia Phenomena for EFL College Students by Investigating Reasons behind These Two Phenomena'. It aims at knowing how much EFL teachers realize these two phenomena in their classes and among their students. Also, it aims at identifying the most prominent learning difficulties from the point of view of the faculty member.

Your answers are very important to the validity of this research. You are kindly requested to answer the following questionnaire. Thank you in advance for your participation.

A: Teacher's experience ------------------   B: Teacher's qualification----------------

No.	The most prominent learning difficulties from the point of view of the faculty member.	Agree	Disagree	Percentage	Learning difficulties
1	The student shows signs of fatigue during the reading and writing.				
2	The student finds it difficult to write and read assignments				
3	The student presses the pen in a hard way during the writing process.				
4	The student finds it difficult to hold the pen correctly.				
5	The student switches his hands during the writing process				
6	The student cannot remember the names and forms of letters				
7	The student stutters during the reading process				
8	The student puts his head closely near to the book during the reading process, although his eyesight is intact				
9	The student puts his head closely near to the book during the writing process, although his eyesight is intact				

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10	The student uses eraser a lot during the writing process				
11	The student finds long sentences difficult to read				
12	The student finds it difficult to read what he has written				
13	The student's handwriting is unreadable				
14	The student shifts some alphabet characters while writing				
15	The student changes some alphabet characters while reading				
16	The student finds it difficult to draw or keep a continuous and integrated line during writing				
17	The student switches the place of alphabet characters while writing and reading				
18	The student deletes or adds alphabet characters while reading and writing.				
19	The student finds it difficult to read long words				
20	The student makes mistakes while typing				

Q- What are the reasons behind these two phenomena in your opinion?

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