

## Word Illumination

Samsilah Roslan, Zeinab Ghiami, Noorlila Ahmad and Jinimy Dangku

Some people experience a continuous battle in their brain when they attempt to read. This condition akin to an alphabet war is normally referred to as “Dyslexia”. It is neurological in origin and primarily affects the ability to spell, read and write. Literally, it means difficulty with words. Dyslexia sufferers also known as Dyslexics are highly gifted and talented individuals. They learn like other students but with more focus on letter and word recognition. In the education discipline, dyslexic students are addressed as students with special educational needs. Dyslexia is usually hereditary; and it affects the sufferer’s phonological processing of strings of objects and symbols. The challenge begins at the process of decoding single words to form sounds and meanings (read) and transforming sounds into an arrangement of symbols (spell). Nevertheless, the sufferer does not have a problem with the comprehension of meaning. Dyslexic sufferers will compensate their inability to form words by employing other higher level language skills. This enables them to provide creative and in-depth answers when they participate in class activities. This unusual ability to provide sophisticated responses in spite of their deficiency baffled many teachers who are involved with dyslexic students. Giving them opportunity to explore their ability through appropriate methods that accommodate their differences will increase their self-esteem and enhance their creativity.



W O N D E R F U L

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