

## DYSLEXIA IN LANGUAGES

*Filimonova A.S.,*

*a first-year student of VSU named after P.M. Masharov, Vitebsk, Republic of Belarus*

Scientific supervisor – Kazhekina L.V., senior lecturer

This article delves into how dyslexia influences language development, examining the cognitive and neurological factors at play. By understanding these challenges, educators, parents, and peers can foster more inclusive environments that support diverse learning styles and promote effective communication skills for all learners. By shedding light on these challenges, we *aim* to foster a deeper understanding of dyslexia and highlight effective strategies that can support individuals in their language learning journeys.

**Material and methods.** The research was based on numerous scientific articles on the topic of dyslexia and other learning disabilities. The main methods that were used in the research are the following: an analytical study of sources on this problem and descriptive method.

**Findings and their discussion.** Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling. But the condition occurs on a wide spectrum affecting individuals in unique ways. That is why directing people with dyslexia away from language learning solely on the basis of their dyslexia is scientifically unfounded. It is roughly calculated that approximately fifteen to twenty percent of the world population has dyslexia. In other words, in a typical class, at least 1 in 5 children will have dyslexia. Additionally, it is estimated that boys are more likely to be diagnosed with dyslexia than girls. The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a dyslexic person develops and functions. While writing letters they may confuse symmetrical letters like “b” and “d”, “p” and “q” and similar letters like “j” and “g”, “n” and “m”, and “v” and “w”. Moreover, most people with dyslexia have been found to have problems with identifying the separate speech sounds within a word and/or learning how letters represent those sounds, a key factor in their reading difficulties. Dyslexia is not due to either lack of intelligence or desire to learn; with appropriate teaching methods, dyslexics can learn successfully. Furthermore, symptoms of this learning disability can be extremel in some languages than in others. For instance, British people with dyslexia are worse at reading than Italien dyslexics since italien language has an intuitive phonetic spelling system. For this reason, the incidence of dyslexia found in Italy is only 3.5% compared to 10-15% in Anglo-Saxon countries. Some languages like French, Danish and even English, can be hard for students with dyslexia, while others like Spanish, German and Italian may be easier. For example, it is sometimes said that Danish speakers swallow their consonants, making it difficult for learners to hear exactly which sounds have been uttered. Looking at a word on paper, you will not necessarily know how to pronounce it. The same is true of French, a language in which *je peux* (I can), *il peut* (he can) and *un peu* (a little) are all pronounced in the same way (the –x and –t endings are silent) but mean different things. But what about languages that are written in a different direction, like Arabic or Mandarin? Learning Chinese entails matching meaning and sound to a specific character. This uses a different part of the brain for processing than an alphabetic language and there have even been studies that show dyslexic students have fewer difficulties learning to read and write in character based tongues. Dyslexic students who are successful learning a foreign language often experience huge gains in self-confidence, which can extend to other areas of the classroom. Languages also present a great opportunity for them to strengthen cognitive skills, including working memory, and to express their creativity.

**Conclusion.** From the discussions it can be concluded that dyslexia is a condition affecting the brain that causes neurological and learning disorders leading to low academic success and achievement. Dyslexics commonly have difficulty in reading and writing. Therefore, dyslexia is defined as a “language-based learning disability” which affects processing one or more aspects of a language, in particular pronunciation, reading, writing and grammar use. Conceptual interpretation, brain structures and genetics are studied as the causes of dyslexia; however, there is still no consensus on what causes dyslexia. The symptoms are not the same in all dyslexic learners. They vary based on time, individual differences and level of dyslexia. We conclude that educators and parents must be trained on the nature of dyslexia, the strategies to deal with dyslexics and must be committed to support the creative talents of dyslexics.

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