



## Knowledge of Dyslexia among Teacher Trainees in Malaysia

Izzati Suffiah Binti Muhammad Amin Faudzi\* & Julia Lee Ai Cheng

Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak,  
Sarawak, Malaysia.

### ABSTRACT

Teacher trainees are a critical group of professionals responsible for identifying students with dyslexia in schools. This study aimed to examine the common understanding and misconceptions concerning dyslexia among Malaysian primary school teacher trainees. The study was conducted using a set of questionnaires known as the Knowledge and Belief about Developmental Dyslexia Scale (KBDDS) developed by Soriano et al. (2015) to investigate teachers' general knowledge, symptoms and diagnosis, and treatment of dyslexia. The questionnaire consists of 36 questions that require a true or false answer. Ninety-nine teacher trainees participated in the study. The results showed that there was a moderate proportion of teacher trainees who were not familiar with dyslexia in terms of general information (34%,  $n = 39$ ), symptoms and diagnosis (23%,  $n = 23$ ), and treatments (32%,  $n = 32$ ). Based on the results, we can conclude that there were teacher trainees who were unfamiliar with dyslexia regarding the general information, symptoms and diagnosis, and treatments. Teacher trainees need to master every aspect of dyslexia because it will help them to enhance their skills in teaching students with dyslexia. This study's implication for improving pre-service teacher training programs for preparing teacher trainees to master the issues related to learning disabilities, special education, and especially dyslexia are discussed.

**Keywords:** dyslexia, misconceptions, knowledge, primary school, teachers

### ARTICLE INFO

Email address: eizafaudzi99@gmail.com (Izzati Suffiah Muhammad Amin Faudzi)

\*Corresponding author

<https://doi.org/10.33736/jcshd.4685.2022>

e-ISSN: 2550-1623

Manuscript received: 17 May 2022; Accepted: 26 August 2022; Date of publication: 30 September 2022

Copyright: This is an open-access article distributed under the terms of the CC-BY-NC-SA (Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License), which permits unrestricted use, distribution, and reproduction in any medium, for non-commercial purposes, provided the original work of the author(s) is properly cited.