

Augmented reality for children with dyslexia

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Majed Aborokbah of the Faculty of Computers and Information Technology at the University of Tabuk in Tabuk City, Saudi Arabia, is working on different learning scenarios for the Arabic language that are based on human computer interaction principles. In this novel approach meaningful virtual information—audio, video, and 3D environments—can be presented to dyslexic children in an interactive and compelling way with a view to improving reading skills and comprehension. This could circumvent some of the particular issues and complexities facing children with dyslexia when reading and writing Arabic.

More information: Majed Aborokbah. Using augmented reality to support children with dyslexia, *International Journal of Cloud Computing* (2021). [DOI: 10.1504/IJCC.2021.113972](https://doi.org/10.1504/IJCC.2021.113972)

Augmented reality can be used to support children with dyslexia, according to a team from Saudi Arabia writing in the *International Journal of Cloud Computing*.

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Dyslexia is a well-known and well-studied condition in which people of normal intelligence have difficulty reading. It affects between three and seven people in every 100, although up to 20% of the population may have some problems.

Dyslexia is a spectrum condition with the least affected perhaps having issues with spelling or reading quickly while those at the other end of the spectrum may have problems not only with simple reading and writing tasks but also with basic comprehension of the written word. There is no well-defined cause and a combination of genetic and [environmental factors](#) may underlie [dyslexia](#).

Numerous teaching techniques and even equipment such as visual filters have been used to overcome the problem although novel approaches to teaching are the most successful at ameliorating the worst of the problems to some degree for many people.

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