PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
University of Tlemcen

Faculty of Letters and Languages

Department of English

Dyslexic University Students

(Case Study of First Year EFL Students at Abou Bakr Belkaid

University of Tlemcen-Algeria).

Dissertation submitted to the Department of English as a partial fulfilement of the

requirements for the degree of Master in Language Studies (LS).

Presented by: *Supervised by:*
  ❖ *Miss. Hadjer Oum EL-Keir BENAISSA.*   ❖ *Dr. Assia BENETTAYEB.*
       ❖ *Miss. Zahra BENKHALED.*

Board of examiners:

Dr. Abdelkader BENSAFA	**Chairperson**
Dr. Assia BENETTAYEB	**Supervisor**
Dr. Souad HAMIDI	**Examiner**

-2019-

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
University of Tlemcen

Faculty of Letters and Languages

Department of English

Dyslexic University Students

(Case Study of First Year EFL Students at Abou Bakr Belkaid University of Tlemcen-Algeria).

Dissertation submitted to the Department of English as a partial fulfilement of the requirements for the degree of Master in Language Studies (LS).

Presented by: *Supervised by:*
- ❖ *Miss. Hadjer Oum EL-Keir BENAISSA.*   ❖ *Dr. Assia BENETTAYEB.*
  - ❖ *Miss. Zahra BENKHALED.*

Board of examiners:

Dr. Abdelkader BENSAFA	Chairperson
Dr. Assia BENETTAYEB	Supervisor
Dr. Souad HAMIDI	Examiner

-2019-

Dedication 1

It is my genuine gratefulness and warmest regard to dedicate this work to:

My beloved parents, who have been my source of inspiration and gave me strength in times of need, and continually provided their moral, emotional, and financial support.

My dear brother *Ayoub*, sister in low *Maghnia*, and lovely sisters *Rabab* and *Israa* who have been always here for me with their encouragement and motivation.

My aunt *Fatima* who is like my second mother

Benaissa, *Hadj Mohammed* and *Ferredj* families members

My mentor and supervisor *Dr.Assia Benettayab*

All my friends, classmates and everyone who was there for me

Hadjer Oum El-Kheir.

Dedication 2

I dedicate this work

To two exceptional persons in my life, they are the light of my eyes: To my beloved father and my dear mother who motivate me to keep on going.

To all my sisters, brothers and the unique aunt.

My mentor and supervisor *Dr.Assia Benettayab*

To each individual in my family without exception.

To all my friends.

Zahra.

Acknowledgments

Abstract

Dyslexia is one of the existing Learning Disabilities (LD) that many English Foreign Language Students (EFL) confronted in their studies. The objectives of this study are introducing, correcting misunderstanding   and shading lights on a very intriguing topic such as 'dyslexia' which has close relationship to learning EFL. The researchers tried to give a bird's eye view of dyslexia and its types in relation to our sample, in addition to other common problems dyslexic students may face and strategies used by teachers to help overcome them. This also attempts on finding out the background information on the topic of first year EFL students at Abou Bakr Belkaid university of Tlemcen, and some EFL teachers as well as a case study relying on a number of research instruments for data collection: questionnaire (one for students and the other for teachers.), and classroom observation. The data collected were analyzed quantitatively and qualitatively. The collected information obtained from the data analysis, interpretation, and discussion of the results revealed a close relationship between dyslexia and many signs EFL 1st year students have, which needs to be diagnosed professionally to determine whether it is dyslexia they have, or the signs are from another reason (for example: anxiety). At the end, some recommendations were presented to better arrange a classroom with dyslexic students.

Table of contents

List of Tables and Figures

List of Abbreviations and Acronyms

ADHD: Attention Deficit Hyperactivity Disorder.

DA : Dyslexia Assessment.

DHE: Dyslexia in Higher Education.

EDA : European Dyslexia Association.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

IDA : International Dyslexia Associations.

IIH : International Institution of Health.

LD: Learning Disabilities.

MDI: Michigan Dyslexia Institute**.**

RAN: Rapid Automatized Naming.

RTI: Response to Intervention.

SLD: Specific Learning Difficulty.

TD: Typical Development.

General Introduction

'*Dyslexia'* is often applied as a label without any real understanding of what it really means. Some people think that if you are dyslexic it means you cannot spell and you might be "a bit thick". It may seem obvious to say this, but dyslexia has nothing to do with intelligence. Neither nor is being dyslexic simply about spelling difficulties, or not being able to read and write fluently. Dyslexia describes a group of different but related factors which affect an individual throughout their lives. It is a specific learning difficulty that among other things, can impact on an individual's ability to break words down into their component phonemes, mainly reading, writing and spelling. People with dyslexia may be highly intelligent and creative individuals but still struggle with basic literacy skills.

As a learning difference, a combination of strengths and weaknesses, dyslexia affects the learning process in reading, spelling, writing and sometimes numeracy. Dyslexic learners may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skilled EFL students especially dyslexic need if they are to learn effectively in a busy classroom such as ours. They are also key skills for life. Learning problems arise if dyslexia is not recognized and the teaching is inappropriate. To best understand how to meet the needs of dyslexic learners in mainstream, an appreciation of the subtle changes is required in policy and practice is needed.

The present research work is a study that focuses on introducing dyslexia: meaning, types, and some problems that face 1ST year EFL students at Tlemcen University in relation to dyslexia, in addition to strategies that teachers may adopt to help this type of students overcome their weaknesses with concentration on reading. We referred to some obstacles facing EFL teachers' way of helping

dyslexic students by suggesting some ideas to solve the issue under study. Our research questions are as follow:

1. What is Dyslexia?
2. What are the problems that dyslexic EFL university students face?
3. How can EFL teachers help dyslexic students overcome this disability?

We hypothesized that:

1. Dyslexia may be a reading disability.
2. The problems faced by dyslexic EFL university students may vary from one student to another such as: shyness, fearing to be ridiculed by classmates or punished by the teacher, mainly withdrawed during groupwork, not participating in any task that require reading out loud, or may be unaware of having dyslexia in the first place, ect.
3. EFL teachers may help using different strategies in order to help their dyslexic students overcome their disabilities by: giving more homework, encouraging reading and practicing English language, motivating them …

To achieve the objectives stated for this study, the researchers divided the work into two chapters; the first chapter reviews some background information concerning dyslexia in relation to university learners and the second chapter deals with some theoretical notions concerning the research design and procedures in addition to the discussion of the main results and data interpretation. Some suggestions and recommendations that represent pedagogical solutions are presented in order to deal with the issue of dyslexic EFLlearners.

Chapter One: Understanding Dyslexia

1.1. Introduction**.**

1.2. EFL University Students Reading Disabilities**.**

1.3. Dyslexia: Background and Definition**.**

1.4. Types of Dyslexia**.**

   1.4.1. Phonological Dyslexia.

   1.4.2. Primary Dyslexia.

     1.4.2.1. Secondary Dyslexia.

   1.4.3. Surface Dyslexia.

   1.4.4. Visual Dyslexia.

   1.4.5. Rapid Naming Deficit.

   1.4.6. Double Naming Deficits .

1.5. Dyslexic Students Most Common Faced Problems**.**

1.6. Teachers' Role in Helping Dyslexic Students.

1.7. Conclusion.

1.1. Introduction

The brain is normal, often very intelligent, but dyslexic learners have strengths in areas other than the language area. This difference goes undetected until the person finds difficulty when learning to read and write. Each individual with dyslexia is unique, but the multisensory approach is flexible enough to serve a wide range of ages and learning differences. In this chapter, we will tackle some basic information about dyslexia, its meaning, types, and what EFL dyslexic students common problems. In addition to the role of EFL teachers, since the expertise of the teacher is the key; and be a resource that will increase their capacity to ensure the success of the diverse group of learners in their classrooms.

1.2. EFL University Students Reading Disabilities

Researchers have made considerable progress in understanding all types of reading disabilities (Fletcher *et al*, 2007); and have identified three kinds of developmental reading disabilities that often overlap but that can be separate and distinct:

a) Phonological deficit
b) Processing speed/orthographic processing deficit
c) Comprehension deficit.

There are three kinds of developmental reading disabilities that often overlap but that can be separate and distinct:

➢ **Phonological deficit (dyslexia):** implicating a core problem in the phonological processing system of oral language.

➢ **Processing speed/orthographic processing deficit**: affecting speed and accuracy of printed word recognition (also called naming speed problem or fluency problem).

> ➢ **Comprehension deficit**: often coinciding with the first two types of problems, but specifically found in students with social-linguistic disabilities (e.g., autism spectrum), vocabulary weaknesses, generalized language learning disorders, and learning difficulties that affect abstract reasoning and logical thinking.

Among all of those poor readers, about 70-80 percent (Moats & Tolman, 2009) have trouble with accurate and fluent word recognition that originates with weaknesses in phonological processing (a type of dyslexia), often in combination with fluency and comprehension problems. These students have obvious trouble learning sound-symbol correspondence, sounding out words, and spelling. The term **dyslexic** is most often applied to this group.

Another 10-15 percent of poor readers appear to be accurate but too slow in word recognition and text reading. They have specific weaknesses with speed of word recognition and automatic recall of word spellings, although they do relatively well on tests of phoneme awareness and other phonological skills. They have trouble developing automatic recognition of words by sight and tend to spell phonetically but not accurately. This subgroup is thought to have relative strengths in phonological processing, but the nature of their relative weakness is still debated by reading scientists (Fletcher *et al*, 2007; Katzir *et al*, 2006; Wolf & Bowers, 1999). Some argue that the problem is primarily one of timing or processing speed, and others propose that there is a specific deficit within the orthographic processor that affects the storage and recall of exact letter sequences. This processing speed/orthographic subgroup generally has milder difficulties with reading than students with phonological processing deficits.

Yet another 10-15 percent of poor readers appear to decode words better than they can comprehend the meanings of passages. These poor readers are distinguished from dyslexic poor readers because they can read words accurately and quickly and they can spell. Their problems are caused by disorders of social reasoning, abstract verbal reasoning, or language comprehension.

If a student has a prominent and specific weakness in either phonological or rapid print (naming-speed) processing, they are said to have a **single deficit** in word recognition. If they have a combination of phonological and naming-speed deficits, they are said to have a **double deficit** (Wolf & Bowers, 1999).   Double-deficit students are more common than single-deficit and are also the most challenging to remediate.

According to Moats & Tolman (2009), related and coexisting problems in students with reading disabilities often include:

- attention problems
- anxiety
- task avoidance
- weak impulse control
- distractibility
- problems with comprehension of spoken language

Figure 1.1 Types of Reading Disabilities

The figure above shows the different types of reading disabilities including what is is dyslexia, and what is not. The bottom line is all varieties of dyslexia involve a significant phonological deficit, regardless of whether there is a comprehension or speed deficit. In practice, most people with dyslexia have at least two deficits.

1.3. Dyslexia: Background and Definition

It has been more than one hundred years since Dr Kussmaul mentioned the case of an intelligent man who had difficulties in learning to read. He called the problem *word blindness*. So Dyslexia is a complex language problem. It involves not being able to break down a word into the sounds that make it up, as well as not being able to think or write about the sounds in a word. It is not related to intellect. Students with dyslexia process language differently. They have problems translating language to thought (in listening or reading) and thought to language (in writing or speaking).

Furthermore in 1896, Pringle Morgan introduced in the academic and medical world the first case of what we call nowadays developmental dyslexia or Specific Learning Difficulty (SLD). It was the case of a 14-year-old Percy who, although he was bright and intelligent, could not read even though he had received extensive and persistent training. At the time he used the term 'congenital world-blindness' (Beaton, 2004:3) to describe his difficulty. Since then, a diversity of definitions and different points of views have been expressed in order to describe the 'phenomenon' of dyslexia due to the peculiarity of its indications. The term dyslexia has been accredited to Professor Rudolf Berlin. The former is more accepted and used by people with dyslexia and their families, whereas professionals prefer to employ the SLD term (Riddick, 1996).

The word dyslexia derives from the Greek prefix *'dys'* and the root-word *'lexis'*. The former means 'difficulty' whereas the latter means 'word or language' it can be best translated as 'difficulty with words'.

Dyslexia is a condition that affects as many as 15 percent to 20 percent of the population, according to the International Dyslexia Associations (IDA). The definition of dyslexia is not stable, but all researchers' points of view pour out in the same meaning.

The experts give two separate definitions of this phenomenon, first one is that dyslexia based on biological reasons, and the other one is psychological, while all of them define dyslexia as learning disorder.

Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition:

> **Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.**

(IDA, 2002)

This support that dyslexia is neurological in origin in which learners stutter and find difficulties in spelling words that result in phonological awareness and also dyslexia specifically has a liaison with reading disability.

The term dyslexia refers disorder in difficulties in learning specifically in reading, there be lot of definitions of dyslexia. Milles (1995) sees that this term has theoretical and empirical treat, as she says that there are studies notice that signs change from one student to another, also according to the situations for the same person. Among Allis (1986:111) says that:

Reading backwardness seems to be a graded thing more like obesity than measles. We cannot in any simple way divide the population into those who are dyslexics and those who are not, so it would seem unlikely that there will exist any symptom or sign which will qualitatively distinguish dyslexics from non dyslexics.

Dyslexia is typically characterized by 'an unusual balance of skills', it is a syndrome: a collection of associated characteristics that vary in degree and from person to another. These characteristics encompass not only distinctive clusters of problems but sometimes also distinctive talents.

The syndrome of dyslexia is now widely recognized as being a specific learning disability of neurological origin that does not imply low intelligence or poor educational potential, and which is independent of race and social background.

Dyslexia may overlap with related conditions such as dyspraxia, attention deficit disorder (with or without hyperactivity) and dysphasia. In childhood, its effects can be mis-attributed to emotional or behavioral disorder. By adulthood, many dyslexics will have developed sophisticated compensating strategies that may mask their difficulties.

Although dyslexia seems to be more prevalent amongst males than females, the exact ratio is unknown: the most commonly quoted figures are between 3 and 5. The evidence suggests that in at least two-thirds of cases, dyslexia has a genetic cause, but in some cases birth difficulties may play an etiological role.

The majority of experts concur that about 4% of the population are affected to a significant extent. This percentage is based on the incidence of pupils who have received normal schooling and who do not have significant emotional, social or medical etiology, but whose literacy development by the end of the primary school is more than 2 years behind levels which would be expected on the basis of

chronological age and intelligence. However, perhaps as many as a further 6% of the population may be more mildly affected (e.g. in spelling).

The International Dyslexia Association (IDA) defines dyslexia considering biological, behavioral, cognitive and environmental levels:

> **Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.**

(IDA Board's Directors, 2002.)

While dyslexia cannot be cured, it can certainly be treated, and the type of treatment an individual receives depends on the kind of dyslexia they're experiencing.

Symptoms of dyslexia vary depending on age, like experiencing late speech, difficulty learning new words, and trouble with rhyming games. These and other symptoms of dyslexia often become more apparent once a child starts school. These children may read below the expected level for their age and have difficulty forming sentences and finding the right words. Because of an inability to sound out words or pronounce unfamiliar words, some children avoid reading out loud. Freeman says if left untreated, dyslexia can affect an individual's ability to meet their full potential at work or school**.**

Reading specialists and psychologists can help identify the type of dyslexia an individual has. While no institution has created an official list of dyslexia types, many agree that the types that will be discussed in the following session are the most common.

1.4. Types of Dyslexia

Dyslexia is a specific learning difficulty that among other things, can impact on an individual's ability to break words down into their component phonemes, a crucial skill involved in reading, writing and spelling. People with dyslexia may be highly intelligent and creative individuals but still struggle with basic literacy skills. With the right help, these challenges can be overcome, but because no two dyslexic students present the same set of symptoms, it is sometimes difficult for educators to identify the most effective teaching solutions. That's one of the reasons why researchers have attempted to group commonly observed forms into different categories, to make finding treatment easier.

Dyslexia is defined as language based learning difficulty that impacts on reading and spelling abilities and since the symptoms vary from one student to another there is no official list of dyslexia types, but we select the most common and widely mentioned 6 types.

1.4.1. Phonological Dyslexia

According to former studies, 75% of people who have dyslexia experience difficulty in breaking speech into individual sounds, what is called by 'phonological dyslexia'.

Phonological dyslexia represents an important type since it personifies as neurological processing problem. Its cause is to stem from difference in brain areas association with processing phonemes and recognizing words by sight in comparison readers. Phonological dyslexia refers to the phonemic awareness which means that there are some interruptions that face the learner in reading words, make them oblige scatter individual sounds of language and link them with written symbols which make it hard to decode words. Phonological dyslexia is not easy to get skills of phonological decoding. However it is a unified type by many researchers as Roberts, Christo & Sheflbiare (2011).

The term phonological dyslexia can be also designate as dysphonetic dyslexia or auditory dyslexia, this later hideous as a type but in reality it is the synonym of the phonological dyslexia; since the brains of "auditory dyslexics" have difficulty processing the basic sounds of language. Specifically, multiple sounds may be used as a singular sound. For example the word 'back' will be heard as a single sound rather than something made up of the sounds **/b/** - **/ă/** -**/ck**/. Alternatively, sounds may be reversed, or jumbled, with the constituent parts not heard correctly such as in **'Kershmal'** instead of **'commercial'** (one from our home) or the classic **'pasghetti'** instead of '**spaghetti'**.

Note for the use of the phrase 'difficulty processing sounds' not the phrase 'difficulty hearing sounds'. Sounds are just the vibration of air molecules that the eardrum is sensitive to, but the brain has to do the heavy lifting of turning that vibration into something meaningful, something you actually 'hear'. The ear of a child with auditory dyslexia captures sound just fine, but their brain processes the input differently or less accurately. But, before you identify dyslexia in a struggling reader, it is always a good idea to have the ears and eyes tested by professionals as part of a complete *assessment process*. It is better to rule out problems than to overlook one! So all in all, phonological and auditory dyslexia are the same type.

In other words, every language has a set of common sounds that it are reused over and over again to form words. People with dyslexia have no trouble producing and processing the sounds they need to speak their native language. The difficulty comes with identifying the individual sounds that make up a word.

It may not seem like sounds are important in reading, but one of the first steps children must take in *learning how to read* is decoding words. This involves sounding them out one letter or group of letters at a time, which is a particularly challenging activity in English as there are various ways of spelling the same sounds.

To illustrate the point, here's a tongue in cheek alternative spelling of **'fish'** from the pen of George Bernard Shaw: Take the **/f/** sound from **tough**, the **/i/** sound from **women**, and the **/sh/** sound from **nation**, and there it is. If dyslexic learners struggle to hear the sequence of sounds that come together to form a word, they would not necessarily know a word when they see it or be able to spell it when it comes time to write it down.

However phonological dyslexia and orthographical problems are revealed like matters in subscribe to written letters (grapheme) with their specific sounds (phoneme) in relating to the sounds of language to letters and words with a consequent latency in meaning which make them a kind of reading performance.

To simplify matters, here are some common signs, taking into consideration that not all dyslexics have phonological discrimination problems. Symptoms can vary from mild to extreme such as: frequently misunderstand what others say, having difficulty hearing when any background noise is present, frequently scramble multi-syllabic

words, difficulty following a sequence of instructions, weak auditory memory and comprehension of something just heard.

1.4.2. Primary Dyslexia

'Primary Dyslexia' is the most common genetic form of Dyslexia. Dyslexics in this group typically experience problems with letter and number identification, spelling, reading, arithmetic, measurement, time, instructions and other skill sets that are normally performed by the left hemisphere. These Dyslexics are right brain dominant thinkers. The bad effect on the student abilities in spelling, reading and maths result from difficulties processing sounds, letters and numbers of primary dyslexia. The primary dyslexia returns to a biological reason resulting from harm in the left side of the brain that is transmitted by inheritance , something known in the family from parent/parents to child/children, which means if the student has a dyslexic parent, he will have more probability to have the learning difficulty**.**

Primary dyslexia is the first sign of the dyslexic learners, which esteems as a sound reason of reading disability, express concepts clearly or fully comprehension what other say. It is the cause of memory, visual and auditory processing.

Vellutino *et al* (2004) considers that the primary characteristic of dyslexia consists of phonological coding deficit. But it is impossible to find a study attributes these characteristics in all individuals with dyslexia. In here, these dyslexics give an importance to the result rather than the details. For instance they emphasize to the *'forest without the trees, they have to see the conclusion of anything before they can see the part'*.

Scientists say that chromosomes have one is way in primary dyslexia, Smith *et al* (1983), in Defries (1996) support this study in his example of nine families with reading disabilities in three successive generations.

1.4.2.1. Secondary Dyslexia

Secondary dyslexia is considered as a subtype of primary dyslexia, in which they create an integration relationship, while secondary dyslexia is less damage then the other term. Researchers agree upon that secondary dyslexia also called development dyslexia since it can decrease by time.

Developmental Dyslexia or Secondary Dyslexia is caused by problems with brain development in a fetus that causes impaired neurological abilities in word recognition and spelling. The difficulties and severity of this condition generally improves with age. The student may experience Dyslexic symptoms throughout childhood but can perform well in college if they receive proper instruction. These students generally respond well to phonics.

So, primary dyslexia and secondary dyslexia are both from the same reason that is neurological, but the first one is from the birth and passed from families by contrary the secondary dyslexia happens because of a strong action which can develop to the healing. The International Institution of Health (IIH) argues that**: "…dyslexia can be inherited in some families, and recent studies have identified a number of genes that may predispose an individual to developing dyslexia."**

'Trauma dyslexia', also referred to as Acquired Dyslexia, is similar to the two types mentioned before, yet different in origin/causes.

Trauma Dyslexia is caused by a serious illness or brain injury. Dyslexic symptoms can develop due to damage to the hearing from continuous flu, cold or ear infections in childhood, the student cannot hear sounds in words or phonemes so they have a difficult time with sounding words out, spelling and learning to read.

Adults develop Trauma Dyslexia from a brain disease or illness that affects their ability to comprehend language. These people usually can read, spell and write prior to the trauma.

1.4.3. Surface Dyslexia

Some students struggle with reading because they cannot recognize words by sight. This is an important skill for a couple reasons. One is that some words have tricky spellings. Words like **weight** and **debt** cannot be sounded out, readers need to memorize them.

The other reason has to do with reading fluency. To be able to read quickly and accurately, students need to recognize many common words at a glance, without sounding them out. ***This is the case of most of our first year EFL students.***

For example, beginning readers will come across a word like **and** many times; eventually they will get so familiar with it that they do not need to sound it out anymore. They can recognize it almost like a picture. But most students with dyslexia have problems sounding out words. A fact that makes it hard to build a sight word vocabulary. These difficulties are known as 'Surface Dyslexia'.

Surface dyslexia as Mather and Wendling (2012) claim: **"surface dyslexia is a type of dyslexia characterized by difficulty with whole word recognition and spelling especially when the words have irregular spelling-sound correspondences."** This means that dyslexic learners with this kind of dyslexia have some troubles in knowing words, how to spell it and what is it mean.

In other words, surface dyslexia can cause some individuals to take longer process language when they move beyond the decoding stage. It makes the learner incapable to memorize irregular spelling; by contrary, children with surface dyslexia have trouble seeing the whole word, in here this term attributes to comprehension difficulty.

Surface dyslexia is also described as the inability to read words that are spelled differently from how they're pronounced. Words that can prove challenging like: **'thorough'**, and **'subtle'**… .

Smith, a scholer who tried to list several reading and spelling patterns with surface dyslexia such as: Confusion with letters that differ in orientation, and words that can be dynamically reversed (***dog-god***), very limited sight vocabulary; most of regular words need to be sounded out, as though being seen for the first time; losing the place because one doesn't instantly recognize what had already been read, omitting letters and words because they weren't visually noted, difficulty learning irregular words that can't be sounded out (for example, ***sight***), insertions, omissions, and substitutions, if the meaning of the passage is guiding reading, difficulty recalling the shape of a letter when writing, spells phonetically but not bizarrely (***laf-laugh; bisnis-business***); and last but not least, they can spell difficult phonetic words but not simple irregular words.

It is sometimes referred to as 'visual dyslexia' because individuals with this condition have difficulty recognizing words by sight. It is important to keep in mind, though, that dyslexia does not usually involve a problem with vision or eyesight, it is caused by a difference in the way a person's brain recognizes letters, numbers, and words.

It is also important to note that problems with vision can sometimes mimic dyslexia, so specialists and physicians will aim to rule out a number of other factors before making a dyslexia diagnosis.

1.4.4. Visual Dyslexia

Visual dyslexia is also called 'dyseitic dyslexia'; that means the dyslexic learners cannot perceive the correct spelling of the words which leads to trouble in reading since it is hard to the brain to remember what eyes are seeing.

This kind of dyslexia is related with short-term memory, because dyslexic learners process slowly, mix up letters **/b, d/** and **/p, q/** etc, or even reverse the words for example **(saw, was)**. Visual dyslexia or in other word visual recognition difficulties, that is realize when the dyslexic learners are unable to comprehend words, letter and numbers.

Visual deficit theory is considered as the oldest and most popular type, its first proposition is Orton in (1925). It refers that eyes pick up the letters and words incorrectly; the problem in this kind of dyslexic learners is not only in reversing words for example: words **'not'** for **'ton'**, numbers **'1524'** for **'4251'**, and letters **'n'** for **'u'**; this personification is that the brain cannot receive the correct sound about what eyes watch; i.e, the brain finds difficulties to translate the image into language. Moreover some people think that reading issues have to do with the eyes. Some claim reading can be improved through eye exercises or tinted lenses. However these approaches are not always trusty because there is not enough evidence to back them up.

Some researchers see surface dyslexia as broader in definition/meaning (sight, spelling, comprehension) compared to visual (sight), but the latter can be considered as a subtype of surface dyslexia by other scientists, and sometimes are seen as the one thing.

1.4.5. Rapid Naming Deficit

For those living with this type of dyslexia, recognition of letters and numbers does not happen quickly. It may take longer for the person's brain to process the information, which may lead to slower reading times.

It is a kind when learners are able to read words without any troubles and they can name letters and numbers faster; the problem is to need much time in reading. This difficulty is strongly related to reading speed. The rapid naming deficit also known as 'speed naming deficit'. It is considered as a strong foreteller of dyslexia. Slow naming speed can be act from the childhood and continue in adult as dyslexia.

1.4.6. Double Naming Deficits

It is not uncommon to have more than one kind of dyslexia. The two types that frequently appear together are 'phonological dyslexia' and 'rapid naming deficit dyslexia'. When a person has both of these, it is known as double deficit dyslexia. Learners with this double deficit have trouble isolating sounds and cannot quickly name letters and numbers when they see them. This usually adds up to a more severe form of dyslexia that is particularly challenging to remedy.

It is related with students who try very hard with phonological awareness, and it is called 'rapid automatized naming', because learners are able to name the majority of things faster in a row like colors, numbers etc.

Individuals with this symptom of dyslexia stutter in sounding words and they face some interruptions in naming letters and numbers when watching them. However double naming deficit dyslexia is not consider as a hindering because it can be cured.

It is important to mention that there are several learning disabilities that may occur with dyslexia that are ***not*** dyslexia. For example, a person may be diagnosed with dyslexia, but also has *(very likely)* one or more of the following:

- **Dyscalculia** : difficulty with math.
- **Dysgraphia** : While dyslexia primarily affects reading, dysgraphia mainly affects writing, it is described by a dysgraphic person as**: *"I know what I want to say, I can talk about it, I know I know it, but when I read what I've written, it's not saying what I want it to."*
- **Left-right disorder**: trouble telling left from right.

Scientists are still trying to determine what causes these disorders, but some researchers suggest that, at least in some cases, they may be neurological in origin.
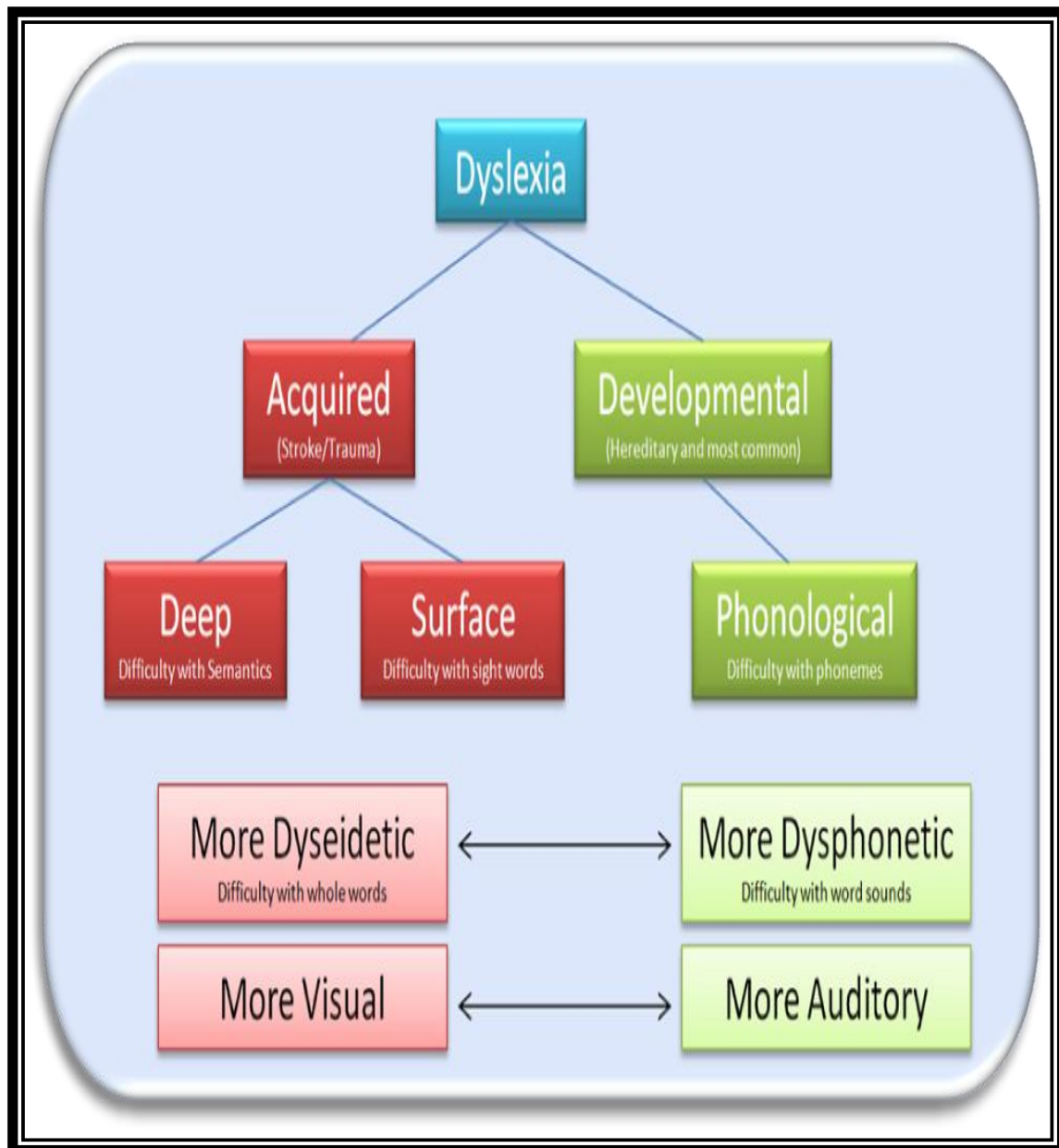
Figure 1.2 A Taxonomy of the Most Commonly Recognized Types of Dyslexia

This figure is a summary of some of the already mentioned types with a simple small definition that shows the difference between them.

1.5. Dyslexic Students Common Problems

According to IDA, It is crucial to be able to recognize the signs of symptoms of dyslexia. The earlier a learner is evaluated, the sooner he or she can obtain the appropriate instruction and accommodations he or she needs to succeed in school.

Many communities, the student is considered stupid or just lazy if some signs appeared, and that is because there is lack of common knowledge about such thing as dyslexia, there is no special classes or trained teacher in schools to detect it, so there will be no acknowledgement of the problem in the first place. So the child grows up without the right treatment till university. Specific learning disabilities like dyslexia are more common among university students than might be thought. Many students may already have been assessed before coming to university. Others will only begin to suspect that they might have a problem when they have difficulty with the more complex and extensive studies they are expected to undertake at university.

The impact that dyslexia has is different for each student and depends on the severity of the condition and the effectiveness of instruction or remediation. The core difficulty is with word recognition and reading fluency, spelling, and writing. Some dyslexics manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most debilitating problems when more complex language skills are required in university, such as grammar, reading and understanding textbook material, and writing essays. Dyslexia can also affect a learners' self-image. Students with dyslexia often end up feeling "dumb" and less capable than they actually are. After experiencing a great deal of stress, shame, and low self-esteem due to academic problems, a student may become discouraged about continuing their education.

These are some problems a dyslexic student face, according to Michigan Dyslexia Institute (MDI), reviewed and updated by Visclosky, and Laule on April(2018); he/she may show just one or more of these signs:

- Has trouble pronouncing new words and remembering them
- Most of the time fall way behind classmates
- Cannot figure out unknown words.
- Difficulties with grammar and punctuation.
- Long and/or poorly constructed sentences and repetition of ideas.
- Avoids reading.
- Resists reading aloud.
- May have some troubling behavior.
- Seems to guess at unknown words.
- Does not get meaning from reading.
- Reading quickly enough to comprehend.
- Persisting with and comprehending longer reading assignments.

University EFL learners with dyslexia may take longer to finish tests, have messy handwriting, read slowly and have trouble with note-taking, may need longer time to write and their work might be filled with grammar and spelling errors; and these issues can take a big toll on a student's self-esteem, which it is quite notable in many of our 1st year EFL university students. The following quotation describes clearly what dyslexic students as adults go through:

> **[…]Adults with dyslexia are particularly vulnerable. That's because many individuals do not fully understand the nature of their learning disability, and as a result, tend to blame themselves for their own difficulties. Others have been continuously compared to siblings, classmates, or co-workers, making them embarrassed, cautious, and defensive. Individuals with dyslexia may have learned that being in the company of others places**

them at risk for making public mistakes and the inevitable negative reactions that may ensue. It makes sense, then, that many people with dyslexia have become withdrawn, sought the company of younger people, or become social isolates.

(Schultz, 2013, p. 02)

It is **important to note** that **not** all students who have difficulties with these skills have dyslexia. Formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia. An individual can have more than one learning or behavioral disability. For example, in various studies as many as 30% of those diagnosed with a learning or reading difference have also been diagnosed with Attention Deficit Hyperactivity Disorder(ADHD). Although disabilities may co-occur, one is not the cause of the other.

Students for example with: deafness or blindness, primary language disorder, mental retardation, autism, biological trauma due to severe prematurity, head injury…, or other specific written language learning disabilities (e.g. language learning disability affecting ability to use oral language to learn, Butler & Silliman, 2002; Wallach & Butler, 1994) are likely to have unusual difficulty learning to read and spell too.

However, Berninger (2006) states that the etiology, most effective treatments, and prognosis may be different than for those with dyslexia. Students with dyslexia and learners with language learning disability (also referred to as specific language impairment) share a common phonological core deficit (Bishop & Snowling, 2004), though according to Berninger and O'Donnell (2004), students with language learning disability also have significant problems in *morphology* and *syntax*. Some students with dysgraphia have problems specific to transcription skills, handwriting and/or spelling **without** reading problems, while others have both dysgraphia and dyslexia

(Berninger, 2006). Results of this study generalize only to students with dyslexia as defined in this research.

1.6. Teachers' Role in Helping Dyslexic Students

EFL University teachers play a great role in supporting and encouraging their students' overcomes their difficulties, especially those who suffer from learning disabilities such as dyslexia. Teachers (as it has already been mentioned before), can help dyslexic students realize what the actual problem is even when they themselves do not know it because of the lack of knowledge. Yet for those teachers, they themselves are always occupied solving many problems such as: *the overloaded classrooms*, *curriculums*, with so *little time* to pay attention to every single one of their students to recognize the existence of such disabilities in their classrooms. In addition to that, there is no sufficient time for reading (the most case where you can detect a dyslexic student), nor special classes to those who have learning disabilities in our university, because even if it was suspected and confirm diagnosis with formal testing of reading and language, these students need more time and professional attention by trained teachers (advisors, psychologists) since it was detected very late (dyslexia is so much easier treated in childhood rather in adulthood) and it will be hard (not impossible) to overcome with great efforts. That is why most of dyslexic cases go undetected. So these problems should be studied, discussed, and find out solutions before going through the strategies EFL university teachers can adopt to add their students.

That being said, dyslexia is unrelated to intelligence, however. In fact, many people with learning disabilities are creative, fast thinkers with strong reasoning skills. While there is no cure for either, there are **strategies** to help students who struggle with dyslexia to succeed.

As a special education teacher for struggling readers with different disabilities, J.Jenkins (2017) states that it is important to recognize learners many strengths and accomplishments in spite of their weaknesses in decoding, spelling or handwriting. Learners dealing with their disability can inspire confidence and enable them to look forward to a proud future in which they understand their disability as well as their strengths, self-advocating for their unique learning style; and that's all with the right help, guidance, support and encouragement of their teachers and families.

He reminds that most dyslexics will be slow readers for life, and that is okay. They have many more talents to offer, and their reading will improve in other ways with proper interventions. Teachers should not worry if the learner is reading below normal speed or not being fluent, and pressure him to read faster, instead, focus on accuracy, and reading the words correctly, give him strategies to help him remember what he read, such as writing. The learner is going to live with a learning disability as an adult. Teach him how to deal with it now, so he'll be better able to navigate the world later. And it will help to be inspired with other dyslexic successful stories who overcome their disabilities.

Boies, a lawyer and father of two dyslexic children, says in his interview (2016) about teachers: **"help (dyslexic) children understand that they are not dumb. They are not stupid. But they can achieve, and that can be sometimes the most important thing that a child can understand".** This implies on university students too who was diagnosed with dyslexia this late, their teachers will be the first whom they go to for help and guidance.

Most of these strategies are beneficial for any student but especially for Dyslexics. For example, a teacher aids their dyslexic student to find the way of learning (auditory, visual or kinesthetic) and teach them how to use their strongest sense to process information and perform new skills with greater understanding. Giving dyslexic learner extra time to complete tasks(exams), allow them to the *'think time'* before answering the oral question by divert with speaking in the same topic, taking

opportunities to read texts, using pictures and give the chance to express their point of view, using technological support (computer, specialist software, and/or dictaphone…).

Reid has different suggestion, he divides the information ***processing cycle*** into three main elements and gives each one its own strategies that can be used in distinctive steps which are: input, cognition and output (2005, p. 32-33):

❖ **Input:** it is necessary that data should be sent in a small unit ,be ensure in any space that the student is comprehending ,employ over learning, and exchange this by hiring different means and paths ,and in the first phase of learning new materials give the key words.

❖ **Cognition :** in here it is oblige to encourage regular strategies to aid with learning ,using fixed memory strategies like mind mapping and mnemonics ,put data in meaningful temple ,arrange new materials into meaningful chunks or categories , compare the new data to the previous knowledge to confirm that the concept are understood.

❖ **Output:** it is important to "use heading and subheading in written work to help provide a structure, encourage the use of summaries in order to identify the key points, and asses learning at each point.

1.7. Conclusion

This chapter was devoted to the literature review, in which we tackled many aspects related EFL learners reading disabilities in general, and to dyslexia specifically: its definition, background, types…; in addition to some of dyslexic students' problems, and how EFL teachers can help them overcome these disabilities.

What is important to keep in mind is that there is ***nothing stable*** about dyslexia, even its meaning; researchers are still discovering new characteristics about it in each dyslexic person, since the most consistent thing about dyslexics is their inconsistency.

Chapter Two: Case Study: Procedure, Results, and Suggestions.

2.1. Introduction.

2.2. Aims of the Study.

2.3. Data Collection Instruments.

    2.3.1. Students' Questionnaire.

    2.3.2. Teachers' Questionnaire.

    2.3.3. Classroom Observation.

2.4. Data Analysis, Interpretation and Discussion of the Results.

    2.4.1. Students' Questionnaire.

    2.4.2. Teachers' Questionnaire.

    2.4.3. Classroom Observation.

2.5. Suggestions and Recommendations.

2.6. Conclusion.

2.1. Introduction

This chapter is divided into three sections: **the first** section deals with a detailed description of the data collection instruments used in this research work which are: students' questionnaire, teachers' questionnaire and classroom observation. **The second** section is devoted to the data analysis, interpretation and discussion of the results, and it is further divided into three sub-sections: *the first* sub-section deals with students' questionnaire that aims to provide their background information about reading difficulties in general, and dyslexia in particular; and how, according to them, teachers should help dyslexic students overcome their problems in EFL classrooms. *The second* sub-section deals with teachers' questionnaire in an attempt to find out what the difficulties faced by EFL dyslexic students are according to their experience, and the best ways and strategies teachers can adopt to help them deal with it. *The last* sub-section is devoted to classroom observation, to allow the investigators to describe and report the students' behavior about the topic during the lectures.

The third section of this chapter provides some useful suggestions and recommendations in the same area of investigation.

2.2. Aims of the Study

The present study is concerned with dyslexic university students, with emphasis on reading disabilities and the difficulties they face as first year EFL university students.

The study is concerned with several points related to our topic: dyslexia's meaning, problems faced by EFL university learners; and strategies EFL teachers can adopt to help their dyslexic students.

The hypotheses present for these points are: dyslexia may be a reading disability; these problems may vary from a student to another such as: shyness…; and encouragement and motivation in addition to other methods may be strategies EFL teachers can adopt to help their dyslexic students.

2.3. Data Collection Instruments

Data collection instrument is considered as the lay ground of any research, and the most important task while conducting a research, yet it is a burdensome task

> **collecting reliable data is a hard task ,and it is worth remembering that one method is not inherently better than another .this is why whatever data collection method to be used would depend upon the research goals ,advantages , as to the disadvantages of each method.**

O'leary (2004:150)

Accordingly and in order to gain feasible information about the topic under study the investigators opt for three data collection instruments: questionnaire (Appendix A and B) and Classroom observation. Each will be discussed separately in the following sequences.

2.3.1. Students' Questionnaire

Broadly speaking, the questionnaire is a concise and preplanned set of questions designed to yield up specific information about a particular topic. Brown (2001:6) defines the questionnaire as being **"Any written instrument**

that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers".

In this research, the questionnaire is addressed to EEL first year students (precisely 20 students) in the department of English at Abou Bakr Belkaid University of Tlemcen (Algeria) .The general aim of the questions requires students to give their own perspectives and backgrounds information about dyslexia and EFL dyslexic students problems in EFL classrooms, and their suggestion about how EFL teachers can help them face it.

2.3.2. Teachers Questionnaire

This questionnaire is addressed to six (06) EFL teachers from the same department and university. Those teachers are purposively selected, since dyslexia is rather a reading disorder, and normally their specialties and the modules they are responsible with have more quality time for reading then the other modules, to give their background information about dyslexia and give some strategies to add dyslexic students improve and overcome their problems.

2.3.3. Classroom Observation

Hennink et al (2013:p.170) define observation as:

> **a research method that enables researchers to systematically observe and record people's behavior , actions and interactions .the method also allows researchers to obtain a detailed description of**

social setting or events in order to situate people's behavior within their socio-cultural context.

The researchers use observation as a supportive investigative technique to elicit some information that might be missed in the questionnaire for a reason or another. In this respect, the main purpose of observation is **"to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations"** (cothen *et al*,2000:306).

In particular the investigators in this work adopts a non-participatory role which means **"conducting an observation without participating in the activities that you are observing .In order to do this you often observe people activities or events from a distance ,so that you are not part of the situation you are observing"** (Hennink *et al* .2013:185) .

2.4. Data analysis, Interpretation and Discussion of the Results

In this section, the researchers provide an analysis and an interpretation of the findings obtained from the data collection procedure in order to offer clear answers to the topic under study.

2.4.1. Students' Questionnaire

In this section, the researchers provide an analysis and an interpretation of the findings obtained from the data collection procedure in order to offer clear answers to the topic under study(see appendix B and D).

Question 01: What are the problems that you confront in learning EFL?
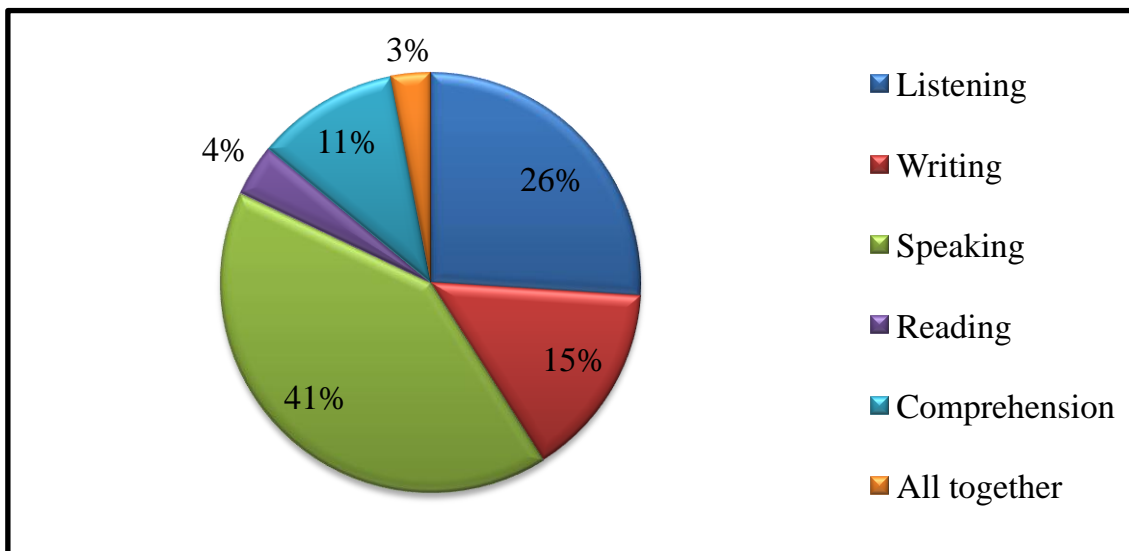
Figure 2.1 Learning Problems Confronted by EFL Students.

The objective behind this question is to know what learning problems faced by 1ˢᵗ EFL students are. (41%) of the informants report that their main problem during classroom is *'speaking'* for different reasons: being shy of talking in front of classroom, new experience of learner-based classrooms where they are required to practice more and be active learners rather than passive.

'*Listening*' problems is next with (26%), since there are full classrooms where 99% of the language use is English in all of them is considered as new experience for students, comparing to hear it only 3 hours in the whole week.

'*Writing*' with 15% is a challenging task; in secondary school, the form of paragraphs, spelling and grammar mistakes are not really given their importance, so when they start get noted on it, learners face great problems with the basics even like the use of **'s'** in present simple, in addition to the lack of vocabulary which make them have difficulties in both form and content.

About (11%) have issues with '*comprehension*' that may be related to new vocabulary and various discussed topic during the lectures, that most of the student do not do their research about before like they suppose to, or sometimes to the speed of the English used by the teachers. (4%) have **'reading'** problems that return to different reasons that we will mention in the following question, plus our students do not really read more than the necessary to pass that module, thus having problems concerning it. And last, (3%) chose '*all together*', which is accurate because these skills are related and coexist in learning EFL.

Question 02: Concerning reading, what are the issues/difficulties that you face?
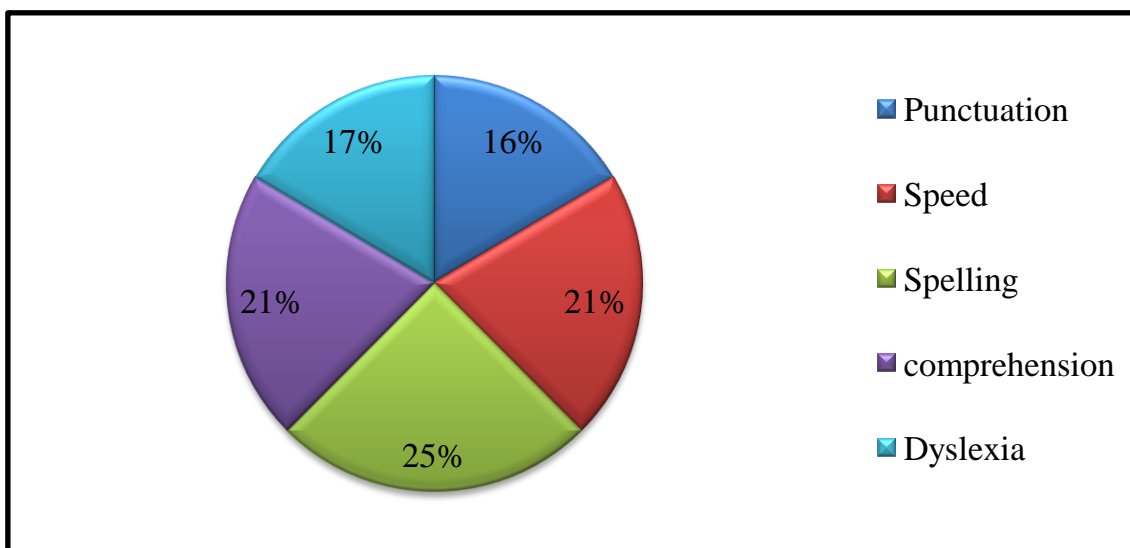
Figure 2.2 The Difficulties Faced by EFL Students Concerning Reading.

Since reading is a very important skill among others, and has a huge affect on them too (writing, speaking…), our aim is to know what the issues are to EFL students when it comes to reading. (25%) state that '*spelling*' is one of many difficulties; may be finding new hard to spell words like in literature; in addition there are many silent letters in English that go unnoticed by EFL students. (21%)

believe that 'speed' and 'comprehension'. Fast reading (*speed*) can be a reason that result slip of tongue, while facing new complicated words can make them lose the meaning. (17%) choose *'dyslexia'* which is called a 'reading disability' like we mentioned in chapter 01, two of many reasons is dyslexic students do not remember how to match letters to phonemes, or being anxious and nervous of reading out loud. (16%) mentioned *'punctuation'* intonation is important while reading to understand correctly, which is not respected by a lot of students.

Question03:   Do   you   know   what   dyslexia   is?
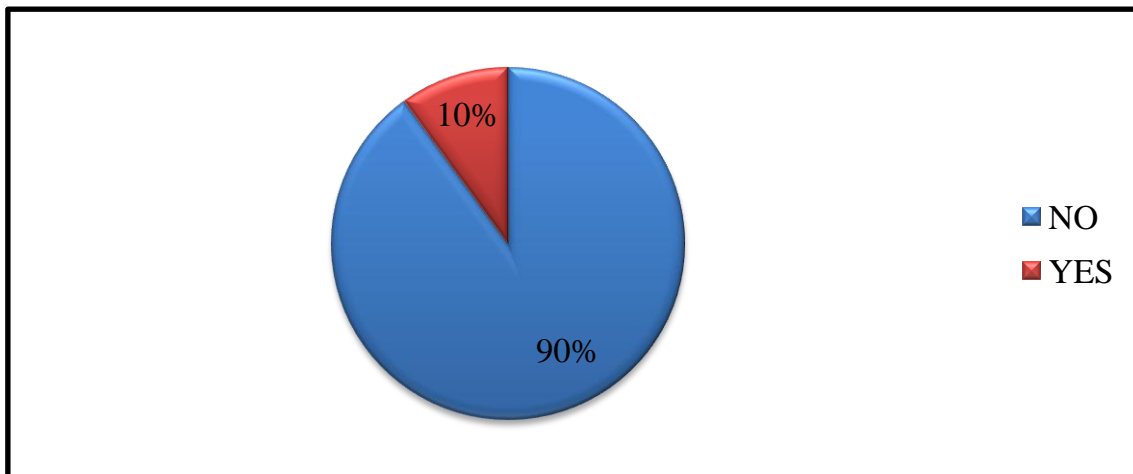
Figure 2.3 The Acknowledgement of EFL Students of Dyslexia.

The objective of this question is to see if 1ST year EFL learners know about dyslexia, where was proved that the majority do not recognize it by (90%), and that because dyslexia is not actually known several societies and may be a new concept hearing it for the first time. While there is (10%) ,i.e, 2 informants who knew it may be from a movie or reading about it somewhere.

Question04:   How   do   you   define   it?
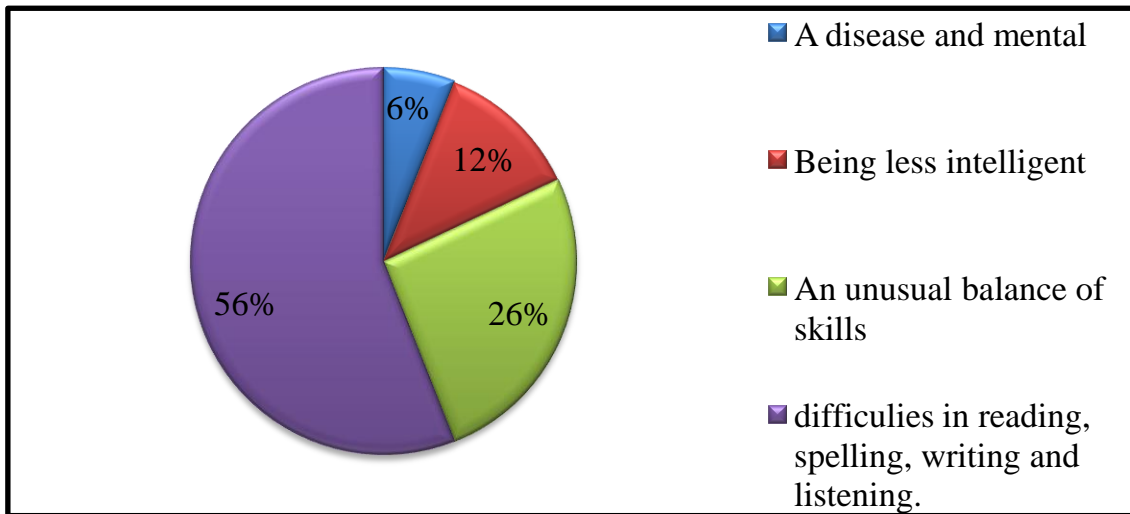
Figure 2.4 Dyslexia's Definition According to 1st Year EFL Students.

This question shows the basic information of dyslexia EFL students have. (56%) has chosen answer d where: (6) informants select reading, (5) spelling, (4) writing and listening, and that shows that they know the basic which is dyslexia being a learning disability. (26%) reported dyslexia being an unusual balance of skills, since it is having strengths in areas other than the language area. (12%) selected being less intelligente which can be what a lot of people think when reality is something else, former researches stated that the dyslexic are often very intelligent coping with their disabilities and overcome the difficulties they face. (6%) said that it is a disease and a mental, maybe because if they met a dyslexic students struggling to read or speak they would think they are retarded.

Question05: Do you think you are a dyslexic student?
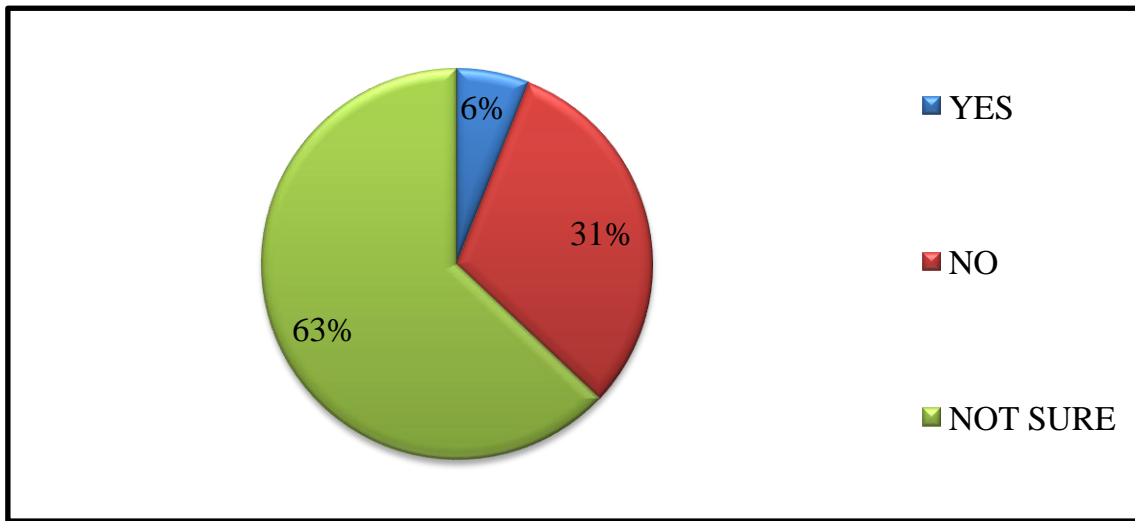
Figure 2.5 The Belief of EFL Students in themselves Being Dyslexic.

The majority of the informants (63%) reported being *unsure* of being dyslexic simply because they do not know what it means; but there was a response saying that if he/she read fast, they will be dyslexic, which can be a strong sign but it needs to be confirmed by diagnoses. We will put a test made by IDA to see if the person dyslexic or not, in appendix 05. (31%) said they *are not* dyslexic because they do not have any of the difficulties mentioned in the questionnaire; yet there was one student who wrote as a justification that he is not a dyslexic student because he is not less intelligent, which shows the wrong view he/her of dyslexia in the first place. And only 2 informants (6%) stating having problems with writing and listening.

Question06:   What are the main reading problems faced by dyslexic students?
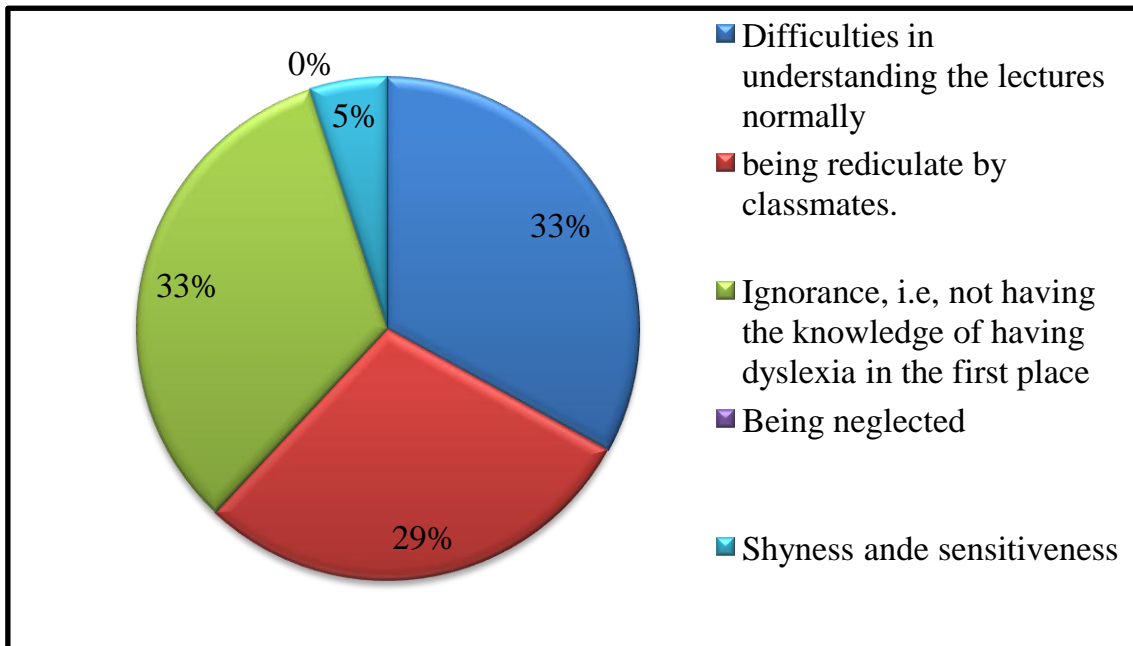
Figure 2.6 The Main Reading Problems Faced by Dyslexic Students.

This question is related to reading problems but concentrating on dyslexic students. (33%) selected *'difficulties in understanding the lectures normally'* one stated that it is because of the speed used by the teacher that sometimes they miss hearing some phonemes and syllabus which make them lost; another said it was because the program is difficult especially in Linguistics and literature modules with the use of new complicated words, and dyslexic students need more time than others to process the information before moving to the next. Same percentage (33%) chose *'ignorance'* which reasonable since they would not have the knowledge about dyslexia to relate their reading problems to it. (29%) report that *'being ridiculed by classmates'* is a big problem, especially when reading out loud; which affects the dyslexic student deeply and cause them to withdraw and having low self-esteem. *'shyness and sensitiveness'* with (5%) is one of the reading difficulties dyslexic students face which stop them from even trying because in most of the time, they have little confident in themselves. *'being*

neglected' was an option that *no one* select which prove that EFL teachers try to involve every student in multiple tasks such as reading despite of the little time they have to finish their lectures.

Question07: Do these problems vary from one dyslexic student to another?
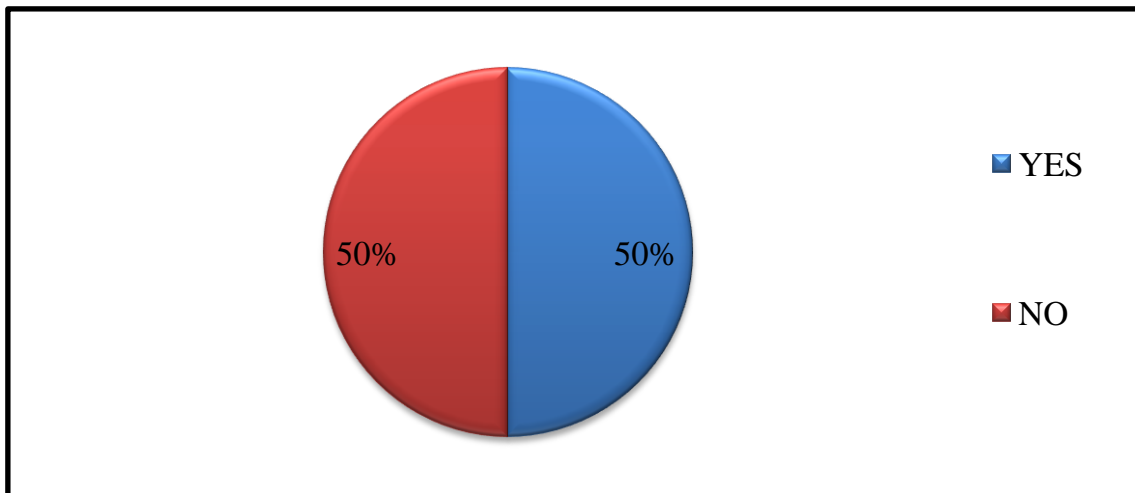
Figure 2.7 Dyslexic Students' Reading Problems Variation.

The purpose of this question is to know EFL learners opinion about the variation of reading problems for dyslexic students, if they think all dyslexic have same difficulties, or whether they vary from one to another; the answers were (50%) for each option.

Question08: How do you deal with your dyslexic classmates?
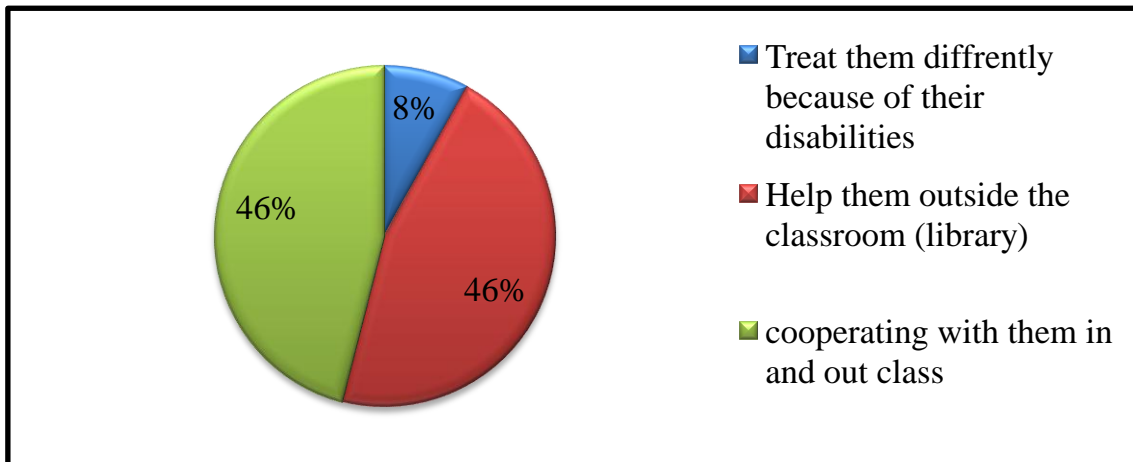
Figure 2.8 Students' Attitude towards their Dyslexic Classmates.

The objective of this question is to know learners' behavior with their dyslexic classmates. Taking into consideration that 8 students did not answer it, (46%) state that they try *to help outside (libraries)*, and *cooperate with them in and out of class*. (8%) reported that they *treat them differently because of their disabilities*; yet the latter option can have a positive and negative meaning according to the students' actions and how the dyslexic feel about this treatment. They add that they can also sit and try to talk and listen to them, advise them as to practice more and share their knowledge with them.

Question09: What do you suggest to help teachers deal with dyslexia in EFL reading problems in general, and dyslexic students in particular?
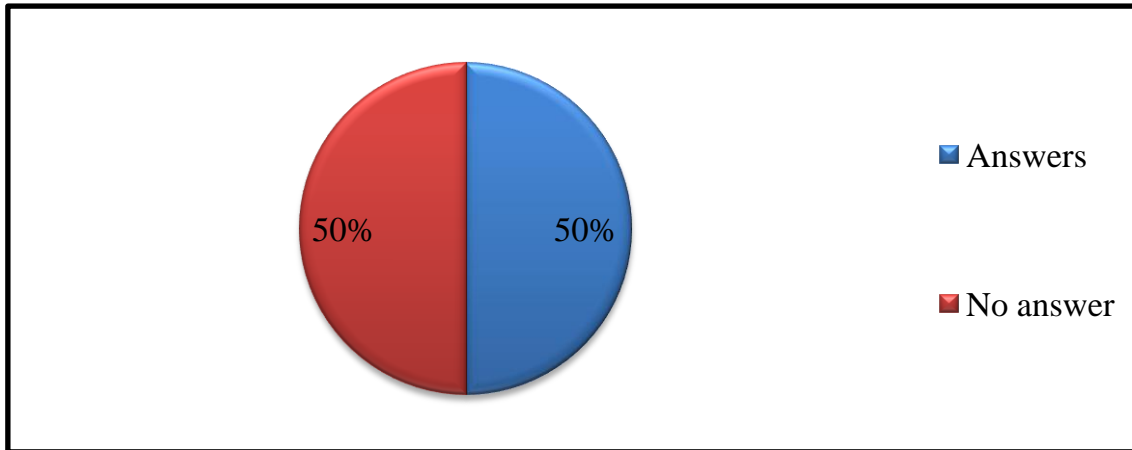
Figure 2.9 EFL learners' suggestions on the way teachers may help Dyslexic students with reading problems.

Noticing that only 10 students (50%) answered this question, there was a variation in responds: advise dyslexic to practice the 4 skills more (reading, writing, speaking, and listening), using technology during lectures, be patience and give them more time, encourage and motivate them to improve in and out classrooms, treat them just everybody else so they can be comfortable during lectures, and try to arrange some more sessions outside class to speak and listen to them freely. Some of these suggestions can be realized, but there are others that require time and attention that most of teachers do not have because of the overloaded classrooms and curriculums; maybe when co-working with the administration or hiring a professional advisor that a solution can be found.

2.4.2 Teachers' Questionnaire

Question 01: What are 1ˢᵗ EFL University students' main problems in learning EFL?

The objective behind this question is to know what are the problems first EFL students face based on the 06 informants teachers experience. They mentioned several issues: coping with university system, still treating English like a subject rather than a life skill, difficulties in the four skills (reading, writing, speaking, and listening), the lack of linguistic and communicative competence and the vocabulary impediment that goes hand in hand with reading (see appendix A).

Question 02 What are reading problems/difficulties they face?
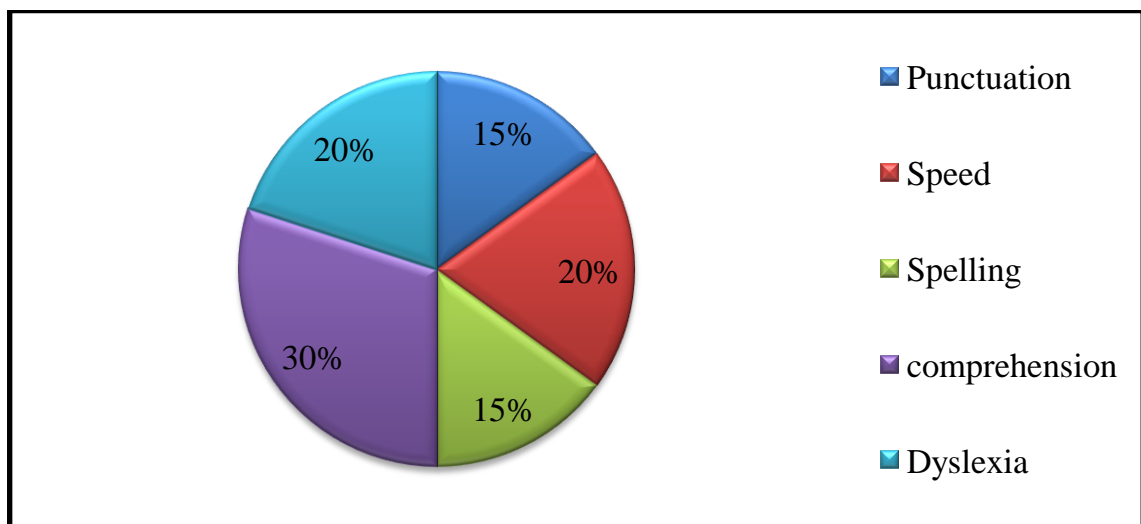
Figure 2.10 Reading Difficulties that EFL Learners Face.

Going specifically to reading problems, (30%) chose *comprehension*, (20%) select *dyslexia and speed*, while *punctuation and spelling* (15%), in addition to adding choice of materials and concerted attention/concentration. These results show that reading difficulties vary from a student to another, whether was texts hard to understand, or in spelling correctly…, it can range from mild to severe.

Question   03:   Do   you   know   what   dyslexia   is?
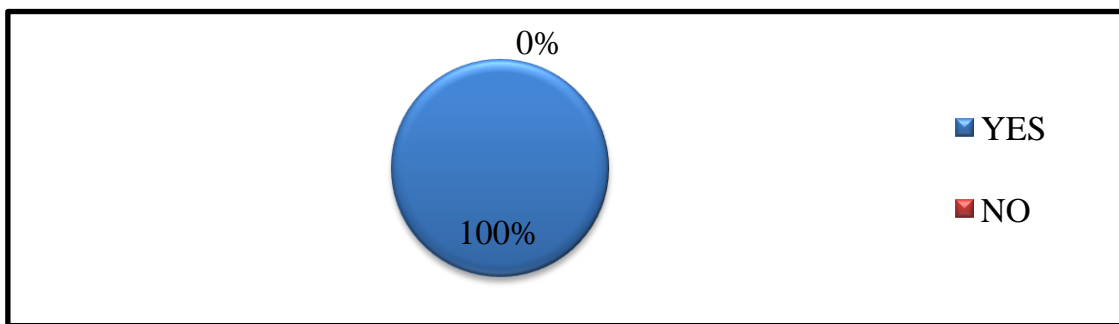
Figure 2.11 Teachers knowledge of Dyslexia.

This question is concerned with the knowledge of dyslexia by the teachers; which all 06 of them confirmed having background information about it.

Question   04:   How   do   you   define   it?
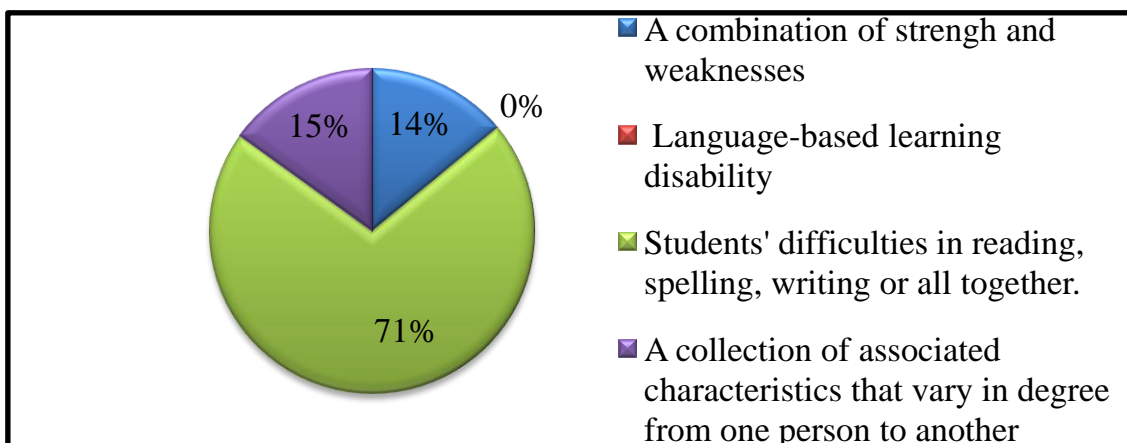
Figure 2.12 Teachers Definition of Dyslexia.

The majority (71%) stated that dyslexia is students' *difficulties in reading, writing, and spelling* where: 2 said it was having problems with reading, 2 in spelling, and one stated it was all together which is the most common but with different level in each skill from a dyslexic student to another. (15%) said it was *a collection of associated characteristics that vary in degree from one person to another,* and (14%) went for *language-based learning* where can be included both in dyslexia definition. No one selected *'a combination of strength and weakness'* which can be true or not according to how the person looks at it, and dyslexic's attitudes towards it.

Question 05: Have you ever had a dyslexic student in your classroom?
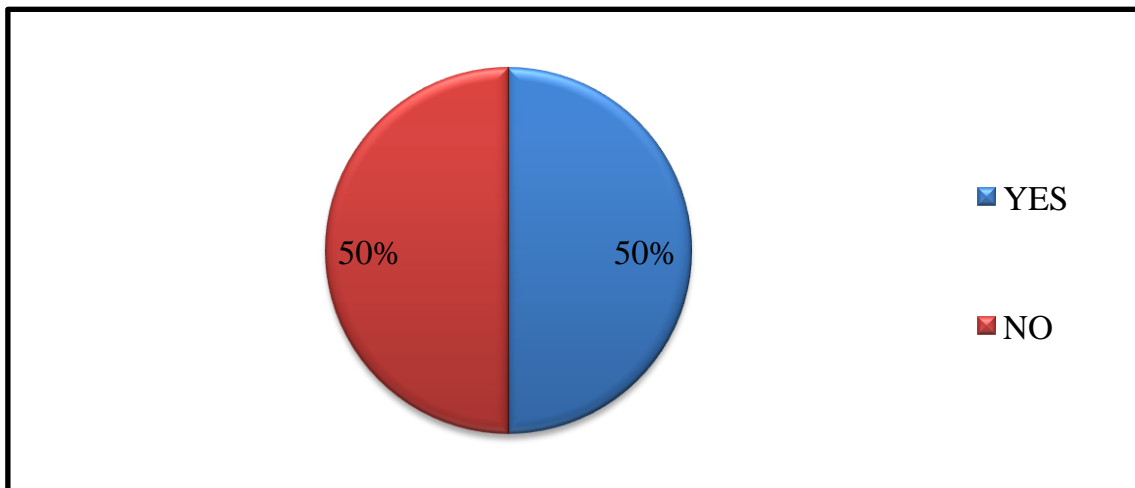
Figure 2.13 Having a Dyslexic Student in Informants Classrooms.

Question 05 is to know if any of the 06 teachers had a personal, close experience with dyslexic students in their classrooms: 03 said they never had any, while the rest had a dyslexic student before.

Question   06:   How   do   you   deal   with   dyslexic   students?
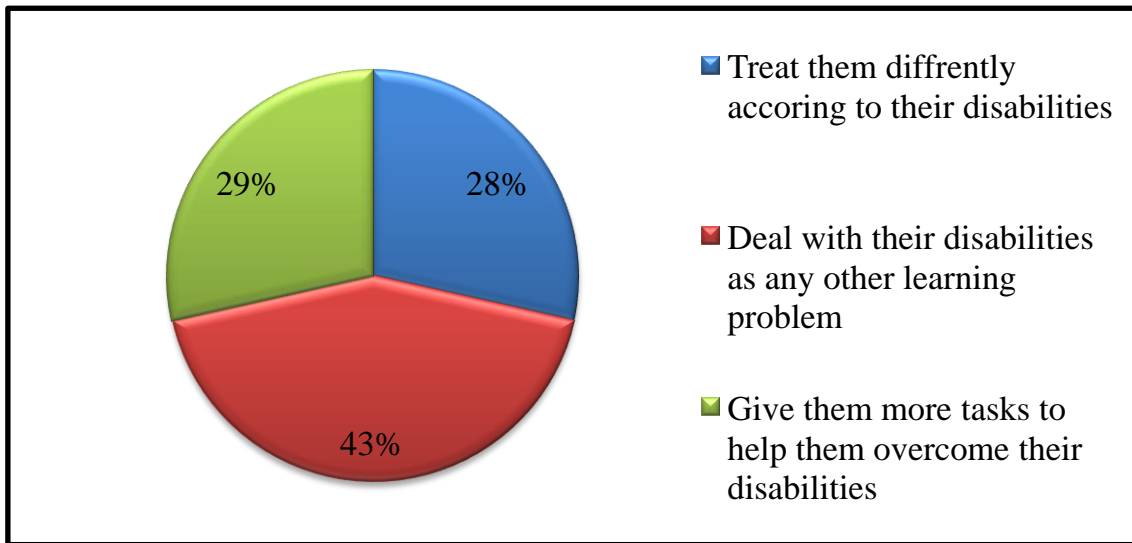
Figure 2.14 Strategies to Deal with Dyslexic Students.

This question is about the different treatments with dyslexic students by their EFL teachers. Their answers vary from: dealing with their disabilities as any other learning problem (43%), treat them differently according to their disabilities (29%) and/or give them more tasks to help them overcome these difficulties like preparing a printout of homework. In addition to encourage and advise them to read and practice the language, boost to their self-confidence and be cautions with spotlight, have patience with them because there is no magic mold to pour students struggling with literacy into and expect success set of interventions. Yet it is important to take into consideration that it is very likely not to recognize the dyslexic learner by EFL teachers because it is hard to give lectures paying attention to every student in overloaded classes (see appendix D).

Question 07: What are the common and main difficulties you usually face with dyslexic students in your classroom?
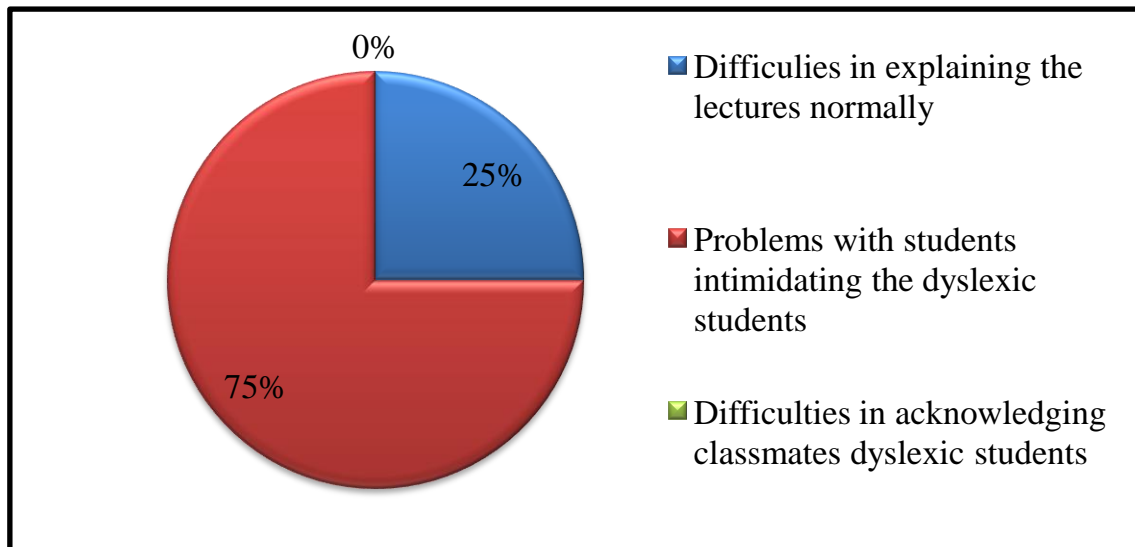
Figure 2.15 Common Difficulties Teachers Face with Dyslexic Students.

This question tackles the difficulties faced by EFL teachers with dyslexic students that involve: classmates intimidating the dyslexic students (75%), difficulties in explaining the lecture (25%) because it is related to both time and attention which EFL teacher do not have . In addition to the lack of interest in studies; difficulty in dealing with text, and the backward writing.

Question 08: Do the problems vary from one dyslexic student to another?
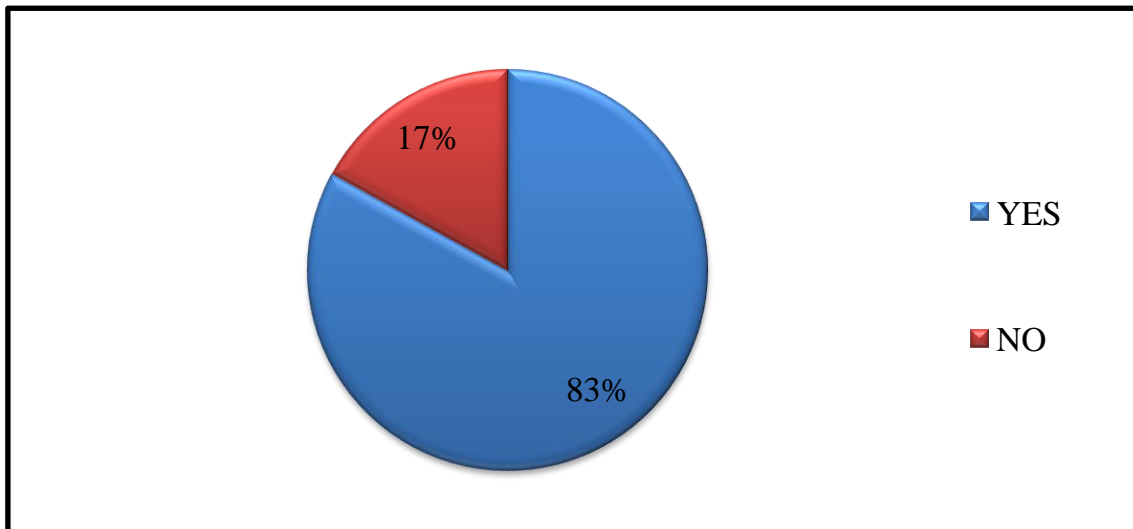
Figure 2.16 The Variation of Dyslexic Students Problems.

When (17%) believe that dyslexic students' problems vary from a student to another, the majority (83%) stated that they do since it is human nature o be different, it can be: having difficulties in remembering simple sequences, understanding the rhyming of words or/and having pronunciation problems… . dyslexic students are levels, some are more advanced (when adopting and overcome their difficulties), or less than others.

Question 09: Do you use specific strategies to deal with these problems?
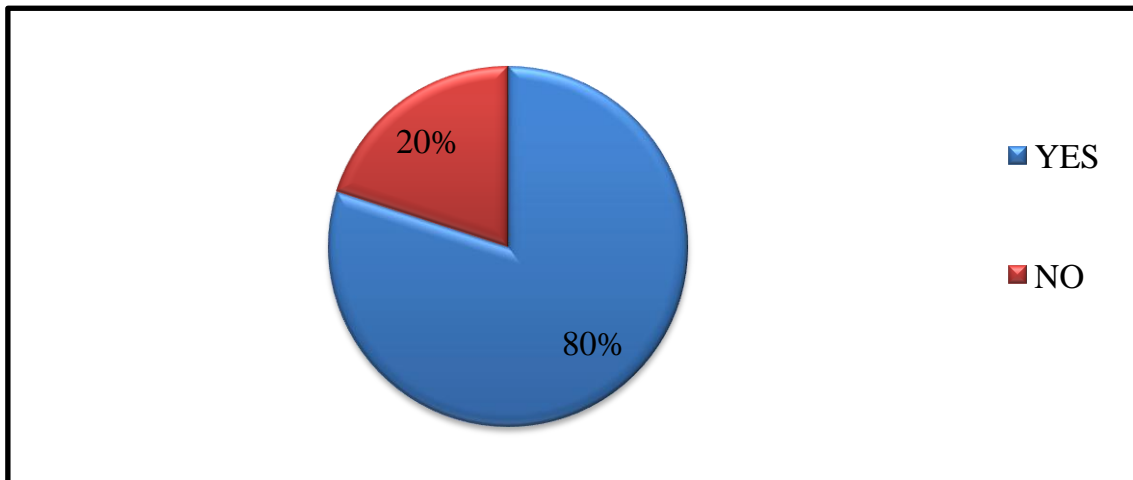
Figure 2.17 EFL Teachers Using Specific Strategies Dealing with Dyslexic Students' Problems.

While a teacher did not have any idea about it because they never encountered a dyslexic student, 02 teachers said that they do not have specific strategies dealing with dyslexic students' problems and 04 reported different ways they can adopt different ways such as: engaging them as much as possible in the teaching-learning process, give them time to express themselves, encouraging them to speak more often, using colored keyboard, close procedures and educational games; in addition to working together with parents.

Question 10: What do you propose in order to help dyslexic students in the EFL classroom?

The informants teachers stated various suggestions to help EFL dyslexic students face/solve some of their problems in classroom; it includes: starting reading about this issue deeply themselves to be equipped with the necessary strategies to

deal with dyslexic cases, make sure they know that dyslexia is not a threat, educate other students about the topic to well cooperate with their dyslexic mates and work in groups as much as possible, speak careless of their problems. It is always better that dyslexic students would be diagnosed at an early age, way before entering university as it will be much easier to get it treated through special lectures in learning languages with focus on reading and speaking. It is so vital to remember that what makes a dyslexic learner struggle is neither the lack of intelligence nor willfulness, they simply have a *'learning difference'*; with the right guidance of a caring tutor, well-equipped with tried and tested strategies, dyslexic are capable of becoming high achievers.

2.4.3 Classroom Observation

After attending about six (06) sessions (one hour and a half each), we divided our summary report into the following table:

A –Teacher's Sequence	What was noticed by the observers is that every time the teacher comes to her classroom, she first begins with a kind of warming up in an attempt to involve students into the course, then she tries to explain the different components and the bulk of the course. Next she presents the reading piece of the lecture; after a silent reading for a few minutes, she requests some students to read out loud, ask them about their opinion(s) and understanding of the piece. At this stage the teacher plays the role of a controller and a monitor in which she reminds her students all the time to take notes, raising their self-confidence through praising words, and adds extra explanations, corrections and clarifications if necessary.

B -Students' Sequence	The first thing we noted was that most of EFL learners are really not interested in reading whether it was because the topic of the materials, or in the task itself. Students are rare to take the initiative to read out loud without being asked to by name, and when they are called, we. We noticed that they face several difficulties which vary from a student to another such as: spelling, respecting both punctuation and intonation, and their some student who lose their focus which will shows on their comprehension and writing task of the piece.
C- researchers' Sequence	Last but not least, the principal result we attain from the observation process is that with the overloaded classrooms, long curriculums, and so little time, there is no sufficient time for reading to recognize dyslexic students or focusing on solving their problems. Though EFL teachers are doing the best they can with the current circumstances since there is no such thing as reading classes.

Table 2.1 Classroom Observation's Results.

During these lectures, observing allowed us to detect students' behavior towards reading, and how teachers try to engage them as much as possible in the teaching-learning process.

2.5. Suggestions and Recommendations

According to researchers it is more important to identify and assess SLD, since the right assessment leads to design the suitable intervention. Although minority of institutions use the new application named Response to Intervention (RTI), Gersten et al (2008, p.4) defines it as: **"a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind"**. This program is used to personify students suffering from dyslexia; it applies to compose the literacy of reading skills. Appendix 05 is another online test *'test for Dyslexia: 37 Common Traits'* put by D.Davis (1992) by IDA for dyslexics; reporting that most dyslexics will exhibit about 10 of the stated traits and behaviors. These characteristics can vary from day-to-day or minute-to-minute. The most consistent thing about dyslexics is their inconsistency (see appendix E), thus the diagnoses must be confirmed by professionals.

According to Pennington, Peterson, and McGrath (2009), the personified symptoms facilitate characterizing the disable and determine diagnoses and treatments. Some of reading difficulties' symptoms are:

- ✓ Reversing letters such as d-b for example it realize in the word "dab" it looks like "bad", or m-n from the word "name" to "mane" etc.
- ✓ Stammering and making effort in reading.
- ✓ Missing the line or reading the line twice.
- ✓ Seeing the word but cannot spell it.

✔ Reading the word or the whole sentence letter by letter rather than combining them.

✔ Omitting or adding extra words.

EFL students who suffer from dyslexia, have difficulties and problems that require understanding, patience, guidance, encouraging from their families, teacher and professional help; and most importantly hard work, strong will and determination from the dyslexic student himself, because in such age, dyslexia can be complicated and trying to deal with, but definitely not impossible.

Here some suggestions for both teachers and students can adopt to improve and solve students' disabilities:

A. For Teachers:

✔ Try to inform non-dyslexic students about dyslexia to stay away as much as from learners laughing at their dyslexic classmates.

✔ To identify the dyslexic learners' strengths and weaknesses by understanding the dyslexic students' learning styles.

✔ To identify types of errors in the learner's reading, writing, and spelling skills, and try adopting special tests for dyslexic students that they can manage since they need so much time than others.

✔ To assess their current knowledge, make sure dyslexic students are aware of their situation by confirming that by official tested diagnoses; and explaining the reason behind lack of progress, and work hand in hand with parents.

✓ Using technology products such as tablets, electronic readers/dictionaries/spellers, text to speech programs, audio books, and more can be very useful tools.

✓ Encourage dyslexic students to speak and read more inside the classroom.

✓ To indicate aspects of a curriculum that may interest and motivate them.

B. For learners:

✓ Read and search more about dyslexia for farther understanding.

✓ Discuss and search vocabulary before reading, as this will aid prediction and understanding.

✓ Repeating the new words to be trained.

✓ Practice reading loudly as much as possible.

✓ Arrange group work with classmates and discuss/revise the lectures.

✓ Try to be confident, patience, and determine to successes, and keep in mind that succeeding is not reached in one night; it is long process with productive results.

2.6. Conclusion

In this chapter, the investigators tried to give a global understanding of the data collection procedures, also we demonstrated the data collection instruments used in this research work namely, students' questionnaire, teachers' questionnaire and classroom observation. As well as, we accurately presented the findings obtained from the data analysis and interpretation phase. Finally, we

suggested some recommendations for both teachers and students concerning dyslexia's situations in EFL classroom

General Conclusion

Throughout this dissertation, the investigators took a stab at explaining the concept of learning problems in general, and dyslexia specifically, notably the reading disabilities learners face. The research work was divided into two chapters. The first chapter, theoretical part, was to pull out the vagueness about our topic; including general information about dyslexia (meaning, background and types) in relationship to EFL first year university students, the problems they confront and best methods EFL teachers can follow to help them overcome their disabilities. The second chapter, practical one, explained the research methodology including the tools of data collection, data analysis procedures, and interpretation and discussion of the results. It also, represented some useful suggestions and recommendations for teachers and students.

Through conducting and designing an exploratory case study and after the analysis of data gathered from different sources using a set of research instruments (a questionnaire for both learners and teachers, and classroom observation), findings of the study have positively answered our research questions and validated our hypotheses, that dyslexia is seen as reading disability by many researchers; and the problems faced by EFL dyslexic university students vary from one learner to another which EFL teachers do their best to help them solve and overcome over time.

Yet, it is important to mention that the researchers had really limited sources to start their investigation because dyslexia is diagnosed and treated in childhood in most cases, when it is rather easy to do so than in adulthood (more complicated not impossible.)

Last but not least, we recommend to add a reading classroom if possible, i.e, a class based on free-fun reading in English, according to the members desire, as far as it is constructive with the contribution of teachers, parents, administration, professional

advisors and most importantly students including the dyslexic of course; because it can be the solution for their lack in reading, vocabulary, spelling… which most of EFL first year learners suffer from. With these conditions, it will be an encouragement and source of motivation to read more, even in their free time.

Bibliography

- Benettayeb, A. (2008). *An Analyse of EFL Reading skill.* Unpublished Magister thesis.

- Bishop DVM, Snowling MJ. *Developmental dyslexia and specific language impairment: same or different?* Psychological Bulletin. 2004;130:858–88.

- Bowyer-Crane C, Snowling M, Duff F, Carroll J, Fieldsend E, Miles J, et al. *Improving early language and literacy skills: differential effects of an oral language versus a phonology with reading intervention.* Journal of Child Psychology and Psychiatry. 2008;49:422–32.

- Brooks G, Torgerson CJ, Hall J. *A Systematic Review of the Research Literature on the Use of Phonics in the Teaching of Reading and Spelling.* Department for Education and Skills; 2006. p. 85. ISBN: 1844786595.

- Cain K. *Reading Development and Difficulties.* Wiley-Blackwell; Oxford: 2010.

- Caravolas M. *The nature and causes of dyslexia in different languages.* In: Snowling MJ, Hulme C, editors. The Science of Reading: A Handbook. Blackwell; Oxford, UK: 2005. pp. 336–56Carroll J,

- Carroll JM, Bowyer-Crane C, Duff F, Hulme C, Snowling MJ. *Effective Intervention for Language and Literacy in the Early Years.* Wiley-Blackwell; Oxford: 2011. p. 170.

- Carroll JM, Snowling MJ. *Language and phonological skills in children at high-risk of reading difficulties.* Journal of Child Psychology and Psychiatry. 2004;45(3):631–40.

- Catts H, Adlof S, Ellis Weismer S. *Language deficits in poor comprehenders: a case of for the simple view.* Journal of Speech, Language and Hearing Research. 2006;49:278–93.

- Celce-Murcia. M. (2001). *Teaching English as a Second or Foreign Language (3rd ed).* USA: Heinle&Heinle.

- Clarke PJ, Snowling MJ, Truelove E, Hulme C. *Ameliorating children's reading comprehension difficulties: a randomised controlled trial*. Psychological Science. 2010;21:1106–16.

- Cohen ,L ,Manion,L.,and Morrison,K.(2000).*research Methodology in Education .Canada :Routledge* .

- Doff,A.(1988).teach English *:A training course for Teachers cambridge university*.

- Dornyei ,Z.(2000).*Teaching and Researching Motivation.Person* Education limited

- Duff FJ, Clarke PJ. *Practitioner Review: reading disorders – what are effective interventions and how should they be implemented and evaluated?* Journal of Child Psychology and Psychiatry. 2011;52:3–12.

- Gallagher A, Frith U, Snowling MJ. *Precursors of literacy-delay among children at genetic risk of dyslexia.* Journal of Child Psychology and Psychiatry. 2000;41:203–13.

- Gough PB, Tumner WE. *Decoding, reading and reading disability.* Remedial and Special Education. 1986;7:6–10.

- Hennink ,M.,Hutter,I ., and Baily, A .(2013).*Qualitative Research Methods* Hulme C, Snowling MJ. *Children's reading comprehension difficulties: nature, causes and treatment.* Current Perspectives in Psychological Science. 2011;20:139–42.

- Hulme C, Snowling MJ. *Developmental Disorders of Language and Cognition.* Wiley-Blackwell; Oxford: 2009. p. 434.

- Kucian K, von Aster M. Developmental Dyscalculia. *European Journal of Pediatrics.* January 2015

- Long M.H & Richards, J.C. (1987). *Methodology in TESOL.* USA: Heinle&Heinle.

- Lyytinen H, Erskine JM, Tolvanen A, Torppa M, Poikkeus A-M, Lyytinen P. *Trajectories of reading development; a follow-up from birth to school age of children with and without risk for dyslexia.* Merrill-Palmer Quarterly. 2006;52(3):514–46

- Maughan B, Goodman R, Meltzer H. *Literacy difficulties and psychiatric disorders: evidence for co-morbidity.* Journal of Child Psychology and Psychiatry. 2005;46:524–32.

- McArthur GM, Hogben JH, Edwards VT, Heath SM, Mengler ED. *On the "specifics" of specific reading disability and specific language impairment.* Journal of Child Psychology and Psychiatry and Allied Disciplines. 2000;41:869–74.

- McBride-Chang C, Lam F, Lam C, Doo S, Wong SWL, Chow YYY. *Word recognition and cognitive profiles of Chinese pre-school children at risk for dyslexia through language delay or familial history of dyslexia.* Journal of Child Psychology and Psychiatry. 2008;49(2):211–8.

- McGrath LM, Pennington BF, Shanahan MA, Santerre-Lemmon LE, Barnard HD, Willcutt EG, et al. *A multiple deficit model of reading disability and attention deficit hyperactivity disorder: searching for shared cognitive deficits.* Journal of Child Psychology and Psychiatry. 2011;52(5):547–57.

- Milles.E *'Can there be a single definition of dyslexia'* Article (PDF Available) in Scandinavian Journal of Educational Research 39(2):139-156 · January 1995, Wiley Online Library.

- Moats, L., & Dakin, K. (2008). *Basic facts about dyslexia and other reading problems.* Baltimore, MD: Interna-tional Dyslexia Association.

- Moats, L., Dakin, K., & Joshi. R. M. (2012*). Expert perspectives on interventions for reading. A collection of best-practice articles from the International Dyslexia Association.* Baltimore, MD: International Dyslexia Association.

- Moats, L, & Tolman, C (2009). *Language Essentials for Teachers of Reading and Spelling (LETRS): The Challenge of Learning to Read (Module 1).* Boston: Sopris West.

- Muter V, Hulme C, Snowling MJ, Stevenson J. Phonemes, rimes*, vocabulary and grammatical skills as foundations of early reading development: evidence from a longitudinal study.* Developmental Psychology. 2004;40:663–81. [PubMed]

- Nancy Mather, Barbara Wendling (2012): *Essentials of Dyslexia Assessment*

- Nation K, Cocksey J, Taylor JSH, Bishop DVM. *A longitudinal investigation of early reading and language skills in children with poor reading comprehension.* Journal of Child Psychology and Psychiatry. 2010;51(9):1031–9.

- Nation K, Snowling MJ. *Individual differences in contextual facilitation: evidence from dyslexia and poor reading comprehension*. Child Development. 1998;69(4):996–1011.

- National Reading Panel Teaching Children to Read: *an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Reports of subgroups. 2000. NICHD.

- Norton ES, Wolff M. Rapid *Automatized Naming (RAN) and Reading Fluency: Implications for Understanding and Treatment of Reading Disabilities.* Annual Review of Psychology. 2012.

- Nunan. D. (1991) *Language Teaching Methodology*. UK: Prentice Hall International (Chapter two & three)

- O'leary ,Z.(2004). *The Essential Guide to Doing Research* .London :Sage

- Puolakanaho A, Ahonen T, Aro M, Eklund K, Leppanen PHT, Poikkeus A-M, et al. *Very early phonological and language skills: estimating individual risk of reading disability*. Journal of Child Psychology and Psychiatry. 2007;48(9):923–31.

- Rack J, Snowling MJ, Olson R. *The non-word reading deficit in dyslexia: a review. Reading Research Quarterly.* 1992;27:28–53.

- Riddick, Barbara. Routledge, (1996). *'Living with Dyslexia'.* pp. 232. DyslexiaVolume 5, Issue 3.

- Rochelle KSH, Talcott J. *Impaired balance in developmental dyslexia: a meta-analysis of the contending evidence.* Journal of Child Psychology and Psychiatry. 2006;77:1159–66.

- Rose J. *Identifying and teaching children and young people with dyslexia and literacy difficulties*. 2009.

- Rose J. *Independent Review of the Teaching of Early Reading: Final Report. Department for Education and Skills Publications*; London: 2006.

- Snowling MJ, Duff F, Petrou A, Schiffeldrin J, Bailey AM. *Identification of children with dyslexia: the validity of teacher judgements using "Phonic Phases"* Journal of Research in Reading. 2011a;34:157–70.

- Snowling MJ, Gallagher A, Frith U. *Family risk of dyslexia is continuous: individual differences in the precursors of reading skill. Child Development.* 2003;74:358–73.

- Snowling MJ, Hulme C, Bailey AM, Stothard SE, Lindsay G. *Better Communication Research Project: Language and Literacy Atta.*

- Snowling MJ, Hulme C. *Evidence-based interventions for reading and language difficulties: creating a virtuous circle. British Journal of Educational Psychology.* 2011;81:1–23.

- Snowling MJ, Hulme C. *The Nature and classification of reading disorders: a commentary on proposals for DSM-5*. Journal of Child Psychology and Psychiatry. 2012

- Tanner .R. & Green.C.(1998) *Tasks for teacher education.* UK. Addisson Wesley Longman. Ltd.

- Tridas, E. (2007). *From ABC to ADHD: what parents should know about dyslexia and attention problems.* Balti-more, MD: International Dyslexia Association.

- Zoubrinetsky R, Bielle F, Valdois S. *New Insights on Developmental Dyslexia Subtypes: Heterogeneity of Mixed Reading Profiles*. PLoS One. June 2014.

Appendices

Appendix A: Teachers' Questionnaire

Teachers' Questionnaire

Dear teachers, the aim of this questionnaire is to collect data about your experience with learning difficulties in the EFL classroom in general and in reading in particular. Please answer the questions below:

1- What are 1st EFL University students' main problems in learning EFL?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

2- What are reading problems/difficulties they face?

    a- Punctuation.   ☐

    b- Speed.   ☐

    c- Spelling.   ☐

    d- Comprehension.   ☐

    e- Dyslexia.   ☐

Others……………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

3. Do you know what dyslexia is?

        Yes ☐   No ☐

4- How do you define it?

    a- Language-based learning disability.   ☐

64

b- A combination of strength and weaknesses. [ ]

c- Students' difficulties in:

Reading [ ]   Spelling [ ]   Writing [ ]   The three together [ ]

d- A collection of associated characteristics that vary in degree from one person to another. [ ]

Others,specify………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

5. Have you ever had a dyslexic student in your classroom?

Yes [ ]   No [ ]

6. How do you deal with dyslexic students?

a- Treat them differently according to their disabilities. [ ]

b- Deal with their disabilities as any other learning problem. [ ]

c- Give them more tasks to help them overcome their disabilities. [ ]

Others,specify………………………………………………………………………………
………..………………………………………………………………………………………
………..………………………………………………………………………………………

7- What are the common and main difficulties you usually face with dyslexic students in your classroom?

a- Difficulties in explaining the lectures normally. [ ]

b- Problems with students intimidating the dyslexic students. [ ]

c- Difficulties in acknowledging classmates dyslexic students. [ ]

Others,specify…………………………………………………………………………………………

………

………

………………………………………………………………………………………………………

8- Do the problems vary from one dyslexic student to another?

            Yes   ☐   No   ☐

Explain,……………………………………………………………………………………….…

…………………………………………………………………………………………………..

…………………………………………………………………………………………………...

9. Do you use specific strategies to deal with these problems?

            Yes   ☐   No   ☐

Explain,……………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

10-What do you suggest in order to help EFL dyslexic students face/solve some of their problems in the classroom?

....

....

....

....

                                          Thank you for your cooperation.

Appendix B: Students' Questionnaire

Students' Questionnaire

Dear students, learning, writing and spelling difficulties make most of you disable to read and spell words correctly. The following questions aims to help most of you face these difficulties. Please answer the questions below; you may tick more than one answer.

1- What are your main problems in learning EFL?

    a- Listening.
    b- Speaking.
    c- Reading.
    d- Writing.
    e- Comprehension.
    f- All together.

2- What are the main reading problems/difficulties you face?

    a- Punctuation.

    b- Speed.

    c- Spelling.

    d- Comprehension.

    e- Dyslexia.

3. Do you know what dyslexia is?

Yes [   ]   No [   ]

4. How do you define dyslexia?

   a- A disease and a mental. [   ]

   b- Being less intelligence. [   ]

   c- An unusual balance of skills. [   ]

   d- Having difficulties in:

Reading [   ]   Spelling [   ]   Writing [   ]   All three together [   ]

5- Do you think you are a dyslexic student?

   Yes [   ]   No [   ]   Not sure [   ]

Justify,………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

6. - What are the main reading problems faced by a dyslexic student?

   a- Being neglected.
   b- Shyness and sensitiveness. [   ]
   c- Difficulties in understanding. [   ]
   d- Being ridiculed by classmates. [   ]
   e- Ignorance ,i.e, not having the knowledge of having dyslexia in the first place. [   ]

Others,………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

7- Do these problems vary from one dyslexic student to another?

Yes ☐   No ☐

8- How do you deal with your dyslexic classmates?

a- Treat them differently because of their disabilities. ☐

b- Help them outside the classroom (library). ☐

c- Cooperating with them in and out of class. ☐

Others,…………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

9. What do you suggest to help teachers deal with EFL students reading problems in general, and dyslexic students in particular?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thank you for your cooperation.

Appendix C: A sample of the teachers' answers to questionnaire.

Teachers' Questionnaire

Dear teachers, the aim of this questionnaire is to collect data about your experience with learning difficulties in the EFL classroom in general and in reading in particular. Please answer the questions below:

1- What are 1ˢᵗ EFL University students' main problems in learning EFL?

.... Vocabulary ....
.... lack of reading ....
.... Writing Problems ....

2- What are reading problems/difficulties they face?

a-	Punctuation.	
b-	Speed.	
c-	Spelling.	
d-	Comprehension.	✗
e-	Dyslexia.	✗

Others. .... choice of Materials ....
....
....

3. Do you know what dyslexia is?

Yes [✗]   No [   ]

70

4- How do you define it?

    a- Language-based learning disability. `[        ]`

    b- A combination of strength and weaknesses. `[        ]`

    c- Students' difficulties in:

Reading `[ ✗ ]`   Spelling `[        ]`   Writing `[        ]`   The three together `[        ]`

    d- A collection of associated characteristics that vary in degree from one person to another. `[        ]`

Others,specify.............. *Students fear to read* ....
....
....

5. Have you ever had a dyslexic student in your classroom?

       Yes `[ ✗ ]`   No `[        ]`

6. How do you deal with dyslexic students?

    a- Treat them differently according to their disabilities. `[        ]`

    b- Deal with their disabilities as any other learning problem. `[ ✗ ]`

    c- Give them more tasks to help them overcome their disabilities. `[        ]`

Others,specify............ *advis them to read & practice*
.... *the language !* ....
....

71

7- What are the common and main difficulties you usually face with dyslexic students in your classroom?

    a- Difficulties in explaining the lectures normally.   [ ]

    b- Problems with students intimidating the dyslexic students.   [ ]

    c- Difficulties in acknowledging classmates dyslexic students.   [ ]

Others, specify......... *Difficulties related to time allotment since dyslexic student need more time & more attention.*
....

8- Do the problems vary from one dyslexic student to another?

    Yes [X]   No [ ]

Explain,... *Dyslexic students are levels - some are more advanced & less than others*

9. Do you use specific strategies to deal with these problems?

    Yes [X]   No [ ]

Explain,..... *I personally try to helps normal men through personal / individual monitoring due to time problem!*

10- What do you suggest in order to help EFL dyslexic students face/solve some of their problems in the classroom?

I suggest that Dyslexic students should be taken in charge early before they enter university through special lectures in learning EFL with focus on Reading & speaking.

<div align="right">Thank you for your cooperation.</div>

13

Student's Questionnaire

Dear students, learning, writing and spelling difficulties make most of you disable to read and spell words correctly. The following questions aims to help most of you face these difficulties. Please answer the questions below; you may tick more than one answer.

1- What are the problems that you confront in learning EFL?

    a- Listening   [X]

    b- Writing.   [X]

    c- Speaking.   [ ]

    d- Reading.   [ ]

    e- Comprehension.   [ ]

    f- All together.   [ ]

2- Concerning reading, what are the issues/difficulties that you face?

    a- Punctuation.   [ ]

    b- Speed.   [ ]

    c- Spelling.   [ ]

    d- Comprehension.   [X]

    e- Dyslexia.   [ ]

3. Do you know what dyslexia is?

    Yes [ ]   No [X]

4. How do you define it?

    a- A disease and a mental.   [   ]

    b- Being less intelligence.   [   ]

    c- An unusual balance of skills.   [   ]

    d- Having difficulties in:

Reading [X]   Spelling [   ]   Writing [   ]   Listening [   ]

5- Do you think you are a dyslexic student?

    Yes [X]   No [   ]   Not sure [   ]

Justify,....... I really have some difficulties in writing, and speaking listening and another problems concerning our program.....

6 - What are the main reading problems faced by a dyslexic students?

    a- Difficulties in understanding the lectures normally.   [X]
    b- Being ridiculed by classmates.   [   ]
    c- Ignorance ,i.e, not having the knowledge of having dyslexia in the first place. [   ]
    d- Being neglected.   [   ]
    e- Shyness and sensitiveness.   [   ]

Others,...
....
....

7- Do these problems vary from one dyslexic student to another?

    Yes [X]   No [   ]

8- How do you deal with your dyslexic classmates?

   a- Treat them differently because of their disabilities.
   b- Help them outside the classroom (library).
   c- Cooperating with them in and out class

Others,... share knowledge and exchanging between us.
....
....

9. What do you suggest to help teachers deal with dyslexia in EFL reading problems in general, and dyslexic students in particalar?

.... be comprehensive and good with their students.
....
....
....

Appendix E: Test for Dyslexia: 37 Common Traits (Ronald D. Davis ©1992, IDA)

General:

Dyslexic children and adults can become avid and enthusiastic readers when given learning tools that fit their creative learning style.

- Appears bright, highly intelligent, and articulate but unable to read, write, or spell at grade level.

- Labelled lazy, dumb, careless, immature, "not trying hard enough," or "behavior problem."

- Isn't "behind enough" or "bad enough" to be helped in the school setting.

- High in IQ, yet may not test well academically; tests well orally, but not written.

- Feels dumb; has poor self-esteem; hides or covers up weaknesses with ingenious compensatory strategies; easily frustrated and emotional about school reading or testing.

- Talented in art, drama, music, sports, mechanics, story-telling, sales, business, designing, building, or engineering.

- Seems to "Zone out" or daydream often; gets lost easily or loses track of time.

- Difficulty sustaining attention; seems "hyper" or "daydreamer."

- Learns best through hands-on experience, demonstrations, experimentation, observation, and visual aids.

Vision, Reading, and Spelling:

- Complains of dizziness, headaches or stomach aches while reading.

- Confused by letters, numbers, words, sequences, or verbal explanations.

-Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words.

- Complains of feeling or seeing non-existent movement while reading, writing, or copying.

- Seems to have difficulty with vision, yet eye exams don't reveal a problem.

- Extremely keen sighted and observant, or lacks depth perception and peripheral vision.

- Reads and rereads with little comprehension.

- Spells phonetically and inconsistently.

Hearing and Speech:

- Has extended hearing; hears things not said or apparent to others; easily distracted by sounds.

- Difficulty putting thoughts into words; speaks in halting phrases; leaves sentences incomplete; stutters under stress; mispronounces long words, or transposes phrases, words, and syllables when speaking.

Writing and Motor Skills:

- Trouble with writing or copying; pencil grip is unusual; handwriting varies or is illegible.

- Clumsy, uncoordinated, poor at ball or team sports; difficulties with fine and/or gross motor skills and tasks; prone to motion-sickness.

- Can be ambidextrous, and often confuses left/right, over/under.

Math and Time Management:

- Has difficulty telling time, managing time, learning sequenced information or tasks, or being on time.

- Computing math shows dependence on finger counting and other tricks; knows answers, but can't do it on paper.

- Can count, but has difficulty counting objects and dealing with money.

- Can do arithmetic, but fails word problems; cannot grasp algebra or higher math.

Memory and Cognition:

- Excellent long-term memory for experiences, locations, and faces.

- Poor memory for sequences, facts and information that has not been experienced.

- Thinks primarily with images and feeling, not sounds or words (little internal dialogue).

Behavior, Health, Development, and Personality:

- Extremely disorderly or compulsively orderly.

- Can be class clown, trouble-maker, or too quiet.

- Had unusually early or late developmental stages (talking, crawling, walking, tying shoes).

- Prone to ear infections; sensitive to foods, additives, and chemical products.

- Can be an extra deep or light sleeper; bedwetting beyond appropriate age.

- Unusually high or low tolerance for pain.

- Strong sense of justice; emotionally sensitive; strives for perfection.

- Mistakes and symptoms increase dramatically with confusion, time pressure, emotional stress, or poor health.