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**The Impact of Dyslexia on Language Performance among
Children: Case of Second Grade Pupils at El-Arbi Fekhar
Primary School in Ain-Temouchent**

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Requirement of the Master's Degree in Linguistics*

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Dedication

*I dedicate this work to the memory of my father
to my mother, brothers and sisters
to my dear friends especially Nassima Hadj Safi and her sister
Wahiba
and to everyone who helped and supported me until completion
this humble work*

Nour El-houda

Dedication

In the name of Allah, Most Merciful, Most Compassionate

I dedicate this work to:

My beloved father “Miloud” and my dear mother “Karima”

*Thank you so much for spending all your life loving me and taking
such an endless care of my needs.*

To my brother; Mohamed and my sisters; Assia, Halima and Nadira

Khadidja

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Abstract

Dyslexic pupils suffer from many difficulties, which are language-based. This study was conducted to explore the impact of dyslexia on language among pupils of the second grade at El-Arbi Fekhar primary school. This study attempts to realize two main objectives. First, to highlight the most common difficulties that face dyslexic pupils. Second, to check whether teachers take into consideration this specific disability in the classroom. For gathering data two instruments were employed in this study, a questionnaire was addressed to five (5) teachers of the primary school of different grades, teachers were chosen randomly. In addition, to classroom observation as the second instrument which was conducted with twenty two (22) pupils of the second grade, which was recommended by the direction of the primary school. The findings of both instruments “questionnaire and classroom observation” revealed that most of dyslexic pupils suffer from reading, spelling and writing difficulties. Moreover, it shows that teachers take into consideration this category during the teaching process. Finally, the results of this study illustrate different strategies and techniques to support dyslexic pupils.

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NP: no page

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CHAPTER

ONE

1.1. Introduction

In modern world, written language is one of the key modes of communication. Being illiterate or not being able to read properly can be quite distressing in such a world. While most children acquire reading and spelling skills relatively easily, a small number of the population has significant difficulties in learning how to read, this population suffer from what it's called dyslexia. Pupils with dyslexia face difficulties in reading skill and that hinder the development of other skills such as spelling and writing. Reading considered as a necessary skill for success in all societies, and the ability to read improve self-confidence and social progress. While, reading difficulties are the most common problem that face many pupils with dyslexia across different educational systems. Moreover, many people relate the word dyslexia to the word dumb or unintelligent, this is in fact the farthest explanation from the truth .Dyslexia is a specific learning disability that is neurological in origin, it is characterized by difficulties with accurate word recognition and by poor spelling and decoding abilities .This disability is typically resulted from deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities.

Nowadays, dyslexia is a subject that continues to be debatable it has become an international concern and intrigued attention from educators, neuropsychologists, psychologists and linguists. Dyslexia has been causing many humans especially children to have learning disabilities. For that reason, the introductory chapter gives an overview of how research conduct and present two main research questions and propose two hypotheses that fit them. Moreover, it gives a deep insight on the definition of the key words that are used in this research then it ends with providing the delimitation of the scope of the study.

1.2. Statement of the Problem

Living with dyslexia can be frustrating and difficult, each day children face various challenges, it is difficult for a child to face not only new challenge of life but also to face these challenges while living with a learning disabilities. Once dyslexic children begin school they might appear bright and intelligent, but unfortunately unable to read accurately and fluently. They may also have other difficulties such as trouble in reading comprehension, writing and spelling .Dyslexic children have problems in hearing remembering or thinking about the speech sound in words, they seem dumb or lazy, when in fact their efforts to learn just go unnoticed.

Dyslexic student can feel dumb which results in a low self-esteem and sometimes, parents and teachers cannot diagnosed that this child is dyslexic one and they think that this child is lazy and he has low intelligence. The degree of difficulty in that face dyslexic children in reading, spelling or even speaking varies from person to person due to inherited differences in brain development, as well as the type of teaching the person receives.

1.3. Aim of the Study

This work is an attempt to shed light on dyslexia and its impact on language performance. The main objective of this study is to come together and to inform both parent and teacher that dyslexia is not the result of low intelligence as many people think but in fact it is a specific learning disability that need help ,support and some strategies. Dyslexic children are not failure, many dyslexic pupils reach the success as well as peers in the classroom as long as they are providing with the right support that they need. Children with dyslexia are more successful and worker when the teacher give them extra support and attention. Dyslexic pupils are not careless they are cared less, so both teacher and parent should work together to help those children.

1.4. Research Question and Hypotheses

The present study seeks to investigate whether children who have dyslexia face difficulty only in reading or there are other difficulties? Furthermore, it examines how teacher deal with dyslexic children, and which strategies can be helpful to support them? In order to have a reliable answer to the stated problem, two research questions are posed as follow:

1-What are the difficulties that face dyslexic children?

2- Do teachers take into consideration this specific disability, and how they can deal with dyslexic children?

From the above questions, the hypotheses have been stated as follow:

1- Dyslexic children are said to face many difficulties rather than reading disabilities.

2-Teachers are supposed to take into account these specific disabilities in learning.

1.5. Definition of Key Terms

In order to enable students to understand this research study, it was in needed to make definition of the key term to open the door for readers to understand better this work.

-**Acquired dyslexia**: according to Deirdre Martin (2013:91) acquired dyslexia is when reading disorder caused by brain damage like from injury or a stroke and occurs after the sufferer has learned to read

- **Homophone**: according to (Pat Lessie1999:3) homophone is one of the two or more words pronounced alike, but different in meaning or derivation or spelling.

- *Fine motor skills*: according to Sherril B. Flora (2006:5) fine motor skills are the ability to make movements using the small muscles in your hands and wrists, kids relies on these skills to do key tasks in school and everyday life.

- *Dysgraphia*: according to Penny Deiner (2009:201) dysgraphia is learning disability characterized by problems with writing. It is a neurological disorder that can affect children or adult. In addition to writing words that are difficult to read, people with dysgraphia tend to use the wrong word for what they are trying to communicate.

- *Meta cognitive*: according to Bernard J. (1993: 303) meta cognitive is higher order thinking that unable understanding analysis, and control of one's cognitive process especially when engaged in learning.

1.6. Research Framework

The present dissertation consists of five chapters which are the introductory chapter deals mainly with the presentation of the research questions and hypothesis. Chapter two is devoted to the definitions of the main concepts; it reports the impacts of dyslexia on language performance in classroom and the most difficulties that face dyslexic children in their daily learning. The third chapter however, tackles the data collections, analyses and interpretations of the findings from both teacher answers questionnaire and classroom observations. The fourth chapter includes suggestions for better understanding the topic and some techniques and strategies to support dyslexic children. Finally, the fifth one is about concluding chapter that summaries the whole study.

1.7. Delimitation of the Study

Most of pupils suffer from many difficulties concerning reading, writing and spelling because of dyslexia. For that reason, this study attempts to investigate the impacts of dyslexia on language performance and how teachers could help and support this category of pupils. Particularly, the researchers choose pupils of primary school, second grade as target study because many pupils face difficulties in learning at this

grade, and teachers sometimes could not recognize that some pupils suffer from dyslexia. Finally, in order to have significant answer about the research questions and to achieve the intended objectives, two instrument are designed for gathering data, the questionnaire for teachers of El-Arbi Fakhhar primary school (Ain Temouchent) who were chosen randomly, in addition to classroom observation made on the second grade pupils.

CHAPTER TWO

2.1. Introduction

Some children in their beginning of school career face some difficulties that are language-based affecting their oral and written language skills from spelling words, reading quickly and writing paragraphs. These difficulties are categorised under the term dyslexia. This chapter attempts to give a brief definition of dyslexia and provides the main types of this condition. In addition it indicates a concise look about Arabic language; moving to learning difficulties resulting from dyslexia. The last elements to be included are signs, and the causes of dyslexia and lastly the emotional effects of dyslexia.

2.2. Definition of Dyslexia

There are several definitions of dyslexia from different scholars from around the world, and there is this definition adopted from the International Dyslexia Association board of directors on November 12, 2002, which agrees that 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.

In other words, dyslexia is a disorder in cognitive processes, this is why; dyslexic students have huge difficulty with reading words in isolation, and have slow, choppy reading of long sentences and paragraphs; beside, shoddy spelling ;all these issues because of a shortage in the auditory processing. Thus, this category of students who have this problem they will have also a difficulty in reading comprehension furthermore having a lack in vocabulary and knowledge that a normal reader would gain from reading.

In addition, some may suffer from all the difficulties mentioned above and another would have only one disability. This means that the term dyslexia referred to all

individuals who have similar problems with reading, spelling and writing skills but being unique that change from one person to another since it affects each one in different areas not necessarily with the same degree as what Moats et al; (2010:3) say:

Dyslexia is a language-based disorder of learning to read and write originating from a core or basic problem with phonological processing intrinsic to the individual. Its primary symptoms are inaccurate and/or slow printed word recognition and poor spelling-problems that in turn affect reading fluency and comprehension and written expression. Other types of reading disabilities include specific difficulties with reading comprehension and/or speed of processing (reading fluency). These problems may exist in relative isolation or may overlap extensively in individuals with reading difficulties.

In its sense, dyslexia affects the ability of individuals' language skills, which are mentioned above due to a deficit in phonological processing of specific symptoms and characteristic resulting different types of dyslexia that present this variation of difficulties, which differs from one person to another with different degrees of disabilities.

2.3. Types of Dyslexia

Dyslexia reveals itself differently from one individual to another with different degrees of disabilities. For example, one may find a difficulty in reading quickly, other one may have the disability to recognise the sounds that represent letters; another one may reverse letters when writing. Thus, it is clearly that there are different types of dyslexia relating to a specific disorder in the brain. The two main types of this condition are acquired and developmental dyslexia as it mention below. Al-ghizzi, T. M. (2015)

- ✓ **Acquired dyslexia:** acquired dyslexia is one of the main two types of dyslexia, also referred to as trauma dyslexia. It is called acquired because one individual have it later in life ,do not born with it, as the result of brain injury (trauma) or a disease in the area of the brain that controls reading and writing which lead to cognitive , speech language and memory disabilities. (Cicerchia, 2017)

- ✓ **Acquired Deep Dyslexia:** This type of dyslexia is not very common among young children because it is acquired later in life after having a stroke or some kind of head trauma. The main characteristic of deep dyslexia is the production of semantic errors in reading; educators call this kind of dyslexia as reading comprehension difficulties. This is because readers with deep dyslexia read via semantic route, as argued by Funnell (2000:52) “*visual errors are an emergent property of the bias towards concreteness/imageability in this sensory semantic system*” this is mean that reading pattern is interrupted as multiple lesions in both the sub-lexical grapheme- to-morpheme conversion route and in the direct lexical route between orthographic input lexicon and the phonological output lexicon, which force the reader to read via meaning. Furthermore, the words that do not have any meaning such as function words are roughly impaired.

- ✓ **Developmental Dyslexia:** This type of dyslexia is very common, it is referred to developmental since the one have it from birth and its symptoms develops through years which makes an obstacle of learning a language at the beginning of school. This type of dyslexia is hereditary and individuals with this kind of dyslexia face huge difficulty in reading, accurate and fluent word recognition, spelling and decoding skills. Turner (1997:3) notes that developmental dyslexia is “*A disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It depends on fundamental cognitive disabilities which are frequently of constitutional origin*”. This means that this condition affects the brain ability of phonological word processing resulting difficulties in language skills regardless the individual’s level of intelligence, kind of instruction and socio cultural opportunity.

- ✓ **Letter Position Dyslexia:** according to Friedmann & Hadad, (2012) letter position dyslexia affects the ability of the visual analyser to encode the relative position of letters within words, which causes most of the times migrations of letters within words. These errors mainly occur in middle letters whereas first and final letters remain in their original positions, due to the Semitic morphology of Arabic language that contains a large number of migrated words. Thus it is easy to be detected but more errors are likely to occur, another cause of letter position errors in Arabic is letter forms that changes depending on their position in the word (beginning, middle or end). Based on these considerations it seems that Arabic speakers with letter position dyslexia would make more migrations in reading causing reading errors.

- ✓ **Visual dyslexia:** as defined by Marshall & Newcombe (1973) is a deficit in the orthographic visual analyser, causing substitutions, omissions, migrations and additions of letters. Thus, it affects the ability of the orthographic analyser to recognise letters that is a problem in memorising how letters are written and their position within the word from initial, middle to final position as it illustrative below. The problem is having a difficulty to read as stated by Johnson & Myklebust (1967:23) “*The inability to mentally visualize letters and sounds*” In contrast what people think that this condition related to a trouble in vision, and can be managed by eye exercises. While their real issue is having a difficulty, recognising and remembering how letter and whole-word configuration look.

- ✓ **Surface Dyslexia:** according to by (Funnell, 2000) individuals with surface dyslexia read via grapheme-to-phoneme conversion route, so they can sound words out well but they cannot read or spell irregular words. This type of dyslexia is characterised by a difficulty with whole word recognition and spelling, especially when the words have irregular spelling-sound correspondences. Nonetheless, Arabic orthography contains no homophonic letters and short vowels, which are not represented in the orthography that leads readers with surface dyslexia to read incorrectly because they confuse choosing the appropriate vowel that is missing from the orthographic representation of the word.

2.4. Arabic Orthography

Arabic is a language written in an alphabetic system of twenty-eight consonantal letters except three, the long vowels; these letters represents thirty-four phonemes. Arabic letters have more than one written form depending on the letter’s position and connectedness in a word whether in the beginning, middle or end as it shown in the table below. According to (Hussain ,2009) Arabic is considered a bi-directional language because the script is read and write from right to left. In Arabic short vowels are represented as extra diactical marks , consists of fourteen diactical mark appears on top and below letters, that help readers in pronunciation and mostly serves children and beginning readers and it is considered to be shallow orthography whilst Arabic orthography that is written without short vowels is called deep orthography intended for advanced readers.

Table 2.1: Arabic Letter Forms adapted from Hussain, S. (2009:NP)

Final non ligated	Final ligated	Medial ligated	Initial (or medial non ligated)	Graphemic transcription
ا	ا	ا	ا	A
ب	ب	ب	ب	B
ت	ت	ت	ت	T
ث	ث	ث	ث	θ
ج	ج	ج	ج	J
ح	ح	ح	ح	H
خ	خ	خ	خ	X
د	د	د	د	D
ذ	ذ	ذ	ذ	Ḍ
ر	ر	ر	ر	R
ز	ز	ز	ز	Z
س	س	س	س	S
ش	ش	ش	ش	š
ص	ص	ص	ص	ṣ
ض	ض	ض	ض	ḍ
ط	ط	ط	ط	ṭ
ظ	ظ	ظ	ظ	ṯ
ع	ع	ع	ع	ʿ
غ	غ	غ	غ	ǧ
ف	ف	ف	ف	F
ق	ق	ق	ق	Q
ك	ك	ك	ك	K
ل	ل	ل	ل	L
م	م	م	م	M
ن	ن	ن	ن	

ه	م	م	م	N
و	ن	ذ	ز	H
ي	ه	ه	ه	W
ة	و	و	و	Y
ء (ئ و أ)	ي	ي	ي	Ë
	ة	ة		?
	ء (ئ و أ)	ء (ئ و أ)	أ / إ	

As it appears in the table the written form of Arabic letters bound on two factors which are their position in the word, and whether or not it ligates to the preceding letter.

2.5. Arabic Morphology

All words in Semitic languages are composed of at least two morphemes a root and a pattern. As Watson (2002:3) points out “*One of the main distinguishing features of Semitic languages is their root-and-pattern morphology.*” roots made up of consonants it indicates the meaning but needs the support of a pattern ;which is composed mainly of vowels and provide syllabic structure for the word, syntactic and some semantic information.

Arabic morphology includes two types of structures derivational and inflectional. The derivational system of Arabic is very rich, where many words forms with different meanings can be derived from a single root adapted from Waston, J. (2002). On the other hand, inflectional morphology indicates the phonological changes that a word undergoes as it is being used in context and it is constructed by attaching prefixes and suffixes to real words and consider eight major grammatical categories, which are number, gender, person, definiteness, tense, case and mood. adapted from Ryding, K. C. (2014)

2.6. Dyslexia and Learning Difficulties

Dyslexia is a term used to describe a range of persistent difficulties with the aspects of reading writing and spelling. These difficulties are known also as specific learning disability or learning disabled. For Teachernet (2009) the term “dyslexia” and “specific learning difficulties’ are often used synonymously although most authorities would see ‘specific learning difficulties’ as an umbrella term for a range of learning difficulties in which ‘dyslexia’ is one variant. The individuals with dyslexia may have problems in many areas of learning such reading spelling and writing.

2.6.1. Reading Difficulties

Difficulties with reading are often the fundamental indicator at which a child is recognized as having particular needs in teaching. Reading difficulties is used as a general term to identify children and adults who struggle to read and comprehend what they are reading but some of them may not have any difficulty in listening comprehension. According to Keith et al; (2010:307) dyslexic children difficulty may be specifically related to reading, which is converting written words to speech. Decoding letters to their corresponding sounds, and learning how to pronounce different parts of the word, especially unfamiliar words, dyslexic children can not being able to break down a word into sound that make up.

Studied have shown that dyslexic children have difficulties primarily with phonological skills. The most common area of difficulty is in phoneme segmentation, the process by which an unfamiliar word is broken up by the brain into its component sounds. Children with dyslexia have problems cracking the code for converting graphemes into their corresponding phonemes in the brain. It is difficult for such children to progress through the phonological stage of reading and eventually, to become automatic readers. They may compensate for their phonological difficulties by trying to develop visual recognition techniques, but these are not usually sufficient for efficient reading.

Keith et al; (2010) dyslexic children also have a verbal memory deficit, a difficulty recalling words that have just been read. This may further compound their problem. Although most recent studies have shown phonological processing deficits to be the commonest cause of specific reading difficulty, not all children with this condition have this particular problem. Some children have difficulty in the way in which their brain perceives the shapes of letters, a visual perception deficit. The brains of such children are not good at recognizing or interpreting the shapes of letters on the page.

Keith et al; (2010) the teacher can test how well or poorly a child with dyslexia can read, but the reading test would not tell her/him if there is an underlying deficit in “phonological” processing, which involves converting a written word to its components of sound. For example, difficulty in sequencing, what comes then what, when they asked to spell “push”, the dyslexic child cannot tell if the word begins with “b”, or if the letter “u” must precede “sh”. This is the usual difficulty in successive processing. It should be noted that the diagnosis of specific reading difficulty is based on the degree of delay in reading, rather than on the particular type of errors that the child makes. Much has been made of certain characteristics of children’s reading, such as difficulty in distinguishing ‘b’ from ‘d’, reluctance to read aloud, a monotonous voice when reading, and a tendency to follow the text with the finger when reading. Here are some warning signs of reading problems. As mentioned by Keith et al; (2010:307):

- Can’t tell the difference between the sounds that make up a words;
- Slow to name familiar object and colors;
- Can’t remember the names and sounds of letters;
- Has trouble pronouncing new words and remember them;
- Has trouble blending sounds together to say words;
- Can’t figure out unknown words;
- Resists reading aloud;
- Does not get meaning from reading;

Dyslexic children have serious problem with reading mainly in reading accurately and fluently, reading problem can takes as first indictor that a child have learning disabilities that needs a particular helps in teaching

2.6.2. Spelling Difficulties

Reading and writing are opposite processes. In reading, printed symbols (graphemes) are converted into their corresponding sounds (phonemes); in writing, phonemes are converted into their corresponding graphemes. Spelling in the English language requires knowledge of the inconsistent rules for converting phonemes into the appropriate graphemes. For Snowball, D.(1999) a particular phoneme may be represented by different graphemes for example, snuff and enough, and the same grapheme may correspond to different phonemes. Words with the same phoneme, but different graphemes, are called homophones for example, shoot and shut.

Although reading has always been given more importance than spelling in the early days at school, spelling, in fact, poses the greater problem for dyslexic children, and this difficulty can continue long after the reading difficulty has been greatly improved. Poor spelling is usually a lifetime's embarrassment. Any difficulty with reading is given early attention because the ability to read unlocks the door to so much information both in and out of school. In the past, children have been told that the more they read the better they will be able to spell. But for many people this is just not true. Snowball, D.(1999)

In fact, spelling is a totally different skill using different neurological pathways. There are people who have no visual recall for words, they may visualize in pictures or see nothing in their mind's eye). However, when confronted with words, the sight of them sparks off the recognition, and they may read fluently. Snowball, D.(1999)

2.6.3. Writing Difficulties

Pupils with dyslexia experience many difficulties rather than reading and spelling they face also writing difficulties. Raymond S. et al; (2012) have mentioned that there is often a large discrepancy between what a dyslexic pupil thinks and what they said orally and what they write on paper. Many dyslexic pupils hate to write because they are generally clumsy. They may not have a good control over their fine movements and coordination of hand, fingers, and the eyes, they spend too much time and effort writing the words, they face difficulties in organizing and sequencing information, they may jump around when they writing. They have bad handwriting because they cannot cope with the fine motor skills that handwriting requires. Dyslexia affects writing skills, many dyslexic children write essays as one paragraph with little punctuation. They usually do not let space between words and cramming all information on page rather than spreading out.

These writing problems can be named as dysgraphia, dysgraphia is neurological based learning disabilities. It is known as written expression disorder. Dysgraphia are often diagnosed in early elementary school or can be missed until middle school, high school or sometimes never be diagnosed. Student with dysgraphia have poor illegible handwriting. According to Chad A. et al; (2012:264) Dysgraphia symptoms may include the following:

- Grammar and spelling errors;
- Omitting letters and words and inconsistent spacing between letters, words, and sentences;
- Difficulty holding or gripping a pen or pencil;
- Using a mix of upper case and lower case letters and mix of cursive and print writing;
- Sloppy , illegible writing:
- Omitting letters or not finishing words or sentences when writing.

Dyslexia impacts a student's ability to write, many dyslexic children show signs of dysgraphia including having illegible handwriting and taking a long time to form letters and to write paragraphs. Raymond S. et al; (2012)

2.7. Signs and Symptoms of Dyslexia

An early sign and symptoms is when a child could not learn to read and this failure is unexpected based on his or her other abilities, language difficulties can be early indicators. Dyslexic children may experience hardship copying text from the board or a book and they may exhibit disorganization in their writing, they may also appear uncoordinated and they may have difficulty in an organized-game setting.

Symptoms may also apparent in auditory problems; dyslexic children may not be able to remember all of what they hears, and when they read they may missing words or parts of sentences or use the wrong word they have trouble in expressing themselves correctly. There are also emotional symptoms, the child may lose his or her interest in school, and appear lazy when in fact this is a symptom of not wanting to fail. Some common symptom examples that are mentioned by Philomna Ott (1997:05) are the following:

- Difficulty understanding the individual sounds in words;
- Difficulty remembering words;
- Flipping letters and numbers and writing;
- Not seeing or acknowledging punctuation in written text;
- Omission of words while reading;
- Difficulty writing and copying correctly or they have bad handwriting ;
- Confusion about directions in space or time;
- Inconsistencies between potential and performance;
- Difficulty telling time;
- Difficulty in Learning letters and their sounds and letter combination;
- Difficulty in memorizing number fact;
- Difficulty in Organizing written and spoken language;

They add:

- Weak in spelling;
- Trouble rhyming;
- Difficulty understanding the rhyming of words, such as knowing that fat rhymes with cat;
- Trouble recognizing words that begin with the same sound (for example, that bird, baby, and big all start with b) Pronunciation difficulties;
- Difficulty with word retrieval (frequently uses words like “stuff” and “that thing” rather than specific words to name objects);
- Trouble remembering names of places and people.
- Difficulty remembering spoken directions;
- May read to slowly and painfully or may read word –by- word manner;
- Show wide disparity between listening comprehension and .reading comprehension of some text;
- Short term memory loss;
- Confuse between lefts and rights;
- Words seems to dance around on the page;
- Difficulty translating printed words into spoken words.

It is important to note that if a child exhibits one or more of these signs and symptoms, it does not necessarily means that he has dyslexia. Not all students who have difficulties with these skills have dyslexia.

2.8. Causes of Dyslexia

Research done by (Westwood, 2004) into the causes of dyslexia continues and various theories exist, the exact causes of dyslexia are still not completely clear, but there are general agreement that dyslexia is a brain-based disorder that affects language processing. The brain of dyslexic children simply have a harder time learning. Moreover, most people with dyslexia have been found to have problems with identifying the separated speech sounds within a word or learning how letters represent those sounds.

Dyslexic children have a harder time learning and remembering the code to how sounds and letters go together they are slow reader and face also difficulties in both spelling and writing. Despite this difficulty, children with dyslexia have strong listening vocabularies and understand text when it is read aloud to them. Dyslexia is not due to lack of intelligence. Student with dyslexia can learn successfully if they get the appropriate teaching methods. (Westwood, 2004)

People with dyslexia can be very bright they are good thinkers and often very creative. They often capable or even gifted in areas such as arts, design, electronic, math, mechanics, music, physics and sports. In addition, dyslexia runs into families, having a parent or sibling with dyslexia increases the probability that there will be also another one effected by dyslexia. For some people, dyslexia is identified early in their lives, but for others, their dyslexia goes unidentified until they get older. The researchers haven't determined yet what exactly causes dyslexia. But the scientists do know that genes and brain differences play a big role. Here are some of the possible causes of dyslexia that were mentioned by Westwood (2004:75):

- ***Genes and heredity:*** dyslexia is not related to race, social background or intellectual ability, but dyslexia often runs in families, and it not uncommon to find that multiple members of an immediate or extended family have dyslexia, siblings of many kids with dyslexia have the same reading issues. As many as parent of kids with dyslexia have too this suggests that the brain differences which cause dyslexia maybe hereditary;
- ***Brain anatomy and activity:*** studies have shown that the brain of dyslexic people differ from people without dyslexia. These occur in areas of the brain involved with key reading skills. These skills are knowing how sounds are represented in words, and recognizing what written words look like. Studies show also that brain activity in people with dyslexia changes after they get proper tutoring;
- ***The neurological differences:*** have the effect of giving the dyslexic person a particular way of thinking and learning. This usually means that the dyslexic

person has a pattern of cognitive abilities which shows areas of strengths and weaknesses;

- **The environment:** influence the development of dyslexia, some environmental factors are believed to also influence the outcome of reading- and spoken language skills. Even though environmental factors cannot cause dyslexia, but it can aggravate the impact of dyslexia disorders. The main environmental factors linked to dyslexia are the educational experiences and home environment of the child.

He also suggests that dyslexic people tend to be more 'right brain thinkers'. The right hemisphere of the brain is associated with lateral, creative and visual thought processes. The causes of dyslexia are not fully pinpointed yet, however the scientists believe that dyslexia has a genetic component that may predispose some people for dyslexia. Although the specific causes have not been exactly investigated, neurological impairments are introduced in the brain which can make difficulties for the dyslexic to read correctly and to understand the information.

2.9. Emotional Effects of Dyslexia

In the classroom, reading, talking, spelling and writing are essential parts of most important activities, Students who have dyslexia often find themselves in situations where they are regarded as different, strange or unintelligent. Dyslexic children compare themselves with their peers they can realize that they face special difficulties that other children do not. This can result in feelings of panic, anger, lack of confidence, frustration, self-esteem, anxiety, stress, depression or disengagement. Students may be subject to bullying and taunts of being stupid. Adopted from Association, I. D. (2017)

2.9.1. Stress and Anxiety

All people can experience stress and exhibit signs of anxiety, but people 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. This situation making them less able to tolerate the

challenges of school, work, or social interactions and more stressed and anxious. Adopted from Association, I. D. (2017)

Anxiety is the most frequent emotional symptoms of dyslexia. Dyslexic children become fearful because of frustration and confusion in school. Many individuals with dyslexia have been continuously compared to siblings, classmates, or co-workers, making them embarrassed, cautious, and defensive. Anxiety is a feeling of unease such as fear or worry. It is a physiological and psychological state characterized by physical, emotional, cognitive and behavioural components; it is disorder in either absence or presence of stress. Adopted from Association, I. D. (2017)

Everyone has feeling of anxiety at some period of in their life but dyslexic children experience this feeling in their daily life. Anxiety and stress can affect badly and negatively both the emotional and the physical situation of children and this can develop into many challenging issues such as low self-concept, verbal and nonverbal problem, school absenteeism, deficiencies in academic performance, increased difficulties with attention and concentration , and behavioural problem. Farther more anxious children find difficulty to avoid distraction and they take more time to turn their attention from one task to the next, this makes learning very difficult to them. Adopted from Association, I. D. (2017)

2.9.2. Self-Image

Dyslexia can also affect a person's self-image. Dyslexic children most of time feel dumb and less capable than they actually are. They experience great deal of stress due their specific learning disabilities; dyslexic pupil may become discouraged about continuing in school. If dyslexic children succeed in school, they will develop positive feelings about themselves and believe that they can succeed in life and they are not less than others peer, but if children meet failure and frustration, they feel that they are inferior to others peer, and that their effort makes very little difference. Instead of feeling powerful and productive, feel powerless and incompetent and hopeless. Adopted from Association, I. D. (2017)

Researchers said that when typical learners succeed, they credit their own efforts for their success. When they fail, they tell themselves to try again harder in order to achieve and reach the success. While, when learners with dyslexia succeed, they are likely to attribute their success to luck. When they fail, they simply see themselves as stupid and they do not want to try again and they become hopeless. Adopted from Association, I. D. (2017)

2.9.3. Self Esteem

Dyslexic children in general have poor self-confidence, which reflect in their oral performance at school and in their relationships with other people, studies have shown that dyslexic children have low self-esteem and they are more anxious and less happy in school in compare to non-dyslexic children. Some dyslexic children face difficulties to express themselves freely and others may avoid to participate or to interact in the classroom. *Krashen (1980:15) cited in Young (1991:427) suggests, "The more I think about self-esteem, the more impressed I am about its impact."* This is what may cause anxiety in many people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety.

In general, non-dyslexic children have high self-esteem they are said to display more confidence in their own ability, and to be more willing to volunteer answers. They try out new learning situations. Whereas, dyslexic children have low self-esteem and they show little confidence in their own ability, give up easily, and they are often fearful, timid unable to speak freely or to express their ideas, opinions, or avoid new learning situations. Furthermore, children with high self-esteem generally expect to succeed, whereas children with low self-esteem generally expect to fail. Studies show that dyslexic children or poor readers had lower expectations of success not only on a reading task but also on a drawing task or other tasks. They responded more negatively to failure and were more likely to give up, this increasing the likelihood of future failure. Dyslexic children tended to 'blame themselves' by attributing failure to their own incompetence and success to environmental factors such as luck. Nasen, D. F. (2010)

2.9.4. Depression Sadness

Depression is a recurrent complication in dyslexia. Depression symptoms differ from children to adults. Most dyslexic children do not talk about pain or about feeling sad and they usually hide it. The depressed child is unlikely to be passive or to talk about feeling sad. Instead the child may cover up his painful feelings by being more active or misbehave. In the case of masked depression, the child may not seem clearly sad. Both children and adults who are depressed resort to have three similar characteristics adapted from Association, I. D. (2017:NP)

- They tend to have negative thoughts about themselves, that is, a negative self-image ;
- They tend to see the world negatively. They do not enjoy the positive experiences in life. This make them far from fun;
- Most depressed children with dyslexia have negative view about the future and they have fear of continuing failure , which make them hopeless ;

Depression and sadness are the most common emotional problem caused by dyslexia that have a great impact on emotions, behaviours, and way of thinking, physiology and social relationships.

2.10. Conclusion

The second chapter devoted to the background knowledge, the researcher begin this chapter with several definitions of dyslexia from different scholars around the world. Following the definition with types of dyslexia, that includes two main types: acquired and developmental dyslexia. This chapter also addressed an overview about Arabic orthography and Arabic morphology. Moreover, this study sought to determine the most learning difficulties that face dyslexic children including reading, writing and spelling difficulties. Furthermore, the researchers identify the most common signs and symptoms of dyslexia and the possible causes of it. Finally, this chapter ends with the description of the emotional effects of dyslexia.

CHAPTER THREE

3.1. Introduction

This chapter aims to show the most common difficulties that face dyslexic pupil in the classroom. The questionnaire conducted for teachers at El-Arbi Fakher primary school (Ain Temouchent). In addition to classroom observation we made with the second grade pupil. The gathered information will be converted into numerical and categorical data, which will help us at the end of the master thesis to highlight the most effective strategies from the hypothesized conditions that teachers should take into consideration to aid dyslexic learners.

3.2. Research Design

The researcher needs to undertake a suitable method to accomplish the aims of the research. The method must highly address the research of all its components. Cohen et al., (2005:44) defines the method as a “[...] range of approaches used in educational research to gather data which are to be used as basis for inference and interpretation, for explanation and prediction”. In other words, methods are tools and instruments for gathering the data. In order to find the appropriate teaching strategies, the research depends on the descriptive method. In addition to answering the research question, it is actually of paramount importance to gather a great deal of information by observing the participants involved in the study. Both qualitative and quantitative approaches were involved in conducting the present study; the former aims to investigate problems of individuals or groups of people, and the latter to search for the relationship between variables, to confirm or reject the research hypotheses at the end of the master thesis.

3.3. Case Study

Case study is defined by Yin. (2014: 16) as “an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) in depth and within its real – world context” it means that case studies are used in social sciences by examining a person’s or a group of people’s in-depth data relating to several variables. Some children

have learning difficulties at the beginning of their school career. For that reason, the research study conducted in El-Arbi Fakhra primary school at Ain Temouchent.

3.4. Sampling

Population in research can be referred to both individuals and objects which William (2001: 232) defines it as “...is used to describe the total quantity of cases of the type which are the subject of your study. So a population can consist of objects, people or even events, e.g. schools, miners, revolutions.” Therefore, the population includes all items of the theme under study. Sampling is taking a part of the population that investigated in the research, which is representative of the entire population; in other words, it is the process of choosing a small population to assess characteristics of the whole population. Tejero (2006:43) states that “sampling is the process of which involves taking a part of the population making observations on these representative groups, and then generalizing the findings to the bigger population” which means it helps closely examine the sample under study rather than wasting time and energy on the whole population. In addition, it assists and make it easy on the researcher to gather data in better way and popularise it to whole population.

3.5. Participants

Therefore, the interesting population to the research were students of El-Arbi Fakhra primary school in Ain Temouchent, and the selected sample was the second grade that consists of twenty-two pupil in order to well managing the research activity. In addition to other factors such as accessibility, saving time and energy. The questionnaire was devoted to five teachers of all grades, while the classroom observation carried out with the second grade.

3.5.1. Teacher's Profile

Five teachers of EL-Arbi Fakhra primary school selected randomly as sample in this research study to answer the questionnaire. However, they are teachers of all grades. The reason behind choosing five teachers is to gather variation responses as well as to

collect enough data to replay the research inquiries. Moreover, it helps to give a full image of the situation under study.

3.5.2. Students' Profile

The research study conducted with the second grade class of El-Arbi Fakhar primary school. The school director selected this class. The class consists of twenty-two pupil. The main reason of choosing this class is that it contains some students with learning difficulties, which will make the classroom observation more beneficial for the research.

3.5.3. Setting

The study conducted at the primary school El-Arbi Fakhar in Ain Temouchent, in which the questionnaire handled to teachers and the classroom observation administrated with the second grade pupils.

3.6. Data Collection Instruments

It is important to choose a method to gather data when conducting any research .In the present study, the questionnaire and the classroom observation nominated for the research. William (2001:236) stated that the questionnaire is a very helpful method that allows the researcher to receive answers without having to talk to each member of the sample. Thus, it is practical as it covers all aspects of the topic and saves time and effort. Moreover, classroom observation plays a major role in research. On the other hand, classroom observation is as Good (1988:337) states *“one role of observational research is to describe what takes place in classroom in order to delineate the complex practical issues that confront practitioners”* In other words, it enables the researcher to investigate the situation in its naturalistic settings and provide the researcher with precise and concise data.

The purpose of adopting the questionnaire is to gain effective responses from the target respondents in short period and it is easy to analyse. While, adding the classroom observation ,as an extra tool that allow the researcher, to have an insight into the difficulties that face dyslexic pupil and gives the opportunity to closely observe what actually happened in the classroom to see how pupil perform in the classroom. The two instruments used to gather sufficient amount of data.

3.6.1. Teachers' Questionnaire

In order to have a wild range of responses, the questionnaire devoted to five teachers of different grades of El-Arbi Fakhar primary school. The questionnaire consists of a variety of sixteen question and include two parts see (appendix I) that focuses on the following criteria:

- Characteristics of dyslexic pupil in classroom.
- Some considerations teachers take to help dyslexic pupils.

3.6.2. Classroom Observation

The second instrument used to collect more data is classroom observation, furthermore, to understand and to describe the most common problems and difficulties that face dyslexic pupil during learning. The classroom observation was conducted in primary school of El Arbi Fakhar Ain Temouchent, consist three parts see (appendix III). It set out a model for the assessment of such difficulties, beginning from age 7 to 10 year, with second year grade with 22 pupil.

3.7. Data Analysis

After collecting data, the researcher starts to analyse it and it is realised using analytical and logical techniques to illustrate, examine the data provided, and lastly

drawing conclusions of the research. In the present study, both quantitative and qualitative research dimensions are used in order to accurately analyse the findings.

In quantitative analysis the researcher classify features after collecting data, afterwards counts and constructs it into statistical models to be analysed in an organized way. While, qualitative analysis describes and explains why a certain phenomenon occurs. As asserts by Cohen et al (2005:461) “*Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities*” it means that qualitative analysis is multifaceted, and gives complete, detailed description, and not restricted to specific classification rules and numbers like quantitative analysis.

3.7.1. Result’s Analysis

The teacher questionnaire consists of sixteen close-ended questions, which split up into two parts: the first one is about the characteristics of dyslexic pupil and the second one deals with the some considerations teachers take to help dyslexic pupils. The teacher’s answers should target the category under study. The results of the teachers’ questionnaire are as follows:

➤ **Part One: Characteristics of Dyslexic Pupil in Classroom**

This part focuses on the characteristics of dyslexic pupil, to see if teachers are aware of this situation among pupils. Thus, if they had such categories in class. Thus, this part is about the most common difficulties that dyslexic pupil suffer from in the classroom, which prevent them from participating actively like their classmates. Hence, it highlights those difficulties that generally consists of reading, spelling and writing issues.

Q1. Do dyslexic pupil look intelligent but have difficulties in learning?

This question investigate whether dyslexic pupil are intelligent or not. Thus, they do not have under average intelligence, but rather they only suffer from learning disabilities. The results obtained indicates in the figure bellow.

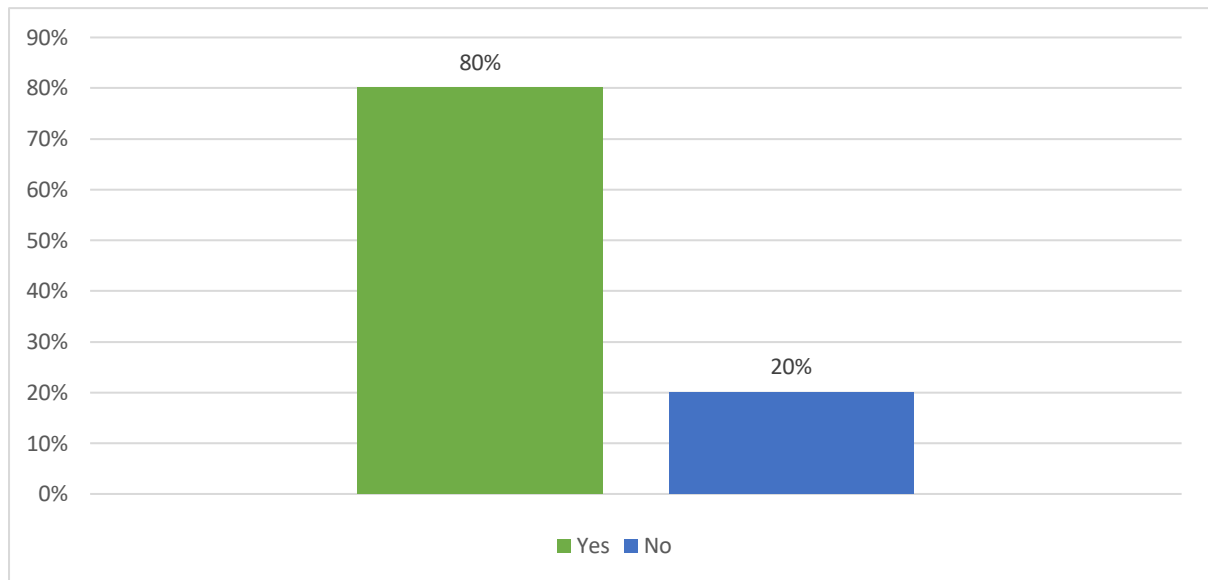


Figure.3.1: language skill difficulties

The collected results of this question shows that (80%) of the sample which are four over five teachers' responses was the option yes, that means dyslexic pupil look intelligent but they have learning difficulties; while, the response of the rest (20%) by one teacher was no, which is dyslexic pupil do not look intelligent. That is to say, the majority of the teachers chosen in this sample noticed that dyslexic pupil do not have a problem at the level of intelligence but rather they have learning issues.

Q2. Do they have the ability to recognise and work with the sounds of the spoken language?

It inquires the ability of dyslexic pupil to notice, think about and working with the individual sounds while speaking. The results obtained will provide the answer to this matter.

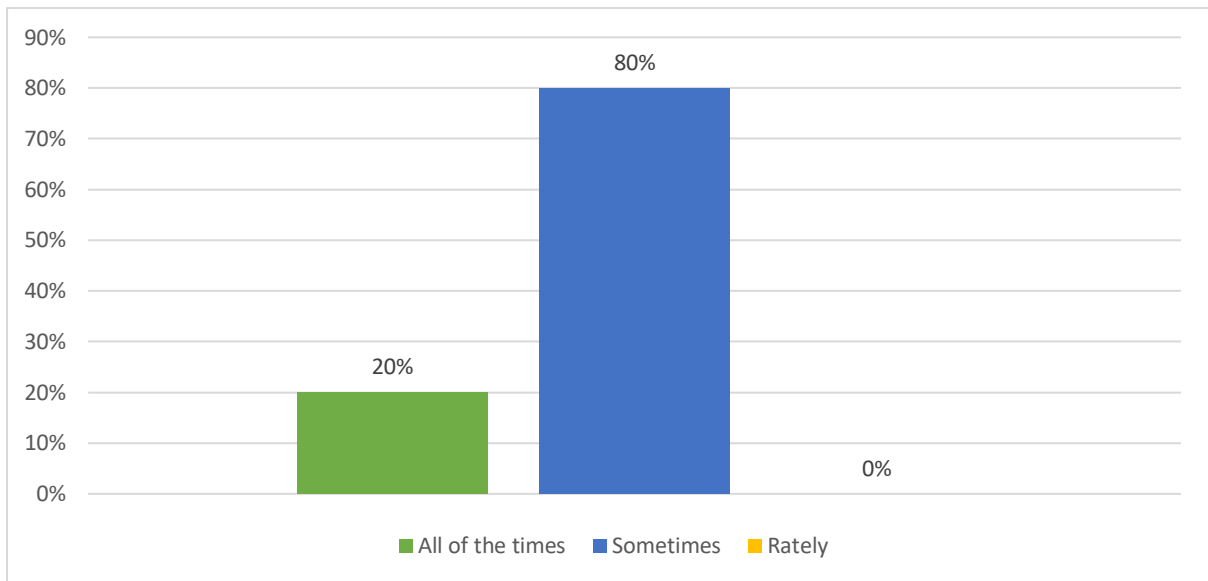


Figure.3.2: Phonemic awareness disability

The collected results present that (80%) of the teachers answers were that dyslexic pupil sometimes have a lack in phonemic awareness whereas, (20%) of responses were dslexic pupil all of the times have this problem.This means that they always suffer from this issue.

Q3. Do they find difficulty in spelling new words?

The issue of spelling new words exhibited in this question to check if dyslexic pupil have this problem the whole times or occasionally. The results obtained illustrated in the figure bellow.

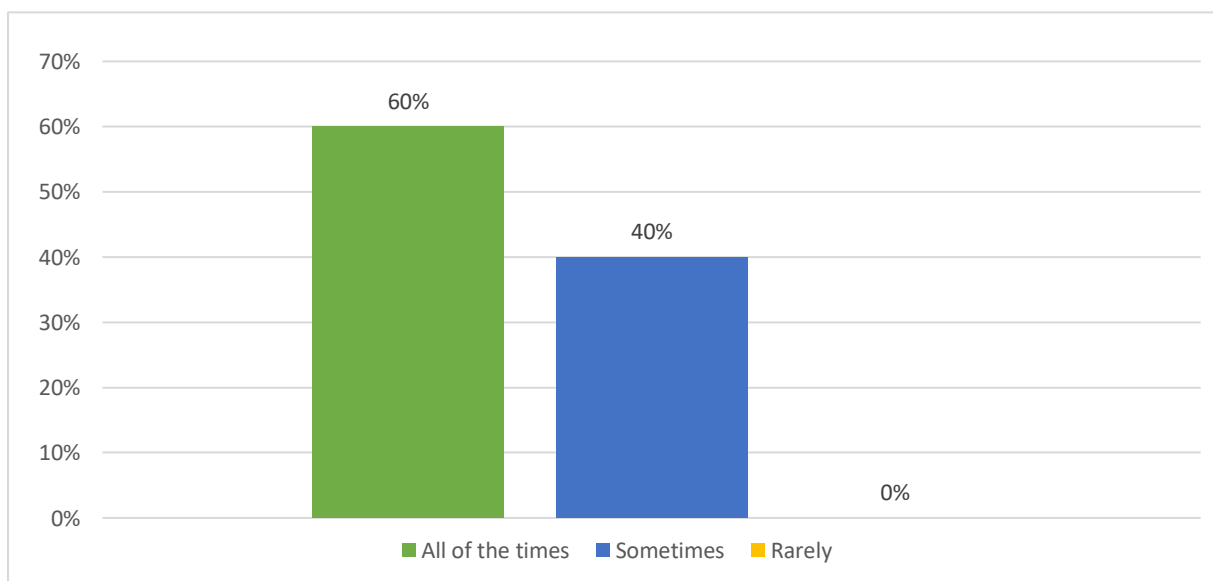


Figure.3.3: Spelling problem

The results shows that (60%) of responses was for the option which states that dyslexic pupil all the time face difficulty in spelling new words and (40%) of the rest sample answer was dyslexic pupil sometimes face this issue.

Q4. Do pupil with dyslexia do not concentrate during the course?

The purpose of this question is to know how often teachers notice that dyslexic pupil do not focus during the activities in the classroom. The obtained results will provide the answers for this matter.

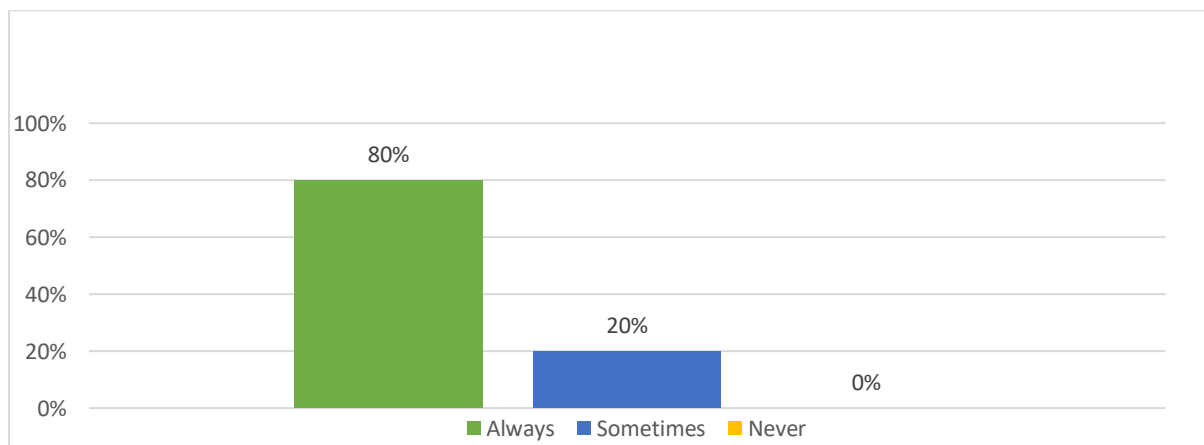


Figure.3.4: Losing attention

The results of this question revealed that (80%) of the teachers' answers was that dyslexic pupil always do not concentrate during the course and that rest (20%) answered that they sometimes do not focus. Therefore, teachers should use some techniques and strategies to make those pupil involved in the activities in order to keep their attention.

Q5. Do they have a problem in rapid naming?

The question indicates if dyslexic pupil have a difficulty in quickly naming objects and people. Thus, to see whether the pronunciation is slow or fast. The figure depict the collected results.

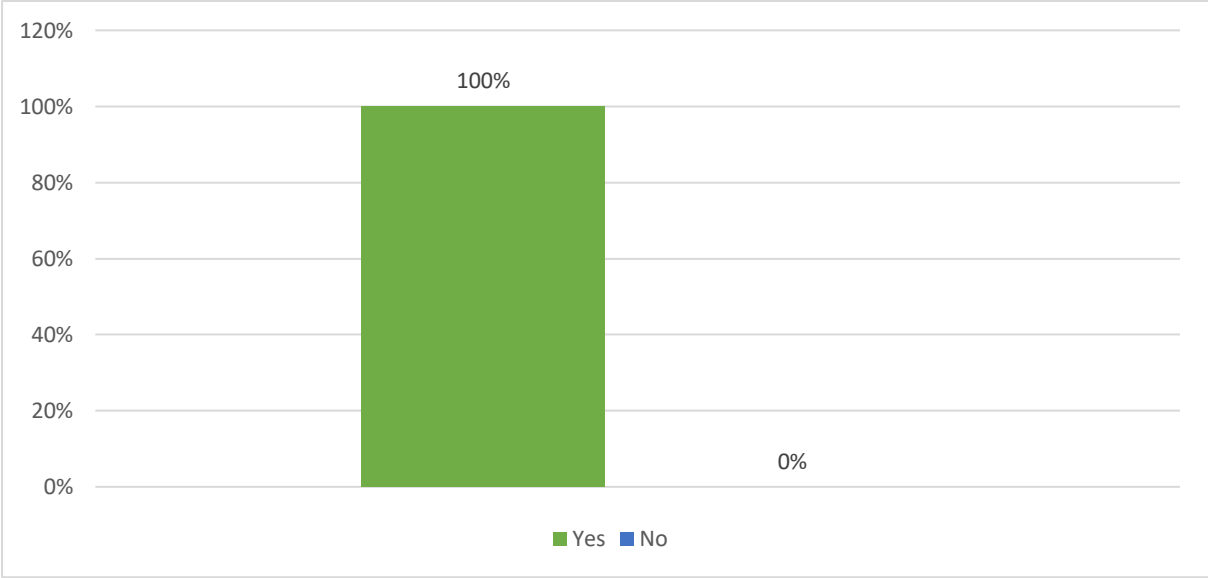


Figure.3.5: Rapid naming problem

The results shows that all the teachers chosen in the sample agreed that dyslexic pupil have problem in naming objects and people rapidly.

Q6. Is there reading comprehension changes occasionally?

It identify if reading comprehension of dyslexic pupils differ from time to time or it is steady. The figure bellow presents the obtained results.

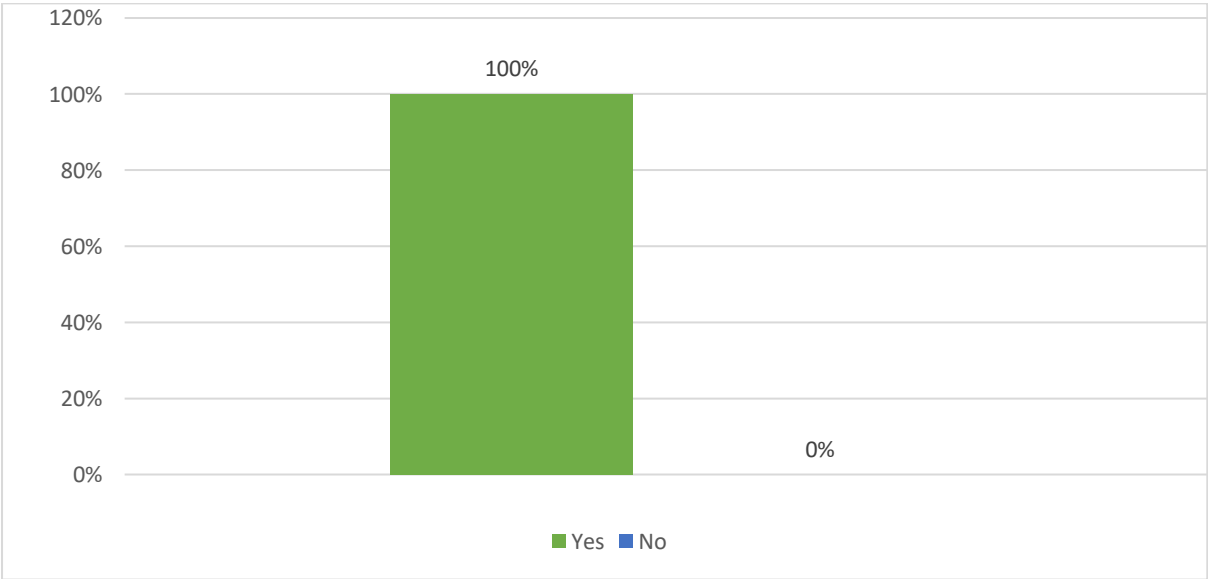


Figure.3.6: reading changes

The results of this question revealed that (100%) of the sample agreed on the choice yes, which is reading comprehension of dyslexic pupil differs from day to day. This is due to some factors that affect this category of pupil that they can overcome it when having the right help.

Q7. How they pronounce words?

This question investigate how dyslexic pupil pronounce words; are they pronounce it easily or hardly. The figure clarify the obtained results.

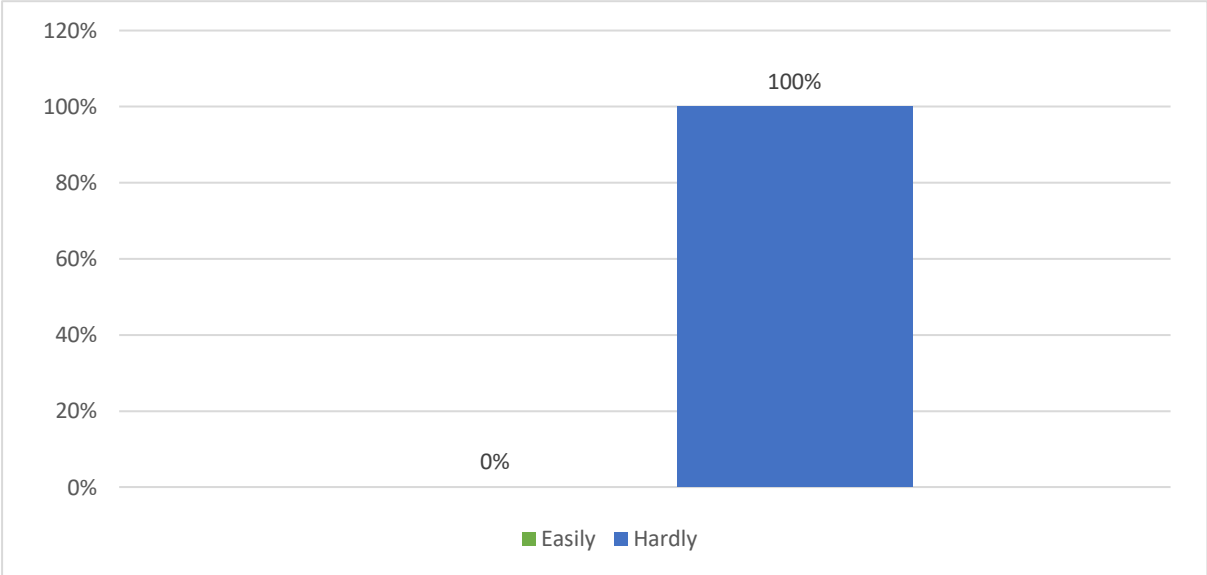


Figure.3.7: word pronunciation

The result of this question denote that (100%) of the teachers’ responses was on the option hardly which means all teachers of this sample greatly notice this issue among dyslexic pupil.

Q8. Do they have problem in repeating long words?

The reason behind this question is to examine whether dyslexic pupil find a difficulty in repeating or saying long words. Furthermore, to know if the long of a word affects the way the pupil manage to pronounce it or not. The collected results are present in the figure bellow.

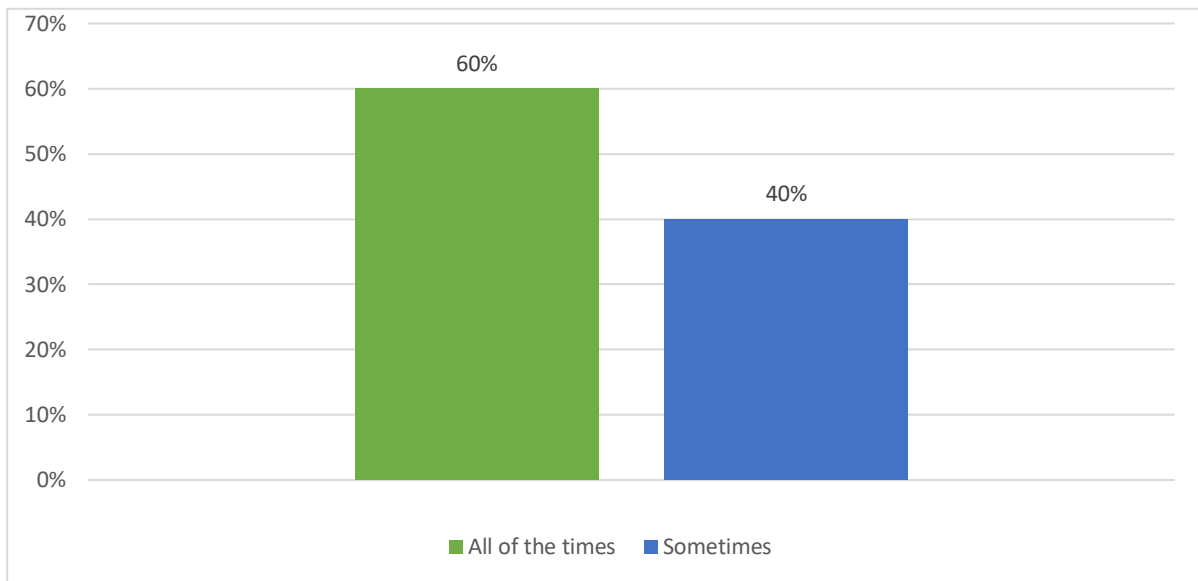


Figure.3.8: *problem in repeating long words*

The results of this question shows that (60%) of the answers says that dyslexic pupil all the times find a difficulty to repeat long words and (40%) of the responses from two teachers that they sometimes face this issue.

Q9. Do they have a problem to distinguish between words that sound similar?

The purpose of this question is to uncover if dyslexic pupil differentiate between words that sound similar. Thus, if they have the ability to recognize the target word according to the context. The figure bellow exhibit the obtained results.

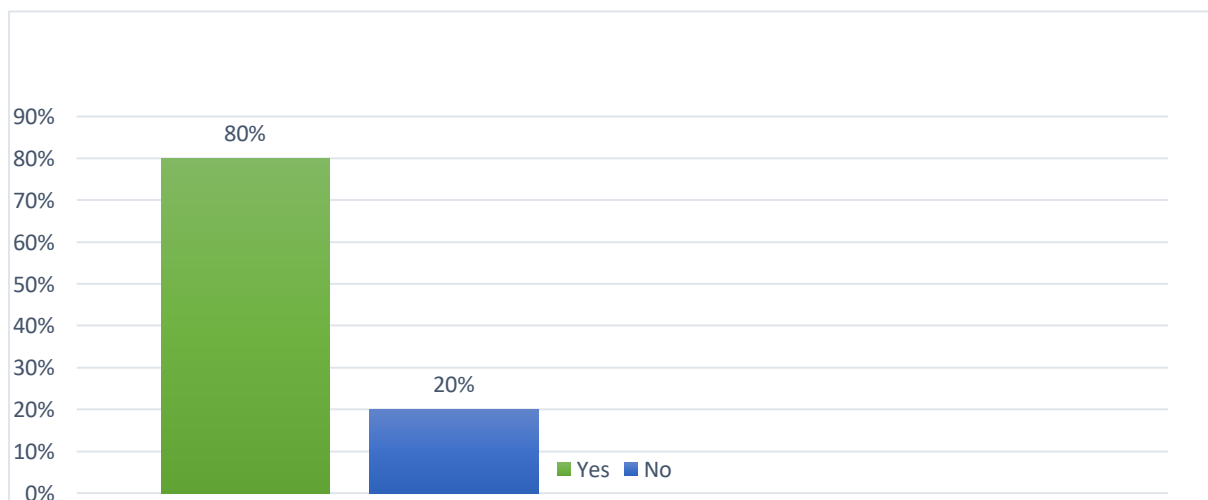


Figure.3.9: *differentiation problem of similar words*

The collected results of this question was (80%) of the sample responses for the option yes ,which means dyslexic pupil suffer from this issue while (20%) reported from one teacher whom choose no; dyslexic pupil do not have such problem. This is mean that the majority of the teachers of the sample agrees that dyslexic pupil have this problem.

Q10. Do they have slow and messy handwriting?

This question inquiries about how the writing of dyslexic pupil is and how often they write slowly, messy way. The obtained results will provide the answer for this matter.

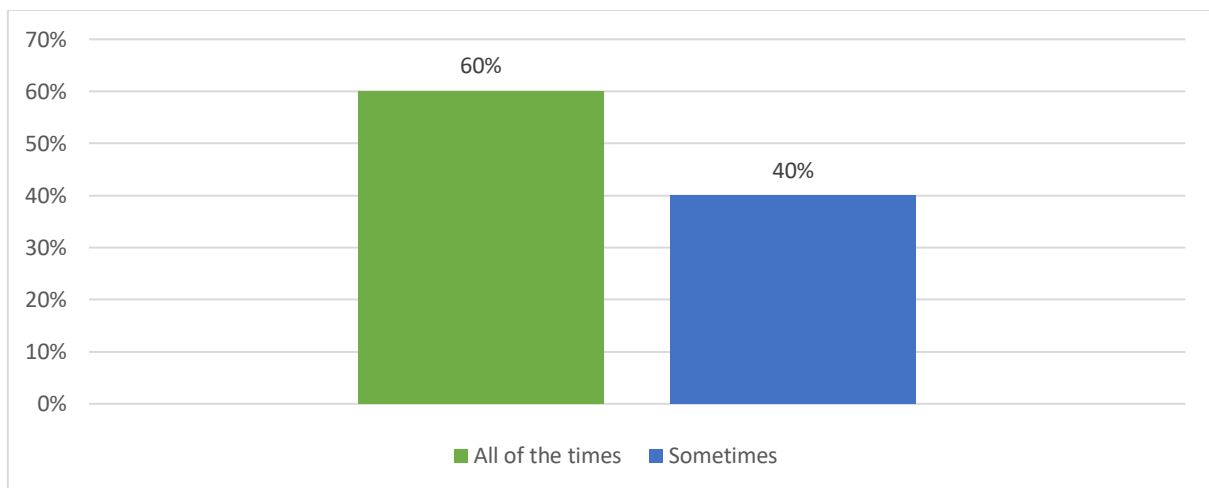


Figure.3.10: Coherence of writing

The results of this question indicate that (60%) of the answers was that dyslexic pupil always write slowly and their handwriting is messy while (40%) of the responses said that they sometimes write slowly and in messy way.

➤ **Part Two: Some Considerations Teachers Take to Help Dyslexic Pupils.**

This part tackles some of the techniques and considerations teachers undertake in order to make dyslexic pupils active and focused in the classroom. Since, dyslexic pupil need special treatment to motivate them and guarantee improvement of their educational level, in addition to overcome this condition in the future.

Q11. Do you make dyslexic pupils sit on the front tables to keep their attention?

This question devoted for teachers to check if they make pupils of this category sits in the first line. The results obtained illustrated in the figure bellow.

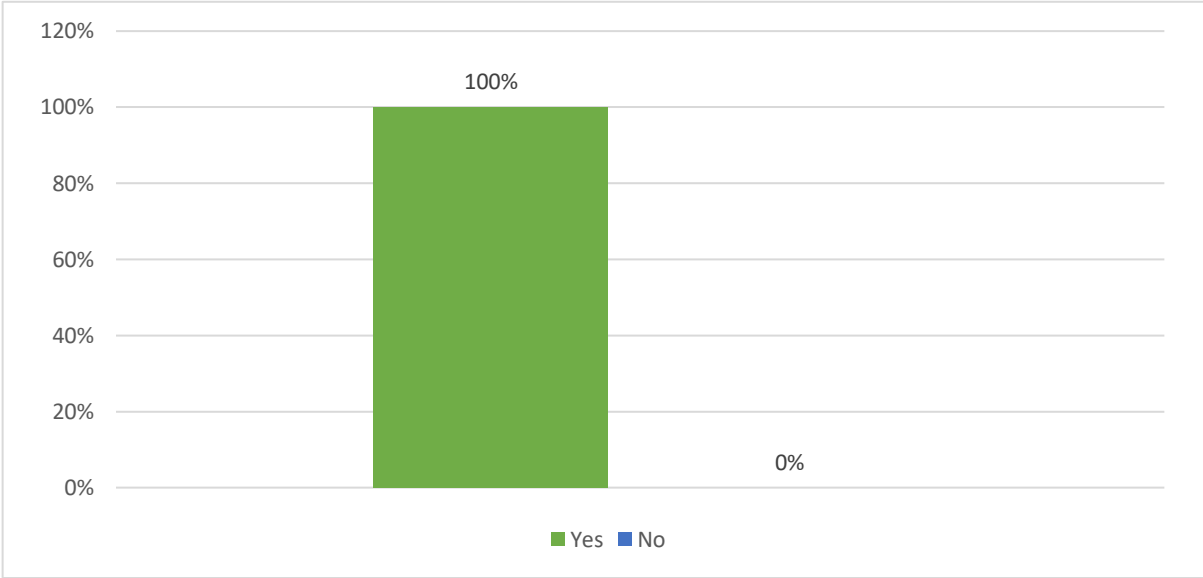


Figure.3.11: Classroom setting

From the statistics above it is clear that all teachers (100%) prefer to make dyslexic pupils sits on the front tables to keep them close and offer them help if they need it, also to guarantee embracing their attention.

Q12. Do you give more time for dyslexic pupils to think and write their answers during activities?

It investigates if teachers take into account that dyslexic pupils need more time to manage answering the question due suffering of different difficulties they have from this condition.

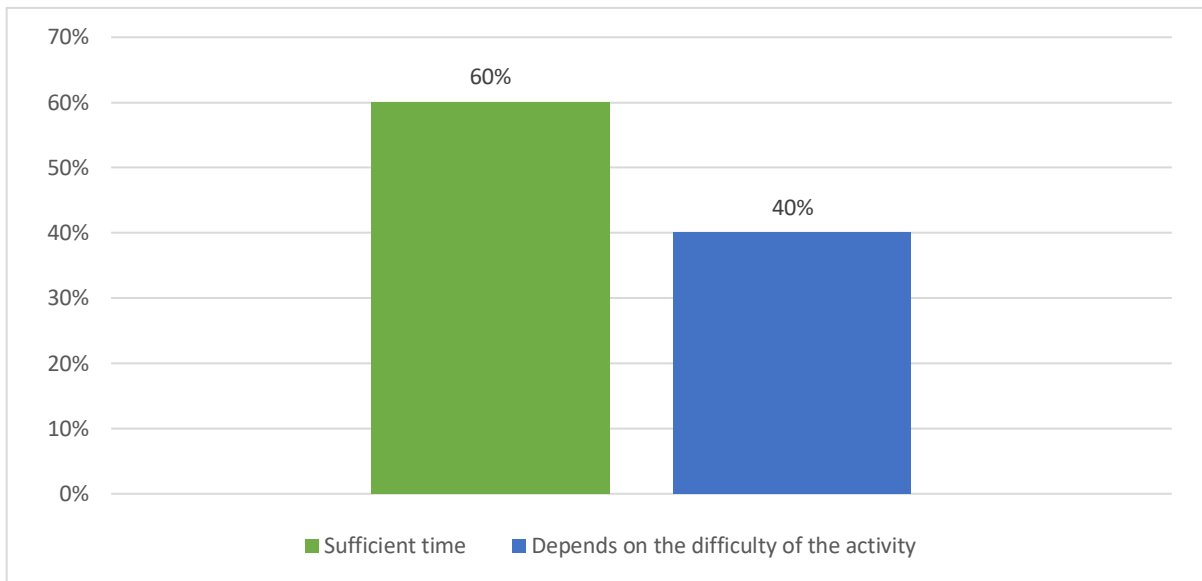


Figure.3.12: The time provided

The statistics display that (60%) of the sample give sufficient time for dyslexic pupils the whole time while (40%) of responses was they give them time depending on the difficulty of the activity.

Q13. When giving detailed clear explanation of the task, how the answers of dyslexic pupils would be?

The reason behind this question is to uncover whether it is helpful to give an accurate and clear explanation of the task to make it easy on dyslexic pupils to achieve correct answers.

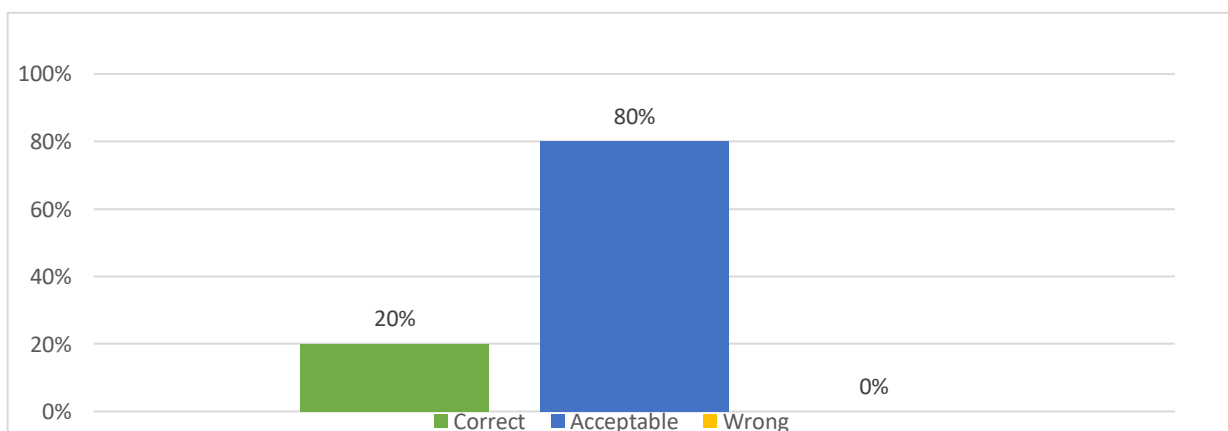


Figure.3.13: Structured instructions results

The above statistics shows that when giving detailed explanation (80%) agreed that dyslexic pupils gives acceptable answers and (20%) respond that dyslexic pupils in this case attain correct answers.

Q14. Do you think that shouting and being strict with dyslexic pupils, decreases their participation in the classroom?

This question determines if shouting and treating them strictly decreases their interaction in the classroom. The figure below illustrate the obtained results.

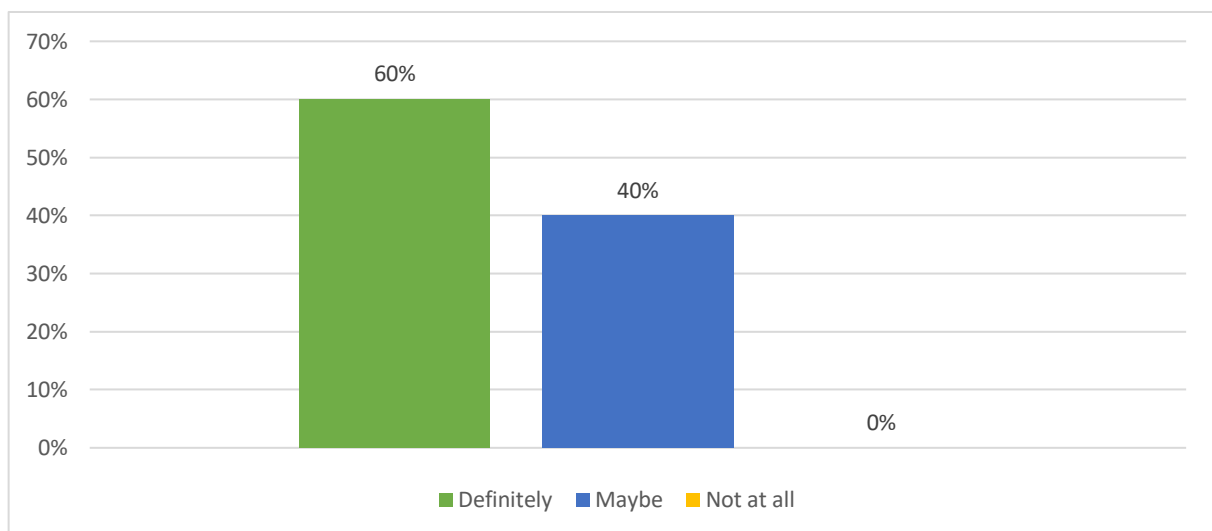


Figure3.14: teachers' role in increasing or decreasing participation

The statistics reveals that (60%) of the responses devoted for the option definitely which means being strict with them make them feel afraid of making mistakes while (40%) of the sample were not sure of this matter.

Q15. Do you support dyslexic pupils to read constantly even if they make mistakes?

The aim of this question is to investigate how teachers deals with dyslexic pupil when they read and make bunch of mistakes; furthermore, if they support them to continue reading despites of their reading errors.

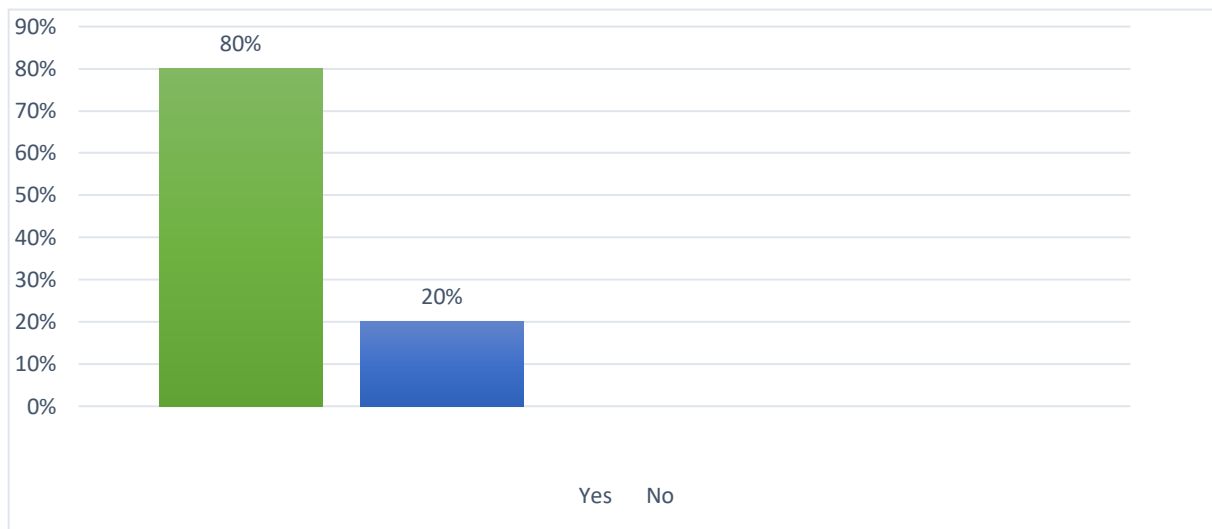


Figure.3.15: Encourage reading constantly

According to this figure, the majority of teachers (80%) claim that they support dyslexic pupils to read very often as it helps them to upgrade their reading skills while (20%) of responses reply that they do not make dyslexic pupils read very often.

Q16. Do you give them homework to improve their handwriting?

This question examine if teachers gives dyslexic pupils extra exercises in order to establish their handwriting. The results provided in the figure below.

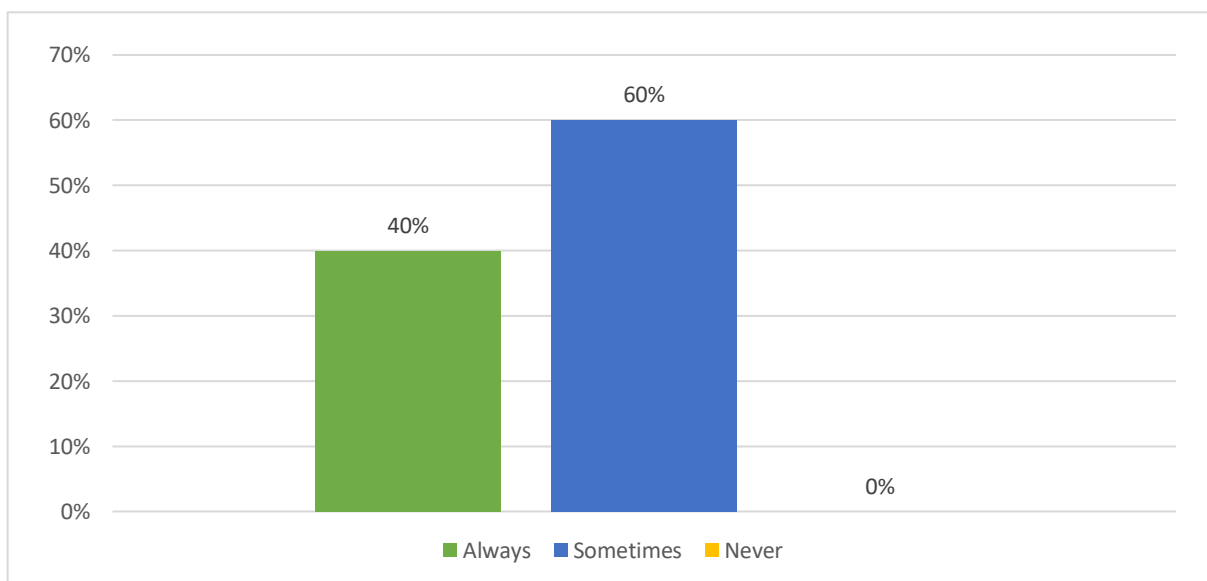


Figure3.16: Improving handwriting

The results above shows that (40%) of the sample claims that teachers always give dyslexic pupils homework to make their handwriting better and (60%) respond that they sometimes provide them with homework to help them in this matter.

3.8. Classroom observation

In order to enhance the finding of this study, classroom observation used as second tool to collect more data about this study. Classroom observation is a method of directly observing how teaching or learning takes place in the classroom to gather information about the learning needs. Classroom observation is an important tool that help the researchers in their search for information .furthermore; classroom observation is an important method for studying directly different aspects of human behaviour. It helps the researcher and gives opportunity to record events at the same time of occurrence.

The observation sometimes is not very reliable in case when the participants may intentionally attempt to exhibit artificial behaviour when the participant knows that she/he is being observed. This chapter addressed the identification of learning difficulties arising from dyslexia, it set out a model for the assessment of such difficulties, beginning at age 7 to 10 year. The observation conducted in one primary school in Ain-Temouchent. The classroom observation is categorized under three (3) parts: part one is about phonological awareness skills; which is classified under three (3) difficulties. Part two is about reading challenge and is classified under five (5) difficulties. Part three is about writing challenge which is classified under two (2) difficulties, see (Appendix III).

3.8.1. Classroom Observation Analysis

The observation conducted with second year grade with twenty-two (22) pupil. The researchers look for the most common difficulties that face dyslexic children in their daily learning, and how teacher deals with those children. What kind of strategies

they use in order to help dyslexic pupils. The researchers describe briefly the main difficulties that face dyslexic pupils. At first, The teacher start the lesson of mathematics by consulting the previous lesson in order to refresh their memory, the pupils interacted well with the lesson and they move to practice, the teacher give them both oral and written activities, all pupils do well in both exercises except one (1) pupil who mixes between numbers. There were three (3) excellent pupils in math calculation; among them there was one pupil with dyslexia. The teacher instruction was routine and structured for pupils.

The first session run out quickly and the researcher joins the pupils in the next day. In the second day the teacher starts the session with reading comprehension, the teacher begins to read a short story for her pupils from the book and she asked every single pupil to read it again loudly, here the researchers observed that there are more than one pupil(about 7 pupil) who face difficulties in reading . Here are some examples of the most difficulties.

Most dyslexic pupils have difficulty to read words in combinations and long sentences, difficulty to read and differentiate between letters that looks similar. Dyslexic pupils have also problems in fluency, in pronouncing words correctly and in sounding out unfamiliar words. Furthermore, some other pupils have difficulty in memorizing words for spelling, in finding correct words. Dyslexic children find problem in spelling words in the way that they sound, in constructing and organizing ideas in writing. They cannot express themselves accurately in writing. Dyslexic pupils need to read something repeatedly in order to make sense of and to understand what it means, they need to read slowly.

The second observation, the researcher join again with the same grade (second grade with 22 pupil).The teacher deals with grammar lesson she starts explaining the lesson and she used the board to explain each sentence, then she gives them time to copy the sentences. Here the researchers observed that some pupils (4 pupil) were too slow in copying. After that, the teacher asked her pupils to construct simple sentences but most

of them find difficulty to construct sentences and to organize ideas. When the pupils take a break the observers asked the teacher to give them the permission to check pupils' copybooks , the observers have taken a look in those copybooks and found that some pupils (5) do not copy correctly and they miss lot of words and also remarked a bad handwriting.

From all sessions the researchers observed that the teacher gives more attention and more time to dyslexic pupils when they read and she speaks slowly when asking them any question, and she makes dyslexic pupils sit on the first range in front of her eyes. These were the only strategies observed during all sessions. In general, what has attracted the attention of the observer in the classroom is that the most learning difficulty was in reading, pupils could not read correctly and they face some difficulty in spelling and writing which make their daily learning difficult. The classroom observation results confirm the two hypotheses.

3.9. Discussion of the Main Results and Interpretation

The results obtained denote that the majority of dyslexic pupil experiences issues at the level of reading, spelling and writing skills, which creates an obstacle that greatly affects their learning processes in classroom. This is why; they are lagging behind the rest of their classmates. The collected results discussed according to the first hypothesis, which is concerned with the difficulties that face dyslexic pupil.

As far as the first hypothesis is concerned, the results obtained from both the questionnaire and the classroom observation affirm that the primary problem of dyslexic pupil is the difficulty in reading. Hence, there reading is very poor but is not related to their level of intelligence rather to the disability of pronouncing words fluently due to a lack in phonemic awareness. This issue leads them sometimes to be uninvolved and not focused during the lesson. In addition, the difficulty in spelling which is the consequence of the lack of phonemic awareness plus the difficulty of writing in a good, coherent way.

The second hypothesis was about teachers take into consideration these disabilities in the classroom. The results obtained from the second part of the questionnaire and the classroom observation demonstrates that nearly all teachers helps pupils of this category in the learning process as they provides them with a proper atmosphere by facilitating and simplifying the lesson or activities so they understand it easily. Also keeping them close, sitting in the first line, so they can guide them when they misunderstood something; moreover this category even if they make mistakes to motivate them to be active in the classroom.

Classroom observation provide strong support for the two hypothesis. It has been conducted to find out the most difficulties that face dyslexic children during their daily learning, and to see how teachers deals with those dyslexic children. by the use of the classroom observation the researchers confirm the two hypothesis that dyslexic children face many difficulties rather than reading , the classroom observation confirm this hypothesis the researcher observe that dyslexic children have difficulties in reading writing and spelling . the classroom observation confirm also the second hypothesis that the teachers take into consideration the specific learning disability , the researchers observe that the teachers give more attention to dyslexic children and they use some strategies to help them in order to facilitate learning .

Lastly, it is worth to mention that the main findings in both the questionnaire and the classroom observation confirm the obtained data from substantial evidence. Moreover, the use of figures helped the researcher to make the same conclusion.

3.10. Conclusion

The third chapter was concerned with the collection, analysis, as well as the interpretation of the data collected from both the questionnaire and the classroom observation, which investigated the most common difficulties that face dyslexic pupil in the classroom. Through the analysis of data, teachers' responses revealed that they mostly have problems of reading, spelling and writing skills. On the other hand, the results obtained from the classroom observation and the questionnaire confirmed the research hypothesis ; hence, these difficulties prevents dyslexic pupil from being at the same level of their classmates when dealing with activities related to the previous mentioned skills. For this reason, dyslexic pupil are always late comparing to the normal pupil.

CHAPTER FOUR

4.1. Introduction

Dyslexia is a condition that affects language skills, mainly at the beginning of school career at the level of primary school, where pupils of this category suffers from different problems, that has great impact on reading, spelling and writing skills in addition to affecting their psychological health. Therefore, based on the results obtained from the analysis of both the questionnaire and the classroom observation in chapter three, the researcher see that it worth to suggest some strategies and techniques which help to remedy the difficulties that dyslexic pupils face in the classroom.

4.2. Some Practical Suggestions and Recommendations

The present study helps teachers to discover the impact of dyslexia on pupils suffering from dyslexia, which prevent them from being active in the classroom like their classmates. For that reason, there are some strategies and techniques to support this category; to overcome the obstacles, which they encounter during lessons and different activities in the classroom in order to achieve better learning. The following recommendations should be take into consideration:

4.2.1. Identifying Pupils with Dyslexia

The first thing any teachers should do is to observe and asses all his pupils to check if any of them potentially have learning disabilities or problems; in order to know the strengths and needs of all pupils importantly the dyslexic ones , and to adopt later suitable teaching approach and strategies to support this category. These are some signs of dyslexia in primary school according to Sam Meade (2019):

- Difficulty in associating letters with sounds;
- Not being able to read word in isolation correctly;
- Difficulty in pronouncing familiar words.

- Reading aloud stands as a big challenge for them, as they read very slow and stumble a lot comparing to normal pupils;
- Problem in memorizing like remembering the alphabet and basic maths facts;

4.2.2. Authentic Teachers

Pupils are affected by the teaching style of the teacher. They interact more with authentic teachers because they feel their care and compassion as they help them academically and personally. Also, sharing with them their personal stories, and making jokes that makes the teaching environment smooth and breaks the ice between the learner and the teacher, which makes them connected to the content of the course. Thus, authentic relationship must be built between the teacher and student. As stated by Starratt (2007:169) “*a relationship of mutuality and reciprocity, where levels of self-disclosure are both possible and honored*” which means teachers should know how to create a relationship between him, and his students ;to support and reinforce their self-confidence which greatly help dyslexic pupils to achieve better learning.

4.2.3. Authentic Materials

Authentic materials as it defined by Nunnan (1999:63) as “*spoken or written language data that has been produced in the course of genuine communication and not specifically written for the purposes of language teaching*”. Authentic materials are different to the usual formal learning materials in that they may be more relevant visually stimulating and target different learning styles. As result; these materials can be lessons more interesting, motivating and memorable for learners authentic materials can be used to develop a range of language skills and strategies including vocabulary and grammar speaking, reading, writing, listening and critical thinking skills according to Berado (2006:63) “*identifies some factors that should be considered when sourcing and selecting authentic materials for use in the language classroom*”. Authentic materials helps students to make a connection between the classroom and real life world and improve their learning. There are two main kinds of authentic materials print and

auditory; it is not designed to be used in the classroom, but it is an effective learning tool for students notably because they are authentic. The following strategies are adopted from Berado (2006):

- Start with assessing your pupils' needs and goals by using different ways such as focus group, discussion, etc....
- Ask your pupils to bring authentic materials to class like recipes and non-school materials to support the learning process;
- Use authentic materials in authentic ways that is very important rather than using old school materials which means the school based approach;
- Assesse your pupils in authentic ways; here the teacher assesses his pupils by letting them what they have understood from the course and applying it, because this measures how pupils will manage such a task in real world.

Teaching materials are used to support pupils' learning and increase their success. There are range of different aids, which come in many shapes, and sizes that teachers could use to make the teaching process clear and easy in order to facilitate the lesson effectively and make it interesting. On the other hand, it helps pupils especially dyslexic ones to understand better since they provided with a comfortable atmosphere. These aids are adopted from the International Dyslexia Association. (2017) which are listed below:

- Provide handouts of the lesson with key points highlighted to support this category when receiving verbal information;
- Use pictures and drawings to explain lessons, activities, and sometimes engage educative games this will give pupils an opportunity of entertainment;
- Give dyslexic pupils coloured strips to follow along when reading;
- Allow pupils to use instructional aids like letter and number strips to help them write correctly;
- Use colours to draw attention to significant or difficult word when writing on the board;
- Allow pupils to use assistive technology products such as, electronic dictionaries tablets, audio books etc....

To conclude, it worth to say that both authenticity and authentic materials are important concepts that help in the learning process of a language.

4.2.4. Classroom Organization

It is beneficial for dyslexic pupil to be in a comfortable learning environment in the classroom in order to cope with daily challenges they suffer from. Therefore, teachers should make sure that pupils of this category can hear and see the board clearly by making them sit in front tables and ,it is preferable with intellectual peers so they participate in discussion ; also, to provide them with support quickly when they need it and check their understanding of instructions. In addition, this step keeps the dyslexic pupil close to the teacher that will serves them to stay focused and be more interactive during the activities and lessons.

4.2.5. Teaching Techniques

In order to ensure that all pupils understand instructions, teachers need to undertake a range of techniques that are stated by Malcolm .A. (2019) as follows:

- Give clear, detailed instructions either oral or written by explaining information many times and make sure to make it simple and explicit for all pupils' especially dyslexic ones.
- Allow pupils to discuss the activity and interact with them to check their understanding;
- Permit dyslexic pupils, who have writing problems, to outline information and make oral presentation instead of writing a paragraph;
- Allow thinking time rather than expecting quick responses;
- Do not criticise their answers it will reduce their self-confidence;
- Support dyslexic pupils and praise them even for small achievements;
- Ask dyslexic pupils to read aloud only when they are prepared;
- Do not punish them when they forget to make homework or bringing books;

- Provide this category with additional tasks to master certain skills or content. The teacher here have to focus on establishing weaknesses and needs of dyslexic pupil;
- Allow them more time for reading, listening and understanding during writing work;
- It is beneficial to reduce homework only when necessary.

4.2.6. Multisensory Approach

Multisensory approach is very beneficial in educating pupils with various learning difficulties by engaging multiple senses to aid the learning process in the classroom. a multisensory approach *"also known as VAKT (visual-auditory-kinesthetic-tactile) implies that students learn best when information is presented in different modalities"* As stated by Murphy (1997:1) cited in (Mercer & Mercer, 1993) in other words incorporating all of the human body's senses from seeing, hearing, moving and touching helps pupils in learning and memorizing classroom material. This teaching approach activate different parts of the brain that helps effectively dyslexic pupils. For example, it involves visual techniques such as providing pupils with painting, posters, or any creative design. Auditory techniques, which include the use of music, singing, audio tones, lyrics, clapping and dialogue, anything that involves the ear. Kinesthetic techniques here the learners learn from doing and moving it is used to learn sports and physical activities and finally tactile techniques involves touching and it engage fine motor skills through the use of coins, sand, textures and finger paints etc. ...

4.2.7. Structured Literacy

The main obstacle of dyslexic pupil is learning to read. Luckily, they can overcome this issue with effective reading instruction since structured literacy is a teaching approach that focuses on all elements of spoken language from words, word formation, sentence structure and meaning it is the best way to promote their reading.

Teachers here focuses on teaching all of the following aspects that are suggested by Cowen, C. D. (2016):

- Phonology, which is the study of speech sound and rules of pronunciation to build a phonemic awareness to have the ability to distinguish, blend and manipulate sounds relevant to reading and spelling;
- Sound-Symbol Association, to learn the representations of phonemes with their letters and vice versa;
- Morphology, is the smallest unit of meaning, it study how words are formed. This help the reader to decode and unlock the meanings of complex words;
- Syntax, which demonstrates the way words are combined in the sentence and their function;
- Semantics, it deals with the meaning of words and the comprehension of words within sentences.

4.3. Classroom Strategies and Accommodations

In order to give extra support and to dyslexic pupils to succeed, teacher can implement academic accommodation. The use of accommodation is very important in the classroom. The following accommodation taken from Association .I .D (2017) to provides a framework for helping pupils with dyslexia:

- Clarify or simplify written direction: the teacher should underling or highlighting the significant part of direction when directions are written in paragraph form and he must ensure that document given only contain instructions needed for the exercise without any unnecessary details that could be distracting;
- Provide additional practice activities: teacher need to supplement the material with practice activities, recommended practice can include educational games, peer activities, computer software program;
- Provide a copy of lesson notes: teacher can give a copy of lesson notes to helps pupils who have difficulty in taking notes;

- Use step-by-step instruction: teacher should present new or difficult information in small sequential steps;
- Write key point on the board: before starting the lesson teacher can write new vocabulary or key information on the board, it will help dyslexic pupils to take notes just like others peers without stress of trying to copy in hurry;
- Emphasize daily review: daily review of previous lesson refresh pupils mind's and can help them to connect new information with prior knowledge;
- Change response mode: some dyslexic pupils have difficulty in motor response (such as handwriting). Teacher can use this useful strategy to aids his pupils. The response mode can be changed to underling or selecting information from multiple choices, or given them extra space for writing;
- Place student close to the teacher: pupils with dyslexia suffers from attention problem, teacher should seated dyslexic pupils close to him in order to check their understanding each time;
- Use peer mediated learning: the teacher can pair peers of different ability level to revise for test, to read aloud to each other, to write paragraph or to work together on activities cooperative learning enable dyslexic pupils to show their strengths;
- Use flexible time: dyslexic pupils usually have difficulty in writing, they are slow in writing. Teacher must take into consideration this difficulty and give them additional time to complete their work;
- Use whole language strategies: this strategy combines reading, writing, spelling, phonetic and comprehension under one systematic theme;
- Support for tests and examinations: pupils who are unable to effectively read or write, teacher can give them the opportunity to do exam orally;
- Reduce or adapt the homework load: a student with dyslexia may need long duration than other peers to complete homework. Based minimum time expectation, teacher can explain which parts of the homework are essential must do and which are optional may do;
- Pupils with dyslexia should be evaluated on the content of an assignment rather than spelling and handwriting;

- Alternative assignments: teachers can offer alternative ways to show mastery of material other than a written paper. These could include oral or video presentations, dioramas, collages or debates. Expertise in presenting in these ways also helps build self-esteem;
- Conduct a class review session before a test. Alternatively, provide students with a study guide with key terms and concepts.

4.3.1. Increasing Self-Esteem of Dyslexic Pupils

In the classroom all pupils should feel valued class members and they are able to participate, this increase self-esteem of children. However dyslexic pupils if they do not get the effective instruction and support to improve their reading, they will feel that they are weak and they start to compare themselves with their peers which decrease self-esteem. According to David Fulton (2010:36), teacher plays an important role in building up child's self-esteem. Teacher can create incredible support by:

- Open a dialogue and be a role model: Talk to your pupils on different thing not only about learning, but also about thing you find challenging and have to work on. It good for pupils to hear teacher talking about how he value his strengths and also how he acknowledging his weaknesses;
- Talk about their dyslexia openly and positively, and make sure they know that is not a bad thing, nor does it mean that they are less intelligent;
- Re-establish self-confidence by providing the opportunity to succeed and give praise for any small achievement;
- Provide clear but not critical feedback: it can be very difficult to talk to pupils about the things they need to get better at. However addressing topics clearly can help children to develop self-esteem, this way motivate them to improve without making them feel bad about themselves;
- When pupils confronting unacceptable behaviour do not use words lazy or incorrigible, these words can seriously damage the child's self-esteem;

- Teach pupils that mistakes are learning experiences: when knows that it's ok the make mistake, because there are solution for each mistake. That can help pupils to build self-esteem;
- Encourage pupils not to compare themselves, tell them that each one are gifted;
- Help pupils by foster a growth mind set, pupils with growth mind-set believe on their capacities that they can improve their abilities over time. Unlike pupils with fixed mind-set, who do not believe in their capacities they think their abilities are set and cannot change even if they try hard.

4.3.2. The Benefit of Parents and Teachers Working Together

Successful students with dyslexia attribute most of their achievement to the support of both emotional and practical help they received from those closest to them. The best tip for school success is to make sure that both parents and teachers are working together as confederates. The cooperative effort between teachers and families plays a decisive role in helping students with dyslexia.

Most difficulties associated with dyslexia are apparent in the home as well as at school. In the home side, parents will probably be the first to recognise their child's difficulties, such as an inability to rhyme when recalling familiar words. While at school side, a child's difficulties in responding to school expectations and requirements may create tensions for students that are often expressed at home through irritability and anger. David Fulton (2010:90)

Families can be particularly worried about their child's emotional response to their difficulties as well as about what the school has done or will do to help dyslexic child. The relationships between teachers and parents must be supportive and empowering for all concerned in order to help the child. Teachers and parents have a common goal to facilitate the best educational experience and ensure that all pupils have their physical and emotional for dyslexic pupils. When teachers and parents communicate each other, they can work together towards this common goal, using

technology such texting by emails or conferences make the communication between home and school more efficient.

The teacher's understanding of dyslexic pupils would be useful to the parents as they work with the pupils at home. Parents should speak positively about both school and teachers; they should give nice image about school. Moreover parents should give a big home support by provides educational games and home activities, praise the children's efforts. When pupils with dyslexia find calm environments at school and home their brain became able to learn more, it is very important to create strong supports in both home and school to develop learning and to foster physical, emotional and intellectual wellbeing for dyslexic children.

4.3.3. Teacher Roles and Responsibilities

Teacher plays a fundamental role in classroom organization, by creating a comfortable learning environment to make sure that all pupils receive the information. Moreover teacher role is to use classroom instruction and presentations to help pupils learn and apply learning concepts. In addition, teacher use various teaching techniques in order to insure that all pupils understand instruction, as well as using teaching materials to make teaching process more easy and clear for all pupils. Teachers role is to counsel pupils, help them learn how to use their knowledge and integrate it into their lives so they will become valuable members of the society. Association, I. D. (2017)

Teacher can take big role in helping pupils with dyslexia overcome barriers to participation in learning process in many ways, some of which maybe small but can have big impacts in learning.

4.4. Teaching Strategies

Teaching strategies refer to methods used to help student learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies differ according to the grade level of the pupils and subject being taught. Every teacher has his

own style of teaching to help his student. In order to support dyslexic children, teachers need to conduct various strategies in reading, writing and spelling, researchers choose the most effective strategies that has been produced by the ministry of education in consultation with teachers, reading recovery tutors, which are as follows:

4.4.1. Strategies for Reading

Learning to read is challenging for many students, without effective reading strategies many students struggle when they are unable to acquire the skills necessary to read. Reading considered as a complex process for dyslexic children since the majority have difficulty in reading and interpreting meaning but with the right support and strategies, pupils with dyslexia can become good readers. According to Bette S. etal (2002:12) Reading strategies includes:

- Build automatic reading of commonly words by selecting few words to teach at time and write them on index cards for the student to hold on to, as word is learned, replaced with new word;
- Rain force word learning by using a word wall, in primary school, these are very useful for most children;
- Allow a lot of time for reading, these allows student to practise the words they have learned when they read text;
- Focus on specific feature of words in order to strengthen letter/ sound connection and apply knowledge to new words by selecting a word feature that student known well and use this to explore other less well known aspects of feature. These features could include:
 - short and long vowels;
 - words families (using root words, prefixes and suffixes, compound words);
- Check decoding attempts in order to provide instruction and practice in checking decoding attempts by modelling and guiding pupils to use the meaning and sentence along with the visual information to check that partial decoding attempts are correct;

- Use prompting rather than correcting to help pupils decode words themselves. Prompts can be in general using expression such as “try that again”;
- Teacher modelling is an important way to encourage fluency. When the teacher reads a short extract aloud student are better able to continue reading the text with fluency and accuracy;
- Teach student to use phonological and spelling knowledge of how words work (for example, starts with known sound or spelling patterns and develop lists of words that fit these patterns);
- Highlight the known patterns in words and make the connections between known and unknown words;
- Ask pupil to read aloud when you know that they want to read;
- Provide texts before the lesson so that pupils can prepare and be ready for reading;
- Use a rehearsal-reading system instead of calling on pupils randomly to read aloud;
- Instil in your pupils a desire to read by providing materials that are of interest them;
- Develop awareness of punctuation in reading texts. Dyslexic children search for common punctuation marks in texts they are reading. Start with the simplest and gradually increase the range, focusing on where they occur and what they do in texts. This includes the way readers use punctuation to signal pauses and intonation.

4.4.2. Strategies for Writing

Writing is an ideal activity for exploring the relationships between sounds and letters and for learning about morphology and orthography. But dyslexic children find it hard to interpret question and to understand how much to write or what to include. The role of the teacher is to understand the ways in which writing vocabulary develops and to choose suitable strategies to improve pupil’s writing skills. According to Mary Rich (2003:6) the teacher needs to:

- Motivate and Encourage pupils to write every day;
- Teach questioning the question, for example isolating the topic area, limiting words and directives;
- Encourage a meta-cognitive approach at each process of writing, reflecting, reviewing, monitoring, and transforming new learning;
- Give specific feedback at each stage of writing so that pupils can know their errors and to know what to repeat or to improve;
- Select and highlight most important errors, not all errors, focus on the nature of the errors “quality” rather than the number of errors “quantity”.

4.4.3. Strategies for Spelling

Good spellers are those people who learn the most effective strategies and apply them on their daily learning they aren't born good spellers but they made big effort to become good one. Many dyslexic pupils find the task of spelling difficult. It is very important that spelling difficulties do not impeded pupil's creativity and to demonstrate their knowledge. According to Diana Snowball & Faye Bolton (1999:9), the teacher should support pupils until they become able to operate independently by:

- Using words they can spell easily or sound pattern they know, and quickly making analogies that will help to spell words that have similarities;
- Encourage pupils to use personal dictionaries;
- Analysing pupils are able to spell, and then show them how to use what they know to spell other words. Pupils can build personal banks of words they know, based in one word they know.

4.5. Conclusion

The fourth chapter devoted to the suggestions for better understanding the topic. The researchers attempted to provides some teaching techniques and materials that can help teachers raise pupil's ability to read, write and spell correctly and to make teaching process more easy and clear for dyslexic pupils. This would prepare dyslexic children for future language performance and improve their learning skills. Furthermore, the researchers suggested some classroom strategies and recommendation for teachers to help pupils overcome barriers to participation in learning process in many ways, some of which maybe small but can have big impacts in learning.

CHAPTER FIVE

5.1. Introduction

The present study deals with the most common difficulties a pupil struggle from because of dyslexia in the primary school. The reason behind this study is to highlight some teaching techniques and strategies to help this category to overcome these problems furthermore to achieve better learning. This chapter summarizes all what have been dealt with in the previous chapters and shows the limitation of the study since it is conducted with the second year pupils at El-Arbi Fakher primary school classroom.

5.2. Summary of the Study

This research study aims to investigate the main problems that dyslexic pupils suffers from in the classroom. The study was conducted in primary school to and attempts to highlight this condition to see if teachers are aware of dyslexia and are providing the support for them. Consequently, this study sought to respond to the following questions:

- What are the difficulties that face dyslexic pupils?
- Do teachers take into consideration this specific disability and how they deal with dyslexic pupils?

The two hypotheses of this study were:

- Dyslexic pupils face many difficulties rather than reading disabilities.
- Teachers take into consideration this specific disability in learning.

For answering the questions of the study, this latter was divided into five chapters. Chapter one, which is the introductory chapter, deals with the presentation of the study. Chapter two is devoted to the literature review. The third one tackles research methods and procedures of the dissertation. The fourth one includes some recommendations to the teachers to consider them in further teaching and the last one deals with the summary of the whole study. In order

to collect data about the subject, a questionnaire have been submitted to teachers of El-Arbi Fekhar primary school in addition to conducting classroom observation with second grade pupils. As sequence, the analysis besides to what has been identified in the background knowledge provided worthy answers for the research questions.

The findings showed that the majority of dyslexic pupils face difficulties in reading, writing and spelling and they experience stress and anxiety, bad self-image, low self-esteem, depression. Thus, all these factors prevent them from participation and affect their learning. On other hand, Teachers confirmed that the emotional effect of dyslexia is the major factors that prevent pupils from being active and successful. moreover, it was suggested that in order to improve pupil's ability to read, spell and write correctly, dyslexic pupils need to increase their self-esteem, and to practice and to take risk in reading no matter how much mistake they done or what other peers think . Besides, various techniques and strategies were suggested to support this category. However, a number of factors may hamper the research's progression for the sake of gathering information. These factors include duration of the course, pupils who shy to speak and to participate. Finally, the study came out with various techniques and strategies to help teachers to control and to overcome pupil's barriers and to enhance their level in reading and other skills. Hence, teacher and pupils have to work hand in hand to create relaxed and enjoyable atmosphere.

5.3. Limitation of the Study

It is worthy to mention that this research work encountered many limitations, especially the hard access to some documents. Limitations, as Mauch & Park (2003: 115) argue that “...typically surface as variables that cannot be controlled by the researcher but may limit or affect the outcome of the study.” It should be mentioned that all studies have limitations, and should be acknowledged limitations as an opportunity to make suggestions for further

research, below here are some examples of limitations related to methodology and the research process that can possibly impact our results.

1. Sample size: if your sample size is too small, it will be difficult to find significant relationships from the data because statistical tests require a larger sample size to ensure a representative distribution of the population and to be considered representative of groups of people to whom results will be generalized.

3- Lack of prior research studies on the topic or previous studies: prior research studies form the basis of your literature review and helps to understand the research problem you're investigating.

4- Measure / Method used to collect data: sometimes, after completing your interpretation of the findings, you discover that the way in which you gathered data is not going to help you analyze the results. For instance, a method that you used, cannot answer an issue in your research.

5- Self reported data : any data that is gathered from participants who have read and selected a response by themselves without the researcher's interference , so the problem with self – reported data is that it is limited by the fact that is rarely can be independently verified . This data can be biased or includes an exaggeration in representing the outcomes.

6- access: it is a problem when the researcher doesn't have access to people, organizations or documents.

7- Time constraint or longitudinal effects: the time available to investigate a research problem and to measure change or stability over time is constrained by the date of the delivery of your assignment. So, make sure to choose a research problem that does not require an excessive amount of the time to complete the literature review, apply the methodology, and gather and interpret results.

8- Cultural or any other types of bias: we all have biases, it is when a person, place or thing is viewed or shown in a consistently inaccurate way, it is usually negative, and so we have to be critical.

9- Psychological problems: stress, fear of failure, anxiety all lead to various mistakes.

The present study is limited to a particular population of learners; the same study can be conducted with a large population for more reliable data. Besides, generalization of the results obtained and recommendations suggested is not appropriate since the researcher's concern is the study of a case. Nevertheless, such generalization becomes worth all the trial if the results are confirmed and recommendations experimented by other researches. These researches have to be conducted in the Algerian classroom context.

5.4. New Research Perspective

This opens the door for action researcher to focus on the impact of dyslexia on language performance among children in classroom through both the use of questionnaire and classroom observation two research instruments to collect data. These two instruments may not report all information about the study; therefore, interview might be a suitable to crosscheck the result.

5.5. Conclusion

This chapter summarises all what have been done in the present study by noting the main point of each chapter, the aim behind this study, the procedures of data collection, analyses and interpretations, and suggestions for teachers to help dyslexic pupils. In addition, naming the limitations of the study and opening the door for other researches on this case.

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Appendices

Appendix I

Questionnaire

The purpose of this questionnaire is to examine the most frequent difficulties that face dyslexic children. For this reason, you are kindly requested to answer the questions bellow.

- Part one: Characteristics of dyslexic pupils in the classroom.

Q1. Do dyslexic pupil look intelligent but have difficulties in learning?

- a- Yes
- b- No

Q2. Do they have the ability to recognise and work with the sounds of the spoken language?

- a- All of the times
- b- Sometimes
- c- Rarely

Q3. Do they find difficulty in spelling new words?

- a- All of the times
- b- Sometimes
- c- Rarely

Q4. Do pupil with dyslexia do not concentrate during the course?

- a- All of the times
- b- Sometimes
- c- Rarely

Q5. Do they have a problem in rapid naming?

- a- Yes
- b- No

Q6. Is there reading comprehension changes occasionally?

- a- Yes
- b- No

Q7. How they pronounce words?

- a- Easily
- b- Hardly

Q8. Do they have problem in repeating long words?

- a- All of the times
- b- Sometimes
- c- Rarely

Q9. Do they have a problem to distinguish between words that sound similar?

- a- Yes
- b- No

Q10. Do they have slow and messy handwriting?

- a- Always
- b- Sometimes
- c- Rarely

➤ Part two: Some considerations teachers take to help dyslexic pupils.

Q11. Do you make dyslexic pupils sit on the front tables to keep their attention?

- a- Yes
- b- No

Q12. Do you give more time for dyslexic pupils to think and write their answers during activities?

- a- All of the times
- b- It depends of the difficulty of the activity

Q13. When giving detailed clear explanation of the task, how the answers of dyslexic pupils would be?

- a- Correct
- b- Acceptable
- c- Wrong

Q14. Do you think that shouting and being strict with dyslexic pupils, decreases their participation in the classroom?

a- Definitely

b- Maybe

Q15. Do you support dyslexic pupils to read constantly even if they make mistakes?

a- Yes

b- No

Q16. Do you give them homework to improve their handwriting?

a- Always

b- Sometimes

c- Never

Appendix II



الغرض من هذا الاستبيان هو دراسة الصعوبات الأكثر شيوعاً التي تواجه الأطفال المصابين بعُسر القراءة. لهذا السبب، يرجى منكم الإجابة على الأسئلة التالية:

الجزء الأول: خصائص التلاميذ الذين يعانون من عسر القراءة في القسم.

س1. هل يبدو تلميذ عسر القراءة نكياً ولكن لديه صعوبات في التعلم؟

أ-نعم

ب-لا

س2. هل لديهم القدرة على التعرف على أصوات اللغة المنطوقة والعمل بها؟

أ-في جميع الأوقات

ب-في بعض الأحيان

ج-نادراً

س3. هل يجدون صعوبة في تهجئة الكلمات الجديدة؟

أ-في جميع الأوقات

ب-في بعض الأحيان

ج-نادراً

س4. هل التلميذ المصاب بعُسر القراءة لا يركز أثناء الدورة؟

أ-في جميع الأوقات

ب-في بعض الأحيان

ج-نادراً

س5. هل لديهم مشكلة في التسمية السريعة؟

أ-نعم

ب-لا

س6. هل فهمهم للقراءة يتغير أحياناً؟

أ-نعم

ب-لا

س7. كيف ينطقون الكلمات؟

أ-بسهولة

ب-بصعوبة

س8. هل لديهم مشكلة في تكرار الكلمات الطويلة؟

أ-في جميع الأوقات

ب-في بعض الأحيان

ج-نادرا

س9. هل لديهم مشكلة في التمييز بين الكلمات التي تبدو متشابهة؟

أ-نعم

ب-لا

س10. هل يكتبون بشكل فوضوي وبطيء؟

أ-دائما

ب-في بعض الأحيان

ج-نادرا

الجزء الثاني: بعض الاعتبارات التي يتخذها المعلمين لمساعدة التلاميذ الذين يعانون من صعوبة القراءة.

س11. هل تجعل التلاميذ الذين يعانون من عسر القراءة يجلسون على الطاولات الأمامية للحفاظ على انتباههم؟

أ-نعم

ب-لا

س12. هل تمنح المزيد من الوقت للتلاميذ الذين يعانون من عسر القراءة للتفكير وكتابة إجاباتهم خلال الأنشطة؟

أ-في جميع الاوقات

ب-اعتمادا على صعوبة النشاط

س13. عند تقديم شرح واضح مفصل للتمرين، كيف تكون إجابات التلاميذ الذين يعانون من عسر القراءة؟

أ-صحيحة

ب-مقبولة

ج-خطأ

س14. هل تعتقد أن الصراخ والتشدد مع التلاميذ الذين يعانون من عسر القراءة، يقلل من مشاركتهم في الفصول

الدراسية؟

أ-بالتأكيد

ب-ربما

س15. هل تدعم التلاميذ الذين يعانون من عسر القراءة أن يقرؤوا باستمرار حتى لو ارتكبوا أخطاء؟

أ-نعم

ب-لا

س16. هل تمنحهم واجبات منزلية لتحسين خطهم؟

أ-دائما

ب-في بعض الأحيان

ج-اطلاقا

Appendix III

Classroom observation

School of:

period of time:

Date:

Grade:

	<i>Session01</i>	<i>Session02</i>	<i>Session03</i>
Phonological Awareness Skills			
1) Difficulty in acquiring new oral vocabulary			
2) Difficulty in pronouncing words correctly			
3) Difficulty in understanding verbal direction			
Reading Challenge			
1) Difficulty to read words in combinations			
2) Difficulty to read and differentiate between letters that looks similar			
3) Difficulty in fluency(difficulty to read accurately in context)			
4) Difficulty in sounding out unfamiliar words			

5) Difficulty in memorizing words for spelling			
Writing Challenges			
1) Difficulty in copying text correctly			
2) Difficulty in organizing ideas in writing and constructing sentences			

Summary

This extended essay is an attempt to shed lights on the most common difficulties that dyslexic pupils face in classroom of second grade pupils at EL-ARBI FEKHAR primary school in Ain-Temouchent. It investigates the daily challenges that are language based which prevent dyslexic pupils to achieve successful learning. Some suggestions and recommendations are proposed to be taken into consideration to help this category for further language teaching and learning.

Résumé

Ce mémoire tente a montré les difficultés les plus courantes rencontrées par les élèves dyslexiques dans les classes de deuxième année de l'école primaire EL-ARBI FEKHAR à Ain-Temouchent. Il examine les problèmes quotidiens liés au langage qui empêchent les élèves dyslexiques d'acquérir un apprentissage réussi. Il est proposé de prendre en considération certaines suggestions et recommandations afin d'aider cette catégorie à poursuivre l'enseignement et l'apprentissage des langues.

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هذه المذكرة هي محاولة لتسليط الضوء على الصعوبات الأكثر شيوعاً التي يواجهها التلاميذ الذين يعانون من عسر القراءة في الصفوف الابتدائية من الصف الثاني في مدرسة العربي فخار الابتدائية في عين تموشنت. إنه يبحث في التحديات اليومية القائمة على اللغة والتي تمنع التلاميذ الذين يعانون من عسر القراءة من التعلم الناجح. يُقترح أخذ بعض الاقتراحات والتوصيات في الاعتبار لمساعدة هذه الفئة لدعم تدريس اللغة وتعلمها.