

Unrecognised Dyslexia Features by First Language Teachers in Libya

سمات لعسر القراءة لا يتم الانتباه لها من قبل معلمي اللغة العربية في ليبيا

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Abstract:

In inclusive education classrooms, teachers' knowledge of the disabilities of their students is an important aspect in language teaching. One of these disabilities is dyslexia. Little research has been conducted about teachers' awareness of dyslexia but almost none about the knowledge of the themes or the specific characteristics of dyslexics. The researcher has noticed that some first language teachers (Arabic) seem not aware of some crucial characteristics of dyslexia. To find out about which of these characteristics are not clear for first language teachers the researcher explored 14 first language (Arabic) teachers' knowledge of the characteristics of this disability through a matrix questionnaire. Findings of this study add to literature in that they highlight the general themes and the specific areas of dyslexics' characteristics that first language teachers are not aware of. Although the participants claimed their knowledge of dyslexia, the results revealed that most of them are not aware of some major characteristics of it. In addition to highlighting the unrecognised characteristics of dyslexics, the results emphasise previous studies conclusions such as (Lin 2009; Aladwani & Shaye Spring 2012; Thompson 2013; Jusufi 2014; Tillotson Summer 2011). These findings call for immediate actions from stakeholders in education to develop training programs for teachers about dyslexia. Moreover, teachers need to be introduced to the appropriate methodologies to deal with such cases in classroom. More research is needed in this context to find out about the possible causes underlie this misconception and unawareness of dyslexia.

Keywords: Disabilities, Dyslexia, Teachers, L1, Libya

ملخص البحث:

تعتبر معرفة المعلم بالصعوبات التي يعانيها طلابه ذات أهمية بالغة خاصة في الفصول التي تتبع الأسلوب الشمولي أي لا تفصل المتعلمين حسب احتياجاتهم، ويعتبر عسر القراءة أحد هذه الصعوبات والقليل من البحوث تناول إدراك المعلمين لهذه الصعوبة ومن النادر جدا وجود بحوث تناولت معرفة المعلمين بالخصائص العامة أو الدقيقة لهذه الصعوبة، ولقد لاحظ الباحث أن بعض معلمي اللغة العربي لا يوجد لديهم المعرفة الوافية حول بعض الخصائص المهمة التي تساعد في تشخيص عسر القراءة، وللتأكد من هذه الظنون وتحديد هذه السمات استقصى الباحث عدد 14 مدرسا للغة العربية بسمات عسر القراءة وذلك باستخدام استبيان شبكي. نتائج هذا البحث بينت أن أغلب أفراد العينة لم يكن لديهم المعرفة ببعض الخصائص المهمة لعسر القراءة رغم ظنهم وزعمهم بأن لديهم المعرفة بهذه الصعوبة، واختلاف واقع المعرفة بهذه الصعوبة مع المزاعم تتوافق مع دراسات سابقة مثل:

Lin 2009; Aladwani and Shaye Spring 2012; Thompson 2013; Jusufi 2014 ;Tillotson Summer 2011.

نتائج هذا البحث تتطلب سرعة التحرك من أصحاب القرار في مجال التعليم لاعداد برامج تدريبية للمدرسين حول عسر القراءة، والطرق المناسبة للتعامل مع هذه الصعوبة، ويوجه الباحث دعوة لمزيد من البحث في هذا المجال لاستيضاح أسباب القصور في معرفة خصائص هذه الصعوبة.

Introduction:

For a successful learning process, care needs to be taken of the basic role players namely learners and teachers. In Libya, education can be considered as an inclusive one where both learners with disabilities and learners without disabilities study in the same classroom. To account for this variability in the classroom, a talented and well - educated teacher is needed. This teacher should be able to signal out students with learning disabilities in order to help them learn efficiently.

Learning disabilities are forms of disorder in the basic psychological processes that help humans understand or use spoken or written language forms and do mathematical calculations. These disabilities can be clearly seen as imperfect listening, thinking, speaking, reading, writing, or spelling ability. Learning disabilities include disorders such as perceptual disabilities, brain injury, and minimal brain dysfunction.

Dyslexia is one of these disabilities that manifest itself in reading processes, Dysgraphia is a term refers to disabilities associated with specific learning disorder in writing whereas Dyscalculia is associated with certain learning



disabilities in maths. Auditory and visual processing defects are concerned with learning disabilities relevant to audio and visual forms of information perception and use.

Many researchers such as (Lin 2009; Aladwani and Shaye Spring 2012; Thompson 2013; Jusufi 2014; Tillotson Summer 2011) investigated teachers' awareness of dyslexia in one way or another but almost none about the knowledge of the themes or the specific characteristics of dyslexics. The researcher has noticed that some first language (L1) teachers know a little about dyslexia, moreover, they do not know the specific characteristics associated with dyslexia. This study aimed to explore L1 teachers' knowledge of dyslexics' characteristics and which of them are less evident to teachers. A matrix questionnaire was used to survey teachers' knowledge of dyslexics' features. Descriptive statistics were used to clarify and summarise the findings.

Literature Review:

Learning disabilities:

Learning disabilities were defined by the U.S. Office of Education (1968) as defects in one or more of their psychological processes responsible for understanding or using one or both forms of language namely spoken and written. The American National Joint Committee on Learning Disabilities (1981) added that mathematical abilities can also be affected by learning disabilities. Federal Interagency Committee on Learning Disabilities (1987) added that these defects can also manifest in the form of difficulties in the acquisition and use of social skills (Wong *et al.* 2008, 8 - 10).

Early researchers such as (Broadbent, 1872; Kussmaul, 1877; Morgan, 1896; and Hinshelwood, 1917) noticed that some adult patients who had brain injuries although they were intelligent, their conversation were fine and had no clear disabilities; they lost the ability to read. Such cases were reported as having "a complete text - blindness" (Hallahan and Mercer 2001, 2). The Learning Disability Association of America attributed learning disabilities to long - lasting neurological bases that affect the development and manipulation of patients' verbal and/ or nonverbal abilities (Wong *et al.* 2008, 8 - 10). What is called "text blindness" refers nowadays to "Dyslexia" which its manifestations are mostly linked to reading processes.

Dyslexia:

The term dyslexia consists of two Greek roots the first is “dys” which means “impaired” and the second is “lexis” which means “word”. This term is used to refer to a deficiency in the ability to read and spell, unless this impairment is because of low intelligence or lack of educational opportunity. In their definition of dyslexia, World Federation of Neurology (1968) address the manifestation of dyslexia and its possible causes. They describe it as a “disorder” which can be recognised in the form of difficulties “in learning to read” provided that the dyslexics have “adequate intelligence and sociocultural opportunity”. These difficulties mainly result from some cognitive defects (Riddick 1996, 2). The Dyslexia Institute points out that: defects related to dyslexia affect learning and organising abilities, and they limit learners’ abilities related to “motor skills and working memory”; these deficiencies influence “speech, reading, spelling, writing, numeracy and behaviour” (Pumfrey & Reason, 1998, p. 14 cited in Mortimore 2008, 51). On the other hand, The International Dyslexia Association points out that these defects do not result in “behavioural, psychological, motivational, or social” problems rather these problems are manifested in language processing whether through writing or speaking. (Ott 2007, 2, 3)

The Division of Educational and Child Psychology of the British Psychological Society initiated a definition that can help diagnose dyslexics where “accuracy” and “fluency” were introduced as criteria to judge the development of word reading and/ or spelling. Accuracy refers to the quality whereas fluency refers to speed i.e. in case of incomplete or difficult development of these two criteria the learner is described as dyslexic (BPS/ DECP 1999, p. 18 cited in Mortimore 2008, 51, 2). The point of fluency has also been addressed by The British Dyslexia Association when they described dyslexia manifestations as can be realised in the form of weakness in the speed of processing (Peer, 1999 cited in Ott 2007,3). Recently The British Dyslexia Association added that these problems manifest themselves in the form of difficulties with “phonological processing, rapid naming, working memory, processing speed” that do not match with person’s other cognitive abilities; and cannot be fixed through the usual classroom procedures but through “special interventions” (Brunswick 2009, 4).

Brunswick (2009, 1 - 2) distinguished two types of dyslexia: acquired dyslexia and developmental dyslexia. Acquired dyslexia results from brain injury that leads to reading and/ or spelling deficiency. On the other hand,



developmental dyslexia is a kind of impairment in the reading skill and spelling although the patient is exposed to the usual learning environment. It is different from the acquired dyslexia in that the damage to reading and spelling is not because of brain injury. There are different degrees of dyslexia: deep dyslexia, surface dyslexia, and phonological dyslexia. Patients with deep dyslexia suffer from severe reading disorder that causes them unable to read even simple words. Patients with surface dyslexia can read regular and familiar words easily but they cannot read irregular words. Finally people suffer from phonological dyslexia can read both regular and irregular real words but they cannot read nonsense words, which follow the phonological structure of the language but have no meaning.

A detailed list of dyslexia signs in children has been provided by The Dyslexia - SPELD Foundation, which is a community partner of the Department of Education in Western Australia. They have mentioned that children with dyslexia suffer from difficulty to learn and recognise the relationship between the letters and the sounds represent them; dyslexics misread and have difficulty reading words quickly though they sometimes can read them accurately. Moreover, they substitute similarly looking words when reading. Because of the difficulty of word recognition, dyslexics struggle to comprehend what they read. Spelling is another problem for dyslexics; they usually misspell familiar words, forget their spelling over time, and cannot apply spelling rules. Hence, their abilities to read and spell are less than their peers are. Though many dyslexics are doing well in academic, artistic and sporting areas, they have trouble with literacy and rarely finish tasks relevant to literacy (Services, 2014).

Fitch, Miller & Tallal, 1987; Nicolson & Fawcett, 1999; Nicolson and Fawcett, 1999; Stein, 2001; Van der Leij, De Jong & Rijswik - Prins, 2001; Vellutino et al., 2004; Shaywitz & Shaywitz, 2008 compared dyslexics to non - dyslexics in order to find out the underlying causes of dyslexic's problems (cited in Thompson 2013, 30 - 4). In literature, causes of dyslexia can be categorised into two major groups: causes that are related to the major physical structures of the brain, and causes that are related to some kind of defect to one or more of the systems functioning within the brain. *Firstly*, researchers have noticed that the left hemispheres of dyslexics are larger than the right ones. Moreover, the activity of each of the temporal and parietal areas of the brain showed significance difference; it has been noticed that dyslexics performed less than

non - dyslexics on activities that require the cerebellum, which is responsible for eye movement and inner speech; these activities constitute the basics of reading process (Nicolson and Fawcett, 1999) cited in (Thompson 2013, 30 - 4). *Secondly*, it has been noticed that dyslexics' brains have defects within their visual memory, language areas, and areas that process audio stimulus. Vellutino et al (2004) cited in (Thompson 2013, 33) attributed dyslexia to the poor visual perception and defects in the visual memory. On the other hand Fitch, Miller and Tallal (1987) cited in (Thompson 2013, 34) proposed the Auditory Processing Defect hypothesis which suggests that a defect in the neural system is called responsible for the weakness of processing certain kinds of stimulus. The International Dyslexia Association (2002) linked dyslexia, as a learning disability, to neurological origins that lead to inaccurate and/ or influent word recognition and to poor spelling and decoding (Brunswick 2009, 3).

The International Association of Dyslexia suggests some areas that need to be considered in order to account for patients suspected of dyslexia. The first of these is individual's attentiveness of the sound system of the language and his/her ability to access and manipulate this system. The second area that needs to be examined is subject's ability to recall sounds, syllables, and words. The third area to find out about is patient's understanding of the relationships between the letters and the sounds represent them, and the ability to apply these relationships to pronounce newly encountered words. The fourth is the ability to read words and sentences rapidly and accurately. Finally, the abilities to spell and write at both word level and paragraph level need to be examined too (Lowell 2017).

Many researchers (Lin 2009; Aladwani and Shaye Spring 2012; Thompson 2013; Jusufi 2014; Tillotson Summer 2011) have noticed that language teachers mostly are not aware of the whole range of the characteristics associated with dyslexics. Lin (2009) conducted a study to find out about teachers' awareness of dyslexia and their account for students with dyslexia in some Malaysian national primary schools. The researcher noticed that the teachers know the major characteristic of dyslexics however they could not recognise some of the specific symptoms of dyslexia that are important to signal out students with dyslexia at early stages. Tillotson (Summer 2011) investigated the perceptions of dyslexia knowledge among elementary education professionals. The researcher identified many misperceptions towards dyslexia and attributed them to teachers' experience, qualification, age, and confidence (Tillotson Summer 2011, 2). Aladwani & Shaye (Spring 2012) investigated Kuwaiti primary



school teachers' awareness of signs of dyslexia among their students. They noticed that the majority of teachers are unable to diagnose the dyslexic students in their classroom. Jusuf (2014, 1,2) traced primary schoolteachers in Prishtina (Kosovo) awareness of the term dyslexia. The researcher pointed out that the majority of teachers know the term however they struggled to specify what it is about (Jusufi 2014, 34). Elias (2014) conducted a study to find out about New Zealand secondary school teachers' knowledge and beliefs about dyslexia. She noticed that teachers were unable to highlight the appropriate ways to deal with dyslexics in the classroom although those exhibited well understanding of the characteristics of dyslexia patients (Elias 2014, 1). The above studies concluded that the subjects of their studies exhibited shallow knowledge of the detailed characteristics of dyslexia moreover these teachers did not show conclusive mastery of the needed practices for dyslexia patients. To account for such gaps Lin (2009) calls for the need to train the teachers how to be aware of and account for the knowledge they lack and how to fulfil such deficiencies (Lin 2009, 1 - 3).

Methodology:

Instrument

A questionnaire was used to find out about which dyslexics' characteristics are not well known to L1 teachers. A hard copy of the questionnaire and an online version, developed using Google documents, were used. Because the target subjects are Arabic speakers, Arabic was used and during the development of this survey questionnaire, it was discussed with some Arabic language teachers and its wording was refined and simplified to be accessible by the participants. The questionnaire was divided into two major parts; the first part sought personal information about the participants whereas the second part explored knowledge of dyslexic's characteristics. The second part was in the form of a matrix question; twenty phrases each accompanied by three choices namely "yes", "no", and "do not know". The phrases were based on the main assessment themes provided by The International Association of Dyslexia: phonological based memory, spelling, phonics skills, decoding ability, oral reading fluency, and writing (see literature above).

Within the first theme, which is phonological based memory, the abilities to recall sounds, syllables, and words were addressed. The phrases were formed as negative ones i.e. that dyslexics are unable to remember sounds, syllables and words. In the second point, which addresses knowledge of spelling characteristics of dyslexics, two phrases were formed: dyslexics

misspell high - frequency words, and misspell unfamiliar words. The third issue tackled was acquaintance of the phonics skills of dyslexics i.e. whether the patients can distinguish letters that are approximation or not, and whether they can understand the relationship between the alphabetic symbols (letters) and the sound(s) represent them, or not. The fourth topic investigated was familiarity of dyslexics' ability to decode i.e. their ability to use symbol - sound associations to identify (read – pronounce) words (real or nonsense). Three negative phrases were used to address this issue: unable to use symbol - sound association to read familiar words, unable to use symbol - sound association to read nonsense words, and unable to use symbol - sound association to guess pronunciation of words. The fifth issue explored was oral reading fluency; four characteristics were used to trace awareness of this issue namely dyslexics' inability to read words and sentences accurately, their inability to read sentences at a story - telling pace, their reading which is hesitant and laboured, and their poor vocabulary development. The last point was knowledge of dyslexics' writing characteristics. The phrase were about their poorly structured writing, their messy handwriting, their poorly planned writing, the longer time than expected to complete writing, their difficult note taking during class, and the difficulty of completing written tests in a coherent manner.

Subjects

The participants in this study were selected according to availability and willing. These participants are the Arabic teachers who filled the handed hard copy and those who filled the online version of the questionnaire. A link of the online questionnaire was posted to colleagues who are language teachers to help distribute it; moreover, it was posted on three Facebook groups, which are dedicated to Libyan teachers. Hard copies, of the questionnaire, were distributed according to availability of subjects. This process resulted into fourteen participants.

Results:

The researcher assumed that picking the appropriate choice reflects knowledge of each of dyslexics' characteristics. To quantify the answers, each of the items of the matrix question was assigned one point when the appropriate choice was selected. The sum of each teacher's appropriate choices reflected his/ her acquaintance of dyslexia characteristics; the following tables summarises that.



Teacher	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Appropriate Choices	20	19	15	17	18	20	20	16	1	14	15	10	7	13

Appropriate choices out of twenty of each teacher

Descriptive statistics analysis shows that:

N: 14, MEAN: 14.64, STD: 5.50, MAX: 20, MIN: 1

To account for knowledge of each characteristic, appropriate scores on each characteristic for all teachers were summed. The following table summarise that, and because of space concerns letters have been used to represent the characteristics, for a full list of the characteristics see the appendix.

Charac- teristics	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Appro- priate choices	7	8	9	12	11	12	9	10	12	12	12	12	9	11	9	7	10	11	11	11

Appropriate choices out of fourteen for each feature

Descriptive statistics analysis reveals that:

N: 20, MEAN: 10.25, STD: 1.682, MAX: 12, MIN: 7

The results are presented in terms of the themes used to assess dyslexics. The result are organised into sections, which represent the main themes, and into subsections, which addresses the specific characteristics of dyslexics.

Phonological Based Memory

Regarding dyslexics' inability to recall sounds, appropriate choices were 50%. Concerning dyslexics' inability to remember syllables, appropriate choices were 57%. Finally, about dyslexics' inability to remember words, appropriate choices were 64%.

Spelling

About the inability to spell high - frequency words, teachers' appropriate choices were 86%. Concerning inability to spell unfamiliar words, teachers' appropriate choices were 79%.

Phonics Skills

Concerning the inability to distinguish the letters that are almost the

same, the teachers' appropriate choices were 86%. About dyslexics' inability to recognise the relationship between the symbols and sounds, the appropriate choices were 64%.

Decoding

Regarding their inability to use the association of symbols and sounds to read familiar words, the appropriate choices were 71%. About the inability to read nonsense words through symbol - sound association, teachers' appropriate choices were 86%. Finally, about dyslexics' inability to use symbol - association to find out the pronunciation of real and nonsense words, the appropriate choices were 86%.

Oral Reading Fluency

About the inability to read accurately, the appropriate choices were 86%. Regarding inability to read at a story - telling pace, teachers' appropriate choices were 86%. Concerning reading hesitantly and with labour, the appropriate choices were 64%. Finally, about the poor vocabulary development, the appropriate choices were 79%.

Writing

Concerning the poorly structured writing of dyslexics, teachers' appropriate choices were 64%. Regarding the messy handwriting of dyslexics, teachers' appropriate selections were 50%. About patients' poorly planned writing, the appropriate selections were 71%. Concerning time - consuming written work, teachers' appropriate selections were 79%. About dyslexics' difficulty to take notes, the appropriate selections were 79% and finally, suffering from difficulty completing written tests, the appropriate selections were 79%.

Findings and Conclusion:

Although some of the characteristics were very obvious and well known for the teachers, other features could not be recognised by most teachers. The researcher classified the results into three degrees; less than 65% as poor knowledge, 65% - 84% as fair knowledge, and more than 84% as good knowledge. The teachers exhibited good awareness (<84%) of some main characteristics namely inability to distinguish similar letters, inability to read nonsense words, inability to use symbol - sound association to pronounce words, inability to read accurately, and inability to read at a



story - telling pace. This goes in accordance with the findings of Lin (2009) in that teachers are just aware of the major characteristics of dyslexia.

Although almost all of the participants mentioned that they know dyslexia, they exhibited poor (>65%) knowledge of all the characteristics related to phonological based memory theme, inability to recognise the relationship between the symbols and sounds, reading hesitantly and with labour, the poorly structured writing, and the messy handwriting. It seems that most of the teachers thought that these characteristics are irrelevant to dyslexia. Looking closely at the table of the appropriate choices for each feature (see appendix), we can see that the least features recognised are “cannot recall sounds” (50%), “messy handwriting” (50%), and “cannot recall sounds” (57%). This can be read as a sign of a very poor attentiveness of these dyslexics’ characteristics. They also showed fair awareness (65 - 84%) of dyslexics’ inability to spell unfamiliar words, inability to use the association of symbols and sounds to read familiar words, poor vocabulary development, poorly planned writing, time - consuming written work, difficulty to take notes, and difficulty completing written tests. This contradiction between the claim of knowledge about dyslexia and the actual results emphasises what was concluded by Jusuf (2014, 34) that although the teachers knew the term of dyslexia, they could not specify about it. The findings of this study are in line with the previous studies’ (Lin 2009; Aladwani and Shaye Spring 2012; Thompson 2013; Jusufi 2014; Tillotson Summer 2011) results.

Recommendations:

These findings require educational authorities to take appropriate actions that can remedy these gaps. This can be done through providing teachers with in - service training to deal with dyslexia patients, and to introduce dyslexia characteristics and relevant teaching methodologies within the curriculum of training teachers colleges. More research is needed to find out the possible causes of these knowledge gaps.

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Appendix I

Sum of the appropriate choices and codes of the characteristics

Characteristics Categories	Characteristics	Codes	Sum	%
Phonological based memory	cannot recall sounds	A	7	50
	cannot recall syllables	B	8	57
	cannot recall words	C	9	64
Spelling	frequent misspelling high frequency words	D	12	86
	misspelling unfamiliar words	E	11	79
Phonics Skills	confuse letters that look similar	F	12	86
	does not understand symbol to sound relationship	G	9	64
Decoding	unable to use symbol - sound association to read	H	10	71
	unable to use symbol - sound association to read nonsense words	I	12	86
	unable to use symbol - sound association to identify words	J	12	86
Oral reading fluency	unable to read words and sentences accurately	K	12	86
	cannot read sentences at a story - telling pace	L	12	86
	reading that is hesitant and laboured	M	9	64
	has poor vocabulary development	N	11	79
Writing	poorly structured written work	O	9	64
	messy handwriting	P	7	50
	poorly planned writing	Q	10	71
	taking much longer than expected to complete written work	R	11	79
	difficulty taking written notes during class	S	11	79
	difficulty completing written tests and exams in a structured and coherent way	T	11	79

Appendix II The Questionnaire

استبيان حول عسر القراءة في ليبيا

لك جزيل الشكر على المشاركة بملء هذا الاستبيان!

الجزء الأول معلومات شخصية:

الجنس:

ذكر أنثى

العمر:

19 - 24 25 - 30 31 - 36 37 - 42 أكثر من 42 سنة

المؤهل:

دبلوم متوسط دبلوم عالي ليسانس بكالوريوس ماجستير دكتوراه
غير ذلك

المؤسسة التي تخرجت منها:

معهد معلمين/ كلية تربية معهد/ كلية مهنية غير ذلك

ضع علامة أمام المواد التي لم تُدرّسها:

علم النفس طرق التدريس العامة طرق التدريس الخاصة

مكان العمل:

مدرسة تعليم أساسي مدرسة ثانوية / معهد متوسط مؤسسة تعليم عالي
غير ذلك

سنوات الخبرة:

1 - 5 6 - 11 12 - 17 أكثر من 17 سنة

ماهي المادة التي تُدرّسها غالباً؟

لغة عربية لغة إنجليزية رياضيات علوم حاسوب جغرافيا
تاريخ تربية إسلامية رسم تربية بدنية موسيقى
غير ذلك

الجزء الثاني المعرفة السابقة بظاهرة عسر القراءة:

هل سبق لك أن سمعت بما يعرف بعسر القراءة؟ نعم لا

إذا كانت إجابة السؤال السابق بنعم، كيف عرفت بذلك؟

عرفت بذلك من خلال المناهج التي درستها سابقاً. عرفت بذلك من خلال وسائل الاتصال.
عرفت بذلك من خلال وسائل الإعلام. عرفت بذلك بطريقة أخرى.



اختر ما يناسب معرفتك الشخصية بخصائص من يعاني من عسر القراءة.

لا أعرف	لا	نعم		
			لا يستطيع تذكر الأصوات	1
			لا يستطيع تذكر أجزاء من الكلمات	2
			لا يستطيع تذكر الكلمات	3
			لا يمكنه تهجئة الكلمات المنطوقة المتداولة.	4
			لا يمكنه تهجئة الكلمات المنطوقة الشاذة.	5
			لا يمكنه التمييز بين الحروف المتشابهة عند تهجئة الكلمات عن ظهر قلب.	6
			لا يدرك العلاقة بين الحروف والأصوات الممثلة لها.	7
			لا يوظف معرفته بنطق الحروف لقراءة ما يصادفه.	8
			لا يستطيع قراءة الكلمات الغير متداولة.	9
			لا يمكنه استنتاج معاني الكلمات من خلال الحروف المكونة لها.	10
			لا يمكنه قراءة الكلمات والجمل بدقة.	11
			لا يمكنه قراءة الكلمات والجمل بسرعة.	12
			يشعر بالإرهاق عند القراءة.	13
			لا يستطيع تكوين وبناء مخزون من المفردات.	14
			لا يستطيع ربط الافكار أثناء الكتابة في حين أنه يستطيع ذلك عند الأداء الشفهي.	15
			يكثر من الحذف والشطب في كتابته.	16
			لا يجيد التخطيط للكتابة.	17
			يحتاج لوقت أطول من اقرانه عند الكتابة.	18
			يعاني من صعوبة تدوين الملاحظات أثناء الدرس.	19
			يعاني من صعوبة أداء الامتحانات التحريرية.	20

الجزء الثالث معرفة نتائج البحث:

هل لديك الرغبة بمعرفة نتائج هذا البحث؟ نعم لا

إذا كانت إجابة السؤال السابق بنعم، الرجاء كتابة عنوان البريد الإلكتروني أو وسيلة اتصال لإرسال النتائج لك:

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The online form can be found on the following link: <https://goo.gl/forms/gE1pqY8kouAgwshH2>