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The Issue of Dyslexic Pupils in the Algerian Classroom

Case Study: Second Year Primary School Students

"Madrasat al Banine" Mazagran. Mostaganem

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Dedication

In memory of my late father

Acknowledgements

Abstract

Teaching/ learning process is extremely complex in nature. Many scholars from various disciplines contributed to this process's improvement and development. Mainly in educational psychology; a sub-discipline of Applied Linguistics: a field of study in which the main concern is solving problems related to language. The present research paper deals with the issue of the appropriateness of the Algerian primary school classroom for pupils suffering from learning disorders and difficulties, precisely Dyslexia. We aim to investigate, throughout this paper, the situation of dyslexic pupils in the Algerian primary school classroom, in terms of their interaction with their teachers and peers. Therefore, we chose to utilize a triangular approach in order to achieve the drawn objectives, mixing both quantitative and qualitative methods. An interview is conducted with speech therapists in order to detect whether there is coordination between them and the primary school teacher. Moreover, questionnaires are submitted to primary school teachers so that we can test their awareness towards dyslexic pupils in their classes. Furthermore, a classroom observation is conducted at the level of second year pupils at "*Madrasat al Banine*" primary school in order to observe the situation of Dyslexic pupils in the Algerian context the results were that there is a certain degree of awareness of the issues of learning disabilities, however they are not handled appropriately enough. To conclude, we attempt to address an issue that is widely neglected by Algerian teachers and syllabus designers, thereby educational psychology in general and learning disorders specifically are areas that need serious consideration by Algerian researcher.

Keywords: Educational Psychology, Learning Disorders, Dyslexia

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List of Abbreviations

ADHD Attention Deficit Hyperactivity Disorder

ADP Auditory Processing Disorder

IDEA Individuals with Disabilities Education Act

LDAO Learning Disabilities Association of Ontario

NAMI National Alliance of Mental Illnesses

SLD Specific Learning Disabilities

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General Introduction

The teaching/learning process can be very a complicated. Even in a setting where the learners are in a natural physical and psychological state, the process can face failure. Thence, many theories and approaches have been developed by scholars in order to treat the obstacles facing both teachers and learners in the field of education.

Mainly, in Applied Linguistics, that is a field of study in which the main concern is solving problems related to language. Remarkably, educational psychology is an area within applied linguistics that is concerned with improving the teaching/ learning process by taking into consideration the psychological and cognitive aspect of learners.

Therefrome, one of the issues facing teachers and learners, especially at the level primary school where the pupils have their first experience language learning, is Dyslexia which a is a language disorder that is an impaired ability to learn to read and write. Hence, in Algeria, educational psychology and unheeded disorders such as Dyslexia need to veritably be taken into consideration so that the teaching/ learning process may be improved for challenged students.

In an Algerian context, some teachers tend to pay little attention to the psychological aspect of the pupils. As a result, a normal pupil may feel demotivated in class, and for a challenged pupil suffering from a disability, the situation is even more demotivating. For example, a teacher facing a dyslexic pupil may not be able to diagnose the disability; consequently, they will think that the student has simply difficulties in learning. And generally, some teacher will reduce their efforts to help them; when in fact the solution might lie in modifying the teaching techniques to suit them.

The motivation behind the research is to investigate the properness of the Algerian educational setting i.e. the classroom for pupils suffering from dyslexia and other language disorders; whether one can find appropriate special materials and textbooks in the Algerian classroom. As well as specialists like psychologists and speech therapists, as they know the appropriate method to treat special and invisible cases such as Dyslexia.

Furthermore, it is important to determine whether the Algerian teachers are properly trained and prepared to teach all types of students. As it may be important for the teacher to

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have the skills to detect pupils with difficulties, identify the nature of the problem and decide the appropriate measures and procedures to handle the situation; in order to achieve successful teaching/ learning process with each pupil rather than managing only a selected group of them and ignoring the rest of pupils.

Moreover, the motivation behind this research is that there are many cases of pupils suffering from disorders such as Dyslexia but most of them tend to hide it probably because they think that it is shaming and their parents and teachers are not aware of that. Those pupils generally tend to face many behavioural problems caused by the frustration from their final results by normal students' standards and from the treatment of their teachers, because the Algerian teachers may have the tendency to neglect mediocre and weak pupils.

The research aims at investigating the situation of Dyslexic pupils in Algerian classrooms from various angles; their teacher's as well as their peers' interaction, their attitude towards learning, and the teachers 'consciousness vis-à-vis those pupils, for example, whether they are aware of their condition and that they should be treated differently. Even the social aspect is investigated, in other words, their parents' awareness of the situation besides the degree of empathy from their colleague.

It also aims at disclosing the appropriate tests to identify the cases of dyslexia in the classroom that can be integrated into the Algerian classroom and used by the teachers. Apart from the proper techniques and strategies used to teach dyslexic students, and whether those techniques can be incorporated into the lesson plan. Besides, the research enquires the possibility of using technology and ICT in order to improve the quality of learning for dyslexic pupils.

Moreover, one of the main objectives of this study is to raise awareness towards the issue of psychological and biological disorders (especially the hidden ones) in general and Dyslexia in particular. As one can clearly notice that those issues can be unmarked and unnoticed in the Algerian context for the sake of finishing the syllabus on time

The research attempts to answer two main questions, the first of which contains two sub-questions:

➢ To what extent is the Algerian classroom an equipped environment for dyslexic students?

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✓   To what extent are the Algerian curricular flexible to change for dyslexic students?

✓   To what extent are the Algerian teachers trained to handle dyslexic students?

➤ Do Algerian parents have the proper awareness of dyslexia and language disorders?

The drawn hypothesis for these research questions are stated as follow:

➤ The Algerian classroom is not properly equipped for dyslexic students

✓   The Algerian curricular are not flexible for any changes by the teachers for the dyslexic students

✓   The Algerian teachers are not provided by the appropriate training to handle dyslexic students

➤ The Algerian parents are not aware of the existence of language disorders

In order to test the hypotheses drawn, three tools of research are to be relied on. The first is a systematic observation in the primary school; where both the pupils and the teacher's attitudes are highlighted. Moreover, a questionnaire will be submitted to primary school teachers in order to detect their awareness towards special cases and their reaction to them. Furthermore, interviews with speech therapists will be conducted in order to discover whether there is coordination between the specialists and school teachers.

The research will be divided into three main sections; a review of the literature, a methodology and a result and discussion section. The first chapter deals with and demonstrates the literature related to Dyslexia and specific learning disabilities, besides the different aspect related to the topic. Further, the second chapter that is going to deal with the practical part and methodology, therefore, a detailed description of the context, participants and tools contributing to the research' realization is going to be provides. Finally the third chapter is going to bring about the findings and an analysis of the results besides the discussion, limitations and recommendations.

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Chapter One: Review of Literature

Introduction

The present chapter manifests the theoretical part of the research work. It represents a general overview of samples of different learning disorders that can hinder the teaching/ learning process. Furthermore, this theoretical section focuses mainly on Dyslexia. By highlighting the possible causes of this disorder, as well as its social and psychological repercussions. Besides, a section is devoted to the issue of dyslexic pupils in the classroom, mainly; we focus on the significance of teachers' training on identifying and handling young pupils suffering from Dyslexia and/or other specific learning disability.

1   Specific Learning Disabilities

In this section, we introduce the theoretical part of the research by exposing some samples of the various specific learning disabilities. By that mean, a general idea of the numerous disorders and disabilities with children can be generated. We can depict various definitions for SLD that are determined by various associations and organisations activating in the field of education; as cited by Cortiella:

> According to IDEA, SLD is "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation*, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (Cortiella, 2014, p. 2)

Similarly, Learning Disabilities Association of Ontario (LDAO), (2001) argues that learning disabilities are malfunctions in the learning, memorization and arrangement of "verbal and/or non-verbal information" which is caused by a damage in "psychological processes related to learning"; LDAO emphasizes that the damage is not general and separate from rational skills; it can rather effect a range of important skills which are calculation, listening, speaking and writing.

There are numerous learning disabilities; we chose to illustrate in this section four learning disabilities.

1.1 **Attention Deficit Hyperactivity Disorder (ADHD)**

As stated by the National Alliance on Mental Illness Attention Deficit Hyperactivity Disorder in manifested by over activeness, the impetuosity and whimsicality and by the lack of attention. (National allience on mental illness, 2015). Similarly, ADHD is defined as a disorder frequently observed in children whom its symptoms continue in teenage years and even adulthood, and generally we can depict three types according to the symptoms observed: "Predominantly hyperactive-impulsive", "Predominantly inattentive and Combined" "hyperactive-impulsive and inattentive" (National Institute of Mental Health, 2008). Over the years, the symptoms of Attention Deficit Hyperactivity Disorder can be controlled provided that the disorder is diagnosed at childhood. (tephen M. Stahl, 2009). In this context, treatments can be provided to control the symptoms:

> Commonly prescribed medications include both stimulants and non-stimulants. While stimulants are usually the first choice for treating ADHD, antidepressants might be something a doctor suggests especially if someone is living with ADHD in addition to depression. If effective, medications can improve attention span, the ability to deal with frustration and ultimately lead to better relationships with teachers, family members and peers. (National allience on mental illness, 2015, p. 2)

1.2 **Auditory Processing Disorder (APD)**

Parthasarathy (2006) states that the past few years saw major progress in researches concerned with auditory processing and the diagnosed cases increased dramatically. As cited in minnesota departement of children and families learning, (2003) Auditory Processing Disorder is defined by Flexer (1994) as:

> ... A central auditory processing disorder is not really a hearing impairment of reception and reduced hearing sensitivity. Instead, a central auditory problem causes difficulty in understanding the meaning of incoming sounds ... Sounds get into the auditory system, but the brain is unable to interpret efficiently or at all, the meaning of sounds ... in an extreme case, meaningful sounds cannot be differentiated from nonmeaningful sounds. (Flexer, 1994).

1.3 **Dysgraphia**

According to LDA of Minnesota, (2005) Dysgraphia influences writing and spelling because of insufficiency in the required acquirements for *"motor movement and letter formation"*. In this respect, Crouch, (2007) cites Richards (1998) who argues that Dysgraphia can be characterized by the following symptoms

> Cramped fingers on writing tool Odd wrist, body, and paper positions Excessive erasures Mixture of upper- and lowercase letters Mixture of printed and cursive letters Inconsistent letter formations and slant Irregular letter sizes and shapes Unfinished cursive letters Misuse of line and margin Poor organization on the page Inefficient speed in copying Decreased speed of writing General illegibility Inattentiveness about details when writing Frequent need of verbal cues and use of sub-vocalizing Heavy reliance on vision to monitor what the hand is doing during writing Slow implementation of verbal directions that involve sequencing and planning (Richards, 1998, p. 15)

According to the International Dyslexia Association, (2000), treating cases of dysgraphia requires " prevention, remediation and accommodation". For instance, training muscles and excessive specilised exercice designed by experts can improve the condition; moreover changes in teaching such as the use of key board to improve spelling might be beneficial.

1.4 **Dyscalculia**

Dyslexia & Dyscalculia, (2004) claims that Dyscalculia causes problems with " arithematique concepts and procedures". They argue that an adult diagnosed with Dyscalculia cannot figure out which of two small numbers is the largest. That is why at school students with Dyscalculia suffer from stress because of their problems with mathematic courses. It can also be defined as:

> Dyscalculia is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures... Very little is known about the prevalence of dyscalculia, its causes, or treatment. Purely dyscalculic learners who have difficulties only with numbers will have cognitive and language abilities in

the normal range and may excel in nonmathematical subjects. It is more likely that difficulties with numeracy accompany the language difficulties of dyslexia." (Numeracy StrategyThe National, 2001, p. 2)

2   Dyslexia

2.1   Definition of Dyslexia

Rose,(2009) claims that the acquirements of accurate and fluent spelling and reading are the skills essentially affected by Dyslexia. He also argues that Dyslexia is mostly manifested by troubles in *"verbal memory and processing, phonological awareness, motor coordination, concentration and personal organisation"*. It can be also defined as:

"Dyslexia is a condition that affects the ability to process language. Dyslexic learners often have difficulties in the acquisition of literacy skills and, in some cases, problems may manifest themselves in mathematics. It is not surprising that those who have difficulties in deciphering written words should also have difficulty in learning the sets of facts, notation and symbols that are used in mathematics. This pattern of abilities and weaknesses is known as 'specific learning difficulties'... Dyslexic learners find it difficult to produce mental or written answers quickly, and the need to 'learn by heart' for pupils who have poor memory systems may well result in failure and lack of self-belief. Some dyslexic learners will enjoy the flexibility of approach and methods while, for others, choice creates uncertainty, confusion and anxiety"   (Numeracy StrategyThe National, 2001, p. 2).

We can distinguish between two types of Dyslexia: phonological and orthographical Dyslexia.

2.2   Causes of Dyslexia

Nijakowska, (2010) argues that the scientific development of the field of neurosciences has shown that causes behind Dyslexia could be neurobiological, there is also reference to genetic interference as well as functional feature on the central nervous system. This is proof of the malfunctions that may cause Dyslexia is on the cognitive level. However, there is no definite or absolute answer to this question.

Besides the cognitive causes Dyslexia can be caused by biological factors; the following quote from Eva Gyarmathy's article addresses them:

> Dyslexia is the late or abnormal development of literacy skills caused by a neurological difference, and for the most part shows itself as a different way of functioning. The brains of dyslexics are wired differently to those of non-dyslexics and appear less ordered. Compared to the average person, information processing is organized differently in dyslexic individuals, and brain scans have shown us that different areas of the brain are activated. (Gyarmathy, p. 2)

2.3 Diagnosis of Dyslexia

According to Nijakowska, (2010) perhaps the most manifested symptom of Dyslexia is manifested in words "*decoding and encoding"* which means reading and spelling.

Schulte-Körne, (2010) claims that Dyslexia can be diagnosed when the child manifests some symptoms; first, slow reading, as Dyslexic children read three times more slowly than their peers. Also, linking letters to their sounds is also slow by Dyslexic cases. As well as spelling disorders.

3 Dyslexia and Teaching/ Learning

3.1 Identifying Dyslexic Students

Nijakowska, (2010) believes that Dyslexic students fall behind their classmates in terms of literacy development. Similarly, rose, (2009) early identification of Dyslexic pupils is done by observing those students who progress more slowly than their peers under the exposure of the same high quality "literacy teaching"

3.2 **Classroom Accommodations for Dyslexic students**

3.2.1   **Definition**

Beech, (2010) argues that accommodations are modification made in the way the teacher presents the lesson to meet the needs of students facing learning disabilities in order to assist them and enables them to achieve more

> Changes or adjustments in the learning environment, materials, delivery method, or number of answers. Accommodations/changes should not be made to the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS*)"* (Texas Scottish Rite Hospital for Children, 2011, p. 20)

4   **The Use of ICT to Support Dyslexic students**

According to Hartas, (2006) the increased integration of ICT's in the classroom in general as a facilitating tool was saught as an opportunity to aid Dyslexic pupils in terms of accessibility, alleviating learning and accommodated teaching. Hartas, (2006) argues that many studies show that ICT's can be beneficial for Dyslexic pupils in terms of social interaction; i. e teacher-pupil and pupil-pupil interaction. It can also remove obstacles to learning provided that its use is framed by the physical environment, curriculum, teachers etc.

5   **Social- Emotional Problems Facing Dyslexic students**

Hartas, (2006) argues that there a tight relationship between learning disabilities in general and Dyslexia in specific. They also claim that those pupils have to be handled delicately by their teachers as well as their parents; because they show signs of low self-esteem and self- confidence along with frustration and anxiety. Hartas also believes that the results of the research have proved that academic short comings cause demotivation and withdrawnness from classroom and peers' interaction activities. Also cited in the same source:

Children with Dyslexia are also likely to be perceived less favourably by their classmates, leading to difficulties with peer interaction and, potentially, with social adjustment. Conversely, children with social-emotional difficulties exhibit poor concentration, short attention span, anxiety and lack of motivation, experiencing difficulties with learning. Also, children who are shy and socially withdrawn report low self-esteem, make negative self-statements and experience hopelessness and helplessness in that they take less responsibility for academic outcomes, resulting in poor academic performance. (Pearl et al, 1980)   (Hartas, 2006, p. 189)

Conclusion

The present chapter presents literature dealing with areas related to our research concern that is Dyslexia. Mainly, we provide a general overview of related Learning Disabilities; along with the definition of Dyslexia, its causes and diagnosis. Furthermore, we tackle the issue of Dyslexia in the classroom in terms of identifying Dyslexic students and teaching them. Additionally, we devote a section dealing with classroom accommodations for Dyslexic students. Finally, we shed lights on the social and emotional problems facing Dyslexic students. As for the following chapter, it will constitute of the methodological and practical part of the research work.

Chapter Two: Methodology

Introduction

The present chapter represents the practical part of the dissertation. In which we describe the steps and procedures we went through in order to answer the research questions that drove the research. It exhibits the methods preceded while gathering the data utilized to test the hypothesis drawn by the beginning of the inquiry. Moreover, it contains a detailed description of the context of the study as well as the participants that we chose in order to conduct our survey with. Furthermore, we dedicate a section including an elaborated description of the instruments used in this research work.

1 Method

The research work is done preceding both quantitative and qualitative approaches. Thereby, we conduct our study using three research instruments: an interview, a classroom observation and a questionnaire.

The interview is to be conducted with specialists in the field, i.e. the speech therapists. It gives a framework to the study; by providing information on the actual situation of the pupils suffering from Dyslexia. It also provides insights on the parents as well as the teachers' degree of awareness towards the disorder. Finally, the possibility of integrating some of the techniques used by speech therapists in the Algerian classroom is to be investigated.

As for the second tool, that is the classroom observation in the primary schools, we planned to attend with the second year primary school class. Where we concentrated on the teachers' behaviour and attitude towards the pupils facing learning difficulties and whether they try to adjust their way of teaching to meet the needs of those particular cases.

Finally, questionnaires are to be submitted to the primary school teachers. By which quantitative data are provided on the cases that those teachers face and how do they deal with them.

2 Context of the Study

The study aims at discovering the situation of the dyslexic pupils in the Algerian classroom as well as testing the possibility of accommodating our primary school classroom to meet the needs of pupils suffering from learning disabilities. Thereby, the study is conducted in the primary school of Mazagean "*madrasat el banine*". Where the researcher attended classes with one section (section B) out of three sections of the second year classroom taught by Miss HAMITI Aicha, constituted of 32 pupils, 16 of which are males and 16 are females. Moreover, questionnaires are to be submitted to all the primary school teachers who work in "*madrasat el banine*". In addition, interviews are to be conducted with three speech therapists working in different institutions in Mostaganem.

3 Participants

In order to complete the research, the researcher focused on working with three elements; the primary school learners and teachers and speech therapists

3.1 Learners

The targeted population of this research work constitutes mainly of the primary school pupils. Precisely, we have chosen second year primary school pupils. And the driving reason behind this choice is that Dyslexia would not be identified before two years of learning. Thereby, second year pupils are seen to be an appropriate sample, as they have been studying for more than two years (kindergarten and first year primary school)

3.2 Teachers

Questionnaires are to be submitted to primary school teachers because of the constant contact they have with children. Moreover, primary school teachers are responsible for the first learning experience for young children. Therefore, any learning disorder or disability is noticed by them. Along with questionnaires, the teacher constitutes of a major part of the classroom observation in terms of the techniques they use in order to deal with challenged pupils.

3.3 Speech Therapists

Interviews are to be conducted with speech therapists. Thereby, we would be able to have an expert opinion on the disorder i.e. Dyslexia in schools, and whether they are working in coordination with school teachers. We have chosen speech therapists because they work closely with dyslexic cases and they have the proper insight on how to identify and help them.

in this respect speech therapists can provide insightful information about the overall situation of the Dyslexic cases they treat, as they have an idea about the way they are handled in school by their teachers and peers and even by their parents at home.

4   Description of Research Instruments

In this section we attempt to provide a detailed description to the tools chosen to conduct the research work; so that we could test the hypothesis drawn by the beginning of the research. Consequently, the readers would be able to have a clear idea about the motivation and purpose behind every step of the practical segment within the research work.

4.1   Interview

An interview was prepared to be conducted with three speech therapists institutions in Mostaganem. We used a semi-structured interview where we could use the interviewee's answers to derive new questions about the topic, in case their answers brought new aspects to be discussed. By that means, we can obtain data regarding the psychological as well as the social conditions of their Dyslexic patients. Furthermore, in order to guarantee mutual understanding, the questions of the interview were translated into French.

4.1.1   Description of the interview

The interview constitutes of six questions prepared to be asked to the speech therapist.

The first and second questions are devoted to giving us a general overview of the situation of Dyslexic cases. By the means of investigating the frequency of receiving the cases, their ages as well as their parents and families' attitude towards their children's condition.

The third and fourth questions investigate the coordination between the school teachers and the speech therapists in addition to depicting the degree of awareness that teachers have towards the importance of working in cooperation with them.

As for the fifth and sixth questions, they inquire the possibility of integrating the specialized tests to diagnose dyslexia in a normal Algerian classroom. Moreover, it investigates the degree of improvement and integration of the treated Dyslexic cases.

4.2   Questionnaire

Questionnaires were designed to be submitted to primary school teachers. It consists of fourteen questions, which progress from the least to the most precise. Generally, teachers are

to be inquired about their: age, gender, work experience etc. And particularly, they are interrogated about the special needs and challenged pupils and how well they can identify and deal with them. Originally, the questionnaires were prepared in English; however, they were translated into Arabic in order to avoid misunderstanding and in order to break the language barrier.

4.2.1   Description of the Questionnaire

The questionnaire is divided in terms of particularity into three sections. As we move from the most general question gradually to the most specific.

The first section is the individual part of the questionnaire i. e. The teachers' own experience with teaching it is also general and it paves the way to more précised questions; this section constitutes of four questions.

First of which is about their gender, and the purpose behind it is to determine whether females are more sympathetic with special needs pupils or not.

The second item concerns the ages of the teachers in order to check whether young teachers are more aware of some particular aspects of the pupils' psychology.

As for the third question, we inquired about their work experience to ascertain whether it has a positive or a negative impact on the teaching/learning process.

Finally, we inquire about the teachers' impression about their job experience so far in order to determine whether or not they are still enthusiastic about their teaching process.

The second section of the questionnaire is more specific as it comprises of more precise questions about the pupils and their learning experience; particularly pupils who face learning difficulties.

The first question of this section is about the pupils' level of motivation so that we can depict the teachers' point of view about their pupils and discover if all pupils in general are frustrated with school or only a minority of anxious and/or challenged pupils.

The second question whether or not they taught pupils suffering from reading disabilities (Dyslexic), hens we can determine if there were in fact Dyslexic pupils in the Algerian classes.

The next question aims at confirming the existence of Dyslexic cases in the Algerian primary school classroom as we provide the teacher with symptoms of Dyslexia and they choose whether or not they noticed them before in their classes.

As for the last question, it deals with the identification of Dyslexic pupils so we ask the teachers if these pupils are easy to identify and the purpose is to check the degree of teachers' awareness about those disabilities.

The final section is the most particular one. Because it constitutes of questions about some procedures that should be applied by the teacher in the classroom in order to meet the needs of Dyslexic pupils without effecting normal pupils.

The first question is divided into two sections, the first one is whether or not the teachers adjust their teaching to meet the needs of pupils with reading difficulties; and the second section is the reason why they do not, in case their answer was no, and the purpose was attempting to discover the possible obstructive factors that keep the Algerian classroom from being a suitable environment for Dyslexic and other challenged pupils.

The second question is if they have ever used recorded texts which one of the unconventional techniques used to meet the needs of Dyslexic pupils; as for the purpose of this question is to discover the degree of teachers' awareness about the modern and unconventional techniques and their willingness to try them.

The third question is whether they change the seating arrangement in the classroom so that the pupils feel more at ease in the classroom.

The fourth question is whether they give pupils with difficulties more time to complete the assignments so that they do not feel stressed or ashamed when they do not complete them on time.

Moreover, the fifth question concerns with assessment, and whether or not they assess pupils with disabilities differently than normal pupils in order to encourage them and boost their self confidence.

Finally, the questionnaire was ended with an open end question deals with the teachers' perspectives in terms of dealing with pupils with learning disabilities; by asking them about the solutions they suggest dealing with pupils with learning disabilities such as Dyslexia.

4.3 **Classroom Observation**

In order to have an insightful idea about the situation of pupils with reading disabilities such as Dyslexia, a classroom observation was opted for. Where the researcher would be able to observe closely the relationship between the teacher and those pupils along with the way they treat them and whether or not they pay more attention to them. The observation is to be conducted in second year primary school classroom because the pupils would have been studied for at least two years and any disability would be obvious by the time being. The researcher would observe the whole classroom with more emphasis on the elements who struggle in the classroom.

4.3.1 Description of the Observation Checklist

The classroom observation was mainly intended to observe the teacher attitude, behaviour and relationship with the pupils in general, and their treatment to pupils with learning difficulties like Dyslexia specifically. It is also meant for observing the degree of integrating technological instruments in the classroom; besides the degree of pupils' motivation, participation and involvement in the classroom. The observation checklist can be divided in terms of focus into three segments.

The first segment deals with the teacher's behaviour. We check whether they make sure they clarify and re-explain the information particularly for pupils with difficulties. That is how we can detect whether they make sure they are understood by the whole class. We also check if they provide pupils with difficulties additional segment of time in order to complete the assignments; this is to determine whether they ascertain that those pupils do not feel the pressure to complete their work at the speed of normal pupils in order to boost their self esteem. Along with determining whether they provide pupils with problems with more attention and care. This is to decide whether their level of awareness towards the importance of psychological support for pupils with difficulties. Finally, we check whether the teacher makes changes in the seating arrangements so that make sure that their pupils feel at ease and in order to break the routine in the classroom.

As for the second section, it is dedicated to the use of technological instruments in support of pupils with difficulties. We take the instance of recorded texts that could be used in reading and writing sessions to facilitate reading for dyslexic pupils.

Finally, the third section is devoted to the pupils' behaviour in the classroom. First, we observe peer to peer communication and whether or not it is acceptable and how it is framed

and supervised by the teacher, if it is acceptable. Then, we focus on pupils' alertness and how they react to the teacher's instructions. Next we detect pupils' volunteering and whether the whole class voluntarily answers the teacher's questions or they have to be victimized by the teacher to answer. Finally, we attempt to depict pupils' motivation towards the class and the teaching/ learning process.

4.3.2 Description of the Classroom

The classroom that we conducted the observation in is a relatively large classroom of thirty two pupils. The class is taught by a young female teacher who seems to have control over her pupils. The first day we entered the whole class greeted us formally.

The room was decorated with photos and drawings of the pupils themselves and the seating arrangement was that of an ordinary classroom with four rows.

The teacher did not pay attention to the observer. She was able to continue through with her lessons and routines regularly; as she did not show any signs of modifications or alterations in her teaching.

At the first meeting we had with the teacher; we enquired about the pupils facing learning disabilities, her answer was that there are two pupils that she *" suffers"* from while pointing at them indiscreetly.

When asking the teacher about the possibility of making changes in the way they teach reading, like using technological devices or recorded texts etc. The idea was not appreciated and we have been told that it cannot be achieved.

The pupils do not cause any disturbance to the classroom, they are mostly calm and quiet except for when they participate; however, they are immediately quietened by the teacher. Even the pupils facing learning difficulties are sitting restfully.

The teacher does not use humour or games with the pupils. Instead she keeps a high level of seriousness with them; consequently, the class is extremely calm yet it is sometimes boring for the pupils of that age because of their playful nature.

The teacher does not move around the classroom to check the progress of the pupils' assignments or writing; instead, she sits on her desk or stands on the board for the great majority of the session.

In one writing assignment, the text on the board written by the teacher contained some mistakes that were not revised and corrected.

In a reading assignment, when pupils had difficulties the teacher did not provide any assistance or patience with them. They were asked to the board and were beaten by a stick.

The teacher said to a repetitive pupil "*I will see you next year struggling with the same text again*".

Some pupils do not even have books or copybooks to follow with their teacher and peers; however the teacher did not pay attention to them or enquired about the reason of that.

Conclusion

In this previous chapter, we provided a detailed description to the practical procedures that we designed in order to conduct our research with. It constituted of a description of the methods followed by the researcher in order to go through with the research. As well as a description the context that we conducted the study in. We also devoted a section to depict the participants and the sample chosen to conduct the study with. Additionally, we provided a detailed description of the research instruments; that are the interview with speech therapist, questionnaires to primary school teachers and a classroom observation. The coming chapter entitled Results and Discussion is a continuum to this chapter in which the finding are manifested and analyzed.

Chapter Three: Results and Discussion

Introduction

In this chapter, we present the results and findings of the research work. In this respect, the statistical and non-statistical data gathered by the researcher are provided in a special section; i. e. The questionnaires' responses which are exhibited graphically, the interviews answers as well as the findings of the classroom observation. Additionally, we devote a section to analyze and interpret the findings of the research work. Furthermore, we state the limitations of the study that is the obstacles we faced during the process in addition to our recommendations and suggestions for further research.

1 Data collection

In this section, we display the results and findings of the research work. First, the teachers' questionnaires are transcribed into graphical figures, then the speech therapists interviews' responses are stated and finally the classroom observation remarks are manifested.

1.1 Interview

The interview was conducted with three speech therapists from Mostaganem.

The first question was about the frequency of receiving Dyslexic case. The first interviewee replied by "not many...", while the second therapist answered "*rarely...*" as for the third one, her reply was that she never received such cases because she was new in the institution.

As for the second question about the ages of their Dyslexic patients; the first one *replied "you cannot diagnose a child with Dyslexia unless they had more than two years of regular programme and showed no ability to learn"* as for her patient ages she said *"eight to nine years..."* the second therapist said *"I received cases of seven and ten years, I even received a teenage girl ones..."*

The second question was about the parents' attitude towards such problems. The first interviewee said that it depends on the parent *"some of them are aware some of them are not and there are some parents who get mad because the results do not appear immediately"* the second interviewee said that the parents had "a negative attitude towards this kind of

problems*" and the third one said that some parents even insult their own children because of their disabilities"*

The third question was whether they receive cases sent by school teachers. As for the first interviewee said *"teachers send to us a lot of cases"* the second interviewee *"had never received a case sent by school teacher"* and the third interviewee *"I rarely receive a case sent by the school"*

The fourth question was whether or not they work in coordination with school teacher. The first interviewee stated that she tried to send them instructions on how to deal with some pupils but it did not work because the teachers did not approve. The other two therapists never contacted or tried to contact their patients' teachers.

The fifth question was on how we can identify a dyslexic child in a normal classroom the first therapist replied " *after two or three years of studying a dyslexic pupil have no ability to read or write because of the way they see the letters whereas regular pupils even if they have a bad level they decipher letters and they read and write normally"* the second therapist said *"they become frustrated with school to the point of avoiding going to school"* and the third therapist stated*" they take a lot of time to complete any assignment compared to their classmates"*

The sixth question was about the tests used to diagnose dyslexia all three therapists talked about the standard test they work with and when asking them whether it can be integrated into school they said it was possible provided that it is under the supervision of a speech therapist.

The seventh question was whether or not there have been improvements academically the first therapists stated *"not really, because of the lack of sources and the absence of parental guidance and even their low self esteem because even their peers calls them stupid"* the second therapist replied *"somehow, it takes a lot of work and efforts"* as for the third one *"I still have not noticed any improvements"*

The last question was whether the dyslexic pupil can be integrated into a normal classroom. The first therapist replied *"It can happen, but only if teachers work in coordination with us"* and the second stated *"it is difficult to achieve that especially in the Algerian context"* finally the third therapist answered *"I do not think they can"*

1.2 **Questionnaire**

Gender

■ male ■ female

13%

87%
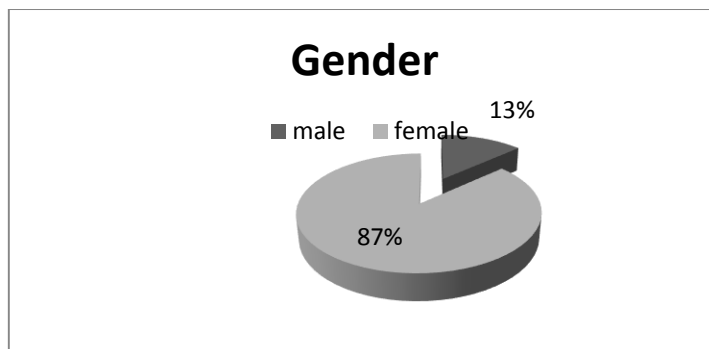
Figure 1: Teacher's Gender

The sample constitutes of fifteen primary school teachers. Only two of them are males whereas the rest majority of thirteen teachers are females. In this perspectives, the percentages were 13% males; 87 females.

Age

■ 20 TO 30 ■ 30 TO 40 ■ 40 TO 50 ■ 50 TO 60

8%

20%

26%

46%
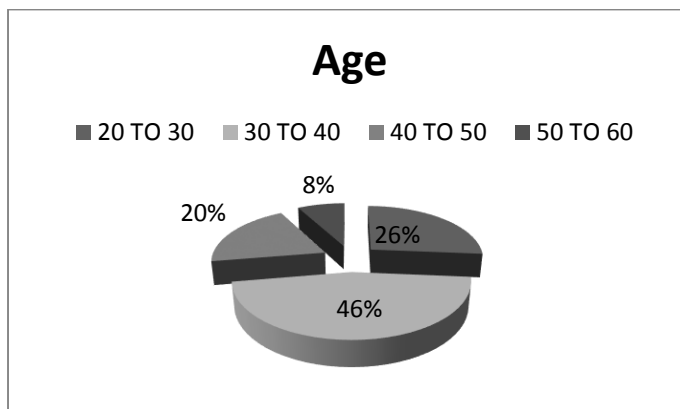
Figure 2: Teacher's Age

The sample comprises of various age categories. That is four teachers between the ages of twenty and thirty (26%), seven teachers between thirty and forty (46%) and three teachers between 40 and 50 (20%) and only one teacher between 50 and 60 (8%).

Work Experience

■ < 5 years ■ 5 years ■ > 5 years

27%

60%

13%
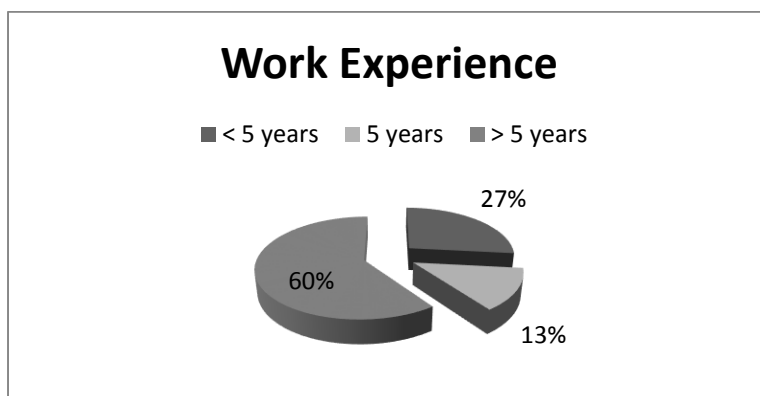
Figure 3: Teacher's Work Experience

The sample constitutes of two teachers with a work experience of five years (13%) while four teachers have less than five (27%) and nine teachers of more than five years of work experience (60%)
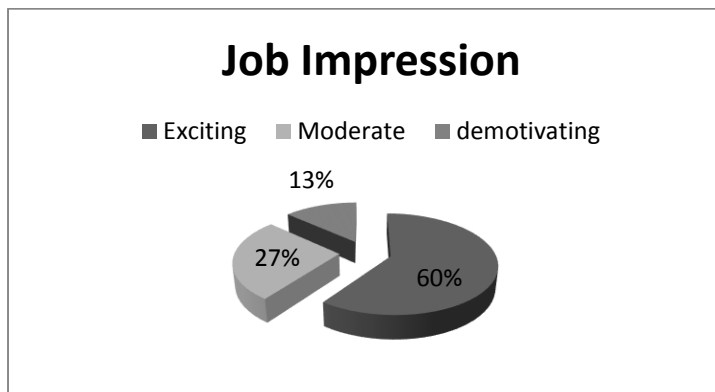
Figure 4: Teacher's Impression about their Job

Two teachers out of the sample think that their job is demotivating (13%) while nine teachers think it was exiting (60%) and four teachers believe it was moderate (27%)
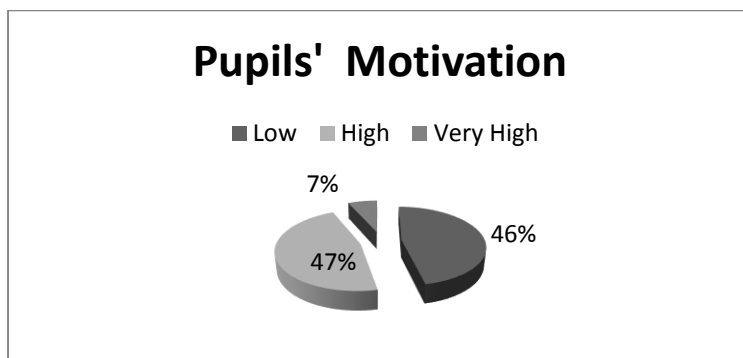
Figure 5: Pupils Level of Motivation

As for teachers point of view about their pupils level of motivation; seven of them think it is low (46%) and seven other teachers think it is high while only on thinks it is very high.
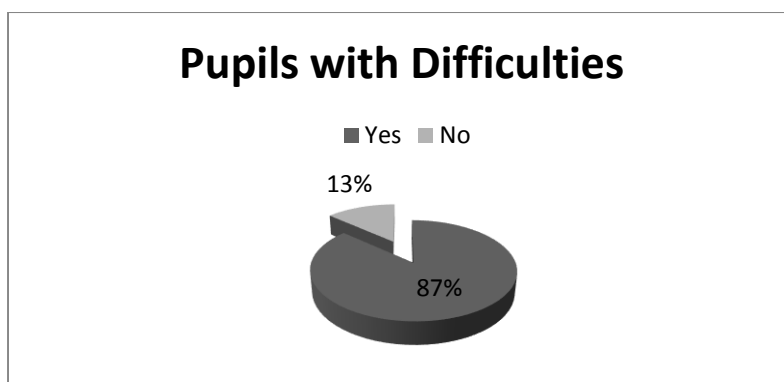
Figure 6: Teaching Pupils with Difficulties

The great majority of fourteen teachers have taught pupils with difficulties (87%) , while only one teacher has not (18%)
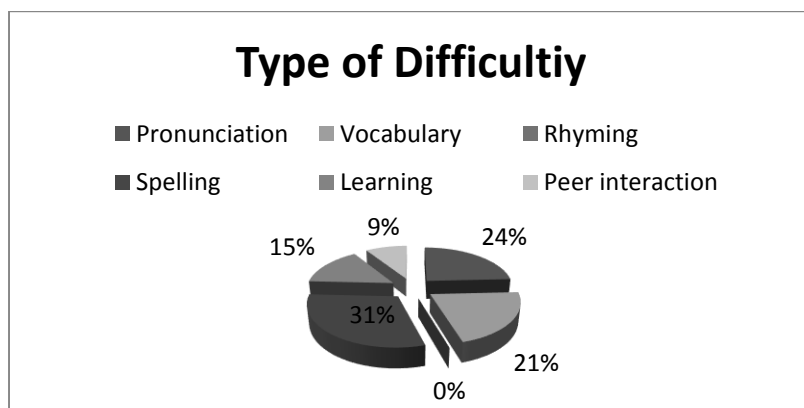
Figure 7: Types of Learning Difficulties

  Teachers chose several answers in this question. Nine teachers have taught pupils with pronunciation problems (24%), while eight teachers taught pupils with vocabulary problems (21%), none of them have taught pupils with rhyming problems (0%) and ten teachers have had pupils with spelling problems (31%), whereas five teachers have had pupils with problems learning days and numbers(15%) and finally three teachers have taught pupils with peer interaction problems(9%).
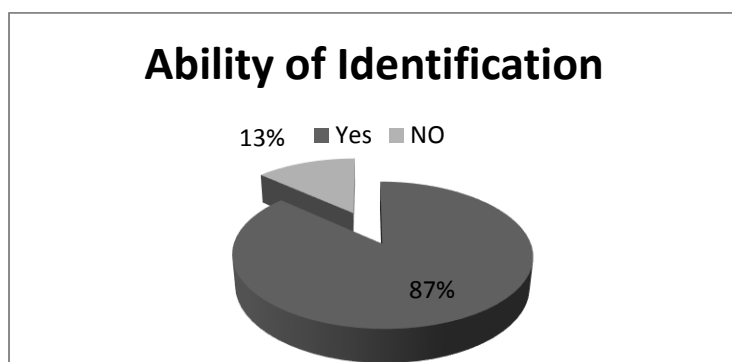
Figure 8: Ability of Identification

The great majority of 13 teachers thought that pupils with difficulties are easy to identify (87%), whereas two teachers thought they were not easy to identify (13%).

Teaching Adjustment

■Yes ■No

13%

87%
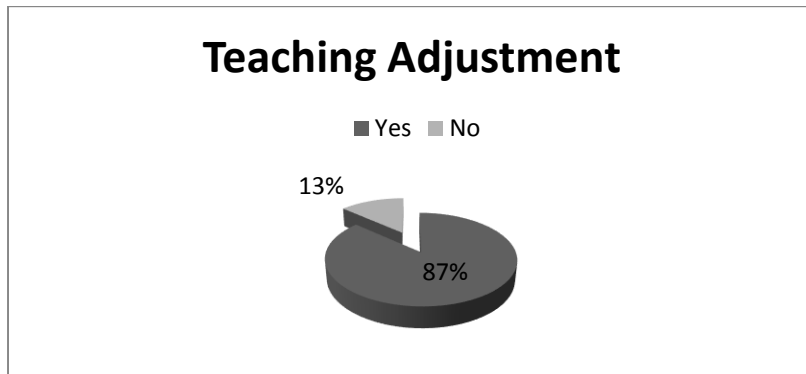
Figure 9: Teaching Adjustment

Thirteen teachers try to adjust their teaching to meet the need of pupils with difficulties (87%) while two teachers do not (13%)

Constrains

■Time ■Large Classroom

50%   50%
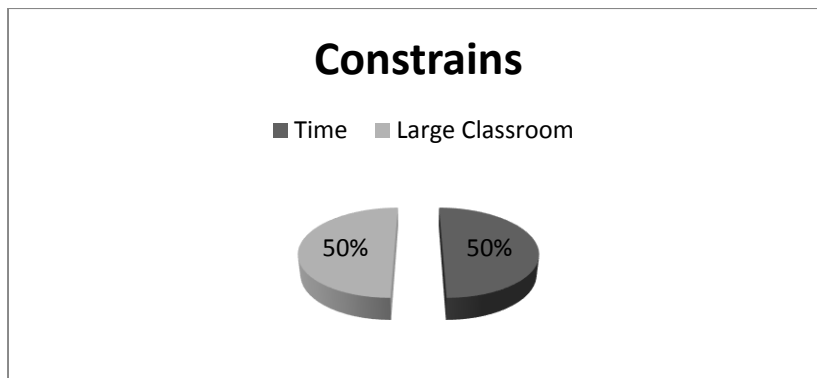
Figure 10: Constrains

One teacher believes that time does not allow them to change their way of teaching (50%), and the other teacher believes that the large class is the obstacle (50%).

Recorded Texts

■Yes ■No

20%

80%
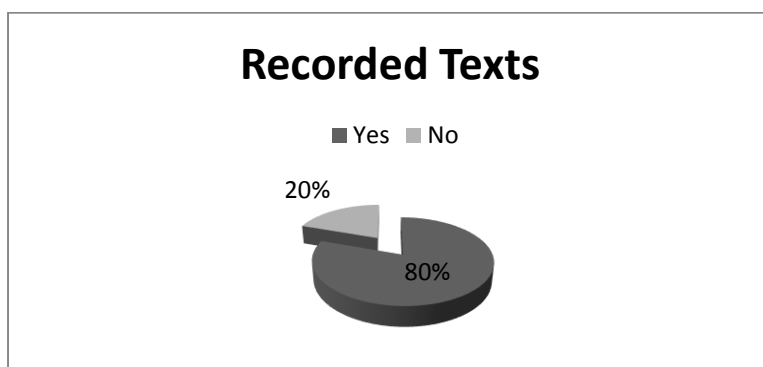
Figure 11: Using Recorded Texts

Only three teachers said they have already used recorded text (20%) whereas twelve teachers said they have not used them (80%).

Changing the Seating Arrangements

■ Yes ■ No

13%

87%
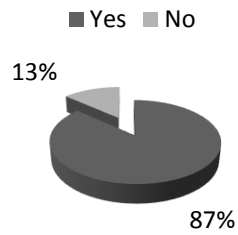
Figure 12: Changing the Seating Arrangements

The Majority of thirteen teachers say that they have tried changing the seating arrangement in the classroom (87%), while two teachers have not (13%).

Giving Extra Time

■ Yes ■ No

13%

87%
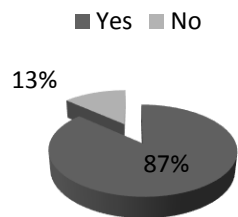
Figure 13: Giving Extra Time

Only two teachers said they have not tried giving pupils with difficulties extra time to complete the assignments (87%), whereas thirteen teachers said they have.

Diffedrences in Assessment

■ Yes ■ No

33%

67%
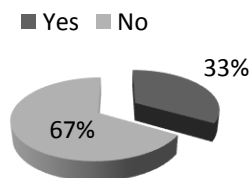
Figure 14: Difference in Assessment

Five teachers said that they assess pupils with difficulties differently (33%), while ten teachers said they do not (67%).

The last question in the questionnaire was an open ended question, teachers were asked to suggest solutions to deal with pupils with learning disabilities. Their answers were as follow: catch up sessions or what is now called: pedagogical treatment session. In addition some teachers suggested better seating arrangements. They also proposed excessive home work and parents' involvement as well as the intervention of psychological and speech therapists. They also suggested the use of real life objects in the classroom. Moreover, they advised training teachers who are willing to work with pupils with disabilities and devoting special classes with their own time table and curriculum.

1.3 Classroom Observation

The following table provides a brief summary of the classroom observation conducted from the 23rd to the 26th of April at the level of the class of Mrs Hamiti(second year primary school) in "*Madrasat an Banine*"

Date _____ Remark	23/04/2017	24/04/2017	25/04/2017	26/04/2017
Teaching Techniques	The teacher only works with the same elements. The minority that faces difficulties is neglected. In many occasions, the teacher used the stick and beat some pupils. Pupils are not given the freedom to move around in the classroom when they do not	The teacher does not pay attention to pupils with difficulties. The teacher uses beating in order to control the pupils. The teacher follows the activities of the book The teacher did not make changes in seating arrangements	In a reading session, the teacher read the text once and the pupils were supposed to repeat after her. The teacher did not read for a second time. When some pupils struggled with reading they were asked to the board and were beat.	In a reading and writing session, the teacher turned around the class to check the writing of the pupils. Some pupils had problems with decoding letters and letter order; they were corrected however, they were not given extra attention.
Use of Technology	Absent	Absent	Absent	Absent

Pupils' Attitude	The group is highly motivated The majority of the group participates when the teacher ask questions A minority of five pupils is mentally absent The majority of pupils is alerted and active	The same group of pupils is actively involved in the classroom The same minority is not involved in the learning process, we observed that the pupils distracted from the lesson by games and other things	In an individual reading, each pupil reads the same text on turn. The same minority of six pupils could not read the text appropriately, despite the fact that they were asked to prepare it before	In a writing session, pupils were asked to copy an already written sentence on their copybooks. A few pupils were having difficulties in deciphering and reconnecting the letters.

Table 1 : Description of the Classroom Observation

The classroom observation was of duration of four reading sessions. The focus was on the teacher's techniques particularly with the passive and challenged pupils. Over the five sessions we observed a constantly repeated routine.

The teacher rarely provides further explanations when the message does not transfer.

The teacher never provides the struggling pupils more time to complete assignments.

Additionally, the teacher never gives extra attention to pupils with difficulties instead they only work with the elements that are motivated and participate regularly while ignoring the minority that is passive because they face learning difficulties.

Moreover, the teacher never attempted to make changes in the seating arrangements to make the pupils feel at ease.

We also observed that the technology is never used in the classroom and the teacher did not allow the use of audio texts.

The majority of the pupils are alerted and tend to volunteer regularly; they also seem highly motivated; however, there is no peer to peer communication allowed inside the classroom.

Essentially the teacher has a great amount of control over the pupils but, they do not work with pupils one on one, hens they never check on their reading progress and provide no positive feedback.

And at several occasions they mistreated some pupils verbally and physically when failing to meet her expectations.

2   Data Analysis

In this section, we provide an analysis of the results obtained from the interview with speech therapists, the questionnaires submitted to the primary school teachers as well as the classroom observation conducted at the level of the primary school second year class. Thence, we interpret and discuss the findings and results separately so that the end we combine all the findings in a general discussion and deduce the final results.

2.1   **Interview**

The interview with the speech therapists proved that despite the fact of the existence of numerous cases who need the treatment of speech therapists only few parents are aware enough to ask for the help of a professional. Ideally, there are several specialized centers that offer free services, yet generally, parents are not aware enough to take their children there and receive an expert's advice.

Furthermore, parents do not believe it is necessary to receive a specialist's assistance until their children face failure in the classroom. Hence, the Dyslexic pupil for instance is not prematurely identified and assisted and guides in this prospect, Dyslexic pupils would suffer from pressure and anxiety.

Additionally, the majority of parents are not aware enough to comprehend the disorder of their Dyslexic child. And if they do, they think that it is like an organic decease that could be cured in a small amount of time. Generally, they start blaming and even insulting their children causing them more psychological damage.

Moreover, school teachers only show a small amount of awareness towards the important role of speech therapists and psychologists in the learning process. As they believe that children should be treated; however, they neglect the fact that speech therapy needs to be integrated in their teaching. Precisely, with pupils that face learning difficulties, such as Dyslexia.

In terms of identification, pupils suffering from learning disorder like Dyslexia can be identified easily in a normal classroom. Especially when they are compared to normal pupils; mainly, regarding their academic achievement. Besides, the standard test of Dyslexia can be integrated in the classroom, under the supervision of speech therapists, in order to give a definite diagnosis to Dyslexic cases, but this procedure is not considered by teachers or administrators.

Unfortunately, speech therapists are not provided by the appropriate support by teachers, parents and administrators; that is why, they do not witness academic improvements in the cases they treat. Because they are not provided by the appropriate instruments to work with challenged children, the teachers do not take their recommendations in terms of teaching particular cases into account and parents do not take part into the treatment process of their children. Even the children are too frustrated to achieve any progress because of the hostile environment (teachers, parents, peers). That is why; integrating Dyslexic pupils might be a tough challenge under the current circumstances.

2.2   **Questionnaire**

The sample chosen consists of a majority of young females with a work experience of more than five years. Most of them had an exciting work experience; this implies that they ought to have more empathy with pupils as well as a great deal of enthusiasm about their work with children.

Almost the whole sample has already taught pupils suffering from many learning disabilities. This proves that learning disabilities are not a rare phenomenon. On the contrary, learning disorders are widely spread in the Algerian classes.

Those widely spread case are easily identified by the teachers, which means that the teachers have some level of awareness towards the particularity of their condition

The majority of teachers allege that they try to change their teaching to meet the needs of those pupils which is a sigh of consciousness that this type of pupils needs different approaches

However, almost the whole sample claims that they have never used unconventional and up-to-date techniques such as recorded texts. This implies that they do not have the appropriate means to deal with such pupils, in terms of instruments and materials as well as special teaching training.

Almost the whole sample of teachers stated that they have already tried changing the seating arrangement to meet the needs of their pupils. This is a proof that the majority have empathy with pupils and they try to make them feel comfortable.

A great majority of teachers says that they are willing to give extra time to pupils who face learning difficulties; that is to mean that they have patience in dealing with particular cases

However, when it comes to assessment, the majority of teachers believe that special needs pupils should not be assessed differently. This entails that most teachers are not aware of the impact of self esteem on challenged pupils.

Judging from the suggestions they provide to assist pupils with difficulties, it can be deduced that they have an idea about the particularity of the situation despite the fact that they are not provided with the appropriate tools and training.

2.3 **Classroom Observation**

The observation conducted in the primary school classroom revealed that the pupils suffering from learning disorders like Dyslexia are not properly taught.

The teacher does not give enough attention to pupils who face difficulties in their learning. Primarily, they give more priority completing the program within the dates imposed by the administration.

Teachers prefer working with the extrovert pupils who show adaptation and willingness to work; rather that involving every individual in the learning process.

Teachers ignore the fact that their dealing with a group formed by individual cases; and each case needs to be treated differently. Instead, they deal with them as an entity that needs to be controlled and intimidated by the teacher.

Despite their positive effects, the use of technology is completely absent in the classroom. Teachers on one hand and administrators on the other are not fully aware of the impact that technology would have on the class.

Pupils are motivated and willing to work providing that they find the suitable environment and the positive encouragement they need so that they can achieve.

3 **General Discussion**

From the previous analysis it can be deduced that there is a lot of work that needs to be accomplished so that the situation of the challenged pupils is improved.

Regarding the situation for the moments, there are many short comes that need to be addressed. Primarily, teachers' training is a necessity. Teachers are not provided the sufficient information in terms of how to teach pupils with learning disabilities.

Another issue that needs to be handled is the absence of technological devices in educational facilities. This is mainly due to two reasons: teachers' negative attitude towards its use and/ or the shortage of the devices in the institution and the difficulty of getting permission to use them.

In spite of the fact that the teachers and parents are aware of the importance of specialists like psychologists and speech therapists; they do not cooperate with them properly. Instead they expect them to do all the work by themselves without any intervention.

4   Limitation of the study

In this section, we expose some of the obstructions that faced the researcher while conducting this research, which hampered the well going of the process.

4.1   Administrative Constrains

Perhaps the biggest problem any researcher would face is the administrative constrains. Algerian students and researchers have very little accessibility to institutions. Furthermore, they do not benefit from facilitations. Instead they find themselves facing many administrative obstacles in case they wanted to access an institution in order to conduct a research or a study.

4.2   Time Constrains

The period of time devoted to complete the projects limits the researcher in terms of what to plan and organize. Because reaching a satisfactory result requires more time than what is given to us.

4.3   Lack of Materials

One of the main obstacles that hindered the progress of this research work was the lack of materials. As we observed a serious shortage of technological devices in the school we visited and all the teachers rely solely on traditional and outdated methods and techniques. Consequently, a lot of plans were canceled in terms of trying new and unconventional techniques with the pupils. Instead we settled for a purely descriptive research.

5   Recommendations

After completing this research work, we have came to the conviction that there are some changes that need to be accomplished in order to ameliorate and improve the learning process for pupils with difficulties and even normal pupils. First of which is **the use of technological devices,** because it can facilitate the mission of the teacher and attract the attention of the pupils, it also relates real life context to the classroom because children nowadays are exposed to technology. Second is **special teaching training,** because the teacher's effort or experience alone are not enough to handle pupils with learning disorders; this has to be incorporated with a special training and guidance from specialist in psychology and speech therapy. Next there is **cooperation with speech therapists and psychologists,** because all pupils need psychological supervision during the whole learning process. And finally, there ought to be **adapted curricula** specially designed for pupils with difficulties; and the teacher has to possess an area of freedom to make changes in the program according to the cases they teach rather than following the book slavishly.

6   Further Research

For future projects, more emphasis would be on the field of educational psychology as well as dealing with learning disabilities. However, the work that should be done is more practical rather than theoretical or descriptive; that is to say, the researcher has to apply experimental procedures cooperating with speech therapists and psychologists; by utilizing adapted teaching techniques and specialized technological instruments. Because, on the ground, we can depict that it is a field that lacks serious attention from teachers and administrators and even from parents. Mainly, the focus would be on the integration of speech therapy in the teaching/ learning process. Despite the existence of some specialized centers, there is a serious lack of specialists in Algerian public school when in fact there must be cooperation between the teacher and other specialists to guarantee the progress the learning process.

Conclusion

This chapter summed up the findings obtained from the work that was accomplished throughout the process of the research. It constituted of a section dedicated for the manifestation of the results. Along with a section devoted to the analysis and discussion of the results; a general discussion is also provided in this chapter. We dedicated sections for

limitations of the study, recommendations and suggestions for further research. And what we can deduce from it is that the situation of Dyslexic pupils in Algerian classroom needs to be taken into serious consideratio

General Conclusion

The dissertation in hand deals with the study of a topic related to educational psychology that is the issue of Dyslexic Pupils in the Algerian Classroom. We chose the case study of primary school; precisely, second year pupils in "Madrasat al Banine" situated in Mazagran. This research addresses the situation of the situation of pupils who face learning disorders such as Dyslexia in the Algerian classroom. In this context, aspects like their relationship with their teachers and peers are investigated; in order to have an overview of their integration in the classroom.

Our investigation revealed that to a certain extent, teachers are aware of the issue of learning disabilities. Despite their awareness, little is done in order to improve their learning process; because of several obstacles such as the lack of materials, the time restrains and the length and rigidness of the program. Moreover, challenged pupils are not taken in charge by therapist; as it was observed only a few cases consider the choice of counselling a therapist(psychologist or speech therapist); even if they do, the improvement in school performance is not achieved because of the lack of collaboration between the therapists, parents and teachers. Furthermore, teachers do not benefit from a special training in order to handle such cases; consequently they do not use the appropriate techniques in teaching them.

From the previous research we deduce that the area of educational psychology is significant to the teaching/ learning process. Similarly, the issue of learning disabilities needs to be taken more into account as for what those student with particular disorders need and how they should be handled. Mainly in the Algerian context, it can be said that those students are struggling silently. Because of the lack of the appropriate supervision and framing, thence they need more attention from their teachers, administrators and even their families.

Additionally, we can deduct that the hypothesis drawn by the beginning of the research are valid. Because, in fact, The Algerian classroom is not properly equipped for dyslexic students in both prospect of the lack of flexibility in the Algerian curricular as well as the lack of the appropriate teacher training. Furthermore, the Algerian parents are fully not aware of the existence of language disorders.

[General Conclusion]

Finally, we can say that for a better learning experience for pupils with learning disabilities, radical changes have to be implemented. For instance, the integration of a special teaching training program; besides a special curriculum which is more flexible for the teacher to make changes to suit the needs of their pupils. In addition, to the integration of speech therapist and psychologists within the staff of academic institution, in order to facilitate the collaboration between them and the teachers to improve the learning process and to treat the challenged cases.

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Appendices

<u>Interview Questions</u>

1. How frequent do you receive dyslexic cases? What are their age categories?

2. How would you describe the parents' attitude towards such problems?

3. How frequent do you receive cases sent by school teachers or administrators? Is there coordination between you and them?

4. How could a dyslexic pupil be identified in a normal classroom?

5. What are the tests used in order to diagnose dyslexia? Could they be integrated in the Algerian classroom?

6. Are there improvements in the school performance for the treated cases? And how well are they integrated in class?

Les Questions d'Interview

1.   A quelle fréquence vous recevez des cas des dyslexiques ? Quelle sont leurs catégories d'âge ?

2.   Comment pourriez-vous décrire l'attitude des parents à travers ce genre de problèmes ?

3.   A quelle fréquence vous recevez des cas de dyslexiques envoyés par les enseignants ou les administrations des écoles ? est ce que vous travaillez coordination avec eux ?

4.   Comment pourrait-on identifier un élève dyslexique dans une classe ordinaire ?

5.   Quel sont les examens utilisés pour le diagnostique du Dyslexie ? Comment pourrait-on adapter ces examens dans les classes Algériennes ?

6.   Est-ce que vous constatez d'amélioration académique pour les cas que vous traitez ? Est ce qu'ils (les cas traités) ont bien intégrés dans la classe ?

Teacher's Questionnaire

Dear teachers,

This questionnaire is conducted in order to contribute to the fulfilment of a research work, tackling the issue of learning difficulties amongst primary school pupils.

You are kindly requested to take the time to answer the following questions. We will make sure that your answers will remain anonymous. And your contribution is much appreciated.

1. Gender

   Male ☐

   Female ☐

2. Age

   20 to 30 ☐

   30 to 40 ☐

   40 to 50 ☐

   50 to 60 ☐

3. How long have you been teaching?

   Less than 5 years ☐

   5 years ☐

   More than 5 years ☐

4. How would you describe your teaching experience?

Exciting ☐

Moderate ☐

Demotivating ☐

5. How would you describe students' motivation about learning?

   Low ☐

   High ☐

   Very High ☐

6. Have you ever faced pupils suffering from learning difficulties?

   Yes ☐

   No ☐

7. If yes, what difficulties do they face?

   Difficulties in pronouncing words ☐

Difficulties in adding/ memorizing new vocabulary □

Difficulties with rhyming □

Difficulties in learning: the alphabets, numbers, days of the week etc. □

Difficulties with spelling and writing their names □

Difficulties in interacting with peers □

8. Are those pupils easy to identify?

Yes □

No □

9. Do you try to adjust your teaching for those pupils

Yes □

No □

If no, why?

Time Constraints □

Large Classes □

Other □

10. Have you ever used recorded texts for pupils with reading difficulties?

Yes □

No □

11. Have you ever changed the seating arrangements in the classroom?

Yes □

No □

12. Do you give pupils with difficulties extra time to complete assignments?

Yes □

No □

13. Do you assess pupils with learning disabilities differently than normal pupils?

Yes □

No □

14. What solutions do you suggest to deal with those pupils?

....

....

....

....

[Appendices]

استبيان للمعلمين

نرجو من حضرتكم الاجابة على هذا الاستبيان الذي يساهم في اتمام مشروع بحث متعلق بصعوبات التعلم عند تلاميذ المدارس

نؤكد لكم أننا سنحرص على ابقاء أجوبتكم مجهولة المصدر و نشكر مساهمتكم

1. الجنس

☐ ذكر

☐ انثى

2. العمر

☐ بين 20 و 30

☐ بين 30 و 40

☐ بين 40 و 50

☐ بين 50 و 60

3. ما هي المدة أمضيتم في التعليم؟

☐ أقل من 5 سنوات

☐ 5 سنوات

☐ أكثر من 5 سنوات

4. كيف كانت تجربتكم في التعليم؟

☐ حماسية

☐ عادية

☐ محبطة

5. كيف تصفون درجة تحفز التلاميذ للتعلم؟

☐ منخفضة

☐ عالية

☐ عالية جدا

6. هل سبق و درستم تلاميذ يعانون من صعوبات في التعلم؟

☐ نعم

☐ لا

7. في حالة الاجابة بنعم ما هي هذه الصعوبات؟

☐ صعوبات في النطق

☐ صعوبات في اضافة أو تعلم او تذكر المصطلحات

☐ صعوبات مع القوافي

☐ صعوبات في تعلم الحروف , الارقام , أيام الأسبوع ,,,

☐ صعوبات في تهجئة وكتابة أسمائهم

☐ صعوبات في التفاعل مع زملائهم

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8. هل من الممكن التعرف على هؤلاء التلاميذ بسهولة؟

نعم ☐

لا ☐

9. هل سبق و حاولت تغيير طريقة تعليمك لملائمة هؤلاء التلاميذ؟

نعم ☐

لا ☐

في حالة الاجابة بلا , ما هو السبب؟

مقيد بالوقت ☐

عدد التلاميذ الكبير ☐

أسباب أخرى

اذكرها

....
....
....

10. هل سبق و استخدمت النصوص المسجلة مع التلاميذ الذين يعانون من صعوبات في القراءة؟

نعم ☐

لا ☐

11. هل سبق و قمت بتغيير نظام الجلوس في القسم؟

نعم ☐

لا ☐

12. هل تعطي التلاميذ الذين يعانون صعوبات في التعلم وقت اضافي لحل التمارين؟

نعم ☐

لا ☐

13. هل تقوم بتقويم هؤلاء التلاميذ بطريقة مختلفة عن التلاميذ العاديين؟

نعم ☐

لا ☐

14. ما هي الحلول التي تقترحونها للتعامل مع هؤلاء التلاميذ

....
....
....
....

[Appendices]

Classroom Observation Checklist

Name	**Visit N°**		**Date**
Teacher's Name	**Level**		**Time**

Timing	0 to 5 5 to 10 10 to 15 15 to 20 20 to 25 25 to30 30 to 35 35 to 40 40 to 45 45 to 50 50 to 5 55 to 60
Teacher's re-explaining the When the information is not clear	
Teacher giving extra time for Pupils with difficulties to complete assignments	
Teacher paying extra attention Pupils with difficulties	
Teacher making changes in sitting arrangements to help Pupils feel at ease	
Teachers using audio texts for pupils with reading difficulties	
Teacher using technology in classroom	

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[Appendices]

Pupil/ pupils communication in class	
Pupils' alertness	
Pupils' volunteering	
Pupils' motivation	

Comments: