

Investigating Teachers of English Knowledge and Awareness of Dyslexia: A case study in Primary Iraqi Schools

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Abstract

Dyslexia is a learning disability in which people face difficulty reading though they are intelligent and have motivation for reading. Therefore; it impacts the portion of the brain responsible for processing language. Such a condition compromises the learning efficiency of the affected person, which generally gets unnoticed. Even affected children are unaware of their state. The study investigates the knowledge and awareness of dyslexia among teachers of English in Iraqi primary schools. this study has three objectives: (i) To investigate the amount of awareness and knowledge among the primary school teachers of English in Baghdad City about dyslexia.; (ii) To examine how English teachers' awareness of dyslexia is affected by their age, gender, grade level, length of service, and academic background; and (iii) To determine whether there is a connection between teachers' total knowledge score and their knowledge and confidence level rating. An exploratory approach was adopted to collect and analyze the data. This study was carried out during the COVID-19 pandemic when very few schools were open and working in online mode with no physical attendance. A total of 34 EFL (English as a foreign language) teachers from governmental and private primary schools in Baghdad – Iraq, were assigned to the survey through online random sampling. The results pertained to the following characteristics: the participants' demographic data, exploring teachers' knowledge and awareness regarding dyslexia, and teachers' observation of dyslexia. Findings revealed that most teachers have little experience but a considerable grasp of the learning disorder. Inductive training is highly recommended for teachers of English to promote their early knowledge and awareness of dyslexia and to support dyslexic children to overcome their difficulties in learning.

Keywords: Awareness, dyslexia, learning disorder, teacher's knowledge

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Introduction

Dyslexia is a specific learning impairment characterized by comprehension trouble faced by individuals due to difficulty detecting voice inflections and grasping their connection to the written text. It affects regions of the brain responsible for decoding and execution. Dyslexic children, often called struggling readers, usually have functional eyesight and adequate intelligence. Therefore; they have problems decoding speech sounds relative to words. Dyslexia is hard to notice among children because even the affected children have no idea that they suffer from it (Sako, 2016). An initial stage towards diagnosing a problem is identifying it. On the one hand, the proportion of dyslexic children is quite low compared to those without it. In the early stage such as at the primary level, it is difficult to dissociate dyslexic behavior. Nonetheless, the disorder still has devastating consequences on the emotional and social well-being of the children throughout their life and prevents them to achieve certain goals in life (Protopapas, 2019). Sako (2016) and Medina and Guimarães (2019) speculate that dyslexic persons have normal vision and intelligence, but struggle to read because the learning disability affects the part of the brain responsible for processing language. Social and emotional difficulties are some symptoms of dyslexia that are sometimes disregarded by regular people, including teachers and parents (Livingstone, et al., 2018; Sako, 2016). Sako (2016) argues that language processing difficulties keep children from reaching their goals, regardless of their intelligence. Therefore, some people may perceive children with dyslexia as arrant failures without knowing their struggles. It causes frustration and low self-esteem in dyslexic children. Emotional and social complexities are not the main characteristics of dyslexia in spite of being the major factors in the dictations. (Livingston et al., 2018).

Dyslexia can remain undiagnosed and untreated for a prolonged time and may not be evident till maturity but it's never too late to ask for assistance. (Shroff, 2021). Dyslexia is also hard to notice among children because even the affected children have no idea they suffer from it (Sako, 2016). An initial stage towards diagnosing a problem is identifying it. On one hand, the proportion of dyslexic children is relatively low compared to those without it. In the early stage, such as at the primary level, it is challenging to dissociate dyslexic behavior. However, the disorder still has devastating consequences on the children's emotional and social development throughout their lives and prevents them from achieving specific goals in life (Protopapas, 2019). Early dyslexia diagnosis can help the family and school to cope better with the student's difficulties. Teachers' attentiveness is essential in helping children learn to read and write. A teacher can observe the child's behavior in the classroom and record any difficulties or potentialities that may be present. To promptly identify the signs and symptoms of dyslexia, teachers must be familiar with its characteristics. As a result, teachers should be cautious with dyslexic children in primary schools to overcome language disorder problems. It is challenging for EFL teachers to recognize dyslexic children because they have normal vision and intelligence. Arranging meetings about dyslexia and discussing the difficulties faced by the children, if any, is one method to raise awareness about it among teachers and parents. Iraq is a developing country, thus it was anticipated that both the general awareness of dyslexia among the public, in general, and in EFL teachers, in particular, may not be very aware of dyslexia. Investigating the knowledge and awareness of Iraqi EFL teachers regarding the learning condition is an essential step toward addressing the problem. It is particularly crucial in Iraqi schools because children frequently lack access to specialist team supervision. The study aims to investigate EFL teachers of English knowledge and awareness regarding dyslexia in Iraqi primary schools specifically in the capital city, Baghdad. Three

questions are posed in this study: (i) What is a good understanding and awareness of dyslexia among teachers of English in Iraqi primary schools? (ii) To what extent do age, gender, grade level, service period, and academic level teachers of English affect their knowledge of dyslexia? (iii) What is the relationship between teachers' overall knowledge score and their knowledge and confidence level rating?

This paper includes a review of the literature, a detailed discussion about the research methodology, obtained results, and its discussion. Based on the findings, certain recommendations have been included and the study is concluded with a summary. "Literature review" includes the collection and analysis of relevant research about dyslexia and its awareness among EFL teachers around the globe. The Methods section delineates the different strategies incorporated to address the research questions. The results and Discussion section provides the details of the findings of the study and a comparison of data with relevant studies.

Literature Review

Dyslexia and its Characterization

Dyslexia is a learning difficulty that primarily impacts the abilities required for precise and fluent reading and spelling. The inability of the brain to process information results in learning difficulties. Dyslexia does not have a direct correlation with the person's Intelligence quotient (IQ). These difficulties differ from one student to another. Sometimes dyslexic students struggle with phonological processing, working memory, and processing speed. The development of literacy and language-related skills is the main area that dyslexia affects (Blue, 2021). Early poor phonology functioning, such as processing sounds of letters, particularly speech perception, is commonly characterized significant indicator of subsequent dyslexic inadequate reading capabilities and comprehension impairments (Melby-Lervag, 2012). However, phonetics might not be a great opening predictor of future reading ability. For instance, Scarborough (1998) suggests the initial highest predictive of overall trying to read in more than 60 researches, with speaking skill ranking third, consistently a comparative meta-analysis (Hammill's, 2004). Scarborough's (1998) and Hammill's (2004) meta-analyses did not directly address students' symptoms of reading inability. Nevertheless, some extensive studies of children have shown that early speech processing may not significantly predict poor reading and text comprehension difficulties. Future research will reveal that children with learning disorders who turn out to be "excellent" word reading had early "poor" abilities to process patterns of sounds in these trials. Bishop (2009) investigated the phonological processing in respondents 4+ with learning disorders like dyslexia, or who did not report such a problem. Maunsell (2020) has rightly mentioned that

Non-native English speakers are marginalized since educational research on screening, diagnosis, and treatment of dyslexia screening, diagnosis, and treatment continues to be dominated by the English language. However, as culture and language features may heighten problems associated with dyslexia, these should also be carefully studied. More research on the different language combinations will help disentangle the proficiency and orthographic depth effects and perhaps create more sensitive diagnostic and remedial procedures, in contrast to cross-cultural or cross-linguistic research should not just focus on the language itself or closely related languages. Research into universal characteristics of literacy acquisition, including comparisons of multilingual dyslexics studying languages that are typologically different, will be

paramount to our knowledge of collective and language-specific characteristics of dyslexia and literacy(p.103).

Children with language impairment fail to understand and speak clearly for no apparent reason, e.g., inability to hear, lousy head injuries, and low intellectual capabilities (Bishop, 2009; Leonard, 2014). As a result of their linguistic impediment, these youngsters have poor reading comprehension (Catts, 2005). However, 30% to 50% of persons with developmental delays may have a concurrent psychological problem, identified by considerably challenging reading a piece of text. Recent research practices have concentrated on the early recognition of dyslexia. Since phonological awareness involvement, achievement has improved reading comprehension abilities, although letter expertise interference itself has received less empirical basis (Adams, 1994).

Types of Dyslexia

There are four different types of dyslexia, viz. phonological dyslexia, surface dyslexia, rapid naming deficit, and double deficit dyslexia:

- Phonological dyslexia is also known as dysphonic dyslexia or hearing dyslexia. Individuals with this form of dyslexia have difficulties matching the tones of particular characters and phrases to their state of the text.
- Surface dyslexia is sometimes known as dyseidetic or visual dyslexia. Individuals have trouble recognizing whole words, most likely due to eyesight problems or sensory processing impairments in mind. Such persons might have problems grasping and recalling phrases if they have difficulty recognizing them.
- The rapid naming deficit is a form of dyslexia in which individuals have difficulty rapidly and spontaneously naming a symbol, digit, color, or item and it often takes them much longer to come up with the correct word.
- An individual with double deficit dyslexia has problems with the phonological process and

identifying speed. Most children suffering from double-deficit dyslexia are very poor learners. Individuals with dyslexia have trouble reading, understanding, and remembering words. Nevertheless, early discovery of the issue and assistance in learning the phrases through various techniques may assist them in overcoming their condition. Signs of dyslexia are discernible as early as preschool and in school-going kids and adolescents. Adolescent children have multiple symptoms that may contribute to a dyslexia assessment (Shroof, 2021). Such indications in preschool children are as follows:

- Speaking too later
- Difficulty in learning new vocabulary
- Difficulty in appropriately constructing phrases, such as the flipping pronunciation of words or mistaking things that sound similar
- Having trouble recalling or naming characters, figures, and colors
- Difficulty in developing rhyming words or performing matching exercises is hard.

Indications of dyslexia in primary school children are as follows:

- Having read well below the expected level for their ages, difficulties with digesting and interpreting what they hear.
- Difficulty in finding the appropriate term or formulating responses to problems

- Difficulty recalling the order of events
- Trouble recognizing similarities and dissimilarities in letters
- Failure to hear out an unknown word's accent
- Spelling problem

Bilingualism can assist in effective learning for some dyslexic pupils. It may also help children in comprehending a few intricacies of English. It is perhaps a great way to discuss a child's ethnic background with all other children. Furthermore, other tongues can communicate ideas that do not exist in English. Nevertheless, not all dyslexic children feel powerful after attempting to speak a new language. For many people, it could be too difficult and frustrating. They might run into the same issues when trying to read and write in English. They may not be able to detect specific noises or correlate characters with auditory cues. They could also struggle with pronouncing words and memorizing things so they can comprehend them effortlessly (Kelly, 2014).

Role of EFL Teachers in the Management of Dyslexia in Children

Dyslexia hampers early learning the most and thereby compromises the self-confidence of children. Primary school teachers must be able to recognize dyslexic patterns in children and help them overcome the disorder because they are at the interface of the learning process. Unfortunately, most primary school English teachers lack sufficient knowledge about dyslexia. (Denton et al., 2020). Denton et al.(2020) 's research revealed that 57% of teachers had slight information regarding dyslexia, and 70% admitted that they had encountered dyslexic children in their schools before. A similar study was carried out by PB and Rao (2020) to investigate the impact of structured teaching programs on the level of understanding and knowledge of 180 primary school English teachers. The results revealed that only 6% of the teachers had adequate knowledge about dyslexia. Another study by Fekih (2019) showed that Algerian EFL teachers have a very limited awareness of dyslexia. Similarly, a survey of primary school teachers in Sri Lanka revealed that, despite the majority being ready to identify dyslexic learners, teachers had the least readiness to do so. (Peries et al., 2021). Another study conducted in different regions of China revealed that primary teachers must receive intensive training on dyslexia (Yin et al., 2019). Khachatryan (2022) studied the difficulties dyslexic children face in the Armenian EFL environment and discovered that there is a need for inclusive education and that the majority of teachers lack the necessary training. Similar studies in Greece, Cyprus, and Poland also emphasize the need for proper training for EFL teachers to understand the requirements of dyslexic students for better knowledge dissemination (Nijakowska et al., 2018). The above findings indicate that very few English teachers in primary schools are knowledgeable of dyslexia. They lack the best teaching techniques for dyslexic students, which put the students in a bleak educational situation. Therefore, it is necessary that EFL teachers receive the required training in order to deal with dyslexic students.

The knowledge of primary school English teachers about dyslexia depends on several factors including experience and educational background. Teachers' years of experience, education level, grade level, and school type are all significantly associated with their awareness of dyslexia, but there is no significant correlation between their age or gender and any of these variables. (Zee et al., 2020). A similar study was conducted by Mohamed and Yunus (2019) to determine if the teachers' socio-demographic variables affected their overall understanding of dyslexia. Zee et al.

(2020) found that socio-demographic factors, in addition to age and gender, also have an impact on teachers' comprehension. Teachers with more experience, education, and grade level are more knowledgeable about dyslexia. Teachers with advanced degrees are more likely to have taken courses on learning disabilities, making them more familiar with dyslexia. Additionally, teachers with more years of experience are more likely to come across pupils with dyslexia, which increases their understanding and awareness. Age and gender have no significant impact because all students, regardless of gender, receive the same instruction.

There is a significant relationship between teachers' overall knowledge score and their confidence and knowledge level evaluation. According to Jung et al. (2019), teachers who lack adequate knowledge and confidence in teaching school children with dyslexia have lower overall knowledge scores than teachers with sufficient experience and confidence ratings. According to Atanga et al. (2019), over 66% of teachers with insufficient knowledge and confidence rates have a lower overall knowledge score than teachers with higher experience and confidence ratings. As a result, a lack of confidence and expertise impacts teachers' overall knowledge scores. Teachers with inadequate knowledge have little understanding of the subject matter, negatively impacting their confidence and general knowledge score which means that they might experience difficulties when working with dyslexic students.

Methods

The COVID-19 pandemic was in effect when this study was done. Due to restrictions in physical proximity, teaching was conducted through online mode. The study included five public schools & seven private schools in Baghdad city. The researcher visited two schools daily. No pupils were present. Only the principal and a few administrative and teaching staffs were in each school. The staff received a briefing on the research topic, the goals, and the objectives of the study, and were given access to a Google form link for the online survey. The responses were collected through Google Forms via email. An online survey was used in the study's exploratory research methodology for data collection. A detailed description of constructs was developed through data analysis. Descriptive accounts were used to measure the knowledge and awareness of teachers about dyslexia.

Participants

34 EFL Iraqi primary school teachers engaged in the study. Teachers from governmental elementary schools (two men, seven women) and private primary schools (three men, 22 women) participated in the survey through online random sampling. The study was conducted during the pandemic situation of COVID-19. To facilitate the data collection, just 12 schools (five public schools & seven private schools) were included in the study. The participants had various levels of professional experience. They held undergraduate, graduate, and professional degrees in English Language Education (ELT).

Research Instruments and Materials

The instruments used in this study were two self-made questionnaires. . There were two sections to the online survey. The participants' demographic background was covered in the first section, while the second section included questionnaires of 20 items focusing on awareness about dyslexia. The first 10 items of the questionnaire were a frequency survey for teachers' observation of dyslexia based on a three-point Likert scale with the response: "*Many times, Sometimes, and*

None” respectively, whereas the second questionnaire included ten closed-ended questions for exploring the teachers’ knowledge and awareness regarding dyslexia.

Due to the pandemic restrictions, the researcher made separate visits to a few primary schools in the 2nd Al-Karkh district, Baghdad City. The administrative staff of all the schools expressed their interest and support for the study. Responses were gathered via email after the researcher shared a Google form link. This ensured that participants could only answer the questions once, based on their emails. The researcher set two weeks for the mail delivery of the data. The researcher closed the response button and collected the data after the deadline. In order to make the data easily downloadable, the data were viewed and documented in the excel sheets of the G-forms.

Demographic items are considered essential for survey validation to ensure reliable findings (Tsang et al., 2017). For instance, gender bias is addressed by knowing how many men and women participated in the survey. The results are also more reliable when we know the age and years of respondents’ experience in their domains (Appendix A). The questionnaire focused mainly on the awareness of dyslexia and observation of dyslexia among Iraqi elementary school teachers of English.

Face Validity

Face validity refers to how precisely an evaluation assesses the variables it was intended to measure. The is presented to a jury of experts in the field of English Language Education at the English department / College of Education for the Women / University of Baghdad to gain face validity. The jury was asked for their opinions and remarks regarding the suitability of the questionnaire’s items as well as any further observations or suggestions. After modifying a few of the questionnaire's items, the jury came to an agreement over the test's validity.

Data Collection and Analysis

Due to the limitations of the outbreak of the COVID-19 pandemic, an exploratory study was carried out in a few governmental and private schools in the 2nd Al-Karkh district, Baghdad. 34 respondents, including both males and females, of different ages, qualifications, and experience in teaching, participated in this survey for data collection. An exploratory technique was used in the analysis to summarize the main characteristics of the data obtained. The procedure involves observing the demographic findings to assess the validity and reliability of data besides investigating the most frequented choice per question.

Results

Demographic Data of the Participants

Table one summarizes the demographic characteristics of the participants. Most of the participants were young and belonged to the age group 23-27 (23, 67.6%), followed by the group 28-32 (7, 20.6%) and 33-37 (4, 11.8%). No participants were older than 38 years old. There were more female participants (29, 85.3%) than male participants (5, 14.7%). Most of the participants were bachelor's degree holders (26, 76.5%), followed by diploma holders (6, 17.6%), and only two participants (5.9%) held a Master's degree. The majority of the teachers (16, 47.1%) had between 2-5 years of experience in the classroom, eight (23.5%) had between 5-10 years, and seven (20.6%) had an experience of fewer than 2 years. Only three teachers (8.8%) were found to have more than ten years of experience in the classroom.

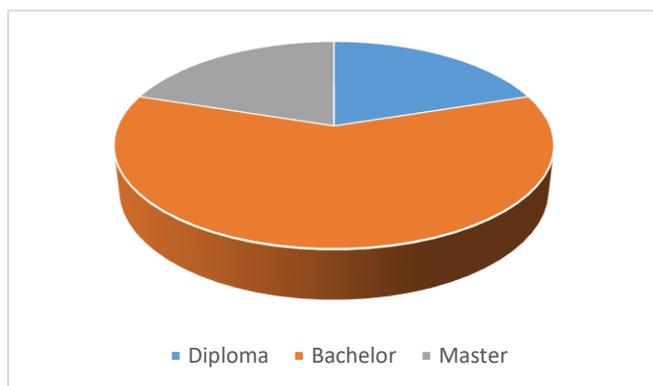


Figure 1. Professional qualifications

Teacher's Observation of Dyslexia

Ten statements that represent some easily discernible signs of dyslexia are shown in Table 2 below. The respondents were required to mark their observations from the three options provided, i.e. “*Many times, Sometimes or None*”. The scale includes the frequency of the statements marked by the respondents and demonstrates the teachers’ observational skills while trying to identify dyslexia in their students. Two questions about overactive and autism did not match the diagnostic sign of a child with dyslexia, therefore, they were disregarded to ensure a high level of accuracy.

Statement 1 “Read the text slowly and hesitantly” is a common sign of dyslexic learners. 22 respondents (Mean=64.7) had observed it many times. The majority of participants also had noticeable difficulties with statements 2, 18 (Mean= 52.9) & statements 3, 17 (Mean= 50), which included learners’ inability to read long sentences and ignorance of pronunciations, respectively. However, on a few occasions, as in statement 4, 15 teachers (M= 44.1) noticed that some students had problems learning the alphabet letters. 17 (Mean= 50) said they observed some students suffered from reading comprehension, as replied to statement 5. According to responses to statements 6, 7, 8, 9, only about half of the teachers observed dyslexic signs *many times*, while only 35.2% of respondents were able to identify the dyslexic sign in statement 10 *many times*. In statement 8, 19 (Mean= 55.8) of those respondents noticed that children put the words in the wrong order when reading. Another observation was in statement 9, 17 (Mean= 50) noticed that some victims on several occasions reversed letters while writing. Also, in the last statement 10, 18 (Mean= 52.9) of the respondents observed that children sometimes suffered from difficulties in writing but could read properly. These observations prove that teachers are aware of dyslexia and its effects on students who have the disorder (See Appendix B, Table two).

Investigating Teacher's Knowledge and Awareness Regarding Dyslexia

Table three summarizes the teachers’ responses to the close-ended It is clear that 33 (Mean=97.0) of the 34 respondents knew something about dyslexia. 18 (Mean=52.9) respondents claimed they needed training on dyslexia, despite the fact that only three (Mean= 8.8) had participated in related training courses. The findings also showed that 26 (Mean= 76.4) of the teachers believe they have seen pupils in their class who have dyslexia, and 23 (Mean= 67.6) respondents had met students who were dyslexic. All participants surprisingly agreed that understanding the situation was important, with 22 (Mean= 64.7) admitting that they believe students with dyslexia to be more intelligent than others. 21 teachers (Mean=61.7) thought males

were more prone to the condition than females and it was thought to be an inherited disease by 10 teachers (Mean=29.4%). Signs of dyslexia could be shown in children as young as 3-6 years old, however, only 14 teachers (Mean=41.1) were aware of this.

Discussion

34 people participated in this study; 29 of them were female teachers, and the others were just five males. The study also found that the number of women is increasing because the teaching profession is over-represented by women. (Hadjar et al., 2014). Also, Wong (2019) reveals that since the mid-19th century, female teachers have continuously exceeded male teachers. These results remove questions about gender bias (Appendix B, Table 2). The number of teachers holding bachelor's, diploma and master's degrees in English teaching was 26, 6 and 2 respectively. Participants were mostly young, professionally qualified women. The majority of EFL teachers in China also hold a graduate or bachelor's degree, and their average teaching experience ranged from 1 to 15 years, according to a study by Yin et al. (2020). In this study, half of the teachers had 2-5 years of experience, and one-fourth had five to ten years of experience.

Most teachers (64.7%) associated the condition with a higher intelligence quotient, and the affected children excel academically with differentiated help from the teachers. Sako (2016) acknowledged that people living with dyslexia are smart. The majority of teachers (Mean=61.7) also noted that they observed more males than females with dyslexia. In accordance with the results of this study, Arnett et al. (2017) found that fewer girls than males were diagnosed with dyslexia. Furthermore, just 10 teachers (Mean=29.4) knew that dyslexia is a genetic disorder. 36–54% of Chinese teachers responded that they were not sure whether dyslexia is inherited (Yin et al., 2020). Additionally, in this study, only 14 teachers responded that dyslexia symptoms could appear between the ages of 3-6. It has been observed that EFL teachers have significant knowledge about the disorder and want to learn more about it. Increased awareness of dyslexia among teachers should improve the quality of life for dyslexic children.

Dyslexic children who are learning a foreign language can benefit from a supportive environment. Only if the teachers are adequately trained can it be guaranteed that they will be exposed to inclusive teaching methods. These inclusive methods include identifying and meeting the unique requirements of dyslexic students, providing a safe learning environment, guaranteeing their equality, and encouraging them to reach their full potential. (Forlin, 2013; Sharma et al., 2013). Teachers' self-confidence is essential when dealing with dyslexic learners. This is ensured by comprehensive knowledge and awareness of dyslexia and inclusive teaching practices (Kahn-Horwitz, 2015). Studies investigating the need for professional training in dyslexia for EFL teachers found that most teachers had a very limited understanding of the specific language learning needs of dyslexic learners. They are neither provided appropriate training during the initiation of their service nor offered in-service opportunities for the same (Nijakowska, 2014). Findings also indicate that such professional training improves the ability of EFL teachers to deal with dyslexic learners, and allow them to respond better to such challenges.

Limitations

The current study has the following limitations:

- Only 12 primary schools (5 public & 7 private) schools participated due to Covid-19 restrictions.

- Due to the Covid-19 outbreak, there were no interviews with English teachers. The researcher was only able to meet the school principal and briefly describe his research.
- Email-based data collection was set for 14 days only.

Conclusion

This study investigated the knowledge and awareness of English teachers regarding dyslexia in Iraqi primary schools. Thirty-four teachers from various governmental and private schools in Baghdad participated in an online survey via Google Forms to assess their knowledge and awareness of dyslexia and dyslexic learners. Their knowledge of dyslexia was qualitatively analyzed using a questionnaire based on the 3-Likert scale and another set of open-ended questions. Most of the teachers were young females with bachelor's degrees and two to five years of teaching experience. Teachers were found to have in-depth knowledge of dyslexia and were willing to receive further training courses. Most teachers find it difficult to identify dyslexic children because they have normal vision and intelligence. Combining primary and secondary findings reveals that most teachers of English in primary schools lack adequate knowledge of dyslexia.

Recommendations

From the overall observations of the study, the following are the recommendations:

- Raising teachers' awareness of dyslexia is important as it helps them understand students with literacy difficulties.
- There should be a compulsory education course for all teachers related to reading disabilities, especially dyslexia. However, the difficulties faced by a person with this condition require an immediate solution to this problem.
- More direct support for dyslexic students to develop their phonetic and spelling skills.
- It is necessary to provide a supportive and collaborative environment for dyslexic students.

About the Author

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Appendices
Appendix A
Demographic Background of the participants

1. Email:				
2. Gender:	Male	Female		
3. Age:	23-27	28-32	33-37	More than 38
4. School:	Government	Private		
5. Experience in Teaching English:	Less than 2 years	2-5 years	5-10 years	More than 10 years
6. Professional Qualification:	Diploma	Bachelor	Master	

Appendix B
Tables

Table 1. *The Demographic data of the participants*

Variables	Category	Frequency	Sample%
Age	23-27	23	67.6
	28-32	7	20.6
	33-37	4	11.8
	More than 38	0	0
Gender	Male	5	14.7
	Female	29	85.3
Professional Qualification	Diploma	6	17.6
	Bachelor	26	76.5
	Master	2	5.9
Years of Experience	Less than two	7	20.6
	2-5	16	47.1
	5-10	8	23.5
	More than 10	3	8.8
School	Governmental	9	26.47
	Private	25	73.53
Total		34	

Table 2. *Teacher's observation of Dyslexia*

No.	Statements	Many times	Mean	Sometimes	Mean	None	Mean
1.	Read the text slowly and hesitantly.	22	64.7	12	35.2	-	-
2.	Can't read long sentences.	18	52.9	15	44.1	1	2.9

3.	Ignore the pronunciation of the word.	17	50	13	38.2	4	11.7
4.	Problems in learning the letters of the alphabet.	15	44.1	29	85.2	-	-
5.	Suffering from reading comprehension.	17	50	13	38.2	4	11.7
6.	Skip, omit or repeat some words when reading.	20	58.8	13	38.2	1	2.9
7.	Lack of the meaning of vocabulary.	16	47.0	17	50	1	2.9
8.	Put the syllables in the wrong order in reading. e.g., “aminal” instead of “animal.”	19	55.8	11	32.3	4	11.7
9.	Reverse letters and numbers when writing	17	50	13	38.2	4	11.7
10.	Suffer from difficulties in writing, but they are good at reading.	12	35.2	18	52.9	4	11.7

Table 3. Assessment of teachers' knowledge and awareness of dyslexia

No.	Statements	Yes	Mean	No	Mean
1.	Do you have knowledge of dyslexia?	33	97.0	1	2.9
2.	Do you attend training courses in dyslexia	3	8.8	31	91.1
3.	Do you need training courses for teachers on dyslexia?	18	52.9	16	47.0
4.	Do you have prior contact with dyslexics	23	67.6	11	32.3
5.	Do you suspect there are pupils in your class that you are concerned might be dyslexic?	26	76.4	8	23.5
6.	Do you think that knowing of dyslexia is essential?	34	100	-	-
7.	Do Pupils with dyslexia have higher IQs?	22	64.7	12	35.2
8.	Does dyslexia occur more frequently in males than in females?	21	61.7	13	38.2
9.	Do you consider dyslexia an inherited disease?	10	29.4	24	70.5
10.	Do dyslexia symptoms occur at the age of (3-6) years old?	14	41.1	20	58.8