Pedagogical Practices for Dyslexic Learners in Moroccan EFL Classroom

Fatima Zahra EL ARBAOUI

Dyslexia is a specific learning disability that affects not only students' first-language literacy skills but also foreign language learning. It is characterized by difficulties with accurate and/or fluent word recognition as well as poor spelling and decoding abilities. It does not indicate a lack of intelligence or idleness, but rather it is a typical condition that influences the manner the brain processes written and spoken language. In order to ensure that dyslexic students successfully acquire the necessary levels of foreign language proficiency, they need additional support. A total of forty-seven teachers took part anonymously in an online study. A questionnaire was used to provide a descriptive account of the training requirements of EFL teachers who face the challenge of teaching dyslexic students within the mainstream classroom in the six largest universities in Morocco. The findings indicated that foreign language teachers often lack adequate understanding of the nature of dyslexia and the challenges it poses in foreign language learning, and they are unfamiliar with the relevant teaching techniques and methods to support dyslexic students' language learning processes. However, they expressed their interest in some courses that would help them expand their knowledge and skills and be able to teach dyslexic students more effectively and inclusively.

INTRODUCTION

Due to the huge number of special needs students' teachers deal with on a daily basis, the career of teaching is said to be quite challenging. These students may experience severe literacy difficulties both in their mother tongue and in their foreign language learning as well. Dyslexia is a congenital, language-based, unique special learning difficulty that falls into one category of special needs. EFL teachers must create a positive and motivating learning environment in order to ensure that dyslexic students have equal access to opportunities that will help them reach their full potential in the classroom of a foreign language. This is because dyslexic students have the right to fulfil the same academic requirements as their peers. "Learning disabilities and classroom foreign language are a notoriously unpromising combination" (Ehrman, 1996). The dyslexic student must master new phonological, morphological, grammar, and syntax rules and functions. Under certain conditions, all students can learn a foreign language. However, forming a realistic and fair assessment of the learner's situation, issues, and needs is necessary because, evidently, the dyslexic's ability in FL learning and the learning environment may not match at all.

Studies on dyslexia have been documented since 1877, when it was known as "word blindness". Later in the 1930's, Samuel Orton came up with the term "strephosymbolia," which is translated to "confusion of symbols,". He argued that the term "word blindness" wasn't the best way to describe the problem. (Stadler, 1994). Even after years of research, it is still difficult to come up with a precise definition of dyslexia. The issue is defined differently by dyslexic students as well: "a problem transferring my knowledge into written work", "frustration at not being able to complete tasks on time", "having a bad memory and being disorganized" (Daloiso, 2017). The British Dyslexia Association (BDA) defines dyslexia as a 'learning difficulty' (Daloiso, 2017). However, different authors use different terms to describe it, such as 'learning disability' that comes from a language disorder (Lightbown & Spada, 2013), 'language disorder' that generally persists through life (Goulandris, 2003), and 'learning difference' to explain the fact that learners with dyslexia simply learn in a different way (Daloiso, 2017).

According to The International Dyslexia Association (2002), dyslexia is a learning disability caused by the phonological aspect of language. It is a cognitive processing disorder, it implies that individuals with this disorder have trouble storing information to long-term memory, impeding their capacity to learn new vocabulary and to read effectively. This disorder can manifest itself in the form of spelling mistakes such as the addition of extra letters or omission, and a general inability to recognize words in alphabetic languages like English.

Luria's brain lateralization theory (1982, cited in Vanninen et al, 2015) distinguishes between two different kinds of dyslexia: L-type (linguistic) and P-type (perceptual). The former is characterized through the evaluation of constant errors caused by substitutions, additions and deletions. They are classified as real and/or accuracy errors. P-type dyslexia, on the other hand, is characterized by time-consuming errors, such as hesitations, self-corrections and fragmented words, e.g. disintegrations, iterations and corrections. Aside from problems in reading pace and accuracy, dyslexia can manifest itself as inability in understanding oral and/or written input (Camahalan, 2006) According to the American Psychiatric Association (1994) it manifests itself as the inability in recognizing words and comprehending a written text, though the

individual has no below average intelligence or no physiological impairment such as deafness, blindness, or inadequate schooling. In addition to difficulties in reading in L1 and L2, writing and speaking, university students with learning disabilities have less developed study skills and consequently develop high levels of test anxiety, which can affect their performance when they are engaged in tasks both in L1 and L2 (Kerby et al, 2008 cited in Nelson et al, 2015).

People with dyslexia may have difficulty in understanding and remembering what they see and hear. This may have an impact on the learning and the development of literacy skills. It frequently coexists with related disorders like dyspraxia, dyscalculia and attention deficit disorder. On the positive side, dyslexics frequently possess strong visual, creative, and problem-solving abilities. Numerous famous and successful people are dyslexic. Given the characteristics described above, Daloiso mentions that conventional language teaching methods usually do not work for learners with dyslexia, but with the support of information technology and counselling, they might overcome their difficulties (Daloiso, 2017). Dyslexic people face particular challenges in three areas: phonological processing, working memory and processing speed. When it comes to phonological processing, dyslexics struggle to break words down into syllables, recognize rhymes, and distinguish between similar and distinct sounds, this can slow down the reading process and make it hard to understand what someone is saying. Additionally, their tendency to have a shorter working memory affects their capacity to temporarily retain information. As for processing speed, dyslexics tend to be slower when engaged in tasks that require fast response (Daloiso, 2017). As a result, literacy skills development is significantly affected. Since dyslexia impairs literacy and language development, it can be assumed that the problem also affects foreign language learning. However, there is a degree of variation related to the language learned due to the orthographic depth of each language (Daloiso, 2017; Goulandris, 2013). The extent to which a written language departs from the one-to-one correspondence of sound and letter is related to the orthographic depth. Languages are classified and ranked as deep/opaque or shallow/transparent, where deep/opaque languages deviate more than shallow/transparent languages (Daloiso, 2017; Goulandris, 2013). With its 26 letters, 44 sounds, and inconsistent orthography, English is regarded as a deep/ opaque language. Italian, on the other hand, only has 25 sounds realized in 33 single letters and letter combinations. Languages as German, Swedish and Japanese are considered shallow/transparent, while French, Danish and Polish are considered deep/opaque (Daloiso, 2017,).

Daloiso argues that "learners with mild dyslexia in a shallow language [such as Swedish] face huge barriers in learning English, because the language itself amplifies their pre-existing difficulties" (Daloiso, 2017). She also adds that foreign languages are usually learned in a formal context, such as the classroom, which means that not only the linguistic difficulties –reading and spelling – should be taken into consideration, but also aspects like the emotional and cognitive impact of classroom activities (Daloiso, 2017). Dyslexic students may experience emotional confusion because of repeated failures. Consequently, anxiety becomes a constant feeling during the lessons, which can lead to low motivation, shyness, isolation and even aggression. It is not uncommon that teachers fail to see the signs of dyslexia and just assume that the learners are not interested (Stadler, 1994).

METHODOLOGY

Research Questions and Aims

The aim of this study was to find out whether EFL teachers in Morocco had received any training on how to teach students with dyslexia, how they view their own abilities in this area, and how they assist dyslexic students in the classroom.

The following research questions arise from this aim.

1) What dyslexia knowledge do EFL teachers have and where they learned about it?
2) What kinds of attitudes do EFL teachers have regarding dyslexia?
3) How can dyslexia be seen in an EFL classroom? And how do EFL teachers take dyslexia into account in their teaching?
4) How can EFL teachers enhance foreign language instruction for dyslexic students while maintaining the appropriate entitlement and attractiveness of foreign language teaching for intact learners in the same classroom?
5) In terms of training on dyslexia, what needs do these teachers cite?

The participants

The questionnaire was completed by 47 participants. There were no missing or incomplete responses (where participants started the questionnaire but did not complete it) or missing answers for any question. It was therefore not necessary to exclude any responses from the questionnaire. Regarding the gender of the study participants, 64% were female while 36% male and no participants were identified as 'other'. The mean age of the participants ranged from 32 to 56 years old. Concerning their position, 89% of them were permanent teachers whereas 11% were substitute teachers. Their teaching experience varied: 80% of them had 1-5 years of service; 12%, 6-15 years; 08%, 16-24 years; and 0%, more than 25 years.

Research methods and tools

A semi-structured questionnaire was developed in accordance with the research objective to investigate teachers' perspectives on dyslexic students. The questionnaire was developed in a semi-structured form containing the questions to be answered categorically or directly.

The population examined in this study is EFL teachers at six Moroccan universities. Teachers can be considered a hard-to-reach population because it is challenging to create a sampling frame for them and because they frequently receive invitations and requests to take part in surveys, interviews, and other research projects. As a result, they may be picky or resistant when it comes to responding to surveys. Therefore, a semi-structured questionnaire was distributed among EFL teachers using WhatsApp groups at the end of the 2nd semester 2022. The questionnaire was made available online so that respondents could fill in it at their own convenience.

Ruel and colleagues' discussion of which question types are best suited for which kinds of information and analysis served as much of a guide for the selection of question types and the order of sections and items (Ruel, Wagner & Gillespie, 2015). The design of the survey favoured multiple-choice questions to make responding to the survey and analyzing the data smoother. However, in order to obtain additional in-depth information, some open-ended questions were included. The background questions were placed first in the survey to ease in the participants before moving to the more serious and demanding questions about dyslexia.

Data analysis

The data obtained from the questionnaires were analyzed by using descriptive statistical methods. The data from the open-ended questions, which was analyzed qualitatively, underwent the procedures of data reduction, first and second level coding and resulted in groups of categories/subcategories (Miles & Huberman, 1994).

FINDINGS

EFL Teachers' awareness about the issue of dyslexia.

According to the questionnaire results, 31% of the EFL teachers reported being aware of dyslexia and the difficulties it causes in the process of learning English as a foreign language (EFL) on the part of the learners. The majority of these respondents were teachers of primary and secondary education for several years before joining the university, they argued that there is a common understanding among all staff about dyslexia in primary and secondary education especially in the big cities where many schools have some customs and traditions that offer the greatest possible support to help dyslexic students especially in the assessments. In addition, 25% of them admitted to having little understanding of the idea and how it affects language learners, a fact which cannot be ignored as the latter comprise. The vast majority of participants reported that their awareness about dyslexia came about as the result of knowledge acquired by 'attending seminars' that were not held within the framework of training service; others suggested personal initiatives in the process to learn more about the topic by 'reading relevant materials' and 'talking with experienced colleagues' about the issue.

A significant percentage of the target population (44%) of them stated that they had limited knowledge and comprehension of dyslexia. The questionnaire revealed that teachers have negligible knowledge of reading difficulties and a lack of necessary awareness. The vast majority of participants said they don't even recognize what dyslexia means because they haven't taken any courses or training on the issue. Wadlington argues that teachers often have mistaken beliefs about reading difficulties (Wadlington, 2005). According to his research, dyslexics are stigmatized in schools due to a lack of awareness and understanding of the problem. The affected students may then have additional issues that make the situation much worse due to teachers' lack of awareness of dyslexia and tardy intervention.

As a kind of miscomprehension of learning disabilities in general, teachers still believe that the learner's underachievement is either because of a lack of cleverness and or sluggishness (Wormald, 2015). Other teachers and even parents think that the student's lack of accomplishment is because of his or her lack of motivation and laziness (Smart, 2011). According to Elias (2014), teachers' knowledge and awareness of dyslexia are of paramount significance in understanding the learners' needs, having positive attitudes toward affected learners and helping them overcoming their difficulties as well as improving their attainment levels.

EFL Teachers' personal experience with dyslexic students.

The second question of the questionnaire, 'what experience do you have in terms of teaching students with dyslexia?' attempted to determine the prevalence of dyslexia in English language classrooms in the Moroccan universities. According to the findings, 65% of the participants declared that they regularly meet students with dyslexia in their classrooms. This implies that dyslexia is a common problem among learners learning EFL. It has also been found that dyslexic students lack fully developed perceptual-motor abilities; As a result, they are unable to link what they perceive and do. Some teachers use diagnostic tests with all of their students at the beginning of the semester to determine their level and to know whether any of them may have dyslexia or other difficulties. While these tests are performed with all students and are a good way to check their education level and difficulties, they also help teachers detect systematic errors that are not normally committed by non-dyslexic students. these mistakes are often seen in the writing, and more specifically seen when students with dyslexia write English as it is pronounced, or in the word order and sentence structure, this demonstrates that these teachers are aware of the kinds of spelling errors that dyslexic students may make and the reasons behind them.

Difficulties when teaching students with dyslexia.

The next idea examines the limitations and restrictions teachers face when attempting to assist dyslexic students. The sub-question was 'what difficulties do you encounter when teaching students with dyslexia?' Because scale questions would not provide the required data, an open question was chosen to answer this question. Unlike multiple choice and scale questions, an open question allows participants to present their points of view and deepen it. Consequently, respondents are not limited or guided in the direction of some answers. As a result, their responses highlight multiple difficulties in trying to help students with dyslexia. According to several responses, teachers' main obstacle is a lack of knowledge about dyslexia to effectively assist students. Several respondents expressed the belief that they lacked the necessary knowledge to effectively assist the students, and this lack of knowledge frequently is accompanied by a lack of confidence in teaching dyslexic students. Teachers may begin to feel helpless when dyslexic students consistently fail to learn. The fact that multiple respondents admitted to a lack of knowledge on their own underscores the significance of additional training on the topic.

Other participants cited more practical aspects of teaching as their biggest barrier to implementing differentiation. When it comes to aiding dyslexic students, several respondents cited a lack of time, large class sizes, or a combination of these two issues as their greatest obstacles. The last obstacle identified students as a potential barrier to implementing differentiation. Several responses indicated that the students themselves can pose the greatest obstacle when attempting to help them; they keep making the same errors. Some errors appear to be ingrained, and they often reject specific accommodations because they want to do things the same way the other students, other respondents explained that some students are obstinate or unwilling to put forth an additional effort that is required. Both respondents believe students are often unwilling to go the extra mile. These remarks raise an important issue, despite the fact that they may appear to be overly critical of dyslexic students. The significance of motivation in learning a new language has been emphasized numerous times in this study, as well as how dyslexia might interfere with motivation. Teachers can employ all-inclusive teaching methods, differentiate instruction to their heart's content, and support students until their hair turns grey, but if the students have lost faith in their own abilities, they are unlikely to improve. It is up to teachers, but also parents, special needs counsellors, etc. to make sure these students maintain confidence in their own abilities and the goal's viability. Yes, dyslexia make it more difficult for them to learn languages; However, this does not preclude students from completing courses or learning a language.

EFL Teachers' Knowledge about the impact of English orthography on dyslexia

Most of the respondents (77%,) agreed that the English language itself is a challenging language to learn. They were also asked if they believe that the effects of dyslexia had a different impact on English than other school subjects. A total of (66%) answered yes, and (34%) answered no. Among the participants who believed dyslexia affected English more than other languages, some teachers chose to go into more detail about how English was affected more than other languages. The most common explanation, provided by most teachers, was that English is often a challenging language. They concurred that this was due to the lack of transparency of the English orthography, which results in substantially slower decoding than other languages. Some teachers justify their answers by the fact that students with dyslexia have a harder time learning English since words don't always have the same pronunciation as they are spelled. Other participants stated that there are some words that have nearly identical spellings, but different meanings and word uses, however, when a dyslexic student decodes these similar words, it appears to be the same word. Ex: quit, quite, and quiet.

Other participants disagreed with the idea that the English subject is particularly affected compared to other language subjects. This does not correspond to what is stated in the literature, which shows that teachers may not comprehend what it means for a learner, dyslexic or not, when different orthographies have varying degrees of transparency.

The teachers' opinions about the impact of dyslexia on the chances of a student to reach a passing grade.

Most participants agreed that many dyslexic people are high achievers and do exceptionally well in their academic pursuits, they can succeed not just if they are highly motivated and work incredibly hard, but also if the classroom environment is conducive to their potential. The teachers agreed that dyslexic student's motivation is crucial to get a passing grade; they have noticed that students with ambitions do well regardless of dyslexia. However, even though motivation is crucial, many respondents also noted that it can be challenging for dyslexic students to find motivation. Some participants declared that attaining a passing grade need making efforts, and dyslexic students often lack the motivation to put in the necessary time.

Other respondents focused on the materials being used and the special stipulations. Twenty-four respondents elaborated on these two points. Ten teachers highlighted the teacher's role. In addition to assessments and expectations, the success of dyslexic students is heavily dependent on their teacher's eagerness and capacity to adjust tasks and activities to each student's specific needs. They agreed that their dyslexic students perform as well as their colleagues if they receive the appropriate support. Whatever a person's needs may be, they are meant to be met. For the purpose of grading, other participants declared that spelling and related issues can be ignored.

EFL Teachers' strategies to cope with the dyslexic students' deficits.

The use of teaching strategies during lessons is the focus of this question. The question was 'Do you use any specific techniques during your lessons to help students with dyslexia? If yes, which one(s)?'.
According to the results of this question, a lot of teachers say they don't know how to create learning strategies for dyslexic students. The findings indicate that 44% of teachers either rarely or never employ special teaching techniques in their classes. This is also evident in the responses to the open questions, where the question was answered by most participants with "Definitely not true for me", "Mostly not true for me", or something similar.

Even though there is a significant number of teachers who do not employ specific teaching strategies for the benefit of dyslexic students, this also indicates that more than half of teachers use a series of didactic strategies in their classes. During their lessons, some teachers employ spoken English as a learning instrument for dyslexic students. Other participants suggested reading aloud, visualizing vocabulary, emphasizing pronunciation and using nonverbal cues to help their dyslexic students. Allowing students with learning differences to use a text reader like a Reading Pen or text-to-speech software can help make them feel more at ease in the classroom, in addition to simplifying written directions, highlighting important information, providing additional practice activities, and making use of appropriate assistive technology. Additionally, incorporating dyslexia-specific teaching strategies that emphasize repetition and reinforcement, such as automaticity and overlearning. The students' memory is cultivated through these methods. Due to impaired memory and a lack of automaticity in their foreign language, students are more likely to make sentence structure errors as well as errors and blanks within those structures.

Some participants highlighted the use of multisensory strategies, according to Reid, is about activating all of the senses simultaneously. This means that the students should listen, speak, watch and write in order to learn (Reid, 1998). Also, by supporting verbal instructions with visual backings, the teachers mentioned the processing impairment experienced by Fischbach, he found children with literacy disorders often have problems storing and manipulating phonological information (Fischbach et al, 2014). This means dyslexic students often struggle to comprehend and put into practice verbal instructions or explanations. Hence, providing these on a paper allows these students to read and understand them at their own pace.

Likewise, supplying students with extra individual guidance helps them in successfully completing assignments and studying effectively. Students with dyslexia not only find it difficult to understand verbal instructions, but they also have greater difficulty in maintaining a task due to their reduced working memory. In order to ignore distractions and maintain attention on the task at hand, working memory is crucial. That's why it is very beneficial for students to have written directions in addition to vocal ones, because dyslexia might cause them to lose sight of the assignment's main objective and allow them to get distracted by minutiae. By having these instructions written down, they can re-read them at their own pace to make sure they understand what is expected of them. Another advantage of providing written instructions is that dyslexic students may miss some of the verbal instructions due to their impaired phonological processing. They may feel panicky because they are unsure of what to do. This can be avoided by giving students written instructions so they can follow along and review them as needed.

The creation of a handout with the instructions for a particular assignment may well cut down on the amount of time needed for explanations and responses to questions. Likewise, creating audio-recordings of some texts will initially take a lot of time, but once a routine has been established it will take less time. Additionally, voice recordings and written assignments can both be utilized in subsequent classes. It would be ideal for teachers to have access to a database where they may exchange their own voice recordings, directions, etc to reduce time even further beside creating their own network to share materials between colleagues.

Both participants mention paying more attention to English orthography through using visual aids. These teachers do not depend on their students' implicit learning abilities to acquire the new spelling system since they pay close attention to the English spelling system. Spelling will likely be much easier for dyslexic students if they have a good understanding of how English writing represents sounds. Although this holds true for whatever language students learn, it is undoubtedly important when learning English because of its infamously opaque spelling.

Lastly, adjusting the classroom's teaching strategy can benefit all students by improving each student's achievement. Students can benefit from more positive learning experiences by slightly altering the learning environment. This can be done by placing students close to the teacher so they can ask questions readily, or by offering assignment adjustments or alternatives.

These instructional strategies' viability depends heavily on the teacher. Because each teacher has different students, different classrooms, a different agenda and personal preferences, not all instructional strategies will be effective for every teacher. A teacher pressed for time, or with a class of eighty or more students, will have to opt for a different approach than a teacher with a class of around 25 students. Therefore, it is up to the teachers to decide which approaches are most effective and to put them into practice.

Dyslexic students' response to these strategies.

All the respondents agreed that these strategies are beneficial to students. In addition, these strategies help the learners in connecting what they learn in class to concepts they are already familiar with. Kelly and Phillips noted that Dyslexic learners have extraordinary abilities which should be identified and used to enhance their learning abilities (Kelly& Phillips, 2016).

Learning difficulties can be readily addressed if students are placed in an environment where they can engage with objects that improve their multisensory abilities. These methods assist students in connecting ideas and expanding their knowledge, which enables them to overcome many obstacles. The majority of the participants agreed that it is crucial to adopt a holistic approach, considering the learners' preferred learning style, or the circumstances in which they are most likely to learn, in addition to their strengths and shortcomings, i.e. under what conditions would the learner be most likely to learn? Which

strategies might the student prefer? How would these strategies aid in maintaining the learner's interest and motivation, as well as boosting their sense of self-esteem?

Assessment practices for students with dyslexia.

The next question in this part tries to examine the differentiation in assessment. The full question was: 'In what way do you differentiate between students with dyslexia and without, when it comes to language testing?'.

One of the most challenging missions a teacher can do is testing and grading students. The responses to this question indicate that many teachers make significant assessment-related differentiations. Most educators granted dyslexic students more time on tests to read, analyse questions, and plan their answers. In addition to that, it may be necessary to read exam questions to some students. Others may prefer to dictate their answers to ascribe that is to say, partner up for studying; one student writes while the other speaks. In addition to using large print for worksheets, offering different methods to answer a test questions, such as saying the answers or circling an answer rather than filling in the blank, providing sentence starters that show how to begin a written response, and providing a quiet room for taking tests if necessary.

According to the results of this question, it appears that less than 10% of teachers take spelling into account when grading dyslexic students. Other teachers have stated that they grade students based on the content that needs to be mastered, not on reading fluency or spelling. According to Hughes, measuring more than one ability at a time, makes the measurement of this one ability less accurate (Hughes, 2010). As Hughes explains this in a language testing background, rather than a dyslexia context, but it still applicable to all students not just the ones with dyslexia. Hughes provides the example below to explain the idea of 'validity in scoring': "A reading test may call for short written responses. If the scoring of these responses considers spelling and grammar, then it is not valid (assuming the reading test is meant to measure reading ability!)". Although this holds true for all students and all language testing features, grading spelling in particular can have a negative impact on the grades of dyslexic students. However, this also demonstrates that it would be beneficial for all students to only grade spelling on exams that are meant to evaluate a student's ability to spell correctly, rather than providing an exception for dyslexic students. Furthermore, Hughes also argues that "[t]here may be occasions when, because of misspelling or faulty grammar, it is not clear what the test taker intended. In this case, the problem is with the item, not with the scoring" (Hughes, 2010). This indicates that even if a student has dyslexia, it is acceptable for a teacher to grade their spelling if doing so threatens clear communication and comprehension. However, spelling should not be taken into consideration when grading in situations where the student's intent is clear.

Overall, the findings from the various scale questions imply that the vast majority of educators are aware that testing students with dyslexia may call for certain methods. When it came to providing extra time for dyslexic students to finish their tests, the overwhelmingly positive response was particularly noteworthy; it appears that almost all teachers were aware that this could help dyslexic students. It does indicate that teachers are very aware of this topic, though there is no guarantee that teachers will use these strategies correctly.

In conclusion, it appears that many teachers actively support students with dyslexia by including helpful approaches into their lessons and assessments. The open answers demonstrate that a number of teachers are cleverly aware of the challenges dyslexic students may face. However, the outcomes also demonstrate there is undoubtedly room for improvement.

The training needs of EFL teachers in teaching students with dyslexia.

The aim of this question was to determine whether teachers believed that training programs targeted especially towards dyslexia would be beneficial. The majority of EFL teachers admitted that they lacked special education training. In other words, they had no idea how to handle the students' intellectual and psychological characteristics or how to teach them in an inclusive setting. The responses to this question demonstrated the pressing need to raise teachers' awareness of dyslexia and provide them with the necessary guidance by placing an emphasis on teacher training as well as national, international conferences, *seminars* and workshops. This is in line with Sónia's study which proved that teachers are ill-equipped and not aware of dyslexia because they were neither informed nor trained on how to teach learners with reading impairment (Sónia, 2012).

EFL teachers need to be trained to recognize that every dyslexic student is unique and needs to learn in a different way; they can find the most effective methods for assisting these students in overcoming their

learning obstacles thanks to teacher training; they ought to help them accomplish their objectives. They can use a variety of approaches with training to create activities that highlight the student's strengths and abilities. EFL teachers can better assist dyslexic students in achieving their personal objectives by developing communication skills that will enable them to interact with parents and other stakeholders in the student's wellbeing.

EFL teachers can have the tools they need during teacher training to develop high levels of tolerance, understanding, and patience. Teachers must create a peaceful and secure environment while maintaining a calm demeanour because teaching can be extremely stressful.

Suggestions were also made to support some initiatives in EFL classes such as the use of technology. To assist students with dyslexia, teachers must receive specialized training in the use of apps, online tutors, and assistive technologies. Through interaction, this kind of technology promotes the education of students with disabilities so that notions can be taught more successfully and gives people with disabilities more chances to boost their ability to perform their tasks. Due to the inclusion of AT in the learning/teaching process, students with disabilities can receive a great support in enhancing their social skills and engaging in more social interactions through enhanced lifestyles.

Teachers also brought up the psychologist's role in boosting students' self-esteem and motivation both theoretically and practically because what's adding insult to injury is that this lack of consciousness, related to teachers' negative behaviours, is declared as having negatively affected the students' psychology to the point where they view teachers as adversaries.

Other teachers acknowledged the necessity for training in educational psychology which has been the impetus for some of the most significant developments in the domain of special education. Teachers should differentiate instruction based on the insights gained from educational psychology so that every student, regardless of ability, has a chance to learn. Differentiated instruction promotes team- work and a demanding work environment in addition to flexibility, ongoing evaluation, and cooperation.

Teachers highlight another crucial issue which is parents' awareness. They claim that they may not be aware of their children's disorders, which could make it harder for the teachers to comprehend the needs and difficulties of their students. Kafia emphasized that in order to ensure the students' success then both parents' and teachers' awareness is required because it is a key factor in the accomplishment of inclusive education (Kafia, 2014). The subject of parents' awareness can draw attention to the necessity for further study to explore their understanding.

There is no doubt that EFL teachers are working hard to educate and instruct students, but this effort will fall short if they are unaware of the difficulties that students with dyslexia and other learning disabilities may continue to face. This gap needs to be addressed by education managers and policy makers.

DISCUSSION

The results of the study showed that only a small percentage of EFL teachers were aware about dyslexia issues and the difficulties dyslexic students face when learning English as a foreign language. This was due to the fact that the majority of them had taught dyslexic students in the mainstream classroom as teachers of primary and secondary education prior to joining the university, this was especially true in the big cities, where many schools have practices and customs that provide the best possible support for dyslexic students, especially when it comes to assessments. However, they argued that even though they were aware of the special needs of these EFL students, they were unable to meet those needs because they lacked the necessary knowledge to design an effective teaching strategy that would lessen the burden of the students' dyslexia and help them learn the target language. Teachers' apparent lack of the specific abilities needed to deal with the demands of the educational setting inevitably led to irritation and unfavourable emotions on the part of many of them.

The majority of participants believe that dyslexia may provide a significant difficulty for EFL teachers because it is a complicated, multidimensional learning difference. However, they need to be reassured that they will be able to accommodate dyslexic students in the classroom by utilizing some fundamental pedagogical strategies. Firstly, recognizing that dyslexia is a fairly common condition will help teachers understand that they are almost certain to come into contact with dyslexic students at some point during their careers as teachers. According to the International Dyslexia Association's (2002) estimation; one in ten people have a dyslexia-related learning difference. This means that, in a class of twenty students, a teacher is likely to have two students with different learning needs. Secondly, realizing that dyslexia is a

learning difference rather than a disability is very important, this means that with the right guidance and instruction, dyslexic people can learn a second language. In light of the fact that dyslexia is a lifelong condition that necessitates ongoing guidance and support throughout the learning process, understanding the concept of dyslexia, including its history, causes, traits, and potential effects on learners, is the third strategy. The fourth strategy is to identify the various dyslexia symptoms in the students, keeping in mind that each person is different and may have varying degrees of this learning disability. To accommodate students with dyslexia in EFL classes, it is essential to implement pedagogical tools, including adapting lesson plans, using constant praise, implementing mnemonic devices and over teaching, using efficient pairing and grouping techniques, and utilizing multisensory learning methods, among others. Importantly, anyone involved in the learning process of a dyslexic student, including teachers, students, stockholders, and others, should pledge to support and encourage the learner throughout the process. In the EFL classroom, additional accommodations might be required to accommodate dyslexic students. For instance, offering special guidelines for tests and assessments may be extremely beneficial for dyslexic students. The performance of students with various learning needs will also benefit from maintaining a regular schedule and a steady pace. Additionally, basic language learning activities like giving instructions and receiving feedback should be modified to better suit the needs of these students. Additionally, using efficient time management techniques for crucial tasks like tests and assignments will improve dyslexic students' performance in EFL classes. Moreover, technology, for instance, can be a strong ally for both teachers and students. A productive learning environment is promoted by the use of various teaching resources. Setting attainable objectives aids teachers in maintaining a realistic perspective on the learning objectives. Students are given agency and are encouraged to learn independently when they are assisted in developing their own study techniques. Last but not least, using a multisensory language learning approach has positive effects for all learners, not just those with special needs. As a fundamental right of all students, inclusion plays a crucial part in the environment of the EFL classroom. When assisting dyslexic students, teachers should consider any potential obstacles they may face. The notion that must guide the teaching-learning process is that depriving a student of the chance to learn a second language places them at a clear disadvantage in comparison to their peers. As a result, educators can implement inclusion in the EFL classroom in useful ways. For instance, teachers can encourage productive interactions and communication between students. By removing unnecessary tasks, teachers can calm the anxiety of dyslexic students. They can offer clear feedback and directions that are easy to understand. In order to better meet the needs of dyslexic students, teachers can alter the classroom setting. In addition, they can alter and modify the language course material to better suit the needs of students. Finally, educators can offer dyslexic students more assistance. Teaching students various study techniques, which will give them agency and make them independent learners, is one strategy that could go a long way. Additionally, students will experience greater support and guidance, which will improve their performance, motivation, and perception of themselves as learners.

CONCLUSION

The research's findings showed that the majority of EFL teachers have received little or no training on dyslexia and possibly other learning difficulties that require further studies and have instead been forced to rely on their colleagues and own activities to find the knowledge they need to help the many dyslexic learners they encounter in their work daily. Nevertheless, the participants' attitudes towards dyslexia and dyslexic students overall seemed positive, despite the limitations in their knowledge and professional toolkits regarding dyslexia.

The majority of teachers believes that dyslexia-specific training would be helpful to teacher-training programmes, and would be useful classroom knowledge, they expressed a strong concern in learning more about dyslexia and the most effective strategies for helping students overcome their obstacles and achieve integration, they proposed doing so through workshops and educational seminars to discuss the issue from different sides; characteristics, features, and indicators for better comprehension.

Teachers strongly asked to be provided with necessary tools, methods, and strategies to teach dyslexic learners. Some participants emphasized the significance of diagnosis, and posterior support, noting that teachers' increased awareness alone cannot serve as the criterion for helping. Teachers feel that early assessment will especially highlight the needs of the students and will enable them to react to their needs

while facilitating the process of adjusting and overcoming their issues. They can be more helpful to the students by assisting them in detecting the learning approaches that work best for them because the students have varying levels of learning strengths and weaknesses and different levels of talents.

According to the study's findings, no strategy or method is best, but they are all equally important. To attain the highest learning results, teachers must implement each one and keep classrooms that are conducive to learning.

Although the outcomes are encouraging and indicate a high level of consciousness, they also demonstrate that there is unquestionably room for improvement. Despite the fact that a significant number of teachers provided helpful teaching strategies for dyslexic students, the findings also indicate that many of them do little during the teaching phase.

Recommendations

While addressing the needs of dyslexic students in an EFL classroom, educators must keep certain crucial factors in mind. The individualization and personalization of the learning experience should be one of their primary concerns. All dyslexic students are unique and diverse, as has already been mentioned in this paper, and they could require various accommodations in the classroom. Hence, one-size-fits-all approaches may not aid in the development and learning of students. It may seem difficult and time-consuming for teachers to put tailored educational tactics for certain learners into practice. But, as experts have noted, there are situations when modest modifications and concessions that don't require a lot of teacher time, money, or effort can actually make a significant difference for the student. Hence, the recommendation is to use pedagogical strategies that aim to assist dyslexic students individually in achieving realistic goals in the ESL classroom. The second recommendation relates to research and teacher preparation. One of the issues raised by this initiative is that teachers lack the knowledge, tools, and training necessary to properly support dyslexic pupils. As a result, this issue implies a call to action for teachers to become teacher researchers. Teachers should always investigate, research, and study new tools, strategies, and ways to educate as part of their professional development to accomplish their jobs more effectively. Therefore, part of that research ought to make up for the lack of appropriate instruction and knowledge regarding how to accommodate dyslexic students in the EFL classroom. In other words, it is advised that teachers cultivate a sense of curiosity geared toward research that will enable them to increase their knowledge, advance their professional careers, and support dyslexic students in succeeding in EFL classes. Even though educators' busy schedules and lack of free time frequently prevent them from engaging in teacher-research, taking a free online course, reading articles and blogs about dyslexia, or taking part in discussion forums might be small steps that give them the information they require. The third and final recommendation s to engage in peer support and resource sharing. In their own practice, teachers frequently work alone. It's challenging for teachers to form deep connections because of their demanding schedules, hefty workloads, and inability to get along with their co-workers. Yet, teachers must seek out the assistance of their peers, particularly when dealing with difficult circumstances like accommodating dyslexic students. By doing this, they can exchange practical information, educational tools, teaching strategies, resources, and other potentially valuable items. Teachers can also exchange experiences and knowledge with one another.

Limitations

We acknowledge two limitations of the study, the first is the fact that the majority of the informants were women. If the study had involved an equal number of men and women of more varying ages, it's possible that the data would have revealed a different conclusion. Second, rather than coming from various regions of the world, all the participants were from Morocco. We used several teachers as the showcase; in the near future, this could assist us in developing the research into a large-scale study.

Finally, the review's scope is constrained by the number of articles it contains, even though these were the only studies that were determined to be sufficiently related to this situation to be generalizable. Data on pedagogic adaptations for students learning English as a second language who also have dyslexia are currently insufficient for drawing any meaningful conclusions. So, rather than merely summarizing recent findings, the article should be viewed as a starting point for further research.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

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