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ENGLISH TEACHERS’ OPINIONS ON DEALING WITH DYSLEXIA

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ABSTRACT

The main purpose of this thesis is to explore the perceptions and opinions of primary and secondary school English language teachers on issues related to the treatment of dyslexia as a learning disability in a foreign language course and was based on a collection of English language teachers' views on dyslexia.

More specifically, an attempt was made to investigate whether English Language teachers are able to define and pinpoint dyslexia in their own way and describe the causes and symptoms of this particular disorder in English language learning. Moreover, they were asked to describe methods and procedures they apply in their teaching to deal with special situation. To this end, 85 English language teachers teaching in high schools in Rhodope and Xanthi Prefectures filled in a questionnaire investigating their views on dyslexia issues.

The dissertation is divided into two parts. The first part, that of the literature review, consists of six chapters. These chapters provide an introduction to learning disorders and present definitions and concepts about dyslexia, outlining the epidemiology of dyslexia, its types, causes and characteristics, its diagnostic and treatment modalities, and its manifestation in foreign languages. The second part of the thesis is the research part and consists of three chapters, where research methodology, data analysis and conclusions are presented,

The main conclusions drawn from this thesis are that although English language teachers have experience teaching children with learning disabilities, they know briefly what can enhance the problem with audio-visual and specialized methods and can identify children with dyslexia, they do not have a specialized degree to a large extent on the treatment of this condition, which demonstrates the urgent need for the implementation of such training programs. Also, it has been concluded that English language teachers are overwhelmingly aware of what learning difficulties are and almost all consider that the existence or creation of an integration section in all schools is necessary, which is not a large proportion of schools. It was also concluded that the vast majority of English language teachers were not trained in the recognition of dyslexia. Finally, factors of retraining, age, gender, and work experience do not have any effect on teachers' responses.

Keywords: Learning Disabilities, Dyslexia, English Language Teaching, V&V Rod.

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