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**Investigating the Teacher's Roles in Dealing with learners with
Learning Disabilities**
**A Case study of third year Middle School Learners at Dahmani Abdelhamid
Ben s'rour**

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Dedication

In the name of Allah, Most Gracious, Most Merciful

First of all, all the praise and the greatest thank would be to Allah who provides me with power and patience during my career.

My work is dedicated to:

The two dearest persons to my heart: my beloved mother “**Hadda**” my dear father “**Said**” who suffered a lot to see me at this stage. Mom and Dad without you I never fulfil all my dreams.

To My dead grandmother **Fatima** may Allah bless her

My lovely sisters: **Malika** and **Souad**

My dear brothers: **Kamel**, **Hicham** , and **Abdelnour**

My sister in law **Latifa** and little man **Oussama**

To my nieces **Chaima** and **Aya**

To my nephews Mahdi Amrou and the new guest Souhaib

To my friends with whom I share with sweet memories

Thank you for being always with me

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Abstract

The study aims at investigating the effectiveness of the teachers' role in reducing the barriers that learning disabilities generate to the learners to learn effectively which are presented in the low performance of the learners. Therefore, we seek through this study to find effective teaching strategies that can work with the problems of the learners with Learning disabilities (LDs). In this work, we hypothesise that once the teacher is knowledgeable about learning disabilities, he will manage properly The learners with learning disabilities. This latter enables him/her to reduce the impact of the learning disabilities and assist the learners with LDs effectively to achieve better academic results. To test our proposed hypothesis, we opted for a qualitative method approach in this work. Henceforth, two data gathering tools were used to investigative the role of the teacher in assisting his learners with LDs to perform better in the school. A classroom observation took place within the four classes of the third year level at Dahmani Abdelhamid middle school as well as two questionnaires were administered to 20 teachers and 40 learners. Eventually, after collecting, analysing, and interpreting the results obtained from the two data gathering tools, the findings displayed that the knowledge of teachers about the learning disabilities can provide them with effective teaching strategies to deal learners with LDs. The outcomes also show that the proper intervention and support of the teachers will lessen significantly the influence of LDs on learners and allow them to achieve higher academic achievements.

List of Abbreviations and Acronyms

%: Percentage

ADHD : Attention Deficit Hyperactivity Disorder

APD : Auditory Processing Disorders

ESD : English as a Second dialect

ESL : English as a Second language

HG: Help Guide

LDAO : Learning Disabilities Association of Ontario

NCLD : National Centre for Learning Disabilities

NCDD : National Children with Disabilities Dissemination Center

NILD : National Institute for Learning Development

NLD : Nonverbal Learning Disabilities

N: Number

OLD: Organisational Learning Disorders

SCD : Social Cue Disorder

SPLD: Specific Learning Difficulties

VPD : Visual Processing Disorder

PEI : Learning Disabilities Association of the Prince Edward Island Association

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Introduction

Learning foreign languages has increasingly become a priority for many people around the world because they play an important role in shaping the way we communicate with others within the same community. The English language has recently become necessary to learn to cope with the world changes. Though the Algerian educational system has experienced some changes in recent years to develop the level of education by improving learners' progress in learning foreign languages and other school subjects, learners encounter several problems in succeeding in the academic years, especially those with learning disabilities (LD), which create obstacles for them to learn differently from normal learners.

Learning disabilities are neurological conditions that affect the way a person learns, understands and expresses information. Thus, learners with LDs require an intervention and support of their teachers through using effective strategies that can aid them to lessen the severe influence of Learning disabilities and to get better academic performance at school

1. Statement of the problem

The number of learners with disabilities has increased in the last years in the Algerian schools, especially in Primary and Secondary schools. Nouria Benghabrit, The Minister of Education , declared to The New Arab Newspaper (2017) that there are 24 thousands pupils with special needs in Algerian schools in several levels .On 05-02-2019, we paid a visit to Dahmani Abdelhamid Middle School Ben 'srour and attended different sessions of different subjects , through the visit to the middle school of Dahmani, we noticed that there are learners who struggle with different school subjects in many ways such as mathematics and reading .We also observed that there are some learners who have problems in listening and speaking , when the

teacher asked learners with a hearing disability they could not speak well as their normal peers . Other learners who have difficulties with reading (dyslexia), difficulties with writing (dygraphia), difficulties with mathematics (dyscalculia) , they pronounce the words wrongly. Others have dysgraphia they make spelling and grammatical mistakes in their writings .Hence, we think that the teachers' intervention may help learners with disabilities to support them in doing their tasks and increasing their learning level.

2. Aims of The Study

This work aims to investigate and describe the conditions under which teaching and learning go on in the Dahmani's Middle school. Besides, it tends to determine the strengths and weaknesses of the teaching strategies the Middle school teachers employ to address the needs of those pupils who have learning difficulties. It also aims at suggesting some effective strategies that help teachers to lessen the severity of the learning disabilities.

3. Significance of the Study

This study highlights the challenges that pupils with learning disabilities face in Dahmani's Middle school. It also shows the importance of the teachers in supporting and assisting these learners in the betterment of their study. The study findings will provide first-hand material on how teachers can identify pupils with learning disabilities.

Research questions

1. What are the major learning disabilities / difficulties existing among Middle School pupils?
2. To what extent the teachers of learners with disabilities are knowledgeable about learning disabilities?

3. How can the teachers be helpful for the learners with disabilities in achieving success in school?

4. Research Hypotheses

1. If the teachers give LD learners a special care and attention, this would enhance their learning level.
2. If the teachers have awareness about the learning disabilities, this would help them to deal appropriately with the LD learners .

5. Research Methodology

6.1. Method

The current research tends to investigate the role of teachers in dealing with the learners with learning disabilities towards achieving better performance in school subjects .Consequently, it opts for a qualitative method because of the limited period of time provided for conducting the work, the lack of materials. The selected method will be useful to make the connection between the variables which are teacher's role and learners with learning disabilities.

6.2. Population and Sampling

This work plans to target the pupils of Middle school of Dahmani Abdelhamid, precisely the third year level, because we discovered the number of low level learners is 30 out of 200 learners, as the headmaster informed, their ages are between 11 to 16 years, most of them from poor families, as a result they fail in accomplishing good results comparing to their peers. Moreover, 20 teachers of Dahmani school will be selected as a sample of the study to have an insight about the process of teaching the learners with disabilities.

6. 3. Data Gathering tools

In order to carry out this study we opted for qualitative method data because we aim at describing and investigating only the teachers' roles in managing learners with LDs and also due the nature of the study that is descriptive. Henceforth, we will opt for classroom observation checklist to have a valid data about the experiences of learners with LDs and how their teachers deal with them. In addition to classroom observation checklist, we will submit two questionnaires for both teachers and learners of the third year level to have clear insights into the problem under investigation.

7. Limitation of the study

This research aims to describe the difficulties of learners with learning disabilities and the role of the teachers to assist them to accomplish success in their studies. The current study examined the experiences of students with learning disabilities at only one school in Ben s'rour, M'sila; thus limiting the sample size and limiting the ability to make general statements or program advisements for other schools. Our sample was not targeted to one disability and it was randomly selected. Moreover, the time devoted was not sufficient to fully conduct this study.

8. Structure of the dissertation

This work consists of three chapters. Two chapters are dedicated to the literature review concerning the topic of the study .Hence, the first chapter is composed of two sections, the first section deals with the different definitions of learning disabilities and the difference between learning disabilities and learning difficulties. Henceforth, the second section deals with the diverse types of learning disabilities, their symptoms and characteristics, plus the effects on the individuals and also it deals with the disorders come with them like memory disorders and ADHD. In

addition to that, the second one is about definitions of teaching process and teachers, their roles characteristics inside classroom . Yet, the last chapter is the practical part which includes the obtained findings, it demonstrates the process of gathering data and it elucidates the analysis and discussions of the results besides pedagogical recommendations..

Chapter One

Learning Disabilities

Chapter Two

Teacher's roles

Introduction

In the last decades, most of the researchers have been tackling studies in the field of education in order to investigate and try to find solutions to the main problems raised in classrooms. One of the prevalent problems that appeared in the classroom is learning disabilities among learners which affect their abilities to learn effectively as their normal peers. Therefore, this chapter intends to review the famous works that have been done in studying learning disabilities and it aims also at giving a comprehensive understanding about learning disabilities. In addition to that, it aims at providing difficulties that the learning disabilities create for learners as well as the characteristics of the learners with learning disabilities (LDs).

1. Definition of Learning Disabilities

Initial labels were medically oriented and included terms like "congenital word blindness" and "minimal brain injury" (Vaughn & Fuchs, 2006) for people with learning disabilities. In 1962, Samuel Kirk introduced the term "learning disability". However, since the 1880 references to people with unexpected academic problems had appeared in the literature. Kirk stressed the consistent, ongoing and unexpected low level performances as signs of learning disability (Vaughn & Fuchs, 2006)

According to Farlex Partner Medical Dictionary (2012), learning disabilities can be defined as a disorder in the basic cognitive and psychological processes involved in using language or performing mathematical calculations, affecting persons of normal intelligence and not the result of emotional disturbance or impairment of sight or hearing. Mosby's Medical Dictionary, 8th edition (2009) expressed learning disabilities as an abnormal condition often affecting children of normal or above-average intelligence, characterized by difficulty in learning such fundamental procedures as reading, writing and numeric calculation . The condition

may result from psychological or organic causes and is usually related to slow development of perceptual motor skills. Learning disabilities usually caused by an unknown factor or factors. The unknown factor is the disorder that affects the brain's ability to receive and process information. This disorder can make it problematic for a person to learn as quickly or in the same way as someone who is not affected by a learning disability. People with a learning disability have trouble performing specific types of skills or completing tasks if left to figure things out by themselves or if taught in conventional ways (Dorland, 1990).

In different countries, the term learning disability is prescribed in various ways. In Australia, the term learning disabilities is used to define a small subgroup within the general field of learning difficulties. These subgroups include students with difficulty in a particular subject area due to deficiency in one or more cognitive learning processes as <https://www.ldaustralia.org/386.html>. According to Commonwealth of Australia (1992), these are specific areas of learning difficulties from an Australian point of view known as learning disabilities (LD) share the subsequent characteristics. They are:

-) are intrinsic to the individual
-) can cause a person to learn differently
-) are not related to intellectual impairment (except accidentally)
-) may coincidently exist with problems in self-regulatory behaviors, social perception and social interaction,
-) are life-long, and
-) lead to difficulty accessing the curriculum unless there are proper educational adjustments to avoid failures.

The British Association of Learning Disabilities MENCAP refers differently to the term "learning disability" to what is familiar in Australia and other countries by intellectual disabilities <https://www.mencap.org.uk> , whereas the term specific learning difficulties(SPLDs) are employed to point out to difficulties with bound aspects of learning. These SpLDs embody dyslexia(reading disability), dyspraxia (physical problems) , dyscalculia(problems with mathematics) and dysgraphia(problems with writing).

The Learning Disabilities Association of Canada (LDAC) developed a definition for learning disabilities in 2002. A new definition was re-established by the LDAC in 2005 which stated :

Learning disabilities refer to number of disorders which may affect the acquisition, organisation, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least averages abilities for thinking and/or As such, learning disabilities are distinct from global intellectual deficiency. Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g., planning and decision-making).

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:

-) oral language (e.g , listening , speaking , understanding) ;
-) reading (e.g., spelling and written expression) ; and
-) mathematics (e.g., computation , problem solving) .

The Individuals with Disabilities Education Act (IDEA) defines the specific learning disability (SPLD) <https://sites.ed.gov/idea/regs/b/a/300.8/c/10> as:

a disorder in one or more of the basic psychological processes involved understanding or in using language, spoken or written, that manifest itself in the imperfect ability to listen, think, speak, read, or to do mathematical calculations, including conditions such as perceptual abilities, brain injury minimal brain dysfunction, dyslexia.

However, as IDEA's definition notes, "Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

Learning disabilities can also include problems with social perception and interaction and the adoption of perspectives. Learning disabilities are permanent. The way they are expressed can vary over a person's life depending on the interaction between environmental demands, the abilities and needs of the person. Unpredicted academic achievements, which are maintained only by uncasual high levels of effort as well as support, are indicated as learning disability.

Learning disabilities are the result of genetic and/or neurobiological factors or damage which modifies the function of the brain to one or more learning processes. These disorders are not mainly caused by hearing and/or vision problems, socio-economic factors, cultural or language differences, lack of motivation and ineffective education but these factors may further make the challenges more difficult for persons with learning disabilities to face. A number of conditions can include attention, behavioural, emotional, sensory impairments or other medical conditions

that coexist with learning disabilities (The Association of Canadian Learning Disabilities, 2005).

In Canada , the Learning Disabilities Association of Ontario (LDAO) (2001) defines the term learning disabilities as follows:

Learning Disabilities refers to a variety of disorders that affect the acquisition, retention, understanding, organisation or use of verbal and/or nonverbal information. These disorders result from impairments in one or more psychological processes related to learning (a), in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities

Similarly, the Learning Disabilities Association of Alberta (2010) defines the term learning disabilities as “a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information”

Many neuropsychologists and psychiatrist associations (e. g., Cortiella and Horowitz, 2014; Learning Disabilities Association of Alberta, 2010) agree that students with learning disabilities have average or above average cognitive skills , but in one or more or more information related processes , such as the perception , storage , recording , communication of information , they experience mental disorders . These disorders are found in major problems in hearing , reading , writing , reasoning and mathematical abilities .Specifically , they intervene in one or more of the subsequent language abilities : oral communication (e.g., listening, speaking); (2) reading (e.g., decoding, comprehension); and (3) written language (e.g., spelling, written expression) (National Dissemination Center for Children with Disabilities, 2011). More particularly, research (e.g., Chalk, Hagan-Burke, and Burke, 2005;

Graham, Schwartz, and MacArthur, 1993) has shown that students with learning disabilities often experience difficulty in the following areas :

- Comprehending what is read,
- Understanding what is said,
- Oral expression,
- Written expression,
- Generating ideas,
- Organizing ideas logically,
- Writing in stages,
- Understanding inferences, jokes or sarcasm,
- Planning, and decision-making (executive functions),
- Repairing breakdowns in interaction,
- Monitoring and self-evaluating performance,
- Identifying and recognizing strengths and weaknesses,
- Communicating thoughts and ideas,
- Expressing opinions, feelings, and ideas adequately on common topics,
- Requesting and giving clarification,
- Repairing breakdowns while interacting with others.

However, as Gerber (1998) states, “Learning disabilities are a mixed construct .An individual can have a certain problem or variety of problems. In addition, learning difficulties are not exactly the same in individuals . Moreover , the seriousness of learning disabilities can effect individual aspects including : (a) self-esteem , (b) personal relations , (c) social interactions , (d) employment , and (e) pursuing education (Comstock and Kamara, 2002).

Some psychologists, learning disabilities institutions, and teachers (e.g., Commonwealth of Australia, 1992, 2005; Gerber and Reiff, 1994; Wilson and Lesaux, 2001) consider that learning disability is lifelong and that intervention may assist students only to avoid complications and cope with their disabilities. In contrary, other researchers like (e. g., Graham and Harris, 2005; Mishna, 1998) believe that students with disabilities have the potential to achieve good level once programs they are provided with include appropriate support and evidence –based instruction because these disabilities have no influence on the student's intelligence. Mishna (1998), for example, believes that students with learning disabilities can be very successful when they are provided with strategies that support their learning. The Learning Disabilities Association of Canada (1999): "Adults with learning disabilities have average, above average, or even exceptional intelligence. They may be highly artistic, musical, or gifted in a specific academic area. Their general intellectual functioning is not impaired and they are able to reason and make judgments at least within the average range." This means that people with learning disabilities are not slow learners. They just learn in a different manner, due to ineffective operation of the brain, they learn inadequately.

The Learning Disabilities Association of Ontario (2001) also admits that individuals with learning disabilities can overcome their learning disabilities and achieve academic success only if they are provided with interventions adopted to their personal strengths as well as needs. In the same vein, Nicholas (2002) likewise states that all students with learning disabilities can gain language skills if they are properly taught. She claims that these students are able to graduate successfully from high school when they are assisted with effective instructions and adapting them to fit their strengths as well as needs; or they will fail to pass

More importantly, the National Dessionion Center for Children with Disabilities(NDCD, 2004) assumed that children with Disabilities learn successfully with the appropriate . assistance. It states," children with Learning disabilities are not dumb or lazy. In fact they usually have average or above average intelligence. Their brains just processes the information differently. With the right help, children with LD can and do learn successfully."

2. Differences between Difficulty and Disability

According to the Learning Difficulties' Fact Sheet (2014) , the terms (disability/difficulty) are used to describe some students' unanticipated as well as constant learning issues, they diver in specific academic fields internationally. In the US , students are identified with " Learning Disabilities " or " Learning Disorders " ; whereas in the UK the word " Learning Difficulty " is used.

It also stated that students with learning difficulties fail to succeed academically for several causes, such as: sensory impairment (weaknesses in vision or hearing); severe behavioural, psychological or emotional issues , English as a second language or dialect (ESL or ESD), high absenteeism , ineffective teaching or insufficient curricula .However , students with learning disabilities have difficulties in in one or more of the cognitive learning processes . One of the main characteristics of a particular learning deficiency is that despite appropriate education and intervention the difficulty still exist. Moreover, there is no connection between learning disability and student's intelligence (IQ).

In addition to that , The Salvesen Mind room Center 's Version (2019) sees that difficulty is any learning or emotional problem that impacts the ability of an individual to learn , coincide with others and follow conventions , while , a disability is a lifelong condition that begins prior adulthood that has an influence on

development of the individual who needs assistance to be able to grasp the information, learn the skills and depend on himself in doing the tasks.

3. Types of Learning Disabilities

3.1. Dyslexia :

The word dyslexia is derived from the Greek word, dys, meaning poor or inadequate, and the word lexis, meaning words or language. Dyslexia is a learning disorder characterized by problems in processing words into meaningful information. This is most strongly reflected in difficulty in learning to read (Gale Encyclopaedia of Medicine, 2008).

It is considered as one of the popular forms of all disabilities in learning. It is a language disability that makes words, sentences, or paragraphs difficult for a person to understand. Dyslexic people often have difficulty processing or ability to understand what they read or hear. Many dyslexic people also have great artistic, musical talents, 3D visual perception, athletic and mechanical ability. (The Learning Disabilities Association of the Prince Edward Island Association (PEI)).

3.1.1 Signs and Symptoms

-) Reading well below the expected level for age
-) Problems processing and understanding what he or she hears
-) Difficulty finding the right word or forming answers to questions
-) Problems remembering the sequence of things
-) Difficulty seeing (and occasionally hearing) similarities and differences in letters and words
-) Inability to sound out the pronunciation of an unfamiliar word

-) Difficulty spelling
-) Spending an unusually long time completing tasks that involve reading or writing
-) Avoiding activities that involve reading <https://www.mayoclinic.org> -

3.2. Dyscalculia (Learning disabilities in math)

Dyslexia is a special learning disability that affects the ability of a person to understand numbers and learn mathematical facts. Person with this type of LD also may have a poor understanding of math, difficulty storing and or organising numbers , or have difficulty with counting . People with this type of LD may have also poor understanding of math , difficulty in storing and organising numbers , or have difficulty with counting . .A child with a math-based learning disorder may struggle with memorization and organization of numbers, operation signs, and number “facts” (like $5+5=10$ or $5\times 5=25$). Children with math learning disorders might also have trouble with counting principles (such as counting by twos or counting by fives) or have difficulty telling time (Help Guide HG, 2019).

In addition to that , the National Institute for Learning Development (NILD, 2016) portrayed it as “Dys” means difficulty with and “calculia” means calculations and mathematics – thus “difficulty with calculations and mathematics”. This term refers to those who struggle with basic number sense and early number concepts as well as have difficulties with math calculations and math reasoning.

3.2.1 Signs and Symptoms

A person with Dyscalculia may show certain signs he

-) Shows difficulty understanding concepts of place value, and quantity, number lines, positive and negative value, carrying and borrowing
-) Has difficulty understanding and doing word problems

-) Has difficulty sequencing information or events
-) Exhibits difficulty using steps involved in math operations
-) Shows difficulty understanding fractions
-) Is challenged making change and handling money
-) Displays difficulty recognizing patterns when adding, subtracting, multiplying, or dividing
-) Has difficulty putting language to math processes
-) Has difficulty understanding concepts related to time such as days, weeks, months, seasons, quarters,
-) Exhibits difficulty organizing problems on the page, keeping numbers lined up, following through on long division problems (Learning Disabilities Association of America , 2019)

3.3 Dysgraphia

Dysgraphia is a learning disability that affects writing disabilities. It is characterized by difficulties with poor handwriting and troubles in expressing their thoughts through the act of writing. Another definition was given by (NILD , 2016) , " dys " , means difficulty with and " graphia " means writing – thus " difficulty with writing " . This term refers to those who struggle with the physical act of writing needed to write their thoughts on paper, spelling and thinking skills essential for vocabulary improvement, clarity of thoughts as well as memory. In alternative way, these students cannot hold a pencil properly as well as they may have a tense posture while they are writing. This letter makes them get tired easily, results in discouragement, which prevent further progress.

Dysgraphia refers also to writing difficulty. Students with this type of disability have difficulty organising their thoughts consistently. Moreover, their

writings may be irrelevant or there are clearly omitted essential parts, affecting the text's quality and comprehensibility. It besides leads the students to encounter obstacles with the basic structures of the sentences as well as grammar awareness (Masters in Special Education Degree Program Guide, 2019).

3.3.1 Signs and symptoms

-) May have illegible printing and cursive writing (despite appropriate time and attention given the task)
-) Shows inconsistencies: mixtures of print and cursive, upper and lower case, or irregular sizes, shapes or slant of letters
-) Has unfinished words or letters, omitted words
-) Inconsistent spacing between words and letters
-) Exhibits strange wrist, body or paper position
-) Has difficulty pre-visualizing letter formation
-) Copying or writing is slow or labored
-) Shows poor spatial planning on paper
-) Has cramped or unusual grip/may complain of sore hand
-) Has great difficulty thinking and writing at the same time (taking notes, creative writing.) (LDA ,2019)

Non-Verbal Learning Disabilities or Disorder (NLD) relates to situations in which people are highly verbal , yet they encounter social problems as well as they have a spatial-verbal deficiency always . (Nonverbal Learning Disorders Association, NLDA). A person with NLD has troubles in interpreting nonverbal cues like facial expressions or body language and may have poor coordination.

3.4 Nonverbal Learning Disabilities (NLD)

Non-Verbal Learning Disabilities or Disorder (NLD) relates to situations in which people are highly verbal , yet they encounter social problems as well as they have a spatial-verbal deficiency always . (Nonverbal Learning Disorders Association, NLDA). A person with NLD has troubles in interpreting nonverbal cues like facial expressions or body language and may have poor coordination

3.4.1 Signs and symptoms

Diagnostic symptoms for nonverbal learning disabilities include the following:

-) Deficits in the areas of nonverbal problem solving, concept formation, or hypothesis testing
-) Difficulty dealing with negative feedback in novel or complex situations
-) Difficulties in dealing with cause-effect relationships
-) Difficulties in the appreciation of incongruities
-) Well-developed rote verbal capacities and rote verbal memory skills
-) Overreliance on prosaic rote, and consequently inappropriate, behaviors in unfamiliar situations
-) Relative deficiencies in mechanical arithmetic as compared to proficiencies in reading (word recognition) and spelling
-) Rote and repetitive verbosity
-) Content disorders of language
-) Poor psycholinguistic pragmatics (cocktail party speech)
-) Poor speech prosody
-) Reliance on language for social relating, information gathering, and relief from anxiety
-) Misspelling almost exclusively of the phonetically accurate variety

-) Significant deficits in social perception, social judgment, and social interaction skills
-) Marked tendency for social withdrawal and isolation as age increases
-) High risk for social-emotional disturbance if no appropriate intervention is undertaken

3.5 Learning disabilities in motor skills (dyspraxia)

According to HELP Guide (2019) , it refers to movement and coordination issues with fine motor abilities (slicing , writing) and gross motor skills (running , jumping) , The motor disability sometimes called the productivity process , which is concerned with the output of brain's information . The brain must be able to connect with the necessary limbs to finish an action in order to run, jump, write or cut something.

3.5.1 Signs and Symptoms

Boon (2001, p.14-15) in her book "Helping Children with Dyspraxia", reckoned that persons with dyspraxia have the following difficulties:

-) They may find holding pencils and pens difficult, and their writing and drawing may be poorly formed
-) They may have unclear speech
-) They may find it difficult to put their ideas into words
-) They sometimes seem to miss or not understand what is said to them
-) They may find it difficult to make friends and to be part of a group.
-) They find it difficult to concentrate for very long
-) They may be easily distracted by noises, things happening outside the classroom window or other activities going on around them
-) They may find it difficult to sit still

-) They may have difficulties with reading, spelling and maths, which may be linked to poor visual-perceptual skills
-) Poor memory, especially short-term memory. May forget and lose things

3.6 Auditory Processing Disorders (APD)

Pieranglo and Giuliani (2008) presupposed that auditory processing disorders (APD) Impede with an individual's ability to analyse or make sense of information taken in acoustic (through the ears). Yet, this is does not refer to hearing disorders, such as deafness or being hard of hearing, because difficulties with auditory processing do not affect the persons' hearing process. In other words, auditory processing disorder describes a variety of disorders that affect the way the brain processes or interprets what it hears even though the person might have adequate hearing.

3.6.1 Signs and Symptoms

(Cocoid, 2002; Gartner, 2003) made diagnostic symptoms of individuals with ADP including the following:

-) Difficulty with some or all listening activities
-) Particular problems when activities occur in less-than-ideal listening environments
-) Problems with sound discrimination
-) Errors when speaking on a one-to-one basis , especially when there is competing background noise or speech
-) Difficulty understanding information when speakers talk rapidly
-) Difficulty understanding information when not devoting one's complete attention to the listening task
-) Difficulty understanding unfamiliar discussion topics

-) Difficulty performing or remembering several verbal tasks in a row
-) Exhibiting weak phonemic systems (speech sound memories used in phonics, reading, and spelling)
-) Often appearing as though not hearing well • Frequently saying “What?” or “Huh?” in response to questions
-) Not always being intimately in touch with the sounds in the environment, hence not always grasping exactly what has been said
-) Having a history of middle ear infection
-) Have lower academic performance
-) Needing more time to process information
-) Having difficulties with reading comprehension, vocabulary, and spelling
-) Displaying behavior problems (as cited in Pierangelo & Giuliani, 2006)

3.7 Visual processing disorder (VPD)

A visual processing, or perceptual, disorder refers to the disability to perceive data gathered by the eyes. This kind of deficiencies is different from visual problems or visual sharpness. The source of VPD is the inability of the brain to interpret as well as process the visual information (National Centre for Learning Disabilities, NCLD, 1999). In simple terms, VPD comprises complexity making sense of what is seen, even though vision is intact.

3.7.1 Signs and Symptoms

Someone with a visual processing disorder has trouble interpreting visual information. He or she may have a hard time with reading or telling the difference between two objects that look similar. People with a visual processing disorder often have trouble with hand-eye coordination.

3.8 Dysorthographia (Spelling Disorders)

Spelling disorders are traditionally represented by spelling difficulties. Spelling is the ability to use letters to establish words with the approved use. Pierangelo and Giuliani (2006) argue that being a weak speller is not a sign of learning disability, only if it happens with poor reading and/or arithmetic.

3.8.1 Signs and Symptoms

A learner with spelling disorder might present some of the following difficulties, often in conjunction with poor skills in reading and or arithmetic:

-) Arbitrary misspellings , such as addition , omission and omission and or substitution of letters in words
-) Slow , hesitant or poor written expression
-) Errors in conjugation and grammar
-) Phonetic spelling of non-phonetic words
-) Misunderstanding the correspondence between sounds and letters (Jessina a , 2018)

3.9 Organisational Learning Disorders (OLD)

According to Pierangelo and Giuliani (2008), an organizational learning disorder is a form of learning disability particularly connected with difficulties in organization. Children who experience this disorder may need ongoing assistance in the organisation, arrangement, setting priorities and time management of schoolwork . In other words, OLD include difficulties in controlling several stimuli and information at one time, thinking neat and logically, identifying direction, or managing equipments and time.

3.9.1 Signs and Symptoms

A student with OLD might present some of the following difficulties:

-) Allocating or organising time

-) Arranging or locating the beginning , middle and end
-) Setting priorities , time management estimating time
-) Following schedules and meeting deadlines
-) Solving problems in stages
-) Organising desks or notebooks , finding materials
-) Settling down and functioning effectively when settings or expectations change
-) Remembering what they are required to do
-) Drafting an outline or assembling materials for presentations

3.10 Social Cue Disorder

Social cues are the implicit messages that we convey once we interact with others through facial expressions and body language. Individuals with social cue disorders have difficulties in behaving in a spontaneous way. Social cues disorder or Social (Pragmatic) or Communication Disorder includes problems with social interaction, social understanding and pragmatics (pragmatics relates to using language in appropriate context). As Pierangelo and Giuliani (2008) stated that individuals with SCD have a deficit in controlling themselves from doing things inappropriate socially as such laughing at wrong times or coughing without covering their mouths. Students with this disorder might suddenly interrupt a conversation or talk aloud to themselves in public (p. 45).

3.10.1. Sign and symptoms

According to (Jessina b, 2018) students with social cue disorder might show some of the following difficulties:

-) Poor impulse control and or needs immediate gratification
-) Illogical reasons for actions and or little thought about logical consequences

-) Inappropriate conclusions or goals , due to deficient reasoning ability
-) Inability to interpret environmental and social cues : e.g, body language , pitch of voice , personal space and or facial expressions
-) Trying too hard or inappropriately to be accepted socially
-) Being disruptive due to low tolerance for frustration
-) Not understanding social conventions such as standing too close or turn taking
-) Spelling disorders are generally characterised by difficulties with spelling , they stem from weak awareness or memory of language structures and letters in words .

4. Other related disorders with Learning Disabilities

4.1. Working Memory Deficit

The Medicine Net website (2017) defined working memory as a momentary system for stocking and handling information necessary to perform higher cognitive tasks such as learning , thinking and understanding . It also constitutes choosing , launching and ending processes such as encrypting , storing , and recovering data . In other words, it is the ability to keep new information so that we can somehow reverse it and use it . Working memory enables us to retain information and to keep track of what we are doing . Moreover , Gupta and Sharma (2017) stated that learning new material requires manipulation of information, interaction with long-term memory, and simultaneous storage and processing of information. It also puts together new knowledge with prior existing information in long term memory (LTM)

Furthermore, studies found that individuals with learning disabilities are expected to have a deficiency in one or more cognitive processes, including phonological processing, attention long term retrieval, short term memory, and working memory like (Masoura, 2006). Various studies have reported a strong

relationship between working memory performance, reading skills (Smith-Spark & Fisk, 2007; Swanson & Jerman, 2007), written expression (Kellogg, Olive, & Piolat 2007), and mathematics performance (Hutton & Towse, 2001) . Similarly (Gathercole and Pickering, 2001) acknowledged specific components of working memory associated with learning disabilities, for example – deficit in central executive functioning has been found to be a characteristic feature of children with learning disabilities and children with special educational needs (e.g., Gathercole and Pickering, 2001) . Gupta and Sharma (2017) concluded that learners with LD are characterised by deficits in working memory as such in dyslexia it is characterised by deficit in phonological working Mathematical tasks require simultaneous processing and storage and so rely heavily on central executive functioning . In short, children with LD are likely to have poor working memory which leads them to find difficulties in learning.

4.2. Attention Deficit Hyperactivity Disorder (ADHD)

According to NHS (2018) it is a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness. Besides, a person with ADHD faces a range of impairments, including difficulty sustaining attention or focusing on a precise task, might have difficulty remaining quiet. In addition, pupils with ADHD have difficulty corresponding to the ideal behaviour expected in schools, for example being able to sit still for long periods and pay attention without acting impulsively or daydreaming. A pupil realizes they are not able to do the tasks that other children seem to be doing easily. They can feel isolated and different (Very well mind' website).

According to Understood Website ADHD co-occurs with learning disabilities such dyslexia, dyscalculia and dysgraphia. In the view , , Russell Barkley in his

book Taking Charge of ADHD: The Complete Authoritative Guide for Parents (2013) declared that kids with ADHD are more expected to have a learning disability than children who do not have ADHD.

5. Causes of a Specific Learning Disability

As Westwood (2004.p, 75) stated there is a rarely single reason for learning disabilities and sometimes any influenced factors can not be identified. While the sources of disabilities in the child are mostly unknown, the potential cause is the subsequent:

5.1. Educational Factors

These factors can lead to learning disabilities in the educational system. These encompass ineffective teaching , misapplication of teaching methods , lack of motivating and stimulating activities , the use of difficult teaching materials (textbooks) that is too difficult for the children to learn . In addition, the lack of care from the parents as well as the support of schools due to illness and financial problems (Westwood, 2004).

5.2.Environmental Factors

The physical and intellectual development of individuals are significantly influenced by environmental factors. When the environment contains positive growth factors such as food, warmth, love, security and sensory stimulation, a normal development should come up. In some cases, however, certain environmental conditions may hinder a child's growth and development that may lead to learning disabilities for instance, shortage of food, lack of emotional as well as security, warmth at home, child abuse, alcohol or drug rude parents, sibling disputes, unreasonable step parents, overwork and inadequate sleep. These are the environmental factors which affect learning (Westwood, 2004).

5.3. Psychological Factors

They refer to a sensory interference that is used to transmit disorder information in functions such as obtain and retain information (Westwood, 2004). In one or more basic processes of understanding or using of spoken or written language in one or more basic process, children with LD experience a disorder. Consequently, these can develop into, hearing, speaking, reading, spelling or arithmetic disorders. These problems are conditions known as disabilities of the senses, brain injuries, minima; dysfunction of the brain, dyslexia and developing aphasia

5.4. Genetics

Researchers found that about 40% of first degree relatives of children with reading disabilities themselves have reading disabilities (Pennington, 1990). In the same way, twin studies have revealed that if one twin has a reading disability, there is a possibility that the other twin will have also a reading disability for identical twins, but not the case with fraternal twins (Roger & George, 2008).

5.5. Tobacco, Alcohol, and Other Drug Use during Pregnancy

It is indicated that mothers may have harmful effect on fetuses by using cigarettes, alcohol or other drugs during pregnancy (Centers for Disease Control and Prevention, 2001). Scientists found that smoking mothers may have a higher chance of getting small babies during pregnancy. Specifically, small newborns, which are often less than five pounds, tend to be at risk for a wide range of problems, including learning disorders (Centers for Disease Control and Prevention, 2001).

Alcohol can also have a negative impact on the brain of the fetus, consequentially; the evolving neurons can be distorted by alcohol. Thus, any alcohol intake during pregnancy can affect the development of the child and lead to learning, attention, and memory problems (Sharyn , 1993)

She (1993) also clarified that overuse of drugs such as marijuana as well as cocaine has been associated with an increase in learning disabilities' symptoms.

5.6.Complications during Pregnancy

Health issues during pregnancy are also possible sources of learning disabilities (University of Maryland Medical Centre, 2004). In certain situations , the immune system of the mother responds to the fetes and attacks it as if they were infection . This type of interruption leads to newly formed brain cells settling in the wrong brain part , or the umbilical cord may distort and temporarily block the oxygen to the fetus during delivery . This eventually can affect the brain's processes as well as lead to LD

Conclusion

Despite the fact that there are several definitions to the learning disabilities , except the MENCAP's definition , the majority of them agree on the following points : learning disabilities are a group of neurological disorders in processing information and they are displayed in speaking , writing , reading ,or mathematics . Thus , learners with LD confronted issues with treating information not with intelligence . Another idea is that learning disabilities varies from one person to another not global deficits ; environmental factors (e.g., insufficient instruction) are not the causes of learning disabilities though they contribute in considerably in increasing the degree of student's LD. Moreover , Learners with LD show average to above average intelligence . More Importantly , learners with LD once they are provided with appropriate educational support can accomplish average or above average achievements . In addition to that, learning disability (LD) revealed as constant difficulties in learning to capably read (dyslexia), write (dysgraphia) or perform mathematical operations (dyscalculia) despite normal intelligence, traditional teaching, unbroken sensory system, sufficient motivation and learning chance. LD

results in academic underachievement that is unexpected based on child's potential as well as the opportunity to have learned more . Finally, there are other disorders that they coexist with learning disabilities such as memory working deficit and ADHD that all together make learning difficult for children .

Introduction

One of the mainly central goals of any educational system is to improve the quality of education and develop its principles. Teachers are the power of education. Thus; the key for ensuring a successful education depends on the teacher's good quality. Without high quality competent teachers it is impossible to build a good quality education. Researches usually shed lights on the factors affecting learners' academic achievements such as motivation, school program and working conditions whereas the teacher's roles and characteristics of teachers are given a little consideration. Therefore, we attempt through this chapter to tackle the importance of the teacher's roles as well as his/her characteristics in enhancing the learners' academic achievements and the effectiveness of their education.

1. Teaching Process Definition

Teaching is often linked with learning. The teaching process, therefore allows people to learn. Teaching can be interpreted as explaining or assisting someone to learn how to do something, to give orders, to study something, to recognise or to understand something Brown (2000, p.7). When the teacher fully understands how learners learn he will select his philosophy, his style of teaching, his approach, his methods and techniques for the classroom. In other words, Brown believes that if the teacher considers learning Skinner as an operant condition based on process of reinforcement, he will teach "accordingly". According to Arnold (1999, p.45), to teach means to help someone else and to permit them to make the necessary changes in their internal resources.

2. Definition of the Teacher

A very simple definition of the teacher is given by Oxford Advanced Learners' Dictionary (1995, p.1225) that does not reveal the teacher's real value among the society as we regard him as almost a prophet, once it describes the teacher as " a person who teaches, especially in school " . Many metaphors are used to identify the teacher and his activities , Harmer (2001, p.56) stated :

Sometimes they say they are like actors because we are always on the stage . Others think they are orchestral conductors' because we direct conversation and set the space and tone. Yet, others feel like gardeners, because we plan the seeds and then watch them grow (p,56)

According to Voller (1997, cited in Phil , 2013,p.186) the teacher is: "A Facilitator; in which the teacher is seen as providing support for learning, counselor; where the emphasis is placed on one to one interaction, and resource; in which he is seen as a source of knowledge and expertise" . The profession of the teacher is therefore to support the learners learn successfully as well as make learning easier .

3. Teacher's Roles

The teacher's main task is to develop good students' good qualities . Teachers create an environment in which students can take risks and mature flexible learning and smart strategies when acquiring skills as well information . Therefore , the teacher has many roles depending on the situation in the classroom as Harmer (2001,p. 57) claims : "The role to choose will have enormously beneficial effects both on learning, and on the dynamics and atmosphere of the classroom . "

In general , Hedge (2000, p,26) suggested some roles of teachers :

As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work. (P, 26)

Besides, Harmer (1991) proposed a framework to identify the teacher in a number of roles which are summarized as follows:

3.1 Facilitator

This term is usually used to entitle "the role of the teacher" for the reason that "the aim is to facilitate the students' progress." (Harmer, 2001,p,57) . This role is strongly related to , in which the success or failure of the lesson is assessed depending on the perform of the students . This role is linked to ' learner-centered approach ' where the assessment of the success or failure of the course is based on how the learners perform the activities and not according to how the teachers do . Simply put , the learners have the tasks and the teacher only intervenes when necessary . The teacher should have special skills in this role of teaching , such as maturity , spelling , education and tolerance in case of confusion .

3.2 Controller

Here , The teacher is responsible for the process of teaching and learning through presenting lessons as well as giving the activities to the learners . He takes the role, gives instructions to the learners, organizes exercises and reads aloud; Harmer (2001, p . 58) argues that the duty of the teacher here is to deliver his knowledge to his learners . The teacher as a controller is traditionally viewed as a boss because of his orders and questions .

3.3 Organiser

It is probably one of the most significant and difficult roles played by teachers in which they should arrange the learners into doing different activities . In alternative words , this role involves teaching the learners how to do an activity by giving them a clear instructions as an example, usually by having their work whether in pair work or groups. The teacher in this case participates , shows , begins and organises feedback for the students . In this context , more attention is paid to learners : they are informed what they should do, they can participate, express themselves and feel committed to learning . In addition to that, the teacher organises the activities, lesson plan, and the smoothness of the lesson according to the divided time. This latter forms a pleasant as well as encouraging environment .

3.4 Assessor

Acting as an assessor , the teacher provides feedback and correction and grading learners in several ways. Students are required to know how and for what reason they are being evaluated for .The teacher should notify the learners with their strengths and weaknesses , the learners afterward can determine their real level and make more efforts to improve it . While assessing the learners , the teacher should be careful and pay attention to his learners' feelings , particularly when the grades are low , through justifying his evaluation. Likewise , he should be tolerant to the potential reactions of the learners, as Harmer (2001, p . 60) argues: “A bad grade is a bad grade, however it is communicated. But it can be made far more acceptable if it is given with sensitivity and support” . Furthermore , the teacher has to be reasonable in examining the performances of his learners .

3.5 Prompter

When learners talk to their classmates or to the teacher they often cannot find the words because they have lack of vocabulary . Thus , the role of the teacher is to motivate learners to think creatively and use their own knowledge . By acting as an incentive, the teacher must avoid helping the learners, even if he wants to, to make them rely on themselves as well as to use their abilities in order to be creative in their learning .

3.6 Participant

Students will be entertained when the teacher joins them . The teacher is therefore more likely to be active than passive . Although the atmosphere in the class is improved when the teacher participates in an activity , the teacher takes a risk of dominating the activity when performing it

3.7 Resource

the teacher is also a sort of resource walking center ready to provide support, or to offer students any information they lack , where necessary , to do the activities .In order to do their exercises properly , students may request the assistance of the teacher for an example when they want to know the meaning of the questions or the way of answering it , or when they want to know how to say something or the meaning of an utterance or phrase . But this should be handled with care to prevent the student from relying on the teacher in doing their activities . Acting as a resource means to be beneficial and obtainable but also being sincere if he does not know something .

3.8 Observer

The teacher as an observer may take notes on the performance of the students . This is very helpful as it allows the teacher not only to provide feedback , but also to

measure the success of the lessons , plus the activities as well as the materials employed then this enables him, if necessary, to modify them . In the same vein , Nielsen (2006,p.17) states that the learners' playtime is a time for the teacher to observe each learner carefully. Through careful observation of learners at work and play, the teacher may begin to see which skills they have mastered and which skills need additional reinforcement. The teacher's observations can give him insight into which intelligences are used more than others by a particular learner. They may also raise his awareness of learners' cultural, linguistic, or developmental needs. These observations will help him plan for the next day or week .

3.9 Tutor

When students take part in projects or self-studies , the teacher serves as a coach . The teacher here provides advice and guidance and helps students elucidate ideas and limit tasks . According to Harmer (2001) ,this role is a combination of the roles of the teacher as prompter and resource . Furthermore , this role can be an excellent way to pay an individual concentration to each student . Additionally , It might make the teacher to adjust a course to meet the needs of certain students . Nevertheless, a student may further become too reliant or even too comfortable with one teacher and one teaching method or style .

To sum up, the teacher's roles differ based on the type of activities and the needs and goals of the students. Often, the teacher should be a controller to manage difficult tasks. At other times, when acting as participant, integrating or resource, teachers have less dominating group. Therefore , the teacher must to be able to shift between the multiple roles intelligently to fit each situation inside the classroom

4. Characteristics of Effective Teacher

An indicator of an efficient teaching is good personal characteristics . The personalities and behaviours of the teachers influence the quality of their teaching and even the learning process . Both the attitudes as well beliefs of the teachers may probably affect their feasibility . Research into teacher quality shows the importance of the personal features of teachers in determining academic achievement improvements for the students because their behaviors and beliefs affect the learning practices of students .

4.1 Attitude

No doubt that qualified teachers are mostly needed for a teaching profession ; it requires a clear set of objectives , the love of the profession and a positive attitude towards the profession . Teachers' beliefs towards their profession , students and the organisation of schools have a major effect on the whole educational system . Mali (2013, p. 12) describes attitude “a subject’s mental preparation to action ”. It defines outward and beliefs . Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct”. This means , attitude is the belief that an individual has in a specific object, which arises from experience and can change through time . Samadi and Al-Ghazo have also suggested another definition to the attitude who consider it as shaped based on individuals' personal beliefs about an object via observation or other external sources (2013, p. 63) . Furthermore, Cherian (2006,p.98) said that psychologically attitudes can be perceived as individuals' continuous orientations towards various objects as well as problems which they convey in terms of views throughout their lives . Hence , attitudes form the individuals' reactions to an object on the grounds of the beliefs they

have . Furthermore , this type of attitude can impact individual's behaviours positively or negatively.

Alongside to the various psychological factors associated with performance and effectiveness, the attitude of teachers is essential for successful teaching and learning results. Strong, Turcker and Hindman (2004,p.34) declare that effective teachers have feelings of pride, determination and they are capable to improve their function through words as well as actions. That is to say, good teachers are optimistic about their job, curricula, students, and also show a great interest in their practices as well as students' learning. As stated by Strong (2007,p.29), teacher's devotion to the students as well as to the teaching career is a crucial aspect of professionalism and efficiency. Liakopoulou (2011) assumes that teachers' attitudes have an impact on their dedication to tasks, their way of teaching, treating their students and how they see their career development . Simply put, the attitudes that teachers take towards their job, teaching and learning is a fundamental component in their effectiveness inside the classroom. He also [assures](#) that:

teachers high expectations for students, a feeling of responsibility towards students, a sense of commitment to their work, a desire for lasting improvement, willingness for lifelong professional and personal growth and the conviction that they can contribute to the growth of their students render them more effective.

[Otherwise stated](#) , effective teachers show positive attitudes to the pedagogy community and work continuously for reaching better education for learners .

4.2 Self Efficacy

The act of the teacher is influenced by many factors that could affect their work dedication to work positively or negatively . The conviction that teachers carry about their capabilities to do their job properly has a vital role in affecting the success of their students as well as the teaching quality . Self-efficacy causes major impacts

on teacher's attitudes and actions , and consequently on the results of education . Goladarci (1992, p. 323) declares that “teacher efficacy refers to one’s beliefs rather than to observable behaviors” (p. 323). Likewise, Gavora (2011, p. 79) asserts that “self efficacy is defined as teacher judgment about teacher’s capacities to bring about the desired outcomes of instruction”. A further definition stated by Moran, Hoy and Hoy “Teacher efficacy is the teacher’s belief in his or her capacity to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (1998, p. 233) . Furthermore , the sense of efficacy of the teacher is viewed as a key parameter in teaching and is still the primary concern for a vast number of researches which has confirmed its tangible impact on the performance of teachers as well as students . Thus , as stated by (Brown, 2006, p. 11) teachers should have a great sense of self-confidence that positively affects their motivational and psychological conditions needed to attain the desired goals .

Self-efficacy is related to personal belief and to teaching effectiveness in general . The former is about teacher's confidence in their capacity to promote education as well as the ability of teachers to teach . Whereas the latter , implies the idea that teaching itself can foster learning and teachers' awareness of their students' ability to learn . Gavora (2011) points that “personal teaching efficacy (PTE) represents a teachers ‘belief that he/she posses the skills and abilities to facilitate students learning” (p. 82) , he also affirms that" Teaching efficacy is the belief that teaching as an organization can influence positively students learning despite other affective factors as motivation, negative home background" (p. 83) . In order to succeed ,teachers must have both high personal teaching efficacy as well as the general teaching efficacy because once the teacher has only the former i.e. the confidence on their teaching ability . Yet , they deficit trust on the ability of teachers

to enhance learning . this will eventually affect their dedication towards their performance . Moreover , Soodak and Podell (1996) postulated a 3-factor model comprising (a) personal efficacy, (b) outcome efficacy, and (c) teacher efficacy. Personal efficacy refers to the belief of the teacher that he/she has the teaching skills . Whereas , outcome efficacy refers to the belief that when the teachers apply these skills , the pupils' desired results will be achieved . The third one , the efficacy of teachers , is the belief that teaching can defeat the effects of environmental pressures (as cited in Gavora, 2011, p. 84) .

Many researchers discovered that there is a strong relationship between the teachers' self-efficacy and students' success . This means , that the more the teacher shows a high self-efficacy the better his students' improvements increase . As Hoy, Hoy, and Davis (2009, p. 636) say teachers with high sense of efficacy demonstrate higher expectations for their learners when they are looking for achieving the goals of learning . This simply means that , whatever the challenges and obstacles that teachers face during their performance , they are able to accomplish the learning purposes “Believing in themselves and their students, higher efficacy teachers look to controllable factors such as increased effort, improved teaching or learning strategies, better explanations or instructional activities, or improved help and support” (Hoy, Hoy & Davis, p. 637) .

Gibson and Dembo (1984, as cited in Susana et al, p.108) declared that teachers with high self-efficacy about their ability to teach as well as that effective teaching shapes the students' learning show more dedication , emphasise more on academic facets , work constantly on academic activities , provide more sophisticated teaching methods , assist their students and congratulate them more than teachers.

Effective teachers accept the issues they face regarding the nature of the assignments of teaching and portray these as vital steps to offer the excellence to their learners . But , ineffective teachers with low self-efficacy fail to handle the difficulties the issues they may face during teaching successfully . Overall , " people with high efficacy approach difficult tasks as challenges to be mastered rather than as threats to be avoided " (Bandura, 1993, p. 2)

4.3 Self Reflection

It is considered one of the essential feature that contribute to the effectiveness of the teaching process . Self reflection enables teachers to evaluate their achievement as well as analyse the teaching process which they believe are important to enhance the teaching and students' learning . According to Joelle (2003,p.1) , reflection is thinking the current actions as well an honest judging to learn to be better than before . In the same vein , Hindman, Grant, and Strong (2010,p.72) interpreted reflection as a procedure of investigating and engaging in a deep thought of actions and beliefs. Another definition proposed by Strong, Tucker and Hindman (2004, p. 37) who said that despite the various of the teachers in doing the self reflection , it remains very private and thoughtful analysis of their success and their individual lives . Moreover , highly competent teachers think critically about the goals of teaching and operate toward attaining pleasant education findings for guarantying effective teaching ; Hindman et al (2010, p. 73), asserted that reflection is a strong sign of teacher quality and major element of building the quality of teaching. Therefore, reflection with all its portions can progress the teaching practices as well as the learning process . Furthermore , because of the idea that teaching is not an easy task to do , good teachers generally review , analyse and evaluate their perform to afford enhanced instruction as well as elevated teaching value .

Schon (1983), conducted a research about knowing the role of reflection on the specialists at their occupations, he illustrated it as a process in which a person tries to deal with and make sense of “some puzzling or troubling or interesting phenomenon” while simultaneously reflecting on “the understandings which have been implicit in his action, understandings which he surfaces, criticizes, restructures, and embodies in further action” (Schon, 1983, p. 50). Similarly, Christodoulou (2010 p. 19) argued that self reflection denotes to the questions that teachers ask about the reasons behind choosing to act this way not the other and try to formulate alterations and discover elucidations to advance their practices. In short, reflection involves shifting back and forth between thinking and action in the way teachers handle teaching.

For attaining successful teaching, teachers are required to make challenges as well as improvements in their practices through constant reflection as a daily activity. Strong (2007) said that “effective teachers continually practice self-evaluation, and self critique as learning tools. Reflective teachers portray themselves as students of learning” (p. 30). Besides, to develop his teaching practices, effective teacher assesses and evaluates his practices by observing and analysing to understand their weak parts plus trying to make the needed adjustments. Joelle (2003, p.1) found in her study on the teachers' perspectives of reflection, that it is an essential aspect of practice. Their ideas about its importance fell into three categories: improvement, discovery, and survival.

In the part of improvement, it gives growing views of effective teaching, visions about what and how students should learn, the several needs of modern students, it also obtains positive change. As Underwood put it, “If you’re looking to really change things, you really need to take the time to reflect on what’s good and

bad already.” (p, 39) . The other category is discovery , he asserted that without reflecting how do teachers realise that their teaching methods were sufficient or not . In Green’s words, “If you don’t reflect, how do you know you’re doing a good job? ” . In alternative words , that when teachers do not discover their weaknesses as well effectiveness , reduced practices will remain in their teaching careers . The last one that teachers identified the reflection's significance was survival , according to them the dynamics of teaching demand the teachers to do reflection as part of the careers i.e., the should think about the circumstances as well as policy of schooling to make their profession successful . Briefly , for teachers , self reflection is a constant process of observing their practice in order to decide whether their teaching was successful , to improve it when necessary , and to build a dynamic environment . Next , Strong (2007, p. 31) supposed that “thoughtful reflection translates into enhanced teacher efficacy, and a teacher’s sense of efficacy has an impact on how he or she approaches content and students”. Teacher self-reflection has a vast influence on their regarding themselves as proficient to boost the instructional practices and students' learning .

Effective teachers endlessly self evaluate, analyse and reflect on their practices to ensure superior quality teaching and learning to look for improved ways of teaching , practise new approaches and resources to meet their students and improve themselves . Christodoulou (2010, p. 20) concluded that all teachers do self reflection even if most of them are doing it instinctively and rarely that it varies from the organized, controlled manners of self reflection .

4.4 Caring

Effective teachers are the teachers who care not only about improving their teaching performance but also in how efficiently they said their learners to learn ;

they also care about the content , learners' needs and the school dealings as well . Hindman, Grant and Strong (2010) asserted that “caring is an intangible characteristic which manifest itself in tangible ways, often through interaction among people” (p. 18) . likewise , Strong, Tucker, and Hindman (2004) stated that “Caring is an important attribute of effective teachers, and students must be able to hear, see and feel that caring in their daily contact with teachers” (p. 33) . Teachers tend to affect students learning via the nature of the interaction that can either enlarge learners' enthusiasm to learn or lessen it . In view of the fact that caring contributes in the effectiveness of the teaching profession , it will undoubtedly improve the learners academic achievements . Strong and Tucker (2004, p. 32) claimed that teachers should take into account their learners' needs as well as interests in doing their teaching practices . Moreover , Caring is viewed not only as an important interaction between teachers and their learners but it also covers several major actions and ways that have an impact on the nature of interaction itself . Rubio (2009) argued that effectual teachers concern about their students via listening to them within and outer the classroom screening interest, understanding with a compassion and patient .

A further perception about the useful ways for the teachers to care about their learners was set by Strong (2007) saying that “the effective teachers seek to understand the challenges facing their students by inquiring as to their well being – either that caring is evidenced in a simple phone call home when a child has missed a few days or a congratulatory note when a child has made an accomplishment” (p. 100) . Furthermore , Tucker and Strong (2005) assumed that the different features of sense of caring play a crucial part in lifting learners' self-confidence , and performance in the learning which comprise “listening, understanding, warmth and encouragement, love for children” (p. 104) . In few words, sense of caring is very

crucial element that contributes in the effectiveness of teachers besides enriching the learning process .

Conclusion

Teacher is the sole person and a role model to the children. Teachers should encourage young people to develop strong moral identities; he should set himself as good example in his behaviour so that students can be acquainted with admirable example of their teacher. Teachers need to sensitize the students through motivation to adhere values to mould their character. Teachers should be convinced within himself, that the teaching is not a profession or occupation rather than a distinctive mission to develop values and to give vision and direction to the society. Teachers are the best minds in the country whose virtue of intellect and moral leadership can attract students for following good qualities. The success of any profession is not only decided by the intelligence, skill and technical expertise but also emotional intelligence. Mahatma Gandhi said that the education of the heart could only be done through the living touch of the teacher. Finally, Teacher occupies predominant place in any system of education. Henceforth, the teacher can be effete once he is confident about his abilities, cares about his learners, and judge his performance.

Chapter Three

Fieldwork

Introduction

The current chapter is devoted for the analysis of the findings earned through investigating the effectiveness of teachers' roles in lessening the negative impacts of learning disabilities on their learners' academic performance. The main aims of this work is to elicit answers for the raised research questions and to determine the validity of our hypotheses that say firstly that once the teachers of learners with LDs are aware about learning disabilities, he will deal with them properly, secondly, if the teachers gives the learners with LDs special care and consideration, this will enhance their learning levels. This chapter represents primarily a description of all of classroom observation checklist as well as teachers' and learners' questionnaires by mentioning their design and methodology, the sample of the study, and the data gathering tools. In addition, it contains the analysis and interpretation of the results gained from both classrooms observation checklist and teachers' and learners' questionnaires to examine the hypotheses aforementioned.

Research Methodology

1. Method

The current research tends to investigate the role of teachers in dealing with the learners with learning disabilities towards achieving better performance in school subjects. Consequently, it opts for a qualitative method because we are going to describe, observe the attitudes of both the learners and their teachers inside the classroom. In addition to that, we want to know the effect of learning disabilities on the learning process of learners and how do teachers deal with them. This study besides seeks to find some useful strategies to at least reduce the negative influence of learning disabilities and also due to the limited period of time provided for conducting the work, the lack of materials. The selected method will be useful to make the

connection between the variables which are teacher's role and learners with learning disabilities.

1.1 Population and Sampling

The population of the present work is learners of Dahmani Abdelhamid Middle school, precisely Third year level because we discovered that there is a huge number of low level learners at Third year level which is 30 out of 200 learners, as the headmaster informed, their ages are between 13 to 17 years, most of them from poor families, as a result they fail in accomplishing good results comparing to their peers. Moreover, 20 teachers will be selected as a sample of the study to have an insight about the process of teaching the learners with disabilities.

1.2 Research tools

In order to carry out this study we opted for qualitative method data because we aim at describing and investigating only the teachers' roles in managing learners with LDs and also due the nature of the study that is purely descriptive. Henceforth, we will opt for classrooms observation checklist to have a valid data about the experiences of learners with LDs and how their teachers deal with them. In addition to classroom observation checklist, we will submit questionnaires for both teachers and learners of the third year level to have a clear insight into the problem under investigation.

2. Classroom Observation

2.1 Setting

Classroom observation took place on 10th May till 13th 2019 orderly with Third year level at middle school of Dahmani Abdelhamid in Ben s'rour. Due to some pedagogical issues we attended only five sessions for different subjects, namely mathematics, English language, Arabic language, French language, and History and

Geography, and French language. In addition, the classroom observation took the form of semi-structured observation because we have prepared an observational checklist in advance to notice and observe some behaviours. Also, during each session, we sat at the back of the classroom where we can observe, without distracting the teaching and learning activities and we have not used any recording or filming devices due to the reason that learners will not feel at ease and to the administrative instructions which prevent me from using any recording device.

2.2 Structure

The checklist was structured into four main categories; the first category was about language disabilities, namely the poor reading aloud, then the poor reading comprehension, subsequently, slow vocabulary growth and the illegible writing. Secondly, category of memory disorders, including problems in learning numbers and words, plus shortage of recall, slow speed of learning new skills and difficulty planning and solving problems. The following category is then attention disorders, encompasses making careless errors, and then easily distracted troubles in focusing for long time and unfocused while talking to others. Finally motor physical disabilities, consists of the inability to hold pencil with good grip, then the long period of time in finishing writing, plus the slow movements as well as easy tiredness, and lastly the difficulties in keeping good posture. Henceforth, It contains a rating scale of three were arranged as follows: observed, fairly observed, and not observed. This list functions as guide for our results of the several learning disabilities existing in this school and the role played by the teachers to lessen them.

2.3 Description of procedures

2.3.1 Session of Mathematics

On 10th May 2019, from 08-08:30, we attended the session of mathematics, we observed that the classroom environment was appropriate for doing the task and the learners were set in an organised way, the learners who had poor sight as well hearing or any disability were on the front places near the board. Moreover, the teacher wrote the lesson with large size characters and used gestures during his explanation and he used also materials such as protractor, cube; every time he asked his learners if they have not understood something, then he asked them to do an activity after explaining the lesson. During this we noticed that four learners had difficulties to do basic arithmetic such as addition, subtraction, multiplication and division. They took also longer when working with numbers as well made mistakes in calculations, incapable of dealing with charts tables, and telling times. Besides that, they were highly frustrated, nervous, and unable to recall the previous math rules that they have been taught about. Therefore, the teacher was checking how his learners were doing their activity, once he found some learners who faced difficulty, he clarified it for them as well gave them some hints to solve the activity. After that, the learners became more encouraged and did the activity as their peers. At the end of the session, the teacher corrected some of his learners' answers, and then he gave a general feedback for the whole class.

2.3.2 Session of English language

On 11th May, at 09:00 o'clock, we attended the session of English language. We observed that the teacher used the ordinary way of teaching where he relied on textbooks to present the lesson and explained the text that was decided to be read. Then he asked his learners to read it silently and try to think about its main ideas then

went to his desk. After five minutes, he assigned a learner whose name is Fathi to read the text aloud. He seemed to be afraid, nervous, and embarrassed to read, consequently his reading was too bad he pronounced words wrongly, sounds and sometimes repeat what he has read other times pausing reading other times skipping some lines of the text. Once he finished reading, the teacher asked him about his understanding to the text, the learner started sweltering and felt worried, he replied I have not understood anything sir, then his peers started laughing at him which made the teacher to go to him and said it is fine me neither I have not understood it as well so let's read it together. This latter motivated the learner to read the text again better than the first one. Next, the teacher gave his pupils an activity which is was about writing a short paragraph about their dreams, the learners loved it except Manor and Sarah, and they were upset. Hence, we have started observing them, we have viewed that they have problems with writing displayed in their poor handwriting, unorganised, incoherent writing on their paper, they griped the pencil in awkward and made many spelling mistakes; though the teacher had corrected them these mistakes, they made them.

2.3.3 Session of Arabic language

On 12th May 2019, at the session of Arabic, we saw Made who is physically disabled and Imam who are physically and mentally disabled as well, due to that we attended the whole session; Sofyan has only left arm whereas Imam she is on wheelchair and did not talk at all inside classroom neither with the teacher nor with her peers, all the session she kept smiling, she is completely paralysed, the teacher knows her status and he sometimes smiled at her trying to encourage her to feel that she is normal. But, it is the opposite for Sofyan, despite his disability, he was actively participating inside classroom, he was interacting with his peer as well his teacher

normally, and his handwriting was good. Other noticeable phenomenon is that there were unfocused learners who were easily distracted by sights and sounds, moved too much, when the teacher asked them about the last point which he was explaining they did not respond like if they were absent. Moreover, the teacher asked his learners to recapitulate what they have learned from the lesson of that day as part of feedback. Although the teacher had explained the lesson many times, some of them said that they forgot it totally like as they have not studied it at all, then they remembered after the teacher gave them some guidelines, they were unable to acquire skills and hated to do activities.

2.3.4 Session of History and Geography

On 12th May, we attended 40 minutes at 10o'clock history and geography' session, the classroom was appropriate to do the tasks where the learners were organized, quiet and their number was 30 learners. More importantly, teacher has used ICT in his session as a teaching strategy where he showed his learners some videos and pictures relating to the content of the lesson to make them grasp the new information as well as skills, as a result, we have noticed that most of the learners, even the lazy learners, reacted positively towards the lesson so they started participating and asking questions and answering questions of their teacher. The teachers showed the picture and at the same time name it many times then he asked his learners to repeat after him. Later on, he asked them to do an activity to fill blanks in the sentences by the appropriate words that they have learnt. Finally, the teacher with his learners corrected the exercise together.

2.3.5 Session of French language

On 13th May 2019, a classroom observation was paid to the session of French language, the classroom environment was improper for learning, disorganised, noisy

because of the huge number of learners in the class (45 learners), the learners were sitting in untidy way there was no space between them and the teacher's desk. Additionally, most of the learners were lazy, bad, and low achiever learners and bad learners which was too hard for teachers to deal with them. Hence, the teacher could not explain the lesson in an effective way because of the noise which was made by the bad learners, they were asking irrelevant questions, they moved around the classroom, they were laughing and signing and the teacher could not manage them at all. Therefore, we have noticed that there were also learners who were characterised by bad handwriting, spelled the words incorrectly, unstructured, unclean, omitted letters from words, spent lengthy time to finish their writing and sometimes they did not finish as well as they did not sit normally as well be quiet for the period of the session. There were also learners who had poor reading aloud and comprehension; they were unable to read the text accurately as well as to understand what they were reading. Additionally, difficulties with writing were showed in this session such as poor handwriting, spelling mistakes, using the upper cases a lot, difficulty in holding the pencil, easily get frustrated and fatigued while writing.

2.4 Analysis of the classroom observation

Along with the first session, the learners were participating actively inside classrooms, including the poor ones, in which they were interacting with their teacher asking questions and answering question provided by their teachers. At the beginning, we have seen at the beginning some learners who were frightened as well as shy to tell their teacher that they have not understood. So, they kept silent till the teacher figured that out, so he indirectly repeated the lesson many times because he knew through his experience and knowledge about their health issues because they had different learning obstacles from poor sight, listening, and comprehension of the

lesson. Thus, the teacher organized the learners in tables accordingly; the front places were for those who have problems as such poor sight and hearing. Moreover, the teacher explained the lesson with high voice so all his learners could hear him well. In addition to that, the number of the learners of this class was 30 learners in which it enabled the teacher to manage the classroom management effectively where he could follow most of his learners' works in order to correct them. The teacher during this session focused more on keeping eye on the low achieving learners through encouraging them to take part of classroom as also for the rest of the learners. In addition to that, those learners had poor mental functions like the ability of brain to understand and also working memory disorder. Therefore, teacher gave the learners with disabilities a special care since he put them on the first place, he talked with them, and he checked them time to time to see whether they have understood or misunderstood something. As a results, the learners, especially the disabled ones, were involved inside classroom to some extent better then at the beginning of the session where they were silent.

Unlike the first session, the classroom environment was unsuitable for the teacher to explain the lesson as well as for the learners to learn because of the huge number of the learners in the classroom (40) which made the teacher unable to put in order the physical setting of the classroom, to control his learners' behaviours as well reactions. Besides, due to the fact that the teacher was novice teacher, the classroom was in chaos where the majority of learners were moving around, shouting at each other, and asking unrelated questions; while others were kept silent, seen to be distracted and unable to comprehend anything. Furthermore, the teacher paid a little attention to the disabled learners in his classroom because she was dealing only with the good ones whom participated with her and focused on the lesson. Therefore, we have seen that

most of the learners were demotivated in learning the lesson, incapable to comprehend the lesson, and did not do their exercises. Besides, those learners showed a poor reading ability, comprehension, and unable to concentrate while learning because the family conditions these learners had. In addition to that, bad handwriting and spelling mistakes were also viewed because the brain areas responsible for reading decoding and memorizing are not active or work too slow.

On the other session, Mahdi had an accident with his family which led to lose his left arm; Mahdi was acting like he has no disability and he is normal like his peers, Mahdi was very active inside classroom and very energetic because the teacher was encouraging him all the session to do his best in learning and boosting his self confidence to achieve success. The teacher gave him a special care he has been always checking him. In addition, the teacher gave Iman a special care; he was smiling at her and made her laughing and made her feel somehow normal like her peers. Consequently, Iman tried hard to interact with through very slow speaking rate as well as laughing with him. Moreover, the reasons behind the idea that learners forgot easily were caused by problems with poor working memory as well as ADHD disorder during the explanation of the teacher to the lesson; so the teacher have interpreted the lesson once more with different way . As an outcome, the learners have understood the lesson and answered it well.

In the subsequent session, What was noticeable is that some of learners had worse handwriting, unorganized, many spelling mistakes and this is due to the fact they had family issues, one of them had divorced parents, other was orphan, other one had violated father who had always been beating him, other one had a teacher who was making laugh at him.

Finally, the classroom was full of the low achieving learners due to administrative procedures to make the other classes more suitable for learning because those learners were distracting the teacher and learners from achieving good results. This latter is not an appropriate environment because this later on will affect on these learners learning and teachers. We besides found also that learners had obstacles with reading aloud and comprehension because they had poor vocabulary as well as problems with brain functions.

3. Questionnaires

3.1 Administration of the Questionnaires

To underpin the obtained data from classroom observation, we designed two questionnaires for the representative third year level of the conducted research and for the teachers. We delivered the questionnaire after doing the classroom observation for forty learners who have learning disabilities as well as for the teachers in which was distributed to 20 teachers of different modules. The cover page of the questionnaire includes a passage for presenting this piece of research; in addition to, the instruction that the respondents should follow to fulfil the current questionnaire.

3.2 Description of Learners' Questionnaire

The designed questionnaire consists of two sections, which in return, include of 18 close-ended questions where the students were asked to tick "yes" or "no" or to choose the appropriate answer(s) from the proposed options. The first section of the questionnaire contains ten questions presented in the Arabic language because of their limited proficiency of English language; this yields us with information about the sample that we are working with. This section included general information about the learners, others analytical question about their poor performance. Due to the fact that learning disabilities are interpreted as consequences of either birth or environmental

reasons, we started our questionnaire by asking about the learners' familial and health conditions along with some diagnostic questions, targeting at knowing the existed learning disabilities at the middle school, potential sources of learners' underachievement, and whether there is an involvement of learning disabilities in learning or not.

The second section was devoted to the teacher's roles in which it was comprised of 09 close-ended questions. This section was a table encompasses 3 colons and 10 rows. The table contained 09 statements and "yes" or "no" options in which we asked the learners to say whether yes or no in front of each statement. Besides, these statements were about the potential strategies and techniques the teacher could perform in order to verify whether the teachers used them as helpful methods to lessen the difficulties their learners face and to boost their learners' academic triumph. In other words, they are the essential roles and methods that teachers should do and offer to make the learners understand and to create effective teaching, but the last question was about gaining insights about the possible impact of LD on the learner' accomplishments

3.3 Analysis of Learners Questionnaire

Section one: General Information

Question 1: specify your gender

Table 1. Learners' gender

Options	Frequency	Percentage
Male	10	25%
Female	30	75%
Total	40	100%

As it is demonstrated in table 1, 30 females with the percentage of (75%) were participating in this work, whereas 10 males with the percentage of (25%) took a part in this conducted research. Based on the data offered above, the majority of learners of the third year at the middle school of Dahmani are females, while males represent the minority of the students. From this result it is seen that females over represent pupils in middle school as they outnumber males in the society.

Question 2: Specify you age?

Table 2. Learners’ age difference

Age	Frequency	Percentage
13-15	25	62.5%
Above 15	15	37.5%
Total	40	100%

It is indicated through the table that the age of the learners who took part in this research are between the age of 13-15 (25 learners) representing (62.5%), while the rest learners' ages (37.5%), were above the age of 15. This means that most of the learners accomplish average or above average achievements while a few are underachiever learners because they repeat in one or more year. This means that most of respondent are intermediate to good learners because Dahmani Abdelhamid Middle School is considered to be one of the best schools in Ben s'rour.

Question 3: Your family's standard of living

Table 3. The standard of living of the Learners’ families

Options	Frequency	Percentage
Excellent	07	17.5%
Good	13	32.5%
Bad	20	50%
Total	40	100%

According to the data above in table 3, 20 of respondents declared that they have bad family economic status (50%), 13 ones (32.5%), answered that they have good family economic conditions, while only 7 stated that they excellent economic conditions. This due to the fact that Ben s'rour is a poor city most its population is poor and unable to cover all the needs of their children. This will likely affect their children achievement.

Question 4: Parents' social status

Table 4. The social status of the learners' parents

Options	Frequency	Percentage
Married	35	87.5%
Divorced	03	7.5%
One is widow	02	05%
Total	40	100%

According to the data denoted in the table 4, 5 of the learners declared they are living with single parents (03 with divorced parents (7.5%) and 2 are orphans(05%)) and the majority of them (35 are with married parents (87.5%). Yet, there was an orphan learner who made good school ratings, but this is an exception, those learners suffer from depression, isolation or other emotional abnormalities that somehow prevent them to get good marks in modules. Despite that, most of the underachieving learners declared were having married parents.

Question 5: Learners' school grades

Table 5. Learners' school grades

Options	Frequency	Percentage
Excellent	03	07.5%
Good	07	17.5%
Intermediate	12	30%
Bad	18	45%

Total	40	100%
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The gathered data showed that the 18 learners (45%) have poor school ratings, 12 of them(30%) are intermediate , 07 (17.5%) are good, while only 03 learners (07.5%) are excellent. This entails that learners are encountering challenges and obstacles that negatively affect their learning process or the teachers are not capable in finding solutions to their learners to get better

Question 6: Do you have learning disability

Table 6. Number of learners with learning disabilities

Options	Frequency	Percentage
Yes	27	67.5%
No	13	32.5%
Total	40	100%

According to the viewed data above, 27 of the respondent, (67.5%) admitted that they have learning disabilities and the rest (32.5%) denied having learning disabilities . This probably explains the low level learners among the learners of the middle school as well as the wired behaviours of them.

If yes, in which of the following?

Table 7. Learners' different learning disabilities

Options	Frequency	Percentage
Reading	8	30%
Writing	5	18.5%
Listening	2	07.5%
Mathematics	10	37 %
Memory	2	07.5%
Total	27	100%

The results presented in the table7 indicated that the common learning disabilities are as follows: mathematics with (37%) , reading with (30%), and writing with (18.50%); while a few declared they have memory and listening disabilities. This points out that dyscalculia , dyslexia and dysgraphia are the widespread types of learning disabilities among middle school learners. This could be attributed to their poor previous learning background especially in primary school.

Question 7: Do you find difficulties in learning or using the Arabic language?

Table 8. Learners'difficulties in learning Arabic language

Options	Frequency	Percentage
Yes	10	37%
No	17	63%
Total	27	100%

According to the table above, learning Arabic seems to be easy task for learners of Dahmani middle school, where only 10 among the questioned learners (37%) asserted that; whereas, a (63%) have no difficulties in the Arabic language learning. In few terms, most of learners find learning Arabic language easy because it is their Mother language. language as well as they have a prior background that elucidates its learning or use.

If yes, in which among the following?

Table 9. Areas of learners' difficulties in learning Arabic language

Options	Frequency	Percentage
Reading	3	30%
Writing	2	20%
Spelling	2	20%
Vocabulary	3	30%
Total	10	20%

According to the respondents' answers viewed in the table 9, most of the learners (30%) encountered problems while reading aloud simultaneously in comprehending while reading, in addition to that they found learning vocabulary difficulties, while others stated that they face difficulties in writing process. This is as an indication to the poor reading aloud and illegible writing among the learners. Again dyslexia is the major problem

Question 8: Do you find difficulties in learning the foreign languages?

Table 10. Learners'difficulties in learning foreign languages

Options	Frequency	Percentage
Yes	27	100%
No	00	00%
Total	27	100%

Unlike learning the Arabic language, the table 10 denoted that the whole questioned learners (100%) said they find difficulties in learning the foreign languages (French, English). This drives us to say that, due to the different phonological, grammatical, and morphological systems between the Arabic languages and foreign languages, it is very hard for the learners, especially those with LD, to learn the foreign languages effectively in regard to their mental processes disabilities like memory dysfunctions.and qualification of teacher and teaching method .

If yes, in which among the following?

Table 11. Areas of learners' difficulties in learning foreign languages

Options	Frequency	Percentage
Reading	9	33%
Writing	6	22%
Spelling	4	15%
Vocabulary	8	30%
Total	27	100%

Based on the data presented in the table above, 9 respondents (33%) said they have problems with reading, and 8 of them(30%) revealed they have problems in memorising the vocabulary. In addition to that 6 ones declared they find difficulties in writing in the foreign language and just 4 who find difficulties with spelling(15%). One more time dyslexia is detected.

Question 9: How do you find learning mathematics?

Table 12. Learners' views about learning mathematics

Options	Frequency	Percentage
Very difficult	14	52%
Difficult	11	41%
Easy	02	07%
Very easy	00	00%
Total	27	100%

According to the table 12, 14 of the respondents(50%) said that mathematics is very difficult for them, , 11 of them(41%) declared that it is difficult . The surprising remark is that 02 of the learners (07%) uttered and none of them (00%) revealed that mathematics is so easy. This drives us to say, mathematics disabilities are once more are the prevalent disabilities among learners of the middle school. Hence, this is possibly because of their poor learning background or maybe it is due the teachers' way of explaining of the lesson. Moreover, the learners' difficulties in solving arithmetic problems could be to the learners' misinterpretations of the problems (Novirani & Suraya, 2017).

Question 10: Where do you like to study?

Table 13. Learners with LD views about their choice of school

Options	Frequency	Percentage
Private school	9	33%
Regular school	18	67%
Total	27	100%

Based on the data in the above table 13, unexpectedly 18 of the respondents (67%) preferred learning in regular schools rather than in private schools i.e., they like to study with normal peers within the same class as they got along with them. The other 9 remaining respondents (33%) loved to learn in special school.

Section Two: Teachers' roles with learners with LD

Question11: Do your teachers assist you when you find difficulty to understand the lesson or do an activity?

Table 14. Learners' answer about if the teachers help them or not

Percentage	Frequency	Options
Yes	22	81%
No	05	19%
Total	27	100%

It is indicated in the table 14 that 22 of respondents (81%) said that they their teachers do not give them assistance to understand the lesson, whereas, 05 learners (19%) admitted that they do receive aid from their teacher to understand the lesson better. This means that teachers are only concerned with completing the curriculum instead of making sure that learners understand the lessons well especially learners

with LDs. Therefore, learners get low school ratings in the exams probably because of the misunderstanding of the lessons or questions of the exam.

Question12: Do you find it difficult to get on with your peers?

Table 15. Learners' with LD answers about getting along with peers

Percentage	Frequency	Options
Yes	03	11%
No	24	89%
Total	27	100%

According to the illustrated data in the table above, 24 among learners (89%) declared that do not like to study with the non-disabled and only 03 learners (11%) loved to work with them. This means that most of the learners with LDs feel annoyed and upset in the classrooms may be because that their normal peers making fun at them, insulting them, laughing at them because of their disabilities. As a result, learners with LDs were frightened to participate or talk with their normal peers.

Question13: Do your teachers give you a special care?

Table 16. Special care of teacher with learners with LD

Percentage	Frequency	Options
Yes	18	67%
No	9	33%
Total	27	100%

The table 16 designated that 18 of the replying learners (67%) stated that their teachers do not pay them special attention or care in the classroom. Yet, 9 of them (33%) revealed that they are paid attention and supports. This drives us to say that why learners with LDs looked absent-minded and unaware to what was happening in the classroom. Additionally, this explains why learners with LDs fail in the exams.

Question14: Do your teachers encourage you to participate in classroom?

Table 17. The encouragement of teachers to LLD to participate

Percentage	Frequency	Options
Yes	20	74%
No	07	26%
Total	27	100%

As stated in the table above, 20 of the respondents (74%) said that their teachers do not motivate them to participate or involve in the classroom, and only 7 of them(22%) Acknowledged their teachers encourage them to take part in the classroom. This justifies the silence of the learners with LDs in the classroom.

Question15: Do your teachers use teaching aids?

Table 18. The use of teaching aids

Percentage	Frequency	Options
Yes	22	81%
No	05	19%
Total	27	100%

According to the data viewed in the table22, the 22 of the respondents (81%) state that their teachers do not use the teaching aids in the classrooms, while 5 ones (19%) said that their teachers use the teaching aids like data show during sessions. This latter for the reason that school has a few number of data shows or because of the limitations of time. This perhaps indicates the poor understanding, reading, and boredom among the learners with LDs because teaching aids provide them with the

proper image of the lesson when they see and hear. They also attract their attention and motivate them to engage in the lesson.

Question16:Do your teachers write raise their voices when explaining the lesson?

Table 19. The teachers' tone of voice

Percentage	Frequency	Options
Yes	18	67%
No	9	33%
Total	27	100%

According to the above data in the table18, 18 of the respondents (67%) declared that their teachers speak quietly and just about 9 of them (33%) said that their teachers speak loudly. This leads us to infer that most of the teachers are females because females talk with a quiet voice while males talk with aloud one .Besides, the classrooms are maybe noisy so learners cannot hear the teacher's clarification of the lesson or reading of the text well.

Question17: Do you get enough time in passing the exams?

Table 20. Learners' with LD answer about time

Percentage	Frequency	Options
Yes	24	89%
No	03	11%
Total	27	100%

According to the results reported in the table 18, 24 respondents (89%) confirmed that the administration of the school do not provide the learners with LDs additional time to pass the exams, while only 03 of them (11%) do have extra times to finish passing the exams. This means that the administration does not know the whole

learners with LDs inside the school. Thus, the learners with LDs obtain bad grades in exams.

Question18: Does your learning disability affect your learning achievements?

Table 21. The learning disability effect on learning

Percentage	Frequency	Options
Yes	20	74%
No	07	26%
Total	27	100%

According the above represented data in the table above, the whole respondents (74%) replayed that their learning disabilities do have a severe impact on their learning achievements. This is because of learning disabilities crated for them difficulties in hearing, reading, understanding, and memorising the lessons. In addition, they make them demotivated and lazy to learn.

3.4 Interpretation of Learners' Questionnaire

As it is aforementioned, the ultimate goal of this study is to investigate and understand the role teachers in managing learners with LDs. Based on the Based on the results obtained from the questionnaire, which was delivered to teachers and to learners of Dahamani Abdelhamid Middle School, precisely third level learners was enrolled in this conducted work, which is entitled " Investigating the teachers' roles in dealing with learners with learning disabilities". From the data provided in the learners' questionnaire, we infer there is huge number of learners with learning disabilities among the learners of Dahmani Middle school who suffer in learning. Besides, there are diverse learning disabilities existed among the learners as such dyscalculia, dyslexia, dysgraphia, memory and motor physical skills. Next, the

widespread types of learning disabilities that learners have are dyscalculia (disability in calculating and solving problems), dyslexia(problems with reading), and dysgraphia(problems with writing) plus learning the foreign languages like English and French languages and only few learners find learning Arabic language or using it difficult . The data gathered through learners' questionnaire revealed that learners with LDs also get bad grades in the other modules. Moreover, almost all of them are not supported by their teachers as well as administration to assist them in lessening the difficulties they encounter in learning. In addition to that, as the findings show that most of the learners with LDs prefer to study in private schools because their normal peers annoy them and make fun of them. Finally, we can say that learning disabilities prohibit the learners to hear well, understand, and learn normally.

4. Questionnaire of the Teachers

4.1 Description of Teachers' Questionnaire

The intended questionnaire consists of two sections presented in Arabic language due to the fact that most of teachers have proficiency in English language, comprising 16 close-ended questions where the teachers were asked to tick and "yes" or " no" or to choose the appropriate answer(s) from the proposed options, excluding question number 5 in which we asked the teachers to give us their meaning to the LD. The first section of the questionnaire was about general information about the teachers i.e. specifying the gender, their academic level and experience in teaching, the number of learners in their classes, and identifying if they had an experience with LD learners.

The second section is subdivided into two sub-parts, the initial one is about a table containing 05 statements and "yes" or " no" options. Henceforth, in the statement the teachers are asked about their familiarity with their learners' families' history and health conditions, whether they take care of the LD learners or not, and if

they are taking their presence into account when planning or teaching the lesson. Subsequently, we asked teachers about if they are doing make-up session for their disabled learners or not, are they adjust the syllabus or teaching materials to fit the disabled learners' several needs, and more significantly, if they are encouraging all learners to work together. The final one seeks to validate the existence of some of the major symptoms that are among learners with LD.

4.2 Analysis of Teachers' Questionnaire

Section One: Background information

Question 1: Specify you genre

Table 22. Teachers' gender

Percentage	Frequency	Options
Male	08	40%
Females	12	60%
Total	20	100%

As the table(20) showed, the massive involved gender in this work are also females (60%) which they represent massive category of teachers at Dahmani Middle School, while males teachers represent the less category at this school. This brings us to say that females prefer teaching carrier more than males because they feel save and valued; males are unlike females which teaching is less preferable carrier for them.

Question 2: teachers' qualifications

Table 23. Qualifications of the teachers

Options	Frequency	Percentage
Master	02	10%
Magister	03	15%
License	15	75%
Total	20	100%

As it is seen above, 5 teachers declared that they have high educational background, 2 have master degree (10%) as well as 03 (15%) have master degree. This means that teachers of Dahmani School have some sort of information in teaching, specifically educational psychology I.e., they have some insights about psychology of teaching.

Question 3: Years of teaching experience

Table 24. Teachers' years experience in teaching

Options	Frequency	Percentage
00 – 03 years	3	15%
04 – 10 years	5	25%
12 – 15 years	6	30%
15 – 21 years	2	10%
Above 22 years	4	20%
Total	20	100%

According to the responses of the teachers about the years of teaching, 4 of them are very experienced teachers. Which represent the oldest teachers (20%) and also there are 6 other experienced teachers (30%) and only 3 novice teachers (15%). This is to say that, Dahmani Middle School teachers, especially the experienced ones, are they key factors of learners' high academic achievements. Having such experienced teachers as respondents would probably give us more accurate diagnosis because teacher with long experience usually take control over their classrooms. In addition to that, they would help us to spot any different learning obstacles faced by learners and it also points out that teachers might have had witnessed learning disabilities.

Question 4: Number of learners per class (average)

Table 25. Number of learners in classes

Options	Frequency	Percentage
30 - 33	02	10%
35 - 38	06	30%
40	12	60%
Total	20	100%

As it is viewed in the above table 24, 12 among replaying teachers asserted that most of Dahmani middle school's classes are overcrowded (60%), while a few classes have an acceptable number of learners (10%). This signifies that might teachers might find difficulties in controlling the classroom, organization, time management and more importantly lack of interacting with his learners, especially those with learning disabilities due to overcrowded classes are full of noise and indiscipline; as a result, it affect negatively the academic achievements of learners specifically learners with LD because they are in most need of teachers to assist them to lean via dealing with their disability . The effect of large class size on this main part of the processes of teaching and learning is explained clearly by Hayes (1997, p.109) who offers the opinion that: "I do not have time to help all students but only some. If it is a small class, I can give the attention to them well.

Question 5: Are you familiar with learning disabilities?

Table 26. Teachers' familiarity with the term learning disability

Percentage	Frequency	Options
Yes	00	00%

No	27	100%
Total	27	100%

According to the presented results in the table above, (100%) of the teachers have no knowledge about the term learning disability because learning disabilities are hard to be recognised and most of teachers see low achieving learners as lazy as well as unwilling to learn. Only few teachers have a little knowledge about it as it is physical, psychological or mental disabilities due their previous experiences in teaching disabled learners. This means that, once the teacher is unable to identify the possible learning disabilities probably lead to viewing this learners as only hating studying; consequently, the teacher might neglect the learners and not give him attention as well assistance that he requires so the learners would fail. Experienced teachers are capable of diagnosing the learners with LD and assist them through offering them special attention and necessary requirement to push them forward. Accordingly the learners with LD would get better in his study. As the Ldonline Website, "Identifying learning disabilities early can pave the way for children to get the support they need to experience successful futures both in and out of school ".

Question 6: Have you taught disabled learners before?

Table 27. Number of learners with disabilities in each class

Percentage	Frequency	Options
Yes	4	20%
No	16	80%
Total	20	100%

According to the demonstrated information, most of the replaying teachers (80%) stated that they have not experienced teaching learners with disabilities which

explain to us why learners are suffering silent as we mentioned beforehand because most of the teachers have no background about teaching learners with disabilities.

Section Two: the teachers' roles with Learners with LD

1. Investigation of the teachers' roles

Question 1: Are you familiar with your pupils' family and health conditions

Table 28. Teachers' knowledge about learners' social and medical conditions

Percentage	Frequency	Options
Yes	06	40%
No	14	60%
Total	20	100%

As the data above revealed, only 6 teachers among the questioned teachers (40%) said they have familiarity with their learners' familial medical as well social awareness; however, the left teachers announced they do not have any background. This gives explanation to the upset learners whom we saw in the classroom and kept silent during sessions. In short, Pierangelo and Giuliani (2008) insisted that teachers have to have a solid background about social as well as medical conditions of every learners; more particularly those who are suspected of having LD, so this would enlighten him of the possible causes of low academic achievement in order to prepare a proper remediation.

Question 2: Do you consider the needs of disabled learners in your lesson plan?

Table 29. Teachers' consideration of disabled learners' needs in lesson plan

Percentage	Frequency	Options
Yes	03	15%
No	17	85%
Total	20	100%

According to the above data, only 03 teachers (15%) put disabled learners' needs while planning lessons; yet, the rest respondents (85%) denied taking the disabled learners' needs. This explains why there are many learners who have poor understanding of the lesson because the teaching materials are probably hard on them.

Question 3: When you teach, do you always consider the presence of disabled pupils in class?

Table 30. Teachers' consideration of presence disabled learners in class

Percentage	Frequency	Options
Yes	03	15%
No	17	85%
Total	20	100%

The table 3.28 stated that the majority of teachers (85%) declared that they do not paid any attention to the disabled learners during the session, and only 03 teachers (15%). This leads us to figure out the reason behind the learners' were absent-minded and poor understanding during sessions.

Question 4: Do you do make-up sessions to the disabled learners in order to assist them to understand better?

Table 31. Teachers who do make up sessions for disabled learners

Percentage	Frequency	Options
Yes	02	10%
No	18	90%
Total	20	100%

According to the illustrated data, only two of teachers do make up sessions for learners with disability, while the majority (90%) denied doing so. Therefore, many

learners find difficulties in learning especially those with LD, who take long time to learn something new and master it.

Question 5: Do you adapt syllabus and teaching materials to accommodate your disabled learners' needs?

Table 32. Teachers' adaptation of syllabus and teaching materials

Percentage	Frequency	Options
Yes	04	40%
No	16	60%
Total	20	100%

The collected information in the above table exemplified that the massive teachers (60%) do not adjust or modify the syllabi as well as teaching materials in teaching the learners, and only 2 teachers who do make up sessions for their low learners, especially disabled learners. Therefore, learners seemed to be bored and unfocused while sessions specially in foreign languages where most teachers oblige them to study the original texts without any modifications which this latter most likely create to them poor understanding, excitements and the ability to read aloud.

2. Identifying the existence of learning disabilities among learners:

2.1 Which of the following characteristics is displayed among your low achieving pupils?

Table.33 The existence of some signs of learning disabilities among middle school underperformer learners

Options	Frequency	Percentage
Slow understanding of the lesson	20	100%
low grades achievements in other modules	20	100%
Easy to be distracted	20	100%

heavy dependence on others	04	20%
Total	20	100%

According to the above data, all teachers identified three of the several symptoms of learning disabilities among the middle school underperform learners; explicitly, the 100% are low level achievement, poor comprehension of the lesson, and constant dreaminess during session. Heavy dependence on others were less identified by teachers (20%) .Therefore, these statistics are a strong evidence that confirms the existence of learning disabilities among middle school low achiever learners and its diverse among them.

2.2 Investigating language learning deficits

Table 34. The existence of language deficits among middle school underperformer learners

Options	Frequency	Percentage
Poor reading comprehension	20	100%
Lack of participation in class	20	100%
Poor vocabulary growth	20	100%
Poor or eligible writing I.e., spelling and handwriting	20	100%
Total	20	100%

The gathered data in the table 34 illustrated that all the 20 teachers viewed the all suggested symptoms of language deficits on some of their low level learners. In short, all the teachers have recognised the four symptoms of language deficits, namely poor reading comprehension, lack of participation, slow vocabulary development, bad handwriting and unreadable writing. This is the first indication to the severe influence of learning disabilities on middle school learners.

2.3 Investigating Memory deficits

Table 35. The existence of memory deficits among middle school underperformer learners

Options	Frequency	Percentage
Troubles in learning alphabets, numbers, words	20	100%
Failure to recall previous knowledge without assistance	20	100%
Slow acquisition of new skills	20	100%
Total	20	100%

Table 35 acknowledged that all 20 teachers affirmed the four symptoms of memory dysfunction, difficulty learning alphabets, numbers, innate remembrance, and slow learning new skills. More significantly, these previous details explain on the potential negative effects of learning disabilities on the level of learners in learning the foreign languages.

2.4 Investigating the Attention deficits

Table 36. The existence of attention deficits among middle school underperformer learners

Options	Frequency	Percentage
Making careless errors	20	100%
Losing attention easily	20	100%
Inability to concentrate on details	20	100%
Unfocusing while talking to others	20	100%

Total	20	100%
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Through the data presented in the table 36, all 20 teachers, (100%) generally detected all the four symptoms are associated with the learning behaviours of their underachieving learners. In alternative terms, making careless errors, easily distracted, poor concentration on details, and unfocused while talking to others have been asserted by all teachers as features of some of low achieving learners and this can be regarded as another potential evidence of the severe influence of learning disabilities among middle school learners.

2.5 Investigating the Motor Skills disorders

Table.37. The existence of motor skills deficits among middle school underperform learners

Options	Frequency	Percentage
Cannot hold a pencil with a good grip	20	100%
Unreadable as well as conflicting writing	20	100%
Spending long time getting writing done	20	100%
Slow movements and get easily exhausted	10	50%
Total	20	100%

The table above is likely indicate that underachieving learners tend to have motor skills deficits, and this is proved via the 20 teachers, 100% of them stated that three symptoms of their learners with bad academic ratings, namely the bad grip in holding pencil, the poor writing, a great deal of time to finish writing; and only 10 of the asked teachers stated that they have learners with slow movements as well as easily

fatigued. This conveys the learning disabilities associated with low level learners because of their negative impact on the learners' leaning process.

4.3 Interpretation of Teachers' Questionnaire

The findings show that the outnumber of the teachers in Dahmani middle school is not experienced teachers and not highly qualified teachers. In addition to that, the majority of classrooms are crowded and unorganized, noisy and unsuitable for teaching. Besides, almost all of them are unknowledgeable about the term learning disability . Henceforth, they have not taught learners with LDs before which justifies the obstacles that these learners encounter in classroom. Additionally, as the results present a vast number of teachers are not familiar with their learners' familial and health issues which lead to the ignorance of the teachers about the learners with LDs are assigned in their classes. Consequently, many teachers, as inferred through the findings, do not provide the learners with LDs with a exceptional concern and care. Moreover, approximately all of the teachers do not regard the presence of the learners with LDs in the classrooms neither while planning the lessons nor explaining the lesson. Therefore, the teachers teach the syllabus and use the original teaching materials as textbook without modifications because their main concern is to finish the curriculum and not paying attention the learners with LDs problems. The massive number of teachers also does not supply learners with LDs with make- up sessions to empower their understanding of the lessons.

Furthermore, based on the data collected through the questionnaire distributed to the teachers, teachers could identify some of the symptoms of learning disabilities. As a result, we can say that learning disabilities do exist among the low level achieving learners with LDs. Moreover, there are different types of learning disabilities among

the low level learners like dyscalculia, dyslexia, dysgraphia, dysthographia, not only that there are other problems like ADHD and memory disorders. Besides, it is illustrated that the majority of low level learners have dyslexia, dygraphia, and poor attention span. Despite all that, there are teachers who have experience in teaching learners with LDs who give support, love and motivation to these learners via syllabi via modifying syllabi, often using data show, explaining the lesson many times and provide them with additional sessions. This later push the learners with LDs to perform better in the classroom as well as to get better school ratings.

5. The Analysis of the Findings

As it is aforementioned, the ultimate goal of this study is to investigate and understand the role of teachers in managing learners with LDs. Based on the results obtained from the questionnaire, which was delivered to teachers and to learners of Dahamani Abedlhamid Middle School, precisely third level learners was enrolled in this conducted work, which is entitled " Investigating the teachers' roles in dealing with learners with learning disabilities". From the data provided in the learners' questionnaire, we infer there is huge number of learners with learning disabilities among the learners of Dahmani Middle school who suffer in learning. Besides, there are diverse learning disabilities existed among the learners as such dyscalculia, dyslexia, dysgraphia, memory and motor physical skills. Next, the widespread types of learning disabilities that learners have are dyscalculia (disability in calculating and solving problems), dyslexia(problems with reading), and dysgraphia(problems with writing) plus learning the foreign languages like English and French languages and only few learners find learning Arabic language or using it difficult . The data gathered through learners' questionnaire revealed that learners with LDs also get bad grades in the other modules. Moreover, almost all of them are not supported by their

teachers as well as administration to assist them in lessening the difficulties they encounter in learning. In addition to that, as the findings show that most of the learners with LDs prefer to study in private schools because their normal peers annoy them and make fun of them. Finally, we can say that learning disabilities prohibit the learners to hear well, understand, and learn normally.

Conclusion

To sum up, the current chapter tackled different stages in demonstrating the findings. We opted for two data gathering tools that were a classroom observation checklist and structured questionnaire. This chapter presented the strategy adopted to carry out this research; besides it described and provided the various details included in the two data gathering tools. Moreover, the chapter elucidated the findings obtained in this work and indicated the different answers offered by the respondents. Additionally, the present chapter denoted the analysis of the realised results. At the end, the discussion of the findings took a part in the present chapter. The results obtained provide a solid to the proposed hypothesis to the contribution of knowledge of the teachers to the learning disability to deal with his learners with LDs and at assisting them through lessening the the problems they face in learning.

Recommendations

Relaying on the findings of this research , it possible to initiate a number of recommendations concerning the effective strategies to at least limit the damage caused by learning disabilities on the academic performance of learners.

1. Administrative Recommendations

1. In supreme importance that the Government of Algeria has to put under its policies the priority that most of the teachers are adequately trained and up to the modern teaching and learning strategies that will enable them to accommodate learners with LDs. This will promote learners to remain in school since they will not be demotivated and irritated to a degree of dropping out from school.

2. Due to early diagnosis of LDs can help in increasing the efficiency of supporting, the counter-measures in order to strengthen the disabled individual's areas of difficulty(reading, writing, or calculating).

3. In order to grant a constant and effective treatment to learners with LDs, it is recommended that officials consider integrating special education classrooms where the learners' with LDs can receive a proper remediation through intensive treatment special educational teachers can apply.

4. Because of the lack of the knowledge the questioned teachers have demonstrated toward learning disabilities, it is recommended that teachers should attend seminars about the features of learning of learners with LDs and the most effective teaching strategies that teachers of general education can use to help their learners overcome the obstacles imposed by their LDs.

5. Due to the lack of official recognition of this phenomenon that brings drastic effects on the learners educational performance, the government should increase public awareness and understanding of learning disability through establishing national informative campaigns about the features and influences of learning disabilities.

6. Accommodations can be anything from assistive technology tools (e.g. access to audio books, dictation software, calculator), classroom accommodation (e.g. preferential seating, reduction of distractions, diverse response types), testing accommodations (e.g. extended time, having questions read orally, necessitating typed responses, requiring minimally distracting or small group environment), and any exemptions they may qualify for (e.g. languages, testing) <https://www.noodle.com/>

2. Pedagogical Recommendations

1. Since the findings show that the special needs of some learners with learning disabilities are neglected because unawareness of general education teachers to the characteristics and negative impacts of learning disabilities; it is recommended therefore that teachers should develop a solid background about the LDs' different symptoms

2. It is also recommended that teachers should plan the lesson with considering the needs of the learners with potential LDs and providing them a special assignments that help those learners to improve their areas of difficulty as such spelling and writing.

3. The teachers of Middle schools or any education institution should co-operate with each other by exchanging information about the weaknesses of the their learners. This can be done by setting up meetings per week.

4. Using cooperative learning and peer-assisted enables learners to work together to reach a common goal. As a result to this, it will increase the interaction between disabled learners and normal peers.

3. Teaching Learners with Learning Disabilities Strategies

In his book " Teaching children with disabilities in inclusive settings" Haddad (2009), suggested the several tips to teach the learners with LDs effectively. They are as follows:

3.1 Practical Tips for Removing Barriers to Learning, Development and Participation

- ✓ Create an environment in which all children feel equally valued.
- ✓ Children should be allowed to communicate in their first language, even when this is different than the language of instruction used in school, whether sign language or another minority language.
- ✓ Children should be allowed time to express their thoughts and opinions. Many children with disabilities will need more time than other children to express themselves.
- ✓ The teacher should be generous, genuine and honest with praise. This will help children to build confidence and to develop a healthy self-esteem.
- ✓ Children should be encouraged to state their opinion, and teacher should try to use their suggestions wherever this is possible.
- ✓ Teachers should encourage both boys and girls to become involved in all curricular and extra-curricular activities.
- ✓ If a child suddenly changes behaviour or acts differently from the way s/he used to, the teacher should try to find out why .

- ✓ The teacher should also evaluate the academic, social, emotional and physical development (progress) of children, instead of just measuring their performance in comparison to others. The progress children make should be evaluated based on their individual learning plans. These plans should be developed paying close attention to possible barriers to learning, development and participation the child may face.
- ✓ Organize the classroom and seat the children to optimise opportunities for communication, interaction and learning for all the children in the classroom – with special focus on those children who experience barriers to learning, development and participation.

3.2 Practical Tips for Teaching Children with Physical Disabilities:

- ✓ Children who use wheelchairs, calipers or crutches for mobility may find it difficult to move around within a traditional classroom blocked by rows of chairs and desks. It is therefore important that we “set up” the classroom in such a way that all the children can move about freely.
- ✓ Children must not just have physical access to their own desk, but also to other parts of the classroom for group activities or just to fetch something from a shelf or cupboard, or to paste a drawing on the wall
- ✓ Children who get easily tired, and need much rest, may find it difficult to come to school on time or to stay in school the whole day. We should therefore repeat important information once or twice to make sure that all the children have heard it at least once. This will also benefit children with ADHD and children who may have had difficulties understanding the information the first time around

- ✓ Teachers and school administrators (as well as school inspectors and supervisors) should make sure that the children concerned get the time they need to properly show what they have learned in school. This is important for all children, both with and without disabilities. It is particularly important that extra time is given during exams.

3.3 Practical Tips for Teaching Children with Dyslexia

- ✓ The teacher should make sure that all the children in the class feel valued and important – including those children who experience barriers to learning, development and participation.
- ✓ Encourage and motivate all the children in the class to do the best they can.
- ✓ Have high expectations for intellectual stimulation (do not underestimate the children concerned), but reasonable expectations for written responses and reading skills.
- ✓ Explain things many times and in many different ways – sometimes to the whole class, to a smaller group of children (as many will benefit from this), as well as individually to the child with dyslexia.
- ✓ When he gives instructions, be deliberate and use few and accurate words, and make simple sentences.
- ✓ Allow time for the meaning of the words to “sink in.” Make sure that all the children have understood by asking them to explain it back to you or to another child.

3.4 Practical Tips for Teaching Children with ADHD

- ✓ The teacher should allow children with ADHD to move while learning. Many children with ADHD need to be moving while listening. If he requires them to sit still while learning, they will use all their concentration on sitting still and

very little (if anything) for learning. However, if he allows them to choose their own motion, it will almost certainly be very distracting to the teachers and other children in the classroom. It is, thus, important to choose activities for them.

- ✓ Allow children with ADHD to respond orally. Writing is sheer torture for many children with ADHD. When doing mathematics, jumping from the “math calculating“ part of the brain to the “put thoughts down in writing“ part of the brain can for many seem like an impossible task. The child may take a section of writing and recopy it with no problem.
- ✓ Give his learners a checklist of the things that need to be done every day. This helps children with ADHD to be accountable and develop responsibility. Many children with ADHD want to know what is going to happen next. They do not necessarily like surprises, and it gives them great satisfaction and a sense of accomplishment when they can tick off each assignment as it's completed.

General Conclusion

The researchers are always creating and discovering new teaching strategies that can boost and enhance the learning process. The study was conducted in the Dahmani Abdelhamid Middle school at ben s'rour; it aimed at finding effective strategies for teachers confirming or rejecting the hypotheses which state that if the teachers give special care to the learners with LDs , this would help these learners to enhance their learning level , and we also hypothesise that if the teachers of learners with LDs are conscious about the learning disabilities, this would assist them to deal with the learners with LDs plus at finding effective strategies for teachers to deal effectively with the learners with LDs.

Learning Disabilities refer to a number of disorders, which may affect the acquisition, organization, retention, understanding, or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

Furthermore, the teacher is the pillar of education and the ideal person to the learners because of the significant roles as well responsibilities that he carries. Therefore, the teacher performs several roles in or out of the classroom, his main role is to transmit transmitter of the knowledge and facilitate learning to the learners. He selects also the most suitable and appropriate strategy that they are sure about its effectiveness in improving their students' learning as well as he organises the

classroom environment to be an enjoyable place for learners to learn properly. Besides, the teacher promotes and encourages the learners to learners and boosts their self confidence to achieve better in the school. In addition to that, the teacher is like a friend and mentor who can guide and assist students through their personal challenges if necessary. Other roles of the teacher, they assess the learners' works as well as their performances plus they provide their learning with feedback to enable them to correct their mistake and errors.

The research case study was Third year level learners and their teachers at Dahmani's middle school. They were selected randomly. Moreover, the data gathering tools were classroom observation checklist and questionnaires were administered for both teachers and learners of third year level. Henceforth, based on the findings gathered from classroom observation and questionnaires, learning disabilities do exist among the learners of third year level at Dahmani Abdelhamid through identifying their symptoms among the low level learners, where the widespread types are dyscalculia and dyslexia. In addition to that, both of the teachers and learners confirmed that the learners with LDs do not receive any assistance or intervention to accommodate their problems. In short , there is a strong relation between learning disabilities and weak academic performance at third year levels at Dahmani middle school, which was demonstrated through the finding of the field work , In addition to that, the majority of learners are not having teachers of Dahmani middle school have lack of knowledge about the learning disabilities, their impacts on their learners' academic performance, and the medical as well as social conditions of their learners.

Despite that, the findings proved that the impact of learning disabilities can be reduced significantly through the provision of effective intervention and appropriate accommodations provided by their teachers. With efficient support, learners with LDs

can achieve at extremely high levels in their academic studies. They may have to work harder and persist longer than peers but they should not regard their learning disabilities as barriers to success.

The present study lead us to confirm the hypotheses that teachers' awareness of learning disabilities will enable him to manage his learners with LDs successfully and once the learners are provided with teachers' care and assistance this will push them forward to achieve better performance. Therefore, the study's findings dictate an urgent intervention from the educational authorities to try and limit the damage caused by learning disabilities.

Finally due to the fact that the study was limited to 5 classes, only third year level of Dahmani Abdelhamid middle school as well as restrictions of time, an additional study can be carried out in the upper classes to establish whether there are other alternative teaching strategies that can work with older children or even adults. Therefore, a study is required to identify teaching and learning methods that can tackle the specific skill deficits in learners with LDs. Another study can be also carried out to set up the areas of strength learner with LD have so that his abilities can be identified and enhanced. Therefore, further studies are recommended.

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Appendices

Appendix 1. Class room Observation Checklist

Classroom Observation Checklist

Session:

Course:

Date and Time:

Number of the learners:

Statements	Well observed	Fairly observed	Not observed
1. Language Disabilities Pupils can not read the text appropriately They have poor reading comprehension They are slow in building vocabulary They have eligible and conflicting writing (spelling and handwriting)			
2. Memory disorders Difficulties in memorizing numbers, words Troubles in recalling the previous knowledge Slow acquisition of new skills Difficulty planning or solving problems			
3. Attention Disorders Making carless errors Easily distracted Troubles in focusing for long period Unfocused during talking to others			
4. Motor physical Disorders Difficulties in holding pencil in good grip Taking long time to finish writing Moving too slow and get tired easily Difficulty keeping a good posture			

Appendix 2. Learners' Questionnaire

Learners' Questionnaire

Dear pupils you are kindly invited to take part in our research which is entitled Investigating the Teacher's Role in Dealing With Pupils With Learning Disabilities. Your answers of this questionnaire which represent your opinions will be helpful for us to do this research and they will be confident. Thank you in advance for your cooperation.

The Questionnaire

Section one: Background Information : Please choose only one option

- ❖ Gender : Male Female
- ❖ Your age :years old
- ❖ Your family's standard of living : excellent good bad
- ❖ Your parents' status : married divorced one of them is widow
- ❖ Are your school grades : Excellent Good intermediate bad
- ❖ Do you have a disability : yes no

If yes, what is the nature of your learning disability?

Reading Writing mathematics Listening Spelling
Memory others

- ❖ Do you find difficulties in learning the Arabic language?

Yes No

If yes, in which of the following categories? (You can choose more than one option)

Difficulty in reading (dyslexia) written expression (dysgraphia)

Spelling (dysthographia) Vocabulary

- ❖ Do you find difficulties in learning the foreign languages (French, English) ?

Yes No

If yes, in which of the following categories? (You can choose more than one option)

Difficulty in reading (dyslexia) written expression (dysgraphia)

Spelling (dysthographia) Vocabulary

❖ How do you find learning mathematics?

Very difficult difficult neither difficult nor easy easy very easy

❖ How do you like to work alone?

Alone with pair with peers

❖ Where do you like to be taught?

Special school Regular school

2. Section Two : the teacher's role with learners with LD

Tick (✓) on the appropriate answer

Statements	Yes	No
1. Do your teachers assist you when you find difficulty to understand the lesson or do an activity?		
2. Do you find it difficult to get on with your peers?		
3. Do your teachers give you a special care?		
4. Do your teachers encourage you to participate in classroom?		
5. Do your teachers use teaching aids?		
6. Do your teachers raise their voices when explaining the lesson?		
7. Do your teachers repeat the explanation once you have not understood something?		
8. Do you get enough time in passing the exams or in doing the activities?		
9. Does your learning disability affect your learning achievements?		

Appendix 3. Teachers' Questionnaire

Introduction

Dear teachers you are kindly invited to take part in our research which is entitled "Investigating the Teacher's Role in Dealing with Pupils with Learning Disabilities". Your answers of this questionnaire which represent your opinions will be helpful for us to do this research and they will be confident. Thank you in advance for your cooperation.

Section One: Background information

1. Gender: Male Female
2. Qualifications: License Master Magister
3. Teaching experience: years
4. Number of students per class (average).....
5. Are you familiar with the concept "learning disability"?
Yes No
6. Have you taught disabled learners before?
Yes No

Section Two: the teachers' roles with Learners with LD

1. Tick (✓) on the appropriate answer

Statements	Yes	No
1. Are you familiar with your pupils' family and health conditions?		
2. Do you consider the needs of disabled learners in your lesson plan?		
3. When you teach, do you always consider the presence of disabled pupils in class?		
4. Do you do make-up sessions to the disabled learners in order to assist them to understand better?		
5. Do you adapt syllabus and teaching materials to accommodate your disabled learners' needs?		

2. Which of the following characteristics is displayed among your low achieving pupils?

Slow understanding of the lesson low grades achievements in other modules

Easy to be distracted heavy dependence on others

Please determine if the following language disorders associate with some of your low achieving learners

❖ Poor reading comprehension

❖ Lack of participation in class

❖ Poor vocabulary growth

❖ Poor or eligible writing I.e., spelling and handwriting

Please determine if the following memory disorders associate with some of your low achieving learners

❖ Troubles in learning the numbers , alphabets, words

- ❖ Failure to recall previous knowledge without assistance
- ❖ Slow acquisition of new skills

Please determine if the following attention disorders associate with some of your low achieving learners

- ❖ Making careless errors without knowing their consequences
- ❖ Losing attention easily
- ❖ Inability to concentrate on details
- ❖ Unfocusing while talking to others

Please determine if the following motor skills disorders associate with some of your low achieving learners

- ❖ Can not hold a pencil with a good grip
- ❖ Unreadable as well as conflicting writing
- ❖ Spending long time getting writing done
- ❖ Slow movements and get easily exhausted

Appendix 4 learners' Questionnaire translated in Arabic language

تمهيد

أعزائي التلاميذ أنتم مدعون بأن تكونوا طرفا في بحثنا المعنون ب " دراسة دور الأستاذ في التعامل مع التلاميذ ذوي الحاجيات " . اعلما يقينا أن إجاباتكم التي تمثل أرائكم الشخصية مفيدة جدا لنا و ستبقى سرية

الإستبيان

1. شخصية: من فضلك اختر خيارا واحدا

□ □ :

□ :

□ □ □ مستوى عائلتك المعيشي:

□ □ □ الوضعية الاجتماعية لوالديك: متزوجين □ أحدهما أرمل □

□ □ □ هل علامتك الدراسية: جيدة □ سيئة □

□ □ هل عندك صعوبة التعلم:

إذ نعم، أين توجد هذه الصعوبة في الخيارات التالية؟

□ □ □ الرياضيات □ □

□ □ هل تواجه صعوبات في تعلم اللغة العربية؟ نعم □

إذ نعم، فهل في (يمكنك أن تختار أكثر من خيار):

□ □ □ □

□ هل تجد صعوبة في تعلم اللغات الأجنبية كاللغة الفرنسية و الإنجليزية؟

إذ نعم، فهل في (يمكنك أن تختار أكثر من خيار):

□ □ □ □

□ كيف تجد تعلم مادة الرياضيات؟:

□ □ □ سهل □ سهل جدا □

□ كيف تحب أن تعمل؟:

□ □ مع زميل □ □

ج) أين تريد أن تدرس؟

2. ذم مع التلاميذ ذوي صعوبات التعلم:

البيانات	
1. هل	
2. هل يقدم أساتذتك عناية خاصة؟	
3. هل يشجعك أساتذتك على المشاركة في القسم؟	
4. هل يستعمل أساتذتك الوسائل التعليمية؟	
5. هل يتكلم أساتذتك بصوت مرتفع أثناء شرح الدرس؟	
6. هل يعيد أساتذتك الشرح عند عدم فهمك	
7. هل يوفر لك وقت كاف أثناء اجتياز قيامك بحل التمارين؟	
8. هل صعوبة التعلم لديك في نتائجك الدراسية؟	

Appendix 5 Teachers' Questionnaire translated in Arabic language

تمهيد

أساتذتنا المبجلين و الموقرين " التعامل مع التلاميذ ذوي الحاجيات الخاصة ". اعلّموا يقينا أن إجاباتكم التي تمثل أرائكم الشخصية مفيدة جدا لنا و ستبقى سرية و شكرا .

بيان

1. المعلومات الشخصية: من فضلك اختر خيارا واحدا

- () : ()
() مؤهلاتك العلمية: ليسانس () ماجستير () ماجستير
() خبرتك التعليمية:
() عدد التلاميذ في القسم:
() هل أنت ملم بمصطلح " "
فما هو مفهومك لصعوبة

.....
.....

() هل سبق لك و أن درست تلاميذا ()

2. دور الأستاذ في التعامل مع التلاميذ ذوي صعوبات التعلم :

(✓) على الخيار الذي تراه مناسبا في الجمل التالية :

البيانات		
		1. هل أنت مدرك للوضعية العائلية و الصحية لتلاميذك؟
		2. هل تضع في تحضيرك للدرس حاجيات تلاميذك ذوي الإعاقات؟
		3. هل تعير وجود التلاميذ أصحاب الإعاقات أثناء تدريسيك
		4. هل تقوم بوضع حصص استدرائية لتلاميذك ذوي الإعاقات لتساعدهم على فهم جيدا
		5. هل تجري تعديلات في المنهاج الدراسي وكذا مواد التعليم حيث تصبح مناسبة لحاجيات التلاميذ أصحاب الإعاقات؟

3. التالية تبدو على تلاميذك ضعيفي المستوى الدراسي؟

فهم بطيء للدرس علامات ضعيفة في باقي المواد سهل للتثبيت اعتماد كبير على الآخرين
) حدد من بين اضطرابات اللغة التالية تلاميذك

الفهم الضعيف عند القراءة

بطء في تطوير المفردات

كتابة ضعيفة وغير مقروءة (الإملائية و السيئ)

) حدد من بين اضطرابات التالية التي تلاميذك

فشل في استذكار المعلومات السابقة لوحدهم

بطء في اكتساب المهارات الجديدة

) حدد من بين اضطرابات التركيز التالية التي تلاميذك

القيام بأخطاء طائشة دون معرفة عواقبها

سهولة فقدان للتركيز

عدم القدرة على التركيز في التفاصيل

يركزون أثناء تكلمهم مع الآخرين

) حدد من بين اضطرابات في المهارات الحركية التالية التي تلاميذك متدني

لا يستطيعون حمل السبالة بشكل جيد

كتابة غير مقروءة و غير متناسقة

يستغرق وقتا طويلا ليكمل كتابته

يقوم بحركات بطيئة ويفشل سريعا

يواجه مشاكل في الاعتدال في جلسته

الملخص

الهدف من إجراء هاته الدراسة هو التحقق من مدى فاعلية دور الأستاذ من الحد من الحواجز التي تخلفها صعوبات التعلم للتلاميذ التي تحول دول تعلمهم بفاعلية و التي تبدو السبب في دنو الأداء التعليمي للتلاميذ . كبداية للبحث افترضنا أن أستاذ ذوي الحاجيات الخاصة عندما يكون على علم بصعوبات التعلم و الآثار السلبية لها قد يؤدي إلى تعامله بطريقة جيدة في التعامل معهم . هذا الأخير يمكنه من التقليل من حدة أثر صعوبات التعلم و كذا مساعدته لهؤلاء التلاميذ في تحقيق نجاحات جيدة. و للتحقق من صحة الفرضيات تم استعمال المنهج الوصفي ومنه اخترنا وسيلتين لجمع المعلومات اللازمة للتأكد من صحة الفرضيتين. الأدوات التي استعملت في هذا البحث هي قائمة الملاحظات العينية للكشف عن كيفية تعامل الأساتذة مع التلاميذ مع التلاميذ ذوي صعوبات التعلم داخل الأقسام وكيف يدرس هؤلاء الطلبة . بالإضافة إلى ذلك قمنا بتوزيع استبيان لكل من الأساتذة المقدر عددهم ب 20 أستاذا و أيضا للطلبة الذين يدرسون بالمستوى الثالث متوسط بمتوسطة دحماني عبد الحميد بين سرور. كنهاية لهذا البحث ومن خلال النتائج المتحصل عليها من تحليلينا للمعطيات خلصنا إلى القول بأن معرفة الأستاذ لصعوبات التعلم وما تخلفه من سلبيات مهم جد في تزويده بطرق تعليمية فعالة في التعامل مع هؤلاء الطلبة و توصلنا أيضا إلى أن تدخل الأستاذ ومساندته يساهم بشكل كبير في التقليل من خطر صعوبات التعلم وكذلك يساعد الطلاب ذوي صعوبات التعلم على تحقيق انجازات مدرسية جيدة.