

# Reflections on “Good Practice” in Dyslexia in Arabic

UNESCO-DITT

Paris

Feb. 2010

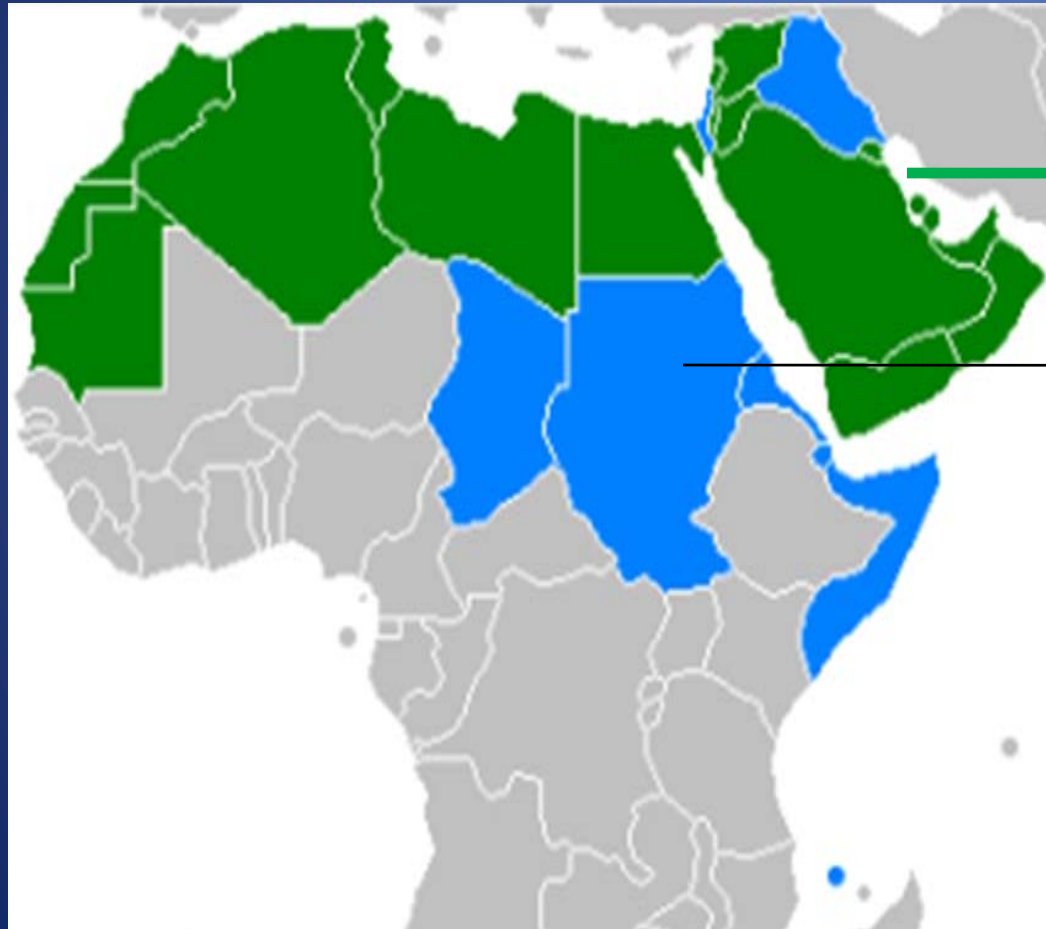
By

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# Background: Arabic Language



**Sole Official  
Language**

**One of several Official  
Languages**

**200 million Native  
Speakers  
250 million non-N.S.**

# Good Practice Questionnaire

## Replied

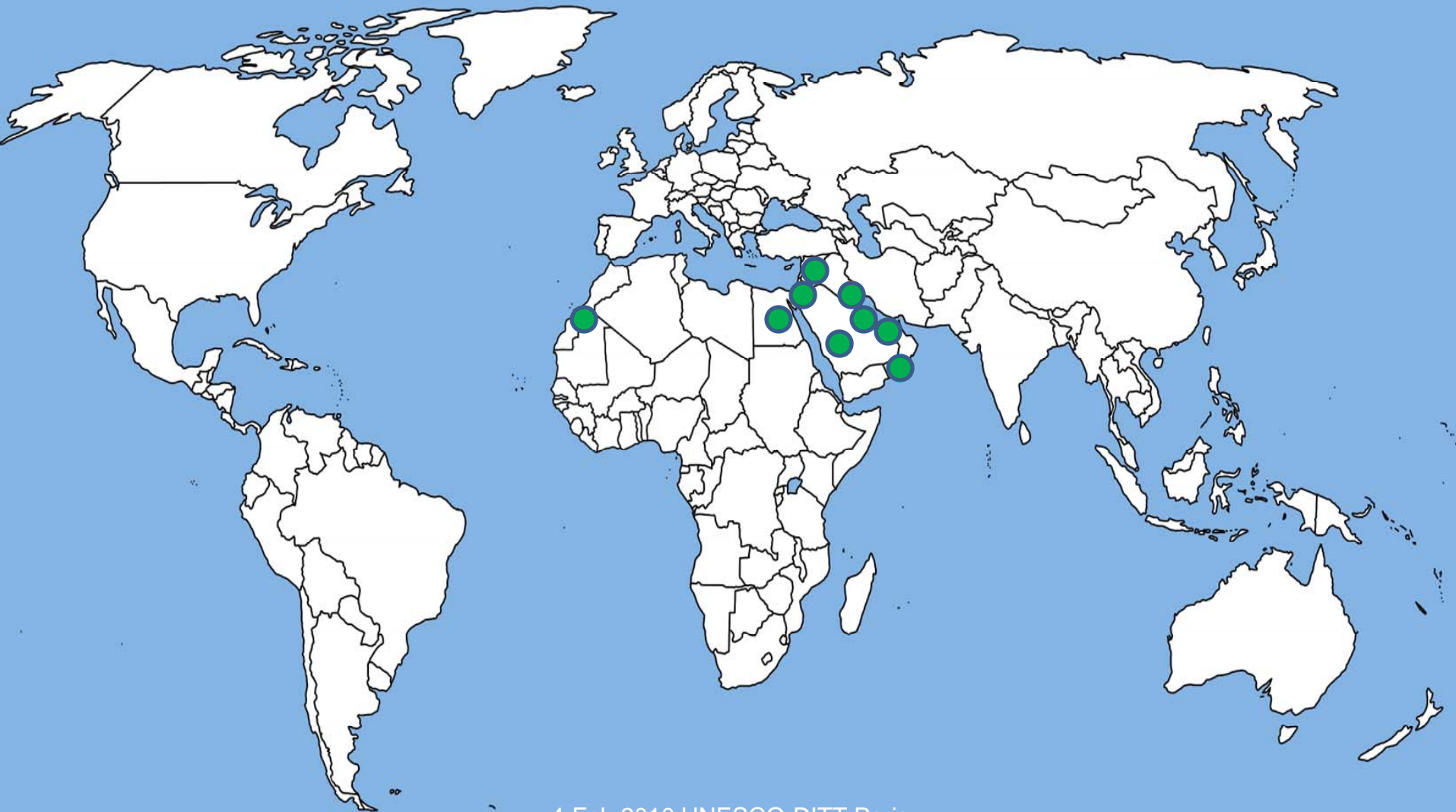
- Saudi Arabia
- Egypt
- United Arab Emirates
- Kuwait
- Qatar
- Oman
- Morocco
- West Bank-Palestine

## No reply

- Jordan
- Syria
- Yemen
- Bahrain
- Tunisia
- Algeria
- Iraq
- Mauritania
- Sudan
- Libya
- Somalia
- Djibouti



Oman (1)



# Shared Views

- Linguistic features of Arabic Orthography seen as a constraint
- Literacy is encouraged
- Emergent literacy is ignored
- Dyslexia is not being officially recognized
- Quran recitation (memory & speech skills)
- Lack of standardized tools
- Need for professional development
- Lack of methodologies & appropriate resources to help people with dyslexia

# Literacy is

- The United Nations Educational, Scientific and Cultural Organization (UNESCO) has drafted the following definition:

“Literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts” (2004).

<http://unesdoc.unesco.org/images/0013/001362/136246e>

# Literacy

- Rates
- Stringent laws-higher expectations
- Types of literacy
- Emergent literacy (reading & writing)
- Curricula: # of words introduced, # of times the same words were repeated, picture-text relationship

# Types of Literacy

- Family Literacy
- Emergent Literacy
- Adult Literacy
- Functional Literacy
- Personal Literacy
- Technological Literacy
- Computer Literacy
- Digital Literacy
- Media Literacy
- Information Literacy
- Global Literacy
- Multilingual literacy

## Adult Illiteracy Rates in the Arab Region

Country	% (UNESCO, 2003)	(AKR 2009)
Jordan	10.2%	7.3%
Mauritania	59.8%	44.8%
Yemen	53.6%	42.7%
Morocco	51.2%	45.3%
Egypt	44.7%	28.6%
Sudan	42.3%	39.1%
Algeria	33.3%	25.4%
Kuwait		6.7%
Occupied Palestinian T.		7.6%
Oman		16.3%
Qatar		10.2%
Saudi Arabia		15.7%
UAE	4-Feb.2010 UNESCO-DITT-Paris	10.2%

# Literacy rates (%) among young people (15-24 years of age)

Country	% (AKR 2009)
Egypt	85%
Jordan	99%
Kuwait	99%
Morocco	74%
Occupied Palestinian Territories	99%
Oman	98%
Qatar	97%
Saudi Arabia	97%
UAE	97%

# How are we teaching reading?

- Instruction focuses on communication skills:  
Speaking, Listening, Poetry, Reading & Writing
- Instruction in each of these areas is rotated every day.
- Instructional focus is on reading not learning to read.
- Instruction is not robust enough—need reading instruction every day (PA & AP).
- Speaking colloquial in the Arabic language classes.
- Emergent literacy (reading & writing) is neglected.

# How does Dyslexia manifest itself in Arabic?

## Research on Reading in Arabic:

- Context sensitivity (Abu-Rabia, 1997)
- Errors of Dyslexics & Controls (Abu-Rabia & Taha, 2004)
- Performance on PA tasks (CV cohesion) (Saiegh-Haddad, 2003; 2007; Tibi, 2009)
- ORF (speed & accuracy) (Tibi, 2010)
- Role of morphology in reading accuracy & comprehension (Abu-Rabia, 2006)
- Linguistic Distance (Saiegh-Haddad, 2003)

# Recommendations

- Increase public awareness Dyslexia
- Assessment tools
- Public libraries
- Reading materials
- Sustain professional development
- Parental involvement
- Conduct Research
- Dissemination of knowledge
- Networking across all institutions/authorities

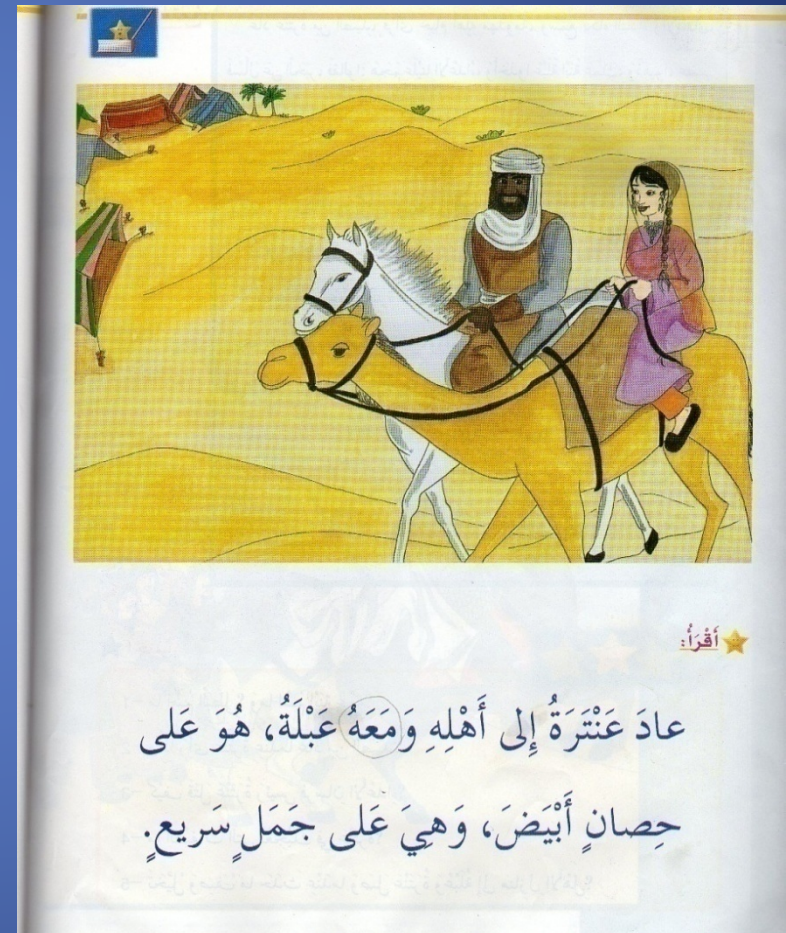
# Appropriateness of Reading materials

Quantity vs Quality

## الفهرس

الوحدة الأولى	الوحدة الثانية	الوحدة الثالثة
7	45	89
دُنْيا الأَطْفال	مَمْلَكَةُ الحَيَوانِ	رَحْلَةُ إلی المَاضِي
الدَّرْسُ الأوَّلُ	الدَّرْسُ الأوَّلُ	الدَّرْسُ الأوَّلُ
8	46	90
لُعْبَةُ الصُّيُوفِ	الْحَيَلَةُ	أُمُّ رَبيعة
الدَّرْسُ الثَّانِي	الدَّرْسُ الثَّانِي	الدَّرْسُ الثَّانِي
16	54	100
طائِرَةٌ مِنْ وَرَقٍ	الْفِيلُ الصَّغِيرُ	القَاضِي جُحا
24	62	111
أَنْشِيطَةٌ إِثْرائِيَّةٌ	أَنْشِيطَةٌ إِثْرائِيَّةٌ	أَنْشِيطَةٌ إِثْرائِيَّةٌ
الدَّرْسُ الثَّالِثُ	الدَّرْسُ الثَّالِثُ	الدَّرْسُ الثَّالِثُ
26	64	112
نُزهَةٌ عَلى الدَّرَاجَةِ	أُحِبُّ الحَرِّيَّةَ	عَتَمَةٌ
الدَّرْسُ الرَّابِعُ	الدَّرْسُ الرَّابِعُ	الدَّرْسُ الرَّابِعُ
34	76	122
صَدِيقَتِي الحَمَامَةُ	بُطُولَةٌ لَبَوَّةٌ	عُبَيْدُ اللَّهِ بَنُ العَبَّاسِ
42	86	131
أَنْشِيطَةٌ إِثْرائِيَّةٌ	أَنْشِيطَةٌ إِثْرائِيَّةٌ	أَنْشِيطَةٌ إِثْرائِيَّةٌ
نَشِيدٌ	نَشِيدٌ	نَشِيدٌ
44	87	132
الأَرْجوحة	الثَّحْلَةُ	جَدُّنا السُّتَدِيادُ

# Reading Texts



## READING TEXT

“If we teach today as we taught yesterday, we rob our children of tomorrow” (J. Dewey, 1916)

Thank You

Questions??