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## Assessment of Dyslexia in the Urdu Language

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# Propositions

of the thesis

**Assessment of Dyslexia in the Urdu Language**

by

**Sana-e-Zehra Haidry**

1. Urdu reading processes and impairments can be understood by the dual-route model (Chapter 2).
2. Urdu poor readers have more issues in spelling words than in reading words (Chapter 2).
3. Both typical and struggling readers of Urdu rely more on visual word recognition rather than letter-to-sound conversion (Chapter 2 and 3).
4. The phonological deficit is at the core of reading-related issues of young struggling readers, which is evident from their significantly poorer and slower performance on decoding tasks comprising words with diacritics and pseudowords compared to typical readers (Chapter 2 and 3).
5. Formal Urdu reading instruction should include the teaching of adequate strategies that enable children to build letter-to-sound associations from an early age, which is currently not a common practice in Pakistan (Chapter 2 and 3).
6. Regardless of reading proficiency, Urdu reading is negatively affected by the inclusion of diacritics (Chapter 3).
7. Longer words are difficult for children struggling to read but easier for typical readers compared to shorter words (chapter 3).
8. Position-dependent (multiple) letter forms in Urdu orthography could be a blessing in disguise for children with letter-position dyslexia (Chapter 4).
9. There are five weathers in Groningen: super cold, very cold, cold, somewhat cold and little cold.

