Classroom-based interventions for achieving

pupils' and teachers' perspectives

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Setting the scene

the context: Greek EFL education in three mainstream public schools

the participants: three EFL teachers, dyslexic and non-dyslexic EFL pupils

the methods: interviews, focus groups, pupils' assessment tools, observations, personal research

'dyslexia – friendly'

after a short training period EFL teachers were given a list of dyslexia-friendly practices to use

practices designed for the support and inclusion of pupils with dyslexia in mainstream education.

focus on pupils' difficulties in skills such as reading, spelling, writing etc. as well as on pupils'

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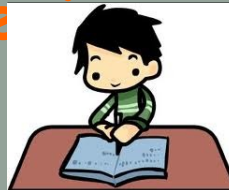
Aims:

exploration of the issue of dyslexia inclusion and support in EFL education

focus 1: performance and motivation of dyslexic EFL pupils

focus 2: performance and motivation of their non-dyslexic peers

focus 3: EFL teachers' knowledge, moral, engagement, development, learning, response

Three different points of view

EFL teacher's

EFL pupils'

EFL Research-er's

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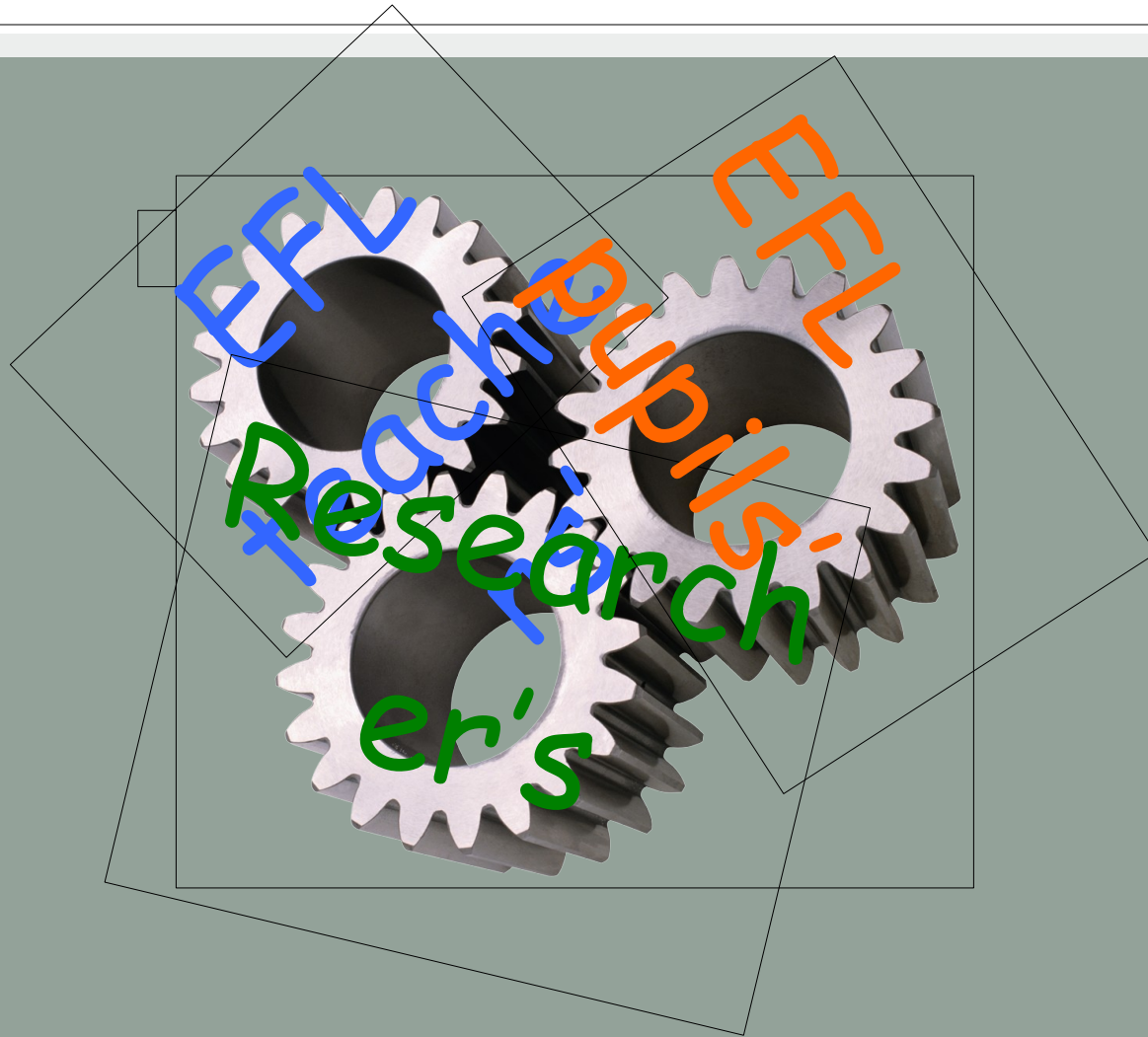
Research Questions:

main research area: how do dyslexia-friendly practices work in the EFL context?

sub-questions:

1. How do 'dyslexia-friendly' practices affect dyslexic and non-dyslexic EFL learners' performance in English language tasks?

Methodology

- pupils' assessment tools, interviews with teachers, classroom observations, Research diary

Pupils' performance

- focus groups, interviews with pupils & teachers, classroom observations, Research diary

Pupils' motivation

- Interviews with teachers, classroom observations, Research diary

Teachers' response

Initial reflections

The pupils with dyslexia said

Before: 'I prefer Greek than English'

After: 'I think English words are shorter and easier than Greek words'

Before: 'The English lg teacher doesn't care about me'

After: 'I like Mr N., he asks me to draw sometimes'

Initial reflections

Their non-dyslexic peers said

Before: "Miss M is nice but I don't think we're learning a lot of things"

After: "I like Miss M and she's trying to help us learn the words by using cartoon images <u>now</u>"

Before: "English lg lessons are boring.. I would prefer

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Initial reflections

The teachers said:

Before: "I'm not sure I can support C (DP), I don't know anything about him"

After: "I think C likes me more now"

Before: "N, P & A (NDP) are not interested in the class, they learn English outside school"

After: "N & A asked me if they're going to have a

Initial reflections

Performance?

Slight changes in performance

Reasons?

Possibly due to the limited time the practices were used (3 months)

Contribution to knowledge

Better understanding of dyslexia friendly practices

New developments in both areas of language teaching and dyslexia

Association of these two areas in a policy level

Future directions for research in FL /SL /AL contexts