

PROVISION FOR STUDENTS WITH DYSLEXIA IN EFL: AN ETHNOGRAPHIC  
CASE STUDY

By

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## **ABSTRACT**

This study investigated the provision that students with dyslexia receive in Greek state secondary schools in EFL and if it corresponds with the Education Ministry's policy on dyslexia. A study of the literature on dyslexia in Greece has shown that there is lack of teachers' training on dyslexia and of teaching resources, collaboration between professionals and seminars for parents (Constantopoulou 2002; Arapogianni 2003; Lappas 1997).

Taking a Vygotskian approach to learning, I apply activity theory (Engeström 2001) to understand and analyse the contradictions that inhibit the implementation of provision for students with dyslexia.

This is an ethnographic case study involving audio recorded observations and interviews with two head teachers, three teachers, four students with dyslexia and their parents in two Greek state secondary schools. It also involves the collection of students' work.

The analysis shows that contradictions are created when the participants try to achieve their goals for dyslexia support by the lack of teachers' knowledge and funding, the school timetable, the lack of inter-collegial collaboration and collaboration with parents and the inadequate diagnosis and school and Ministry's policy. The analysis also shows how the participants try to resolve the contradictions by creating new objects and new tools through individual reflection.

## **DEDICATION**

I dedicate this thesis to my mother and father, my sister Amalia and my partner Panagiotis.

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## LIST OF ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
AT	Activity Theory
BERA	British Educational Research Association
BPS	British Psychological Society
CPD	Continuous Professional Development
DWR	Developmental Work Research
EFL	English as a Foreign Language
ICT	Information Communication Technology
KDAY	Centre for diagnosis, assessment and support
KEDDY	Centre for various diagnosis, diagnosis and support
LEA	Local Education Authority
MFL	Modern Foreign Languages
MNER	Ministry of National Education and Religion
OLME	Organization of secondary education teachers
PDS	Additional Support Teaching
PE	Physical Education
PI	Pedagogical Institute
SENCO	Special Educational Needs Coordinator

SEN	Special Education Needs
SLCN	Speech, Language and Communication needs
SLT	Speech and Language Therapy
WFN	World Federation of Neurology

## **CHAPTER 1: INTRODUCTION**

### **1.1 The origins of the research**

I was both personally and professionally interested in dyslexia when I began this study because of my experience of dyslexia in my teaching in mainstream primary schools and in my family and personal life. In my English as a Foreign Language (EFL) classes, both in primary schools and language schools in Greece, there were students, children and adults who might have had dyslexia but there was nobody to give them an assessment and support or advise me on how to deal with them.

I experienced dyslexia in my family and personal life as well. My sister has been diagnosed with dyslexia in Greece. She did not receive any support at school or at the language school where she learned EFL, because she was not diagnosed until she was 18. I have also met a man in the UK who, although he was diagnosed early (at the age of 8), did not receive support from some of his teachers and school either.

I have also met many other people in Greece both at school and in my personal life that faced spelling, reading and writing difficulties and most were not diagnosed and never received any support at school. Even those who were diagnosed did not receive any support as very few people knew what dyslexia was then. All these cases induced me to investigate the situation regarding dyslexia in Greek schools and how teachers think about it as their attitudes may influence their practices.

The reason I chose to do research on this topic is the fact that my experience as a student and teacher has shown me that in Greece, teachers of EFL in mainstream schools in Greece are not always informed in their teacher training about the characteristics of dyslexia and the difficulties students with dyslexia face when they learn English as a foreign language. In fact, Constantopoulou (2002) and Arapogianni (2003) have shown that

secondary school teachers do not have enough knowledge and training on dyslexia. There are some seminars for in-service training organized by the Pedagogical Institute, the University of Athens and the University of Thessaly in some cities all over Greece about learning difficulties including dyslexia but they are only for permanent teachers and there are not places for all the teachers who apply for them (PI 2007; Koliadis 2007).

As a result, most pupils with dyslexia may be thought to be lazy or stupid and may not receive enough support from teachers. They may be marginalized, stigmatized and humiliated because of their grades (Skordilis 2005; Haralabakis, 2005). For this reason, my experience has shown me that students with severe dyslexia, when they face problems at low levels of English language learning, give up.

I chose to focus on the learning of EFL as I am an EFL teacher myself and because I believe it is important that students with dyslexia learn English. English is a compulsory subject at all school levels in Greece and for all students including students with dyslexia. English is also necessary to find a job in both the state and private sector. Therefore, it is an important issue. I also wanted to address a gap in the literature as there is no research up to now with Greek students with dyslexia learning English and the specific needs they have.

## **1.2 Research Aims and questions**

The aim of my study is to investigate the situation in Greece in terms of dyslexia provision. My objectives are: 1) to identify the needs of Greek students with dyslexia learning EFL in terms of dyslexia provision, 2) to find out what kind of provision students with dyslexia receive from EFL teachers and the school and 3) to investigate the implementation of the Education Ministry's policy on dyslexia.

I have identified six perspectives I wish to research: 1) the Greek students with dyslexia who learn EFL in mainstream state secondary schools and their needs in EFL, 2) the EFL teachers and the provision they offer to students with dyslexia, 3) the parents of students with dyslexia and their collaboration with the teachers, 4) the school and the provision that it offers to students with dyslexia 5) the local education authority (LEA) and the provision they provide for students with dyslexia and 6) the Ministry of Education and Religion and the guidelines it gives to schools and teachers.

The general research questions that the study aimed to explore are related to dyslexia provision from the perspective of the different participants of my study:

- 1) What provision do EFL teachers and the school offer to students with dyslexia?
- 2) What provision and accommodations do students with dyslexia need and are offered when they learn EFL in Greek state secondary schools?
- 3) What provision do parents of students with dyslexia need and are offered by teachers and the school?
- 4) What is the role of the headteacher, the LEA, the diagnostic centres and the Ministry of Education and Religion in dyslexia provision?
- 5) What contradictions emerge when students, teachers and parents try to meet their objects and goals regarding dyslexia provision?
- 6) How do participants in my study try to resolve these contradictions?

### **1.3 Organization of thesis**

Chapter 2 is a review of the literature on dyslexia. I first present different definitions of dyslexia which inform the understanding of dyslexia in my thesis. Then, I discuss the literature on dyslexia provision for students with dyslexia. I also present the Greek educational system and policy on dyslexia in order to contextualize the study by showing

how Greek policy developed historically. I go on to discuss evidence of the implementation of policy in the British and Greek context. At the end of the chapter I present my research questions which develop ideas in the literature.

Chapter 3 is a review of the literature on activity theory which guided the data collection and analysis of this study. I first define activity theory using Vygotsky's (1978; 1987) and Daniels' (2004) definitions. Then, I present the three generations of activity theory (Engeström 2001) and research on organizational learning using activity theory. At the end of the chapter, I present my research questions emerging from activity theory.

In chapter 4 I present my research methodology. I present my methodological approach, activity theory, which was useful for the study of organizational learning for the provision for learners with dyslexia in Greece. I argue that activity theory afforded me to include multi-voicedness in my study and thus to have data from headteachers, teachers, students and parents. Then, I present my research design, case study, and the ethical issues of my study. I discuss my role and identity in the field and what I did to achieve the trustworthiness of my study. In chapter 5 I present my research methods for the data collection and analysis.

In chapters 6, 7, 8 and 9 I present the analysis and interpretation of my data. In chapter 6 I analyse different participants' perspectives on teachers' knowledge on dyslexia. I argue that teachers' knowledge influence their differentiation of methods with students with dyslexia and their collaboration with parents of students with dyslexia. In chapter 7 I discuss teachers' collaboration with specialist provision and collaboration across schools and intra-collegial communication which influence the provision offered to students with dyslexia. In chapter 8 I analyse the contradictions that emerge around implementing national policy on exam accommodations for students with dyslexia. In chapter 9 I discuss the accommodations

and provision that students with dyslexia need in and out of class and for homework using data from School 2.

In chapter 10 I discuss the main findings of my study and I relate them to my research questions and the relevant literature as well as the policy on dyslexia. I also discuss the limitations of my study. Furthermore, I discuss the contribution of my study to the field of dyslexia provision as it focused on issues that had not been investigated before, for example, the complexity of marking mistakes of students with dyslexia and the problems around the oral examination and extra time for exams. Unlike other studies, activity theory was used together with ethnography, which gave me the chance to include more perspectives than other studies did. In the end of this thesis, I give recommendations for the participants of my study and other headteachers, teachers, students and parents and suggestions for further research.

## **CHAPTER 2: DYSLEXIA AND DYSLEXIA PROVISION**

### **2.1 Introduction**

In this chapter I review the literature around dyslexia and dyslexia provision. I first present different definitions of dyslexia that inform the understanding of dyslexia in my study. Next, I review the literature around dyslexia provision including teachers' knowledge on dyslexia and teachers' differentiation strategies for students with dyslexia. Then, I present Greek Ministry's of Education policy on dyslexia and evidence on the implementation of policy. I finally present my research questions emerging from the literature.

### **2.2 Key concepts of dyslexia**

As Miles (1995) argues, dyslexia cannot be described fully by one definition, a formula. It should be noted that research on dyslexia involves many different disciplines: medicine, psychology, pedagogy each having a different explanation for its causes, a different purpose for devising a definition and they address different audiences (Miles 1995; Sinanidou 1989). Scientists of different specializations such as child psychologists, speech therapists, psychologists, educationalists deal with dyslexia and each of them uses a different name (Sinanidou 1989), e.g. 'specific learning difficulties' and 'at risk' children (Miles 1995) in education, 'specific developmental dyslexia' in neurology (Critchley 1970) and 'dyslexia' in cognitive research and psycho-medical practice (BPS 1999).

There is confusion on how the word 'dyslexia' is used in practice and on how to describe dyslexia. This happens because the difficulties that constitute dyslexia are different in different people and the level of difficulties differs (Anastasiou 1998; Peer and Reid 2003; Frith 1999). Age, sex, ability, motivation, personality, social support, physical resources, instructional systems, the nature of the language and orthography play an important role in



individual variability (Frith 1999). As Peer and Reid (2003) stress, not all children with dyslexia have a difficulty with reading, memory and coordination as dyslexia relates to a broad range of difficulties associated with literacy and learning. Furthermore, the difficulties of every person with dyslexia depend on his/her age and the developmental stage s/he is and they change with the passage of time (Anastasiou 1998).

Therefore, no definition can cover the phenomenon as a whole because there is no consensus about the cause (Anastasiou 1998). Therefore, according to different purposes we can focus on a different aspect of dyslexia and different descriptions of dyslexia can be valid in different occasions and purposes (Miles 1995). Miles (1995) has given the criteria that a definition should follow: it should say how dyslexia is used, it should give a guide to diagnosis and it should provide a legal description that will give entitlement to special help or provision.

Many educationalists object to the term 'dyslexia' as it has 'a quasi-medical tone' and involves a diagnosis using symptoms and signs (BPS 1999). They prefer the term 'specific learning difficulties' which is an 'exclusionary construct' that assumes that the literacy problem is 'specific' to reading and writing and that the pupil's general academic and cognitive performance is strong (BPS 1999; Elliot and Place 2004). Turner (1997), Elliot and Place (2004) and Reid (2009) suggest that dyslexia instead of being synonymous to specific learning difficulties can be considered a subset of different specific learning difficulties that include autism, Attention Deficit Hyperactivity Disorder (ADHD), dyspraxia, dysgraphia and dyscalculia. I prefer to use the term 'dyslexia' as it is simple, 'embedded in popular language' as Reason (2002) suggests. I agree with the British Dyslexia Association who use the term 'dyslexia' because there is a need for a word which has meaning outside the education service (Pumfrey and Reason 1991).

Learning difficulties in literacy have been identified as including both ‘general learning difficulties’ and one of a number of ‘specific learning difficulties’. ‘General learning difficulties’ cause low levels of performance in all subjects and they affect learning in school in many areas. On the other hand, specific learning difficulties affect only certain aspects of pupils’ learning. They cause low performance in one or more curriculum areas because of the difficulties pupils face in some aspects of literacy and numeracy skills (Frederickson and Cline 2009).

According to Thomson and Watkins (1998), the problem of dyslexia has been noticed because of the human need to communicate via the written word. Its etymology is Greek, from ‘dys’ meaning difficulty and ‘lexis’ meaning the written word which means that it is a difficulty with reading or decoding the written word. This focus on reading difficulties is clear in the definition of dyslexia produced in 1968 by the World Federation of Neurology (WFN) which attributes its causes to cognitive disabilities

#### ‘Specific Developmental dyslexia

A disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It is dependent upon fundamental cognitive disabilities which are frequently of constitutional origin.’  
(Critchley 1970: 11).

This definition has received criticism for being exclusionary (Miles 1995) and for the terms ‘conventional instruction’, ‘adequate intelligence’ and ‘socio-cultural opportunity’ (Anastasiou 1998; Thomson 1990). Porpodas like the WFN, used dyslexia to refer to imperfect reading in 1981, and problems with written speech in both reading and spelling in 1988 (Anastasiou 1998; Porpodas 1981; Porpodas 1988). The British Dyslexia Association’s definition of dyslexia in 1989 was more descriptive and comprehensive. It suggested that dyslexia is a ‘combination of abilities and difficulties that affect the learning process in one or more of reading, spelling, and writing’ but it also mentions weaknesses in other areas,

such as speed of processing, spoken language and motor skills which other definitions have not mentioned and makes it a useful starting point for teachers and education authorities (Peer and Reid 2003; Reid 2003).

Thomson's definition (1990) refers to a cognitive difficulty again affecting language skills in their written form, that is, reading, writing and spelling. Stackhouse and Wells (1997) see specific literacy difficulties as the unexpected reading and spelling problems children face and as a consequence they may be unable to progress through the phases of literacy development (from the alphabetic to the orthographic phase) in Frith's (1985) model of literacy development.

However, Cline and Frederickson (1999) (cited in Frederickson and Cline 2009) have argued that traditional ways of defining dyslexia like the WFN's definition through the use of socio-cultural factors and intelligence led to the underrepresentation in provision of pupils from minority linguistic or cultural backgrounds. They also mention that the role of IQ in definitions of dyslexia has been strongly questioned (Frederickson and Cline 2009).

The Working party of the British Psychological (BPS) society followed the conclusions of the Netherlands Health Council's Committee and used a definition that was descriptive and lacked explanatory elements (Elliot and Place 2004). This allows for various theoretical explanations (BPS 1999; Frederickson and Cline 2009; Elliot and Place 2004): 'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment though teaching' (BPS 1999). This definition is based on the 'causal modelling framework (Morton and Frith 1995; Frith 2002), with its three levels of observation and explanation: the biological, the cognitive

and the behavioural and it provides a theoretical framework for educational psychologists for the assessment of dyslexia (BPS 1999; Reid 2003).

Frith (1999) claims that defining dyslexia at a single level of explanation – biological, cognitive or behavioural - will always lead to paradoxes. There is evidence for both a genetic and brain basis and behavioral signs extend beyond problems with written language. Frith's (1999) idea that we need to link together the three levels and consider the importance of cultural factors which can aggravate or ameliorate the conditions and that the symptoms have to be understood within the relevant cultural context informed the understanding of dyslexia in my study. Cultural factors determine the degree of the difficulties that dyslexia may impose which can range from none at all to serious difficulties. These difficulties depend on the language and its writing system and the provision of schools and teachers trained on dyslexia (Frith 1999). Frith (1997) also emphasizes the importance of the language system and especially the structure of every written system which can facilitate or aggravate the expression of language difficulties. For example, Greek students with dyslexia may face different difficulties than British because of the two different language systems they are using.

According to Galaburda (1989), dyslexia is influenced by cultural and environmental factors. For example, sometimes dyslexia is only noticed because of the requirements of an educational system or sometimes it is not noticed at all. Galaburda (1989) stresses that in societies and cultures that do not require reading skills there can be no dyslexia. The most important factor for the prevention and remediation of dyslexia is the culture of the country where a person with dyslexia lives if we think that dyslexia concerns literacy which is a cultural phenomenon (Frith 1997; Frith 1999).

The difficulties of students with dyslexia are more evident in school-age children because their academic success is very important to themselves, their parents and teachers and they are constantly reminded of their weak reading and spelling skills (Boetsch et al 1996). However, once they are out of school they can function positively by choosing the right job that does not emphasize their academic problems. Boetsch et al's (1996) study has shown that they can be satisfied in their jobs, marriages and other interpersonal relationships the same way as their peers. They also develop strategies to help them deal with their reading, spelling and organization problems (Anastasiou 1998).

The Republic of Ireland's definition is broad in conceptualization and views dyslexia within a continuum. It captures the broadness of dyslexia that I referred to earlier and for this reason it informs my study.

Dyslexia is manifested in a continuum of specific learning difficulties related to the acquisition of basic skills in reading, spelling, and/or writing, such difficulties being unexpected in relation to an individual's other abilities and educational experiences. Dyslexia can be described at the neurological, cognitive and behavioural levels. It is typically characterised by inefficient information processing, including difficulties in phonological processing, working memory, rapid naming, and automaticity of basic skills. Difficulties in organization, sequencing and motor skills may also be present (Task Force on Dyslexia 2001).

Reid's (2009) definition refers to individual differences and the importance of learning styles and the learning and work context. It informed my study as the individuality of students and the learning context is taken into account in it.

Dyslexia is a processing difference experienced by people of all ages, often characterised by difficulties in literacy, it can affect other cognitive areas such as memory, speed of processing, time management, co-ordination and directional aspects. There may be visual and phonological difficulties and there is usually some discrepancy in performances in different areas of learning. It is important that the individual differences and learning styles are acknowledged since these will affect outcomes of assessment and learning. It is also important to consider the learning and work context as the nature of the difficulties associated with dyslexia may be more pronounced in some learning situations.

## **2.3 Dyslexia provision for students with dyslexia**

In this section I refer to studies regarding issues of dyslexia provision that inform the methods of my study and are relevant to my study's research questions.

Mackay (2004) gives some suggestions for schools who want to be dyslexia-friendly which are not evidence based. He argues that in order for schools to become dyslexia-friendly they need to review the implementation of whole-school policies on teaching and learning, assessment, marking, homework, collaboration with parents, differentiation and inclusion. Schools need to make transparent the link between policy and practice especially in everyday marking and assessment.

### **2.3.1 Teachers' knowledge and training on dyslexia**

Teachers' training and CPD on dyslexia is one of the criteria for dyslexia friendly schools according to Mackay (2004). It influences the way teachers teach and assess students with dyslexia, mark their work and collaborate with their parents and for this reason I am referring to this issue.

Constantopoulou's (2002) survey study conducted with questionnaires with 250 language teachers from different areas of Greece. Her study has shown that school principals who were language teachers as well did not have good knowledge on signs of dyslexia and possible causes. 87 % of the language teachers stated that they were not competent to teach students with dyslexia as there was a lack of teachers' training on dyslexia and that there was confusion about the types of dyslexia (auditory, visual, mixed groups). The two school advisers who participated in the study have stated that they have not organized any seminars on dyslexia in their region. As the support to students with dyslexia depends very much on teachers' knowledge, I have investigated teachers' knowledge and training on dyslexia as

well. I have used different methods and a smaller number of participants than Constantopoulou (2002) did, that is, I used interviews instead of questionnaires with EFL teachers.

Arapogianni (2003) conducted a small scale survey study with interviews with 8 secondary school teachers in Patras in Greece investigating the approaches used by teachers to support students with dyslexia in the classroom as well as their knowledge and training on dyslexia and their collaboration with other professionals. Her study showed that the majority of the teachers did not know what to do to support students with dyslexia in the classroom as they did not have any training on dyslexia and had a lack of understanding about the nature of the students' difficulties. Because of their lack of knowledge they felt that they were not responsible for providing intervention. In my study I investigate teachers' and headteachers' knowledge and understanding of dyslexia using interviews as Arapogianni (2003) did.

Lappas (1997) investigated the nature and provision for specific learning difficulties from the perspective of policy agents, headteachers, learning support teachers, mainstream teachers, parents and pupils as well as the constructs evident in policy documents in Greece and Scotland. The study was ethnographic and was conducted with semi-structured interviews and observation of case study pupils. Both parents and pupils in Greece considered that the support from the mainstream teachers as opposed to the support from the learning support teachers was weak because of insufficient training. This shows that mainstream teachers' training influences the quality of support they offer to students with dyslexia.

Thompson and Chinn (2001, cited in Johnson 2004) asked a group of adolescents with dyslexia who attended a mathematics and dyslexia summer school what helped them

learn. Adolescents mentioned that having trained teachers who are aware of students with dyslexia difficulties are important for their learning.

### **2.3.2 Differentiation and dyslexia friendly strategies**

I have referred to studies on teachers' knowledge on dyslexia. I will now refer to some studies and literature on differentiation and dyslexia friendly strategies for students with dyslexia.

According to Reid (2009), differentiation is about making school work and the texts used in class more accessible for students with dyslexia but also about making their assessment more appropriate and effective. Differentiation enables pupils to demonstrate what they can achieve and experience satisfaction in their learning. Teachers can differentiate material in a task; they can accept different kinds of response according to the abilities of pupils. For example, differentiating material by task in a listening exercise may involve some pupils writing their responses while some pupils draw them and other pupils put them in audiotape (Crombie 2000). According to the Salamanca Declaration, students with special educational needs 'must have access to regular schools which should accommodate their needs using a child-centered pedagogy capable of meeting these needs' (Johnson 2004). Crombie (2002) defines accommodations as a set of arrangements used to ensure students with dyslexia can demonstrate their strengths and abilities (cited in Reid 2009).

#### **2.3.2.1 Materials**

The use of adapted or specialist materials and resources for students with dyslexia is closely linked to classroom based learning support for students with dyslexia. The



availability of appropriate materials is one of the criteria of dyslexia-friendly practice according to Mackay (2004). Hunter Carsch (2001) interviewed experienced teachers and special educational needs coordinators (SENCOs) in the English midlands about policy and practices relating to learning support in the secondary schools for students with specific learning difficulties. The study showed that there is a trend towards class teachers using adapted materials. The SENCOs suggested that practical ways of differentiating resources not only by differentiating 'worksheets' are needed. The use of special resources and especially ICT resources (CD-ROM and visual materials) was also reported by SENCOs to have been found to be effective for dyslexia support (Hunter Carsch 2001). The voice-to text and text-to-voice technology has a lot of potential although there are many teachers and students who are not aware of it (Crombie and Crombie 2000).

Lack of available resources for students with dyslexia in Greece was reported in Arapogianni's (2003), Lappas (1997) and Constantopoulou's (2002) study. Both parents and pupils in Lappas' study (1997) considered that the support from the mainstream teachers as opposed to the support from the learning support teachers in Greece was weak because of the methods and materials used. Constantopoulou (2002) found that there were no books, no teaching material, no apparatus and no I.T. available on dyslexia in Greek secondary schools.

#### **2.3.2.2 Collaboration with parents**

According to Mackay (2004) dyslexia-friendly schools enjoy the trust of parents. A key element that leads to parental trust is a quick response to issues raised and the dialogue maintained between the school and the parents. When parents raise the issue that their child might have dyslexia, teachers can agree to teach the child differently, offer advice to parents about how to help children at home, offer to seek further advice, set agreed improvement

targets and ask for a teaching assistant to support the child. Parents can also be consulted about effective approaches and the effectiveness of approaches used with their children.

One of the SENCO's interviewed in Hunter-Carsch's (2001) study described the provision of an 'open day' in his school which involved study skills workshops for all students and interested parents. Parents' meetings in groups were also found to be helpful for explaining to parents ways of helping with students' work. Hunter Carsch (2001) and Pollock and Waller (2003) suggest that parents are members of a local dyslexia support group and meet other parents of students with dyslexia at local meetings at which they can hear informed guest speakers and see new resources. Constantopoulou (2002) has found that in the Greek context such seminars or workshops for parents do not exist. She attributes this to the lack of support departments at schools.

Griffiths et al (2004) conducted a two year evaluation project on the communication between parents and professionals on dyslexia provision for children in mainstream schools. In-depth interviews of parents from seven families across five LEAs in the South-west of England were used. Among other issues they dealt with parental strategies and found that parents tried to talk to the school and teachers and if they found no support they by-passed schools and they asked for private assessments and had private tuition for their children. Griffiths et al (2004) endorse a more inclusive 'extended professionalism' in which teachers are sensitive to parents' concerns, appreciate their knowledge and respond to their concerns with sensitivity and respect. In my study I use interviews with parents to investigate parents' collaboration with teachers and the school and the strategies they adopt. I investigate if the concept of 'extended professionalism' is evident in teachers-parents' collaboration.

### **2.3.2.3 Inter-collegial collaboration**

Collaboration between colleagues is also important for dyslexia provision. Mackay (2004) suggests that portraits on all pupils with specific learning difficulties including individual teaching and learning strategies should be available to all staff. The introduction of Student profiles was an example of a successful initiative taken by SENCOs in Hunter-Carsch (2001) study. SEN directories and student profiles were introduced in one school in order to increase the effectiveness of communication between SEN staff and curriculum subject teachers. Pollock and Waller (2003) also mention the difficulty of special needs teachers to communicate with all subject teachers about individual students. They suggest that a list of pupils requiring support circulates on a termly basis highlighting their particular needs. They also suggest that communication is always kept open between all teachers regarding students with dyslexia.

As far as the Greek context is concerned, Arapogianni (2003) reported lack of contact and collaboration with other professionals. Lappas (1997) also reported lack of communication and collaboration between learning support teachers and mainstream teachers in Greek primary schools because of the lack of responsibility of the headteachers for the provision for specific learning difficulties which lay only with the learning support teachers. In my study I use similar methods (semi-structured interviews) to investigate if inter-collegial communication is effective from the perspective of parents, pupils and teachers and headteachers but not learning support teachers and policy agents as Lappas (1997) did. My study is located in secondary schools as opposed to primary schools in Lappas (1997).

#### **2.3.2.4 Collaboration between schools and specialist provision**

The most advanced practice regarding multidisciplinary work for children with special needs is ‘collaborative teamwork’ (Lacey and Lomas 1993 cited in Lacey 2000). This means that ‘assessment’ and ‘discussion’ teams that are made up of professionals from different agencies who meet for assessment purposes or for case discussion purposes work together with ‘practice teams’ who are based in schools and are concerned with the day-to-day management of the needs of children with special needs. According to the transdisciplinary model, these teams are directly responsible for the initial assessment and then the individual programme of children. Meetings have been seen as important for collaborative teamwork. Teams need time to talk and work together in order to carry out joint assessments and plan programmes together (Linder 1990 cited in Lacey 2000).

Gavrilidou et al’s (1994) survey study has shown that Greek elementary school teachers and undergraduate teacher trainees from Thessaloniki consider school psychologists as useful in helping them solve classroom problems but trainees rated psychologists as more useful for conduct problems than for learning problems. Constantopoulou (2002) has also shown that there are no specialist teachers and SEN school advisers at secondary schools in order to guide teachers.

#### **2.3.2.5 Exam accommodations**

Teachers in Arapogianni’s (2003) study mentioned the technique of allowing students with dyslexia to take exams orally in order to support them. Ganschow et al (2000) mention that, according to federal legislation, US universities must make reasonable accommodations for students with language learning disabilities that might include modifying examination procedures, for example, giving them extended time in order to take an English proficiency

test. Crombie and McColl (2001) also suggest that students with dyslexia learning MFL at secondary school should apply for extra time and other special arrangements for external examinations because they tend to be slower in responding to incoming information.

#### **2.3.2.6 Marking and examination of spelling**

The technique of sensitive marking was one of the techniques teachers in Arapogianni's (2003) study used to support students with dyslexia. This means that teachers can make spelling allowances when they mark papers of students with dyslexia (Ganschow, Sparks and Javorsky 1998). Adolescents with dyslexia in Thompson and Chinn (2001) also mentioned that work judged for content and not spelling was important for their learning. In my study I investigate whether teachers use the technique of sensitive marking using interviews as Arapogianni (2003) and Thompson and Chinn (2001) did. Hunter-Carsch (2001) also found that having a shared marking policy was reported by SENCOs as effective in assisting students with dyslexia.

The issue of marking was mentioned in Nijakowska's (2000) study. Nijakowska (2000) conducted a survey study with primary and secondary language teachers in Poland. She investigated whether teachers apply any special methods of work with students with dyslexia and which differentiation strategies they use with students with dyslexia. She found that 44 per cent of the teachers provided their students with dyslexia with descriptive marks. I investigate the issue of marking in my study as well but with interviews instead of questionnaires, in a different country and setting, only in secondary schools and with a smaller number of participants who were only EFL teachers.

Adolescents with dyslexia in Johnson (2004) complained about the overemphasis on spelling especially in MFL and about having to take dictation. In my study I investigate the examination of spelling through dictation by an EFL teacher.

#### **2.3.2.7 Extra time in class**

Crombie (1997) has conducted a study with twenty five 11 to 16 year old Scottish pupils with dyslexia learning French. These pupils were compared to a group of twenty five non-dyslexic pupils. The study showed that pupils with dyslexia performed poorly in reading and writing but also in speaking and listening and they required more time than the control pupils to complete the phonological tasks of reading in both English and French. This finding has implications for teachers: they need to allow pupils with dyslexia extra time for processing information. Crombie and McColl (2001) suggest that teachers of MFL should be prepared to allow students extra time to answer questions and to complete work because students with dyslexia tend to be slower in responding to incoming information.

The issue of extra time was also mentioned in Nijakowska's (2000) study who found that 66 per cent of the teachers allowed their students with dyslexia more time to complete a task. In Arapogianni's (2003) study of teachers' knowledge on dyslexia referred to above, teachers used the technique of giving extra time to students with dyslexia in the classroom. The adolescents in Thompson and Chinn's study (2001, cited in Johnson 2004) mentioned being given more time as important for their learning as well.

Johnson (2004) reports a survey study including 67 useable questionnaires from pupils in secondary schools. Among other elements the pupils mentioned being given time to think and write as important. My study investigates the issue of extra time in exams and in class but not by using questionnaires as in Johnson (2004).

#### **2.3.2.8 Different or less homework**

Mackay (2004) also refers to differentiated homework as a dyslexia-friendly strategy. This means giving students different tasks to do at home and not just less work as was mentioned in Lappas and Arapogianni (2003). Both pupils and parents in Lappas (1997) complained about the amount of homework while in Arapogianni's (2003) study teachers gave less homework to students with dyslexia in order to support them. Pollock and Waller (2003) also argue that the amount and type of homework that teachers give to students with dyslexia should be carefully considered because these students are more tired by the end of the day than their peers as everything requires more thought and takes longer for them.

#### **2.3.2.9 Support teaching**

Support teaching can be support given to a teacher to adapt or prepare materials, plan a teaching programme through careful observation and to organize non-teaching resources. Support teaching can also include two teachers working together. The extra person may work with the pupil needing support or with a group that includes this pupil or move around the room so that both teachers support the pupil with special needs (Pumfrey and Reason 1991). Bibby (1990 in Pumfrey and Reason 1991) evaluated in-class support in a secondary school in terms of perceived pupil progress, attitude to support and the impact of support teaching on teachers. The outcomes of these evaluations were positive.

An ideal situation in learning support is that there is a specialist trained specific learning difficulties teacher who may or may not be the SENCO who provides learning support and collaborates with classroom assistants about the support for students with specific learning difficulties (Hunter-Carsch 2001).

#### **2.3.2.10 One-to-one/small group teaching**

Another popular form of learning support is withdrawal of pupils from the classroom for remedial teaching (Pumfrey and Reason 1991). Mackay (2004) argues that a key element of inclusion is the provision of out of class opportunities for small group or one-to-one support. According to Mackay (2004), such provision would be appropriate when students with dyslexia need reinforcement of literacy or numeracy skills by doing work from earlier years. Doing extra lessons out of the class will help these students access the curriculum.

### **2.4 Greek Ministry of Education policy on dyslexia**

#### **2.4.1 The Greek educational system**

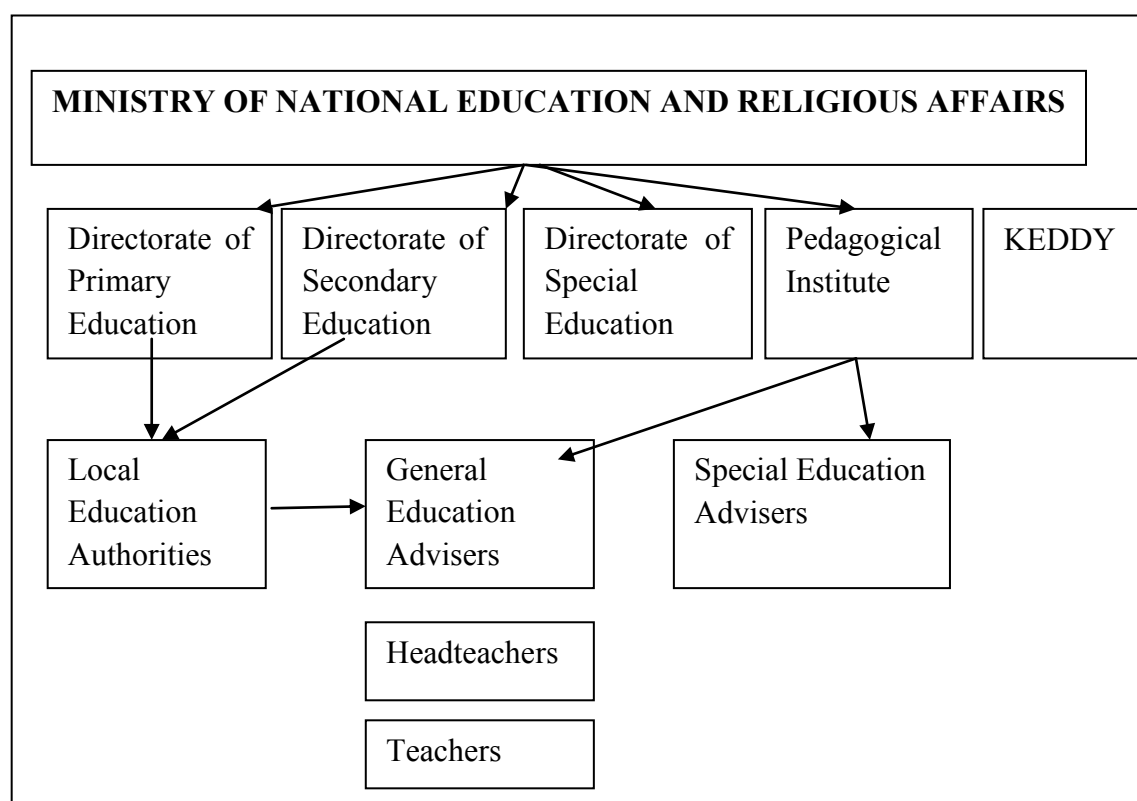
I now refer to the historical context of Greek educational policy on special needs and dyslexia. More specifically, I refer to the administration system of Greek education and policy making by the Ministry of Education and Religion. This discussion provides a context for the analysis of the data of my study in chapters 6, 7, 8 and 9.

Pigiaki (1999) argues that because Greek education has adopted a highly centralized and hierarchical system every important decision is decided within the Ministry of Education and Religion which is at the top of the system and teachers are expected to function simply as those who implement those decisions (see Figure 2.1). The Greek Ministry of Education and Religion changed its name to Ministry of Education Religion and Life Long Learning after the change of the government in the end of 2009. Pigiaki (1999) also argues that the secondary teachers' union, known as OLME is partly responsible for this highly centralized system because it has opposed to any discussion with the Ministry of Education and Religion about the decentralization as they thought that it put at risk teachers' 'rights' (Pigiaki 1999).



However, the Directorates of Primary and Secondary Education in 54 prefectures (LEAs) are involved in the administration of education at regional level (MNER 1983; Ifanti 1995; see Figure 2.1). The director of education is responsible for the co-ordination of the LEAs in the prefecture and the supervision of school headteachers (Ifanti 1995). At local level, the headteacher is responsible for the implementation of policies disseminated to schools while the school is supported by the teaching staff and representatives from the local authorities, parents and students' communities (MNER 1985; Constantopoulou 2002; see Figure 3.1).

As far as the control of the educational process is concerned, this is related to the duties of the advisers of primary and secondary education (see Figure 2.1). In secondary education each school adviser is responsible for a group of teachers who teach in the same discipline. They provide in-service training and pedagogical support to teachers (Ifanti 1995).



**Figure 2.1: The Greek Educational System (adapted from Lappas 1997)**

### **2.4.2 Special education policy in Greece**

As Constantopoulou (2002) has written, the systematic development of special education in Greece started about twenty five years ago. In 1974, after the Junta period, an interest in special education started to emerge on behalf of the State. In 1975 the first ‘Assembly for the study and programming of Special Education’ was formed in the Ministry of Education and Religion and Special Educational Needs (SEN) school advisers were appointed.

In 1978 ‘a concern for students with dyslexia appeared for the first time’ (Constantopoulou 2002). Students with dyslexia who provided a ‘diagnostic report’ by a medico-pedagogical centre could be examined orally (MNER 1978). The law 1566/85 titled “The structure and function of Primary and Secondary Education” refers to special education

for the first time in the general legal context of education (MNER 1985). According to this law, the aim of Special Education was the integration of the pupils in the productive process through specific educational programmes. One of the ten categories of pupils with SEN defined is ‘pupils presenting partial difficulties in learning (dyslexia, speech disorder)’. Furthermore, one consultative body for special education was established with this law, the pedagogical institute which is responsible for the SEN programmes and teachers’ training (MNER 1985; Constantopoulou 2002). There was also a curriculum for specific learning difficulties provided to SEN teachers. The support would be provided by school advisers of special education (MNER 1985; Pardali 2002).

The 2000 law on the education of people with special educational needs suggests that the Centres for Diagnosis, Assessment and Support of people with special needs (KDAY) are established at the seats of the prefectures and they function as independent state services that are directly responsible to the Minister of Education (MNER 2000a). Their purpose is to assess students with special educational needs and support, inform and sensitise teachers, parents and society and collaborate with the special needs advisers. They are supposed to create adapted individualised programmes of support in collaboration with teachers and special educational staff (MNER 2000a; MNER 2008). KDAY are made up of a primary and secondary specialist teacher, a psychologist, a social worker and a doctor (MNER 2000). KDAY are called KEDDY in the recent law and guidelines to teachers. This means centres for various diagnoses, diagnosis and support (MNER 2008; MNER 2009).

The 2000 law also says that a SEN department is founded in the Pedagogical Institute which will be responsible for training the SEN staff, making and evaluating curriculum and programmes for SEN students (MNER 2000a). With a decision by the SEN department, SEN

school advisers can be employed in secondary education although there is no reference to SEN advisers for students with dyslexia (MNER 2000a).

The students with dyslexia are given the option to be examined orally in school tests, exams during the school year and final exams. The oral exams during the year are conducted by the class teacher while the final exams are conducted by two teachers of the same specialization. They can write the answers to some questions if they want to (MNER 2010). A previous circular mentioned that students with dyslexia must be given extra time if they ask for it (MNER 2000b).

There is also additional support teaching (P.D.S.) at upper secondary schools in Greece since 1992 (Constantopoulou 2002). Support teaching at lower secondary schools was established later. This is in the form of extra lessons in the Greek language, maths, physics, foreign languages in lower secondary schools and the same subjects as well as Latin, history and other subjects examined in university entrance exams in upper secondary schools. It is for students who are weak in these subjects and want to improve their performance. The number of students in class is 5-10 (MNER 2003, MNER 2007).

A new point in the new laws are co-teaching or 'parallel support' as it is called, with special needs teachers based in KEDDY in the 2000 law and special needs teachers from the Ministry of Education and Religion in the 2008 law (MNER 2000; MNER 2008). This is for students that can follow the curriculum of their year with the appropriate support or for students with more serious educational needs when there is no special school or special class in their area (MNER 2008). KEDDY are responsible for suggesting at the students' diagnostic report the necessity of the co-teaching and the number of hours that it would take place. The applications for 'parallel support' are made by parents at their children's school and are forwarded to the Ministry of Education for approval through the LEA (MNER 2009).

Students with special educational needs can also attend special classes in general and vocational education schools (MNER 2000a; MNER 2008). They can follow a specialised programme that is common for all students and is suggested by KEDDY or a specialised and individualised programme suggested by KEDDY for students with more serious special educational needs (MNER 2008).

As this account of the Greek context shows the concept and provision for special education is quite recent in Greece. This means there are still gaps in the implementation of educational laws.

## **2.5 Research/evidence on implementation of policy**

### **2.5.1 The British context**

According to Lewis (1995 in Wearmouth 2001), the withdrawal of pupils who experienced difficulties in certain areas in order to teach them in groups was common practice in Britain in the 1970s and early 1980s has recently fallen into disfavour because the gains from the small group situation could not be sustained in the classroom as the teaching methods used in the classroom are different and students lose the continuity of classroom activities while they are withdrawn from the classroom.

Using support staff is common practice in many British classrooms but there is no agreement about their role (Wearmouth 2001). Support teachers may lack status and authority in the eyes of staff and pupils and knowledge on specific subjects (Lovey 1995 in Wearmouth 2001). Even the best qualified and experienced support teacher may suffer by the lack of definition of role and be treated like one of the pupils (Best 2001; Thomas 1992 in Wearmouth 2001). In some schools support teaching takes the form of partnerships requiring class and support teachers planning lessons together (Clark et al 1997 in

Wearmouth 2001). In most classrooms in Britain there is only a classroom assistant instead of a support teacher that provides support. This happens because of lack of trained specialist teachers or limited budgets for SEN (Hunter-Carsch 2001).

British parents also recourse to the private sector for dyslexia assessments when LEAs fail to give their children an assessment. They do this in order for their children to gain access to additional resources at school (Riddell et al 1994 in Diniz and Reed 2001). Even children who have been recognised as having dyslexia do not have access to appropriate teaching (Smith 2000 in Diniz and Reed 2001).

Reid et al (2005) conducted research in order to investigate the policy and provision in specific learning difficulties in Scotland. The methods used were a questionnaire that was sent to all education authorities, interviews and additional materials provided by education authorities. The barriers to the implementation of policy identified by education authorities included a concern over the number of children requiring support, reluctance to label too early and teachers waiting for an assessment and not intervening. There were requests for additional training as there was lack of clarity of views on dyslexia and lack of staff awareness leading to late identification. In order to overcome the barriers to the implementation of their policies the LEAs implemented catch up programmes and organized extensive training, used an on-line version of CPD courses on dyslexia and issued updated guidelines.

### **2.5.2 The Greek context**

In Greece KEDDY, centres that are responsible for the assessment and support of students with SEN are still too few to meet the needs of all students as they are concentrated in the big urban centres (MNER 1994) and as a result they have long waiting lists (MNER

1991; Nikolopoulou 1986; Markou 1993; Haralabakis, 2005). Furthermore, their work is difficult because of lack of specialist staff and especially lack of educationalists (MNER 1994; Constantopoulou 2002; Haralabakis 2005). The diagnosis these centres give does not include any teaching guidance, any reference to educational programmes or any reference to the collaboration between the medico-pedagogical centres and teachers as the law on special needs suggests (MNER 2000a; Constantopoulou 2002).

The students with dyslexia who are integrated in the regular class ‘by chance’ do not receive any specialist support in and out of class. This happens because the sixteen SEN advisers in Greece cannot offer services in regular classes as they are appointed in Special Education and not in mainstream secondary schools. Subject advisers are not yet trained on integration issues and teaching methods for students with dyslexia. Furthermore, there is not an educational psychologist in every state school to give a diagnosis and advise or train the teacher in order to deal with students with dyslexia and no dyslexia teacher to advise parents and students (Markou 1993; Constantopoulou 2002).

Support teaching in the form of co-teaching a class does not take place in Greece as there are no specialist teachers at mainstream secondary schools. Withdrawal classes are not offered for students with dyslexia either (Constantopoulou 2002). The Citizen’s Advice Bureau blames the Ministry of Education for the problems in the organization of parallel support. The Ministry of Education mentions lack of funding or teachers for the difficulty in the implementation of this provision (Citizen’s Advice Bureau 2009).

The only support offered in Greek secondary schools is P.D.S. The Committee for the assessment of the educational reform characterises P.D.S. that started in 1997 as fragmentary, sporadic and defective. Among the problems reported were the delay in the

starting time, the absence of in-time planning and training of teachers (Constantopoulou 2002).

Teachers in Arapogianni's (2003) study mentioned the technique of allowing students with dyslexia to take exams orally in order to support them as the Education Ministry's policy requires. However, Constantopoulou (2002) found that differentiation of the curriculum for students with dyslexia is not done in mainstream secondary schools because there is no curriculum based on the concept of dyslexia.

Lappas' (1997) study on the perceptions of provision for specific learning difficulties has shown that in Greece, the focus was on 'exclusion' and the 'protective' role of the family. The curriculum was perceived by teachers as 'centralised', 'academic' and 'prescriptive'. The curriculum is standardized throughout Greece and the books 'are based on the ability level which the average pupil should acquire' (MNER 1995). This strongly suggests that the Greek educational system conforms to the principle of 'one lesson for all', text-based knowledge and uniformity of response (Lappas 1997). One product of this normativity is the powerful influence of the 'individual model' of disability that locates 'problems' of performance within the individual and sees the causes of such problems as disability. This in turn gives rise to a discourse of dependency implying a need for medical care and appropriate adjustments of environment (Oliver 1996; Goodley 1997). This model was shown (Lappas 1997) to be dominant in the Greek education with the provision for specific learning difficulties provided in 'special classrooms'.

To sum up, the literature indicates that there is lack of teachers' knowledge on dyslexia in Greece (Arapogianni 2003, Constantopoulou 2002; Lappas 1997). Lack of available resources for students with dyslexia in Greece was also reported in Arapogianni's (2003), Lappas' (1997) and Constantopoulou's (2002) study. Arapogianni (2003) and Lappas



(1997) reported lack of teachers' contact and collaboration with other professionals and Constantopoulou (2002) has shown that there is lack of guidance of teachers by SEN school advisers in secondary schools. The only provision offered in secondary education is extra lessons (P.D.S.) but these are not only for students with dyslexia and for which there is not adequate training of teachers (Constantopoulou 2002). 'Parallel support' (co-teaching) that is mentioned in the Ministry's policy (MNER 2008), is not realised in secondary education due to lack of funding (Constantopoulou 2002). Differentiation and accommodation techniques for students with dyslexia reported to have been used in schools were the oral examination, extra time in class and in exams, sensitive marking and differentiated homework (Arapogianni 2003; Lappas 1997; Nijakowska 2000).

The literature review also indicates that there is a methodological gap in the literature on dyslexia provision. There are not enough studies using ethnographic methods investigating dyslexia provision in secondary schools including the voices of all those related to it: students, teachers, parents, headteachers. Only Lappas (1997) used ethnographic methods and included all those participants but his research was conducted in primary schools.

The literature review has guided my study towards investigating secondary school provision for students with dyslexia. I selected the curriculum area of EFL because it is my own area of teaching expertise. I chose to explore the aspects of provision for students with dyslexia which the literature shows are problematic: teachers' knowledge on dyslexia, teaching materials, collaboration with advisers, as well as accommodations in school practices to support this group of students that reflect putting into practice national education policy on dyslexia. The literature has not surfaced the systemic relationship between these factors that disrupt dyslexia provision: from national policy to collaboration

between schools and specialist provision and within schools, and between schools and parents of students with dyslexia. Thus, my theoretical and methodological position lead me to conduct an ethnography of multiple systemic perspectives.

## **2.6 Research Questions**

I will next refer to the research questions arising from the literature mentioned above. I have identified seven main questions and some of them are broken into subquestions that explore their content in more detail:

1) How much do teachers know about dyslexia and its characteristics and about pedagogy regarding dyslexia?

Subquestion: how did teachers acquire the knowledge they have on dyslexia, in their initial teacher training or on in-service training or through their own reading and their experience with students with dyslexia?

2) What kind of support and accommodations do EFL teachers offer to students with dyslexia in the classroom and in exams?

Subquestions:

- a) Do EFL teachers use any special resources for students with dyslexia?
- b) Do they give students with dyslexia different and less activities to do in the classroom and at home?
- c) Do they give them more time in classroom activities and exams or tests?
- c) Do they examine them orally in the final exams as the Education Ministry's policy requires and
- d) Do they mark papers according to orthography?

- 3) Do EFL teachers seek the advice of educational psychologists from diagnostic centres and SEN advisers on how to deal with students with dyslexia?
- 4) What kind of provision is offered to students with dyslexia by the teachers and the school?

Subquestions:

- a) Are students with dyslexia assessed orally in EFL as the guidelines from the Ministry of Education and Religion (2000, 2009) require?
  - b) Do they have extra lessons at school and are individual education programmes prepared for them and implemented by the diagnostic centres in collaboration with the Special Needs adviser and the teachers as is mentioned in laws 2817/2000 and 3699/2008?
  - c) Is there 'parallel support' for students with dyslexia as the law and the guidelines from the Ministry of Education suggest (MNER 2008; MNER 2009) ?
  - d) What kind of provision and accommodations do they think they need in order to be able to access the curriculum for EFL?
  - d) Are students satisfied with the provision offered to them?
- 5) What kind of provision do parents of students with dyslexia need and are offered by teachers and the school?

Subquestions:

- a) Are the parents of the students with dyslexia in my study informed about the nature of dyslexia by the headteacher or the teachers?
- b) Do teachers and educational psychologists collaborate with parents?
- c) Are parents satisfied with the provision offered to them?

6) What policy do schools have about dyslexia and what kind of provision do schools offer to students with dyslexia?

Subquestions:

- a) Is there an educational psychologist or SEN adviser at the LEA to help identify students with dyslexia and advise teachers?
- b) Does the headteacher collaborate with diagnostic centres as the laws 2817/2000 and 3699/2008 suggest?

## **2.7 Conclusion**

In this chapter I have discussed different definitions of dyslexia and the problems around defining dyslexia. Then, I discussed issues around dyslexia provision, that is, teachers' knowledge and training on dyslexia, differentiation and dyslexia friendly strategies and accommodations for in and out of class support and exams. I introduced important studies on dyslexia provision that inform my study and are relevant to my research questions. Furthermore, I discussed the Greek educational system and Greek policy on special needs and dyslexia and evidence on the implementation of policy from the British and Greek context in order to provide the context for the analysis of interview data around the Greek Education Ministry's policy. In the end of this chapter, I discuss the research questions arising from the literature.

## **CHAPTER 3: ACTIVITY THEORY: LEARNING IN ORGANIZATION, SCHOOL AND CLASSROOM.**

### **3.1 Introduction**

The literature review on dyslexia has shown that previous studies have not included headteachers, teachers, students and parents in the same study. They have not taken into account the social, historical and cultural context in which dyslexia perceptions and provision exist. I aimed at including all these participants in my study and investigating the rules they followed, the tools they used and the community and historicity behind their actions. Activity theory offered a methodology that enabled me to achieve this aim. This chapter presents activity theory and its development as well as the research on organizational learning using activity theory. I finally present my research questions emerging from activity theory.

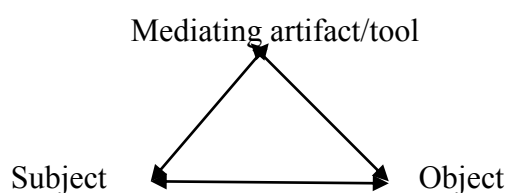
### **3.2 Activity theory: origins and development**

‘Socio-cultural activity theory’ (SCAT) or activity theory (AT) in shorter form investigates what people are doing (the object), how (mediation through artifacts) and who with they are doing it and how collective learning may occur. It suggests an approach to research that studies practices as activity that changes and locates practices within a broader analysis of their historical development. By focusing on disturbances or contradictions in activity systems researchers can help participants change their activity systems (Blackler et al 2000).

Socio-cultural activity theory was initiated by Vygotsky (1978) when he tried to explain the learning process by arguing that man shapes and is shaped by his environment.

Human activity is learning that leads to different thinking or actions. This is done in a historical, cultural and social context, with one or more people (Vygotsky 1987).

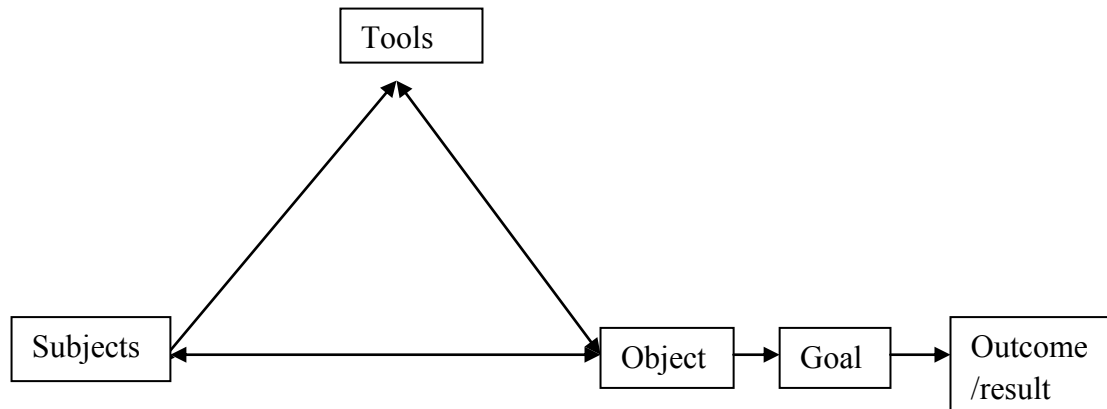
Engeström (2001) describes how the current understanding of activity theory has evolved through three generations of research. The first generation contributed to AT the idea of ‘mediation’ which was represented in Vygotsky’s (1987) triangular model (Figure 3.1) linking the subject and the object through mediating artifacts (Engeström 2001). Activity systems are the unit of analysis for organizational learning (Martin 2008). First generation activity theory was useful in my study for the description of any one-to-one learning, for example, in order to describe and analyse EFL teacher 1’s and student 1’s (subjects) objects and goals for the EFL lesson on which they worked at an individual level.



**Figure 3.1: Vygotsky’s model**

Any activity carried out by a subject includes an object, a goal, tools and the result or outcome. The subject is the individual or group whose actions are analysed in the activity system (Daniels 2004). According to Bedny and Harris (2005), the object of an activity is explored by the subjects according to the goal of activity. The object is a ‘shared problem’ that is the ‘focus of learning’ for the subjects (Martin 2008). Objects may be concrete or abstract. The goal of the activity is the desired future final state of an object and the result is the outcome of the activity. The result of an activity may be the same as the goal or not (see Figure 3.2). Objects may be modified by subjects according to the goal. Similarly, goals may

also be modified during the course of the activity. The subject-object interaction is mediated by tools (Bedny and Harris 2005).



**Figure 3.2: The principal relationship in an activity system**

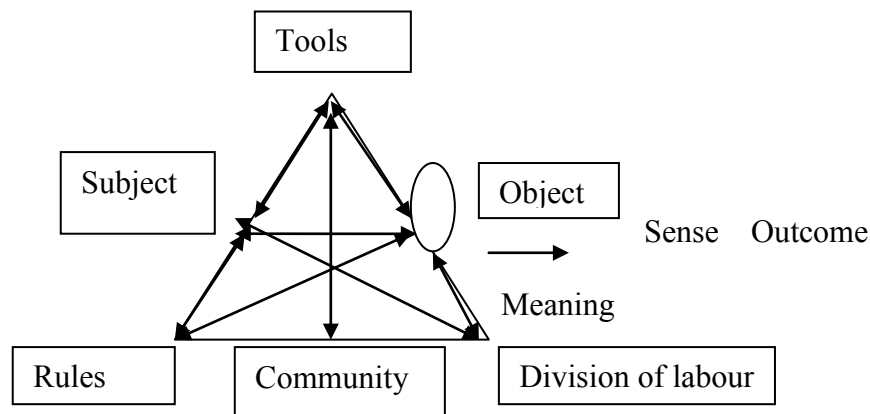
The tools in an activity system can be psychological/conceptual, material or organizational (Daniels 2001; Martin 2008). Cole (1996) and Engeström (1999a) suggest that tools are a subcategory of artifacts. This means that people, as well as objects may be used as artifacts (Leadbetter 2004). Engeström (1999a) argues against categorising artifacts into external or practical (material) ones and internal or cognitive ones but he suggests four types of artifacts referring to different ways of using artifacts: what, how, why and where to artifacts. ‘What’ artifacts describe objects, ‘how’ artifacts refer to processes and procedures within or between objects, ‘why’ artifacts are used to diagnose and explain the properties of objects and ‘where to’ artifacts are used to envision the future state or potential development of objects (Engeström 1999a). In my study I used ‘what’ artifacts and ‘how’ artifacts in the analysis of the interview data. A ‘what’ artifact in my study is knowledge on dyslexia while the EFL teacher’s collaboration with a counselor is a ‘how’ artifact. Engeström (1999a)

argues that the same artifact can be used in different ways for example a ‘why artifact’ can become a ‘what artifact’ or a ‘what artifact’ may become a ‘where to’ artifact.

The first generation focused on individual learning. In the second generation, which was developed from Leont’ev’s writing, (Leont’ev 1978; 1981; Engeström 2001) Engeström expanded the triangular representation of an activity system to enable the examination of activity systems at an organizational level as opposed to a focus on the individual actors operating with tools (Daniels 2004). This expansion of the Vygotskian triangle represents the social or organizational elements in an activity system through the addition of the elements of community, rules and division of labour (see Figure 3.3). The community is all the groups of individuals who are all concerned with the same object. The division of labour refers to both the division of tasks and the status relations between actors. The rules are the principles regulating the actions and interactions (Daniels 2004), that is, the routines and professional conduct that support or constrain participants when they try to resolve a problem. The object is now depicted with an oval showing that object-oriented actions are always characterised by sense making, interpretation and potential for change.

The double headed arrows in Figure 3.3 show that all elements of the activity system are related to each other. A change in one of the elements leads to a change in the activity system as a whole (Virkkunen and Kuutti 2000). In this study I use second generation of activity theory to analyse teacher-pupil, headteacher-EFL teacher, parents-headteacher/teacher relationships at a school’s or organization’s level which is the main level of analysis in my analysis.





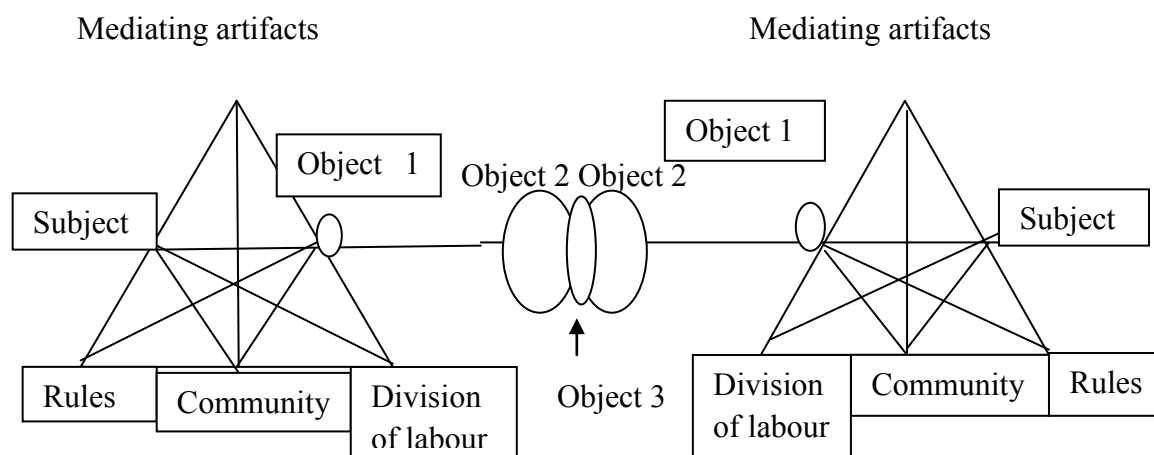
**Figure 3.3: Second generation activity theory model**

In the second generation of activity theory the paradigm moved forward by turning the focus on analysing the complex interactions between the subject and his/her community. The relations between the subject and the community are mediated by tools or artifacts and by rules and the division of labour (Virkkunen and Kuutti 2000).

The idea of internal contradictions as the driving force of change and development in activity systems conceptualised by Ilekov (1977, 1982 cited in Engeström 2001) began to gain status. Contradictions are tensions or dilemmas that arise from the processes within and between the elements of the activity system and become the object of collaborative learning (Martin 2008). Change and learning in the activity are explained by the contradictions within the activity system. Contradictions between the components of the activity system arise and aggravate if the components change. In many cases the subjects build individual and collective defenses, they create new objects, tools and division of labour in order to solve the contradictions and in these cases there is collaborative learning. However, the subjects may not develop an agreeable solution to the contradictions or try to manage the situation by individual solutions (Virkkunen and Kuutti 2000). Lightning-shaped arrows are used in the triangle model to show contradictions between different elements of the activity system, such

as between the tools and the object or the division of labour and the object (Engeström et al 1999).

The third generation of activity theory, as proposed by Engeström, attempts to develop tools in order to understand dialogues, multiple perspectives and networks of interacting activity systems. He expands the framework of the second generation by drawing on Bakhtin's (1981, 1986) ideas of dialogicality and multi-voicedness (cited in Engeström 2001; Daniels 2004). The basic model is expanded to include two interacting activity systems which are only two of what could be a myriad of systems (Figure 3.4). Engeström directs his analysis towards contradictions and tensions with emphasis on the object and the outcomes of the activity (Daniels 2004). Third generation of activity theory is used in my study in the analysis of the relationship between the activity system of schools and that of state diagnostic centres and LEAs.



**Figure 3.4: Two interacting systems as minimal model for the third generation of activity theory**

In Figure 3.4, object 1 is the initial state of the object. It is a situation that has not yet been reflected on collectively by the subjects in the activity system. For example, if School 1

and 2 in my study are each an activity system and teacher 1 and 2 are the subjects, object 1 could be differentiated teaching and assessment. As the psychologists are part of a different activity system, they would have a different object, for example, the assessment of students with dyslexia and recommendations for differentiated assessment at school. Then, object 2 is constructed collectively by the subjects by reflecting collectively on object 1. Object 2 in my study could be how to assess students with dyslexia at school. Object 2 becomes a shared object, jointly constructed by the two activity systems, object 3 (Engeström 2001). An object 3 in my study would be how to jointly achieve differentiated teaching and assessment for students with dyslexia.

Engeström (2001) summarises activity theory with the help of five principles. The first principle is that the unit of analysis is ‘a collective, artifact-mediated and object-oriented activity system, seen in its network relations to other activity systems’ (Engeström 2001). In the second generation of AT the activity system is collective, mediated by artifacts and oriented at objects. In my study the unit of analysis is the activity system of each of two schools consisting of teachers, students and parents as subjects who use tools to define and reach their objects and goals. However, the activity system is seen in relation to other activity systems in the third generation of AT. This happens in my study when the relationship between schools and diagnostic centres or LEAs is explored as in the example above.

The second principle is the multi-voicedness of activity systems. According to Engeström (2001) and Virkkunen and Kuutti (2000), the participants in an activity system carry different perspectives and interpretations of the object and purpose of the activity depending on their position on the division of labour, histories and experiences. The artifacts and rules of the activity system bring multiple layers of history to the activity system

(Engeström 2001). This was reflected in the fact that the voice of different kinds of participants was sought in my study.

The third principle is historicity, that is, the historical nature of activity systems. Engeström (2001) argues that activity systems develop over long periods of time and that in order to understand the problems of activity systems we need to study the local history of the activity and its objects and the history of the theoretical ideas and tools that have shaped them. Therefore, in order to understand the activity system of a school in terms of dyslexia provision we need to study the history of the tools available for example, the knowledge and ideology on dyslexia as evidenced in policy documents and how it developed.

The fourth principle is the concept of contradictions as sources of change and development. Contradictions are historically accumulated tensions within and between activity systems. Contradictions between elements of an activity system or between two or more activity systems may cause conflicts as well as innovative solutions if they are identified and resolved (Engeström 2001). In my study the contradictions between the tools, the rules, the division of labour and the object of activity systems as well as the factors that cause these contradictions are sought and analysed.

The fifth principle is about the possibility of expansive transformations in activity systems. Engeström (2001) describes how activity systems can go through a cycle of expansive transformation as a result of contradictions: because of contradictions some participants question the established norms of the activity system and this leads to a collective change effort and a reconceptualisation of the object of the activity. My study shows changes that take place during the data collection but they are not collective. The object of the activity is sometimes reconceptualised in my study. I explore this principle further in the next section of this chapter.

### **3.3 Research on organizational learning using activity theory**

#### **3.3.1 Expansive/innovative learning**

Engeström (1995) defines innovative organizational learning as ‘collaborative learning in work organizations that produces new solutions, procedures, or systemic transformations in organizational practices’. According to Engeström (1999a), the theory of expansive learning is a method of moving from an abstract idea or concept to its step by step transformation into a complex object, a new form of practice. This happens through the emergence and resolution of contradictions (systemic tensions) in a complex system that includes the object or objects, the mediating artifacts and the perspectives of the participants. An expansive cycle includes the following actions: 1) questioning the accepted practice 2) analysing the situation 3) modeling the new solution 4) examining the new model 5) implementing it 6) reflecting on the process and 7) consolidating the new practice (Engeström 1999a).

Engeström (1999a) uses the theory of expansive learning in a study of an innovative learning in teams at a company that manufactures industrial gas turbines. The data are taken from two meetings of a team of workers. In both meetings the team constructed a problem and an innovative solution to it. Both meetings proved the importance of critical questioning and the rejection of the accepted wisdom or tacit knowledge, as the step leading to an innovative solution. Both meetings also demonstrate the important role of object/problem construction in innovative learning. The innovative solution constructed emerged after constructing the object.

In my study I do not plan to use a methodology that follows all the steps of the expansive cycle of learning and change at an organizational level; that is, I do not intend to follow steps 4 to 7: identifying and implementing a new model of organizational work

practice, reflecting on the process and consolidating the new practice. I use a methodology informed by steps 1, 2 and 3, that is, encouraging participants to question the accepted practice, to analyse the situation and to identify a solution to the problem through discussion with me. I did not plan to use this methodology in the beginning of my study but it emerged during my research.

This methodology is different from Engeström's (1999a), which develops expansive learning through guided team discussions. I do not use team meetings in my research to change work practices with the participants and their organizations. Instead, in my study there is individual learning in meetings with the individual participants and in some cases with the families (both parents together with the student). My role as a researcher is that of an insider in the activity system of the schools in my study. I am a subject together with my participants as they examine the tools that they are currently using, and have historically used, and through discussion, I facilitate them to find new tools and solutions to the organizational problems. In my study, I will investigate which generation of activity theory I need to draw on in order to analyse my data and understand the relationships within the schools around dyslexia support.

### **3.3.2 Vertical vs. horizontal learning/expertise**

Engeström et al (1995) defines a vertical view of expertise as one that assumes a uniform, singular model of what counts as an 'expert' in a field. Engeström et al (1995) argue for a broader, multi-dimensional view of expertise, horizontal expertise, according to which experts move between multiple activity contexts that have different tools, rules and different criteria of expert knowledge. Experts have to negotiate and combine ingredients

from different contexts to achieve hybrid solutions. In other words, dialogical problem solving is considered better than the professional monopoly on expertise.

Engeström (2001) discusses another intervention study based in the multi-organizational field of medical care for children in Finland that uses the theory of expansive learning and 'Boundary Crossing Laboratory'. 60 representatives of physicians, nurses, other staff and management from primary care health centres and hospitals met in ten three hour sessions and discussed patient cases videotaped by researchers. There are three interconnected activity systems in this study: the activity system of the Children's hospital, the activity system of the primary care health center and the activity system of the child's family. The patient cases discussed showed that there were problems of lack of coordination and communication between the different care providers. In this article, Engeström (2001) suggests a complementary perspective of learning, horizontal or sideways learning and development in contrast to a vertical process of learning. The construction of the concept of care agreement by the participants of the Boundary Crossing Laboratory is an example of sideways learning.

### **3.3.3 Boundary crossing**

Boundary crossing involves the formation of new concepts and practices through the collaboration between workers from different professional backgrounds (Engeström et al 1995). Engeström et al (1995) explore polycontextuality and boundary crossing in order to understand the horizontal aspect of expertise. Polycontextuality means that experts are involved not only in multiple tasks within the same activity but also in multiple activity systems that are often institutions (Engeström et al 1995). Engeström et al (1995) describe three cases, in a health and welfare center, a primary school and an industrial plant.

In all these cases the problems were new and poorly understood and their solutions could not be quickly defined. Engeström et al (1995) argue that these conditions call for horizontal expertise where practitioners move across boundaries to find help, tools and information. In the first case the boundary objects used were meetings and talk but without identifying concrete problems and engaging partners on the other side of the boundary. This was not enough for concept formation to be reached and a practical implementation to be achieved. In the second case argumentation was used which led to realization of differences and contrasts and triggered significant collective concept formation. In the third case the boundary was crossed by means of dialogue relying heavily on the use of physical artifacts, that is, pointing and bodily movement. Although the result of the dialogue was agreement, no significant collective theorising and concept formation seemed to take place.

Daniels et al (2007a) conducted an intervention study on professional learning in schools aiming to create collaborative partnerships with other schools and several creative groups and institutions in order to promote creativity across the curriculum. This study of boundary crossing activity draws on activity theory and uses a modified 'Change Laboratory' approach (Engeström 1987, 1999a; 2001). In Change Laboratories participants identify a problem in their work and analyse the contradictions, tensions and dilemmas that exist and try to find new tools as ways out of contradictions.

The findings of this study show how the transformation of the activity system, leads to a new type of professional practice. It showed the many stages that the activity went through, the creation of new tools which lead to the creation of new objects and the resolution of contradictions. Daniels et al (2007a) argues that expansive learning in interagency settings follows horizontal movements as mutual learning takes place through the tensions that occur when professionals from different backgrounds collaborate. Therefore, in this study there



was horizontal learning, the learning that took place across boundaries, between departments within schools, between mainstream schools and a special school and between partners. There was also vertical boundary crossing with learning taking place across boundaries between strategic and operational staff within schools.

The concepts of boundary crossing and horizontal/sideways learning could be useful in my study. It intends to involve interconnected activity systems, the activity system of the school, the students' homes, the diagnostic centres and the LEAs whose coordination and communication may be problematic as in Engeström (2001). I will investigate if there is boundary crossing and horizontal learning between the professionals from different settings and backgrounds in my study and if it happens individually or collectively, for example, if there is boundary crossing and horizontal learning between teachers, psychologists and advisers who may learn 'horizontally' while collaborating.

#### **3.4.4 Co-configuration/inter-professional learning/distributed expertise**

Daniels et al (2007b) conducted another intervention study of inter-professional learning and collaboration for social inclusion of at-risk children. The study uses activity theory and modified developmental work research (DWR) methodology (Engeström 2007). DWR is an interventionist methodology that uses activity theory to develop expansive learning in workplace settings. Initially the research team conducted a series of workshops with 17 English LEAs and then they moved to small-scale intensive studies in two LEAs. The study examines the challenges involved in the co-configuration work of professional practices in multi-agency children's services: an attempt to adapt practices in order to respond to the needs of clients and to involve clients in designing the services they receive through dialogue with them (Daniels 2007b).

There was also distributed expertise in service provision for an ‘at risk’ child that required complementary expertise from education, health and social services (Daniels 2007b). The concepts of boundary crossing and horizontal collaboration across sectors (Engeström et al 1995) could be useful for the collaboration between workers from different professional backgrounds. A key element of multi-agency working was the development of knowledge about the skills and knowledge of other professionals and an understanding of how to access this knowledge. Boundary crossing depends not only on knowledge of what other professionals do, but also on ‘why’ they do it. Daniels et al (2007b) argue that it is important to explore the dynamic ways in which professional learning and practice happens as it is embedded in fluid social and cultural contexts. This concern was addressed by examining the tools or resources professionals use and develop, in order to work on the objects of learning that emerge in their practice. These may be concrete tools, such as meetings or they may be conceptual tools or even other professionals.

The concepts of co-configuration, expansive learning, distributed expertise, boundary crossing and horizontal learning were evidenced in Martin (2008) who discusses a study in two secondary schools with pupils with special educational needs, aiming to develop collaborative work for speech and language provision at schools. After an ethnographic phase, the project included a modified DWR methodology. The secondary schools in the project drew on various educational, health and social services aiming at co-configuring support for pupils with speech, language and communication needs with them. Expansive learning, distributed expertise and boundary crossing were also evidenced in joint planning sessions and workshops aiming at inclusive teaching for students with speech, language and communication needs (SLCN). The speech and language therapy (SLT) staff in the project had the most horizontal learning to do.

I will investigate if the concept of distributed expertise could be useful in my study as EFL teachers may need advisers' and psychologists' knowledge on dyslexia in order to teach and support students with dyslexia in their classes. I will also investigate if the concept of co-configuration is useful in my study in order to discuss the idea of adapting dyslexia policy to specific students' needs by asking them what they need.

### **3.5 Research questions emerging from activity theory**

My first research question relates to the relationship between the subjects, the objects and the rest of the components in the activity system of School 1 and 2:

- 1) What is the nature of learning that takes place when EFL teachers and students with dyslexia work on students' learning and assessment in EFL and dyslexia support?

The subquestions are the following:

- a) What objects and goals do the EFL teachers in my study have for the students with dyslexia for their lessons? What objects do the students with dyslexia and their parents have for EFL? Do the participants share the same objects?
- b) What tools do EFL teachers use to achieve their objects and goals for students with dyslexia (teach, support and include students with dyslexia)?
- c) Does the community (parents, headteacher, Ministry of Education, other teachers) share the same objects?
- d) What rules constrain the actions of the participants?
- e) How is the work divided between headteachers, teachers and parents?
- f) Is there evidence of boundary crossing and horizontal/expansive learning between teachers and advisers and psychologists and across schools?

- g) Is there evidence of co-configuration and distributed expertise?
- h) What issues give rise to systemic contradictions between the subjects, tools, rules, community and objects?
- i) What factors have caused these contradictions?
- j) What changes are made in the activity systems during my study or as a result of my study to resolve these contradictions?

### **3.6 Conclusion**

In this chapter I defined activity theory, I presented the three generations of the theory and studies on organizational learning using activity theory. More specifically, I explained the concepts of expansive or innovative learning, vertical and horizontal learning, boundary crossing, co-configuration and distributed expertise and I have shown how they have been used in studies and how they can be useful in my study. I finally presented the research questions based on the theory and the concepts I explained.

## **CHAPTER 4: METHODOLOGY**

### **4.1 Introduction**

This chapter discusses the methodological approach used to investigate the organization of provision provided for students with dyslexia in EFL in Greek secondary schools. The chapter describes the theoretical framework of this study, activity theory and the design of this study, an ethnographic case study. My role and identity in the field, the extent to which I was an insider or outsider and the relationships I formed in the field are discussed. Ethical issues and issues around the trustworthiness of the study are also discussed in this chapter.

Brewer (2000) distinguishes between method and methodology. According to Brewer (2000), method refers to the rules and procedures followed to conduct research, the tools that a researcher uses to collect and analyse data, while methodology is ‘the broad theoretical and philosophical framework into which the rules and procedures fit’. I will first explain the methodology, that is, the theoretical framework of my study and how I am using it for the purposes of my study.

### **4.2 Epistemological approach**

My epistemological approach to methodology is ‘Constructivism’ because I believe that the researcher has to understand the multiple constructions of meaning and knowledge (Robson 2002; Lincoln and Guba 2000). I drew on Vygotsky’s understanding of ‘Social Constructionism’ that there is a historical and sociocultural dimension to the construction of knowledge and that researchers and participants are influenced by their background, beliefs, values and practices (Schwandt 2000). The principle of ‘historicity’ in Activity theory acknowledges this (Engestrom 2001). I used qualitative methods, interviews and observations which would allow me to acquire multiple perspectives. I constructed

knowledge together with the participants by investigating the ‘multiple realities’ that exist (Robson 2002). I drew on the principle of multi-voicedness in Activity Theory that enabled me to include different voices.

### **4.3 Theoretical framework**

My study is an ethnographic case study of two state secondary schools in Greece in two Local Education Authorities. It investigates the provision and differentiation provided in EFL for students with dyslexia and EFL teachers’, students’, parents’ and headteachers’ perspectives on it. Furthermore, it investigates the policy of the Education Ministry concerning dyslexia and if theory corresponds to practice. It looks at all these participants’ perspectives and the Education Ministry’s policy as they influence one another and they all influence the kind of provision and differentiation offered to students with dyslexia.

My study aims to investigate dyslexia provision in the schools involved. I needed a theoretical framework that studies human learning within and across organizational systems, in a collective way and one that involves changes during the process of learning. Activity theory and the work of Engeström (2001) provided me one such framework.

I chose activity theory as a theoretical framework for the data collection and analysis of my study because it enables me to include different groups of participants and investigate the relationship between them. The second principle of activity theory, multi-voicedness mentioned earlier is useful for my study as it enables me to investigate multiple points of view on the same issue, that of the EFL teacher, the students, the parents, the headteacher and the Ministry of Education (Engeström 2001). Therefore, the subjects of learning of the activity system in School 1 are EFL teacher 1, headteacher 1, a student with dyslexia, George

and his parents (see Figure 1). A possible object of learning, that is, what the subjects are working on, is the dyslexia friendly teaching and differentiated assessment (Daniels 2004).

The goal, that is, the result of the ‘creative effort’ that can be achieved when the problems are resolved (Davydov 1999) is George’s inclusion and thus his participation in the EFL lesson and his learning. The outcome of the activity system might be the student’s increased achievement, better grades, self esteem and confidence if he is included in the lesson.

The community representing the wider socio-cultural influences includes the context of the activity, that is, the people who are concerned with the same object: the other pupils and teachers, psychologists and the Ministry of Education (Leadbetter 2004, Daniels 2004). It also includes the local and national events taking place at the time like the strikes and local elections. Therefore, the activity is a collective one and not an individual action of the teachers only or the students only (Engeström 2001).

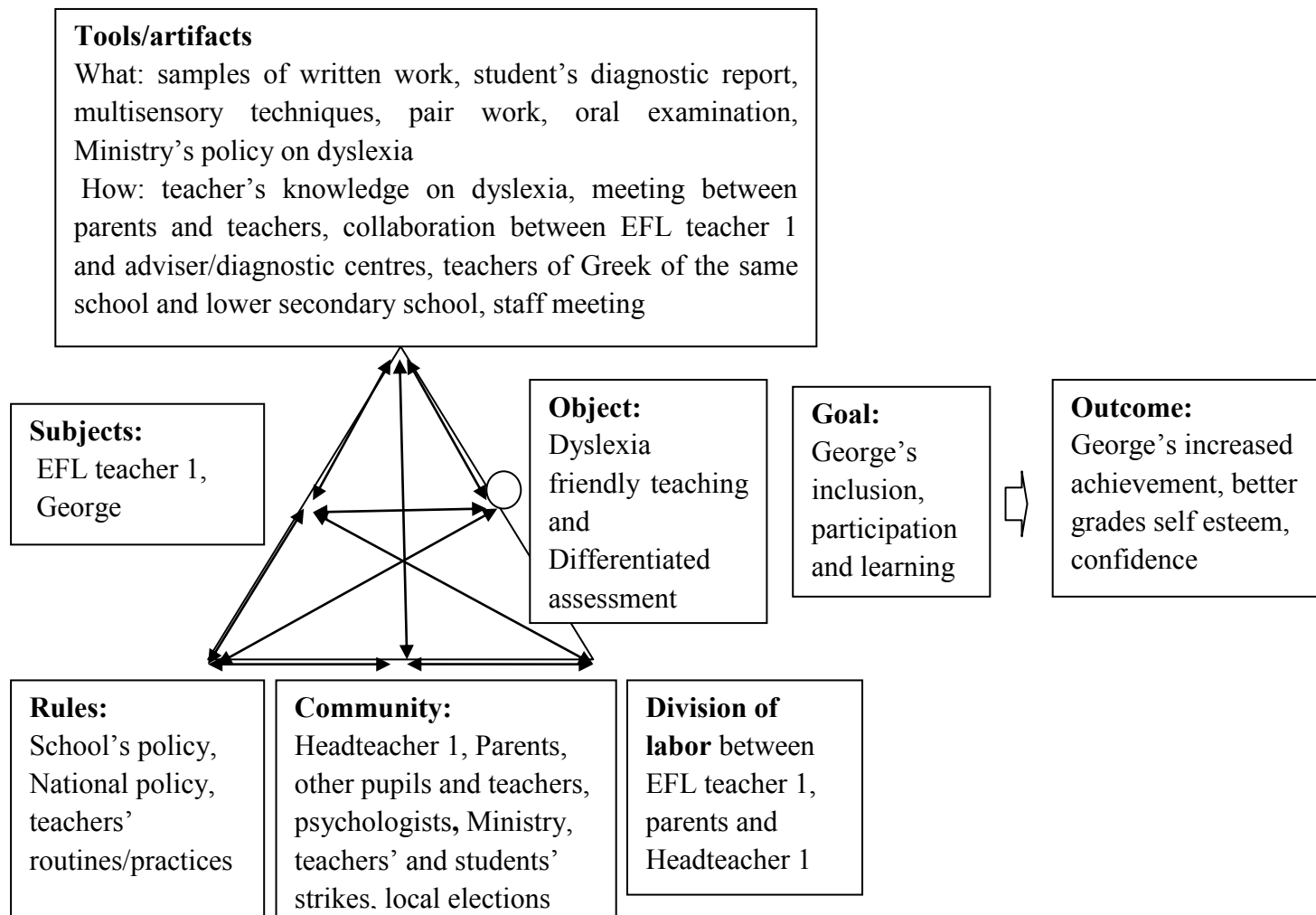
The division of labour in my study refers to the division of tasks around the student’s identification and assessment for example, between the EFL teacher, the headteacher and parents or the division of tasks regarding the differentiated assessment of students with dyslexia. The rules are the principles regulating the actions of the participants and they can be both written and unwritten, for example, the national policies on students’ with dyslexia assessment and their interpretations by the headteacher of the school (Daniels 2004) as well as the routines and professional practices of the teachers.

In my study, if the teacher’s object is dyslexia-friendly teaching and differentiated assessment, the teacher’s knowledge of dyslexia and inclusive teaching as well as the meeting between parents and teachers and the collaboration between the EFL teacher and the EFL adviser can be ‘how’ artifacts. The student’s diagnostic report and his written work, the

Education Ministry's policy and the teacher's teaching techniques, for example, multisensory teaching and oral examination are 'what' artifacts.

It has to be mentioned that the triangle in Figure 4.1 is a hypothesis that I am making at the beginning of the analysis process. It is an idealised activity system that includes all the participants of my study and many different tools that could have been used. The object of learning, the goal as well as the subjects of learning changes during the analysis as new themes emerge. A second triangle will be added to include another activity system with external agencies like the diagnostic centres, the EFL adviser at the LEA and the parents as subjects. The object could move from a 'situationally given raw material' (object 1) to a 'collectively meaningful object constructed by the activity system (object 2)' (Engeström 2001). The analysis of the data also reveals contradictions in the activity system and shows whether these contradictions are worked on and whether they become the object of learning. The analysis shows that, as the participants work on the contradictions, they create new tools and objects as a result of individual or collaborative learning.





**Figure 4.1: School 1 activity system in EFL class**

## **4.4 Research design**

### **4.4.1 Case study**

In section 4.2 I explained my choice of activity theory as a theoretical framework for the data collection and analysis of my study. Since activity theory is deeply contextual and studies specific local practices it is often linked with the use of case study (e.g. Engeström 1999a; 1999b; 2001; Boag-Munroe 2004) that takes context and its details into account (Denscombe 2003). An appropriate design for my study using activity theory as a theoretical framework was a case study which investigated EFL teachers', parents' and headteachers' perspectives on the dyslexia provision offered in two schools in Greece. A case study was appropriate for my study as I aimed to go into sufficient detail and study the complexities of dyslexia provision and multiple sources were necessary for the collection of data (Denscombe 2003).

The 'case' in case studies should be bounded and specific (Stake 1995). I chose to study two cases which are bounded and specific as they are two institutions with a specific social and physical setting, two secondary schools. Context is important in case studies (Robson 2002) and for this reason I chose this approach as the learning context is also important for students with dyslexia (Reid 2009). The context and its history and culture are also important in activity theory. The local history of the activity and its objects, that is the history of teaching and learning as well as the history of the tools of the activity system, that is, the tools teachers use to teach need to be studied in order to understand the problems, contradictions and potentials of an activity system (Engeström 2001).

Stake (1995) argues that case study is not easy to generalise from. A few cases can only be studied and generalisations can be drawn only for these cases, which can be refined over time. Researchers can draw their own conclusions for these cases based on their

observations, which are a form of generalisation. These conclusions can be used to generalise to other cases and modify old generalisations. Stake calls these conclusions ‘naturalistic generalisations’ as they are different from explicated generalisations in that they come from personal experience. We can help the reader make a naturalistic generalisation by providing information on time, place and person (Stake 1995).

Lincoln and Guba (1985 cited in Donmoyer 2000) introduce the notion of ‘transferability’ and ‘fittingness’. They argue that the degree of transferability depends on the similarity between the two contexts, on the ‘fittingness’. Only if two cases, settings or contexts are similar then there is transferability from one setting to another (Donmoyer 2000). This requires a substantial amount of information about the case studied and its setting in order for the reader to make an informed judgment about whether the conclusions drawn from a study of a specific context are useful in other contexts (Schofield 2000). Referring to the theoretical framework of the study, showing how data collection and analysis are conducted can respond to any challenge to transferability (Marshall and Rossman 2006).

Therefore, the evidence from my study can support similar research in similar contexts. In the case of schools as activity systems, in schools belonging to the same LEA or other LEAs with similar characteristics the EFL teacher and the headteacher may face similar problems when they try to work on the dyslexia friendly teaching and assessment of students with dyslexia as the laws and guidelines from the Education Ministry concern all the schools in Greece. Therefore, my study could offer insights for activity systems in other secondary schools with similar characteristics for example, schools in urban areas of Greece. The findings concerning the contradictions in the activity systems of the schools I studied could inform theory concerning dyslexia provision in Greece.

I chose to use ethnographic case studies in my research following Pole and Morrison's (2003) characteristics of ethnography, as I wanted to focus on a specific setting, two schools in Greece, and use a range of different methods. I wanted to focus on why teachers, headteachers, students and parents behave in a certain way. Therefore, the study is 'thorough' as the complexities of the setting are important. Data analysis and theory development in my study are grounded in the data collected in the schools (Pole and Morrison 2003). The analysis using activity theory came after some data were collected through the pilot study.

My study also includes some other characteristics of ethnography that Hammersley and Atkinson (2007) refer to: it studies people's behaviour in everyday contexts, schools rather than experimental circumstances. Data collection is flexible and unstructured and is not based on pre-fixed arrangements, observation schedules and categories on what people say and do. My interviews and observation did not include fixed schedules. I organized my data collection days and times according to participants' timetables and availability. The focus is small scale as it includes only two schools (Hammersley and Atkinson 2007). The data collected with ethnographic methods fitted with the use of activity theory as it focuses on learning that takes place in specific organizations, in my case, schools and takes the context and complexities of the setting into account. The scale of activity theory studies is usually small in order to analyse the details and complexities of organizational learning. Ethnography like activity theory also enabled me to include the perspective of different participants in my study.

Ethnography also involves a longitudinal element because it involves contact with participants in a setting over a prolonged period of time (Brewer 2000). I spent 13 weeks in School 1 and 16 weeks collecting data with School 2 participants which means my study had

a longitudinal element. A typical ethnography involves participant observation with the ethnographer actively participating in people's lives for an extended period of time and immersion in the setting chosen (Hammersley and Atkinson 2007; Brewer 2000; Robson 2002). In my study there was participant observation and a kind of immersion as I spent 2-5 hours in each school every time I visited it during which I observed teachers, headteachers and students for some months in each school. I also spent 1-2 hours in students' houses every time I visited them.

My study can be called 'practical' or 'applied' ethnography as my indirect aim was to improve the way students with dyslexia were taught EFL by investigating their needs and informing the teachers. I am describing the provision students receive from teachers but I am also trying to raise awareness of better ways of dealing with dyslexia (Brewer 2000). My study could have an indirect impact on policy as it addresses policy issues concerning whether and how policy on dyslexia is applied. This type of policy research is called 'enlightenment model' by Bulmer (1982).

My study can also be called 'ethnography of empowerment' as it shares some characteristics with Delgado-Gaitan's study (1993) on family literacy practices. Delgado-Gaitan (1993) participated in parents' meetings and facilitated a parents' organization by sharing her data and informing parents about the structure and curriculum of schools. She participated in the transformation of the setting she studied: she gave data to the organization to develop while the parents changed her perception of the meaning of their activities.

The participants through the process of my study determined their goals for the improvement of dyslexia provision and were thus empowered. I participated in their change process like Delgado-Gaitan (1993) did as I was asked for advice and information by teachers and parents. For example, both teachers of my study chose what training to do on

dyslexia issues and EFL teacher 2 applied for a course in the end of my study. EFL teacher 1 thought of using a book with exercises of different levels while EFL teacher 2 asked me to suggest some material for teaching students with dyslexia and I suggested a book with exercises which she borrowed. Both teachers asked me to share my observations on students' abilities and difficulties.

The mothers who participated in my study also asked for information: George's mother asked for information about the examination process of students with dyslexia and diagnostic issues. Stathis' mother asked me for information on material to read on dyslexia and advice on how she could help her son study. All the students and parents had specific requirements from the teachers and the school for the improvement of their lives in these schools which they wanted me to tell the teachers and headteachers.

Hasu (2005) conducted a 'sensitive ethnography of change' studying the implementation of an innovation, a science-based technological device. This study draws on activity theory and focuses on the transformational processes and the emerging identities of the participants and especially the role of the researcher. The researcher played the role of dialogue facilitator. The discussions and her fieldwork led the participants to reflect. More specifically, the researcher's analyses proved to be informative for one of the participants who was empowered by her research and her performance was taken seriously by her colleagues as a result of the study.

I used both ethnography and activity theory in my study in a similar way. My study had the effect of empowering all the participants by making them reflect on the problems they face and ways of solving them. This kind of intervention is guided by activity theory as the focus of my study is on the changes that result from empowerment of the participants and the relationship with the researcher as in Hasu (2005). I was a mediator between teachers and

headteachers and between students and parents as the researcher in Hasu (2005). Therefore, the intervention I do in my study follows only the initial steps in Engeström's (1999a) theory of expansive learning: questioning the accepted practice by discussing the problems the participants face, analyzing the situation through discussions with them and modeling the new solution when this is identified. The participants in my study identify the problems in their work and analyse the contradictions that exist as in the 'Change Laboratory' approach (Engeström 1987, 1999a, 2001) but they do so individually through discussions with me.

#### **4.4.2 My role and identity in the field**

Researchers' identity and background affects the interactions and research questions but also access to research sites and persons and the kinds of data that they generate together with participants (Schwartz-Shea and Yanow 2009). Therefore, my experiences of students with dyslexia as a teacher and the fact that I had friends and family who had dyslexia influenced my understanding of dyslexia and dyslexia provision in Greece and led me to explore certain research questions. These experiences led me to explore dyslexia provision in Greece as I had the impression it was not sufficient.

I was not able to conduct research as an insider in a school where I was working as a teacher because I worked in a primary school at the time of data collection and I did not have permission to conduct research in primary schools. This meant that I had less time to spend in the schools where I did my research as I was only given one day off work per week for my research. I went into schools as an outsider but somebody who was part of the same culture, who went through the same educational system, who grew up and went to school in the same area as the first school and someone who lives in the area of the second school. I was a teacher permanently employed by the Greek Ministry of Education like the teachers I

collaborated with, working in another city though. I took care of my self-presentation during the data collection as attention needs to be paid to dress, hairstyle and make-up in order to associate with teachers and pupils (Delamont 2002). I went to the schools and students' homes dressed like most teachers in Greece do. I noted many times in my field notes from that school that the teachers in that school called me 'colleague' and welcomed me thinking I was a teacher at the school which means I blended in quite well and was seen as a teacher (see field notes 13-11-06, Appendix 5.1.3, field notes 08/9-01-07, Appendix 5.1.6, field notes 26/27-01-07, Appendix 5.1.7).

I was also the daughter of one of the teachers in the first school which meant I knew a lot of the staff before I even started the research. The headteacher of School 2 was my godmother. These two relationships gave me access to both schools. Relying on friends and family is common in ethnographies in which researchers rely on a convenience sample and their connections in order to gain access to a research field (Fine and Shulman 2009).

On the other hand, I was different from most of the teachers in these schools as apart from my studies in Greece, I had studied and worked abroad and I had seen a different educational system which I could compare with the Greek one. I was frequently seen as an 'expert' on dyslexia as Hammersley and Atkinson (2007) have noted and a person doing extra studies. For this reason, teachers either asked me to tell them about dyslexia or asked me how they can do an MA or a PhD.

The theoretical role I adopted from those that Hammersley and Atkinson (2007) discuss following Junker's (1960) typology was somewhere between the 'complete participant' whose activities are concealed and the 'complete observer' who has no contact with the people s/he observes. I was both a teacher and a student, an EFL teacher permanently employed but I was also presented to students as a student 'sent by the



university' to observe and learn through this process. I was not teaching in the schools where I did my research and for this reason I was not totally familiar with the setting and the teachers and students. The headteachers, teachers and students with dyslexia knew what my research topic was but the classmates of the students with dyslexia were not told who I was observing in order not to disclose their diagnosis and embarrass them.

In the first school I formed relations with more members of staff and included more teachers in the study than in the second school as I was known to some of them beforehand through my mother and I was introduced to more teachers easily. This made me feel more part of the school and accepted by the staff (see field notes 26 and 27-01-07, Appendix 5.1.7). I had to sit at the back of the classroom where I was observing a student with dyslexia (George) sitting at the last desk as there was no empty space anywhere near the student (see field notes 24-11-06, Appendix 5.1.4 and photo of classroom, Appendix 8.1). I sat separately from the students except for once when I sat next to a student during a lesson of programming. This meant I did not have the chance to talk to the students in the class much during the EFL lesson. I could only talk to the student observed, the students sitting next to him each time and students around them but mostly during the breaks. The students called me 'miss' which meant they saw me as a teacher.

In the second school I talked a lot to the headteacher whom I knew quite well as she was my godmother. We talked about the school in an informal way but about personal issues as well (see field notes 16-02-7 and 23-02-07, appendices 5.2.4, 5.2.5). I was both a family member and a researcher at the same time and I had to try to keep the balance between these two. I also talked to the deputy head who came into the headteacher's office quite often and the EFL teacher as both a colleague and a researcher. I was introduced to another EFL teacher and other members of staff as a doctorate student and as a colleague working in

another city later on. I had the chance to sit next to some students in the class I was observing (field notes 16-02-07, Appendix 5.2.4), and next to one of the students with dyslexia (see field notes 23-2-07, Appendix 5.2.5 and photo of classroom, Appendix 8.2). This gave me the chance to interact with them and learn about the lesson and help them during the lesson as well. The students asked me questions regarding the answers to exercises they were doing which suggests that they saw me as a teacher. I could even be seen as a classmate as I sat next to them like a student. I was more of a participant observer in this way (Fine and Shulman 2009; Robson 2002).

It is common in ethnography for researchers to place themselves on the side of participants and act as a member of a group in order to establish rapport with participants. For this reason, I acted as a teacher with teachers in both schools participating in discussions in the staff room (see field notes 26 and 27-01-07, Appendix 5.1.7). At the same time I tried to be friendly, understanding and helpful with students in order to establish and sustain rapport with them (Fine and Shulman 2009).

As Goodley (1999) argues, the researcher cannot be a distant outsider in disability research and it is acceptable to state where your loyalties lie. In his study with a self-advocacy group, participants gave him a participatory role that was separate to his researcher role. They asked him to vote at a meeting, to write a leaflet introducing them, help them move and evaluate their group for the County Council.

Similarly to Goodley's (1999) study, I had to express my opinion to the participants of my study and play a participatory role that was separate to my researcher role. I participated in discussions with participants out of my researcher role while still observing them and recording their opinions (Schwartz-Shea and Yanow 2009). Since I had stated to teachers that I intended to improve dyslexia provision in Greece through my study, the

teachers either encouraged me or insisted that I tell them my opinion on what they can do to improve their teaching with students with dyslexia. I promised to give them information on the specific students with dyslexia in their classes which I did during my study and in the end of it (see field notes 9-01-07, Appendix 5.1.6 and field notes 19-06-07, Appendix 5.2.6). I also gave both EFL teachers material to read on dyslexia as well as resources they could use with students with dyslexia (see field notes 16-02-07, Appendix 5.2.4). I also suggested a book on dyslexia to a mother to read, I gave information to another one on the examination and assessment of students with dyslexia and I advised students on study skills as their mothers asked me to (see field notes 26 and 27-01-07, Appendix 5.1.7).

I also got involved in discussing the parents' and students' complaints on the educational system and the school in which case I had to state my opinion on the shortcomings of both of them. As soon as I told the teachers that I talked to the students they wanted to know what the students needed so that they improved their teaching. Therefore, I could not be only an observer in this study but I got involved in being a mediator between the students and the teachers as in Hasu's (2005) 'ethnography of change' and Delgado-Gaitan's (1993) ethnography of empowerment.

#### **4.4.3 Selection of schools and participants**

I decided to conduct my research in secondary schools because students learn EFL at a higher level there, which means they might face more language problems than primary school children as Nijakowska's (2000) study has shown about Polish EFL learners. I also made this decision because it has been reported that there is less provision for students with special needs in secondary schools than in primary schools. Markou (1993) mentions that learning difficulties in Greek primary education are faced with the establishment of special

classes while he believes that the situation regarding dyslexia provision in secondary education is problematic. According to research conducted by the Pedagogical Institute, the majority (91. 5%) of special schools and classes are in the primary phase. There are only 26 special classes in lower secondary schools, 4 in upper secondary schools and two in technical schools in the whole country (PI 2004). Constantopoulou's (2002) survey study with secondary school teachers has shown that there is lack of organized in-service training on dyslexia for subject teachers.

My criteria for selecting schools were as follows:

1) theoretical: I am guided by the literature referring to the dyslexia provision in secondary schools in Greece (Markou 1993), by facts on the amount of special classes reported by the Pedagogical Institute's research (PI 2004) and by empirical research (Constantopoulou 2002; Arapogianni 2003; Lappas 1997) on Greek teachers' knowledge on dyslexia and dyslexia provision in my choice to conduct research in secondary schools. I also decided to conduct my study in two schools because it would be useful to compare the responses of EFL teachers in different schools belonging to different LEAs which I examine as two case studies and two activity systems. Daniels et al's (2000) study conducted in two LEAs in the UK has shown that different schools interpret 'SEN' in very different ways in terms of causes and response which means that I may find out different ideologies and practices in the two schools of my study. This will mean that there may be different rules, division of labour, objects and therefore different contradictions in their activity systems. Furthermore, I chose the schools in my study because I had got the information that there were students with dyslexia in these schools before starting the research and that the teachers would be willing to collaborate.

2) opportunistic (Silverman 2000): My selection of schools was guided by convenience, that is, the accessibility from where I lived and the availability of individuals in them due to the professional contacts and family members I had in them (Cohen et al 2007; Fine and Shulman 2009). I started the pilot study in a school where I could easily gain access. It was the lower secondary school where I did research for my MA dissertation four years ago and my teaching practice five years ago. I selected this school because I was known to some of the staff and I had some knowledge of the local community and services in the area as I grew up and went to school in the area. The second school, School 1 was the upper secondary school that uses the same building with the first school. The third one, School 2 was a lower secondary school near my house whose headteacher was known to me. The classes were also chosen by convenience as they were the classes that had lessons on Fridays, the day that I was given by my supervisor at work for conducting research.

#### **4.4.4 Context and participants**

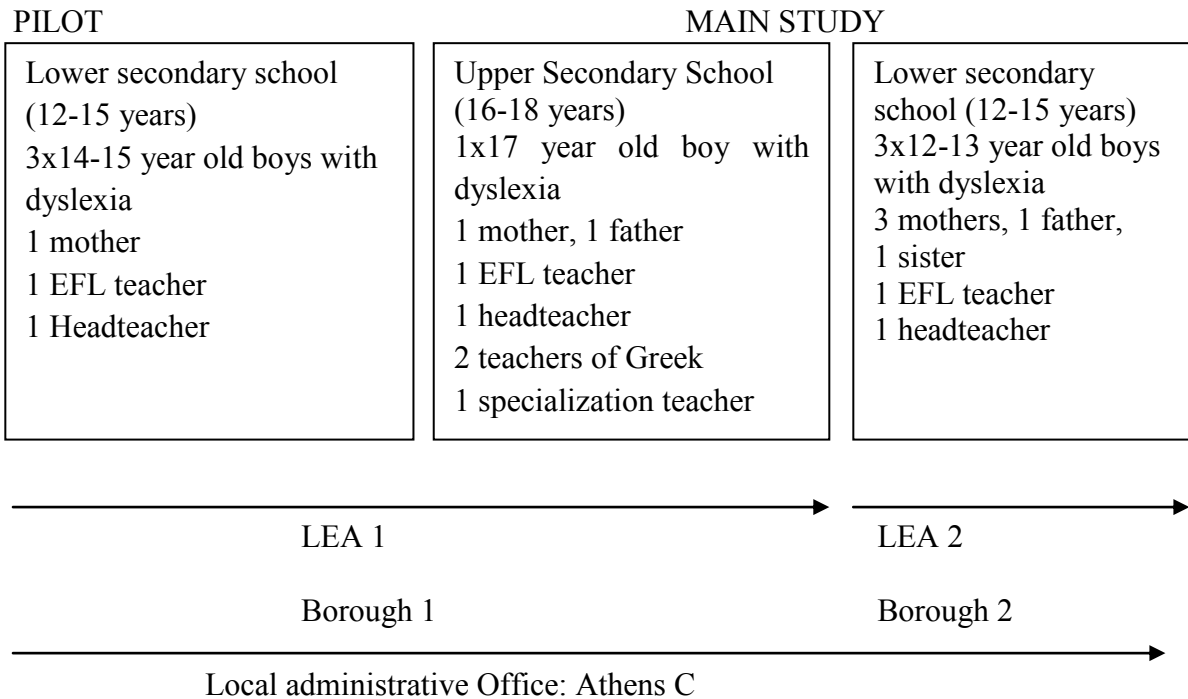
I next describe the design of my study, including the context and the participants of both the pilot and the main study (see Figure 4.2).

The pilot study was carried out at a lower secondary school. The main study was first carried out at an upper secondary school in the same LEA and borough as the school of the pilot. The second school of my main study was a lower secondary school in an LEA which belongs to a borough near borough 1. All these schools belong to the same local administrative office in an area of Athens called Athens C. This means that the participants from these schools share the same culture and community, which are the ‘medium’ through which ideas are developed (Daniels 2004). Daniels (2004) refers to Cole (1996)’s ecosystemic model of culture in which the context of an action and cognition is created by

a combination of goals, tools and setting. Therefore, the teachers, students and parents of the three schools may have shared beliefs, experiences and practices. The same LEA director is responsible for all three schools which means that he makes the decisions on how to deal with dyslexia issues and his beliefs may influence the beliefs and practice of local LEA directors and headteachers.

The pilot included observation of three EFL lessons, interviews with the headteacher, the EFL teacher, the mother of a student and a focus group interview with three 14-15 year old boys who had dyslexia. The data collection in the first school of the main study involved a 17 year old boy, his parents, an EFL teacher, the headteacher of the school, two teachers of Greek (a teacher of modern and ancient Greek language and a teacher of history) and a teacher of a specialization subject. Student 1, George, was 17 years old and went to the second year of senior high school. He had a diagnosis of dyslexia at the age of 14. He had EFL lessons up to B class at a language school but he stopped because he did not have time and he did not like it. EFL teacher 1 had 19 years of teaching experience, 6 out of which were at the state sector. Headteacher 1 had taken the role of headteacher that year and he was a teacher of Greek in that school before.

The data collection in School 2 involved three 12-13 year old boys, their parents, their EFL teacher and the headteacher of the school. Student 2, Stathis was 13 years old like student 3, Petros and student 4, Thodoris. They all attended the low ability EFL class at school. Stathis attended EFL lessons at a language school for C class. Petros, attended private lessons for A class at home. Thodoris, attended EFL lessons at a language school for B class. EFL teacher 2 had 19 years of teaching experience, eight of which were at the state sector. Headteacher 2 was a teacher of Greek who had been in this role for two or three years.



**Figure 4.2: Research design**

#### 4.4.5 Data collection

I spent two weeks collecting data for the pilot but I had visited the school earlier to meet and inform the participants and gain their permission. I spent 13 weeks collecting data in School 1 and 16 weeks for School 2. I spent one day a week to collect data in the two schools of my main study from November 2006 to June 2007. I spent 2-5 hours in the schools each time. When I needed to visit the participants of School 2 at their houses I spent an average of 2 extra hours per week during weekends to do so. I collected data only once a week for practical reasons because I was not living in Athens at the time of the research. I collected data in schools on Fridays and occasionally on Mondays as my research at schools could be combined with a weekend staying in Athens which facilitated the visits to participants' houses at weekends that was the most convenient time for the families (see Appendix 1 for full details of time spent in each school).

#### **4.5 Ethical issues**

Researchers need to have a balance between the demands placed on them as professional scientists searching for truth and their participants' rights and dignity as human beings potentially threatened by the research. This is ethical behaviour. Ethical issues may arise because of the problems researchers investigate and the methods they use. Ethical issues include informed consent, access, confidentiality and anonymity, feedback, ownership and the possible effect of the research process (Cohen et al 2007; Porter and Lacey 2005).

In order for researchers to do research in state schools in Greece they have to submit a research proposal to the Pedagogical Institute. I submitted mine in the end of 2005 and I got permission to conduct my research in specific schools in Athens in September 2006 (See Appendix 7).

I first visited the schools and informed the two headteachers and the two teachers through informal discussions and after I got their initial verbal consent they were given letters (see Appendix 2) informing them about the procedure of my study and a consent form to sign following the British Educational Research Association's guidelines (BERA 2004). In these letters I gave all participants the right to withdraw at any point (BERA 2004; Porter and Lacey 2005).

I faced problems with EFL teacher 1 who did not want to answer questions about the students in October as she needed some time to get to know them considering many lessons were lost because of the students' strikes and the local elections (Appendix 5.1.1, field notes 09-10-06). Headteacher 1 did not want to give recorded interviews after the first interview and for this reason I had several informal discussions with him and I kept notes during or after the interviews (see field notes 02-02-07, Appendix 5.1.8).



Headteacher 2 was also thoughtful about the recording and she only gave me one recorded interview which she had already planned by writing down the answers before the interview. In this way, she made the interview fixed and did not allow for further questions. I had many informal discussions with her keeping notes after them. She did not allow me to observe the students with dyslexia in Greek lessons as I did with George in School 1 as it was not mentioned in my permission from the Ministry of Education (see field notes 16-02-07, Appendix 5.2.4).

One of the EFL teachers in School 2 who was approached by headteacher 2 refused to participate saying that he did not have time (See field notes 19-10-06, Appendix 5.2.2). The other EFL teacher in the school was on sick leave at the beginning of the school year. For this reason, she was approached later during my study (See field notes 28-09-06, Appendix 5.2.1).

I discussed with the teachers the selection of students who could participate in the study. For the pilot study I and the EFL teacher sought the consent of the parents of all the students with dyslexia who were all in the same class. In the first school of the main study I chose only one student in one class as the school's program did not allow me to observe two classes as I could only be in the school once a week. In the second school I got the permission of three students with dyslexia in the same class. Since the students had not reached the age or maturity to be able to give informed consent I asked for the consent of their parents following BERA's guidelines (BERA 2004). The parents of the students with dyslexia were informed through letters describing my study and their children's role in it and were asked to sign a consent form. In the case of the 17 year old student of School 1, he was first asked for his consent orally before he was given the letter and consent form for his mother (see field notes 11-11-06, Appendix 5.1.2). I collected his consent form later (see

field notes 24-11-06, Appendix 5.1.4). Although he gave his consent to participate in the study George was not willing to wear the microphone because he did not feel confident about his abilities in EFL. For this reason, I had to place the recorder somewhere near him. In the second school the EFL teacher informed the parents of the students with dyslexia at a parents' meeting about my study and gave them the letters to sign two months before the study would start (see field notes 16-02-07, Appendix 5.2.4).

A possible ethical problem of my study was the preservation of confidentiality and anonymity of the students with dyslexia. The problem could be created because the number of students with dyslexia in both schools was small and the combination of individual characteristics could provide an identifiable profile (Porter and Lacey 2005). This means they could be easily identified if their school is identified. The classmates could also guess that I was observing students with dyslexia since I sat near them most of the time.

According to BERA (2004) and the Pedagogical Institute's guidelines, I ensured that all the participants remained anonymous. For this reason, in my letters to the participants I promised that the name of the school and the participants would not be published (see letters to participants, Appendix 2). I did this in order to be honest and gain their trust and confidence which is important for establishing rapport considering the vulnerability of the students with dyslexia (Fine and Shulman 2009). I also did this because one cannot foresee the outcomes of the research and its dissemination (Porter and Lacey 2005). In order not to identify the school and the participants, I avoided giving details of the school and personal details of the participants in the data analysis and the field notes. I have used pseudonyms for the students and I have replaced the teachers' names with codes like EFL teacher 1 and 2, headteacher 1 and 2 (Delamont 2002). I identified mothers or parents by students' names e.g.

George's parents. I also ensured participants that the information they would give me is confidential both in the letters they were given and orally before interviews.

Because students' with special educational needs diagnoses are confidential and they are vulnerable individuals, I made sure that the classmates of students with dyslexia in the classes I observed were not aware of my focus on the students with dyslexia (Porter and Lacey 2005). I discussed this with the teachers before starting the research and we had agreed on what to tell the class about my research. The classes were given a 'vague truth' about my research by teachers who said that I was studying their learning of EFL. This is the middle ground between being 'informed' and 'uninformed', the line between which is 'uncertain' (Thorne 1980 in Fine and Shulman 2009).

In School 1 I gave the recorder to a classmate of George and I sat next to a non diagnosed student once. I changed my position in the classroom of School 2 every time I observed a lesson and sometimes I sat next to a student who was not diagnosed with dyslexia. I chose to do this in order not to embarrass the specific students I observed and disclose their diagnosis to the other students.

There is a need to disseminate the findings of research to participants in an accessible form (Porter and Lacey 2005). In the end of my study, I gave feedback written in simple language to teachers and headteachers. I did this after obtaining the students' permission to disclose to their teacher and headteacher some of the difficulties they had mentioned and the students' agreement on my suggestions to their teachers. In the case of the first school I forwarded the feedback to the EFL teacher and the headteacher as I was not able to visit the school but in the case of the second school I visited the school and explained the feedback to both the teacher and the headteacher.

## **4.6 Trustworthiness of the study**

Shea (2006) mentions some criteria that are used by researchers and reviewers to establish the trustworthiness of ethnographic research. Among these criteria is reflexivity about the researcher's roles and effects in the field, use of member checking and triangulation of sources that I have used in my study.

### **4.6.1 Reflexivity**

Pole and Morrison (2003) suggest that ethnographers are reflexive about 'ethnographer effects'. Brewer (2000) describes reflexivity as a concern with how the identities of the researcher and the researched affect the research process. In order to achieve reflexivity I have presented the setting, the theoretical framework I used, my identity in the field, the process of data collection and analysis and I have showed the complexity of the data as Brewer (2000) suggests. I also include the original interview extracts in appendices and when possible, a more expanded version of them in order for the reader to understand the context of the interview. A more expanded version of some of my field notes also appears in appendices.

Hasu (2005) describes the process of her change as a researcher as a result of her reflection on her position and experiences as a female researcher in male-dominated practices. Hasu (2005) demonstrates a need for reflecting on the interactive process of data collection, that is, the relationship between the researcher and the researched. Similarly, Delgado-Gaitan (1993) refocuses and changes her research and becomes involved in the empowerment of parents as a result of her reflection on her identity in the field.

An issue related to reflexivity was the translation of the data itself from Greek into English as my identity influenced the process of transcription and translation. One problem

was that the interviews were in spoken form transcribed in the Greek language which had to be translated in written form in the English language. This created a problem of equivalence. The process of transcription involved my judgements about where to place colons and commas which shaped the meaning of the interviews (Marshall and Rossman 2006). The colloquial style in parents' and children's speech may have been lost in the translation into English. Furthermore, because spoken language is elliptic extra words have been added in order to make the meaning clearer (Catford 1965). The extra words are marked with [ ].

Marshall and Rossman (2006) argue that the process of translation involves construction of meaning and interpretation by the translator. All the translated data used in the analysis have been checked by three EFL teachers who had a good command of both the Greek and the English language in order to avoid interpretation biases and ensure the accuracy of the translation. I have also asked the two EFL teachers in my study to check my translation of extracts of their interviews into English since their command of the English language allowed me to ask them to do so. This enabled me to ensure my interpretation of their meanings was correct.

#### **4.6.2 Member checking**

I have tried to achieve the representation of the participants' perspectives in the field by feeding back data to participants or using 'member checks'. Member checking in my study involves returning to participants the transcripts of the interviews they gave me in order to avoid researcher bias and ensure the accuracy of the data (Robson 2002). Since my study is concerned with people's emotions, opinions and experiences, checking the transcript invites the interviewee to confirm that what was said at the time of the interview was what was really meant (Denscombe 2003). I returned the transcript of the interviews to both EFL

teachers and headteacher 2. They added punctuation to their data, they deleted hesitations but they also changed the meaning of what they had said. This helped me modify the transcript and achieve a better representation of participants' meanings. I did not return the transcript to mothers, students and headteacher 1 as I lost contact with them during the two years that passed since the data collection and I lived in a different city. Member-checking would be difficult to conduct considering these participants did not have access to email and the internet unlike the EFL teachers who did. Non-member checking may have resulted in errors in the interview transcripts which might have resulted in some inaccuracies in the representation of their meanings.

Member checking in ethnographic studies does not only mean 'fact or quote-checking', it can also mean going back to the participants for an assessment of whether the researcher captured their understandings of their own situations. It focuses at possible differences between researchers' and participants' interpretations (Shawartz-Shea and Yanow 2009). I checked if my interpretations of students' and teachers' needs was similar to theirs by discussing my findings about students' needs and difficulties with them either over the phone or by interviewing them in the end of my study in both schools. This helped me clarify issues that I was not clear about and correct my feedback to teachers taking into account students' opinions. I also discussed my findings and my suggestions to EFL teacher 2 with her. This gave me her perspective on the feasibility of my suggestions (see Appendix 5.2.3, field notes 19-06-09). I also discussed my suggestions to headteacher 2 with her on the same day but she did not comment on them. The participants mostly agreed with my suggestions apart from two instances that indicate the fragility of the data. George told me that the oral examination in EFL would not be useful for him since he did not know the answers to the specific exam (see Appendix 5.1.9, field notes 24-02-07). During the study he

had insisted on the oral examination and for this reason I followed his initial wish in my analysis. Stathis also mentioned in member checking that he did not need extra time from the teacher although he had said he did during the study. I mentioned this to EFL teacher 2 but I followed his initial wish in my analysis (see Appendix 5.2.6, field notes 19-06-07).

#### **4.6.3 Triangulation**

Triangulation is a strategy I used to ensure the ‘trustworthiness’ or ‘credibility’ of my data (Shea 2006; Brewer 2000). There are different types of triangulation (Denzin 1970). ‘Methodological’ or ‘between method’ triangulation was used as I utilized more than one method of data collection: observation, interviews and documents (Cohen et al 2007; Delamont 2002). I used the data from observations of EFL teachers and students with dyslexia in interviews in which I asked participants why they behaved in a certain way or I reported my observations to them and asked them to comment on them in order to generate more data. Moreover, before I asked participants for their opinions on the Education Ministry’s policy on dyslexia I had checked the policy documents. I also looked for recent policy documents that arrived in schools during my study in order to be informed about the developments and to be able to answer questions that arose during interviews. Furthermore, I used both audio recordings and field notes during my observations in order to ensure the accuracy of the data.

I also used ‘time’ and ‘space’ triangulation. I collected data at different points in time over a period of some weeks in each school and at different spaces inside the schools (classrooms, corridors, staffroom) and at pupils’ homes as well. Furthermore, I collected data from different groups of participants, teachers, students and parents and in two different schools (Cohen et al 2007).

## **4.7 Conclusion**

In this chapter I have explained that I used activity theory as a theoretical framework that can be used alongside ethnography because they both take the context and its complexities into account. They both allowed multi-voicedness: they allowed me to explore the same issue from the perspective of different participants. I have presented the research design of my study, an ethnographic case study. I have also discussed ethical issues, my role and identity in the field and what I did to ensure the trustworthiness of my study: I used reflexivity, member checking and triangulation. I will now discuss the methods I chose for the data collection and the analysis of the data.



## **CHAPTER 5: RESEARCH METHODS**

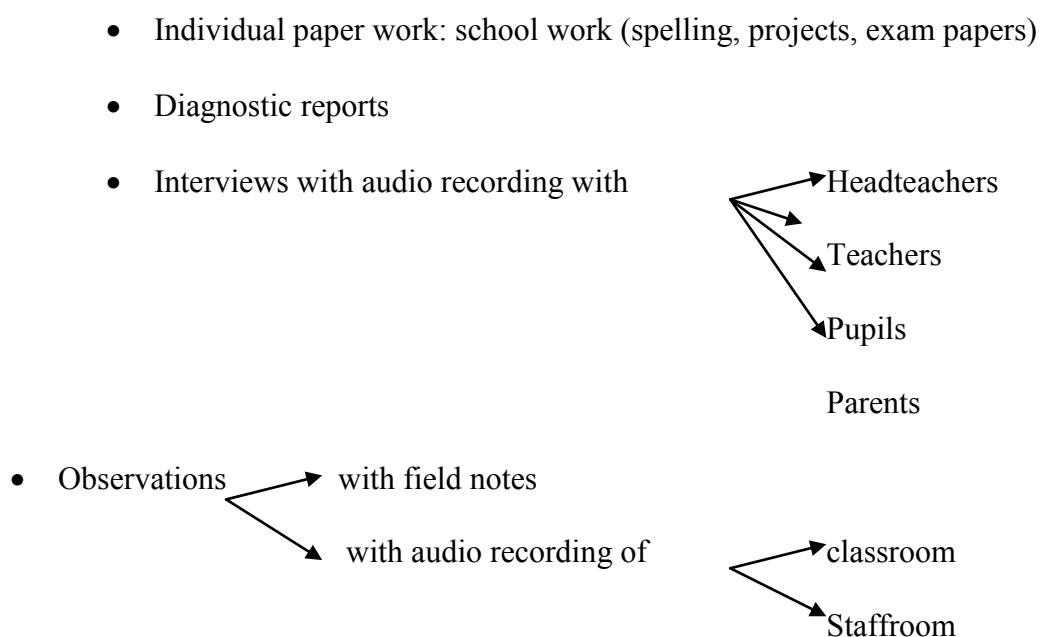
### **5.1 Introduction**

As has been explained in the previous chapter, I chose qualitative and multiple methods because they were appropriate for my research questions, my methodology (ethnography) and my theoretical framework (activity theory). In this chapter, I present the different methods I used for the data collection including interviews, observation and documents. I finally present the process of data analysis.

### **5.2 Multiple methods**

My study included multiple methods for triangulation purposes (see Figure 2 below and Appendix 1 for data sources), which is a characteristic of case studies (Robson 2002): interviews with headteachers, teachers, pupils and their parents and lesson observation with field notes and digital audio recording of lessons. I also used students' exam papers and their written work in order to see the strengths and weaknesses of their work and the teachers' error correction and feedback method. Furthermore, I kept notes from the students' diagnostic reports.

Before starting the main study I piloted my methods. I piloted the interview schedule with a dyslexia teacher in the UK and I did a small study which included an interview with a teacher of Greek as a second language, an interview with a student of Greek and observation of two lessons in a Greek Community school. Then, I did a larger study at a secondary school in Greece which is the actual context where I would do the main study.



**Figure 5.1: Multiple sources**

### 5.3 Interviews

An advantage of interviews that Cohen et al (2007) present is that the data they can give the researcher can be more descriptive and specific than the data questionnaires can produce. Furthermore, questionnaires cannot tell the researcher a lot about emotions, personal opinions and attitudes or extra comments and whether the respondent is telling the truth which means that they are not appropriate for my research in which participants' attitudes and opinions are key issues. Interviews can also capture individual perspectives and subjective facts (Cohen et al 2007). My study includes interviews with teachers, headteachers, students and their parents in order to include different perspectives.

One problem associated with interviews is that of invalidity and bias which can be respondent bias (Cohen et al 2007). Gillham (2000) suggests that there is a discrepancy between what people say about themselves, what they believe and know and what they do and especially between teachers' beliefs and knowledge and their practices as research has

shown (Fang 1996). In my study, I compare teachers' answers to questions on their knowledge and beliefs and the strategies they use in class with students with dyslexia with what they do practically in class during my observation in order to see how their beliefs and knowledge influence their behaviour towards students with dyslexia and if they practise what they know. I do this because I would like to look for these contradictions and report them to the teachers.

The interviews I do with all the participants are semi-structured, that is, topics and open-ended questions are written but the exact sequence and wording does not have to be followed with each respondent (Cohen et al 2007). Therefore, my interview could also be characterised as 'informant interview' following Powney and Watts' distinction (1987) as I let the interviewees express their own concerns and interests and move the interview focus towards the direction they wish. The advantage of this type of interview is that it is flexible and intends to be like a natural conversation (Gillham 2000). Most of my questions are open-ended, that is, they are flexible and can allow me to probe so that I may go into more depth and clear misunderstandings but also establish rapport and make an assessment of what the respondent really believes (Cohen et al 2007). I also had audio recorded, short informal conversations or ethnographic interviews with the two EFL teachers and non audio recorded ethnographic interviews with the two headteachers on issues relevant to my study (Pole and Morrison 2003).

My interview schedule for teachers (see Appendix 3.1. and 3.1.1) includes the four topics to be discussed: knowledge and beliefs about dyslexia, classroom practice, students' difficulties, school's policy and provision and collaboration with professionals and parents. There are possible questions and prompts for each topic and question. Parts 2.1 and 2.2 start with a broad question, for example, 'What do you do to make your whole class teaching

dyslexia-friendly?’ and ‘How do you support students with dyslexia in the classroom?’ These general questions are narrowed down to more specific ones in order to prompt the interviewee to talk about specific topics that s/he may not have mentioned in the general questions. These are called ‘funnel questions’ (Cohen et al 2007).

The interview schedule for students includes questions on students’ difficulties and preferences and their relationship with the teacher and their classmates (see Appendix 3.2). The interview schedule for headteachers includes questions on the school’s and Education Ministry’s policy, the school’s resources, their training and their collaboration with specialists and teachers in the school (see Appendix 3.3). The interview schedule for parents includes questions on the collaboration with the headteacher and teachers, their children’s difficulties, the provision the school offers to their children and their own involvement in seminars and their children’s assessment and support (see Appendix 3.4).

I developed the prompts through piloting the interviews. I included explanations of the terms I used in the questions in parenthesis so that I made sure the interviewee had a common understanding with me of the terms I used. For example, in part 1 of the teachers’ interview I explain the terms inductive and deductive teaching and multisensory teaching. The first terms proved to be problematic in the pre-pilot interview with a Cypriot primary school teacher and especially the translation I used (άμεση/έμμεση διδασκαλία=direct/indirect teaching) which is not always equivalent. For this reason, I decided to keep the English term in the Greek version of the interview schedule. I also explain what multisensory teaching is because the teacher I interviewed in my pre-pilot was not very familiar with it and because research in Greece has shown that there is lack of teachers’ knowledge and training on dyslexia (Constantopoulou 2002; Arapogianni 2003).

My main interview questions were informed by my research questions on dyslexia support and provision, which means they were theoretical. Some of my questions in the informal discussions I had with participants were informed by the observations I had, which means they were practical.

The semi-structured interviews with the teachers lasted for one hour with each in total and they were conducted in parts following the schedule. I started the interviews with EFL teacher 1 the day I started observing her class but I started the interview with EFL teacher 2 after I had observed two of her lessons.

I conducted one interview with George of School 1 after a lesson in the end of the day in his classroom after everybody had left and a second one at his house when I visited and interviewed his parents. The rest of the students were interviewed twice each at their houses with no parents present. The interview with George's parents was conducted towards the end of the study in School 1 in January. I started visiting parents in their houses after two observations in School 2 and I visited each family twice. The interviews with parents lasted about an hour every time and the interviews with students lasted up to an hour.

All the semi-structured interviews were recorded with a digital audio recorder that was placed on a table or a desk in front of the participants. I did not ask them to wear the microphone unless they wanted to in order to avoid stressing them and to be able to record my voice as well.

## **5.4 Observation**

As my study was ethnographic, observation was relevant. It gave me the chance to see what was happening in 'real life' and gave depth, complexity and roundness to my data. Observational data complemented the information I got from interviews and showed me

whether the teachers do in the classroom what they said in the interviews in which they tried to present themselves positively (Robson 2002). I noted down what I considered routine for the participants as well as unusual events as ethnographers do (Pole and Morrison 2003). My observations aimed to get a general feel for the setting in the beginning and they focused on specific themes that appeared to be important for me and the participants, for example, the teachers' differentiation strategies for students with dyslexia (Denscombe 2003).

Ethnographers face the challenging part of 'being there' and being able to write about themselves and their position in the field (Pole and Morrison 2003). Ethnographers influence the field they observe and for this reason they need to be reflexive about their role and provide evidence of 'reactivity effects' (Robson 2002). I wrote about my role in the field and was always aware of the possibility of my presence affecting the participants' behaviour. I also stayed long enough in the field to allow participants to get used to my presence and carry on as if I was not there (Robson 2002).

There are different levels of participation (Pole and Morrison 2003) that depend on the degree of familiarity that researchers have. My study best fits into the third category identified by Denscombe (2003) 'participation as observer' as my identity as a researcher was openly recognised and informed consent was asked from participants.

My role was somewhere between 'complete participant' and 'complete observer' following Junker's (1960 cited in Hammersley and Atkinson 2007) typology. I conducted both participant and non-participant observation in this study. My lesson observations were mostly non participant because I was not allowed by the Education Ministry's guidelines to participate in the lessons I observed and I did not want to create noise in the classrooms by talking to the students during whole class work. I only interacted with junior high schools students when I sat next to them and they needed help with class work.

I recorded the lessons I observed with a digital audio recorder that was placed most of the time on the desk where the students observed sat. The students from School 2 who agreed to wear the microphone did so while George from School 1 never agreed to wear it and he was not very comfortable with it and for this reason I did not ask him to wear it. EFL teacher 1 also wore the microphone once.

I used field notes to record my observations in classrooms and staff rooms, corridors or other parts of the schools because it is easy to forget things otherwise (Denscombe 2003). I kept 'scratch notes', short handwritten notes in a small notebook while on the research site (Sanjeck 1990). Then, I rewrote them in my computer outside the field as soon as possible after the observation while listening to the audio recording of lessons and interviews. This took me some days to complete but it was useful as I had all the important data in a summary that I could revise before I went to collect data next. My field notes include descriptions of events but I also included my thoughts, feelings and reactions to field experiences and memos of what I wanted to do next in my study, which Sanjeck (1990) calls 'head notes'.

## **5.5 Documents**

I also used public documents, policy documents from the Ministry of Education in order to describe the policy context of my study and semi-private documents, students' exam papers and other written work in order to examine their difficulties in writing and the teachers' correction methods (Delamont 2002).

Documents like policy documents are useful in developing an understanding of the setting studied (Marshall and Rossman (2006). In my study they are the tools in the activity system of the schools and they are related to my research question about the provision that teachers are required to offer to students with dyslexia.

In chapter 8 I have used Petros' and Thodoris' spelling tests and exam papers in order to analyse EFL teacher 2's correction method using content analysis (see Appendix 6). I was able to cross-check what the EFL teachers told me about their correction of students' papers by examining them (Delamont 2002). I have collected all students' EFL exam papers and Petros' work written at home in order to have an idea of their abilities and difficulties in EFL while conducting the interviews with the EFL teachers, students and their parents. Furthermore, I collected George's exam papers in Greek language and literature in order to have an idea of his performance in the Greek language when I talked to his teachers, his parents and to him.

## **5.6 Transcription and archiving**

After every observation field notes were rewritten within a week but the process of transcription took longer. I started transcribing during the data collection and finished the transcriptions of School 2 data two years later because it was very time-consuming (Denscombe 2003). I used a digital recorder in order to improve the quality of the sound and to be able to store the audio files on my computer. I transferred the audio files right after the interviews and observations because the recorder did not have enough memory for them.

I transcribed the audio recordings through the computer. The transcriptions were written and archived chronologically. I transcribed only the interviews of the participants. I did not transcribe the lessons because I did not aim at analysing classroom talk. However, I extended my field notes after listening to the lesson recordings. In the middle of the transcription process and after I identified some themes from coding the data from School 1, I decided not to transcribe everything from the interviews from School 2. Instead, I started transcribing only data relevant to the themes I had identified and I broke the transcripts into



smaller extracts with themes as titles in order to prepare them for analysis. Transcription made it easy to analyse and pick out interesting sections of the interviews I had conducted (Denscombe 2003).

One problem I faced during transcription was that the recording was not always clear because of the noise that there was in the schools during breaks that the interviews with teachers and headteachers were conducted. Furthermore, I had to add punctuation and tidy up the data to be understandable to the reader which resulted in losing some authenticity. I dealt with these problems by returning the transcript or some extracts to the two EFL teachers and one headteacher to check for accuracy. They added punctuation to it and tidied it up to make the meaning clear (see member checking in 5.4.2).

## **5.7 Analysis**

Pole and Morrison (2003) argue that analysis may begin even before entering the field because researchers have their own conceptual frameworks which they refine in the field. Before I started my data collection I had already read some studies on dyslexia provision in Greece and I had an idea of the situation regarding dyslexia provision based on my teaching experience. I had also visited the schools where I would collect the data and I had talked to teachers and headteachers.

As I said in the previous section, I started the analysis before finishing all the transcriptions by coding the existing transcripts of the interviews from school 1. I transcribed interview data from school 2 that were relevant to the themes I had identified and added new themes that appeared repeatedly. I had already analysed the data from school 1 when I started analysing school 2 interview data. I used the same codes with school 2 interview data when the interviews were transcribed. At the same time I coded the field notes from both

schools using the codes I used with interview data. After I had coded it manually on paper, I coded some of the data on Nvivo in order to be able to search through the data for the same codes, link relevant data segments and write memos on some aspects of the data (Pole and Morrison 2003). This helped me initially but as the data increased, it proved more time-consuming and confusing than the manual style. I decided to do the coding mainly manually and only occasionally consulted my coding in Nvivo.

Reading through my field notes and interview transcripts, I identified particular events, concepts and themes that I wanted to focus my analysis on based on my research questions (Coffey and Atkinson 1996). The codes I used were based on these themes which were drawn from a combination of the literature, my professional practise and experience of dyslexia and the data themselves. The theme of teachers' knowledge was drawn from the literature that indicated lack of teachers' knowledge (Constantopoulou 2002; Arapogianni 2003; Lappas 1997). The data also showed that this issue appeared to concern both EFL teachers and all parents in school 2. The theme of teachers' collaboration with parents was also drawn from both the data and the literature as it appeared in both EFL teachers' and all parents' interview data and Constantopoulou (2002) had reported lack of seminars for parents. Differentiated teaching and materials was drawn from the literature that indicated a lack of resources (Constantopoulou 2002; Arapogianni 2003; Lappas 1997) and two EFL teachers' interview data.

The theme of collaboration between schools and provision was drawn from the literature (Arapogianni 2003; Constantopoulou 2002; Lappas 1997) and the interview data from headteachers and EFL teachers from both schools. Inter-collegial collaboration was drawn from the interview data of all parents, both EFL teachers and headteachers and fieldnotes.

The theme of accommodations was drawn from both the literature (Arapogianni 2003; Lappas 1997; Nijakowska 2000) and the interview data from teachers, students, parents and headteachers from both schools. The theme of the examination of spelling was drawn from school 2 data only as it was not evident in school 1 data. The theme of state dyslexia provision was drawn from the literature (Constantopoulou 2002) and mothers' interview data.

The codes, that is, themes or ideas that appeared to concern most of the participants in both schools, became the central features for the analysis, for example, teachers' training, accommodations, collaboration with parents and diagnostic centres etc. After I identified patterns in the data, I had to choose a theory to give direction and order to the analysis (Pole and Morrison 2003).

I chose activity theory for the analysis of my data in order to investigate the perspective of the different groups of participants and the relationship between them as well as the relationship between the participants and the tools, the rules, the community and the division of labour and how these influence the achievement of participants' goals. Patterns in teachers', students' and parents' needs became the focus of my analysis as well as the contradictions in the achievement of the participants' goals.

Then, the initial codes and themes identified became the tools, objects and goals of participants. For example, the theme of teachers' knowledge of dyslexia became an object in the activity system of both school 1 and 2 in figure 6.1 since it concerned both EFL teachers that became the subjects of the activity system. I used the extracts from teachers' interviews relevant to this theme as evidence for my analysis, for example, extract 1 in 6.2.1 for EFL teacher 1. The teacher in this extract refers to the collaboration with advisers and seminars that I asked her about, which both became 'how artifacts'. Knowledge of dyslexia and

collaboration with specialists became ‘what artifacts’ in the LEA’s activity system and they were drawn from my professional experience.

I looked for evidence in the data from other participants and I found evidence from all parents in school 2 (see 6.2.2). Parents became part of the community of school 2 in figure 6.1. I looked for rules that created a contradiction and I identified lack of funding and policy from my professional experience or the adviser’s lack of knowledge of dyslexia that was mentioned by EFL teacher 2 (see extracts 8 and 9 in 6.2.1).

I also used extracts from my field notes when I did not have a recording of the evidence I needed to support my argument. For example, in extract 22 in 6.2.4 I used fieldnotes to demonstrate the role EFL teacher 2 played in the seminar on learning difficulties she attended.

Although my study is not an intervention study I gave advice and information to headteachers, teachers, students and parents during or after the study (see also 4.3.1 and 4.3.2). I did this because I was asked to mainly by teachers and parents and because I felt that all the participants spent much time answering my questions and they deserved to gain something out of it. I made sure that it was ethical to give this information and that it was accurate through ‘member checking’, that is, by asking students which information they wanted the teachers to have. However, I did not force teachers to follow my suggestions and I did not check whether they followed them. Instead, I discussed their feasibility with EFL teacher 2 (see 4.5.2).

## **5.8 Conclusion**

In this chapter I presented the methods I used for the data collection and analysis of this study. I used multiple methods, observation, interviews and documents in order to triangulate the data. I analysed the data using activity theory that enabled me to include the

themes I had identified through coding, for example, teachers' knowledge, differentiated teaching and assessment as objects of participants. The findings of the study are presented in chapters 6-9, starting with the analysis of perspectives on teachers' knowledge.

## **CHAPTER 6: ANALYSIS OF PERSPECTIVES ON TEACHERS' KNOWLEDGE OF DYSLEXIA**

### **6.1 Introduction**

The purpose of this chapter is to analyse the data of my study and its aim is to look at the themes that are related to teachers' knowledge of dyslexia. In section 6.2 the theme of teachers' knowledge and training on dyslexia is addressed from the teachers' and the parents' perspective. In section 6.3 differentiated teaching is discussed and in 6.4 collaboration of the school with parents is presented. The analysis, using activity theory, aims to show the systemic contradictions between what participants want (their goals) in terms of the above themes and what happens in reality. The data used in this chapter and the other analysis chapters come from transcribed and translated Greek interviews with participants. The original data extracts from interviews are in Appendix 4. The data also include field notes on lesson and staff room observations the complete parts of which are in Appendix 5.

### **6.2 EFL teachers' knowledge/training on dyslexia**

This section deals with the recurring theme of teachers' knowledge and training on dyslexia. EFL teachers' 1 and 2 interviews are used as evidence. The analysis shows that EFL teacher 1 and 2 would like to have training on dyslexia but it was not offered to them either in their initial training or their in-service training by an adviser.

#### **6.2.1 EFL teacher 1 and 2's knowledge/training on dyslexia**

A recurring theme in the interview with the EFL teacher of School 1 is her lack of knowledge of dyslexia and training on how to work with students with dyslexia. She believes

that she needs someone, preferably the adviser to give her examples of written work of a student with dyslexia in order for her to be able to identify dyslexia (extract 1, lines 31-5). Unfortunately, no seminars on dyslexia had been organized either by the LEA where the school belonged or another LEA in Athens where this teacher worked before (lines 36-8).

30 T 1 ... someone is needed to inform teachers with real examples and not  
31 very theoretically, with examples ... from written work  
32 M the adviser  
33 T 1 If the advisers have a specialization even better because they can  
34 tell you what to do as well....  
35 M have any seminars taken place?  
36 T 1 Look in Athens A while I was in the office I knew what  
37 seminars were given, they didn't give any [seminars] on the specific  
38 topic [dyslexia] and generally on languages...  
Extract 1: Interview with T1/13-11-06/lines 30-41/Appendix 4.1

She is also concerned about being able to give George (student 1) a fair test:

T1 [I want someone]... to tell me how his mind works, that is, if I give him a task how his mind may work in comparison to another student's mind ...  
Extract 2: Interview with T1/13-11-06/Appendix 4.1

She would be willing to use dyslexia-friendly methods with all the students if someone trained her on that:

T1 if someone gave me some guidelines the method may have been interesting and I could use it with other students as well but since I don't know...  
Extract 3: Interview with T1/13-11-06/Appendix 4.1

She does not know how to motivate the student or how to make him understand the lesson either which means she cannot include him in the lesson. She attributes this to the lack of in-service training on dyslexia:

T1 ... but if I don't know what could motivate the student more and make him understand better what I am saying...  
Extract 4: Interview with T1/13-11-06/Appendix 4.1

The EFL teacher of School 2 complained like EFL teacher 1 about the lack of training on dyslexia at university:

T2 not that at university they had cared to inform us  
Extract 5/Interview with T2/23-2-07/lines17-18/Appendix 4.5

T2 ...there isn't any special reference even though it is a problem that we meet in more and more children  
Extract 6: Interview with T2/23-2-07/Appendix 4.5

She also complained like EFL teacher 1 that the seminars offered are too theoretical and not practical and specific to EFL teachers:

T2 ... and the seminars unfortunately are totally theoretical and they are not at all practical... I am an EFL teacher I would be interested to see something on EFL ...  
Extract 7: Interview with T2/23-2-07/lines 54-57/Appendix 4.5

EFL Teacher 2 believes that the EFL adviser at Athens C LEA should be trained on dyslexia and organise seminars on the issue:

T2 ... and the adviser should be trained ... the adviser himself should know and do [seminars]  
Extract 8: Interview with T2/23-2-07/Appendix 4.5

I also asked EFL teacher 2 if there is an adviser who can talk to the teachers on the issue of dyslexia. She said that there are advisers but they do not come to the school and if they come, they do not say anything useful (extract 9). EFL teacher 2 may believe that EFL advisers are not trained on dyslexia issues (extract 8) and are unable to say something useful on the issue.

M Are there advisers who can tell you about these issues?  
T2 There are advisers. There are for sure, the issue is whether they come and say something useful.  
Extract 9/Interview with T2/2-03-2007/lines 418-423/Appendix 4.5



Probably because no training on dyslexia was offered by Athens C LEA that year, later on during my study in School 1 EFL teacher 1 decided to look for courses privately. She found one organized by the Hellenic-American Union in April during a weekend which was for EFL teachers specifically and was entitled '*accommodating dyslexic learners*' and she wanted to attend it (Interview with T1/19-1-07/lines 33-37/Appendix 4.1, 5). She mentioned she would have to pay 300 euros for this course but she insisted that she wanted to attend it (interview with T1/10-01-07/lines 46-47/Appendix 4.1, 6). I told her I had registered to attend a conference on special needs. Unlike that conference, this seminar would be specific to dyslexia in EFL and that was why she was interested in it:

T1      this is specific because it is ... about EFL classes, do you understand? I am interested in it. It is not of general interest, the Union does it about how you can help the students, how you can spot them, how you will understand whether they have a problem

Extract 10: Interview with T1/19-01-07/Appendix 4.1

She said she would attend it if she could afford it because the fees were expensive:

T1      ... I will probably attend it, if I can afford it [at the time] I will attend it.

M      it is 300 euros as well

T1      yes it is not a little

Extract 11: Interview with T1/19-01-07/Appendix 4.1

Therefore, the object of being trained on dyslexia issues was probably accomplished through the agency of EFL teacher 1 but without collaboration with the EFL adviser (see Figure 6.1).

The above evidence supports the finding that EFL teacher 1 and 2 wanted to be trained on dyslexia issues. They did not receive such training at university.

### 6.2.2 Parents' perspective on teachers' knowledge and training

Stathis' father (F2) also told me that he wants teachers for his son who know their students' difficulties and what to do about students with dyslexia:

F2     the most important thing is for the teacher to know what [difficulty] the student has.

M     Yes.

F2     to know and be conscious as an educator ...

Extract 12: interview with Stathis' parents/25-02-07/lines 124-126/Appendix 4.9

Both Stathis' mother (Mo2) and father (F2) complained that teachers know almost nothing about dyslexia and especially in primary school:

F2     ... in schools I'm telling you with certainty teachers are completely ignorant, especially in primary school

Mo2   In primary school nobody told us what Stathis is doing ...

F2     They rather did harm in primary school ...

Extract 13: interview with Stathis' parents/25-02-07/Appendix 4.9

Later both parents confirmed that even if the teachers were good, they did not know anything about dyslexia (interview with Stathis' parents/25-02-07/lines 25-27/Appendix 4.9, 3).

Petros' mother (Mo3) also complained about the lack of information for teachers on dyslexia in two instances. In the first she reports what a specialist from a state diagnostic centre told her (extract 14, lines 374-6) and then she talks about the teachers in the local primary school and in School 2 (lines 379-380):

374 Mo3 ... 'teachers are not informed and they cannot be informed with just

375     one seminar or two', she says. And neither do they learn it [about

376     special needs], they are not in the position to

377 M   Haven't these people done an MA or something like that? Do they just

378     attend a seminar?

379 Mo3 Yes all of them ... from the primary and the secondary school

380 teachers to EFL teacher 2 ..., have no special [training on Special Needs], all  
of them.

Extract 14: interview with Mo3/11-3-07/Appendix 4.10

Petros' mother talks about how primary and secondary teachers constructed dyslexia as laziness and lack of study (extract 15, lines 168-170). She also spoke about the EFL teacher at primary school who did not know what dyslexia is (lines 170-175):

168 Mo3 ...That is, primary and secondary teachers refused to accept it. I  
169 told you that [they said that] it [dyslexia] is laziness and that he  
170 doesn't study... the EFL teacher that we have in the  
171 school...

172 M Are we talking about the primary school?

173 Mo3 If, she says, they have a problem I will leave them on the  
174 side [ignore them] and I will not deal with them at all.

175 M So, she considered the problem as mental right?

176 Mo3 Yes, yes, that is, she didn't even know what it is.

Extract 15: interview with Mo3/11-3-07/Appendix 4.10

Thodoris' mother (Mo4) also complained about teachers' lack of knowledge and training on dyslexia. She said that secondary school teachers do not know the difficulties that students may face and for this reason they did not believe that her daughter had dyslexia (extract 16, lines 90-3). Therefore, these teachers did not show 'extended professionalism', that is, they did not respond to parents' concerns with sensitivity and respect (Griffiths et al (2004). In primary school they did not even know what dyslexia is (lines 100-101):

90 Mo4 Many don't know exactly the difficulty that the child may have.

91 For example, for my Evi they said 'ah her aunt did something and she  
92 gave [Evi] the paper' [diagnosis] ... they can't understand that the  
93 child has received enough support, she has done well, she has a good  
94 intelligence test...

96 M They [teachers] don't know about it [dyslexia diagnosis], unless the  
97 parent goes to tell them.

98 Mo4 Yes, and when you go and tell them

99 M Again

100 Mo4 They are ignorant, they haven't studied. I don't know, in primary  
101 school they don't know at all what it [dyslexia] means.

Extract 16: interview with Mo4/11-04-07/lines 90-100/Appendix 4.11

In another instance, Thodoris' mother complained about teachers' lack of training and knowledge where she mentioned something similar to what Petros' mother said regarding teachers' construction of dyslexia as laziness, boredom and naughtiness:

Mo4 ... teachers should know, [but instead] they tell you 'he is lazy, he is bored, [although he is] such a clever child'. But he is not lazy, he is not bored. Or 'he is very naughty', he is not naughty, he is hyperactive. Something is wrong for him to be hyperactive, the teacher doesn't know that.

Extract 17: interview with Mo4/11-04-07/Appendix 4.11

Later she confirmed teachers', especially old teachers' lack of knowledge and negative construction of students with dyslexia:

Mo4 teachers, especially the old ones, don't have the [required] knowledge; all they can say is that they are lazy, naughty, rude, and much more ...

Extract 18: interview with Mo4/11-04-07/Appendix 4.11

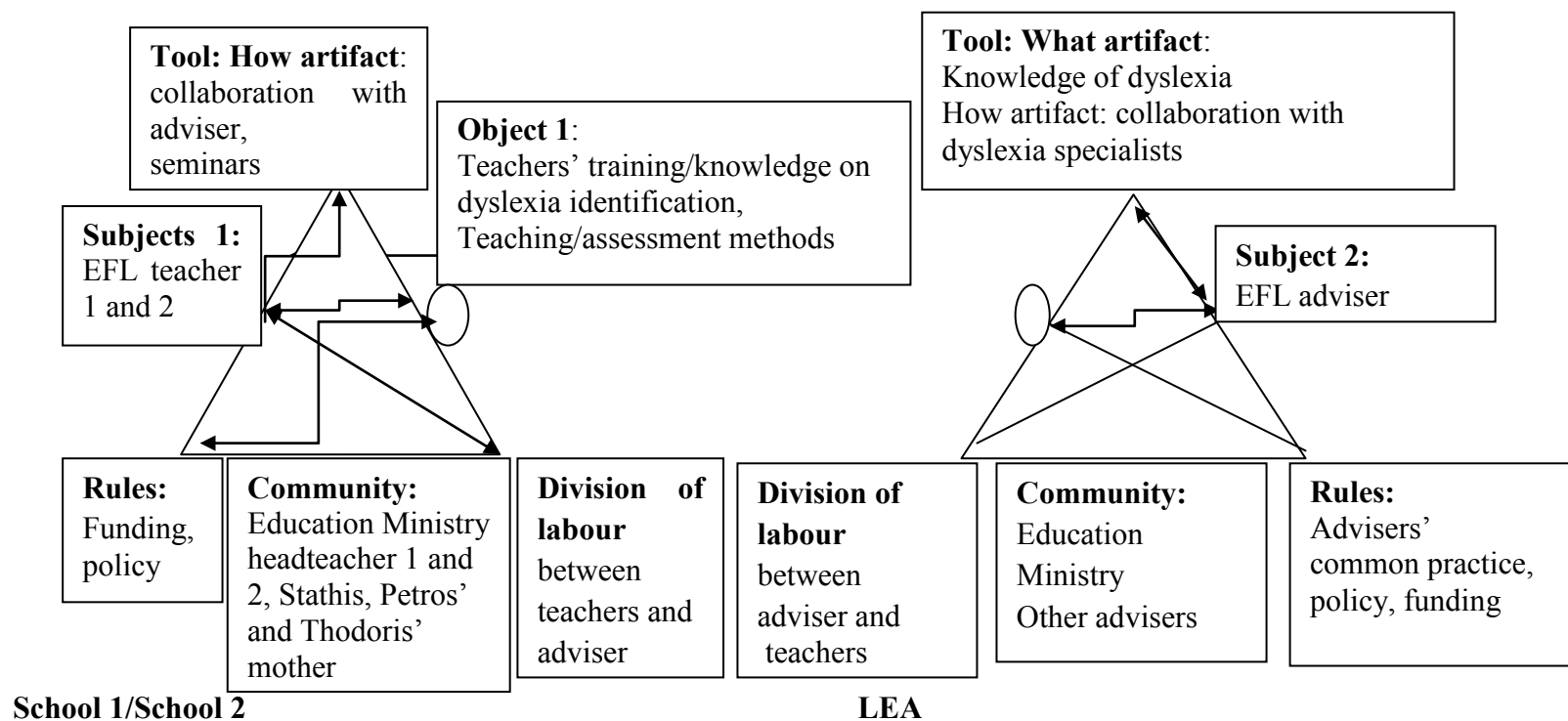
Therefore, according to the interviews with Petros' and Thodoris' mother, primary and secondary school teachers because of their lack of knowledge on dyslexia, construct students with dyslexia as 'lazy', 'bored', 'naughty' and 'rude'.

In Figure 6.1 the activity system of schools 1 and 2 and that of the LEA where the adviser belongs are presented. Both the teachers and the adviser work under the Education Ministry's policy but they belong to different activity systems where they have to follow different rules according to the different institutions they work in; teachers work in schools while advisers are based in LEAs and visit schools (Engeström et al 1995). For this reason I am using third generation of activity theory (Engeström 2001).

EFL teacher 1 and 2 (subjects 1) wish to have training on dyslexia preferably from a trained adviser (object). Stathis', Petros' and Thodoris' mother would also like their children

to have trained teachers. One analysis might be that since the advisers' role is to train teachers and give advice to them, the adviser in Athens C LEA probably shares the same object as teachers and mothers. The adviser may either have knowledge of dyslexia, which could be called a 'what artifact' or if s/he does not have the knowledge s/he may have the ability to collaborate with specialists who have knowledge of the issue. The adviser's collaboration with specialists and the teacher's collaboration with the adviser can be considered 'how artifacts'. This analysis could indicate how the object 1 of training on dyslexia identification and dyslexia-friendly teaching and assessment can be achieved. The absence of what and how artifacts to support the collaboration of EFL teachers with EFL advisers at the time of the data collection, is a systemic contradiction.

As the EFL teachers and EFL advisers do not collaborate on dyslexia issues, there is no boundary crossing, a 'collective concept formation' that takes place when professionals from different backgrounds collaborate and exchange ideas and concepts, between the EFL adviser and the EFL teachers (Engeström et al 1995; Daniels et al 2007a). One reason could have been lack of funding and policy (rule) or the adviser's lack of knowledge of dyslexia (what artifact). As the EFL teachers and the EFL adviser do not collaborate during my study, Engeström's (2001) third generation of activity theory is not fully used at this point to include object 2, a collectively meaningful object and 3, a jointly constructed new object.



**Figure 6.1: Summary of activity systems of School 1 and 2 and LEA of Athens C**

### 6.2.3 New tool from Petros' mother

Given that Petros' mother did not receive the information she would have liked from the primary school (extracts 15 and 16), she thought of organizing seminars for parents through the parents' association in which she is member herself:

Mo3 the parents themselves with some information they should

M organize something, somebody can come and talk to them ...

Mo3 we may be able to do so through the parents' association because I was elected as a cashier and s/he can talk about these children ...

Extract 19/Interview with Mo3/4-5-07/Appendix 4.10

The parents' association had already invited a psychologist to talk to parents about children's stress and ways of dealing with it (interview with Mo3/4-5-07/Appendix 4.10, 3). Petros' mother intended to bring the topic of dyslexia to the parents' association so that the psychologist could refer to it in a seminar (extract 20). She intended to mention the difficulties students face, so that if a parent thinks his/her child has these difficulties, then they can go to a diagnostic centre to make an appointment for an assessment (extract 21).

Mo3 I can bring it to the council there, so she can refer to it, if [the parents] see some symptoms or the children themselves ... either the mistakes, either the distraction of attention, either some difficulties they have.

Extract 20/interview with Mo3/4-5-07/ Appendix 4.10

Mo3 Some information can be given on this topic and if a parent or a child thinks that he has symptoms, he can go to the centre to make an appointment, to go to do the tests.

Extract 21/Interview with Mo3/4-5-07/Appendix 4.10

Therefore, Petros' mother as part of the parents' association has created a tool that could solve the contradiction in the activity system of School 2 (Figure 6.2) that is created by the lack of teachers' training and the inability of teachers to inform parents about dyslexia issues. Figure 6.2 shows the mothers' object of being informed about dyslexia issues in the parents' activity system and the goal of taking children for an assessment that can be

accomplished by organizing seminars on the topic through the parents association. The activity system of School 2 is also included. The Figure shows that there is no collaboration between teachers and parents on the issue of parents' information which creates a contradiction. There are contradictions in the activity system of School 2 as teachers are not involved in informing parents on dyslexia issues in seminars. I use the third generation of activity theory but I do not fully follow Engeström's (2001) model to include object 2, a collectively meaningful object and object 3, a jointly constructed new object as I do not have evidence of teachers and parents collaborating.



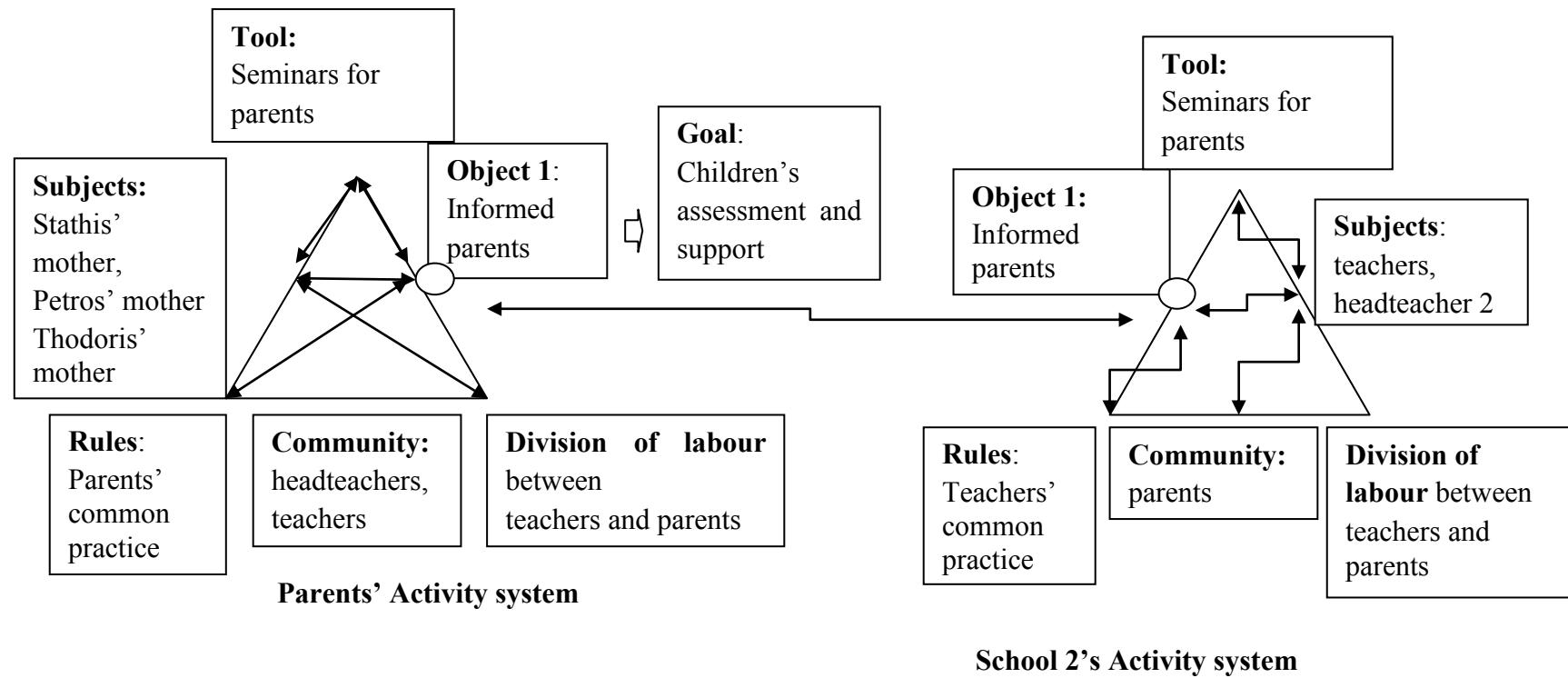


Figure 6.2.: New tool of Petros' mother

The evidence presented in 6.2.2 and 6.2.3 supports three findings:

- 1) Parents believe that primary and secondary school teachers have negative views of their children because of their dyslexia.
- 2) Parents believe that teachers do not have much knowledge on dyslexia or how to work with learners with dyslexia.
- 3) One of the parents, Petros' mother created a new tool for the information of parents: seminars through the parents' association.

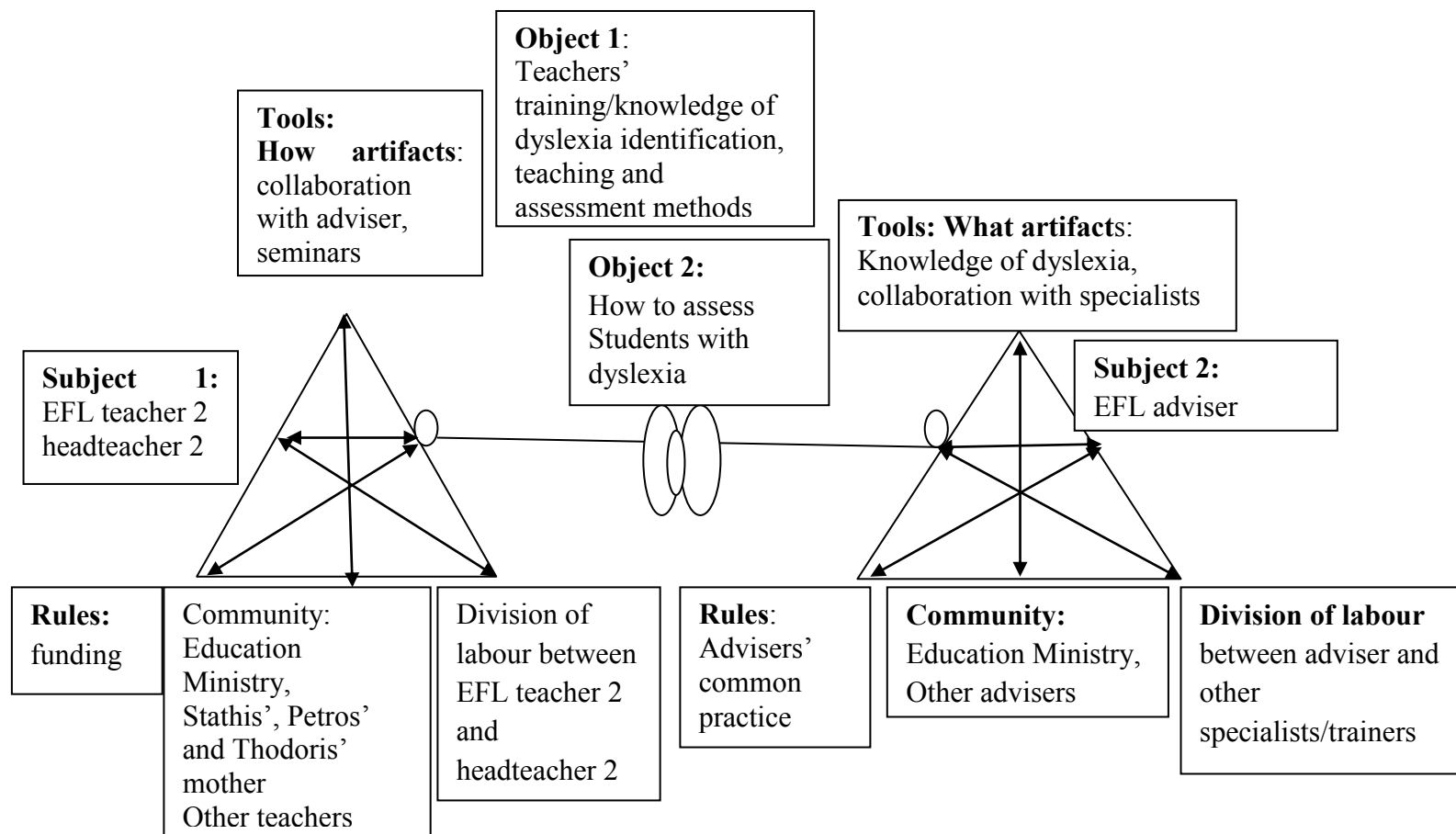
#### **6.2.4. EFL teacher 2's training by the EFL adviser**

The last day of my fieldwork in School 2 EFL teacher 2 mentioned she wanted to apply for a course on learning difficulties and she gave me the information so that I could also apply. She asked me to write what we did during my study in her school so that she could add it to her CV and apply for a seminar on learning difficulties (Field notes 19-06-07, Appendix 5.2.6). In April 2008 EFL teacher 2 attended the course on learning difficulties organized by the Department of Primary Education of the University of Athens that we had both applied for in June 2007. During this period we discussed further professional development studies issues and she mentioned she wanted to follow an MA in psychology possibly including special needs (Field notes 22-04-08, Appendix 5.2.8).

EFL Teacher 2 also attended a seminar on learning difficulties in February 2008 organized by the EFL adviser of Athens C for EFL teachers which I also attended. She was very active in this seminar:

EFL Teacher 2 represented her group and expressed her opinion and worries throughout the seminar. She asked questions to the psychologist and the adviser about assessing students with dyslexia and general learning difficulties at school.  
Extract 22: Field notes 16-02-08/Appendix 5.2.7

Figure 6.3 shows the development in the activity system of School 2 and that of the LEA. Engeström's (2001) third generation of activity theory is used. Eventually object 1 in Figure 6.3 of receiving training on dyslexia by an adviser was accomplished by EFL teacher 2 through her own agency a year after my research study. Headteacher 2 probably informed EFL teacher 2 on the training that existed and for this reason she is in the subject position. Extract 22 provides evidence of the development of an object 2, how can EFL teachers assess students with dyslexia, which was developed collectively through the discussion of the EFL teacher with the adviser and the psychologist that was invited. I do not include object 3 as the subjects do not work on how to collectively assess students with dyslexia. Therefore, third generation of activity theory is not useful when subjects work individually on an object.



**Figure 6.3: Development in the activity system of School 2 and the LEA**

In this section I have shown that EFL teacher 2 achieved her object of receiving training on dyslexia by the EFL adviser the year after my study.

### **6.3. Differentiated teaching**

Differentiated teaching is also related to teachers' knowledge of dyslexia. Differentiation is not only about making school work and the texts used in class more accessible for students with dyslexia but also about making their assessment more appropriate and effective (Reid 2009). Differentiation enables pupils to demonstrate what they can achieve and experience satisfaction in their learning (Crombie 2000). Knowledge and training on dyslexia would enable teachers to differentiate their teaching for students with dyslexia. There is data from EFL teacher 1 and 2 on the issue. The analysis shows that both EFL teacher 1 and 2 would like to differentiate their teaching for the students with dyslexia in their classes but they do not have the knowledge and the information they need to do so. In the following section I discuss the concept of differentiated teaching and in chapter 8 I discuss differentiated assessment in the form of exam accommodations for students with dyslexia.

EFL teacher 1's goal was to use different methods or to differentiate her material for George and maybe for other weak students in her class. She recognises that she may not be using the right method for students with dyslexia (extract 23, line 232).

230 M: can you teach [students with dyslexia]? Do you have the confidence?  
231 T1: I have the confidence but if I don't know what problem exactly they  
232 have (pause). I may obviously not be using the right method for them, I  
233 simply can't have one method for them in class and  
234 another method for the rest of the class  
Extract 23: interview with T1/13-11-06/Appendix 4.1

She does not differentiate the teaching material and methods for George in class because she does not know his needs and difficulties in EFL (extract 23, lines 231-2) as he refuses to write at home. He does so because he finds it difficult as he admitted to me:

M do you find it difficult to write essays at home?

G in English?

M mmm

G what is that? [laughing] ...

Extract 24: Interview with George/19-01-07/Appendix 4.2

George also refuses to participate in class unless he is sure about the answer. In the interview at his house George said that he does not participate because he may make a mistake and his classmates may laugh at him, something they have already done which annoys him:

G I don't participate much because I believe that, I am afraid that when I read something I may make a mistake and they make fun of me.

M you shouldn't think of it like that, though.

G I think of it I know that, I have (3 secs) proof that they laugh. Ok they may do it for fun but it annoys me ok.

Extract 25: Interview with George/19-01-07/Appendix 4.2

In fact, George participates even in a whole class EFL lesson but as the EFL teacher said he only '*gives the safe answers*', he says '*a word that he knows how to say it*' (Interview with T1/9-2-07/lines 186, 189/Appendix 4.1, 10).

The fact that the student with dyslexia does not participate in the lesson very frequently does not help the teacher identify his strengths and weaknesses or motivate her to deal with his difficulties in a different way as she has told me at an interview:

T1 ... what does he do well? (3 secs) ok I can't really say something specific that he does well because he doesn't even try to do most things so how should/can I know what he does well, that is, he doesn't even feel like trying to do something so that I can understand if he can do well in any area.

Extract 26: Interview with T1/09-02-07/Appendix 4.1

In the first interview she said she finds it difficult to use a different pedagogic method for him than for the rest of the class (extract 23, lines 233-4) because she lacks the knowledge to do so (extract 2 in 7.1). She also finds it difficult to find special material for him because she lacks the knowledge to do so:

M About teaching material as far as I understand there isn't ...

T1 Something special for them no because I haven't got the training to be honest

Extract 27: Interview with T1/19-01-07/lines 9, 20/Appendix 4.1

EFL teacher 2 complained that the diagnosis of the students with dyslexia does not include teaching advice:

T2 This paper is never accompanied with advice on how I should deal with the problem.

Extract 28: Interview with T2/02-03-07/lines 361-2/Appendix 4.5

EFL Teacher 2 also thinks that the diagnosis that students with dyslexia receive from the diagnostic centres is inadequate because it is identical for all students, which means that it does not specify the individual student's needs:

T2 When we have ten children and they all bring papers that are like photocopies... the only thing [that differentiates them] are the stamps they put on. I'm sorry but this tells me that ... we don't know anything

Extract 29/Interview with T2/2-03-07/Appendix 4.5

I also talked to EFL teacher 2 about the Education Ministry's guidelines to teachers. She said that they only deal with the oral examination and the spelling mistakes that students with dyslexia make (extract 30, lines 371-373) but they do not mention anything about supporting the students in class (lines 375-6).

371 T2 My child the only thing we know is that we don't take notice of the

372 spelling mistakes and we examine the student orally and we count on his

373 oral examination.

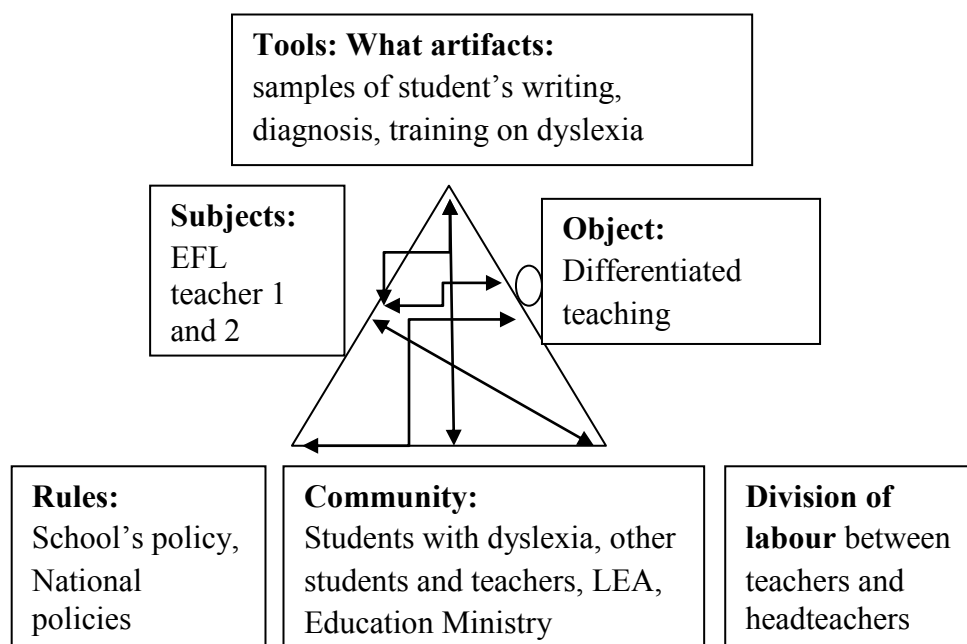
374 M Yes, otherwise it doesn't say anything else.

375 T2 Otherwise it doesn't say anything else and it doesn't tell me what to do

376 when I teach to help the child.  
Extract 30/Interview with T2/02-03-07/Appendix 4.5

Therefore, the lack of knowledge on dyslexia and the lack of information on the students' needs were two problems in the teachers' efforts to reach their object of differentiating their methods. The lack of tools created a contradiction in the activity system. Figure 6.4 presents the objects and goals that EFL teachers 1 and 2 have for students with dyslexia. EFL teacher 1 and 2 are the only subject of learning for the goal of differentiated teaching as it does not appear to be students' with dyslexia object. The idea of differentiated teaching does not appear to concern them probably because it is not a common practice in Greek schools so they are not aware of that as an option. I use the second generation of activity theory because the EFL teachers are guided by the school's policy and the Education Ministry's guidelines in their work (rules in Figure 6.4.). These rules create another contradiction in the activity system as the policies do not provide any information on differentiation.



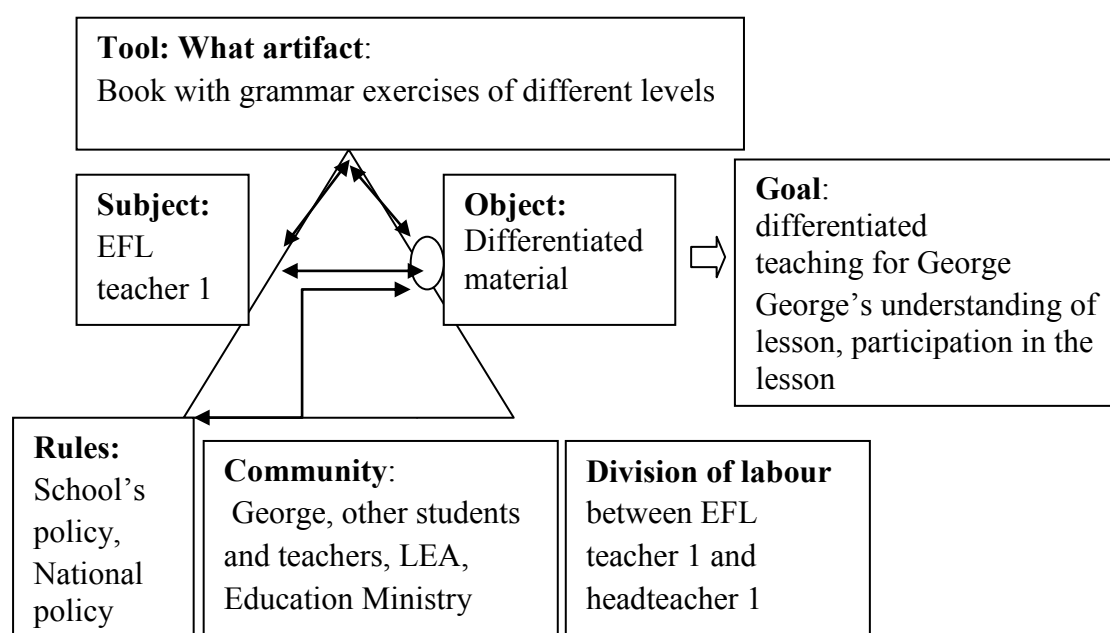


**Figure 6.4: Differentiated teaching**

Later in the study, EFL teacher 1 thought of using a book that has activities for different levels in grammar (extract 31, lines 12-14). In this way the students who have lower levels of English in the class could benefit as they would find the activities easier to do (lines 15-17). This approach means that the teacher was working on the idea of differentiated teaching in her mind and she has found a solution to the problem, a new object to work on: differentiated material and a specific 'what artifact' that can help her implement this.

- 11 T1 The only thing that I have thought of using, but this doesn't have to do  
 12 with the specific children, ... there is a book in Kosmos that has activities  
 13 mainly in grammar that, let's say, it tests a grammatical phenomenon  
 14 with activities of different levels [of difficulty], that is maybe by giving  
 15 something simpler, in a simpler form, someone may find it easier but this  
 16 may make it easier  
 17 M for anyone  
 18 T1 for the children that have different levels mostly.  
 Extract 31: interview with T1/19-1-07/Appendix 4.1

Figure 6.5 presents the new object and what artifact that EFL teacher 1 has developed through the process of participating in my study. George is not a subject because EFL teacher 1 explored the problem and found a solution on her own and did not seek George's opinion. Therefore, George is not involved in solving the problem and he is a member of the wider community like the other weak students in the class. I use second generation of activity theory because the teacher has George and the other weak students in her mind when she is thinking of differentiated material. She also has to plan her lessons having the school's and the Education Ministry's policy in her mind which do not mention anything about differentiated material and create a contradiction in the activity system.



**Figure 6.5: EFL teacher 1's new object**

In this section I have shown that both EFL teacher 1 and 2 faced difficulties in differentiating their methods for students with dyslexia. EFL teacher 1 identified a new tool: differentiated material.

## **6.4. Collaboration between parents and teachers**

Collaboration between parents and teachers is another issue that is influenced by teachers' knowledge. This issue is discussed in this section using evidence from EFL teacher 1 and interviews with George's parents from School 1 and all participating mothers from School 2. Contradictions emerge around the meeting and collaboration of teachers and parents in both schools.

### **6.4.1 Collaboration between parents and teachers in School 1**

EFL teacher 1 told me that she would like to meet the student's parents to get information about his background in EFL and his general difficulties with studying:

M He hasn't had any practice so he doesn't remember

T1 Look I don't know when he did these because his mother hasn't come to talk to me. ... ok they [parents] know things about their child, he is their child and they have followed his progress so many years. It would be useful if all these people come by and talk to you and tell you how he has reacted generally to the process of studying the rest of the years so that you know with whom you are talking...

Extract 32: Interview with T1/9-02-07/Appendix 4.1

George's parents complained to me about the lack of provision for George's problem from the school until last year:

M What has the school offered to you, I mean how satisfied are you? You said before that they are not informed

Mo1 No I can't say, I can't say that the school has helped me, I believe that people that had an immediate relation with the problem, whose child had a problem [helped me].

Extract 33: Interview with George's Parents/19-01-07/Appendix 4.3

The year that the study took place George's parents decided not to go to the school. George asked them not to go to talk to teachers believing that nothing could change (extract 34). He had not had any support and understanding in the previous years, apart from teachers who had children with dyslexia which is what his mother mentioned to me (extract 33).

Mo1 this year I haven't gone at all  
 F1 this year he didn't want anyone [of us] to go, [he wanted to be] alone  
 Mo1 he doesn't want anyone to go to ask this year, 'don't go to ask' he says, 'come what may', he says, 'this year' [laughing]...  
 Extract 34: Interview with George's Parents/19-01-07/Appendix 4.3

During the interview with George's parents I was also told that they were never informed by his school of the examination process, that is, the fact that the students with dyslexia go to a different school from their own to take their entrance exams for university and that the examiners there have qualifications in special needs (extract 35).

M And the treatment they receive is different, you go to a different examination centre with people who know more  
 Mo1 Ah they don't take exams in the school; they take exams in another place.  
 M In another place yes.  
 Mo1 We didn't know that. To tell you the truth we didn't know about this process at all.  
 Extract 35: Interview with Petrosarents 1/19-01-07/Appendix 4.3

This is evidence that the headteacher did not inform the parents about this issue. In fact, in a conversation with headteacher 1 I understood that he did not intend to inform parents and students about the examination way of students with dyslexia:

I went to the headteacher's office again and I said I found a circular I wanted to give to George about these students' examination way from last year that other parents may want to see. He looked at it ... I asked if he wanted me to copy the circular and he said 'what do we have to do with it?' I said parents were stressed about these exams and the fact they had to go elsewhere. He said it would come to them. I think he didn't want to be involved in informing the parents about this.  
 Extract 36/Field notes 26 and 27-01-07/Appendix 5.1.7

At the end of my study in School 1 I telephoned George as I wanted to ask him if he agreed with what I had written in my report for the EFL teacher about him, if he minded me telling the teacher these things and if he found the suggestions I was making to the teacher

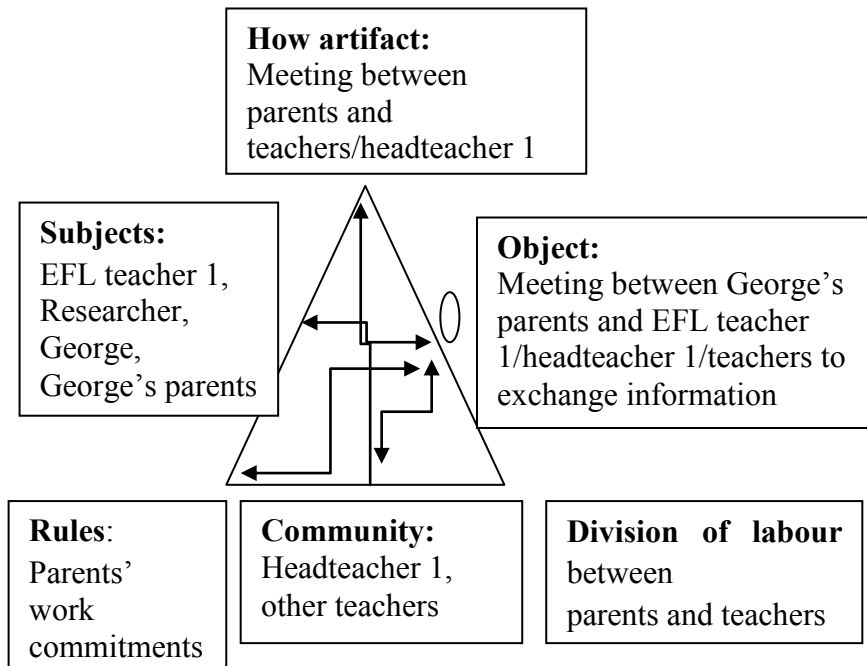
useful (Field notes 23-2-07, Appendix 5.1.8). Among other issues, we discussed the issue of his parents coming to his school. He said he did not object to their coming to the school and that they have not done so before because they both work (extract 37). This is not exactly what they had told me (extract 34). I told him that the EFL teacher needs some information from his mother and he said he would ask her to go to the school:

He doesn't mind his parents coming to school but they haven't come because both of them work and his sister took his report. He will tell his mother to come to the school because I told him that teachers need some information and collaboration with parents.

Extract 37: Field notes/23-2-07/Appendix 5.1.8

Figure 6.6 shows that EFL teacher 1 (subject) would like to collaborate with George's parents (subject) in order to know his background in studying generally and what he has done in EFL (object). This would help the teacher know how to engage with George and his difficulties. George's parents on the other hand, would like to have information from the school on their child's progress, on what they could have done about his dyslexia the previous years and on the examination process the year that the research took place (object). They did not work with the teacher on this issue but they worked with me and George. I included myself and George in the subject position as I worked with George and the EFL teacher on the issue. However, I worked separately with each one of them.

The meeting between George's parents and EFL teacher 1 was not carried out during my study. Hence, there is a contradiction here. The contradiction was probably created by George's parents' work commitments that did not allow them to come to the school or the fact that George asked them not to come to the school.



**Figure 6.6: Meeting between parents and EFL Teacher 1**

The finding supported by evidence presented in this section is that both George's parents and EFL teacher 1 wanted to meet in order to exchange information but this meeting did not take place during my study.

## **6.4.2 Collaboration between parents and teachers in School 2**

### **6.4.2.1 Meeting with teachers**

Petros' mother goes to her son's school twice a week to find all the teachers and be informed about her son's progress:

Mo3 ... I go [to the school] and I go regularly that is in the first trimester I went twice a week in order to go according to every teacher's timetable because if the break is five minutes ... that is the times that you say I will find them all, it takes usually one to one and a half week to go ... to everyone.

Extract 38/Interview with Mo3/11-03-07/Appendix 4.10

In extract 38 Petros' mother mentions the difficulty she faces when she wants to meet her son's teachers regularly. Parents are supposed to meet their children's teachers at lower secondary school once every trimester when they go to take the school report but they can also meet teachers individually in their free time. Petros' mother said she has to go twice in a week or one and a half week to find all the teachers.

Thodoris' mother also mentioned the same problem: she said that there are too many teachers in the secondary school to find them all at once:

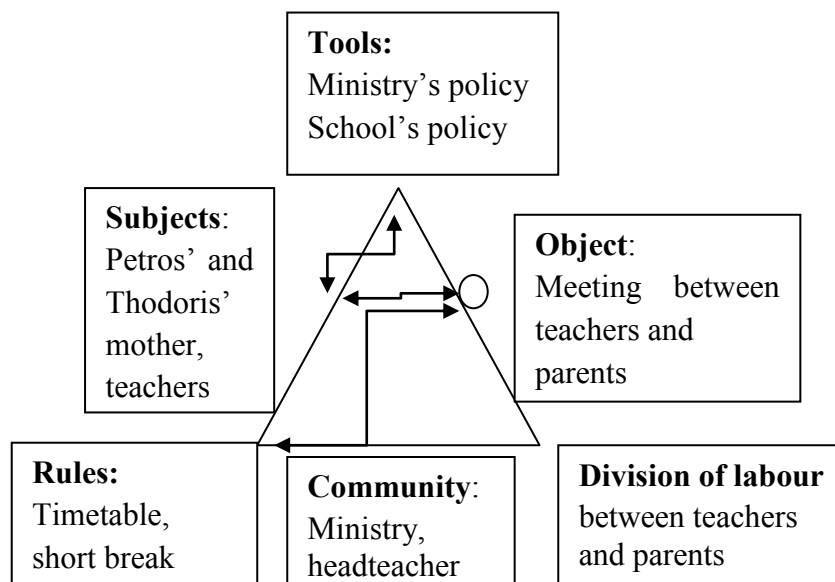
Mo4 Now there are too many teachers

M To find them all.

Mo4 You can't find them all.

Extract 39/Interview with Mo4/11-04-07/Appendix 4.11

Therefore, there is a contradiction in the object of Petros' and Thodoris' mother of communicating with teachers created by the timetable which is different for every teacher and the break which is very short (extract 38, Figure 6.7).



**Figure 6.7: Meeting between parents and teachers in School 2**

I have shown that parents in School 2 face difficulties when they attempt to meet teachers. The issue of exchanging information between parents and teachers is a recurrent theme in School 1 as well as in School 2. All the mothers talk about this issue. They think that the school should provide information to parents on dyslexia issues.

#### **6.4.2.2 Information to parents from primary school**

Stathis' mother told me that they take Stathis to a private centre where they pay for dyslexia support but only for emotional support (extract 40). They do this because at the primary school where Stathis went teachers were unaware of what dyslexia is. They never informed Stathis' parents about what Stathis did (see extract 6 in 7.1).

M Is there enough information on dyslexia, about what you should do, where you can take the child?

Mo2 Nothing, we go somewhere else separately and we pay.

Extract 40/Interview with Stathis' parents/25-02-07/Appendix 4.9

Petros' mother like Stathis' mother complained about the lack of information from the primary school to parents. The only information she obtained was from a leaflet by a private centre that she found in the schoolyard of the primary school which Petros attended:

M Now about seminars?

Mo3 [There is] no seminar, there is no information at school at all. I told you about some leaflets only like those handed for pizza or those for the English language centres that exist. Some leaflets like that made from the private [educational] sector though.

M mmm.

Mo3 That is, in the years that I have been here, there has been no reference.

Extract 41/Interview with Mo3/11-03-07/Appendix 4.10

Petros' mother said in another instance that in the primary school which Petros attended, there was no information on dyslexia and no seminars for parents (Interview with Mo3/11-03-07/extract 2/lines160-165). On the contrary, Petros' mother said that teachers refused to accept dyslexia until 3-5 years ago (see extract 15 in 7.2.2).



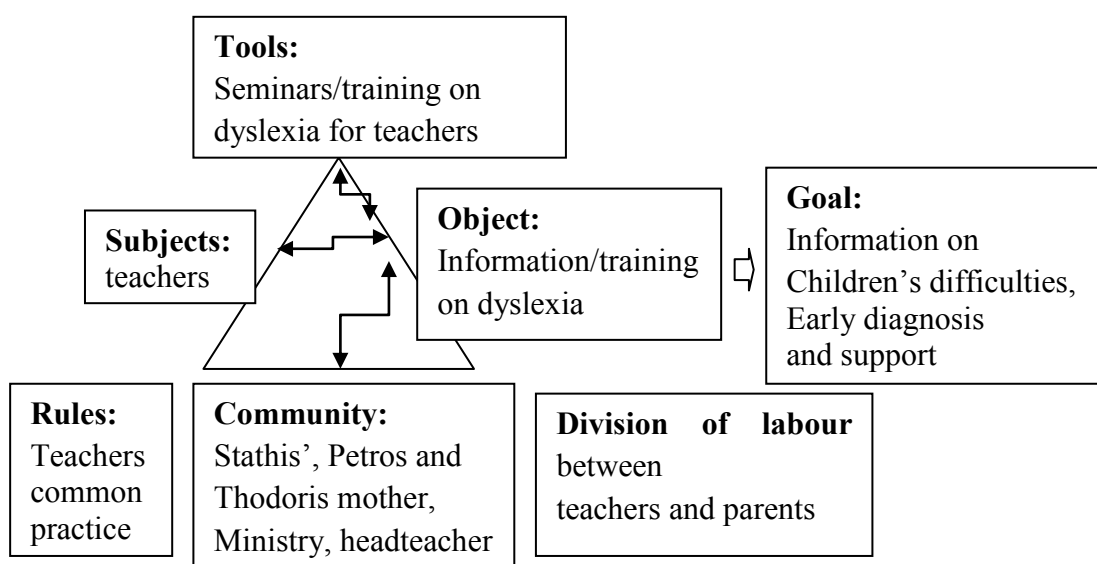
Thodoris' mother also complained about the teacher's lack of knowledge on dyslexia especially in primary school and their lack of information on students' difficulties (see extract 16 in 6.2.2). She believes nursery and primary school teachers should be informed about dyslexia and they should inform parents that their children need a diagnosis so that they can start a program early (extracts 42, 43). Otherwise, she believes it is too late if they get the diagnosis at secondary school because there would not be enough time to cover the program (extract 43). Thodoris' mother has this experience and knowledge on special needs issues because she works at a private centre for special needs.

Mo4 Even in nursery you can identify the children that face difficulty... neither is [the nursery school teacher] informed to be able to understand. Because if they [nursery school teachers] knew parents would be helped, they could find it [dyslexia] earlier.

Extract 42/Interview with Mo4/11-04-07/Appendix 4.11

Mo4 In primary school where the children are younger and they [teachers] should identify it [dyslexia], because, if teachers identified it at a very young age then the child would follow a good program starting in year 1 or 2. This child would have many chances to do very well afterwards ... they [children] come in first year of secondary school, second year of secondary school and they [parents] say 'dyslexia diagnosis' and parents take their children to start a program. How many school years can s/he make up for my girl?

Extract 43/Interview with Mo4/11-04-07/Appendix 4.11



**Figure 6.8: Primary school's activity system**

In Figure 6.8 the activity system of the primary school where Stathis, Petros and Thodoris went is presented. Stathis', Petros' and Thodoris' mother (community) would have liked their children to have trained teachers (object) so that they could have information on their children's difficulties and they would have liked to have this information from teachers early enough to take the children for assessment (goal). Mothers are not in the subject position as they do not collaborate with teachers on the issue of training. Their object and goal were not met by the primary school teachers who were not informed or trained on dyslexia.

#### **6.4.2.3 Information to parents from secondary school**

Both Stathis' mother and father seemed to be pleased with the collaboration they had with EFL teacher 2 as she showed interest in informing them and showed them Stathis' work:

- M     How do you collaborate with her ... has she informed you on his difficulties?  
 Mo2   She brings us his work ...

F2 She looks for exams he has written, generally we could say she was good, she talked, she showed interest when we went for the grades as well.  
Extract 44/Interview with S2's parents/25-02-07/Appendix 4.9

Stathis' mother and father also said they were happy with the other teachers in School 2 but they were not happy with the teachers in the primary school:

M What about the provision that the school offers?  
Mo2 Well, about school provision, we are now talking about the secondary school, right?  
M Yes yes.  
Mo2 Because in primary school we were not happy.  
F2 It is a good school...  
Mo2 Ok he [Stathis] has just started, we don't have any problem, the teachers I have talked to are truly excellent.  
Extract 45/Interview with Stathis' parents/25-02-07/Appendix 4.9

However, Stathis' father got angry with a teacher who disagreed with Stathis' diagnosis and did not show 'extended professionalism', that is sensitivity to parents' concerns (Griffiths et al 2004). He thinks teachers should accept students' diagnoses because they come from specialists:

F2 Not every teacher should give his/her own opinion as if they have specialised in everything. 'I think' she says. What do you think? I would be abrupt if I talked to this teacher ... we took a paper [diagnosis] from the specialists and do you still have an opinion? She will accept it, she can't have such opinions, 'I think he [Stathis] has no such thing [as dyslexia]', I'm just giving an example.  
Extract 46/Interview with Stathis' parents/25-02-07/lines 18-22/Appendix 4.9

Therefore, the object of Stathis' parents was to have teachers for their son who would inform them about his progress. This teacher was probably not informed about what dyslexia is and was probably not sensitive enough to Stathis' difficulties, which means that mother and father 2's object was not met by a teacher in the community of School 2 (Figure 7.4).

The object of Petros' mother is also to have teachers who are more informed on dyslexia so that students with dyslexia are not seen as students of low intelligence: '*and*

*more training, so that they are not seen as mentally retarded'* (Interview with Mo3/4-5-07/Appendix 4.10, 10).

Petros' mother said she is happy with EFL teacher 2 because she shows understanding which is something that she wants from teachers:

Mo3 Well, with the specific teacher I have nothing to say, up to now she has a lot of understanding. That is, [I want] this, each teacher to have understanding...  
Extract 47/Interview with Mo3/11-03-07

Thodoris' mother is also happy with Thodoris' teachers because she talked to them about Thodoris' difficulty and they understood:

M Are the teachers good then?  
Mo4 Yes, I am pleased, that is, whenever I saw them and when I went and talked about Thodoris' difficulty they understood. Thodoris has never complained about anything, if he wants he does well.  
Extract 48/Interview with Mo4/11-04-07/Appendix 4.11

Therefore, Thodoris' mother has gone to School 2 to give her son's diagnosis and to inform the teachers about his difficulties but she does not discuss dyslexia issues with teachers in the school (extract 49) as she believes they do not have the knowledge to answer her questions (extract 50). Instead she goes to the centre where she works to ask these questions (extract 50).

M Have you been to the school, have you seen them?  
Mo4 I have given them the paper, I have talked to them... If I have a question or if I should do something I won't refer to the school.  
Extract 49/Interview with Mo4/11-04-07/lines 171-2, 174-5/Appendix 4.11

Mo4 ... and if I have some questions, I can find the answers myself at work... nobody can answer my questions at school ... they don't have the [required] knowledge...  
Extract 50/Interview with Mo4/11-04-07/Appendix 4.11

EFL teacher 2 told me that she has answered parents' questions on students' difficulties when they have showed interest but she cannot tell them what they can do for their children as she does not know (extract 51), which is what Thodoris' mother said in extracts 46 and 47.

M Have you informed them on what problems their children have?

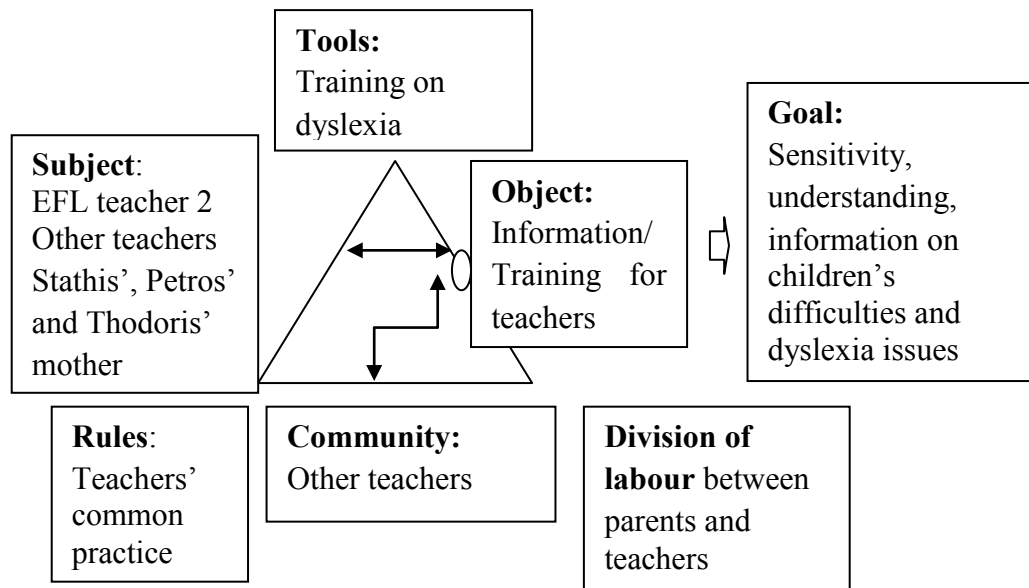
T2 Yes, of course. What they have asked me yes of course, when they are interested.

M About what they can do?

T2 I don't know what they can do.

Extract 51/Interview with T2/2-3-07/Appendix 4.5

Therefore, the object of all mothers was to have teachers for their children who are informed or trained on dyslexia so that they are informed about their children's difficulties and progress (Stathis' mother and father), so that they understand the students' difficulties and are sensitive to them (all mothers) and they can inform them about dyslexia issues (all mothers). The object of having sensitive teachers who could understand the children's difficulties and inform parents about them was met by EFL teacher 2 (extracts 44 and 47) and some other teachers in School 2 but not by the teacher in extract 46. Therefore, some teachers in the community of the activity system of School 2 might have created a contradiction in the realization of this object. The object of receiving information and provision on dyslexia issues was probably not met by any of the teachers as all mothers have mentioned teachers' lack of knowledge and training (see 6.1). Mothers are in the subject position again as there is evidence that they go to School 2 and work on the object with the teachers.



**Figure 6.9: Training for teachers in School 2**

The main findings supported by evidence presented in 6.4.2 are:

- 1) Parents from School 2 wanted to meet teachers but they faced difficulties because of the timetable.
- 2) Parents from School 2 were not informed on their children's difficulties and dyslexia issues by the primary school which their children attended.
- 3) All mothers in School 2 wanted to have teachers trained on dyslexia issues for their children and teachers who are sensitive, who show understanding and give parents information on their children's difficulties and what they can do about them.
- 4) EFL teacher 2 and some other teachers informed parents on their children's progress and difficulties but there was one teacher in the school who disagreed with Stathis' diagnosis and did not show understanding.

## **6.5 Conclusion**

In this chapter I analysed data around the issue of teachers' knowledge and training looking at teachers' and parents' perspectives. Then, I discussed two issues that related to teachers' knowledge on dyslexia: the issue of differentiated teaching and the collaboration between parents and teachers in both schools. The analysis showed that both differentiated teaching and collaboration between parents and teachers are problematic because of the lack of teachers' knowledge and training on dyslexia.

## **CHAPTER 7: COLLABORATION BETWEEN SCHOOLS AND SPECIALIST PROVISION, INTER AND INTRA-COLLEGIAL COLLABORATION**

### **7.1 Introduction**

In chapter 6 I showed that EFL teacher 1 and 2's object was to be trained on dyslexia in order to be able to achieve their goal, which is to differentiate their teaching and assessment methods and to collaborate effectively with parents. The purpose of this chapter is to demonstrate that students with dyslexia do not receive sufficient support at secondary school because the collaboration of schools with specialist provision and inter and intra-collegial communication are not always conducted effectively. To reach this conclusion, I use third generation of activity theory and the concept of 'boundary crossing' to the extent the data and focus of my study allows me to, in order to explore the issue of inter-organizational learning. Furthermore, I use second generation of activity theory to explore inter and intra-collegial communication. In section 7.2 of this chapter I explore the issue of the collaboration of schools and the EFL teachers with specialist provision. In 7.3 I investigate inter and intra-collegial communication in School 1 and 2.

### **7.2 Collaboration between schools and provision**

In this section I discuss the issue of the collaboration between schools and specialist provision, that is, between schools and specialists from diagnostic centres and advisers from the LEA.

The interview with the headteacher of School 1 showed that all the 'specialists' on dyslexia do not actually collaborate with the school and they do not visit the school even if they are contacted, because they have a lot of work to do:

- 32 M All these [psychologists, advisers] do they come to you? Do they care?  
33 HT1 Nobody ever comes. Nobody ever comes to the school. Whatever we



34 do [we do it] with our own resources and what we know  
35 M Can you, for example, contact the centre for diagnosis and support?  
36 HT1 When we contact the centres for Mental Health they always say that  
37 they have a lot of work and a lot of time passes even to give a  
38 diagnosis to a child ...

Extract 1: Interview with HT1/13-11-2006/Appendix 4.4

On the other hand, headteacher 2 told me that School 2 has collaborated with counseling centres of their LEA and specialists from the city council and with the diagnostic centres:

HT2 We have collaborated from time to time with such centres, it is the counseling centre of our LEA, the third one, and other kinds of collaborations with specialists from the city council where we often urge parents to ask for help, we have collaborated with centres like KDAY, other centres of Mental Health, we exchange ideas on pedagogical issues.

Extract 2/Interview with HT2/16-2-07/Appendix 4.12

The collaboration though that the headteacher mentioned before, is limited to completing forms, which are taken back to the diagnostic centres in order to support the assessment process. The special needs advisers from the diagnostic centres though have never visited the school but they have given guidelines over the phone instead:

M ... how is it done, do you ask them [the specialists] from KDAY to come here or do you talk on the phone?

HT2 No, no, the parents and after our advice when they visit these centres they bring us forms that we are asked to complete in order to support the specialists' work with some observations around the problem. Now I should say that ... special needs advisers haven't come to our school. We have received guidelines over the phone though for better guidance.

Extract 3/Interview with HT2/16-2-07/Appendix 4.12

In addition, EFL Teacher 2 told me that she does not collaborate with staff from diagnostic centres and that they do not come to the school or if they do, she is not aware of it (extract 4). This means that staff from diagnostic centres do not ask the EFL teachers to complete any forms and they do not give any advice to them.

M Have you ever talked to KDAY?

T2 No, I haven't, I don't know if the headteacher has done something.

M Have they ever come?

T2 I don't know, I don't think so. I haven't seen anything but it is possible that it has happened and I haven't noticed it.

Extract 4/ Interview with T2/02-03-07/Appendix 4.5

I asked EFL teacher 2 if psychologists come to the school and she replied that one did the day before but for a different reason, not for dyslexia issues (extract 5, line 394). She thinks that psychologists should visit each school at least once a week (lines 401-2):

394 T2 Psychologists at school? Yes she came yesterday but for another issue.

395 M Yes.

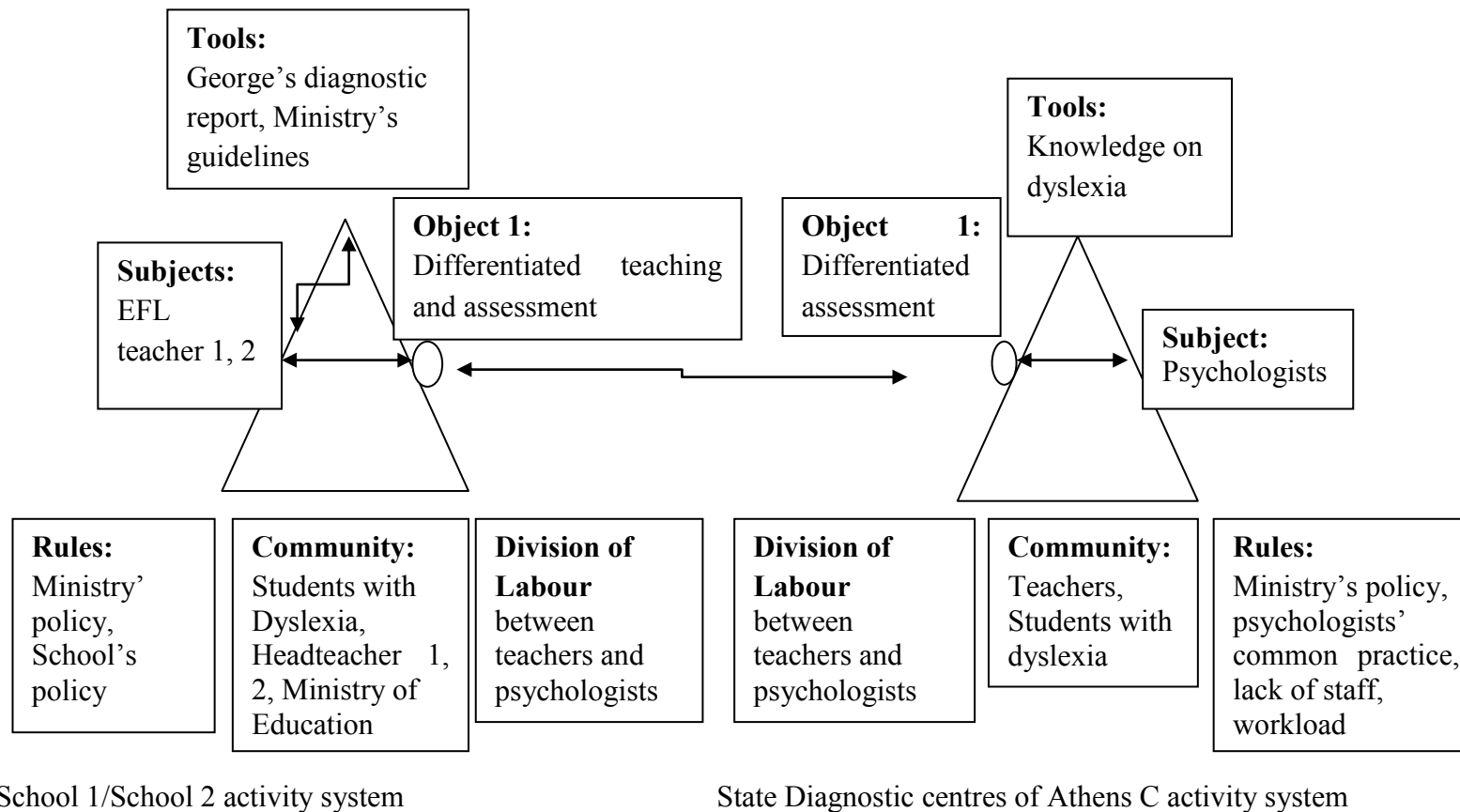
396 T2 Not for this issue [laughing]. It is presupposed that there should be  
397 psychologists in all the schools but I suppose they cost the Ministry and  
398 they haven't bothered to

399 M There is one in the city council

400 T2 And can one visit all schools? Normally there should be a psychologist  
401 in the school or one should be responsible for four or five schools so that  
402 she can be in each school once a week.

Extract 5/Interview with T2/02-03-07/lines 394-402/Appendix 4.5

Figure 7.1 displays the activity systems of schools 1 and 2 and the diagnostic centres. The diagnostic centres issue students' reports which urge teachers to examine students with dyslexia orally (object). There is also a request from the Ministry of Education (MNER 2009, 2010) for teachers to examine students with dyslexia orally. Therefore, this is teachers' object. Third generation of activity theory is used here as schools 1 and 2 are different institutions from the diagnostic centres. They each operate under different rules and follow different professional practices. I aim to show if there is learning between the professionals in these two institutions using third generation of activity theory and the concept of 'boundary crossing' (Engeström 2001; Daniels et al 2007a).



**Figure 7.1: Activity systems of School 1 and 2 and diagnostic centres**

Boundary crossing is a ‘collective concept formation’ that takes place when professionals from different backgrounds collaborate and exchange ideas and concepts (Engeström et al 1995; Daniels et al 2007a). For example, in my study Educational Psychologists from diagnostic centres can exchange ideas with teachers about form filling and about teaching strategies regarding students with dyslexia.

Daniels et al (2007a) suggest that in horizontal boundary crossing learning takes place across boundaries between departments within schools, between schools and between schools and partners such as the diagnostic centres in my study. In my study there is no horizontal boundary crossing (Daniels et al 2007a) between EFL teacher 1 and 2 and the professionals of the diagnostic centres who asked for the advice of the teacher of Greek of School 1 only and of other teachers in School 2 (see field notes 8-12-06, Appendix 5.1.5). The rules, the psychologists’ common practice or policy that requires them to collaborate with teachers of Greek and headteachers only create a contradiction. The lack of staff that creates workload for psychologists and lack of time to visit schools also create a contradiction.

Therefore, I do not use Engeström’s (2001) third generation of activity theory fully as in my study there is no object 2, an object constructed collectively by subjects after reflecting on object 1 and object 3, a shared object jointly constructed by the two activity systems (see Figure 7.1). This happens because the EFL teachers in my study are not given the chance to discuss with psychologists from diagnostic centres how to jointly achieve differentiated teaching and assessment of students with dyslexia. Therefore, I do not have evidence in order to fully use third generation of activity theory. I do not have this evidence because my study is not an intervention study that aims to bring the above people together.

In the activity system of School 1 and 2 the object of differentiated teaching and assessment, which both the EFL teachers and the policy makers are interested to achieve, is difficult to achieve in EFL due to the lack of diagnostic assessment in EFL and the lack of clear guidelines on the examination process in EFL. Therefore, it is difficult to apply the Education Ministry's guidelines regarding the oral examination for students with dyslexia in EFL and to support them in class.

I asked EFL teacher 2 if there is a special needs adviser in the LEA and she expressed uncertainty over this:

M Is there a special needs adviser?

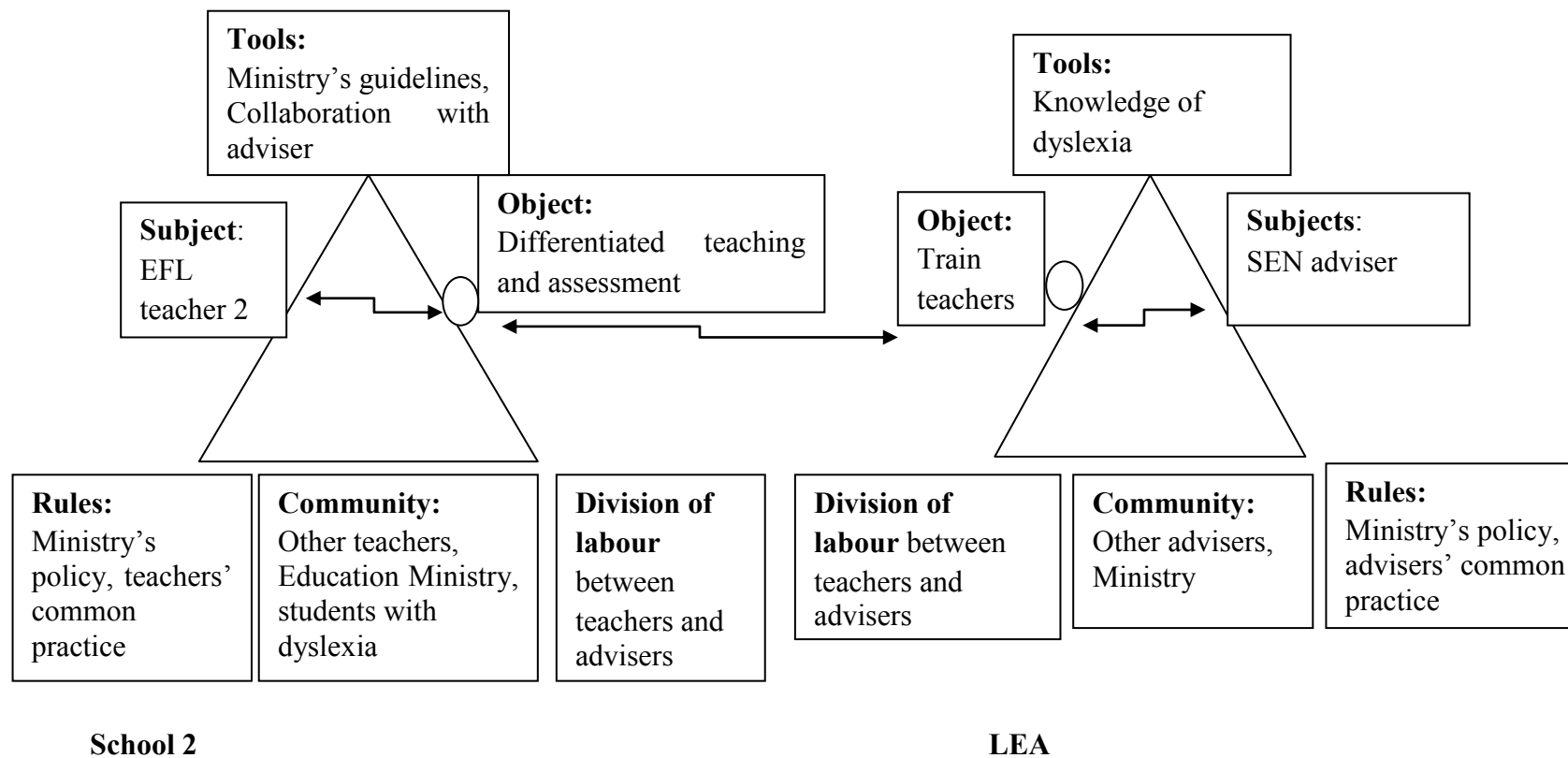
T2 I think there is but I don't know. I have no idea to be honest. No, I don't know, maybe there is.

Extract 6/Interview with T2/2-03-2007/Appendix 4.5

Advisers are based in LEAs, as I mentioned in 6.1, which means that they belong to a different activity system than School 2. For this reason, I am using third generation of activity theory in Figure 7.2 to explore the issue of inter-organizational learning between advisers and teachers. Advisers' object is to train teachers as it is part of their role. EFL teacher 2's object is to achieve differentiated teaching and assessment. As in Figure 7.1, there is no boundary crossing and inter-organizational learning between EFL teacher 2 and advisers in the LEA at the time of data collection as EFL teacher 2 did not collaborate with an SEN adviser which creates a contradiction. The rules, that is the teachers' common practice according to which mainstream school teachers do not collaborate with SEN advisers made EFL teacher 2 unaware of the tool of collaboration with an SEN adviser and caused a contradiction.

Third generation of activity theory is not fully used in this instance either as EFL teacher 2 and SEN advisers do not collaborate in order to jointly construct a new object

during my study. Daniels et al's (2007a) concept of boundary crossing cannot be fully applied in my context when there is no evidence of contact or collaboration between professionals.



**Figure 7.2: Activity systems of School 2 and LEA of Athens**

In this section I showed that EFL teachers in School 1 and 2 do not collaborate with specialists from diagnostic centres or from the LEA in order to offer differentiated teaching or assessment to students with dyslexia. Therefore, there is no inter-organizational learning and boundary crossing between EFL teachers and specialists.

### **7.3 Intra and inter-collegial collaboration**

#### **7.3.1 The parents' perspective in School 1**

I next investigate whether teachers in School 1 collaborate with each other for dyslexia issues. I explore the issue from the perspective of the parents, the student, the headteacher, the EFL teacher and the teacher of Greek of School 1.

George's parents were especially disappointed with the lack of information to teachers about the students with dyslexia in their classes. George's father complained that when he went to the school last year to talk to the teachers he was told that George had not told teachers about his 'problem' (extract 7):

F1 ... last year was his worst year at school

M it was the worst yes

F1 he felt ... something with the teachers, I had gone two or three times. When I tell [teachers] 'he has [dyslexia]', 'he hasn't told me' eh how hasn't he told you? If George is expelled for five days don't teachers tell each other? That is don't you notice this problem?

M teachers don't collaborate with each other

F1 yes this is my problem, that is, I went nuts last year.

Extract 7: Interview with George's Parents/19-01-07/Appendix 4.3

Furthermore, George's father became furious the year before the study took place when he saw that George's diagnosis was the first on the pile when the teacher of Greek opened the folder in front of him:



F1 ... and last year when the teacher of Greek opened the folder the paper [diagnosis] that we had taken that he has a problem was on top so how come they not know?

Extract 8: Interview with George's parents/19-01-07/Appendix 4.3

As a result of not being informed, some teachers refused to support George, for example, they refused to examine him orally:

Mo1 not only did they not know that there was a problem that is, ... when we went George was finishing the first four months and they hadn't even gone to the trouble of telling him 'come to tell us orally'

Extract 9: Interview with George's Parents/19/01-07/Appendix 4.3

Last year, the history teacher refused to examine George orally and the same happened this year also with the theoretical subjects of Principle of Economic Theory and Principles of Management and Administration of Business and Services:

F1 Last year while he was writing history and he says 'can I say it orally?' because George will make a mistake, 'it doesn't matter George', she says, why doesn't it matter?

Mo1 It doesn't matt- George she says, 'instead of 18 you get 15', 'why did I get 15?' 'Because there is no clear meaning'... 'I can tell you orally', 'eh now [how can we do it]

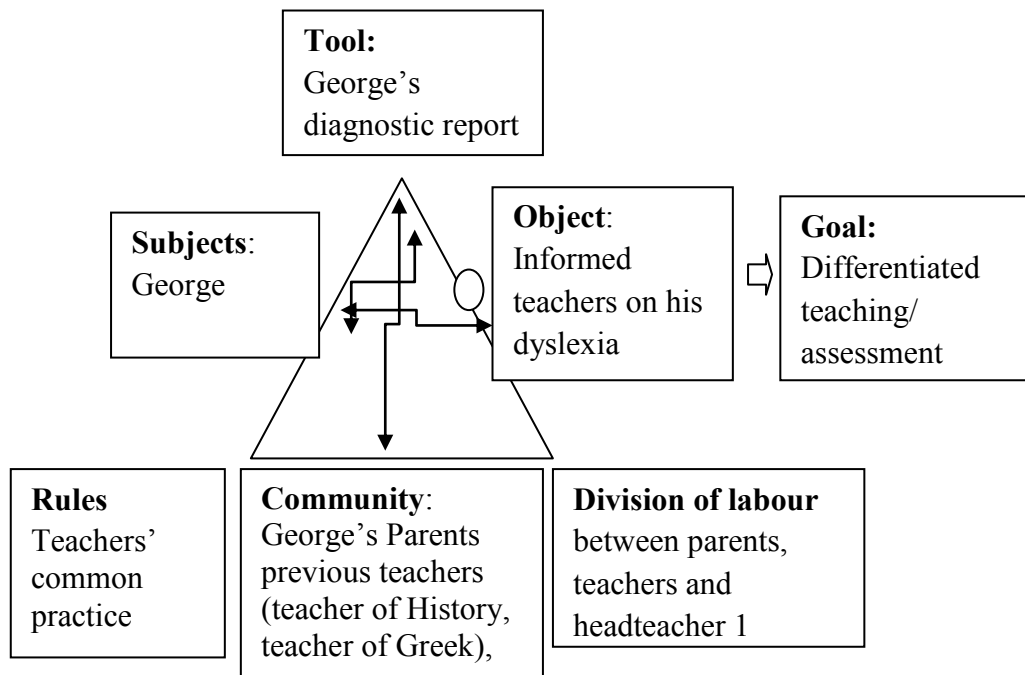
M When did this happen?

Mo1 Now now, this has happened now as well

M With teachers of Greek?

Mo1 I can't remember if it happened with a teacher of Greek, it has happened with a theoretical subject that you could say it orally that is. In economics and in business management it has happened sometime.

Extract 10: Interview with George's Parents/19-01-07/lines 25-29, 35-42/Appendix 4.3



**Figure 7.3: George's object and goal for previous year**

George's and his parents' object in the activity system in Figure 7.3 during the year before the research was carried out was to inform George's teachers. Their goal was to assure teachers differentiated their teaching and assessment for George. I have not included the teachers in the subject position as I cannot know if they wanted to be informed or not considering at least two of them were not willing to examine George orally. There was a contradiction in the teachers' not being aware of and not using the tool of George's diagnostic report which made the object and the goal difficult to achieve. This contradiction could have been resolved by either the parents going to the school at the end of the first four months period or the student telling the teachers about his diagnosis after getting his exam result. The goal of differentiated assessment and marking was not achieved with the history teacher last year even after she was informed about his diagnosis by George (extract 10).

### 7.3.2 George's perspective for the current year

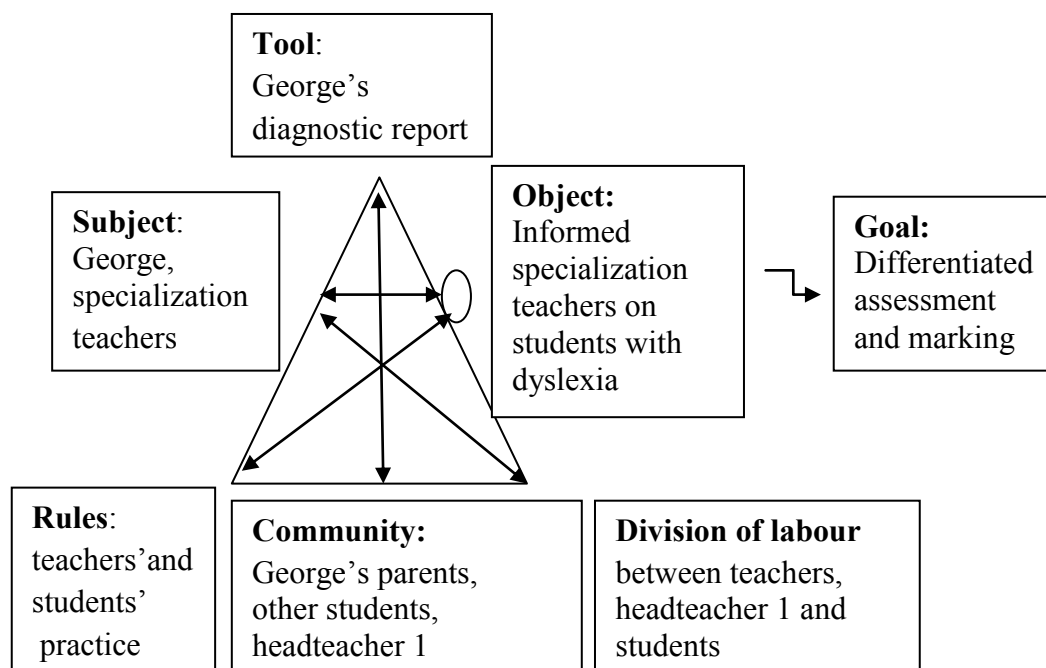
Because of his past year's experiences, George decided to inform the teachers of the subjects for which he would have to take exams for entering university about his dyslexia from the beginning of this school year as he wanted to be given good grades in these subjects (extract 11, lines 340-343). It is interesting though that George informed only the specialization subject teachers about his dyslexia and not the general education subject teachers such as the EFL teacher and a teacher of Greek to whom I talked because he did not care about these subjects. His parents also reported this (extract 11/lines 336-7).

However, it seems that last year's situation is being repeated this year as two teachers, the teachers of Development of Applications in Programming and Principles of Management and Administration of Business and Services have refused to examine George orally or at least to differentiate their marking in exams although they realised he had difficulty expressing his thoughts in written form and he was willing to be examined orally (extract 11).

332 M But he went and told them himself in specialization subjects  
333 Mo1 In specialization  
334 M Teachers of the rest of the subjects didn't know  
335 Mo1 Yes yes yes  
336 F1 But he doesn't care  
337 Mo1 We said this that he doesn't care at all for the general education subjects  
338 but where he cared ... he went alone  
339 M Ah he went  
340 Mo1 And he said from the start 'I have dysgrafia', I want you to pay attention  
341 to it'  
Extract 11/Interview with George's Parents/19-01-07/Appendix 4.3

The activity system of School 1 in terms of George's object for the current year (informed specialization teachers) is presented in Figure 8.4. Second generation of activity theory (Engeström 2001) is used to analyse this theme as both George and his current

teachers belong to the same institution and the same community with the same rules. George's object was to be taught by specialization teachers who were informed about his dyslexia and differentiate when they tested him and marked his paper. He knew from previous experience that his specialization subjects' teachers would not know about his dyslexia in the beginning of the year. For this reason, he informed them about it although it was not his responsibility to do so. George's behaviour was innovative; he tried to solve the problem in the activity system on his own, subverting the rules of the activity system of School 1, the usual practices that require the headteacher to inform teachers about students' diagnoses rather than the students themselves. George's innovative behaviour lead to the partial achievement of his goal, which was differentiation in assessment and marking, as two teachers still refused to differentiate their marking.



**Figure 7.4: Informed specialization teachers**

In sections 7.2 and 7.3 I showed that George's parents and George would have liked to have informed teachers on students' diagnoses in order to have the provision they deserve but this was not always the case.

### **7.3.3. Professionals' perspectives in School 1**

I next explore whether headteacher 1 informed teachers about the students with dyslexia in School 1 and how a teacher from the lower secondary school informed EFL teacher 2 from the upper secondary school (School 1).

When I started the study in School 1 the headteacher told me that the teachers who teach classes with students with dyslexia are always informed about the students with dyslexia and the children are helped:

M Have all the teachers been informed?

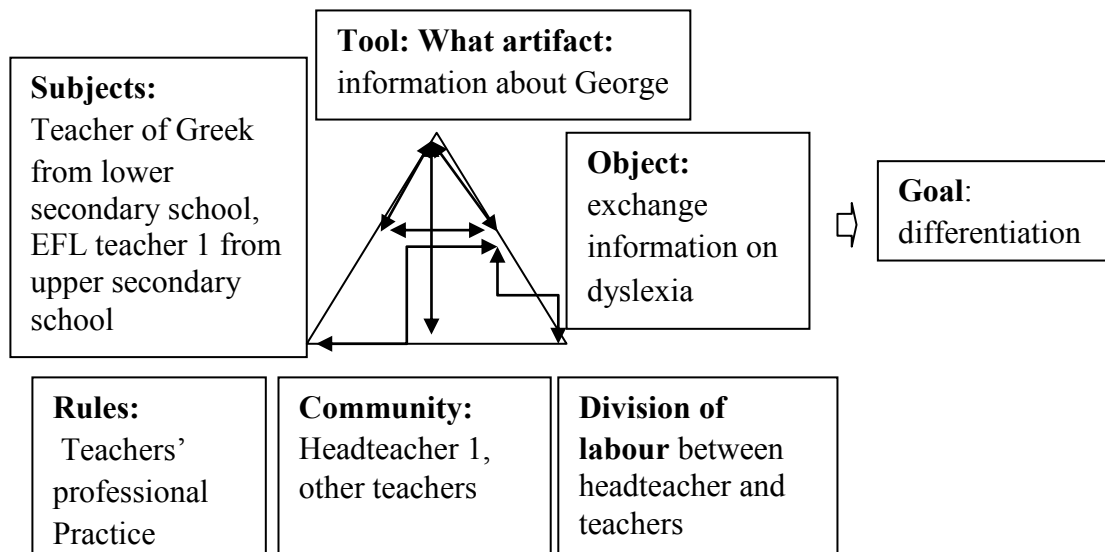
HT1 Yes, always when a student comes, when such a student exists the teachers who teach the specific class are informed and this child is helped because of this problem

Extract 12: Interview with HT1/13-11-06/Appendix 4.4

The impression I got from this interview was that the headteacher talked generally about what is done in schools regarding dyslexia, not what happened in his school. I make this claim because when I met the EFL teacher a month earlier she was not informed by the headteacher about this issue but by a teacher of Greek from the lower secondary school in the same building. This is what I wrote in my field notes about this:

She [the EFL teacher] wasn't informed by the headteacher about the fact that these students have dyslexia because both she and the headteacher came to the school this year. A teacher of Greek from the lower secondary school told her about these students because she had taught them at lower secondary school.

Extract 13: Field notes /9-10-06/Appendix 5.1.1



**Figure 7.5: teacher of Greek and EFL teacher 1 exchanging information**

At an organizational level there is no collaborative mechanism between the lower secondary and upper secondary school to exchange information on students with dyslexia. At an individual level the teacher of Greek from the lower secondary school (subject, Figure 7.5) gave information on the student with dyslexia (George) to the EFL teacher in the upper secondary school in order to facilitate my study. She gave the information that the EFL teacher (subject) needed to receive in order to differentiate her teaching. In this way she subverted the rules of professional practice which require that the headteacher informs teachers about students with dyslexia (contradiction). The teacher of Greek offered the EFL teacher a 'what artifact' that she could use to meet the goal of differentiated teaching.

This artifact influenced the community in School 1, namely the headteacher and possibly other teachers in School 1. When my research started the teacher of Greek from the lower secondary school informed EFL teacher 1. EFL teacher 1 probably started looking for students' diagnostic reports. She must have asked the headteacher to tell her where the reports were or who the students with dyslexia were since she mentioned to me the other two

students with a diagnosis of dyslexia during the study. She mentioned a boy in January (*there is another boy who is supposed to have [dyslexia] ...* I/T1/26-01-07/line 19/Appendix 4.1) and a girl in February:

T1 ... there are students like I said, a female student there is in the other class, who, while she has a paper [diagnosis], I don't see her facing this problem.  
Extract 14: Interview with T1/09-02-07/Appendix 4.1

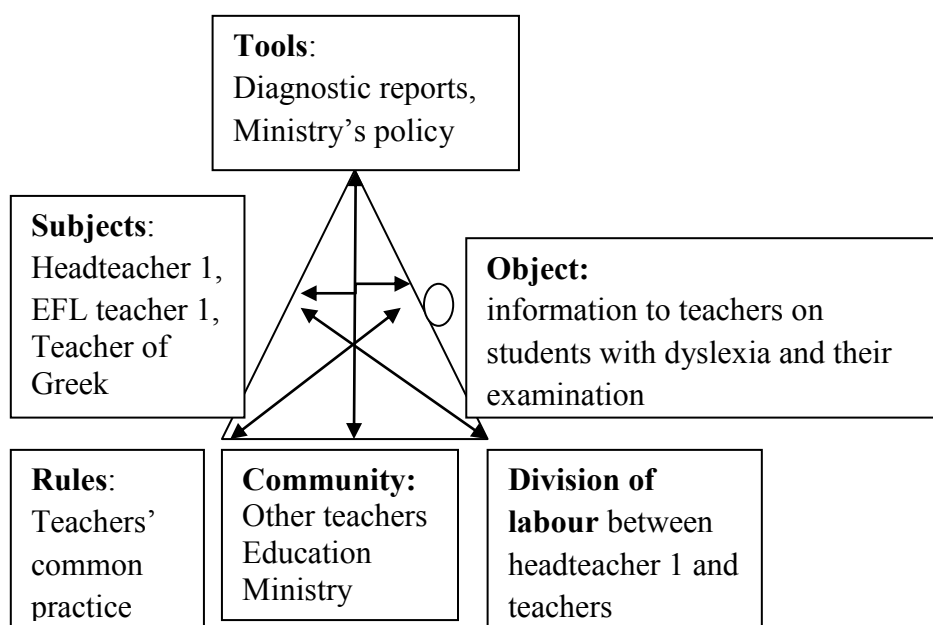
When I talked to the teacher of Greek of George's class in December she did not know that George had dyslexia either:

She [the teacher of Greek] didn't know that George had a diagnosis, she hasn't seen his writing yet as they haven't written an exam yet and it is the first year that she teaches his class. She didn't happen to see his file with his report either.  
Extract 15/Field notes 1/8-12-06/Appendix 5.1.5

This suggests that in the beginning of the year there was no proper staff meeting or no other effective way of informing teachers on students with dyslexia.

When I asked the EFL teacher later during the study, in January, if she collaborates with the headteacher about dyslexia issues, she replied that she does in order for the headteacher to inform her about students with dyslexia. However, he does not tell her what to do in exams because he probably does not know either:

M Do you collaborate with the headteacher?  
T1 Look... I collaborate so that they tell me first of all who they are ...  
M Has he told you what to do in exams?  
T1 No there isn't such a thing, because who knows? Who knows?  
Extract 16/Interview with Teacher 1/26-01-07/Appendix 4.1



**Figure 7.6: Headteacher 1-EFL teacher 1 collaboration**

In Figure 7.6 the activity system of School 1 is presented. The learning object for EFL teacher 1 and the teacher of Greek is to receive information on students with dyslexia and on how to examine them. The headteacher's object is to inform teachers in his school about the students who have dyslexia. It seems that the headteacher did not inform teachers at the beginning of the year (September-October). Therefore, his object was not carried out by him but by the junior high school teacher that informed the EFL teacher about George's diagnosis. There must have been collaboration between headteacher 1 and EFL teacher 1 afterwards regarding the diagnostic reports since she appeared to know about them as I mentioned before.

In section 7.4 I showed that in School 1 EFL teacher 1 and a teacher of Greek would have liked to be informed by the headteacher on the students with dyslexia but this did not happen in the beginning of the school year. EFL teacher 1 was informed by a teacher of Greek from the lower secondary school instead.



### 7.3.4 Collaboration between EFL teacher and teachers of Greek in School 1

Next, I discuss the collaboration between EFL teacher 1 and the teachers of Greek in School 1 around the examination of students with dyslexia.

EFL teacher 1 admitted that she does not collaborate with teachers of Greek of the same school as she believes that in Greek subjects the oral examination is much easier than in EFL even if the student with dyslexia is weak in the subject in which s/he is examined:

M And with the teachers of Greek? You said you haven't talked to them.

T1 I haven't talked to them because, look, they deal with Greek. The oral examination is much easier. How can I examine him orally in a foreign language? That is, it is as if I am asking someone who doesn't speak Greek to be examined orally in Greek. In what can I examine him exactly? I talk to him let's say and he doesn't [talk back].

Extract 17/Interview with T1/26-01-07/Appendix 4.1

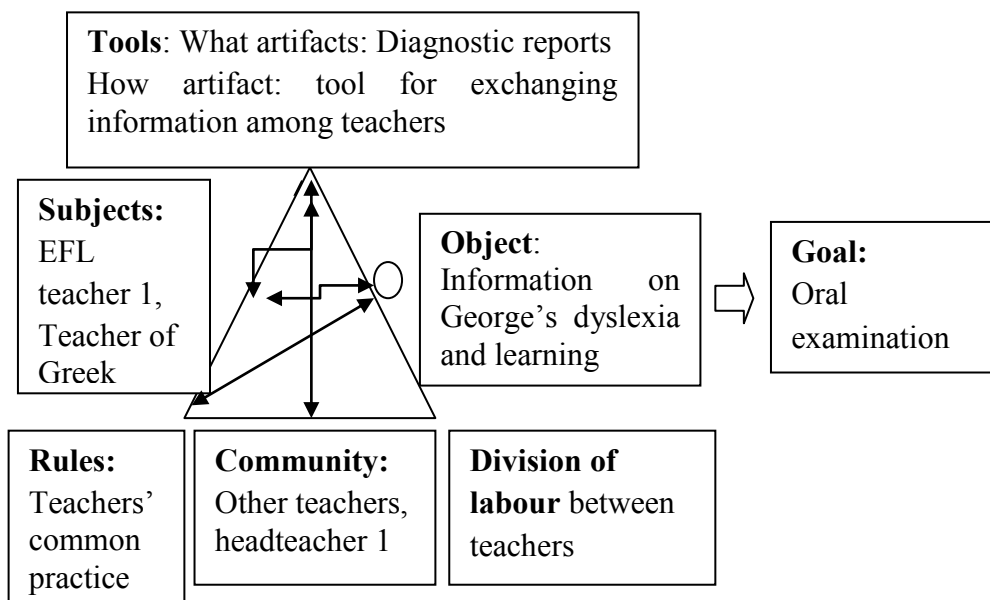
Second generation of activity system is used for this theme as both EFL teacher 1 and the teacher of Greek belong to the same institution (School 1) and therefore the same community. The EFL teacher's object (object in Figure 7.7) was to have information on how they learn better and what difficulties they face and her goal was to examine the students with dyslexia like George orally (goal).

The teacher of Greek who taught George's class wanted to be informed on the students with dyslexia in her class (object) but she was not informed from the beginning of the school year (extract 15). She was also interested in examining them orally (goal) when I told her that George wanted to be examined orally:

I told her he wants to be examined orally during exams and she said he can since he has the 'paper' [diagnosis] but she didn't say how she's going to do it. She is willing to see about it.

Extract 18: Field notes 9/01/07/Appendix 5.1.6

Therefore, there is a systemic contradiction in the activity system of School 1 (Figure 7.7) in the lack of an adequate tool (how artifact) for the information of teachers on dyslexia issues and the establishment of collaboration among them.



**Figure 7.7: Information on George's learning**

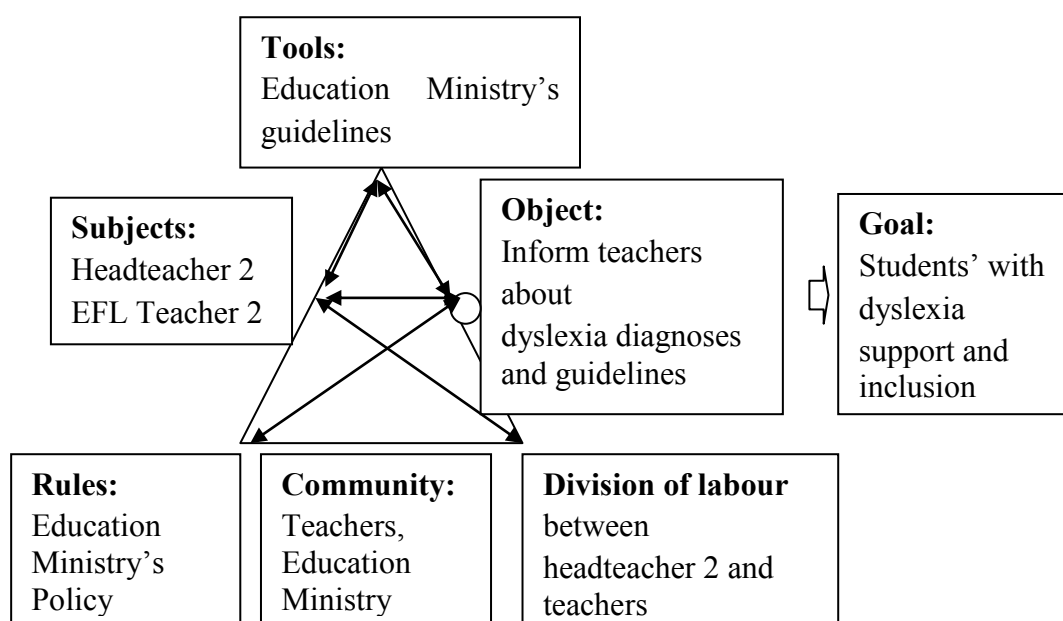
### 7.3.5 Inter-collegial collaboration in School 2

Headteacher 2 told me that she informs teachers about dyslexia issues, on dyslexia diagnoses in the school and on the relevant guidelines:

HT2 we give ... information to teachers around the problem and the dyslexia certificate as well as the relevant guidelines.

Extract 19/Interview with HT2/16-2-07/Appendix 4.12

It seems that headteacher 2 did inform the staff in her school about the above issues as EFL teacher 2 was fully informed about the students with dyslexia when I first discussed the issue with her. EFL teacher 2 was also informed about the Education Ministry's guidelines regarding students with dyslexia as I mentioned in 6.1 (extract 18). Therefore, headteacher 2's object of informing the teachers about students with dyslexia diagnoses and about the guidelines was achieved (Figure 7.8).



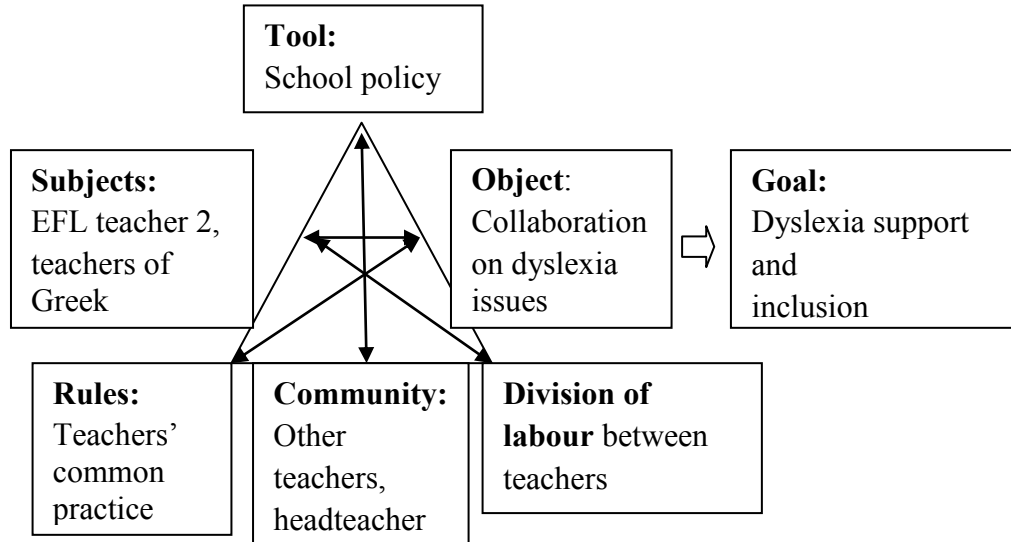
**Figure 7.8: Information from headteacher 2 to teachers**

However, as I mentioned in 7.1, EFL teacher 2 was not aware of School 2's collaboration with the diagnostic centres (extract 4) which headteacher 2 told me about (extracts 2, 3). This suggests that headteacher 2 has not informed EFL teacher 2 on the issue which means that her object of informing teachers was partially met.

I also asked EFL teacher 2 if she collaborates with teachers of Greek in her school and she replied that when a teacher in the school suspects that a student has dyslexia s/he discusses it with the other teachers (extract 20, lines 384-5). She asks what other teachers do in their classes only if she has a serious problem and if the student cannot follow the lesson at all (line 390).

- 383 M Is there collaboration with teachers of Greek ... ?  
 384 T2 When someone suspects there is an issue s/he discusses it with the  
 385 other colleagues to see if something is going on. If an issue arises, of  
 386 course we discuss it  
 387 M To see what the others do, how the student behaves in their lesson and  
 388 such.  
 389 T2 Only if I have a serious problem.  
 390 M Mmm.  
 391 T2 And I see that a child can't follow the lesson at all ...

In figure 7.9 EFL teacher 2's and teachers' of Greek object of collaboration on dyslexia issues is met.



**Figure 7.9: Collaboration of EFL teacher 2 with teachers of Greek**

In section 7.3.5 I showed that in School 2 headteacher 2 effectively informs teachers about students' diagnoses and the guidelines from the Ministry of Education.

## 7.4 Conclusion

In this chapter I analysed data related to the themes of collaboration of schools with specialist provision, collaboration across schools and inter-collegial collaboration. The analysis showed that the collaboration between EFL teachers and specialist staff did not take place in any of the schools and that the collaboration of colleagues in the same school was not effective in School 1, which influenced dyslexia provision offered by the EFL teachers and other teachers. Therefore, using second and third generation of activity theory to the extent that the data and the focus allowed its use, the analysis demonstrated that inter-organizational learning and boundary crossing did not take place

in my study. This happened because my study is not an intervention study that aims to bring professionals from different backgrounds together to work on a common object.

## **CHAPTER 8: THE IMPLEMENTATION OF NATIONAL POLICY ON EXAM ACCOMMODATIONS FOR STUDENTS WITH DYSLEXIA**

### **8.1 Introduction**

The purpose of this chapter is to analyse the systemic contradictions that emerge when schools and teachers try to implement national policy on exam accommodations for students with dyslexia. These contradictions affect the provision that is offered to students with dyslexia. I draw on data from the perspectives of teachers, students and parents regarding accommodations for exams in both schools. More specifically, I discuss the issue of the arrangements for oral examinations for students with dyslexia that the Ministry of Education requires teachers to conduct during the year and in final exams (MNER 2009, 2010). These arrangements aim to accommodate the additional needs of students with dyslexia and to support them to perform as well as they can in exams. I discuss the issue of when and where the oral examination can be conducted using teachers', students' and parents' interviews as evidence. I also discuss accommodations for written exams including the examination of spelling and the issue of marking for students with dyslexia. I argue that the Education Ministry's policy and the diagnostic reports are unclear about how teachers should conduct the oral examination and marking for students with dyslexia.

### **8.2 Arrangements for oral exams**

The Ministry of Education's guidelines (MNER 2009, 2010) ask teachers to examine students with dyslexia orally on the same exam questions that the other students have during the year and in the end of the school year. There is no other policy from the Local Education Authorities or schools on special needs or dyslexia, on the examination of students with dyslexia or special needs and the marking of their papers

which means that headteachers and individual teachers have to interpret the national policy on their own. This may result in confusion on when, where and how to conduct the oral examination as every teacher can choose what suits him/her if there is no school policy.

## **8.2.1. Timetable arrangements for oral exams: both schools**

### **8.2.1.1 School 1**

In School 1 there is data from the EFL teacher 1, George, his father and headteacher 1 on the issue of timetable arrangements for the oral examination of students with dyslexia.

The EFL teacher 1's object was also to examine George orally during the school year according to the Education Ministry's policy. She gave George the chance to be examined orally on the exam questions he would choose by taking him aside and telling him he could come to have his exam paper examined again since she had not marked it yet (extract 1, lines 208-210) but he did not come to do so (line 212-3). She agrees that finding the time is difficult because of the timetable (line 215) and that he may be shy or embarrassed by other people who may be present (217-9)

208 T1 Quite simply there wasn't a grade because I was waiting.

209 M To come and tell you

210 T1 To come and have a reexamination as well

211 M Why didn't he come?

212 T1 But he didn't come and I can't be after him when we have told him

213 that he has this option

214 M And how can the time be found?

215 T1 Yes it is difficult but I had taken him aside and I had talked to him in

216 private.

217 M (Maybe he is shy)

218 T1 Eh ok eh but it would be me and him it wouldn't be, it wouldn't be in

219 front of ...

Extract 1: interview with T1/9-2-07/Appendix 4.1

I next look at George's perspective on the issue of the oral examination in order to compare it with the EFL teacher's perspective. George told me in the first interview, that generally speaking, he wanted to be examined orally in exams:

G Simply one problem I have is that in exams it would be better to be examined orally.

Extract 2: Interview with George/15-12-06/lines 86-87/Appendix 4.2

George thinks it is unfair to treat him as a student who can write (lines 101-2) and that he should be given the opportunity to be examined orally in exams during the year:

99 M You would like that is, some information to teachers to exist so  
100 that=

101 G = Ok teachers know about it but they don't all know how they  
102 should=

102 M correct

103 G No ok to correct as well ok. They consider me as a student who  
104 writes. Normally they should take me [out] and then examine me  
105 orally.

Extract 3: Interview with George/15-12-06/Appendix 4.2

Therefore, George and the EFL teacher share the same object: they both want the oral examination. His object and the teacher's object (Figure 7.1) though was not carried out in EFL although, when he talked to me, he was determined to go and give some answers orally to the EFL teacher:

I will go to give her the answers orally, whatever I can.

Extract 4: Interview with George/19-01-07/line 17 /Appendix 4.2

He was going to do this oral examination during a Physical Education (PE) lesson as there was no other lesson he could miss:

I will probably go during a PE lesson because I can't miss another subject.

Extract 5: Interview with George/19-01-07/lines 52-53/Appendix 4.2



In a conversation with his father during George's interview at his house George showed he was not very pleased with the option of having to do the oral examination during a Physical Education (PE) lesson but he felt there was nothing else he could do:

- 55 F1 Will you miss the PE lesson?  
 56 G What can I do? I have to. [laughing]

Extract 6: Interview with George/19-01-07/lines 55-56/Appendix 4.2

George delayed going to find the EFL teacher because there was no time:

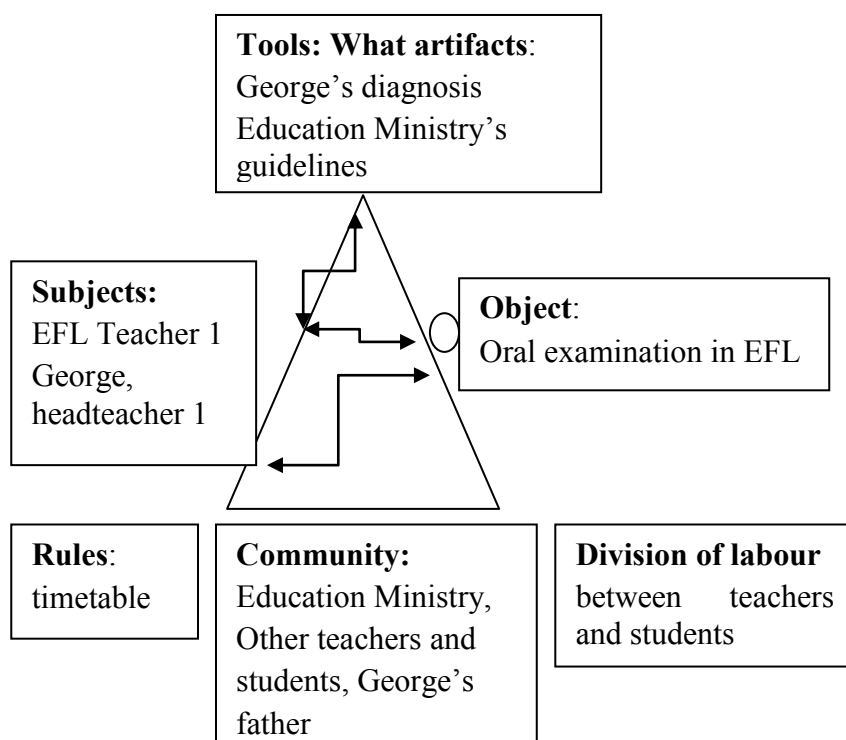
- G she gave it [the exam paper] to us, today we had the lesson, we had to write Ancient Greek afterwards I couldn't [go to her]...

Extract 7/ Interview with George/19-01-07/lines 14-15/Appendix 4.2

I noted in my field notes that headteacher 1 also spoke of the difficulty of finding time for the oral examination of students with dyslexia and suggested that the Education Ministry's requirement is applied in final exams:

I asked how students with dyslexia are examined in exams during the year. He said they can write and then give the answers orally and I asked 'Does it take place during the break or do they arrange another time for it?' he said it isn't very easy but it takes place during the final exams.

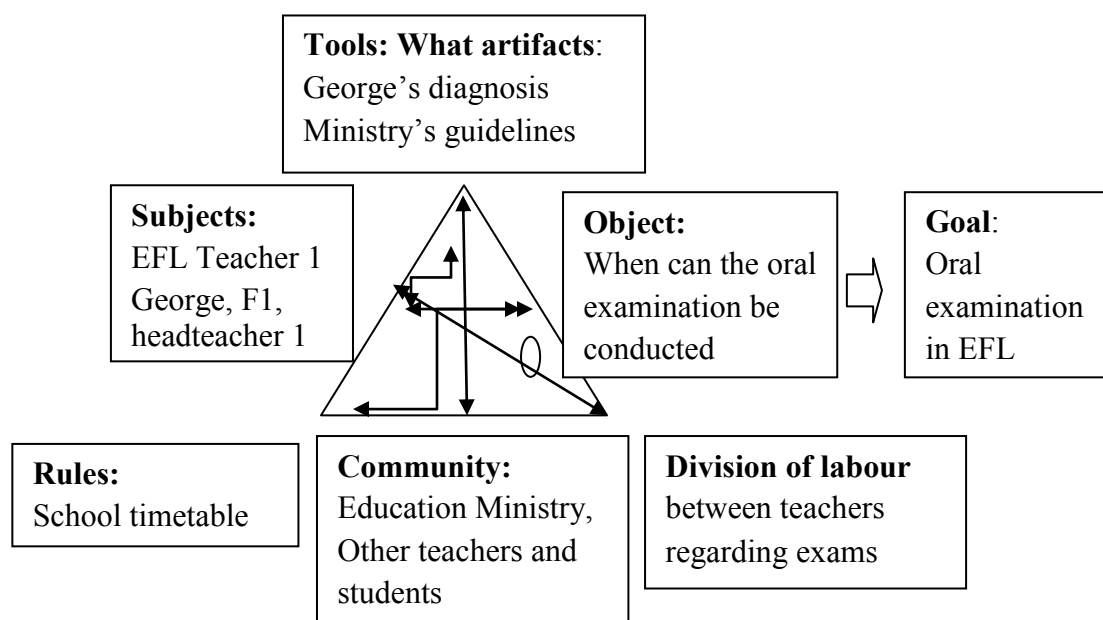
Extract 8/Field notes 02-02-07/Appendix 5.1.7



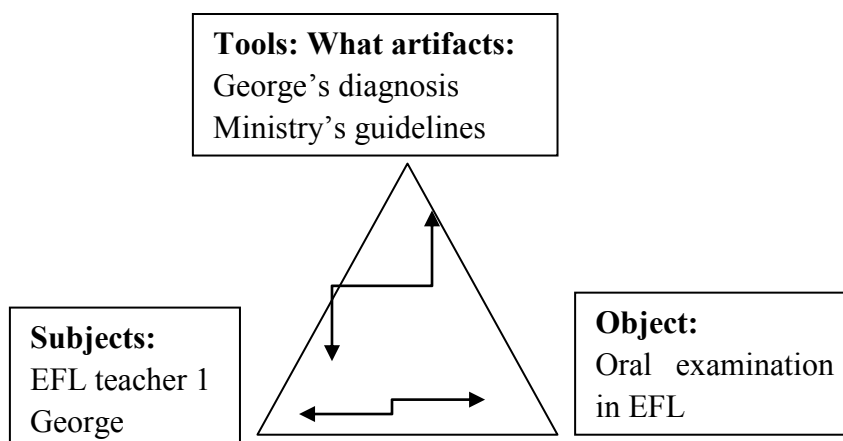
**Figure 8.1: Oral examination in School 1**

Figure 8.1 shows the activity system in School 1 in terms of the issue of oral examination. Second generation of activity theory (Engeström 2001) can be used for this issue as the EFL teacher, the headteacher, George and his father belong to the same activity system, the activity system of School 1 and they are influenced by the same rules and the same community (Education Ministry, headteacher, other teachers and students).

All subjects, EFL teacher 1, George, headteacher 1 and George's father from the community are interested in carrying out the EFL exam orally (object). This does not happen though because the timetable and the lack of time cause a contradiction in the activity system (Figure 8.1). A new object is created during the study: the oral exam becomes a goal which the student and the teacher identified and are working on the contradiction of when to arrange the oral exam (see Figure 8.2)



**Figure 8.2: New object for EFL teacher 1 and George**



**Figure 8.3: EFL teacher 1 and George working on the oral examination**

The contradiction in the activity system of School 1 regarding the object of when the oral examination can be conducted was not resolved at a collective level (Figure 8.2) as the school's timetable (rules) did not change. George and EFL teacher 2 tried to resolve the problem (the shared object of conducting the oral examination in EFL) at an individual level (Figure 8.3) but their individual responses did not resolve the organizational contradiction. They only found a short-term answer based on personal agency, the option of conducting the oral examination during a PE lesson.

### **8.2.1.2 School 2**

The issue of the arrangements for supplementary oral responses in the written examination also appears in School 2 data. There is data from EFL teacher 2, three students and a parent.

EFL teacher 2 told me that if students with dyslexia need to answer some exercises orally in a written EFL exam she keeps them in during the breaks to do so:

M If you see that they need to give some answers orally do you keep them in during the break?

T2 Of course. If they want to be examined orally I keep them in.

Extract 9: Interview with T2/2-03-07/Appendix 4.5

One student, Stathis complained about the delay of the examination in French (extract 7). He said the exam was two weeks before the interview took place and the students with dyslexia had not been examined orally yet which means he had forgotten the answers:

St It is a little difficult because for example, we wrote French on Wednesday two weeks ago.

M Yes.

St And I haven't taken the oral exam yet.

M Or at the end of the school day

St But I have forgotten them [the answers] and there is no way I can write again.

Extract 10: Interview with Stathis/25-02-07/Appendix 4.6

Stathis does not think the oral examination should take place during the break neither at the end of the day. He says that there is not enough time either during the break or at the end of the day because he has other lessons to go to:

M So you can simply write what you can and you can stay at the end of the day

St You know what, there is rarely any time during the break and at the end of the day, you know, because at 2.30 I have other lessons I can hardly make it ...

Extract 11: Interview with Stathis/25-02-07/Appendix 4.6

Stathis suggests that the oral examination takes place while the other students write, on the condition that other students are not allowed to ask questions, to talk or make noise so that the students with dyslexia can think:

St The only option is to do it during the lesson while the others are writing but the others should not be allowed to ask questions, to talk or to make noise at that time so that the others can think.

Extract 12: Interview with Stathis/25-02-07/Appendix 4.6

Similarly, Petros complained that the oral examination is inadequate if it is conducted at the end of the day. The EFL teacher 2 arranged the last exam to be

conducted at the end of the day. Petros was tired and he had forgotten the answers by then:

P In this exam she had given us the teaching hour to write and when it was over [and] I had an exercise left, she says ‘come to say it orally’.

M Did you say it?

P I said it but it was after the last teaching hour and I had forgotten them a bit and I didn’t=

M =at the end of the day that is?

P Yes yes because we wrote the exam at the fourth I think or fifth hour and after the seventh hour that we had Religious Education and the other teacher had tired us, she tells me and the other two children ‘come and give me the answers orally’ and we didn’t do well at all.

Extract 13/Interview with Petros/11-03-07/Appendix 4.7

Thodoris like Stathis and Petros does not like the oral examination to take place at the end of the day only with the other two students with dyslexia present because holding back the teacher in order to conduct the oral exam for them makes him anxious (extract 14, lines 64-66). He prefers to be with his whole class when he is examined orally (lines 71-3):

64 Th ... I want ... to see more children so I can say ‘great, I have time’, that is  
65 not to delay the teacher that is I want the teacher to call me at the end of  
66 the day ... and tell me ‘come and give me the answers orally’... I see Miss  
67 only and I think ‘what am I doing here, only with the teacher?’ When  
68 there are more children I feel better.

69 M Ok if there are two more isn’t it better? If there are more children from  
70 other classes?

71 Th I like it with more children.

72 M When you are with your whole class that is.

73 Th Yes I like this much more.

Extract 14/Interview with Thodoris/11-04-07/Appendix 4.8

Thodoris like Petros does not mind taking the oral examination while his classmates write the exam:

Th I personally don’t mind if the whole class is writing the exam and Miss takes me to her desk to give her the answers

Extract 15/interview with Thodoris/11-04-07/lines 54-55/Appendix 4.8

Petros’ mother also disapproves of the EFL examination being conducted orally during the break because students need their break and there is noise outside the classroom:

M ... she [the EFL teacher] does it during the break as far as I understood.  
 Mo3 Because in Greek they [the other students] don't leave [the classroom] in all subjects and again at the break they want to run, [they want] to go to play or they hear the noise going on outside during the break so it works somewhat negatively.

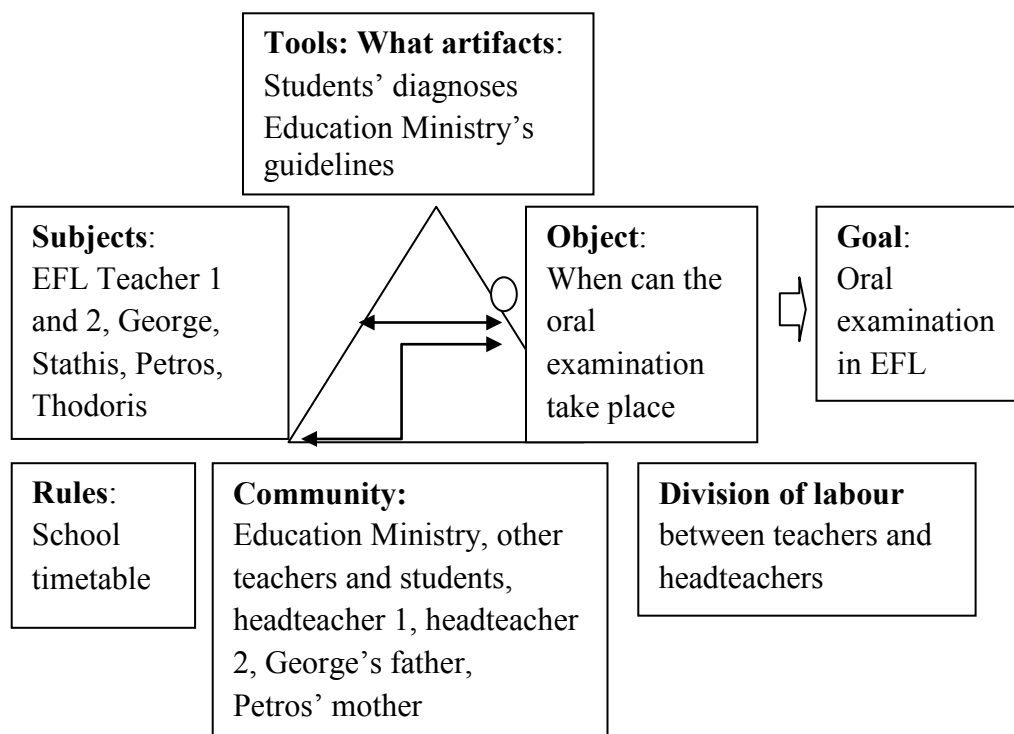
Extract 16/Interview with Mo3/11-03-07/Appendix 4.10

Petros' mother thinks that the oral examination should not take place at the end of the day either because the students are tired:

M Could he stay at the end of the day or would he be tired?

Mo3 After seven hours ... you are [tired]. They have Religious Education twice a week at the seventh teaching hour and when they write at that time and they take longer to finish, you can see all the children are [tired].

Extract 17/Interview with Mo3/11-03-07/Appendix 4.10



**Figure 8.4: New object for participants of School 1 and 2**

Figure 8.4 summarises the activity systems of School 1 and 2 regarding the issue of oral examination for EFL. EFL Teacher 2, Stathis, Petros, Thodoris and Petros' mother and EFL Teacher 1, George's father and George are concerned with the oral

examination for EFL. They have identified a new object during my study which they are working on individually: when the oral examination can be conducted. The timetable (Rules) and the lack of time during the break cause a contradiction. Stathis and Petros and Petros' mother agree that the oral examination should be conducted neither during the break nor at the end of the day. Stathis and Thodoris suggest that it takes place while their classmates write the exam.

In this section I discussed the issue of accommodations for the timetable of the oral examination that concerns EFL teacher 1 and 2, all students, Stathis' father and Petros' mother. Those participants are trying to solve the problem of when the oral examination can be conducted but the school timetable and the lack of time during the break cause a contradiction.

### **8.2.2 Venue arrangements for oral exams: School 2**

Three parents, Stathis' mother and father and Petros' mother and a student from School 2, Stathis, would like the oral examination for students with dyslexia to be conducted in a different room other than their classroom so that there is a quiet environment where they can concentrate. There is no data from School 1 on this issue.

Both Stathis' mother and father disapprove of the way the oral examination is conducted in School 2. His mother mentions that Stathis does not like to be interrupted by the teacher to talk to another student during the oral examination (extract 19, line 34). His father talked about the noise that other students make that influences Stathis' concentration (lines 41-2) as was mentioned earlier:

F2 ... I understand and observe that now he is angry because of the quiet that he wants

Extract 18: Interview with Stathis' parents/25-02-07/line 17-8/Appendix 4.9

31 M They examine them in the same room he says.

32 Mo2 In the same room yes.

33 M While the others write they have to=

34 Mo2 = 'she interrupted me', he says, 'to talk to a child'.  
 35M They are in the class and this happens. It should be done  
 36 elsewhere, in a different room...  
 37 F2 I think this can be solved, if they want they can find a way. When  
 38 you agree to do it you either do it or you don't... You either  
 39 accept that there is a specialness and you have to find a different  
 40 room, to do the job right or you leave them to write and you take  
 41 into consideration their special needs. To put them where the other  
 42 children shout, while there is noise  
 43 M Just to do it  
 44 F2 in order to show that you do something different is not [right]  
 Extract 19/Interview with Stathis's parents/25-02-07/Appendix 4.9

Later Stathis' father also confirmed what he had said, that he wants his son to have the option of the examinations conducted orally but that it should be conducted in the right place and the teachers should take into account the children's special needs (Interview with Stathis' parents/25-02-07/lines 72-4 and 108-111/Appendix 4.9).

Petros' mother also referred to the issue of noise and the embarrassment of being in front of other students during the oral examination (extract 20). She said that noise influences students' concentration: *'he can't concentrate with the noise'* (Interview with Mo3/11-03-07/line171/Appendix 4.11, 14).

Mo3 Generally it is better in a quiet environment, he performs better. In the examination the way it is done, that they sit, you know, in a corner or the others may write and may not sometimes=  
 M =Is there noise?  
 Mo3 They are embarrassed, you know, they are embarrassed.  
 Extract 20/Interview with Mo3/11-3-07/Appendix 4.10

Petros' mother suggests possible arrangements involving recruiting a colleague to supervise the class. She also takes up my suggestion that the EFL teacher takes the students to another room to take the oral exam:

Mo3 If there could be supervision from another colleague  
 M they can go to another room  
 Mo3 Yes they can go to another room and have the examination there ...  
 Extract 21/Interview with Mo3/11-03-07/Appendix 4.10



Stathis told me that he is annoyed when he writes an exam and other students ask questions or make noise:

St ... the children interrupt and ask questions or sometimes make noise, this annoys me very much and especially when I write.

Extract 22/Interview with Stathis/25-2-07//Appendix 4.6

He finds it difficult to concentrate and give the answers orally when there is noise:

St ... if there is a little more noise especially when I am examined orally ...because I haven't written, I don't know what I said before, I give the answers orally and I have to remember them

Extract 23/Interview with Stathis/25-2-07//Appendix 4.6

Therefore, Stathis does not like the fact that the students with dyslexia are examined in front of other students in a noisy environment. He shows his preference for a primary school's practice of taking the students to a different room:

St ... Here in junior high school they make you stand next to the teacher's desk and they examine you in front of all the students and there is noise, and in the primary school ... they used to take you to a different room...

Extract 24/Interview with Stathis/25-2-07//Appendix 4.6

Therefore, Stathis agrees with my suggestion that his teachers take him to a different room and he wants to have a quiet environment when he is examined because he is embarrassed when other students hear what he says:

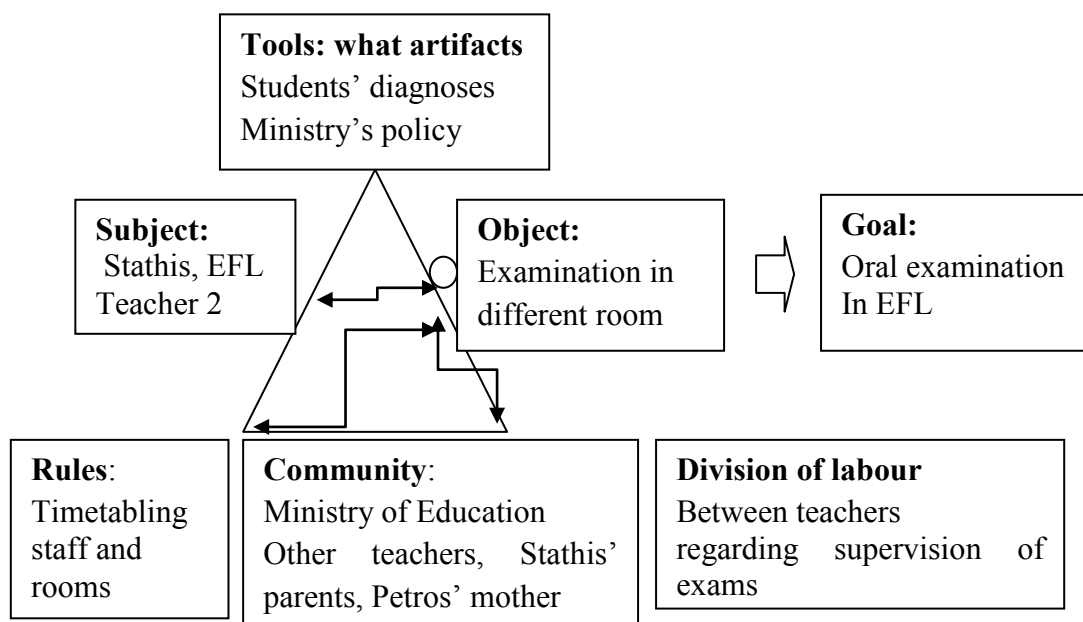
M You could go to a different room to give the answers orally if it can be done and the others can come, the other children, there are three of you

St Yes or apart from this [I want] to have total silence.

M Generally if others hear what you say it may embarrass you.

St Yes, this [embarrasses me] a lot as well.

Extract 25/Interview with Stathis/25-2-07//Appendix 4.6



**Figure 8.5: Room arrangements for oral exam**

Figure 8.5 shows the object of Stathis' parents, Petros' mother and Stathis: to conduct the oral examination in a different room from the rest of the class. For this to happen a second EFL teacher needs to supervise the class (division of labour) and there should be an empty room. This did not happen at the time of the research because there was no collaboration between the EFL teachers regarding supervision of exams. The lack of room and the lack of a colleague who could supervise the EFL exam both become the contradiction in the activity system of School 2.

In this section I discussed the issue of where to conduct the oral examination using data from School 2. Stathis' parents, Petros' mother and Stathis wanted the oral examination for students with dyslexia to be conducted in a different room from the rest of the class. The rules (finding rooms and staff) and the division of labour between teachers regarding the supervision of exams created a contradiction in the activity system.

### 8.3 Accommodations for written exams

This section is on accommodations for written examinations for students with dyslexia. It includes extra time in exams, accommodations for spelling tests and differentiation policy for marking exams.

#### 8.3.1 Accommodations for extra time in exams: School 2

The data comes from School 2 and it includes three students, EFL teacher 2 and Stathis' mother. There is no data from School 1 as George did not mention time as a problem for him. All students from School 2 would like to have extra time in exams which is mentioned in the Education Ministry's policy (MNER 2000b).

Stathis told me that he needs more time to think and write than the other students because he has to slow down his thinking to catch up with his writing:

St     We need a little more time ... to think ... because my mind sometimes thinks faster than my hand writes

M     Yes

St     and I have to ... think slower in order to write accordingly ...

Extract 26/Interview with Stathis/25-02-07/Appendix 4.6

Petros would have liked to have more time in the previous and in the last exam in order to finish them:

M     Did you need more time to write it, did she give you enough time?

P     I would like a little more time to think of some questions because she hadn't given us a lot of time last time in the previous exam again

M     Yes

P     and in this exam she had given us the [teaching] hour and when it was over I had one exercise left [and] she said 'come, you will give me the answer orally'.

Extract 27/Interview with Petros/11-03-07/Appendix 4.6

Petros' mother told me that her son needs more time than the other students to write a test:

Mo3 He needs time, that is, he may need half an hour longer than the other children in a test.

Extract 28/Interview with Mo3/11-03-07/Appendix 4.10

Thodoris said one teaching hour is not enough for him to finish the exam which means he has to hurry. He did not manage to finish the last exam but he was asked to give the answers orally:

Th ... the test is one hour, these are the questions, I may not make it ... and I hurry, I do them quickly to make it. I make mistakes, once I didn't have time to do two exercises. In the end the teacher came [and said] 'Thodori'

M In EFL?

Th Yes. 'Thodori, do you want to give the answers orally?' 'Yes miss the exercises and especially these last two that I haven't managed to do'.

Extract 29/Interview with Thodoris/11-04-07/Appendix 4.8

Petros wants to be given extra time to write exams in the next teaching hour and not during the break:

P I want her to let me write and then if she wants to ask me something she can do it but not during the break when the lesson is over. In the beginning of the next lesson.

Extract 30/Interview with Petros/11-03-07/Appendix 4.6

Thodoris would like to have more time to write exams in the next teaching hour but he also wants to give the answers orally:

M Did you want more time, if it was possible?

Th If I had more time it would be better.

M Maybe if you stay for ten minutes during the next teaching hour?

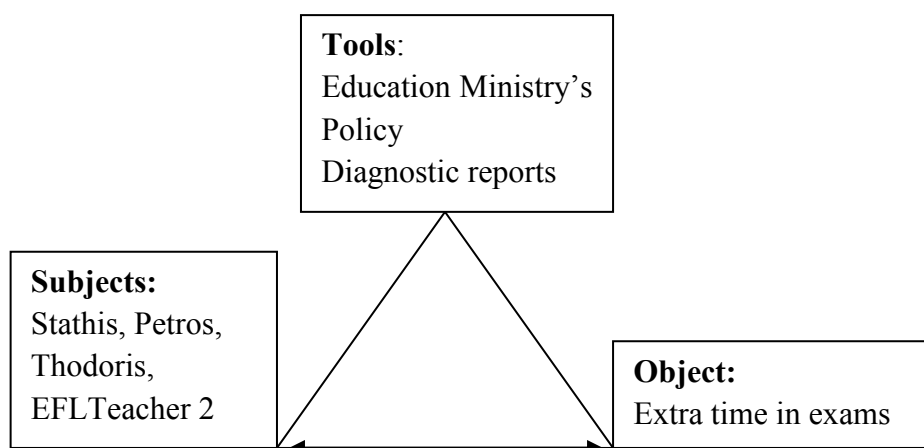
Th Yes it would be better to stay for more time, but I would prefer to give the answers orally as well afterwards.

Extract 31/Interview with Thodoris/11-04-07/Appendix 4.8

EFL teacher 2 keeps the students who have not finished exams in during the break (extract 32, lines 193-4). She takes to her next class the students with dyslexia who want to write more or be examined orally along with other students who have not finished the exam and she gives five extra minutes to all of them (lines 196-203).

193 T2 In tests if I see that the time is up, I always keep them in during the  
 194 break  
 195 M Mmm.  
 196 T2 If I see that they insist on writing something, [or if] they want to be  
 197 examined orally and they have been left behind, I ask for permission  
 198 and I take them with me.  
 199 M The specific children or other children as well?  
 200 T2 All of them, look, if there are one or two from the others and I have  
 201 seen that they have one exercise to finish and they know how to do it I  
 202 ask for permission and I take them with me you know, where I go next,  
 203 for five minutes again.  
 Extract 32/Interview with T2/02-03-07/Appendix 4.5

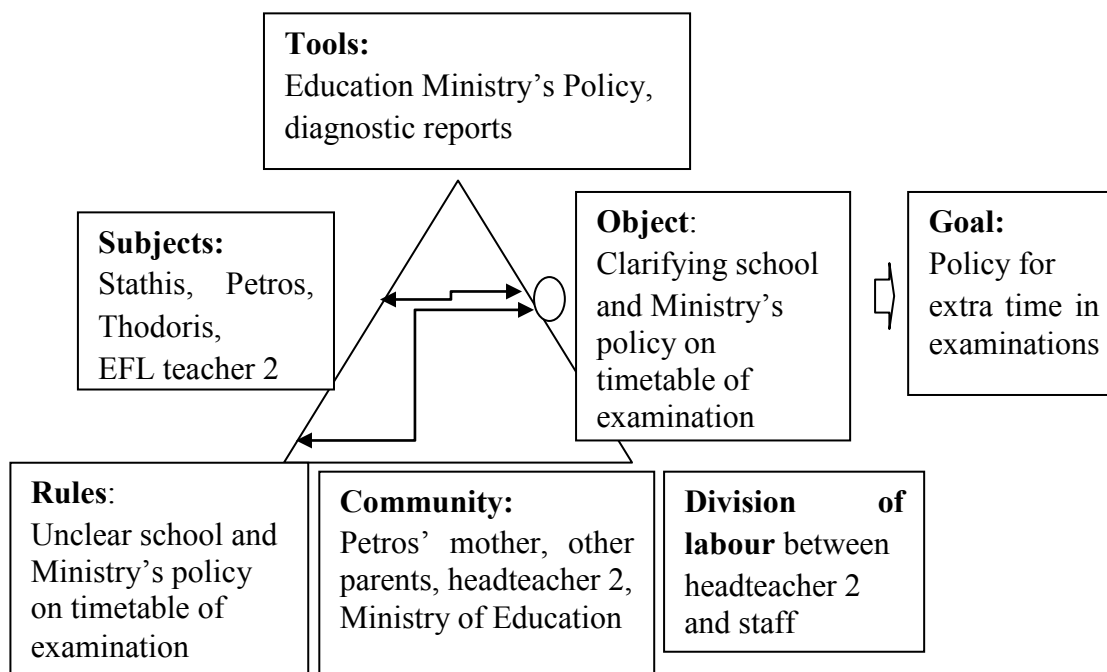
Therefore, Stathis', Petros' and Thodoris' object (Figure 8.6) of having extra time in exams was met as EFL teacher 2 was willing to give students with dyslexia extra time. She resolved the problem individually though and not through the collaboration with the headteacher and other staff to achieve systemic change.



**Figure 8.6: Extra time in exams**

If the issue needs to be resolved collectively, the timetable creates a contradiction as the Education Ministry's policy does not specify when teachers should give extra time to students with dyslexia, during the break or during another time in the school timetable. There is no clear school policy in School 2 about the issue of extra time in

exams for students with dyslexia, which is an issue that needs to be clarified through the collaboration of teachers, parents, students and the headteacher (Figure 8.7):



**Figure 8.7: School policy for extra time in examinations in School 2**

In this section I have shown that Stahis, Petros, Thodoris, EFL teacher 2 and Petros' mother wanted extra time in exams for students with dyslexia. However, the school and Education Ministry's policy created a contradiction in the activity system of School 2 as it was unclear about when the extra time should be given to students with dyslexia.

### 8.3.2 Accommodations for spelling tests: School 2

The examination of spelling was another issue that the students with dyslexia and Petros' mother in School 2 mentioned as causing difficulty. For this reason, students with dyslexia need some accommodations in order to show what they know in spelling tests. EFL teacher 2 examined the spelling of the new vocabulary she taught

every two lessons, that is, once a week by dictating a list of English words to the students and asking them to write their meaning in Greek also: ‘...*I make sure they write spelling every two lessons*’ (Interview with T2/23-03-07/line 431/Appendix 4.5, 16, see Appendix 6 for students’ papers). This issue does not appear in School 1 data as the examination of spelling is a lower secondary school practice.

### 8.3.2.1 Students’ perspective

As far as the examination of vocabulary is concerned, Thodoris and Petros think they have too many words to learn for spelling in EFL and this demotivates them from trying to learn it. Thodoris wants to be given specific vocabulary to revise from each chapter and not all words from five chapters as EFL teacher 2 gives them:

Th     She can tell us ‘from lesson 20 you should study really well the words from number 11 to 30’ for example, we can study these words well and write them in class. She shouldn’t give us for example, the vocabulary from lessons 16 17 18 19 20 for spelling (.) because there are too many words.  
Extract 33/Interview with Thodoris/02-06-07/Appendix 4.8

He explains later that he wants the teacher to give them five words from each chapter to study so that they do not have to study words that they will not write in the spelling test and in order not to study 100 words all together (Interview with Thodoris/2-6-09/lines 31-44/Appendix 4.8, 6).

Petros prefers to learn EFL at home with his tutor as he does not have to learn too many words:

P     Of course every day I have a different lesson but these lessons don’t have too many words.  
Extract 34/Interview with Petros/11-3-07/lines 22-23/Appendix 4.7

Then, Petros talked about the fact that EFL teacher 2 did not ask students to write the easy words for spelling. Instead, she went on to the next chapter and gave the

students two chapters of words to learn. This overwhelmed him and made him angry and he did not want to learn them:

P ... this lesson that we had today had ‘corner’, ‘play’, basketball’, such words.

M Mmm.

P And she doesn’t give us anything, she goes to the next chapter... and they are all very easy words, ... and everybody knows them. Then, she gives us this chapter, she gives us the next as well. Eh too much! And she gives us four pages of words and then she says ‘go and learn them’. And I get angry with her and I don’t do anything.

Extract 35/Interview with Petros/11-03-07/Appendix 4.7

Petros also told me about an incident when EFL Teacher 2 punished all the class by making them learn too many words because she got angry with one student:

P she had given us many [words]. She had got angry with a kid and she says because she got angry with him ‘you will get all the words’, ‘but’, we say, ‘why?’ and she got angry and she didn’t talk afterwards and she said ‘these, that’s it’...

Extract 36/Interview with Petros/11-3-07/Appendix 4.7

### **8.3.2.2 Mother’s perspective**

Petros’ mother perspective is similar to that of her son’s: she believes that EFL teacher 2 gives the class too many words to learn for spelling compared to what they can learn in the time they are given. Petros’ mother thinks that Petros’ book has too many words in each lesson for what she perceives to be Petros’ abilities and they are difficult words:

Mo3 It has very difficult vocabulary. And it has many words as well, that is, in each unit it has too many words for them to learn ...

Extract 37/Interview with Mo3/11-03-07/lines 63-64/Appendix 4.10

Petros’ mother said Petros cannot learn more than five or ten words because of the difficulties he faces and this number of words is too small compared to what the students have to learn:

Mo3 ... if he learns five or ten they are not enough.

Extract 38/Interview with Mo3/11-03-07/line 78/Appendix 4.10



She thinks the students cannot learn all these words from one day to the next:

Mo3 Every lesson is a long list. It cannot be learnt for the next time ...  
Extract 39/Interview with Mo3/11-03-07/Appendix 4.10

### 8.3.2.3 Teacher's perspective

EFL Teacher 2 has thought of a strategy to support students with dyslexia in writing the spelling test. This strategy cannot be obvious to other students and does not seem to work according to what Petros and his mother told me.

EFL teacher 2 told me that she tells students with dyslexia to give her a piece of paper on which they have written the vocabulary they have learnt for the spelling test. They must give her the list before the lesson in order for her to include these words in the spelling test. She does this to help students with dyslexia get a better grade in spelling:

T2 All the children write vocabulary, I have simply told them that 'my child if you can't learn 20 words you will learn as many as you can and you will bring me on a piece of paper ... **before** the lesson'

M The ones they have learnt

T2 'The words you have learnt so that I can make sure they are in the spelling activity I give and you can get a grade'

Extract 40/interview with T2/23-02-07/Appendix 4.5

However, she tells students to bring her the piece of paper without their classmates seeing them (extract 41, line 170). She does this because she does not want the classmates to understand that she makes an accommodation in order to avoid having to give explanations for this (line 172):

169 T2 Well I have told them bring me the words you have learnt on a  
170 piece of paper without your classmates' seeing you.

171 M Mmm

172 T2 so that it is not obvious that differentiation is done

Extract 41/Interview with T2/23-02-07/Appendix 4.5

However, Petros believes that this kind of strategy does not actually work as EFL teacher 2 has not given the class the words he gave her in a piece of paper. For this reason, he stopped giving her papers with the words he knows:

P But I don't give her [the words] on purpose because she is nasty. The other time I had brought her words and I tell her 'these [words] for me Miss', 'ok' she says 'take them' and she didn't give any of the words I had written. She gave other words and then she gave me zero for spelling.  
Extract 42/interview with Petros/4-05-07/Appendix 4.6

Petros' mother mentioned an incident that shows why the teacher's strategy does not work: Petros gave the EFL teacher only 10 out of the 50 words and these were the easiest ones that she probably did not want to test:

Mo3 ... he said he gave her some [words], they were, let's say, 50 words [in total] and he gave her ten and [they were] the easiest ones.  
Extract 43/Interview with Mo3/4-5-07/lines 13-14/Appendix 4.10

During member checking EFL teacher 2 also told me that she is not willing to reduce the amount of words she gives to the whole class because she wants the students to study all the words. Furthermore, she does not want to give the class spelling to write every week as this will mean she will have to correct papers every week (extract 44). This creates another contradiction in the achievement of Petros' and Thodoris' object for less vocabulary for spelling.

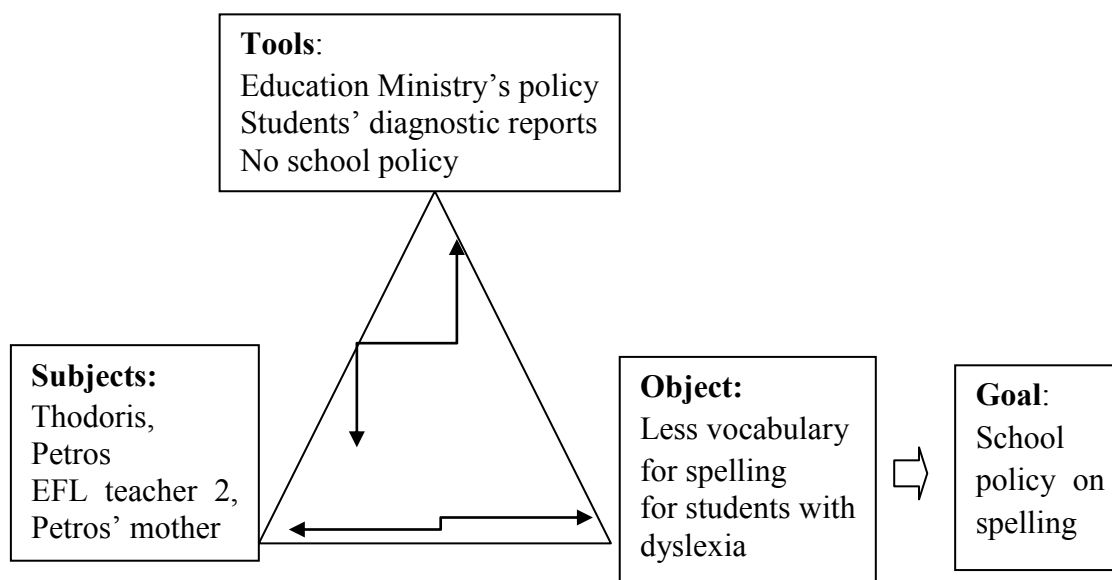
She doesn't want to reduce the amount of words she gives to the whole class as she knows the students won't learn the words they don't have for spelling. She can't give them spelling to write every week to reduce the amount of words they have to learn as she will have too much to correct in this case and nobody pays for her time.  
Extract 44/Field notes 19-06-09/Appendix 5.2.6

Figure 8.8 shows that all mothers' in School 2 and partly EFL teacher 2's object of differentiating the vocabulary students with dyslexia have for spelling was not met.

The tools created a contradiction in the activity system: the Education Ministry's policy does not mention anything about how to examine spelling in EFL or MFL generally for students with dyslexia. The school does not have a policy on the issue either. I have used first generation activity theory because neither the Education Ministry nor the headteacher are involved in this issue that concerns only the students, a mother and their EFL teacher.

The teacher did not want the accommodation she makes for students with dyslexia to be obvious to other students considering there is no policy that requires her to make an accommodation and she would have to justify her actions. Therefore, the subjects' goal should be to create a clear school policy on the examination of spelling in MFL for students with dyslexia.

In this section I have discussed the issue of the examination of spelling for students with dyslexia. Thodoris', Petros' and Stathis' mother would like less vocabulary to learn for spelling and EFL teacher 2 would like to differentiate the examination of spelling for students with dyslexia. The Education Ministry's and the school's policy though do not mention what the teachers could do to differentiate the examination of spelling, which creates a contradiction in the activity system of School 2.



**Figure 8.8: Less vocabulary for spelling**

### 8.3.3 Sensitive marking

Apart from the accommodation of the oral examination and extra time for written examinations, students with dyslexia need sensitive marking, that is, a more lenient correction of their spelling mistakes during which teachers make spelling allowances (Arapogianni 2003; Ganschow, Sparks and Javorsky 1998). There is data on this issue from George, EFL teacher 1 and George's mother from School 1 and from EFL teacher 2 and headteacher 2 from School 2.

#### 8.3.3.1 Sensitive marking in School 1

In the first interview George seemed to be concerned about the way teachers assess him during the year. He knows that he may make a mistake with punctuation and this may change the meaning of what he writes (extract 45, lines 93-95) and teachers deduct grades because of this (lines 97-8). He is not referring to the EFL teacher here but to teachers of subjects that include theory.

- 93 G e.g. when you write a definition in written speech even the slightest  
 94 detail is obvious, in oral speech it is not so obvious, e.g. I may make a  
 95 mistake in a comma and a different meaning may come out.

96 M Mmm

97 G from what [would be] if I said it orally, eh and because of this teachers

98 deduct grades

Extract 45: Interview with George/15-12-06/lines 93-98/Appendix 4.2

EFL teacher 1 told me twice that she is willing not to count George's spelling mistakes: before the exam in January she said '*ok I am not interested in spelling mistakes ...*' (Interview with T1/8-01-07/line 4/Appendix 4.1, 19). Later she said she would count as correct what is near the correct answer but not when the students are given a choice between two items:

M What will you do with the mistakes? Do you count them as correct?

T1 When I see it is near the answer yes but there are some that are either this or that.

Extract 46: Interview with T1/19-01-07/Appendix 4.1

George's teacher of modern Greek (teacher of Greek 1) also told me she would not take spelling mistakes into consideration in the grade when she marked papers of students with dyslexia although she corrected them in George's essay:

The teacher of Greek said ... she wouldn't take spelling mistakes into consideration and she didn't give students with dyslexia below 10 to make them feel ok. However, in the first essay she gave me all the mistakes were corrected.

Extract 47/ Field notes/26, 27-01-07/Appendix 5.1.7

On the other hand, during the discussion I had with George and his parents George and his mother told me that two teachers deducted grades from George's paper because of his spelling and syntax mistakes that year (extract 48). In the first exam on Development of Applications in Programming George confused two letters and the exercise came out wrong (lines 158-9). In the other one the teacher said there was lack of clarity and syntax (line 163). Both were specialization subjects whose grades count for entering university.

156 Mo1 which one was it that they gave you a lower grade for, was it PET [Principles of Economic Theory]?

157 Which one was it? Economic Principles?  
 158 G ... eh Mrs [teacher of Development of Applications in Programming].  
 That is, I confused  
 159 some letters m with n and the exercise came out wrong in a program.  
 160 M Ok I don't know about this, yes.  
 161 G Ok this ok, while I could have got a higher grade ok I got a lower one  
 162 and in ODE [Principles of Management and Administration of Business  
 and Services]  
 163 Mo1 'There is lack of clarity, there is lack of syntax'.  
 Extract 48: Interview with George/19-01-07/Appendix 4.2

In the interview conducted in January George said that the headteacher had told him that he could not be examined orally in exams during the year but only at the end of the year. In exams the teachers have to be 'lenient' with him (extract 49). By 'lenient' the headteacher probably means 'sensitive marking'. This means that George had the chance to discuss the issue with the headteacher who went to the trouble of interpreting the Education Ministry's policy.

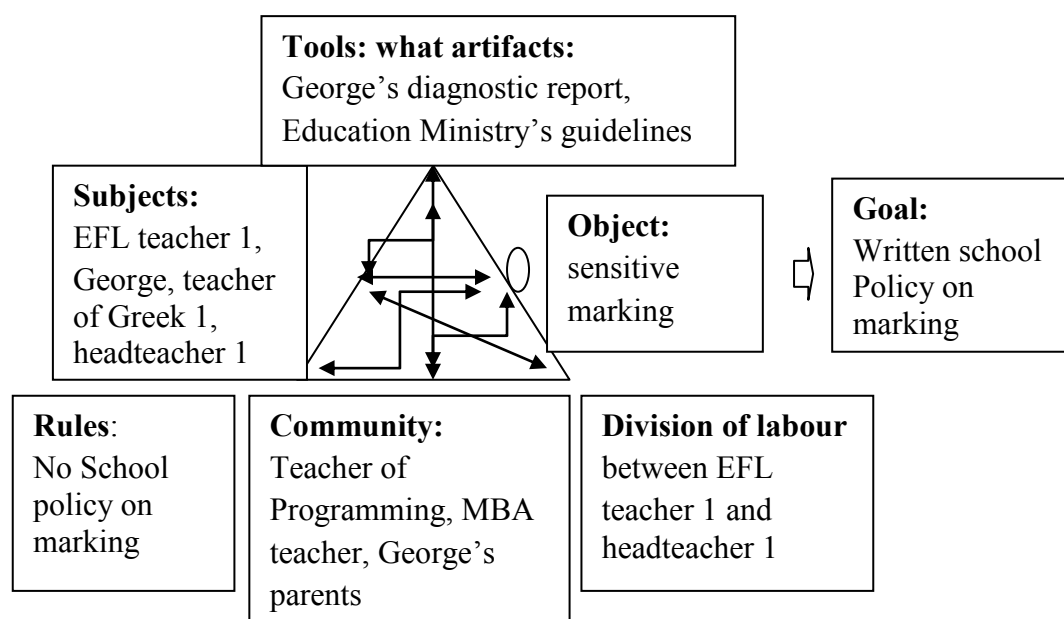
G but they have told me even ... Mr. [headteacher 1] has told me that in the exams they have to be more lenient with me, that is, they can't examine me orally in exams, only in the end of year exams.  
 Extract 49: Interview with George/19-01-07/Appendix 4.2

I asked headteacher 1 on the issue and he told me that teachers should not correct students' with dyslexia mistakes as they destroy their self esteem:

I said I heard some complaints that some teachers correct students' mistakes at exams and he said they shouldn't and there is no point as the student then feels he has done it all wrong.  
 Extract 50/field notes 2-02-07/Appendix 5.1.7

George, his parents, EFL teacher 1, teacher of Greek 1 and the headteacher of the school share the same object, sensitive marking, but each one works on it individually (Figure 8.9). George's object of sensitive marking was probably achieved in EFL because of the EFL teacher's personal interest in the issue but not in all other subjects in the school. This was because there was no school policy on marking for students with

dyslexia. Therefore, the community's resistance towards the subjects' object and the rules create a contradiction in the activity system.



**Figure 8.9: Sensitive marking in School 1**

### 8.3.3.2 Sensitive marking in School 2

EFL Teacher 2 claimed that she does not deduct grades for the spelling mistakes of the students with dyslexia (extract 51, line 217, extract 52, lines 236, 238) especially in cases where they forget one of double letters (extract 51, lines 247-8). She admits that she deducts from their exam papers 1/10 of the grade she deducts for other students when students with dyslexia do not agree to be examined orally (extract 51, lines 219-222) or when they tell her they have nothing else to say during the oral examination (extract 52, lines 240-1). She counts their mistakes when they say the same answer orally as they write, which she interprets as indicating that they have learnt something wrong (extract 52, lines 241-5).

217 T2 Look I don't count the spelling, that is ... because there are many  
 218 spelling mistakes, I don't count them and if I count them I count them  
 219 on a 1/10 scale in comparison to how much I will count them on others'  
 220 exam papers. To the extent that they haven't ... accepted to be examined  
 221 orally. Because normally since you don't want to be examined orally and

222 you are based on your writing I have to be [objective]  
Extract 51: Interview with T2/23-02-07/lines 217-222/Appendix 4.5

236 T2 you shouldn't deduct a grade for the spelling mistakes  
237 M mm  
238 T2 this has been achieved, eh for this reason I'm telling you that I don't do it.  
239 M mmm  
240 T2 I don't do it. Or if I do it I will do it to the point that they have told me  
241 that 'I haven't got anything else to say'. That is, when let's say, he has written  
242 the number as 'threed' and you examine him orally and he tells you 'threed'  
243 then the mistake is counted.  
244 M mmm.  
245 T2 because he has learnt it wrong.  
246 M I was saying if he writes something as it is heard and the spelling is  
247 wrong, let's say from two ells one is missing.  
248 T2 we are not talking about these, these are not counted.  
Extract 52: Interview with T2/23-2-07/Appendix 4.5

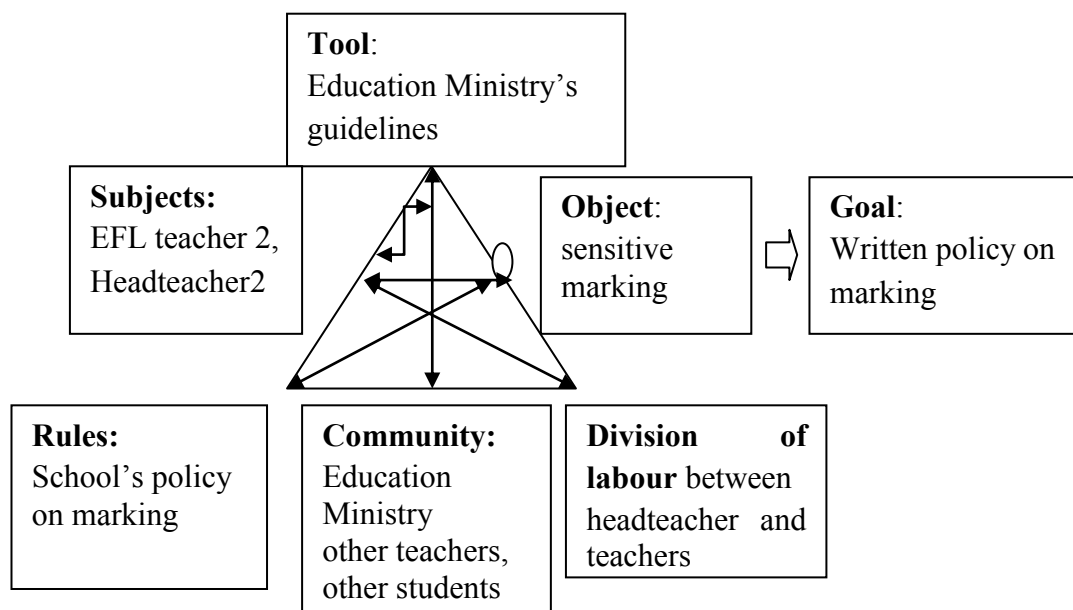
Headteacher 2 also suggests that the assessment of students with dyslexia is done with patience and lenience in School 2 and that their spelling mistakes are not corrected (Interview with HT2/16-02-07/Appendix 4.12, 4). Therefore, EFL teacher 2 and headteacher 2 share the object of sensitive marking (Figure 8.8). I next investigate the extent to which this object is worked on together to achieve the goal by looking at students' corrected papers.

By looking at the way the teacher corrected Petros' and Thodoris' papers (Appendix 6.1, 6.2) with the dictation they wrote in class it seems that the teacher contradicts herself sometimes while in other instances she does what she said which means that the teacher's and the headteacher's object is partially met. She contradicts herself when she agrees that she does not deduct a grade when one of two identical letters is missing (extract 52, lines 247-8) because she has deducted half a grade in April when Thodoris wrote 'mamal' instead of 'mammal' although he wrote the correct meaning of the word next to it. She has also deducted half a grade for the confusion of 'c' with 's' in 'insect' and 'kangaroo' in Thodoris' paper. In addition, she has deducted points from Petros' paper for writing 'drusch' instead of 'brush' and 'drive throu'



instead of 'drive through'. This mistake was also made by Thodoris who did not get any point either. She deducted 0, 02 points in February from Petros' exam paper (see Appendix 6.3) for writing 'hairbresher' instead of 'hairdresser' because she thought it was completely wrong (interview with T2/23-2-07/line 577/Appendix 4.5, 21). She did not deduct any grade though when Petros wrote 'boctor' for 'doctor' in the same exercise suggesting that she did not count the 'b' with 'd' confusion as a mistake. She also deducted 0, 15 points from Thodoris' exam paper (see Appendix 6.4) in February because he wrote 'Portugish' instead of Portugese but she did not deduct any grade when he wrote 'Brazillian'.

In Figure 8.10 the subjects (EFL teacher 2 and headteacher 2) are working on the object of sensitive marking individually. The object cannot be fully achieved because of the lack of a written policy from the Education Ministry or the school. It can only be achieved due to the EFL teacher's personal interest in the issue. The EFL teacher 2's inconsistency in her marking of spelling and teachers' different approaches to spelling correction in School 1 indicates a need for a written policy (goal in 8.7 and 8.8) from the headteachers or the Ministry of Education that gives teachers clear guidelines on which mistakes to mark as wrong in students' with dyslexia papers.



**Figure 8.10: Sensitive marking in School 2**

In this section I showed that George's, his parents' and EFL teacher 1's, teacher's of Greek 1 and headteacher 1's object of sensitive marking was achieved for EFL but not for all subjects in School 1. In School 2 EFL teacher 2's and headteacher 2's object of sensitive marking was partially achieved. This was because of the lack of a written policy on marking the exam papers of students with dyslexia.

#### **8.4. Education Ministry policy and diagnostic report recommendations for oral examination: both schools**

In this section I discuss the implementation of the recommendations for the oral examination of students with dyslexia from the Education Ministry and the diagnostic centres. I use data from the EFL teachers from both schools.

#### 8.4.1 School 1

The Education Ministry's guidelines to teachers (MNER 2009, 2010) urge them to examine students with dyslexia orally. George's diagnostic report from a diagnostic centre recommends that he is also examined orally. Therefore, these are two 'what artifacts' (see methodology chapter). These 'what artifacts' are problematic though because the Education Ministry's policy on dyslexia assessment (MNER 2009, 2010) and the diagnosis the students get from the diagnostic centres are unclear about how to assess a student in a foreign language. EFL teacher 1 told me in an interview regarding the diagnosis from diagnostic centres:

M Is the diagnostic report enough for you? Does it say enough about the student?

T1 ... it tells me that this student usually asks to be assessed orally but when I asked here [the school] the issue was unclear, that is, I said 'what do we mean by orally, do you just examine him orally, doesn't he write like the others?' and they basically answered that he takes the written exam ... and basically he has more time to revise it, to add something etc. So, I am waiting to see how this will be done in practice ...

Extract 53: Interview with T1/13-11-06/Appendix 4.1

Later in my study I discussed with EFL teacher 1 about the Education Ministry's policy on dyslexia. The interview took place before George's class wrote the EFL exam for the four months' period. She said that the policy does not specify how students with dyslexia can be assessed in EFL. This is what I wrote in my field notes:

I told the EFL teacher he [George] wants to be examined orally during the exam and I have looked into the policy from the Ministry that says students with dyslexia write their answers on a rough piece of paper and it doesn't count towards their grade. She finds this very unclear and we agreed we don't know how it can be applied to EFL as the students have to fill in gaps with words in the EFL exam.

Extract 54/Field notes/8-01-07/Appendix 5.1.6

Therefore, George's diagnostic report and the Education Ministry's guidelines on assessing students with dyslexia create a contradiction in the activity system of School 1

(Figures 8.2, 8.3, 8.4 and 8.7). Both EFL teacher 1 and George have to deal with an unclear policy and the problem of when, where and how the student can be examined orally in EFL during the school year.

#### **8.4.2 School 2**

EFL teacher 2 thinks the diagnostic report is ineffective because it is difficult for teachers to interpret it because it includes medical terms:

T2 ... Do I know how to interpret it? They give me a diagnosis that has medical terms in it  
Extract 55/Interview with T2/02-03-07/lines 354-5/Appendix 4.5

Therefore, the students' diagnostic reports create a contradiction in the activity system of School 2 as they do not specify how each student should be examined and assessed (Figures 8.5, 8.6, 8.8).

In this section I have shown that the Education Ministry's policy and the diagnostic reports create a contradiction in the activity system of School 1 and School 2 as they do not specify how, when and where students with dyslexia can be examined orally in EFL.

#### **8.5 Conclusion**

In this chapter I have analysed data related to accommodations for the assessment of students with dyslexia as they are part of dyslexia provision. I have investigated the issue of accommodations for the oral and written examination of students with dyslexia required by the Education Ministry's guidelines, the examination of spelling in School 2 and the issue of sensitive marking in both schools. I have shown that participants in School 1 and 2 are trying to solve the problem of when the oral examination can be conducted but the school timetable and the lack of time during the

break cause a contradiction. As far as the examination of students with dyslexia in a different room is concerned, the rules (finding rooms and staff) and the division of labour between teachers regarding the supervision of exams created a contradiction in the activity system. The school policy of School 2 also created a contradiction as it was unclear about when the extra time should be given to students with dyslexia. The Education Ministry's and the school's policy though do not mention what the teachers could do to accommodate students' with dyslexia needs regarding the examination of spelling, which creates a contradiction in the activity system of School 2. I have also shown that sensitive marking was not always achieved in School 2 because of the lack of a written policy on marking the exam papers of students with dyslexia. Therefore, because of the lack of written policy, dyslexia provision is provided only when particular teachers are interested in finding ways to differentiate the assessment of students with dyslexia and not as a whole-school approach.

## **CHAPTER 9: ACCOMMODATIONS AND PROVISION FOR LEARNING IN AND OUT OF CLASS AND HOMEWORK**

### **9.1 Introduction**

The purpose of this final analysis chapter is to discuss accommodations and provision for teaching in class and homework using evidence from EFL teacher's interview and the students' and mothers' interviews. The issue of time-as-support appears in the teachers', students' and parents' interviews in two different ways: 1) extra time in class and 2) extra time for homework. I show that this type of support is not always achieved as there are contradictions in the activity system of School 2. I also investigate mothers' requests for the provision of parallel support in class and individual teaching programs in the school which are not satisfied either.

### **9.2 Accommodations for extra time in class**

I first investigate the issue of accommodations for extra time in class for students with dyslexia. There is data from all students from School 2, a mother, EFL teacher 2 and field notes from lessons. The analysis shows that students do not always have extra time because of the lack of school policy and the unclear guidelines from the Ministry of Education.

All students in School 2 told me that they need extra time to answer questions in class. Stathis said he needs more time to do exercises in class. He wants the teacher to allow different paces in class so that some students manage to get the work done:

St ... even in exercises it happens, someone may finish much earlier, because he finishes earlier there is no need

M She shouldn't hurry.

St to start all together because neither I nor anybody else will have the time to even do it.

Extract 1/Interview with Stathis/25-02-07/Appendix 4.6

Petros also told me he needs more time to answer questions in class. He needs

more time to think of the answer and her shouting confuses him:

M Do you want a little more time when she asks you that is?  
P Yes, I want more time  
M To answer?  
P To think of it a little ... and she shouts aaaand she confuses you a little  
Extract 2/Interview with Petros/11-03-07/Appendix 4.7

Thodoris like Petros needs more time to answer questions in class. He claims the teacher once gave him ten seconds to answer a question which he thought was not enough. He did not have time to think and understand the question he read and she asked another student:

M Does she give you time to answer when she asks a question in class?  
Th No, I think I would like more time.  
M You would like more time.  
Th That is, I was confused once and she gave me ten seconds to answer, to say the right thing, I didn't have time to think of it, to understand what I was reading and she went to another child to continue the teaching hour.  
Extract 3/Interview with Thodoris/11-04-07/Appendix 4.8

Petros' mother told me the EFL teacher cannot give extra time to students with dyslexia, as I asked her to do, because there is no time to give. She explained to me why there is not enough time for each student: every student has 2-3 minutes if you divide the 45 minutes that the lesson lasts by the number of students in class (25), which is not enough time:

M I simply told her to give more time to the specific students and she said that there is not much time...  
Mo3 No, there is not much time because  
M Because there are 25 [students] in the class  
Mo3 Because if you take the 45 minutes it is 2 or 3 minutes for every child, what can you do in 3 minutes?  
Extract 4/Interview with Mo3/4-5-07/Appendix 4.10

In the first lesson I observed in School 2 EFL Teacher 2 waited twice when she asked him to answer questions in class. In the first instance he gave the wrong answer and she directed him on where to look for the answer but he could not answer. In the second instance Petros knew what the question meant but he could not answer

immediately and she gave him some time to look at the question and think of the answer even though another student (Thodoris) showed that he knew the answer:

She nominated Petros to answer where Brenda's bedroom is. He gave a wrong answer and she said in English 'look at the text'. He didn't answer and another student gave the answer. She is asking Petros the meaning of the question 'what colour is her carpet?' He gave her the correct answer about the meaning of the question. He didn't find the answer to the question immediately and 'she said take a better look, what it says in the book'. Thodoris knows the answer and wants to say it.

Extract 5/field notes 16-2-07/Appendix 5.2.4

EFL Teacher 2 told me that she gives students with dyslexia some time to answer questions in class which is what I observed in extract 5 (extract 6, line 180-1). She also gives as much time as she can for exercises in class (line 194). For example, in an incident with Petros who could not answer a question she rephrased the question but when she saw that he did not know the answer, she did not insist because she had to present the next lesson (lines 181-188). The other students may also start to call out the answer which means she has to let them answer and move on (lines 188-190).

180 M Do you give them some time to think of it?

181 T2 Yes that's what I do but can I tell you what happens? When I see that  
182 the student is stuck because he doesn't know something, like Petros did  
183 today, you saw that I waited

184 M Mmm.

185 T2 I asked the question again, I tried to help him. I saw that he  
186 didn't know, I can't insist more because time passes

187 M Yes.

188 T2 and I won't have time to present [the next lesson] and the others will  
start

189 M to call out

190 T2 Yes you see them they don't wait.

191 M Yes. Do you give them more time to do the exercises?

192 T2 In class?

193 M In class and in tests.

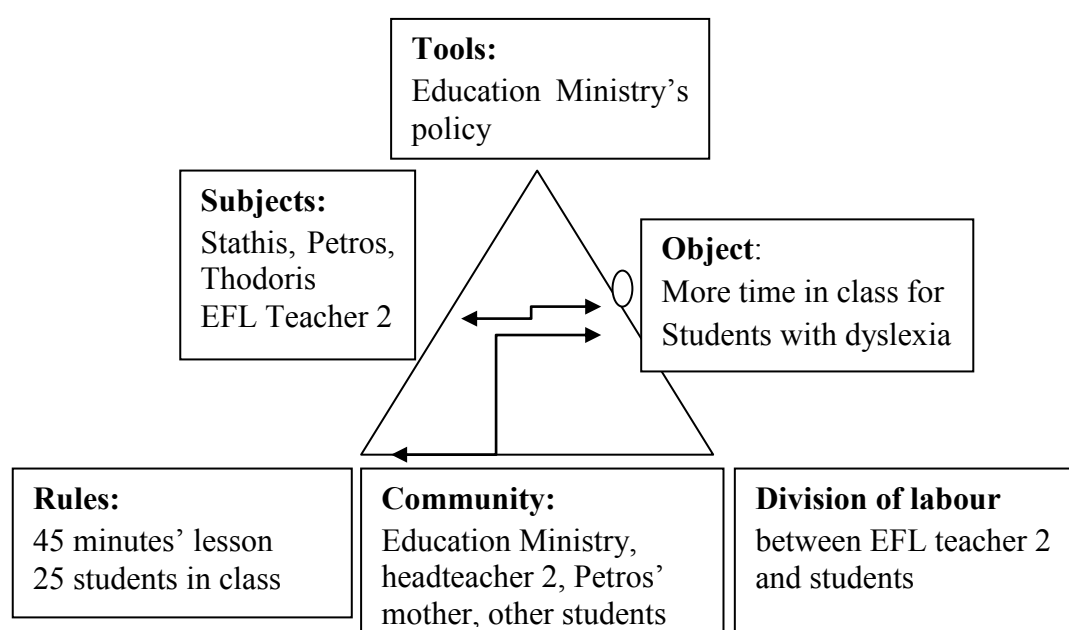
194 T2 In class I give as much time as I can.

Extract 6/Interview with T2/2-03-07/Appendix 4.5

Therefore, the rules, that is teachers' common practice that requires that the EFL teacher checks students' previous knowledge or gives students the chance to speak and



presents the new lesson in 45 minutes do not allow the teacher to give more time to students with dyslexia to think of the answer. The rules, the Education Ministry's policy, that give each EFL teacher three hours of 45 minutes each per week for that year to teach EFL to 25 students create a contradiction in the activity system of School 2 (Figure 9.1). The other students in the community who would call out the answer also create a contradiction. EFL teacher 2's, the students' with dyslexia and the object of Petros' mother of giving extra time to students with dyslexia to answer a question in class is not always met according to what the students and the teacher said. There is multi-voicedness in this example as there is evidence of the same issue from different perspectives. I put students and EFL teacher 2 in the subject position but not Petros' mother who is in the community because I do not have evidence of her collaboration with EFL teacher 2.



**Figure 9.1: More time in class**

In this section I have shown that Stathis, Petros, Thodoris, EFL teacher 2 and Petros' mother want more time in class for students with dyslexia in order to answer

questions. This object is partly met but the EFL teacher cannot always achieve this because of the short duration of the EFL lesson and the number of students in class.

### **9.3 Accommodations for homework**

Students from School 2 also said they need extra time for homework or less homework. In this section I investigate the issue of extra time for homework from the perspective of two students and EFL teacher 2. There is no data from School 1 because George did not write any homework in EFL because of his difficulties and lack of time.

#### **9.3.1 Students' perspectives**

Thodoris would like to have less work to do at home for EFL:

M      You would like to ... have less studying to do at home for English.

Th      Yes, because ... apart from English there are other subjects.

Extract 7/Interview with Thodoris/2-6-07/Appendix 4.8

Thodoris thinks EFL teacher 2 gives the class too many exercises for homework.

He said she gives the class around seven exercises out of the ten that the book includes as well as vocabulary to learn:

Th      When Miss gives us [homework], for example, if the book has ten exercises, we do three in class and [the remaining] seven are for homework ... she gives us vocabulary as well though ...

Extract 8/interview with Thodoris/02-06-07/lines 15-16, 18/Appendix 4.8

Later in the same interview Thodoris said he wants the EFL teacher to give them less exercises for homework: '*to give less exercises generally*' (Interview with Thodoris/2-6-07/ line 16/Appendix 4.8, 10).

Thodoris also suggested that the teacher gives more time to the whole class to do the exercises she gives for homework. He wants to have five days or a week to do the exercises:

Th She can ... give us in a paper twenty exercises ... and she should give them to us on Monday for example and they should be due for Friday or they should be for the following Monday.

Extract 9/Interview with Thodoris/2-6-07/Appendix 4.8

Thodoris agreed with me that he needs more time to write essays at home and do homework than other students (extract 10, lines 11-13). Therefore, some differentiation regarding homework would be useful for him (lines 6-10):

6 M There can be an arrangement about this [homework]

7 Th Yes

8 M about what you will bring at least, she can say that you will do two out of the three, to do this differentiation.

10 Th Yes.

11 M Considering that in order for you to write an essay you may need more time than another student

13 Th Yes

14 M Who doesn't make mistakes

15 Th Yes, of course.

Extract 10/Interview with Thodoris/2-6-07/lines 6-15/Appendix 4.8

Stathis also said he needs more time than other students to write homework because of his dyslexia. Therefore, since he has not got this time, sometimes he does not do all the exercises:

St sometimes ... I don't have time to do many things and maybe because of this problem ... , because of dyslexia ... I need more time and because there isn't more time

M Mmm.

St I don't do the exercises. I try to do the exercises though, it doesn't happen all the time, it's only once in a while that I don't bring exercises ...

Extract 11/Interview with Stathis/25-02-07/Appendix 4.6

### **9.3.2 EFL Teacher 2's perspective**

EFL Teacher 2 told me that she does not mind if students with dyslexia do not do all exercises (extract 12, lines 3, 5). Instead, she claims that she encouraged the

whole class to do half of the exercises if they do not have enough time as long as they are correct (lines 14-15).

- 1 M Sometimes Stathis said he does two out of the three exercises for  
2 example  
3 T2 I don't have a problem with that.  
4 M Because he finds it hard, it takes him more time to write them and=  
5 T2 =I don't have a problem with that, you saw that today I told them 'do  
6 half ...  
11 T2 I generally have told everybody because you saw there are more weak  
12 students in class, it is not only Stathis  
13 M Mmm.  
14 T2 I have told them that if you don't have time to do all of them, do half  
15 but do them right.

Extract 12/Interview with T2/02-03-07/lines 1-6, 11-15/Appendix 4.5

She also said she gives extra time to students who do not manage to finish homework on time. She tells them to do it during the weekend:

- T2 I have told them I don't mind, they can come and tell me that 'I didn't have time to do all of them because I couldn't'. That's it, s/he will do them at the weekend, it is not obligatory to do them from one day to the next.

Extract 13/interview with T2/2-3-07/Appendix 4.5

EFL Teacher 2 said she does not reprimand students with dyslexia for not doing homework because she does not want to embarrass them:

- T2 ... You cannot reprimand them [concerning homework in class]. S/he may be embarrassed.

Extract 14/interview with T2/23-02-07/lines 207-8/Appendix 4.5

At the same time she wants to treat all students in the same way, both the 'good ones' and the 'weak ones' in order not to be accused of being unfair. For this reason, she notes down everybody who has not brought the homework:

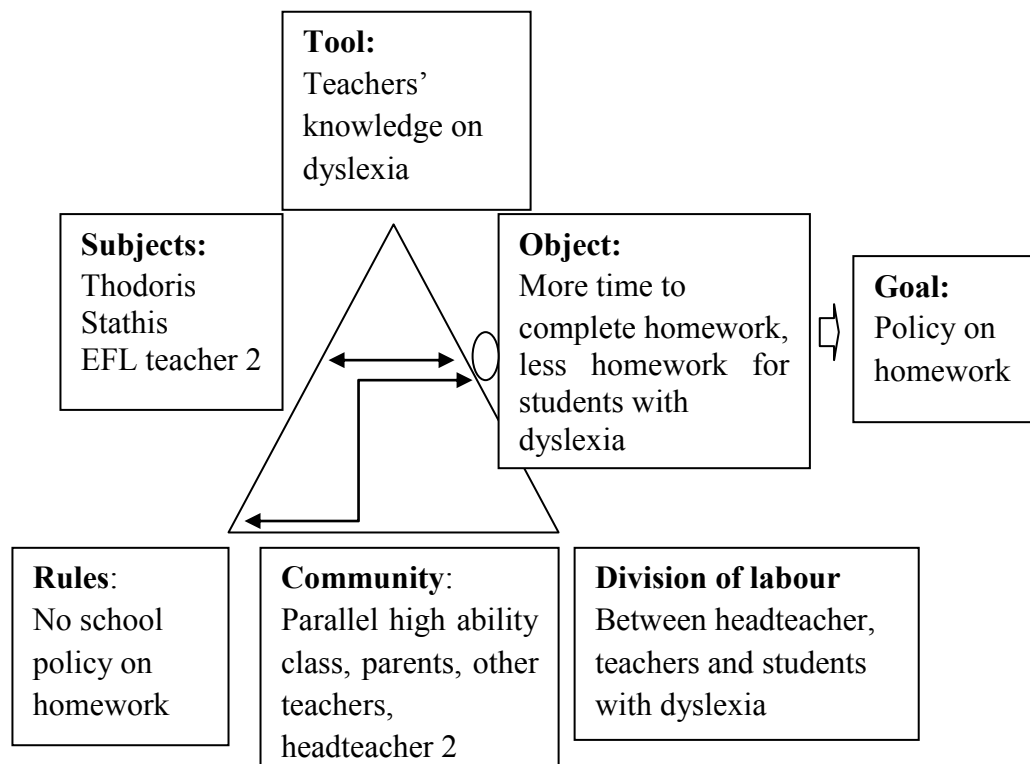
- M ... so that they don't say that you treat someone unfairly.  
T2 Oh I don't I don't. Let me tell you something, I think that this is the only thing that they won't say because I try to behave in the same way with everybody.  
M Yes.  
T2 Both to excellent students and to not good students.  
M Mmm.

T2 And I am strict to everybody, that is there is no way, ...you saw that let's say, I made a note of all those that hadn't brought homework, all of them ...  
Extract 15/Interview with T2/23-02-07/Appendix 4.5

EFL teacher 2 also said she is more lenient with students with dyslexia than with other students: '*I am definitely more lenient*' (Interview with T2/2-3-07/line 275/Appendix 4.5, 28). However, in the beginning of my study, I observed her reprimanding Stathis for not doing the homework (extract 16) which means that she is not always lenient with students with dyslexia and she does not give them extra time for homework from the beginning:

Stathis didn't have a book for the second time and hadn't done the homework twice and she shouted at him. She said if they don't bring their book 3 times she will deduct one grade.

Extract 16/field notes 16-2-07/Appendix 5.2.2



**Figure 9.2: More time for homework**

In Figure 9.2 Thodoris', Stathis', EFL teacher 2's object of giving more time to students with dyslexia to complete the homework is partially met. This happens because EFL teacher 2 contradicts herself probably because she wants to support students with dyslexia and weak students by giving them extra time but at the same time she tries to be fair and treat all students in the same way. Therefore, she has to note down they have not brought the homework. The teacher may not differentiate the homework for students with dyslexia because there is no school policy on how much homework to give to these students or how much time to give them to complete the homework. If there is such a policy then the EFL teacher will not be accused of being unfair to any of the students in the class. There is a systemic contradiction in the lack of a school policy on homework (rules) which means that the subjects' goal should be to create such a policy.

In this section I have shown that Thodoris and Stathis would like to have fewer exercises to do for homework in EFL or to be given more time to do them. EFL teacher 2 claims that she tries to be more lenient to students with dyslexia by not reprimanding them as much as other students for not doing their homework and she may give them extra time for homework but she cannot differentiate clearly the homework for them as there is no school policy on accommodations for homework and the teacher does not want to be accused of being unfair.

#### **9.4 State dyslexia provision**

In this section I discuss dyslexia provision that mothers of students with dyslexia want for their children in the classroom and the school. I use evidence from all mothers' interviews from School 2. There is no data from School 1.

All mothers from School 2 expressed the opinion that there is a need for state dyslexia provision as private dyslexia provision costs too much. Mothers would have

liked to have provision in the form of programs for their children, special needs teachers or assistants in their children's class.

Stathis' mother and father take Stathis for psychological support outside school, as I mentioned in 6.3.2. They would be interested in the pilot programs in state secondary schools for students with special needs that I mentioned to them:

M There are some schools that=

Mo2 =schools?

M Yes.

Mo2 State or private?

M Yes state. Some schools do pilot programs for students with learning difficulties.

Mo2 We are interested in this.

Extract 17/Interview with Mo2/25-02-07/Appendix 4.9

Petros' mother takes her children to a private centre because there is no coordination in state services:

Mo3 ... we go [to a private centre] because they [diagnostic centres] don't have space and there is no coordination at all, they have a contract with some [private centres]

Extract 18/interview with Mo3/11-3-07/lines 265-267/Appendix 4.10

Petros' mother would like to have state dyslexia provision for her children as she paid a lot of money for private dyslexia provision when the state insurance stopped reimbursing the fees she paid:

Mo3 My husband's state insurance covered the fees and we paid about 50 euros for both children from our pocket. Then, that stopped and we paid 1000 1200 euros ...

Extract 19/Interview with Mo3/11-03-07/Appendix 4.10

She then changed from her husband's insurance to her insurance so she could get some of the fees back. She complained about this saying that the state gives the dyslexia diagnoses saying that these children need provision and then they stop paying for this provision. Therefore, she believes that there is no continuity in state provision:

Mo3 We paid ... 1200 per month for five months until we found out that TEVE gives 75% ... I had called and said can you see into it? The state gives through the centre for mental health the paper [diagnosis] that the children have a problem and they need provision and then the state stops it? That is ... as there isn't continuity from pre-school to nursery to primary school, the same happens after primary school.

Extract 20/interview with Mo3/11-03-07/lines 308-9, 312-7/Appendix 4.10

Thodoris' mother would have preferred to have dyslexia information and provision from the state so that she and the other parents did not have to pay so much:

Mo4 the state though has not managed to do programs for children. All this did not have to be private and parents wouldn't have to pay so much money.

Extract 21/Interview with Mo4/11-04-07/Appendix 4.11

She believes it is difficult for a family that has two or three children to pay the money private centres ask for and there should be state schools that offer provision. She thinks that in these special classes the students should be grouped according to their difficulties and not all students with special needs should be placed in the same class as it is currently the case:

Mo4 Why should all these private schools exist and why can't the state make schools where children can go but where they can be grouped

Extract 22/Interview with Mo4/11-04-07/Appendix 4.11

Furthermore, Stathis' mother thinks support teaching or 'parallel support' in class would be useful for Stathis:

M In England in primary schools there is someone in the classroom.

Mo2 This would be very helpful for Stathis.

Extract 23/Interview with Mo2/25-02-07/Appendix 4.9

Thodoris' mother also talks about 'parallel support'. She thinks there should be an SEN teacher in classes with students with learning difficulties in order to support them:

Mo4 There should be a special needs teacher at the same time in class

M Yes.



Mo4 To be able to take care of the children that have a difficulty at the same time as the teacher.

Extract 24/Interview with Mo4/11-04-07/Appendix 4.11

It is not very easy to organise ‘parallel support’ in Greek state schools since the Ministry of Education takes a long time to satisfy applications from parents as Thodoris’ mother said:

Mo4 You may have applied for this teacher three years before and you may still wait for him/her...

M Are there people who have tried and it hasn’t happened?

Mo4 Of course, many [people], you don’t get permission.

Extract 25/Interview with Mo4/11-04-07/Appendix 4.11

The delay in the organization of ‘parallel support’ is due to lack of money and lack of appropriate staff at the Education Ministry (extract 26). There might be lack of coordination of services between the Education Ministry that has to send SEN teachers to schools and the local KEDDY (diagnostic centre) that is responsible for the suggestion of ‘parallel support’ as illustrated by Thodoris’ mother:

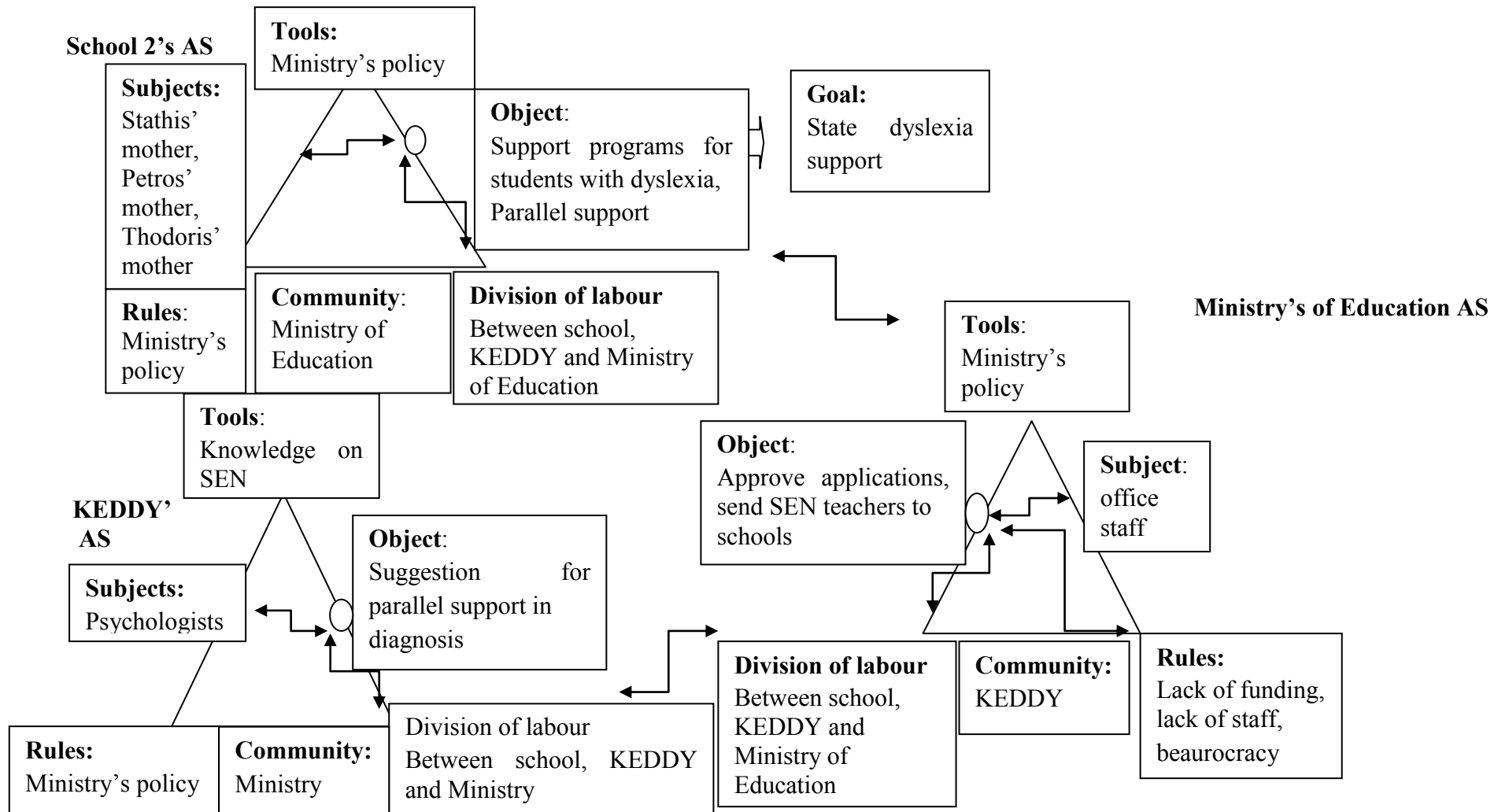
M Why do you believe the procedure is slow? Are there no people or no money?

Mo4 There are no people, there is no money. And does anything actually work ...?

Extract 26/Interview with Mo4/11-04-07/Appendix 4.11

All mothers’ goal of receiving state dyslexia provision for their children and the object of having support programs for their children as well as support teaching are not achieved because the division of labour between the school, the local KEDDY and the Ministry of Education cause a contradiction in the achievement of the collaboration between them (Figure 9.3). If mothers in my study wished to have parallel support and individualised support programs they would need to apply for ‘parallel’ support at the school which means they would collaborate with headteacher 2. Their application would be sent to the Ministry of Education through the LEA. The Ministry of Education would

have to approve the application and find the appropriate staff and the funding and check if the local KEDDY also approves the application. The lack of funding and staff, the beaurocracy and the lack of coordination of services are possible causes of the delay in parallel support or the non existence of any state provision which demotivated mothers from asking for it.



**Figure 9.3: State dyslexia provision**

In this section I have shown that all mothers in School 2 would like to have state dyslexia provision for their children in the form of support programs or ‘parallel’ support in class. The lack of money and as a result the lack of staff in the Ministry of Education and the division of labour cause a contradiction in the network of activity systems as the goal of state dyslexia provision cannot be achieved.

## **9.5 Conclusion**

In this chapter I have discussed the issue of accommodations for extra time in class and for homework and accommodations for dyslexia provision in class and in the school using data from School 2. I have shown that EFL teacher 2 cannot always achieve the object of giving extra time in class to students with dyslexia because of the short duration of the EFL lesson and the number of students in class which create a contradiction. I have also shown that the EFL teacher may give students with dyslexia extra time for homework but she cannot differentiate clearly the homework for them as there is no school policy on homework, which creates a contradiction. Finally, I showed that all mothers in School 2 wished to have state dyslexia provision for their children but the lack of funding, the lack of appropriate staff and the division of labour between the Education Ministry, the KEDDY and School 2 create a contradiction.

## **CHAPTER 10: CONCLUSION**

### **10.1 Introduction**

In concluding this thesis, I revisit my research questions and relate my findings to the research questions. I discuss the key findings of my study, I compare them to the literature and the Education Ministry's policy and I present a summary of the contradictions, their cause and resolution. I also make suggestions to the participants of my study and other headteachers, teachers, students and parents based on my findings and the literature. I reflect on how effectively the methodology used in this study enabled me to meet my research aims. Finally, I discuss the contribution of my study to the body of research on dyslexia provision and activity theory. I also present implications on the participants and suggestions for further research in this area.

### **10. 2 Research aims and questions**

The main aim of my study was to investigate dyslexia provision. My main research questions related to this aim were:

- 1) What provision do EFL teachers and the school offer to students with dyslexia?
- 2) What provision and accommodations do students with dyslexia need and are offered when they learn EFL in Greek state secondary schools?
- 3) What provision do parents of students with dyslexia need and are offered by teachers and the school?
- 4) What contradictions emerge when students, teachers and parents try to meet their objects and goals regarding dyslexia provision?
- 5) How do participants in my study try to resolve these contradictions?

### **10.3 What provision do EFL teachers and the school offer to students with dyslexia?**

#### **10.3.1 Teachers' knowledge**

The theme of lack of teachers' training was selected for investigation because it influences the support that teachers offer to students with dyslexia. It appears repeatedly in the data and in the analysis it was an object for EFL teacher 1 and 2 and a tool in the activity system of School 1 and 2 that would be useful for the achievement of differentiated teaching. In 6.1 I showed that EFL teacher 1 and 2 wished to be trained on dyslexia issues but they had not received such training at university. EFL teacher 2 received training on dyslexia as in-service training from the EFL adviser the year after my study. Parents in School 2 complained that primary and secondary school teachers have negative attitudes towards their children because of their dyslexia and that teachers have inadequate knowledge on dyslexia or on teaching students with dyslexia.

This finding confirms Constantopoulou's (2002), Arapogianni's (2003) and Lappas' (1997) findings about lack of Greek teachers' knowledge and training on dyslexia. Constantopoulou (2002) and Arapogianni (2003) have investigated this issue looking at teachers' perspective only and not at parents' perspective as well, as I and Lappas (1997) did.

#### **10.3.2 Differentiation of methods and materials**

Another issue related to dyslexia support is the differentiation of teaching methods, which was the object for both EFL teachers. They both faced difficulties in differentiating their methods for students with dyslexia because of their inadequate knowledge and students' diagnoses. EFL teacher 1 also reported the lack of teaching material for students with

dyslexia that would help her achieve the object of differentiated teaching. Thus, EFL teacher 1 identified a new tool: differentiated material.

Arapogianni (2003), Lappas (1997) and Constantopoulou (2002) also reported the issue of lack of teaching resources that teacher 1 in my study mentioned as a problem in trying to differentiate her methods. The availability of appropriate materials is one of the criteria of dyslexia-friendly practice according to Mackay (2004). It was also reported in Hunter Carsch's (2001) study as effective for dyslexia support.

### **10.3.3 Collaboration between schools and specialist provision**

The collaboration between schools and provision also influences the support that teachers offer to students with dyslexia. In section 7.2 I showed that EFL teachers in School 1 and 2 do not collaborate with specialists from diagnostic centres or from the LEA in order to offer differentiated teaching or assessment to students with dyslexia. This finding confirms Constantopoulou's (2002) finding that SEN advisers do not come to secondary schools to guide teachers.

This finding does not correspond to what law 2817/2000 requires as the centres for diagnosis, assessment and support (KDAY) are supposed to provide support to teachers. It is also opposed to the transdisciplinary model, according to which professionals from different agencies need to meet for assessment purposes and to plan programmes together (Linder 1990 cited in Lacey 2000).

My study is different from Daniels' (2007a), Engeström et al's (1995) and Martin's (2008) studies that use the concept of boundary crossing, horizontal learning and distributed expertise (Daniels 2007b, Martin 2008), as these do not happen between the EFL teachers and professionals from the diagnostic centres or the LEAs. In my study there was only one

teacher of Greek in School 1 who collaborated with a psychologist from a diagnostic centre and EFL teacher 2 who received training from an EFL adviser a year after my data collection.

My study is also different from Engeström (2001) and Engeström (1999a), intervention studies that use the theory of expansive learning and a 'Boundary Crossing Laboratory' methodology that develops expansive learning through guided team discussions. I do not use team meetings in my research to change work practices with the participants and their organisations. Instead, in my study there is individual learning in meetings with the individual participants and in some cases with both parents together with the students. I have used Engeström's (2001) first, second generation of activity theory but I did not fully use the third generation of activity theory to include object 2 and 3 in all cases as there was no collaboration between participants from different activity systems.

#### **10.3.4 Intra and inter-collegial communication for information exchange**

Intra and inter-collegial communication is related to dyslexia provision as well. In chapter 7, I showed that George's parents and George would have liked to have informed teachers on students' diagnoses in order to have the provision they deserve but this was not always the case. I showed that in School 1 the EFL teacher and a teacher of Greek would have liked to be informed by the headteacher about who the students with dyslexia are but this was not done in the beginning of the school year. Instead EFL teacher 1 was informed by a teacher of Greek from the lower secondary school. I also showed that in School 2 headteacher 2 effectively informs teachers on students' diagnoses and on the guidelines from the Ministry of Education.



My finding is similar to Arapogianni's (2003) who reported lack of contact and collaboration with other professionals. Lappas (1997) also reported lack of communication and collaboration between learning support teachers and mainstream teachers. This finding is not similar to my study's findings, as there are no learning support teachers in the context that my study took place. My study showed why there is no collaboration between professionals and the result of this lack of collaboration from students' and parents' perspective which was not done by Arapogianni (2003).

#### **10. 4. What provision and accommodations do students with dyslexia need and are offered when they learn and are examined in EFL in Greek state secondary schools?**

##### **10.4.1 Oral examination**

The oral examination concerned teachers, students and parents in both schools. EFL teachers, all students, Stathis' father and Petros' mother are trying to solve the problem of when the oral examination can be conducted but the school timetable causes a contradiction in the activity system of School 1 and 2. In School 2 the issue of where the oral examination would be conducted was also reported. Stathis' mother and father, Petros' mother and a student wanted the oral examination for students with dyslexia to be conducted in a different room from the rest of the class. The rules (lack of room) and the division of labour between teachers regarding the supervision of exams created a contradiction in the activity system. The oral examination for students with dyslexia was a technique used by teachers in Arapogianni's (2003) study but the problems around it were not reported. Using activity theory enabled me to analyse this issue further than Arapogianni (2003) did referring to the wider socio-cultural context, the Ministry's policy and the rules and division of labour in the school that created the contradiction.

#### **10.4.2 Accommodations for extra time in exams**

Extra time in exams is an issue that concerned the students with dyslexia in School 2 of my study. In chapter 8 I have shown that all students in School 2, EFL teacher 2 and Petros' mother wanted extra time in exams for students with dyslexia. However, the school and Education Ministry's policy created a contradiction in the activity system of School 2, as it was unclear about when the extra time should be given to students with dyslexia.

Crombie and McColl (2001) also suggest that students with dyslexia learning MFL at secondary school need to apply for extra time, because they tend to be slower in responding to incoming information, which confirms students' requests for extra time in my study. Furthermore, Ganschow et al (2000) mentioned that federal legislation required giving extended time to take an English test to university students with language learning disabilities at US universities as an accommodation in examination procedures, which is similar to the Greek policy on exams for students with dyslexia (MNER 2000b).

#### **10.4.3 The examination of spelling**

Another issue related to students' needs I have investigated is the examination of spelling for students with dyslexia which has not been investigated by other researchers but it appeared in two students' with dyslexia and a mother's interviews in School 2. Thodoris, Petros and Petros' mother would like less vocabulary to learn for spelling and EFL teacher 2 would like to differentiate the spelling test for students with dyslexia. The Education Ministry's and the school's policy, though, do not mention what teachers could do to differentiate the examination of spelling, which creates a contradiction in the activity system of School 2.

In Johnson's (2004) study secondary school pupils with dyslexia complained about overemphasis on spelling especially in MFL and about having to take dictation. Students in my study understood the need to learn the spelling of words and take dictation but they complained about the amount they had to learn. Furthermore, unlike Johnson's (2004) study, I referred to policy issues to contextualise and explain the issue of spelling. I also referred to the teacher's perspective on the issue.

#### **10.4.4 Sensitive marking**

Sensitive marking is a technique that EFL teachers, headteachers in both schools and a student and his parents supported. I showed that George's, his parents', EFL teacher 1's and headteacher 1's object of sensitive marking was achieved for EFL but not for all subjects in School 1. In School 2 EFL teacher 2's and headteacher 2's object of sensitive marking was partially achieved. Lack of a whole-school policy on marking created the contradiction in schools 1 and 2. The problem in the activity system could have been solved by a shared marking policy as Hunter-Carsch (2001) found that it was reported by SENCOs as effective for dyslexia support.

Nijakowska (2000) investigated if teachers give lower marks for written tasks of students with dyslexia because of their spelling mistakes. She found out that 44 per cent of the teachers in her study provided their students with dyslexia with descriptive marks which supports my finding that not all teachers use sensitive marking. Arapogianni (2003) found that teachers in her study used sensitive marking as a technique for dyslexia support. Thompson and Chinn (2001) found that adolescents with dyslexia wanted their teachers to judge their work for content and not spelling, which is what student 1 in my study wanted from his teachers. None of the above researchers investigated the complexities and problems

around marking students' with dyslexia papers looking at policy issues and actual exam papers as I did in my study.

#### **10.4.5 Extra time in class and for homework**

Moreover, in chapter 8 I have shown that all students in School 2, EFL teacher 2 and Petros' mother wanted more time in class for students with dyslexia in order to answer questions in class. This object is partly met but the EFL teacher cannot always achieve this because of the short duration of the EFL lesson and the number of students in class.

Pupils and parents in Lappas (1997) also reported the number of students in class and the little time allocated to individual pupils, as factors leading to weak support from mainstream teachers in class. Nijakowska (2000) investigated if EFL teachers give more time to students with dyslexia to complete a task when they need it, as I did in my study, and found out that 66 per cent allowed their students with dyslexia more time to complete a task. Arapogianni (2003) also found out that the teachers in her study used the technique of giving extra time to students with dyslexia to complete a task. As far as students are concerned, Thompson and Chinn (2001) and Johnson (2004) found that adolescents with dyslexia considered extra time as important, especially for writing, which is similar to what all students in School 2 of my study wanted.

Furthermore, in chapter 9 I have shown that Thodoris and Stathis would like to have fewer exercises for homework in EFL or to be given more time to do them. EFL teacher 2 claims that she tries to be more lenient to students with dyslexia by not complaining to them as much as to other students for not doing their homework and by giving them extra time for homework but she cannot differentiate it clearly for them, as there is no school policy on homework. Teachers in Nijakowska's (2000) and Arapogianni's studies (2003) gave less

homework to students with dyslexia, which is what Thodoris and Stathis said they wanted. Pupils with specific learning difficulties and their parents in Lappas' (1997) study also complained about the amount of homework. My study differs from other studies in the reference to school policy as a rule that created a contradiction in the activity system and thus in the identification of a solution to the problem of giving extra time in class and for homework. It also investigates the issue from the perspective of teachers as well and students and parents that has not been done by other researchers.

### **10.5 What provision do parents of students with dyslexia need and are offered by teachers and the school?**

Another part of dyslexia provision is the collaboration between parents and teachers. In chapter 6 I showed that both George's parents and EFL teacher 1 wanted to meet in order to exchange information but this meeting was not carried out during my study. George's parents also complained about the lack of information from the school on the examination process. Parents from School 2 also complained that they were not informed on their children's difficulties and dyslexia issues by the primary school where their children went. EFL teacher 2 and some other teachers informed parents on their children's progress and difficulties but there was one teacher in the school who disagreed with Stathis' diagnosis and did not show understanding.

The lack of information to parents with seminars has been reported by Constantopoulou (2002), although she has not investigated the specific needs of the parents of students with dyslexia by interviewing parents. Collaboration with parents in the form of a dialogue, in which teachers offer advice to parents and consult them about effective approaches, is a characteristic of dyslexia-friendly schools according to Mackay (2004). This

is the form of collaboration with the teachers that parents in School 1 and 2 would have liked to have. Griffiths et al's (2004) concept of 'extended professionalism' in teachers' collaboration with parents is similar to Mackay's (2004) idea and includes sensitivity to parents' concerns. Parents in School 1 and 2 reported that some teachers did not show 'extended professionalism'.

As a result of the lack of information to parents, Petros' mother identified a new tool that would help parents achieve the object of being informed on dyslexia issues, seminars for parents organized by the parents' union. This is similar to what Hunter Carsch (2001) reports and to Pollock and Waller's (2003) suggestions, parents meetings in groups and seminars for parents.

In answer to the question concerning parents' needs, in chapter 9 I have shown that all mothers in School 2 would like to have state dyslexia provision for their children such as support programs or 'parallel support' in class. The lack of funding, the lack of staff and the lack of coordination of services cause a contradiction in the activity system of School 2, as the goal of state dyslexia provision cannot be achieved.

Griffiths et al (2004) investigated parental strategies and their findings are similar to mine: they found that parents tried to talk to the school and teachers and if they found no support they by-passed schools and they asked for private assessments and had private tuition for their children.

Lappas (1997) has investigated Greek parents' perceptions of the provision for specific learning difficulties in primary education and not in secondary as I did. He has found out that half of the pupils that took part in his study had private tuition and specialist support as the pupils in School 2 of my study did. In my study I showed how dyslexia or special needs provision is organized in Greece through the collaboration of the school, the diagnostic

centres and the Education Ministry using activity networks, which has not been done by other researchers.

The following summary presents the findings in terms of their relation to Activity Theory. The main contradictions that were surfaced were lack of knowledge of dyslexia in teachers and parents, lack of collaboration between schools and specialist provision, lack of inter-collegial collaboration and organisation of accommodations. They were analysed in terms of inadequate rules and tools to deal with teaching EFL to students with dyslexia and developing new rules and tools.

There was a contradiction in the achievement of the object of teachers' knowledge of dyslexia created by the rule of lack of funding for teacher's professional development in dyslexia. It was resolved by the development and use of a new tool: collaboration with an adviser through seminars. The object of mothers in School 2 which concerned receiving information on dyslexia, could not be achieved because teachers were not trained and the school did not offer seminars for parents. It was achieved through a new tool identified by Petros' mother: seminars for parents.

EFL Teachers' object of differentiating their teaching methods could not be achieved because the lack of tools created a contradiction: their inadequate knowledge and students' diagnoses and the lack of teaching material for students with dyslexia. EFL teacher 1 identified a new tool that would resolve the contradiction: differentiated teaching material.

The object of EFL teachers to collaborate with psychologists at diagnostic centres and SEN advisers was not achieved because the rules that shaped psychologists' and teachers' common practice and lack of staff at diagnostic centres, created a contradiction. If the rules change to afford collaboration between teachers, psychologists and advisers and the

teachers use the tool of collaboration with psychologists and advisers, then the contradiction can be resolved.

Sharing information among teachers about dyslexia issues was different for each school. Teachers' object of being informed on students' with dyslexia diagnoses and examination method was not achieved in school 1 from the beginning of the school year. The lack of an adequate tool or 'what artifact' for the information of teachers on dyslexia issues caused a contradiction. Therefore, the existence of such a tool could have resolved the contradiction. On the other hand, the analysis showed that the object of being informed and collaborating on dyslexia issues was achieved in school 2.

Determining when the oral examination could be conducted was a new object identified and worked on by both EFL teachers, all students and Petros' mother. In both schools, the rules, that is, the school timetable and the lack of time during the break caused a contradiction. If a specific time in the timetable is identified and agreed by all participants for the oral examination, the contradiction could be resolved. In school 2, the object for Stathis, his parents and Petros' mother of conducting the oral examination in a different room from the rest of the class was not achieved because the rules, the lack of room and staff, and the division of labour regarding the supervision of exams created a contradiction. If room and colleagues for supervision of exams are found, the contradiction could be resolved.

For EFL teacher 2 and students with dyslexia in school 2, there was a contradiction around the object of 'accommodations' for students with dyslexia, that is, giving extra time in exams, less vocabulary for spelling tests and differentiated homework. In both schools there was a further contradiction regarding another 'accommodation', sensitive marking that was an object for headteachers, teachers, students and parents. Contradictions concerning



‘accommodations’ were difficult to resolve because of the rules, that is the policies in the schools and Education Ministry. The contradictions could be resolved by clarifying the policy on these ‘accommodation’ issues which would be the goal for participants.

The object of giving more time in class to students with dyslexia in School 2 cannot be always achieved in EFL because the rules, the short duration of the lesson and the number of students in class create a contradiction. The contradiction could be resolved by changing the rules concerning timetabling and class size.

Finally, the goal of state dyslexia provision in the form of support programs and parallel support cannot be achieved because the rules, the lack of funding and staff, and the division of labour cause a contradiction in the network of activity systems that could be resolved if the rules and division of labour change.

## **10.6 My contribution to knowledge**

No other study on dyslexia provision with a focus on EFL has been conducted in Greece using qualitative methods, ethnography and activity theory. I have also dealt with issues that have not been investigated by other researchers, for example, the complexity of marking mistakes of students with dyslexia and the problems around the oral examination of students with dyslexia. I have shown how special needs provision is organized in Greece using activity networks, which has not been done by other researchers.

Activity theory enabled me to include more perspectives on the same issue than other researchers did. For example, I included parents’ perspective on the issue of teachers’ knowledge and students’ and parents’ perspectives on the issues of giving extra time in class and giving less homework to students with dyslexia. The issue of giving extra time for exams has not been investigated by other researchers by interviewing students and teachers. The

examination of spelling has not been investigated from teachers' perspective either. My study also showed why there is no collaboration between professionals and the result of this lack of collaboration from students' and parents' perspective which was not done by Arapogianni (2003) who investigated the issue. Furthermore, activity theory enabled me to refer to policy issues to contextualise and explain the issues of the examination of spelling, sensitive marking, homework, extra time in class and in exams and the oral examination. This has not been done by other researchers apart from Lappas (1997) who referred to policy issues.

#### **10. 7 Usefulness and limitations of methodology**

In this study I used Activity Theory for the data collection and analysis of my data. Activity theory proved very useful because it enabled me to include and analyse the perspectives of different participants in the study on the same issue, for example, headteachers, EFL teachers, students and parents as subjects or part of the community. It enabled me to include and analyse the perspective of other teachers apart from the EFL teachers, for example, teachers of Greek or teachers of previous years as part of the community of the activity system. It also enabled me to refer to the Education Ministry in the analysis as part of the community.

As far as the analysis of the data is concerned, Activity Theory enabled me to analyse the relationship between the participants and the community, the tools and rules in the activity system and analyse the contradictions that emerged when the participants tried to achieve their goals that is, to meet their needs in terms of dyslexia provision. I identified the factors that cause these contradictions, for example, tools, rules or division of labour that affect the activity system when they are problematic or non-existent. This enabled me to

create new knowledge on dyslexia provision in Greek urban schools, as I was able to identify what is problematic about it and where change can start. In many cases the subjects, the participants of my study, as a result of reflection and discussion with me, created new objects and tools in order to solve the contradictions and in these cases there was learning (Virkkunen and Kuuti 2000).

However, the subjects in my study try to manage the situation by individual solutions and not collaborative learning (Virkkunen and Kuutti 2000). For this reason, I was not able to fully apply third generation of activity theory, the theory of expansive learning, boundary crossing and horizontal learning in my analysis.

The choice of case study design had some advantages for my study. An ethnographic case study was appropriate for my study as multiple methods including participant observation were necessary for the data collection and my aim was to analyse the complexities of dyslexia provision in depth (Denscombe 2003; Pole and Morrison 2003). The use of case study enabled me to investigate dyslexia provision in a specific context and pay attention to its history and culture which is important for dyslexia provision and activity theory (Robson 2002; Reid 2009; Engeström 2001).

Furthermore, my research design and methods had some limitations. My study was conducted only in Athens because of permission problems – I could not conduct research in Tripoli where I was living and working as an EFL teacher, as I had permission from the Ministry of Education only for specific schools in Athens (see permission letter in Appendix 8, fieldnotes 11-11-06 Appendix 5.1.2). Therefore, I could observe EFL lessons only once a week, as I could be away from work only once a week. The study also started later in the school year (November) than I had planned, because of the local elections and teacher strikes that kept the schools closed (see fieldnotes 9-10-06, Appendix 5.1.2). This means that for

practical reasons, my study included the longitudinal element of ethnographies to a smaller extent than I had expected (Brewer 2000).

Furthermore, I was not able to include a teacher of Greek or other teachers from School 2, due to permission problems (see fieldnotes 16-02-07, Appendix 5.2.2). This did not allow me to investigate inter-collegial collaboration and collaboration with specialist provision in School 2, as I investigated it in School 1, and to be able to compare the data between EFL teacher 2 and other teachers and the data from two schools. I had the opportunity to compare between two schools but the students had different levels of English and different ages. As a result, some themes did not appear in both schools, for example, the examination of spelling.

Furthermore, some of my questions in interviews can be considered as 'leading questions', (see extracts 14, 16, 20, chapter 9) leading participants to provide the answer I wanted, which is a methodological disadvantage (Robson 2002). I could have avoided expressing my personal opinion and experiences in my interviews but sometimes I did not (Powney and Watts 1987). This kind of questions were not in my interview schedule, they were prompts thought of at the moment of the interview in order to create discussion. In an unstructured ethnographic interview, that is very similar to a conversation, it is very difficult for the interviewer to avoid expressing his/her opinion.

## **10.8 Implications for participants**

### **10.8.1 Training on dyslexia**

In this study I showed that EFL teachers and other teachers did not have sufficient knowledge and training on dyslexia. Therefore, initial teacher education is needed, which includes reference to Special Educational Needs. In-service training on special needs with

specific reference to dyslexia needs to be organized by state services or by the general education or SEN advisers and it needs to be advertised in schools. Training is needed for secondary school teachers of all subjects and it needs to be specific to each subject, e.g. foreign languages, maths, Greek language and literature etc.

A way of starting this training for EFL teachers would be the first meeting between the teachers and the EFL adviser, initiated by either of them in which they agree on a way to collaborate. The teachers can tell the adviser what they need to know and how they wish to learn it and the adviser can say how s/he can meet these needs. The shared object of the activity system of School 1 or 2 and that of the LEA (object 3 in figure 6.2) could be the establishment of meetings between the EFL teachers who are interested in the issue of dyslexia and the EFL adviser, in which the teachers are trained either by the adviser or by other specialists s/he collaborates with.

#### **10.8.2 Arrangements for time and venue of oral examination**

In this study I showed that there was a problem with when and where students with dyslexia would be examined orally. This problem could have been resolved by arranging from the beginning of the school year to do it during the first PE lesson after the exam or during the teachers' free time or even during the exam. A solution could be for the headteachers, teachers and students with dyslexia to mutually agree on a specific time and place for the oral examination to be conducted. The collaboration between teachers for the supervision of a class when students with dyslexia are examined in a different room needs to be established.

### **10.8.3 Accommodations for extra time in exams**

In chapter 8 I showed that the Education Ministry's and the school's policy created a contradiction in the activity system of School 2, as it was unclear about when the extra time should be given to students with dyslexia. Therefore, this issue needs to be clarified by the Education Ministry or the headteachers of schools.

### **10.8.4 Examination of spelling**

In chapter 8 I showed that the Education Ministry's and the school's policy do not mention what the teachers could do to differentiate the examination of spelling, which creates a contradiction in the activity system of School 2. Therefore, the Education Ministry or the EFL adviser needs to give guidelines to teachers on how to differentiate the examination of spelling for students with dyslexia.

### **10.8.5 Marking**

In chapter 8 I showed that some teachers in School 1 were not willing to differentiate their marking for George and that EFL teacher 2 was inconsistent in her marking of spelling. The differences in approaches to spelling correction between teachers and even by the same teacher in both schools indicate a need for a written policy from the headteachers, the SEN adviser or the Ministry of Education that gives teachers clear guidelines on which mistakes to mark as wrong in papers of students with dyslexia.

### **10.8.6 Accommodations for extra time in class and for homework**

In chapter 9 I showed that EFL teacher 2 may give students with dyslexia extra time for homework but she cannot differentiate clearly the homework for them as there is no

school policy on homework. This finding indicates a need for headteachers to design a policy on homework and how to differentiate it for students with dyslexia.

#### **10.8.7 Support teaching in class and extra lessons**

In order for support teaching in class to exist, parents need to collaborate with teachers and, if they agree that there is a need for a learning support teacher, parents can apply for one at their children's school. Alternatively, EFL teachers can apply for an extra teacher to be in the class through the programme Comenius 2.

EFL Teachers can also encourage parents to apply for additional support teaching (extra lessons) in EFL in their school. The school needs to make sure that the groups are small, because otherwise the lessons are not useful for students with dyslexia.

#### **10.8.8 Collaboration between schools and provision**

In chapter 7 I showed that EFL teachers do not collaborate with psychologists from diagnostic centres. There is evidence that psychologists collaborate with teachers of Greek and headteachers for diagnosis purposes. Therefore, the collaboration between psychologists and teachers to exchange information on pedagogy needs to be established. There is a need for more KEDDY, especially in Attica, so that the assessment procedure is not delayed and in order for the staff to have the time to visit schools to collaborate with teachers. The collaboration between KEDDY and headteachers and teachers in schools, SEN advisers and

general education advisers, as the law 2817/2000 requires for special schools needs to be established for mainstream schools as well.

#### **10.8.9 Inter-collegial collaboration**

In chapter 7 I showed that teachers in School 1 did not communicate effectively in order to exchange information for students with dyslexia. A ‘how artifact’ is needed that shows how the contradiction of the lack of communication between colleagues can be resolved. A staff meeting needs to be established in secondary schools in the beginning of the school year in which headteachers inform teachers on who the students with dyslexia are. Regular staff meetings need to be organized during the school year in order for teachers who teach the same class to exchange information on students’ with dyslexia difficulties, behavioural problems and progress and the teaching techniques they use. According to Mackay (2004) and Hunter-Carsch (2001) and Pollock and Waller (2003), portraits or profiles on all pupils with specific learning difficulties can be available to all staff.

#### **10.8.10 Students’ diagnoses and Education Ministry’s guidelines**

My study and Constantopoulou’s (2002) study have shown that diagnoses are inadequate because of the lack of teaching guidance for teachers and they are identical for all students. Therefore, diagnoses can also include the nature of learning difficulties, the profile and the programme needed for each student. I have also shown that students’ diagnostic reports and the Education Ministry’s guidelines for teachers are unclear about the time, venue and process of the oral examination for students with dyslexia which means that these issues need to be clarified.



## **10.9 Suggestions for further research**

Other studies on dyslexia provision could be conducted using a DWR methodology, in which headteachers, teachers, students and parents are brought together in workshops where they can discuss their objects and goals and the contradictions emerging when they try to achieve their goals. They can collectively decide on solutions to their problems and their implementation can be investigated by the researchers.

## **10.10 Conclusion**

In this final chapter I have discussed the main findings of my study in relation to my research questions and the literature. I have found some similarities between my study and previous studies but I also identified issues that have not been investigated by other researchers. Then, I discussed the strengths and limitations of my research methodology. In the end of the chapter, I consider the implications of my findings on the participants and dyslexia provision in Greece and I present suggestions for further research in this area.

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## Appendix 1: Sources of Data

### School 1

participant	Source	Time spent	Analysis
Student 1 (George)	2 interviews	32 mins	transcription
	informal discussions recorded through fieldnotes	Approximately 11 mins	
	telephone conversation recorded through fieldnotes	Approximately 10 mins	
	Observation in 11 teaching hours	7,56 hours	
	Student's exam paper in English & exam papers and work in Greek		
George's mother and father	1 interview together	78.05mins	transcription
	Telephone conversation recorded through fieldnotes	Approximately 5 minutes	
EFL Teacher 1	Interviews	61.79 mins	transcription
	Informal discussions, Observation in staff room	12 mins recorded, 70 mins non recorded	Analysis of fieldnotes
	Observation of 7 lessons	288,07 mins= 4, 80 hours	Analysis of fieldnotes
Teacher of Greek 1	2 recorded interviews/conversations	11.62 mins	Analysis of fieldnotes
	informal discussions recorded through fieldnotes	Approximately 35 mins	Analysis of fieldnotes
Teacher of Greek 2	Observation of 2 history lessons	85.52 mins=1,4 hour	
	informal discussions recorded through fieldnotes	Approximately 5 mins	
Headteacher 1	1 recorded interview	8.07 mins	transcription
	Informal discussions recorded through fieldnotes Observation in staff room & corridor	Approximately 38 mins	
Teacher of programming	Observation of 2 lessons	80.83 mins = 1,34 hours	
	informal discussions recorded through fieldnotes	Approximately 13 mins	

School 2

participant	Source	Time spent	Analysis
Student 2 (Stathis)	2 interviews	85mins	transcription
	Observation in 10 English lessons (in 10 weeks)	7 hours	
	Exam papers in English		
Stathis' mother	2 interviews	51 mins	transcription
	1 informal discussion recorded through fieldnotes	20 mins	
Stathis' father	1 interview (together with Mother 2)	48 mins	transcription
Student 3 (Petros)	2 interviews	77mins	transcription
	Observation in 11 English lessons (in 11 weeks)	7,89 hours	
	Exam papers, spelling done in class, work done at home in English		
Petros' mother	2 interviews	79.40 mins	transcription
Student 4 (Thodoris)	2 Interviews (1 with sister)	146.39 mins	transcription
	Observation in 11 English lessons (in 11 weeks)	7,89 hours	
	Exam papers, spelling done in class in English		
Thodoris' sister	1 interview (together with S4)	50 mins	
Thodoris' mother	1 interview	48 mins	transcription
Headteacher 2	1 Recorded interview	11.09 mins	Transcription
	Informal discussions and observation in her office	130 mins in 14 weeks	
English Teacher 2	2 interviews	1 hour (55 mins)	Transcription
	Informal discussions (recorded and non recorded)	9.92 mins recorded	Transcription/analysis of fieldnotes
	Informal discussions and observation in staff room (non recorded)	Approximately 250 mins in 15 weeks	Analysis of fieldnotes
	Observations in 11 lessons (in 11 weeks)	7,89 hours	

## Appendix 2 Letters to participants

### Appendix 2.1 Letter to headteachers (Greek)

ΠΡΟΣ ΔΙΕΥΘΥΝΤΗ 1

Αγαπητέ διευθυντή,

Αυτό το γράμμα σας ενημερώνει για την έρευνά μου που θα ήθελα να πραγματοποιήσω στο σχολείο σας το σχολικό έτος 2006-7 και το ρόλο σας σ' αυτήν. Η έρευνά μου επιβλέπεται από το πανεπιστήμιο του Birmingham και είναι μέρος του διδακτορικού στην εκπαίδευση (EdD) με κατεύθυνση γλωσσικές σπουδές (language studies).

Το θέμα της έρευνάς μου είναι η διδασκαλία και εκμάθηση Αγγλικών από μαθητές με δυσλεξία σε δημόσια γυμνάσια και λύκεια στην Ελλάδα. Ο σκοπός είναι η βελτίωση της υποστήριξης που παρέχεται στους μαθητές με δυσλεξία στο μάθημα των Αγγλικών στα γυμνάσια και λύκεια στην Ελλάδα μέσω της ευαισθητοποίησής των καθηγητών και των διευθυντών για το θέμα της δυσλεξίας.

Η έρευνά μου περιλαμβάνει μία σύντομη συνέντευξη μαζί σας, συνεντεύξεις με μία καθηγήτρια Αγγλικών και παρακολουθήσεις μαθημάτων της και μία συνέντευξη ή δύο με τους μαθητές με δυσλεξία σε μία τάξη της και τους γονείς τους. Θα χρειαστεί να εντοπίσουμε τους μαθητές με διάγνωση δυσλεξίας και να πάρουμε την έγκρισή τους και των γονέων τους ώστε να τους παρακολουθήσω κατά τη διάρκεια του μαθήματος και να συζητήσω μαζί τους.

Το όνομα του σχολείου και των συμμετεχόντων στην έρευνα δε θα δημοσιευτεί. Θα χρησιμοποιήσω τα στοιχεία της έρευνας αυτής για τη διδακτορική διατριβή μου. Αφού αναλύσω τα στοιχεία που θα συλλέξω θα σας στείλω μια σύντομη αναφορά.

Έχετε δικαίωμα να διακόψετε τη συνεργασία οποιαδήποτε στιγμή πριν ή κατά τη διάρκεια της έρευνας αν το επιθυμείτε.

Είμαι πρόθυμη να απαντήσω οποιαδήποτε ερώτηση σχετικά με την έρευνά μου. Το τηλέφωνό μου είναι - και -.

Αν συμφωνείτε να πάρετε μέρος στην έρευνα παρακαλώ συμπληρώστε την επόμενη σελίδα.

Με εκτίμηση,

Μαρία Ρόντου

**Consent form for head teacher (Greek)**

Τηλέφωνο \_\_\_\_\_

1. Θέλω να πάρω μέρος η ίδια και το σχολείο μου  
στην έρευνα της Μαρίας Ρόντου

Ναι ή Όχι

2. Συμφωνώ να ηχογραφηθώ κατά την  
τη συνέντευξη

Ναι ή Όχι

3. Καταλαβαίνω ότι μπορώ να διακόψω τη συνεργασία  
μου κατά τη διάρκεια της έρευνας

Ναι ή Όχι

Υπογράψτε εδώ \_\_\_\_\_

Ημερομηνία \_\_\_\_\_

Ευχαριστώ ☺

Μαρία Ρόντου

### **Appendix 2.1.1 Letter to headteachers (English)**

TO HEADTEACHER 1

Dear headteacher,

This letter informs you about my research that I would like to conduct in your school during the school year 2006-7 and your role in it. My research is supervised by the University of Birmingham and is part of a Doctorate in Education (EdD) with specialization in language studies.

My research includes a short interview with you, interviews with a teacher of English as a Foreign Language and observations of her lessons and one or two interviews with students with dyslexia in one of her classes and their parents. We will need to identify students with a diagnosis of dyslexia and take permission from them and their parents in order for me to observe them during the lesson and talk to them.

The name of the school and the participants in the research will not be published. I will use the data of this study for my doctorate thesis. After I analyse the data I will collect I will send you a short report.

You have the right to stop the collaboration any time before or during the research if you wish. I am willing to answer any question regarding my research. My telephone number is – and - .

If you agree to take part in the research please complete the next page.

Regards

Maria Rontou

**Consent form for headteacher (English)**

Telephone number \_\_\_\_\_

- |   |           |
|---|-----------|
| 1. I agree to take part in Maria Rontou's research                    | Yes or No |
| 2. I agree to be recorded during the interview                        | Yes or No |
| 3. I understand that I can stop the collaboration during the research | Yes or No |

Please Sign here \_\_\_\_\_

Date \_\_\_\_\_

Thank you ☺

Maria Rontou



## **Appendix 2.2 Letter to EFL teacher 1 (Greek)**

### **ΠΡΟΣ ΚΑΘΗΓΗΤΡΙΑ ΑΓΓΛΙΚΩΝ 2**

Αγαπητέ συνάδελφε,

Αυτό το γράμμα σας ενημερώνει για την έρευνά μου που θα ήθελα να πραγματοποιήσω στο σχολείο σας το σχολικό έτος 2006-2007 και το ρόλο σας σ' αυτήν. Η έρευνά μου επιβλέπεται από το πανεπιστήμιο του Birmingham και έχει την έγκριση του Υπουργείου Παιδείας.

#### **▪ Σκοπός**

Το θέμα της έρευνάς μου είναι οι στάσεις των Ελλήνων καθηγητών Αγγλικών απέναντι στους μαθητές με δυσλεξία. Ο σκοπός είναι η βελτίωση της υποστήριξης που παρέχεται στους μαθητές με δυσλεξία στο μάθημα των Αγγλικών στα γυμνάσια στην Ελλάδα μέσω της ευαισθητοποίησης των καθηγητών και των διευθυντών για το θέμα της δυσλεξίας.

#### **▪ Ο ρόλος σας:**

Θα κάνω συνεντεύξεις συνολικής διάρκειας μίας ώρας περίπου μαζί σας και μερικές παρακολουθήσεις μαθημάτων σας. Θα χρειαστεί να εντοπίσουμε ένα ή δύο μαθητές με διάγνωση δυσλεξίας ώστε να τους παρακολουθήσω κατά τη διάρκεια του μαθήματος, να συλλέξω τη γραπτή δουλειά τους και να μιλήσω μαζί τους είτε ατομικά είτε σε ομάδα. Θα σας μεταδώσω τις πληροφορίες που θα συλλέξω για τους μαθητές με δυσλεξία.

#### **▪ Ανωνυμία συμμετεχόντων**

Το όνομα του σχολείου και των συμμετεχόντων στην έρευνα δε θα δημοσιευτεί και τα στοιχεία θα είναι εμπιστευτικά εκτός αν συμφωνήσετε για το αντίθετο.

#### **▪ Τι θα γίνουν τα δεδομένα**

Θα χρησιμοποιήσω τα στοιχεία της έρευνας αυτής για τη διδακτορική διατριβή μου. Αφού αναλύσω τα στοιχεία που θα συλλέξω θα σας στείλω μια σύντομη αναφορά.

#### **▪ Δικαίωμα για διακοπή συνεργασίας**

Έχετε δικαίωμα να διακόψετε τη συνεργασία οποιαδήποτε στιγμή πριν ή κατά τη διάρκεια της έρευνας αν το επιθυμείτε.

#### **▪ Ερωτήσεις**

Είμαι πρόθυμη να απαντήσω οποιαδήποτε ερώτηση σχετικά με την έρευνά μου. Το τηλέφωνό μου είναι - και -.

Αν συμφωνείτε να πάρετε μέρος στην έρευνα παρακαλώ συμπληρώστε την επόμενη σελίδα.

Μαρία Ρόντου

### Consent form for EFL teacher

Καθηγήτρια 1

Τηλέφωνο \_\_\_\_\_

- |   |           |
|---|-----------|
| 1. Θέλω να πάρω μέρος στην έρευνα   | Ναι ή Όχι |
| 2. Συμφωνώ να ηχογραφηθώ κατά την<br>παρακολούθηση και τη συνέντευξη                  | Ναι ή Όχι |
| 3. Συμφωνώ να δώσω αντίγραφα των γραπτών των μαθητών<br>με δυσλεξία στην ερευνήτρια   | Ναι ή Όχι |
| 3. Καταλαβαίνω ότι μπορώ να διακόψω τη συνεργασία<br>μου κατά τη διάρκεια της έρευνας | Ναι ή Όχι |

Υπογράψτε εδώ \_\_\_\_\_

Ημερομηνία \_\_\_\_\_

Ευχαριστώ

Μαρία Ρόντου

## **Appendix 2.3 Letter to teacher of Greek (Greek)**

ΠΡΟΣ ΦΙΛΟΛΟΓΟ

Αγαπητέ συνάδελφε,

Αυτό το γράμμα σας ενημερώνει για την έρευνά μου που διεξάγεται στο σχολείο σας το σχολικό έτος 2006-2007 και το ρόλο σας σ' αυτήν. Η έρευνά μου επιβλέπεται από το πανεπιστήμιο του Birmingham και είναι μέρος του διδακτορικού στην εκπαίδευση (EdD) με κατεύθυνση γλωσσικές σπουδές (language studies).

### ▪ **Σκοπός**

Το θέμα της έρευνάς μου είναι η ενσωμάτωση των μαθητών με δυσλεξία. Ο σκοπός είναι η βελτίωση της υποστήριξης που παρέχεται στους μαθητές με δυσλεξία στα γυμνάσια και λύκεια στην Ελλάδα μέσω της ευαισθητοποίησης των καθηγητών και των διευθυντών για το θέμα της δυσλεξίας.

### ▪ **Ο ρόλος σας:**

Θα ήθελα να κάνω μερικές παρακολουθήσεις μαθημάτων σας και να μιλήσω μαζί σας για τους μαθητές με δυσλεξία στην τάξη σας. Θα χρειαστεί να συλλέξω τη γραπτή δουλειά τους και να μιλήσω μαζί τους είτε ατομικά είτε σε ομάδα. Θα σας μεταδώσω τις πληροφορίες που θα συλλέξω για τους μαθητές με δυσλεξία.

### ▪ **Ανωνυμία συμμετεχόντων**

Το όνομα του σχολείου και των συμμετεχόντων στην έρευνα δε θα δημοσιευτεί και τα στοιχεία θα είναι εμπιστευτικά εκτός αν συμφωνήσετε για το αντίθετο.

### ▪ **Τι θα γίνουν τα δεδομένα**

Θα χρησιμοποιήσω τα στοιχεία της έρευνας αυτής για τη διδακτορική διατριβή μου.

### ▪ **Δικαίωμα για διακοπή συνεργασίας**

Έχετε δικαίωμα να διακόψετε τη συνεργασία οποιαδήποτε στιγμή πριν ή κατά τη διάρκεια της έρευνας αν το επιθυμείτε.

### ▪ **Ερωτήσεις**

Είμαι πρόθυμη να απαντήσω οποιαδήποτε ερώτηση σχετικά με την έρευνά μου. Το τηλέφωνό μου είναι - και -.

Αν συμφωνείτε να πάρετε μέρος στην έρευνα παρακαλώ συμπληρώστε την επόμενη σελίδα.

Μαρία Ρόντου

## Consent form for teacher of Greek

ΦΙΛΟΛΟΓΟΣ 1

Τηλέφωνο \_\_\_\_\_

- |  |           |
|--|-----------|
| 1. Θέλω να πάρω μέρος στην έρευνα  | Ναι ή Όχι |
| 2. Συμφωνώ να παρακολουθήσει η ερευνήτρια μαθήματά μου                             | Ναι ή Όχι |
| 3. Συμφωνώ να δώσω στην ερευνήτρια γραπτά του μαθητή με δυσλεξία                   | Ναι ή Όχι |
| 3. Συμφωνώ να ηχογραφηθώ κατά τη συζήτηση με την ερευνήτρια                        | Ναι ή Όχι |
| 4. Καταλαβαίνω ότι μπορώ να διακόψω τη συνεργασία μου κατά τη διάρκεια της έρευνας | Ναι ή Όχι |

Υπογράψτε εδώ \_\_\_\_\_

Ημερομηνία \_\_\_\_\_

Ευχαριστώ

Μαρία Ρόντου

## **Appendix 2.4 Letter to parents (Greek)**

Αγαπητέ γονέα

Αυτό το γράμμα σας ενημερώνει για την έρευνά μου που θα ήθελα να πραγματοποιήσω στο σχολείο σας το σχολικό έτος 2006-7 και το ρόλο σας σ' αυτήν. Η έρευνά μου επιβλέπεται από το πανεπιστήμιο του Birmingham και είναι μέρος του διδακτορικού στην εκπαίδευση (EdD) με κατεύθυνση γλωσσικές σπουδές (language studies).

### **▪ Σκοπός**

Το θέμα της έρευνάς μου είναι η διδασκαλία και εκμάθηση Αγγλικών από μαθητές με δυσλεξία σε δημόσια γυμνάσια και λύκεια στην Ελλάδα. Ο σκοπός της είναι η ευαισθητοποίηση των καθηγητών και διευθυντών για το θέμα της δυσλεξίας και η βελτίωση της υποστήριξης που παρέχεται στους μαθητές με δυσλεξία στο μάθημα των Αγγλικών.

### **▪ Ο ρόλος σας:**

Θα ήθελα να παρακολουθήσω την τάξη του παιδιού σας σε μαθήματα Αγγλικών και να κάνω μία σύντομη συζήτηση με τους μαθητές με δυσλεξία είτε ατομικά είτε σε ομάδα στο διάλειμμα και μία μαζί σας.

### **▪ Ανωνυμία συμμετεχόντων**

Το όνομα του σχολείου και των συμμετεχόντων στην έρευνα δε θα δημοσιευτεί. Τα στοιχεία που θα συλλέξω θα είναι εμπιστευτικά εκτός αν συμφωνήσετε κάποια από αυτά να μεταφερθούν στην καθηγήτρια Αγγλικών ή τη διευθύντρια.

### **▪ Τι θα γίνουν τα δεδομένα**

Θα χρησιμοποιήσω τα στοιχεία της έρευνας αυτής για μία ή δύο εργασίες του διδακτορικού μου.

### **▪ Δικαίωμα για διακοπή συνεργασίας**

Έχετε δικαίωμα να διακόψετε τη συνεργασία οποιαδήποτε στιγμή πριν ή κατά τη διάρκεια της έρευνας αν το επιθυμείτε.

### **▪ Ερωτήσεις**

Είμαι πρόθυμη να απαντήσω οποιαδήποτε ερώτηση σχετικά με την έρευνά μου. Τα τηλέφωνα μου είναι - και -.

Αν συμφωνείτε να πάρετε μέρος στην έρευνα εσείς και το παιδί σας παρακαλώ συμπληρώσετε την επόμενη σελίδα.

Μαρία Ρόντου

## Consent form for parents

Σχολείο 2

Γονέας 2

Μαθητής 2

Τηλέφωνο \_\_\_\_\_

- |  |           |
|--|-----------|
| 1. Θέλω το παιδί μου να πάρει μέρος στην έρευνα                                    | Ναι ή Όχι |
| 2. Συμφωνώ να ηχογραφηθεί το παιδί μου κατά την παρακολούθηση και τη συνέντευξη    | Ναι ή Όχι |
| 4. Συμφωνώ να δει η ερευνήτρια τη δουλειά του παιδιού μου                          | Ναι ή Όχι |
| 5. Συμφωνώ να δει η ερευνήτρια τη διαγνωστική αναφορά του παιδιού μου              | Ναι ή Όχι |
| 6. Είμαι πρόθυμος/η να μιλήσω στη Μαρία Ρόντου για το παιδί μου και να ηχογραφηθώ  | Ναι ή Όχι |
| 7. Καταλαβαίνω ότι μπορώ να διακόψω τη συνεργασία μου κατά τη διάρκεια της έρευνας | Ναι ή Όχι |

Υπογράψτε εδώ \_\_\_\_\_

Ημερομηνία \_\_\_\_\_

Ευχαριστώ

Μαρία Ρόντου

## **Appendix 3: Questions/prompts for interviews**

### **Appendix 3.1: Interview questions/prompts for EFL teachers (Greek)**

- Είμαι καθηγήτρια Αγγλικών και κάνω διδακτορικό στο Birmingham
- Το θέμα μου αφορά την εκμάθηση των Αγγλικών από τους μαθητές με δυσλεξία στην Ελλάδα
- Ο σκοπός της είναι η βελτίωση της υποστήριξης που παρέχεται στους δυσλεκτικούς μαθητές στην Ελλάδα
- Τα στοιχεία της έρευνας θα είναι εμπιστευτικά και ανώνυμα
- Τα στοιχεία της έρευνας θα είναι μέρος της διδακτορικής διατριβής μου
- Ενημερωτικό γράμμα
- Άδεια για ηχογράφηση

### **Ερωτήσεις**

#### **Μέρος 1ο**

- Πόσα χρόνια διδακτικής εμπειρίας έχεις;

#### **Γνώσεις- αντιλήψεις**

- Τι ξέρεις για τη δυσλεξία; Μπορείς να μου πεις τι είναι δυσλεξία και τα χαρακτηριστικά της;
- Τι υποστήριξη και διαφοροποίηση νομίζεις ότι χρειάζονται οι μαθητές με δυσλεξία στις ξένες γλώσσες;
- Γνωρίζεις μεθόδους διδασκαλίας όπως inductive/deductive (άμεση/έμμεση διδασκαλία: παρουσίαση κανόνων και πρακτική με ασκήσεις ή απόσπαση κανόνων μέσω ασκήσεων/παραδειγμάτων) πολυαισθητηριακές (multisensory) μεθόδους (χρήση πολλών αισθήσεων σε παρουσίαση/ασκήσεις); Τι γνωρίζεις γι' αυτές;
- Πώς απέκτησες τις γνώσεις σου για τη δυσλεξία, στην αρχική σου εκπαίδευση, στην εν υπηρεσία εκπαίδευση ή μέσω του διαβάσματός σου και της εμπειρίας σου; Τι γνώμη έχεις για την εκπαίδευσή σου;
- Νομίζεις ότι μπορείς να εντοπίσεις τη δυσλεξία? Γιατί ναι/όχι;
- Νομίζεις ότι μπορείς να διδάξεις μαθητές με δυσλεξία? Γιατι ναι/όχι;

#### **Μέρος 2<sup>ο</sup>:Πρακτική**

##### **1.Διδακτικές μέθοδοι με όλη την τάξη**

- Τι κάνεις για να κάνεις τη διδασκαλία σου με όλη την τάξη φιλική προς τους μαθητές με δυσλεξία ('dyslexia-friendly');

##### **Ερωτήσεις για καθοδήγηση (prompts)**

- Δίνεις εξηγήσεις και οδηγίες στα Αγγλικά ή Ελληνικά; Γιατί;

- Μιλάς σιγά όταν μιλάς Αγγλικά;
- Επαναλαμβάνεις τα γλωσσικά φαινόμενα που έχεις διδάξει συχνά;
- Διδάσκεις καινούρια γλωσσικά φαινόμενα σε μικρές ποσότητες;
- Δίνεις φωτοτυπίες με τα βασικά σημεία του μαθήματος;
- Χρησιμοποιείς εποπτικά μέσα/τον πίνακα όταν παρουσιάζεις καινούρια φαινόμενα;
- Διορθώνεις τα γραπτά λάθη και πώς;
- Πώς διδάσκεις φωνολογία, ορθογραφία και γραμματική/συντακτικό στην τάξη με τους μαθητές με δυσλεξία; (Τις διδάσκεις με άμεσο ή έμμεσο τρόπο; (Inductive/ deductive)
- Ποια από τις δύο μεθόδους έχεις παρατηρήσει/πιστεύεις ότι είναι πιο αποτελεσματική με τους μαθητές με δυσλεξία?
- Χρησιμοποιείς πολυαισθητηριακές μεθόδους όταν διδάσκεις λεξιλόγιο, ορθογραφία και γραμματική στην τάξη με τους μαθητές με δυσλεξία?

## **2.Στρατηγικές με μαθητές με δυσλεξία:**

- Πώς βοηθάς τους μαθητές με δυσλεξία στην τάξη;

### **Ερωτήσεις για καθοδήγηση (Prompts):**

- Τι διαφοροποίηση κάνεις γι' αυτούς;
- Πώς διαφοροποιείς το πρόγραμμα μαθημάτων (curriculum) γι' αυτούς;
- Τους δίνεις περισσότερο χρόνο στις ασκήσεις στην τάξη; Στα διαγωνίσματα και τεστ;
- Πώς (θα) γίνεται η εξέταση τους σε διαγωνίσματα;
- Αφαιρείς βαθμούς για ορθογραφικά λάθη; Γιατί ναι/όχι;
- Δίνεις στους μαθητές με δυσλεξία διαφορετικές ή λιγότερες ασκήσεις να κάνουν στην τάξη;
- Τους δίνεις διαφορετική ή λιγότερη δουλειά για το σπίτι; Μπορείς να μου δώσεις ένα παράδειγμα;
- Τους ζητάς ονομαστικά να απαντήσει σε ερωτήσεις ή περιμένεις να σηκώσουν το χέρι τους; Γιατί; Τους δίνεις περισσότερο χρόνο να σκεφτούν την απάντηση;
- Πόσο σημαντική είναι η θέση τους στην τάξη; Τι κάνεις γι' αυτό;
- Πόσο σημαντική νομίζεις ότι είναι η γλώσσα και η συμπεριφορά σου προς τους μαθητές με δυσλεξία; Τι κάνεις γι' αυτό;



### **Μέρος 3ο**

#### **Προβλήματα των μαθητών με δυσλεξία στην τάξη σου**

- Καταφέρνει η μαθητής με δυσλεξία στην τάξη σου να φτάσει το επίπεδο των άλλων μαθητών;
- Έχει χαμηλούς βαθμούς; Πώς τα πάει στα διαγωνίσματα και τεστ;
- Τι δυσκολίες αντιμετωπίζει στην εκμάθηση των Αγγλικών; (στα προφορικά και τα γραπτά)
- Παίρνει μέρος στο μάθημα; Πώς;
- Καταλαβαίνει τις οδηγίες που δίνεις;
- Καταλαβαίνει τους γραμματικούς/συντακτικούς κανόνες;
- Καταλαβαίνει τους γραμματικούς όρους στα Ελληνικά; Πώς το συμπεράνε; Χρησιμοποιεί τους όρους αυτούς;
- Έχει χαμηλή αυτοεκτίμηση; Γιατί νομίζεις ότι συμβαίνει αυτό;
- Η σχέση του με τους συμμαθητές του: Πώς αντιμετωπίζουν οι συμμαθητές της τα προβλήματά του;

### **Μέρος 4ο**

#### **1. Πολιτική Υπουργείου και Σχολείου και υποστήριξη**

- Ποια είναι η πολιτική του Υπουργείου Εθνικής Παιδείας και Θρησκευμάτων για τους μαθητές με δυσλεξία; Πώς τη βρήσκες; Πιστεύεις ότι εφαρμόζεται στην πράξη;
- Ποια είναι η πολιτική του σχολείου για τη δυσλεξία; (διάγνωση, διδασκαλία, διδακτικό υλικό και εξέταση μαθητών με δυσλεξία)
- Τι διδακτικό υλικό έχει το σχολείο σας για μαθητές με δυσλεξία; Για ποια μαθήματα;
- Χρειάζεται ο μαθητής αυτός κάτι άλλο από το σχολείο ή εσένα;

#### **2. Συνεργασία με συναδέλφους και γονείς**

- Συνεργάζεσαι με τη διευθύντρια τους σχολείου για θέματα μαθητών με δυσλεξία; Πώς;
- Συνεργάζεσαι με τους φιλολόγους τους σχολείου σου για θέματα μαθητών με δυσλεξία; Πώς;
- Υπάρχουν στην περιοχή σου σχολικοί σύμβουλοι που ειδικεύονται στις ειδικές ανάγκες ή στη δυσλεξία; Σε συμβουλεύουν για το πώς να διδάσκεις μαθητές με δυσλεξία; Τι συμβουλές σου δίνουν;

- Έρχονται σχολικοί ψυχολόγοι στο σχολείο σας; Συνεργάζεσαι μαζί τους ή με διαγνωστικά κεντρα όσον αφορά τους μαθητές με δυσλεξία; Πώς; (Αν όχι, πώς πιστεύεις ότι οι σχολικοί ψυχολόγοι θα μπορούσαν να σου φανούν χρήσιμοι;)
- Πώς επικοινωνείς ή συνεργάζεσαι με τους γονείς των μαθητών με δυσλεξία; Τους ενημερώνεις για τη φύση της δυσλεξίας; Συζητάς μαζί τους για τα προβλήματα του παιδιού τους; Πόσο συχνά; Τους λες τι μπορούν να κάνουν για τα προβλήματα αυτά; Πώς αντιδρούν;

### **3.1.1 Interview questions for EFL teachers (English)**

- **I am an EdD student in Birmingham and an EFL teacher in Greece**
- **My topic is the learning of EFL by students with dyslexia in Greece**
- **The purpose is to improve dyslexia support in Greece**
- **Data will be confidential and anonymous**
- **Data will be part of my doctorate thesis**
- **Informative Letter**
- **Permission to tape record**

### **PART 1**

- How many years of teaching experience do you have?

### **Knowledge-beliefs**

- What do you know about dyslexia? Can you tell me what dyslexia is and its characteristics?
- What support and differentiation do you think students with dyslexia need in foreign languages?
- Are you aware of teaching approaches like inductive/deductive (explicit/implicit teaching: presentation of rules and practice of them in exercises or elicitation of rules through exercises/examples) or multisensory approaches (use of many senses in presentation/practice)? What do you know about them?
- How did you acquire your knowledge about dyslexia, in your initial teacher training or on in-service training or through your own reading and your experience with students with dyslexia? What do you think of your training?
- Are you confident about identifying dyslexia? Why yes/no?
- Are you confident teaching students with dyslexia? Why yes/no?

### **PART 2**

#### **1. Practice**

#### **Teaching methods with whole class**

- What do you do to make your whole class teaching dyslexia-friendly?

#### **Prompts**

- Do you use the L1 or English for explanations and instructions with the whole class? Why?

- Do you speak slowly in L2?
- Do you revise language taught frequently?
- Do you teach new language in small amounts?
- Do you correct written errors and how?
- Do you give photocopies with the basic points of the lesson?
- Do you use visuals/the board while you present new language?
- How do you teach phonology, orthography, grammar/syntax? (Do you teach them explicitly or implicitly?)
- Which of the two approaches have you found out that works best with students with dyslexia?
- Do you use multisensory methods when you teach vocabulary, spelling, grammar, (involving all senses, visual, auditory, kinesthetic and tactile reinforcement)?

## **2. Strategies with students with dyslexia:**

- How do you support students with dyslexia in the classroom?

### **Prompts:**

- How do you differentiate the curriculum for them?
- Do you give them more time in classroom activities?
- How do you examine them in exams?
- Do you give them extra time in exams or tests?
- Do you take off marks for spelling mistakes? Why yes/no?
- Do you give students with dyslexia different or less activities to do in the classroom?
- Do you give them different or less homework? Can you give me an example?
- How important is the position of the student with dyslexia in the class? What do you do about it?
- Do you nominate students with dyslexia (ask them to participate) or wait for them to volunteer? Why? Do you give them time to think of the answer?
- How important do you think your language and behaviour towards students with dyslexia is? What do you do about it?

### **PART 3**

#### **Students' difficulties (specific students in the teacher's class)**

- Do students with dyslexia in your class manage to keep up with their classmates?
- Do they have low grades? How do they do in tests/exams?
- What difficulties do they face in EFL (in both speaking and writing)?
- Do they participate in the lesson? How?
- Do they understand instructions you give?
- Do they understand grammatical/syntactical rules?
- Do they understand grammatical terminology in EFL? How do you know? Do they use these terms?
- Do they have low self-esteem? Why do you think this happens?
- What's the reaction of the classmates to their problems?

### **PART 4**

#### **1. Ministry and School policy and provision**

- What is the policy of the Ministry of National Education and Religion for students with dyslexia? What do you think of it? Do you think it is implemented?
- What's your school's policy on dyslexia? (assessment, teaching, resources, examination of students with dyslexia)
- What resources does your school have for students with dyslexia? (computers, software, books etc) For which subjects?

#### **2. Collaboration of EFL teacher with professionals-parents**

- Do you collaborate with the headteacher about students' with dyslexia issues? How?
- Do you collaborate with the teachers of Greek in your school about students' with dyslexia issues? How?
- Does the LEA in this area employ school advisers specializing on special needs or dyslexia? Do advisers advise you on how to teach students with dyslexia? What sort of advice do they give you?
- Do educational psychologists come to your school? Do you collaborate with them or with diagnostic centres regarding teaching students with dyslexia?

How? (If you don't collaborate, how do you think educational psychologists could be useful to you?)

- How do you contact or collaborate with parents? Do you inform them on the nature of dyslexia? Do you discuss with them their children's problems? How often? Do you tell them what they can do about these problems? How do they react?

### 3.2 Interview questions for students with dyslexia (English)

- Do you like English?
- Do you face any difficulties in English classes? What kind of difficulties? How do you feel about it?
- What do you think of the EFL exam? Did you need more time? Do you want to give the answers to some questions orally?
- Is it difficult to write essays and exercises at home?
- What do you think of the textbook?
- Do you understand the instructions your teacher gives? (for example when you do exercises, her instructions on what you have to do)
- Do you understand grammatical/syntactical rules? (e.g. when a tense is used) Do you apply them easily?
- Do you understand words like verb, object, adverb in English? Can you use them when you talk about grammar?
- Do you participate in the English lesson? How? (e.g. you answer questions or when you do exercises) Would you like to participate more? How?
- What's your relationship with your EFL teacher? How does she help you during the lesson? Do you think you need more help in order to be able to do better in EFL lessons? What kind of help?
- Do you think your teacher talks very quickly? Does she give enough time for you to answer questions in class?
- What's your relationship with your classmates? Are they nice with you? Do they understand your problems? Do they help you? How?
- Does your partner help you?
- Do you prefer doing exercises with the whole class or with your partner?

### **3.3 Interview questions for headteachers (English)**

- What's the Ministry's policy on dyslexia? What's your opinion on it? Is it applied?
- What's the school's policy on dyslexia (assessment, teaching, exams of students with dyslexia)
- What support does your school offer to students with dyslexia?
- Are there any resources for students with dyslexia? (books or computers and software for them to use) For which subjects?
- Is there collaboration with an educational psychologist, special needs advisers and or diagnostic centers?
- Have you personally had any initial or in-service training on dyslexia? Could you tell me about it?
- Do you give advice to teachers on what strategies they can use with students with dyslexia? What kind of advice?



### **3.4 Interview questions for parents of students with dyslexia**

- What difficulties does X face?
- What provision does the school offer to your child? Are you satisfied with it?  
Does s/he need anything else from the school?
- Are you informed about the nature of dyslexia by the headteacher or the teachers in your child's school? What do they tell you about it?
- Are there seminars on dyslexia or special needs for parents in your area?
- If not how did you learn about dyslexia? Did you read something, talk to friends or specialists?
- How do you collaborate with the EFL teacher? Does she inform you about your child's difficulties and what you can do to help him/her? What does s/he tell you?
- What have you had to do about your child's difficulties?

## Appendix 4: Interview data

### Transcription conventions

(.) brief pause (less than 2 seconds) (Graddol, Cheshire and Swann 1994)

(2 secs) timed pause (longer than 2 seconds)

1	M	Τι ξέρεις για τη δυσλεξία
2	T	Και τι είναι, ποια είναι τα χαρακτηριστικά της.

overlapping speech

(είναι και για όλους) transcription uncertain: a guess (Edwards and Westgate 1987)

(Open University 1991 in Graddol, Cheshire and Swann 1994)

[ ] my addition (guess)

(\*) Inaudible one word

(\*\*) Inaudible more than one word (Edwards and Westgate 1987)

... omitted speech because it is irrelevant or not recorded properly

= no pause between speakers (French and French 1984 in Edwards and Westgate 1987)

[laughing] comment

### Appendix 4.1: Interview with EFL teacher 1

#### Speakers

T1 teacher 1

M me

- 1) 30 M Τι θα μπορούσε να γίνει, όχι τι κάνεις τι νομίζεις ότι χρειάζεται  
31 T1 Κατ' αρχάς πιστεύω ότι χρειάζεται κάποιος να ενημερώσει τους  
32 καθηγητές με απτά παραδείγματα και όχι πολύ θεωρητικά, με  
33 παραδείγματα, με απτά, από γραπτά  
34 M (Ο σύμβουλος)  
35 T1 Τώρα αν ο σύμβουλος έχει και εξειδίκευση ακόμα καλύτερα γιατί  
36 αυτός μπορεί να σου πει και τι θα κάνεις, εεε δεν έχω απευθυνθεί στη  
37 σύμβουλο γιατί τα τελευταία χρόνια ήμουν  
38 M Σεμινάρια έχουν γίνει  
39 T1 Κοίτα εδώ στην Α Αθήνας όσο καιρό ήμουν εγώ στο γραφείο και  
40 γνώριζα τι σεμινάρια γίνονται, για το συγκεκριμένο πράγμα δεν  
41 είχανε κάνει και γενικότερα για τις γλώσσες δε νομίζω ότι έγινε  
κάτι...

Extract 1, chapter 6/ Interview with T1/13-11-06/lines 30-41

- 2) T1 ... να μου πει πως λειτουργεί το μυαλό του δηλαδή αν του βαλω ένα task  
πώς μπορεί να λειτουργεί το μυαλό του σε σχέση με ενός άλλου το μυαλό ...  
Extract 2, chapter 6/Interview with T1/13-11-06/lines 45-7

- 3) T1 Ενδεχομένως αν κάποιος μου έδινε κάποια guidelines μπορεί να ήταν  
ενδιαφέρουσα η μέθοδος και να μπορούσα να τη χρησιμοποιήσω και με  
τους άλλους αλλά εφόσον δεν το ξέρω...  
Extract 3, chapter 6/Interview with T1/13-11-06/lines 203-6

- 4) T1 Αλλά εφόσον δεν το ξέρω, τι θα μπορούσε να κεντρίσει περισσότερο το μαθητή και να τον κάνει να καταλάβει πιο καλά αυτό που λέω ...  
Extract 4, chapter 6: Interview with T1/13-11-06/lines 208-9
  
- 5) T Κοίτα να δεις εγώ σκοπεύω, εγώ είδα και ένα course που θα γίνει στην Ελληνοαμερικάνικη ένωση, τον Απρίλη, σαββατοκύριακο, 27-28 νομίζω ή 28-29, accommodating dyslexic learners  
M Ναι;  
T1 Και θέλω να το παρακολουθήσω  
Chapter 6/interview with T1/19-01-07/lines 33-37
  
- 6) T1 Είναι 300 ευρώ. Έχει συμμετοχή δηλαδή. Σκέφτομαι να το παρακολουθήσω  
Chapter 6/interview with T1/19-01-07/lines 46-7
  
- 7) T1 Αυτό είναι συγκεκριμένο. Επειδή είναι στ' Αγγλικά, επειδή είναι για το μάθημα των Αγγλικών, κατάλαβες; μ' ενδιαφέρει εμένα. Δεν είναι γενικά, το κάνει η Ένωση για το πως μπορείτε να βοηθήσετε, πώς θα τον δείτε πώς θα τον καταλάβετε.  
Extract 6, chapter 6/Interview with T1/19-01-07/lines 1-4
  
- 8) T1 Άμα δεν έχω ξεμείνει από λεφτά θα το παρακολουθήσω  
M Είναι και 300 ευρώ  
T1 Ναι δεν είναι και λίγα....  
Extract 11, chapter 6/Interview with T1/19-01-07/lines 7-10
  
- 9) 230 M Μπορείς να τους διδάξεις; Έχεις την αυτοπεποίθηση;  
231 T1 Την πεποίθηση την έχω αλλά άμα δε γνωρίζω τι ακριβώς πρόβλημα  
232 έχουν (παυση). Προφανώς μπορεί γι' αυτούς να μην ακολουθώ τη  
233 σωστή μέθοδο απλώς δεν έχω την ευχέρεια μέσα στην τάξη να έχω μια  
234 άλλη μέθοδο γι' αυτούς και μια άλλη μέθοδο για τους άλλους.  
Extract 23, chapter 6/ interview with T1/13-11-06/lines 230-234
  
- 10) T1 Δηλαδή λέει τις safe απαντήσεις. Θα πει μια απάντηση ας πούμε που είναι  
M Που την ξέρει  
T1 Να ναι απολύτως σίγουρος να είναι μία λέξη που την ξέρει να την πει.  
Chapter 6/interview with T1/09-02-07/lines 186-9
  
- 11) T1 Τι κάνει καλά; (3 secs) εντάξει κάτι συγκεκριμένο που κάνει καλά δεν μπορώ να σου προσδιορίσω γιατί δεν προσπαθεί στα περισσότερα πράγματα οπότε που να ξέρω τι κάνει καλά δηλαδή δεν έχει ... τη διάθεση να προσπαθήσει σε κάτι ούτως ώστε να φανεί αν μπορεί να τα πάει καλά σ' αυτό τον τομέα.  
Extract 26, chapter 6/Interview with T1/09-02-07/lines 46-50

- 12) 9 M ... Για διδακτικό υλικό απ' ότι καταλαβαίνω δεν υπάρχει έτσι;  
...  
20 T1 Κάτι ειδικό γι' αυτούς δεν. Γιατί δεν έχω και την κατάρτιση για  
21 να είμαι ειλικρινής.  
Extract 27, chapter 6/Interview with T1/19-01-07/lines 9, 20-1
- 13) T1 Κάτι ειδικό όχι. Το μόνο που έχω σκεφτεί να χρησιμοποιήσω αλλά αυτό δεν έχει να κάνει με τα συγκεκριμένα παιδιά, υπάρχουνε, υπάρχει κάτω στο Κόσμος ένα βιβλίο που έχει activities κυρίως στη γραμματική το οποίο ας πούμε σε ένα γραμματικό φαινόμενο παρουσιάζει activities διαφόρων επιπέδων, δηλαδή μήπως δίνοντας κάτι πιο απλό, με πιο απλή μορφή, μήπως διευκολυνθεί κάποιος αλλά αυτό μπορεί να διευκολύνει  
M Οποιονδήποτε  
T1 Απ' τα παιδιά που έχουν διαφορετικά επίπεδα πιο πολύ.  
Extract 31, chapter 6/interview with T1/19-1-07/lines 11-18
- 14) M Δεν έχει κάνει και πρακτική γι' αυτό και δεν τα θυμάται  
T1 Κοίτα από τότε τα έκανε, από τότε τα έκανε δεν ξέρω. Από τότε τα έχει κάνει αυτά αλήθεια δεν ξέρω γιατί η μαμά του δεν έχει έρθει να μιλήσουμε. Θεωρούνε δεδομένο οι γονείς αυτοί ότι εφόσον έχει ειπωθεί το πρόβλημα αυτό στο σχολείο, ότι εφόσον υπάρχει το χαρτί, τους έχει εξετάσει μια επιτροπή εντάξει αυτή όμως η επιτροπή. Εντάξει αυτοί όμως ξέρουνε πράγματα για το παιδί τους, παιδί τους είναι το έχονε παρακολουθήσει τόσα χρόνια. Θα ήτανε χρήσιμο όλοι αυτοί να περνούσανε και να σου μιλούσανε και να σου λέγανε πώς έχει ανταποκριθεί γενικώς στη διαδικασία του διαβάσματος όλα τα υπόλοιπα χρόνια για να ξέρεις και συ με ποιον μιλάς γιατί όταν εγώ τον βλέπω πρώτη φορά  
Extract 32, chapter 6/ Interview with T1/9-02-07/lines 93-103
- 15) T1 υπάρχει και άλλο παιδί το οποίο υποτίθεται ότι έχει, το παιδί που είναι στο άλλο τμήμα ας πούμε είναι πολύ καλύτερη η πορεία του  
Chapter 6/Interview with T1/26-01-07/lines 19-20
- 16) T1 Υπάρχουνε μαθητές όπως σου είπα η μια μαθήτρια που υπάρχει στην άλλη στο άλλο τμήμα, η οποία ενώ έχει ένα χαρτί, δεν βλέπω εγώ να αντιμετωπίζει αυτό το πρόβλημα. Εγώ δεν το διακρίνω το συγκεκριμένο πρόβλημα  
Extract 14, chapter 7/ Interview with T1/09-02-07/lines 121-124
- 17) M Συνεργάζεσαι με το διευθυντή;  
T1 Κοίτα συνεργάζομαι, συνεργάζομαι για να μου πούνε κατ αρχας ποιοι είναι, ποιοι έχουνε \* τέτοια πράγματα. Δεν ξέρει και κανένας  
M Τι να κάνεις σου έχει πει;  
T1 Όχι δεν υπάρχει τέτοιο πράγμα, γιατί ποιος ξέρει; εγώ ας πούμε το μόνο που ξέρω γενικώς και αορίστως είναι ότι εξετάζονται προφορικά. Ξέρω ότι γράφουνε σημειώσεις και μετά ας πούμε μπορούνε να τις επεκτείνουνε και προφορικά. Αυτό το ξέρω γιατί το έχω διαβάσει εγώ  
Extract 16, chapter 7/ Interview with Teacher 1/26-01-07/lines 1-7
- 18) M Και με τους φιλολόγους; είπες ότι δεν έχεις μιλήσει  
T1 Δεν έχω μιλήσει γιατί δε θεωρώ ότι, κοίτα να δεις, εκεί είναι Ελληνικά. Είναι πολύ πιο εύκολη η προφορική εξέταση. Εγώ από την ξένη που είναι Αγγλικά πώς

να τον εξετάσω προφορικά; Δηλαδή είναι σα να λέμε ζητάω από έναν άσχετο που δε μιλάει Ελληνικά και εγώ πρέπει να τον εξετάσω προφορικά. Σε τι να τον εξετάσω ακριβώς; του μιλάω ας πούμε και δεν.

Extract 17, chapter 7/Interview with T1/26-01-07/lines 10-15

19)

T1 Κακώς που δε μίλησε μαζί μου γιατί εγώ περίμενα. Απλώς δεν είχε σημειωθεί βαθμός γιατί εγώ περίμενα

M Να έρθει να τα πει

T1 Να έρθει να κάνουμε και κάποια επανεξέταση

M Γιατί δεν ήρθε;

T1 Αλλά δεν ήρθε και δεν μπορώ να τον κυνηγάω τον άλλον από πίσω όταν του χουμε πει ότι υπάρχει αυτή η δυνατότητα

M Και πώς θα βρεθεί ο χρόνος

T1 Ναι είναι δύσκολο αλλά τον είχα πιάσει και του είχα πει

M(Ντρέπεται ίσως)

T1 Ε εντάξει ε μα εγώ και αυτός θα ήτανε δε θα ήτανε, δε θα το κάναμε παρουσία ...

Extract 1, chapter 8/interview with T1/9-2-07/appendix 4.1

20) T1 Ναι εντάξει δε με ενδιαφέρουν τα ορθογραφικά λάθη κ αυτά.

Chapter 8, Interview with T1/8-01-07/line 4

21)

M Τι θα κάνεις με τα λάθη, είπαμε ότι τα πιάνεις εδώ πέρααα, τα πιάνεις (σωστά);

T1 Όπου βλέπω ότι είναι κοντά στην απάντηση ναι αλλά είναι και ορισμένα που είναι ή αυτό ή εκείνο.

Extract 46, chapter 8/ Interview with T1/19-01-07/lines 1-4

22)

M Η διάγνωση εσένα σου αρκεί, σου λέει αρκετά για το μαθητή;

T Το χω δει ξέρω πως είναι η διάγνώσεις γιατί και στο γραφείο κάναμε τέτοια πράγματα, μου λέει ότι ο συνήθως ο μαθητής αυτός ζητάει να εξεταστεί προφορικά αλλά και δω που ρώτησα ήταν ασαφές το θέμα δηλαδή λέω τι προφορικά δηλαδή τον εξετάζετε προφορικά, δε γράφει όπως οι άλλοι και ουσιαστικά μου απαντήσανε ότι γράφει, γιατί δεν το χω ξανακάνει εγώ ποτέ και ουσιαστικά έχει περισσότερο χρόνο να το ξαναδεί, να συμπληρώσει κάτι και λοιπά και λοιπά, οπότε περιμένω να δω πως θα γίνει στην πράξη αυτό το πράγμα, ...

Extract 53, chapter 8/Interview with T1/13-11-06/lines 70-78

## Appendix 4.2: 1 Interview with George (student 1)

### Speakers

Γ student 1

M me

1)

M Ε στο να γράφεις εκθέσεις δυσκολεύεσαι στο σπίτι;

Γ Στ' Αγγλικά;

M Μμμ

Γ Τι είναι αυτό; [γελώντας]

Extract 21, chapter 6: Interview with George/19-01-07/lines 1-4/extract 2

2)

Γ Δε συμμετέχω και πολύ γιατί πιστεύω ότι, φοβάμαι ότι την ώρα που θα διαβάσω κάτι μήπως κάνω λάθος και κοροιδεύουνε

M Ε δε θα πρεπε να το σκέφτεσαι έτσι όμως

Γ Ε το σκέφτομαι ξέρω ότι έχω (3 δευτ) αποδείξεις ότι γελάνε. Εντάξει μπορεί να το κάνουνε για πλάκα αλλά εμένα με πειράζει εντάξει.

Extract 22, chapter 6: Interview with George/19-01-07/lines 44-48

3)

M Ναι εεε τι άλλο θα ήθελες απ' το σχολείο, κάνει αρκετά το σχολείο, ο διευθυντής;

Γ Ναι μια χαρά. Απλώς το ένα πρόβλημα που έχω είναι στα διαγωνίσματα, καλό θα ήταν και στα διαγωνίσματα να εξετάζομαι προφορικά=

Extract 2, chapter 8/Interview with George/15-12-06/lines 85-89

4)

M Θα ήθελες δηλαδή να υπάρχει να υπάρχει μια ενημέρωση και στους καθηγητές ώστε να=

Γ =Εντάξει οι καθηγητές το ξέρουν αλλά δεν ξέρουν όλοι πως πρέπει να

M Να διορθώνουν

Γ Όχι εντάξει και να διορθώνουν εντάξει. Με παίρνουν σαν ένα μαθητή που γράφει.

Κανονικά θα έπρεπε να με παίρνουν και μετά να με εξετάζουν προφορικά

Extract 3, chapter 8/Interview with George/15-12-06/lines 99-105

5)

Γ Ναι όμως μας το δώσε την προηγούμενη φορά, σήμερα κάναμε μάθημα, γράφαμε αρχαία μετά δεν μπορούσα να

M Εντάξει μπορείς να πας να τα πεις αυτά.

Γ Θα πάω να τα της τα πω, ότι μπορέσω.

Extracts 4, 7, chapter 8/Interview with George/19-01-07/lines 14-17

6)

Γ Μου το χει πει στο γραφείο μία φορά. Μάλλον την ώρα της γυμναστικής λογικά γιατί δεν μπορώ να χάσω άλλο μάθημα.

M Ναι

Π Και τη γυμναστική θα τη χάσεις;

Γ Τι να κάνω; Αναγκαστικά [γελώντας]

Extracts 5, 6, chapter 8: Interview with George/19-01-07/lines 52-56

7)

Γ Πχ όταν γράφεις έναν ορισμό στο γραπτό λόγο φαίνεται και η παραμικρή λεπτομέρεια, στον προφορικό δε φαίνεται τόσο πχ μπορεί να κάνω λάθος σε ένα κόμμα και να βγαίνει διαφορετικό το νόημα

Μ Μμ

Γ Από ότι αν το έλεγα με τον προφορικό το λόγο ε και μ' αυτό οι καθηγητές κόβουν

Extract 45, chapter 8/Interview with George/15-12-06/lines 93-98

8)

156 Μη Ποιο ήτανε που σου χανε βάλει λιγότερο βαθμό το ΑΟΦ ήτανε; Ποιο ήτανε;

157 Αρχές οικονομίας;

158 Γ Μμμ ανάπτυξη εεε η κ.Χ. Δηλαδή μπερδεψα κάποια γράμματα μ και ν και

159 βγήκε λάθος περίπου η ασκήση μ σε ένα πρόγραμμα.

160 Μ Τώρα δεν ξέρω εγώ από αυτό ναι.

161 Γ Εντάξει αυτό εντάξει, ενώ μπορούσα να χα πάρει παραπάνω εντάξει πήρα

162 πιο κάτω και στο ΟΔΕ

163 Μη Υπάρχει ασάφεια υπάρχει ασυνταξία

Extract 48, chapter 8/Interview with George/19-01-07/lines 156-163

9) Γ Εμένα πάντως μου χουν πει ακόμα και ο Διευθυντής 1 ο κ. Διευθυντής 1 μου το χει πει ότι στα διαγωνίσματα πρέπει να ναι πιο επιηκείς μαζί μου δε γίνεται δηλαδή να με εξετάζουν προφορικά στα διαγωνίσματα, μόνο στο τέλος.

Extract 49, chapter 8/Interview with George/19-01-07/lines 152-155

### Appendix 4.3 Interview with George's parents

Mo1 mother 1

M me

F1 father 1

G, Γιώργος student 1

1)

M Τι σας έχει προσφέρει το σχολείο θέλω να πω και κατά πόσο είστε ικανοποιημένη; Είπατε και πριν ότι δεν είναι ενημερωμένοι=

Mo1 1 =Όχι δεν μπορώ να πω, δεν μπορώ να πω ότι το σχολείο με βοήθησε ιδιαίτερα, πιστεύω ότι άτομα που είχαν άμεση σχέση με το πρόβλημα δηλαδή ... άτομα που ή παιδί τους είχε πρόβλημα

Extract 33, chapter 6/Interview with G's Parents/19-01-07/lines 272-276/appendix 4.3

2)

Mo1 ... φέτος δεν πήγα καθόλου

F1 Φέτος δεν ήθελε να πάει κανένας, μόνος του

Mo1 Δεν θέλει να πάμε κανένας να ρωτήσουμε φέτος, 'μην πάτε να ρωτήσετε' λέει 'ότι είναι να γίνει φέτος' λέει, 'θα γίνει' [γελώντας].

Extract 34, chapter 6/Interview with G's Parents/19-01-07/lines 374-7

3)

M Και είναι και άλλη η μεταχείριση που κάνουνε, πας σε άλλο εξεταστικό με ανθρώπους που ξέρουνε περισσότερο

Mo1 Α δε δίνουνε στο χώρο του σχολείου δίνουνε σε άλλο χώρο.

M Σε άλλο χώρο ναι.

Mo1 Αυτό δε το ξέραμε. Να σας πω την αλήθεια τη διαδικασία αυτή δεν την ξέραμε καθόλου.

Extract 35, chapter 6/Interview with G's Parents/19-01-07/lines 1-6, extract 2

4)

F1 Και φέτος και φέτος επειδή ο Γιώργος πέρυσι, ήταν η χειρότερη χρονιά του στο σχολείο

Mo1 Η χειρότερη ήταν ναι

F1 Αισθανόταν αυτό που χαμε πει κάτι με τους καθηγητές, είχα πάει δυο τρεις φορές ενώ λέω έχει, δε μου το χει πει ε πώς δε σας το χει πει; Δηλαδή αν έχει πάρει ο G 5 μέρες αποβολή σας το λέει ο ένας καθηγητής και ο άλλος; Δηλαδή αυτό το πρόβλημά δεν το προσέχεις;

M Δε συνεννοούνται οι καθηγητές μεταξύ τους=

F =Ναι αυτό είναι το πρόβλημα το δικό μου δηλαδή πέρυσι είχα τρελαθεί. Φέτος όμως πιστεύω ότι έχει μεγαλώσει πιο πολύ, το χει ανάγκη τους βαθμούς γιατί πρέπει να ναι πιο σωστός πιο καλός

Extract 7, chapter 7/Interview with G's Parents/19-01-07/lines 322-329

5)

F1 Και πέρυσι ο φιλόλογος όταν άνοιξε το φάκελο ήτανε μπροστά μπροστά το χαρτί που χαμε πάει εμείς ότι έχει πρόβλημα άρα πώς δεν το ξέρουνε

Extract 8, chapter 7/Interview with G's Parents/19-01-07/lines 364-5/appendix 4.3



- 6) Mo1 Όχι μόνο δεν ήξεραν, υπήρχε πρόβλημα δηλαδή και όταν πήγαμε εμείς ο Γιώργος τελείωνε ήδη το πρώτο τετράμηνο και δεν είχαν μπει στον κόπο καν ούτε να του πούνε ‘έλα να μας τα πεις προφορικά’. Ο Γιώργος έλεγε ότι έχω δυσλεξία.

Extract 9, chapter 7/Interview with G’s Parents/19/01-07/lines 8-10

7)

- F1 Μακάρι. Παντως και πέρυσι ενώ έγραφε ιστορία και λέει να σας το πω προφορικά γιατί όντως ο Γιώργος θα κάνει λάθος, δεν πειράζει Γιώργο λέει, γιατί δεν πειράζει

Mo1 Δεν πει-, Γιώργο λέει ‘σου έκοψα γιατί δεν υπήρχε σαφές το νόημα ξέρω γω στην πρόταση

M Πρέπει να το διεκδικήσει και αυτός

F1 Μα το διεκδικούσε, τι να κάνει, τι να κάνει και αυτός

Mo1 Ε τι άλλο να πει

F1 Παιδάκι είναι, δηλαδή λέει ξέρεις έχω μια καθηγήτρια και λέει να σας το πω και σου λέει δεν πειράζει

Mo1 Δεν είναι σαφές το νόημά σου, από 18 παίρνεις 15. γιατί πήρα 15, γιατί δεν υπάρχει σαφές νόημα. Να στα πω, ε τώρα που να τέτοιο

M Αυτό έγινε πότε

Mo1 Τώρα τώρα, αυτό έχει γίνει και τώρα

M Με φιλολόγους;

Mo1 Δε θυμάμαι αν έγινε με φιλόλογο, πάντως έχει γίνει με ένα μάθημα θεωρητικό δηλαδή που το έλεγες. Ε και στις αρχές οικονομίας είχε γίνει και στο ΟΔΕ είχε γίνει κάποια στιγμή

Extract 10, chapter 7/Interview with G’s Parents/19-01-07/lines 25-42

8)

M Αλλά πήγε και το είπε μόνος στα τεχνολο- στην κατεύθυνση

Mo1 Στην κατεύθυνση

M Στα υπόλοιπα δεν το ξέρανε

Mo1 Ναι ναι ναι

F1 Μα δεν τον απασχολούν

Mo1 Αυτό είπαμε ότι αδιαφορεί τελείως για τα μαθήματα τα γενικής αλλά εκεί που τον ενδιέφερε ... πήγε μόνος του,

M Α πήγε

Mo1 Και είπε απ’ την αρχή ‘εγώ έχω δυσγραφία, θέλω να τοσο να το προσέξετε’

Extract 11, chapter 7/Interview with G’s Parents/19-01-07/lines 332-340

#### Appendix 4.4 Interview with headteacher 1

##### Speakers

HT1 headteacher 1

M me

1)

32	M	Όλοι αυτοί έρχονται σε σας, ασχολούνται;
33	T	Δεν περνάει ποτέ κανένας. Απ' το σχολείο δεν περνάει ποτέ κανένας. Ότι
34		κάνουμε με τις δικές μας δυνάμεις και ότι ξέρουμε
35	M	Μπορείτε εσείς να επικοινωνήσετε με το ΚΔΑΥ ας πουμε
36	HT1	όταν επικοινωνούμε με τα κέντρα Ψυχικής Υγείας ααα μας λένε πάντα ότι
37		έχουνε φόρτο εργασίας και ένα χαρτί ακόμα για να δώσουνε σε κάποιο
38		παιδί που, περνάει αρκετός χρόνος.

Extract 1, chapter 7:/Interview with HT1/13-11-2006/lines 32-8

2)

12	M	Έχει γίνει ενημέρωση για όλους τους καθηγητές;
13	HT1	Ναι πάντα όταν έρχεταιεεε, όταν υπάρχει ένα τέτοιο παιδί ενημερώνονται
14		οι καθηγητές όσοι κάνουν μάθημα στη συγκεκριμένη, στο συγκεκριμένο
15		τμήμα καιεεε αυτό το παιδί βοηθιέται εεε λόγω αυτού του προβλήματος.

Extract 12, chapter 7:/Interview with HT1/13-11-06/lines 12-15

#### Appendix 4.5: Interview with EFL teacher 2

- 1) T2 Τις αιτίες, κάποιες αιτίες γνωρίζω απ' ότι έχω παρακολουθήσει και γω σε σεμινάρια δηλαδή, όχι ότι στο πανεπιστήμιο είχαν φροντίσει να μας ενημερώσουν.  
Extract 5, chapter 6/Interview with T2/24-2-07/lines 15-18
- 2) T2 ... δε γίνεται ιδιαίτερη νύξη παρόλο που είναι ένα πρόβλημα το οποίο το συναντάμε σε όλο και περισσότερα παιδιά  
Extract 6, chapter 6/Interview with T2/24-2-07/lines 26-27
- 3) T2 Και τα σεμινάρια δυστυχώς είναι άκρως θεωρητικά και δεν είναι καθόλου πρακτικά. Γιατί ας πούμε οι περισσότεροι κάνουνε σεμινάρια π.χ. εγώ είμαι Αγγλικής Φιλολογίας θα με ενδιέφερε να δω κάτι πάνω στην Αγγλική φιλολογία, δε θα μ'ενδιέφερε να δω ξέρω γω ότι μπερδεύουν το 3 με το ε.  
Extract 7, chapter 6/Interview with T2/24-2-07/lines 54-58
- 4) M Η σύμβουλος των αγγλικών να οργανώσει κάτι για διορισμένους καθηγητές.  
T2 Και να εκπαιδευτεί και ο σύμβουλος, ναι ντάξει, να ξέρει και ο σύμβουλος ο ίδιος και να κάνει  
Extract 8, chapter 6/ Interview with T2/24-2-07/lines 71-72
- 5) M Σύμβουλοι υπάρχουν που να μπορούν να σας πουν για αυτά τα θέματα;  
T2 Σύμβουλοι;  
M Μμμ. Σχολικοί σύμβουλοι ξέρω γω.  
T2 Υπάρχουν σχολικοί σύμβουλοι, υπάρχει. Καλά το ότι υπάρχουν σίγουρα, το θέμα είναι κατά πόσο έρχονται και λένε κάτι χρήσιμο. Προσπαθούνε κι αυτοί να κάνουνε κάτι, όταν τους ρωτάμε βέβαια εμείς έτσι; Ή όταν είναι οργανωμένοι κι αυτοί.  
Extract 9, chapter 6/Interview with T2/2-03-2007/lines 418-424
- 6) T2 Και δεν έχει φροντίσει το Υπουργείο να με ενημερώσει για το τι κάνουμε όταν υπάρχουν αυτά τα προβλήματα. Δε συνοδεύεται ποτέ το χαρτί από αυτό  
M Σου λέει  
T2 Δε συνοδεύεται ποτέ το χαρτί από παραινήσεις για το πώς εγώ πρέπει να ασχοληθώ με το θέμα.  
Extract 28, chapter 6/ Interview with T2/02-03-07/lines 357-2
- 7) T2 Δηλαδή όταν εμείς έχουμε δέκα παιδιά και τα δέκα σου φέρνουν χαρτί το οποίο είναι σα φωτοτυπία  
M Ναι  
T2 Το μόνο που βάζουν είναι σφραγίδες, συγγνώμη αλλά εμένα αυτό μου λέει ότι χαιρετίσματα κι άγιος ο θεός ας πούμε, δεν ξέρουμε τι μας γίνεται.  
Extract 29, chapter 6/Interview with T2/2-03-07/lines 325-9

- 8) T2 Ρε παιδί μου το μόνο που ξέρουμε είναι ότι δε δίνουμε σημασία στα ορθογραφικά λάθη και εξετάζουμε το μαθητή προφορικά και βασιζόμαστε στην προφορική του εξέταση.  
M Ναι, κατά τ' άλλα δε λέει κάτι άλλο.  
T2 Κατά τ' άλλα δε λέει κάτι άλλο και μένα δε μου λέει τι να κάνω την ώρα που διδάσκω για να το βοηθήσω το παιδί.  
Extract 30, chapter 6/Interview with T2/02-03-07/lines 371-376
- 9) M Τους έχεις ενημερώσει για τα συγκεκριμένα για το τι προβλήματα έχουν τα παιδιά;  
T2 Ναι ασφαλώς. Ό,τι μ'έχουνε ρωτήσει ναι βεβαίως, όταν ενδιαφέρονται.  
M Για το τι μπορούν να κάνουν και  
T2 Δεν ξέρω και γω τι μπορούν να κάνουν.  
Extract 50, chapter 6/Interview with T2/2-3-07/lines 442-6
- 10) M Έχετε μιλήσει ποτέ με ΚΔΑΥ;  
T2 Εγώ όχι, δεν ξέρω αν έχει κάνει κάτι η διευθύντρια.  
M Έχουν έρθει ποτέ αυτοί;  
T2 Δεν ξέρω, δε νομίζω. Εγώ δεν έχω πάρει κάτι είδηση αλλά ενδέχεται να έχει γίνει και να μην το έχω πάρει εγώ χαμπάρι.  
Extract 4, chapter 7/ Interview with T2/02-03-07/lines 414-7
- 11) T2 Ψυχολόγο στο σχολείο; Ναι, ήρθε χθες αλλά για άλλο θέμα.  
M Ναι;  
T2 Όχι για το συγκεκριμένο [γελώντας]. Υποτίθεται ότι θα έπρεπε να υπάρχουν ψυχολόγοι σε όλα τα σχολεία αλλά υποθέτω ότι κοστίζουνε στο Υπουργείο και δεν έχει φροντίσει να τους  
M Υπάρχει στο δήμο μία  
T2 Και να πηγαίνει σε όλα τα σχολεία η μία; Κανονικά έπρεπε να υπάρχει στο χώρο του σχολείου ψυχολόγος, ή μία ψυχολόγος να έχει τέσσερα πέντε σχολεία, να μπορεί μια μέρα τη βδομάδα τουλάχιστον να είναι.  
Extract 5, chapter 7/Interview with T2/02-03-07/lines 394-402
- 12) M Υπάρχει σύμβουλος ειδικής αγωγής;  
T2 Ε νομίζω ότι υπάρχει αλλά δεν ξέρω ιδέα δεν έχω, για να μαι ειλικρινής όχι δεν ξέρω. Δεν ξέρω. Μπορεί και να υπάρχει.  
Extract 6, chapter 7/Interview with T2/2-03-2007/lines 426-8
- 13)  
M Ε υπάρχει συνεργασία με φιλολόγους για τα συμπε=  
T2 =Απλά όταν υποψιάζεται κάποιος κάτι το συζητάει και με τους άλλους για να δούνε αν υπάρχει κάτι. Αν προκύψει κάποιο θέμα ρε παιδί μου, εννοείται, το συζητάμε  
M Ναι να δεις τι κάνουνε οι άλλοι, πώς συμπεριφέρεται στο μάθημά τους και τέτοια.  
T2 Μόνο αν έχω πρόβλημα ιδιαίτερο.  
M Μμμ.

- T2 Και δώ ότι κάποιο παιδί δεν μπορεί να παρακολουθήσει καθόλου, δεν μπορεί να=
- Extract 20, chapter 7/Interview with T2/2-03-07/lines 383-392
- 14) M Προφορικά αν δεις ότι κάτι χρειάζεται τους κρατάς στο διάλειμμα;  
T2 Εννοείται. Αν θέλουνε να εξεταστούνε τους κρατάω προφορικά.  
Extract 9, chapter 8/Interview with Teacher 2/2-03-07/lines 222-4
- 15) T2 Στο τεστ ναι εεε αν δώ ότι τελειώνει η ώρα τους κρατάω πάντα και στο διάλειμμα  
M M.  
T2 Αν δώ τώρα ότι επιμένουνε να γράψουνε κάτι, θέλουνε να εξεταστούνε προφορικά και μου χουνε μείνει, ζητάω άδεια και τα παίρνω μαζί μου.  
M Τα συγκεκριμένα ή και άλλα παιδιά;  
T2 Ολα, κοίταξε τα υπόλοιπα παιδιά αν έχουνε μείνει ένα δύο και τους έχω δει ας πούμε ότι έχουνε μια άσκηση για να τελειώσουνε ολόκληρη και ότι την ξέρουνε την άσκηση ζητάω άδεια και τους παίρνω μαζί μου ξέρεις εκεί που θα πάω μετά, για πέντε λεπτά πάλι  
Extract 32, chapter 8/Interview with T2/02-03-07/lines 193-202
- 16) T2 Εεε αλλά φροντίζω κάθε δυο μαθήματα και γράφουνε και ορθογραφία και τους εξετάζω μες στην τάξη δηλαδή πώς να στο πω και πάλι τους ξαναζητάω τα φαινόμενα να τα κάνουν.  
Interview with T2, chapter 8/23-03-07/line 431-3
- 17) T2 ... όλα τα παιδιά γράφουνε λεξιλόγιο απλά τους έχω πει ότι 'ρε παιδί μου δεν μπορείς να μάθεις τις 20 λέξεις; Θα μάθεις όσες μπορέσεις και θα μου φέρεις σε ένα φύλλο χαρτί σε ένα χαρτάκι **πριν** το μάθημα'  
M Ποιες έχουνε μάθει  
T2 'Ποιες έχεις μάθει ώστε εγώ να φροντίσω στην ορθογραφία που θα δώσω να είναι και αυτές μέσα για να μπορέσεις να πάρεις ένα βαθμό'  
Extract 40, chapter 8/interview with T2/23-02-07/Lines 138-143
- 18) T2 Λοιπόν εεε τους έχω πει φέρτε μου τις λεξούλες που έχετε διαβάσει σε ένα φύλλο χαρτί χωρίς να σας δουν οι συμμαθητές σας  
M Μμμ  
T2 Ωστε να μην φανεί ότι γίνεται διάκριση  
Extract 41, chapter 8/Interview with T2/23-02-07/lines 169-172
- 19) T2 Κοίταξε την ορθογραφία δεν την υπολογίζω, δηλαδή την ορθογραφία, επειδή υπάρχουν αρκετά ορθογραφικά λάθη, δεν τα υπολογίζω κι αν τα υπολογίσω τα υπολογίζω γύρω στο 1/10 από το ότι θα υπολογίσω τα διαγωνίσματα των άλλων. Στο σημείο που εκείνα δεν έχουν δεχτεί  
M \*(προφορικό) βαθμό;  
T2 Στο σημείο που εκείνα δεν έχουν δεχτεί να εξεταστούν προφορικά. Γιατί κανονικά αφού δε θες να εξεταστείς προφορικά και βασίζεσαι στο γραπτό σου εγώ πρέπει να είμαι  
M Τους βάζεις δηλαδή ότι γράφουν.

T2 Ναι στα συγκεκριμένα παιδιά όμως δεν το κάνω ...  
Extract 51, chapter 8/Interview with T2/24-02-07/lines 217-224

- 20) T2 = δεν πρέπει να κόβεις μονάδα για τα ορθογραφικά λάθη  
M Μμ  
T2 Αυτό έχει κατοχυρωθεί, ε γι' αυτό σου λέω ότι δεν το κάνω.  
T2 Μμμ  
T2 Δεν το κάνω. Η αν το κάνω θα το κάνω στο σημείο που μου 'χουνε πει ότι δεν έχω να πω κάτι άλλο. Δηλαδή όταν το νούμερο ας πούμε θα μου το γράψει ο άλλος threed και θα τον εξετάσεις προφορικά και θα στο πει threed εκεί θα πιαστεί το λάθος. ]  
M Μμμ ] Ναι  
T2 Γιατί το 'χει μάθει λάθος.  
M Εγώ έλεγα αν κάτι το γράφει όπως ακούγεται και είναι λάθος το spelling ξέρω γω λείπει απ' τα δυο I ξέρω γω λείπει το ένα.  
T2 Δεν μιλάμε για τέτοια, αυτά δεν υπολογίζονται  
M Εκεί δεν το πιάνετε.  
Extract 52, chapter 8/Interview with T2/24-2-07/lines 236-248

- 21) M Εδώ τι λέει hairbresser  
T2 Εκεί λέει hairbressen δηλαδή είναι τελείως λάθος.  
Chapter 8, interview with T2/23-2-07/line 576-7
- 22) M Μετά πόσα εφαρμόζετε, εξαρτάται απ' τον καθηγητή το αν εφαρμόζεται αυτό που λέει το χαρτί.  
T2 Το ποιο λέει το χαρτί; Ξέρω εγώ να το εξηγήσω;  
M το πώς θα διορθώνεις, το αν θα, το πώς θα εξετάσεις  
T2 Ξέρω εγώ να το εξηγήσω; Εμένα μου δίνουνε μια διάγνωση που έχει μέσα ιατρικούς όρους  
Extract 55, chapter 8/Interview with T2/02-03-07/lines 350-5
- 23) M Τους δίνεις κάποια ώρα να το σκεφτούν;  
T2 Ναι αυτό το κάνω αλλά να σου πω τι γίνεται; Όταν δω ότι ο άλλος κολλάει επειδή κάτι δεν το ξέρει, όπως σήμερα ο Πέτρος, είδες περίμενα  
M Μμμ  
T2 Του ξανάκανα την ερώτηση, προσπάθησα να τον βοηθήσω, είδα ότι δεν το ήξερε, δεν μπορώ να επιμείνω περισσότερο γιατί και η ώρα περνάει  
M ναι  
T2 και δεν θα προλάβω εγώ να παραδώσω και οι άλλοι θα αρχίσουνε  
M να πετάγονται  
T2 ναι τους βλέπεις, δεν κρατιώνται  
M Ναι. Δίνεις λίγο παραπάνω χρόνο να κάνουν τις ασκήσεις;  
T2 Στην τάξη;  
M Μεσ στην τάξη ή και σε τεστ  
T2 Μέσα στην τάξη δίνω όσο περισσότερο χρόνο μπορώ.  
Extract 6, chapter 9/Interview with T2/2-03-07/lines 180-193

- 24) M Κάποιες φορές [ο Στάθης] μου είπε ότι κάνει δύο απ' τις τρεις ασκήσεις ας πούμε  
T2 Δεν έχω πρόβλημα σ' αυτό

M Γιατί ακριβώς δυσκολεύεται, του παίρνει πολύ ώρα να τις γράψει και  
T2 Σ' αυτό δεν έχω πρόβλημα είδες που και σήμερα τους είπα κάντε τα μισά  
M Μμμ  
T2 Αρκεί να μάθετε γιατί είδες τι γίνεται, έρχονται και τα φέρνουν έτοιμα  
M Τα άλλα μπορεί να μην έχουν πρόβλημα ας πούμε ο Θοδωρής  
T2 όχι όχι όχι. Εγώ γενικά έχω πει σε όλους γιατί είδες υπάρχουνε κι άλλα  
αδύναμα άτομα στην τάξη δεν είναι μόνο ο Στάθης  
M Μμμ  
T2 Τους έχω ότι ρε παιδί μου δεν προλαβαίνετε να τα κάνετε όλα κάντε τα  
μισά αλλά κάντε τα σωστά.  
Extract 12, chapter 9/Interview with T2/02-03-07/lines 1-15

- 25) T2 Εγώ τους έχω πει ότι αυτό δε μ' απασχολεί, ας έρχεται να μου λέει ότι εγώ  
δεν πρόλαβα να τα κάνω όλα γιατί δεν μπόρεσα, τελείωσε θα τα κάνει το  
Σαββατοκύριακο δεν είναι υποχρεωτικό να τα κάνει απ' τη μια μέρα στην  
άλλη.  
Extract 13, chapter 9/interview with T2/2-3-07/lines 19-22

- 26) M Γιατί οι δυσλεκτικοί δε γράφουν εργασία;  
T2 Όχι γιατί, μα δεν είναι αυτό. Είναι ότι μπορείς να μην κάνεις παρατήρηση.  
Μπορεί να γίνει ρόμπα.  
Extract 14, chapter 9/interview with T2/23-02-07/lines 206-8

- 27) T2 Ό δεν δεν, να σου πω θεωρώ ότι αυτό είναι το μόνο πράμα που δε θα  
πούνε γιατί προσπαθώ να συμπεριφέρομαι με τον ίδιο τρόπο σε όλους  
M Ναι  
T2 Και στους άριστους μαθητές και στους όχι καλούς μαθητές.  
M Μμμ  
T2 Και είμαι το ίδιο αυστηρή σε όλους, δηλαδή δεν υπάρχει περίπτωση, εεε  
να, είδες ας πούμε πριν, ότι έγραφα, όσους δεν είχαν φέρει εργασία τους  
έγραφα όλους.  
Extract 15, chapter 9/Interview with T2/23-02-07/Lines 196-203

- 28) M Εεε πόσο σημαντική είναι η γλώσσα και η συμπεριφορά σου προς τα  
παιδιά αυτά; Κάνεις κάτι για αυτό; Είσαι πιο επιεικής;  
T2 Πιο ανεκτική είμαι σίγουρα.  
Chapter 9/Interview with T2/2-3-07/line 273-275

#### Appendix 4.6: Interview with Stathis (student 2)

St Stathis

M me

- 1) St Είναι λιγάκι ταλαιπωρία διότι ας πούμε εμείς Γαλλικά γράψαμε την παρά παρά περασμένη Τετάρτη.  
M Ναι  
St Κι ακόμα δεν έχω δώσει προφορικά.  
M Ή στο τέλος της ημέρας  
St Μα εγώ τα ξέχασα και δεν υπάρχει περίπτωση να ξαναγράψω  
Extract 10, chapter 8/Interview with Stathis/25-02-07/extract 7/lines 50-55
- 2) M Άρα μπορείτε απλά να γράψετε ότι μπορείτε γραπτώς και στο τέλος της ημέρας να κάτσετε  
St Ε να σας πω κάτι, ούτε στο διάλειμμα, υπάρχει λίγος χρόνος, σπάνια και στο τέλος ξέρετε γιατί έχω τέτοιο 2.30 έχω άλλα μαθήματα και ίσα ίσα προλαβαίνω.  
Extract 11, chapter 8/Interview with Stathis/25-02-07/lines 70-74
- 3) St Η μόνη επιλογή είναι να το κάνεις μες στο μάθημα, την ώρα που οι άλλοι γράφουν, απλώς να μην επιτραπεί να ρωτήσει ο άλλος εκείνη τη στιγμή, να μιλήσει ή να κάνει κάποια φασαρία εκείνη τη στιγμή για να σκεφτεί ο άλλος.  
Extract 12, chapter 8/Interview with Stathis/25-02-07/lines 91-94
- 4) St και επειδή τα παιδιά διακόπτουν και κάνουν ερωτήσεις ή μερικές φορές κάνουν φασαρία αυτό μ'ενοχλεί πάρα πολύ και ειδικά όταν γράφω  
Extract 22, chapter 8/Interview with Stathis/25-2-07/lines 207-8
- 5) St άμα γίνει λίγο έτσι παραπάνω φασαρία ειδικά όταν τα λέω... Επειδή δεν έχω γράψει, δεν ξέρω τι έχω πει απ' τα προηγούμενα, τα λέω και πρέπει να τα συγκερατήσω στο μυαλό μου=  
Extract 23, chapter 8/Interview with Stathis/25-2-07/lines 231-2
- 6) St τώρα στο γυμνάσιο εδώ στο γυμνάσιο σε βάζουν σε μία έδρα και σε εξετάζουνε μπροστά σε όλα τα παιδιά και γίνεται χαμός, εεε και τώρα στο δημοτικό που υποτίθεται ότι είναι πιο παλιά σε πάνε σε ξεχωριστή αίθουσα  
Extract 24, chapter 8/Interview with Stathis/25-2-07/lines 13-16
- 7) M θα μπορούσες να πας σε μια άλλη αίθουσα να τα λες αν γίνεται και να ρθουν κι οι άλλοι μαζί, τα άλλα παιδιά που είναι, είσαστε τρεις.  
St Ναι ή εκτός απ' αυτό να υπάρχει απόλυτη ησυχία δεν ξέρω και γω μερικές φορές  
M Γενικά μπορεί να σε κομπλάρει το ότι οι άλλοι ακούνε τι λες.  
St Ναι και αυτό πολύ.  
Extract 25, chapter 8/Interview with Stathis/25-2-07/lines 38-43
- 8) St Και θέλουμε λίγο περισσότερο χρόνο και λίγο περισσότερη ησυχία για να τα σκεφτούμε ... διότι εγώ ας πούμε όταν γράφω πρέπει να σκεφτώ και να



γράφω, ... επειδή το μυαλό μου μερικές φορές σκέφτεται πιο γρήγορα απ' ότι γράφει το χέρι μου

M Ναι.

S2 Ε πρέπει να πηγαίνω πιο αργά, να σκέφτομαι πιο αργά για να γράφω και ανάλογα

Extract 26, chapter 8/Interview with Stathis/25-02-07/lines 218-226

- 9) St Ναι και στη συμμετοχή και στο να γράψουμε, ακόμα και στην άσκηση συμβαίνει αυτό, κάποιος μπορεί να τελειώσει πολύ πιο γρήγορα, ε δε χρειάζεται επειδή θα τελειώσει αυτός πιο γρήγορα.

M Να μη βιάζεται.

St Να αρχίσουμε να όλοι γιατί εγώ δε θα προλάβω καν να την κάνω ή οποιοσδήποτε άλλος.

Extract 1, chapter 9/Interview with Stathis/25-02-07/lines 37-42

- 32) St Γι'αυτό μερικές φορές... δεν προλαβαίνω να κάνω πολλά πράγματα και ίσως επειδή γι'αυτό το πρόβλημα ... για τη δυσλεξία χρειάζεται να χρησιμοποιηθεί περισσότερος χρόνος και επειδή δεν υπάρχει περισσότερος χρόνος

M Μμμ.

St Δεν κάνω εγώ τις ασκήσεις. Αν και προσπαθώ να τις κάνω τις ασκήσεις, δε συμβαίνει πάντοτε, μια στο τόσο να μην τις, να μη φέρνω ασκήσεις κι έτσι, να μην κάνω ασκήσεις.

Extract 11, chapter 9/ Interview with Stathis/25-02-07/lines 7-15

#### Appendix 4.7: Interview with Petros (student 3)

P Petros

M me

- 1) P και σ' αυτό το διαγώνισμα μας είχε δώσει την ώρα και όταν τελείωσε εγώ μου χε μείνει μια άσκηση, μου λέει έλα θα την πεις προφορικά

M Την είπες;

P Την είπα αλλά την είπα την τελευταία ώρα και τα χα ξεχάσει ολίγον τι και δε

M Στο τέλος της ημέρας δηλαδή;

P Ναι ναι γιατί το γράφαμε την τέταρτη νομίζω ή Πέμπτη ώρα και την έβδομη που τελειώσαμε τα θρησκευτικά και μας είχε σκάσει η άλλη, μου λέει έλα να τα πεις και είπε και στα άλλα δύο παιδιά που είμαστε προφορικά και δεν της τα παμε καθόλου καλά.

Extract 13, chapter 8/Interview with Petros/11-03-07/lines 219-228

- 2) M Ήθελες περισσότερο χρόνο για να το γράψεις, σας έδωσε αρκετό χρόνο;

P Λίγο περισσότερο χρόνο θα ήθελα για να σκεφτώ κάποιες ερωτήσεις, γιατί δε μας είχε δώσει την προηγούμενη φορά πάλι στο προηγούμενο διαγώνισμα πολύ χρόνο

M Ναι

P και σ' αυτό το διαγώνισμα μας είχε δώσει την ώρα και όταν τελείωσε εγώ μου χε μείνει μια άσκηση, μου λέει έλα θα την πεις προφορικά

Extract 27, chapter 8/Interview with Petros/11-03-07/lines 213-220

- 3) P ... εγώ θέλω εκείνη την ώρα να μ' αφήσει να τα γράψω και μετά άμα θέλει κάτι να μου το πει αλλά όχι στο διάλειμμα, όταν τελειώνουμε το μάθημα. Στην αρχή του δεύτερου μαθήματος.

Extract 30, chapter 8/Interview with Petros/11-03-07/lines 233-235

- 4) M Τα θέματα είναι πιο ευχάριστα

P Ναι

M Διαφορετικά;

P Βέβαια κάθε μέρα κάνω και διαφορετικό μάθημα αλλά τα μαθήματα αυτά δεν έχουνε πάρα πολλές λέξεις

Extract 34, chapter 8/Interview with Petros/11-3-07/lines 19-23

- 5) P Μα να αυτό το μάθημα που μας είχε βάλει σήμερα είχε το 'corner', το 'play', το 'football', το 'basketball' τέτοιες λέξεις.

M Μμμ.

Και δε μας βάζει τίποτα, πηγαίνει στο παρακάτω κεφάλαιο. Να δηλαδή είναι το 16 κεφάλαιο που ναι δύο σελίδες.

M Μμμ.

P Και είναι όλο πανεύκολες λέξεις... και τις ξέρουν όλοι. Μετά μας βάζει και αυτό το κεφάλαιο, μας βάζει και το επόμενο. Ε κάτσε. Και μας βάζει τέσσερις σελίδες λέξεις και μετά μας λέει καθίστε να τις μάθετε. Και γω νευριάζω μαζί της και δεν κάνω τίποτα.

Extract 35, chapter 8/Interview with Petros/11-03-07/lines 16-26

- 6) P Μας είχε βάλει πάρα πολλές. Είχε νευριάσει μ' ένα παιδί και λέει εεε επειδή νευρίασε μαζί του λέει θα πάρετε όλες τις λέξεις μα της λέμε γιατί και νευρίασε και μετά δεν μας μίλησε και μας είπε αυτές τελείωσε  
Extract 36, chapter 8/Interview with Petros/11-3-07/lines 78-80
- 7) P Αλλά δεν της πάω εξεπότηδες γιατί είναι πολύ χάλια. Την άλλη φορά της είχα πάει λέξεις και της λέω 'αυτές κυρία για μένα', 'εντάξει' μου λέει 'πάρτες' και δεν έβαλε καμία απ' αυτές που χα γράψει. Μου βάξε άλλες και μετά μου έβαλε μηδέν στην ορθογραφία.  
Extract 42, chapter 8/interview with Petros/4-05-07/lines 5-8
- 8) M Θέλεις λίγο παραπάνω χρόνο όταν σε ρωτάει δηλαδή;  
P Ναι θέλω λίγο χρόνο  
M για ν' απαντήσεις;  
P Για να το σκεφτώ λίγο γιατί είμαστε και μέσα και αυτή φωνάζει και εεε σε απενεργοποιεί λίγο.  
Extract 2, chapter 9/Interview with Petros/11-03-07/lines 185-189

#### Appendix 4.8: Interview with Thodoris (student 4)

- 1) Th ... θέλω ... να βλέπω κι άλλα παιδιά να πω ωραία, έχω χρόνο, δηλαδή να μην καθυστερώ την κυρία εεε δηλαδή ... να με φωνάξει στο τέλος της ημέρας, τελειώνει το εφτάωρο και να μου πει η κυρία στο τέλος έλα να τα πεις προφορικά... βλέπω μόνο την κυρία κι αγχώνομαι ότι τώρα τι θέλω εγώ εδώ, μόνο με την κυρία. Ενώ αν είναι κι άλλα παιδιά νιώθω εγώ καλύτερα.  
M Ε εντάξει αν είναι κι άλλα δύο, δεν είναι καλύτερα; Αν είναι κι άλλα παιδιά από άλλες τάξεις.  
S4 Περισσότερα μ'αρέσει πιο πολύ.  
M Όταν είσαι με όλη σου την τάξη δηλαδή.  
S4 Ναι αυτό μ'αρέσει πολύ πιο πολύ.  
Extract 14, chapter 8/Interview with Th/11-04-07/lines 60-74
- 2) M Να γίνει, πώς να γίνει όμως το προφορικό; Στο διάλειμμα αμέσως μετά το διαγώνισμα, να γίνει αργότερα;  
Th Εμένα βασικά δε μ'ενοχλεί να γράφει όλη η τάξη διαγώνισμα και να με πάρει η κυρία στην έδρα και να της το πω εγώ. Αυτό εμένα δε μ'ενοχλεί.  
Extract 15, chapter 8/interview with Thodoris/11-04-07/lines 52-55
- 3) Th Βιάζομαι, βιάζομαι και κάνω λάθη, για να προλάβω τις ασκήσεις. Δηλαδή είναι μία ώρα το τεστ, είναι αυτές οι ασκήσεις, μπορεί να μην προλάβω. Και βιάζομαι, τα κάνω γρήγορα για να προλάβω. Κάνω λάθη, εεε μια φορά δεν είχα προλάβει να κάνω δύο ασκήσεις. Εεε στο τέλος ήρθε η κυρία 'Θοδωρή'  
M Στ' Αγγλικά;  
Th Ναι. 'Θοδωρή, θες εεε να πεις προφορικά;' 'Ναι κυρία τις ασκήσεις και ιδιαίτερα αυτές τις δύο τελευταίες που δεν έχω προλάβει'.  
Extract 29/Interview with Thodoris/11-04-07/lines 35-42
- 4) M Ήθελες πιο πολύ χρόνο, αν γινότανε αυτό;  
Th Αν είχα εεε περισσότερο χρόνο, θα ταν καλύτερα.  
M Να κάτσεις ίσως και την άλλη ώρα κανα δεκάλεπτο;  
Th Ναι θα ταν καλύτερα να καθόμουνα περισσότερη ώρα, μετά όμως να το λεγα και προφορικά.  
Extract 31, chapter 8/Interview with Thodoris/11-04-07/lines 45-49
- 5) Th Επίσης μπορεί να μας πει από το 20 μάθημα το λεξιλόγιο να διαβάσετε πολύ καλά από το 11 μέχρι το 30 λέμε τώρα αριθμό, εεε να διαβάσουμε εμείς καλά αυτές τις λέξεις και να πέσει από κει πέρα λέξεις, να μη μας βάλει για παράδειγμα 16 17 18 19 20 λεξιλόγιο για ορθογραφία (.) γιατί είναι πολλές οι λέξεις.  
Extract 33, chapter 8/Interview with Thodoris/02-06-07/extract 9/lines 21-25
- 6) Th Δηλαδή τώρα μέσα από 100 λέξεις που είναι τα πέντε κεφάλαια που λέει ο λόγος  
M Πρέπει να ξέρεις τις 10 που θα βάλει  
Th Πρέπει να ξέρω τις 20 που θα μας πει.

M       Ναι το θέμα είναι ότι μάλλον θα θέλει να διαλέξει από κάθε κεφάλαιο, ότι δεν μπορεί να τις δώσει τις δύο

Th       Ναι από κάθε κεφάλαιο να μας πει, να διαβάσετε καλά αυτές τις πέντε λέξεις

M       Ναι

Th       Για παράδειγμα ή για να μη διαβάσουμε πέντε λέξεις και πέσουν αυτές οι πέντε να δώσει δεκαπέντε λέξεις

M       Δεν μπορεί να πει πέντε γιατί τότε σας τα δίνει.

Th       Ναι. Να διαβάσουμε όμως καλά αυτές τις δεκαπέντε λέξεις, όχι τις άλλες που δεν πρόκειται να μας βάλει.

Chapter 8/Interview with Thodoris/2-6-09/lines 31-44

- 7) M Α αν σου δίνει χρόνο για ν'απαντήσεις όταν κάνει μια ερώτηση στην τάξη;

Th Όχι πιστεύω ότι θα ήθελα πιο πολύ χρόνο.

M Θα θελες πιο πολύ χρόνο.

Th Δηλαδή εεε είχα μπερδευτεί μια φορά και μου έδωσε δέκα δευτερόλεπτα για ν'απαντήσω, να πω το σωστό, δεν πρόλαβα να το σκεφτώ, να κατανοήσω αυτό που διάβαζα και πήγε σ'άλλο παιδί για να συνεχίσει την ώρα.

Extract 3, chapter 9/Interview with Th/11-04-07/lines 1-7

- 8) M Εε θα ήθελες ... να έχετε λιγότερο διάβασμα στο σπίτι στα Αγγλικά.

Th Ναι γιατί είναι, εκτός απ' τ'Αγγλικά είναι κι άλλα μαθήματα.

Extract 7, chapter 9/Interview with Thodoris/2-6-07/lines 1-3

- 9) Th Όταν μας βάζει η κυρία [καθηγήτρια 2] για παράδειγμα εεε έχει το βιβλίο δέκα ασκήσεις κάνουμε τις τρεις εκεί πέρα και οι εφτά είναι για το σπίτι.

M Οι εφτά είναι πολλές για να πω την αλήθεια δηλαδή δύο άντε τρεις

Th Μας βάζει όμως και λεξιλόγιο, μας βάζει ...

Extract 8, chapter 9/interview with Thodoris/02-06-07/lines 15-18

- 10) Th Ή μπορεί ... να μας δίνει σ' ένα φυλλάδιο είκοσι ασκήσεις ... και να μας τις δίνει Δευτέρα για παράδειγμα και να είναι για την Παρασκευή, να είναι για την άλλη Δευτέρα.

Extract 9, chapter 9/Interview with Thodoris/2-6-07/lines 29-32

- 11) M Ναι κάπως να γίνεται μια συνεννόηση γι'αυτό.

Th Ναι.

M Για το τι θα φέρετε τουλάχιστον, μπορεί να πει ότι εσείς θα κάνετε τα δύο απ' τα τρία, να κάνει αυτή την υποχώρηση.

M Ναι.

M Δεδομένου ότι για να γράψεις εσύ τη μια έκθεση μπορεί να θέλεις παραπάνω ώρα απ' ότι ο άλλος

Th ναι

M που δεν κάνει λάθη.

Th Ναι εννοείται.

M Που δεν, όλα αυτά

Th Ή να βάζει γενικότερα πιο λίγες ασκήσεις.

Extract 10, chapter 9/Interview with Thodoris/2-6-07/lines 6-16

#### Appendix 4.9: Interview with Stathis' parents

F2 father 2  
Mo2 mother 2  
M me

- 1) F2 Το σημαντικότερο είναι να γνωρίζει ο καθηγητής τι έχει το παιδί.  
M Ναι.  
F2 Το γνωρίζεις και να σαι συνειδητοποιημένος σαν εκπαιδευτικός γιατί υπάρχει καθηγήτρια η οποία είπε ότι ... 'Δεν έχω τέτοια άποψη αφού δεν είμαι ειδική'.  
Extract 12, chapter 6: interview with S2's parents/25-02-07/lines 124-130
- 2) F2 Τα σχολεία στο λέω τώρα με σιγουριά μεσάνυχτα εντελώς ειδικά το δημοτικό  
Mo2 Στο δημοτικό δε μας είπε κανείς τι κάνει ο Στάθης...  
F2 ... κάναν μάλλον κάναν και ζημιά στο δημοτικό  
Extract 13, chapter 7: interview with S2's parents/25-02-07/lines 8-14
- 3) F2 Δεν ξέραν καθόλου καθόλου σ' αυτό το σχολείο και οι καλοί, κάποιες κυρίες που ταν πολύ καλοί, δεν ξέραν όμως.  
Chapter 6, interview with S2's parents/25-02-07/lines 25-27
- 4) M Υπάρχει αρκετή ενημέρωση πάνω στη δυσλεξία από τι για το τι πρέπει να κάνετε, που να πάτε το παιδί;  
Mo2 Τίποτα, εμείς πάμε ξεχωριστά αλλού και πληρώνουμε.  
Extract 39, chapter 6/Interview with S2's parents/25-02-07/lines 1-3
- 5) M Πώς επικοινωνείτε μαζί της ... σας έχει ενημερώσει για τις δυσκολίες;  
Mo2 (μας) φέρνει τις εργασίες του ...  
F2 Ψάχνει για διαγωνίσματα που χε γράψει, γενικά ήταν καλή ας πούμε μας μίλησε, έδειξε ενδιαφέρον και στους βαθμούς που πήγαμε.  
Extract 43, chapter 6/Interview with S2's parents/25-02-07/lines 1-4
- 12) M Για την υποστήριξη που προσφέρει το σχολείο;  
Mo2 Εεε το σχολείο τώρα για το γυμνάσιο μιλάμε έτσι;  
M Ναι ναι.  
Mo2 Γιατί στο δημοτικό δεν είμασταν ευχαριστημένοι.  
F2 Είναι ένα καλό σχολείο ...  
Mo2 Εντάξει τώρα ξεκίνησε, δεν έχουμε πρόβλημα, μ' αυτούς που έχω μιλήσει είναι πάρα πολύ εξαιρετικοί κύριοι και κυρίες  
Extract 44, chapter 6/Interview with S2's parents/25-02-07/lines 1-8
- 13) F2 Όχι ο καθένας να λέει το δικό του λες και είναι ειδικευμένος στα πάντα. 'Εγώ νομίζω' λέει. Ε τι εσύ νομίζεις; Εγώ θα ήμουν απότομος άμα της μίλαγα στην καθηγήτρια... εμείς πήραμε χαρτί από ειδικούς, εσύ νομίζεις; Θα το δεχθεί, δεν μπορεί να χει τέτοιες απόψεις, 'εγώ νομίζω ότι δεν έχει τέτοιο', λέω τώρα ένα παράδειγμα.  
Mo2 Εντάξει. Το είπε βέβαια έχει αλλάξει τώρα η κοπέλα.

F2 Όχι δε λέω για τη συγκεκριμένη εγώ τώρα εγώ δε μίλησα μαζί της. Λέω ο κάθε καθηγητής τελοσπάντων.

Extract 45, chapter 6/Interview with S2's parents/25-02-07/lines 18-25

- 14) F2 Το καταλαβαίνω εγώ ας πούμε μια φορά 'έκανα λάθος' λέει 'γεωγραφία δεκαοχτώμισι'. Τον εξετάζω βιολογία διαβάζει, του κάνω δύσκολες ερωτήσεις και πάει στο σχολείο και βάζει τα πιο απλά τα πιο γελοία, εμένα μου απαντάει σε όλο το βιβλίο σε δύσκολες ερωτήσεις, πάει στο σχολείο λέει 'εκείνη τη στιγμή φώναζε κάποιος και λέει δε γράφω', δε λέει αυτά που λέει εδώ. Και το καταλαβαίνω εγώ και παρατηρώ ότι τώρα που τσαντίζεται έχει σχέση με την ησυχία που θέλει.

Extract 18, chapter 8/Interview with S2's parents/25-02-07/lines 12-8

- 15) M Τους εξετάζουν μες στην ίδια αίθουσα λέει.

Mo2 Στην ίδια ναι.

M Την ώρα που οι άλλοι γράφουν πρέπει να=

Mo2 =με διέκοψε λέει για να μιλήσει σε κάποιο παιδί

M Είναι μες στην τάξη και γίνεται αυτό. Πρέπει να γίνει κάπου αλλού, σε άλλο χώρο.

F2 Νομίζω αυτό λύνεται, άμα θέλουν βρίσκουν τρόπο.

M Να τους μαζέψουνε όλους μαζί να το κάνουν.

F2 Γιατί εδώ τώρα το να αναιρεί το άλλο. Όταν δέχεσαι να το κάνεις, ή το κάνεις ή δεν το κάνεις. Δέχομαι ότι υπάρχει πρόβλημα αλλά τους εξετάζω έτσι σααα, απλά να λέω ότι λύνω το πρόβλημα. Ή δέχεσαι ότι υπάρχει μια ιδιαιτερότητα και πρέπει να βρω άλλο χώρο, να κάνω σωστή δουλειά ή τους αφήνω να γράψουν και λάμβάνω υπόψιν μου την ιδιαιτερότητά τους. Το να τους βάζεις εκεί που φωνάζουν τ'άλλα παιδιά να γίνεται ένα μπάχαλο απλά

M Για να το κάνεις ναι.

F2 Για να δείξεις ότι κάνεις κάτι διαφορετικό δεν είναι

Extract 19, chapter 8/Interview with S2's Parents/25-02-07/lines 31-47

- 16) M Πάντως υπάρχουν κάποια σχολεία που=

Mo2 =σχολεία;

M Ναι.

Mo2 Δημόσια ή ιδιωτικά;

M Ναι δημόσια. Κάνουν κάποια σχολεία, κάνουνε πιλοτικά προγράμματα στα οποία για παιδιά με μαθησιακές δυσκολίες=

Mo2 =Αυτό μας ενδιαφέρει να σας πω.

Extract 17, chapter 9/Interview with Mother 2/25-02-07/lines 71-77

- 17) M Έχουνε μες στην τάξη στο δημοτικό κάποιον

Mo2 Αυτό πάντως θα ταν μεγάλη βοήθεια για το Στάθη.

Extract 23, chapter 9/Interview with Mo2/25-02-07/lines 15-16

#### Appendix 4.10: Interview with Petros' mother (mother 3)

- 1) Mo3 'Λοιπόν οι δασκάλες δεν είναι ενημερωμένοι και μ' ένα σεμινάριο και με δύο δε γίνεται', μου λέει, 'ενημέρωση'. 'Ούτε', μου λέει, 'τα μαθαίνουν'.  
'Δεν είναι σε θέση'  
M Δεν έχουν κάνει (Μαστερ) αυτοί οι άνθρωποι ή κάτι τέτοιο; Τι κάνουν ένα σεμινάριο απλά;  
Mo3 Ναι όλοι εκεί και οι δάσκαλοι και οι καθηγητές και η κT2 που είναι κάτω δεν υπάρχει κάποια ιδιαίτερη \* όλοι.  
Extract 14, chapter 6: interview with Mo3/11-3-07/lines 374-380
- 2) Mo3 ... οι ίδιοι οι δάσκαλοι και οι καθηγητές αρνιόντουσαν να το αποδεχτούν. Σας έλεγα ότι είναι τεμπελιά και ότι δε διαβάζει ... εμένα η Αγγλικού που έχουμε στο σχολείο ...  
M στο δημοτικό λέμε τώρα;  
Mo3 Αν είναι μου λέει και έχουνε έτσι πρόβλημα θα τ' αφήσω στην άκρη και δε θα τους αυτώνω καθόλου.  
M Το πρόβλημα δηλαδή το πηρε σαν κάτι διανοητικό;  
Mo3 Ναι ναι. Δηλαδή δεν ήξερε καν το τι είναι.  
Extract 15, chapter 6/ interview with Mo3/11-3-07/lines168-178
- 3) Mo 3 Μα και οι ίδιοι οι γονείς δηλαδή με κάποια ενημέρωση θα έπρεπε να  
M Να οργανώσει κάτι, να ρθει κάποιος να τους μιλήσει, κάτι τέτοιο γιατί οι ίδιοι τώρα δεν ξέρω κατά πόσο ο διευθυντής μπορεί=  
Mo 3 =Ίσως να μπορέσουμε και μέσα από το σύλλογο εμείς γιατί βγήκα και εγώ ταμίας που είχα βάλει και μπορεί να μιλήσει για τα παιδιά αυτά και να πει  
Extract 19, chapter 6 /interview with Mo3/11-05-07/lines 11-15
- 4) Mo3 ...ψυχολόγο σαν θέμα γιατί, ..., θα έρθει αυτή η ψυχολόγος απ' το χαμόγελο του παιδιού  
M M...  
Mo3 Ναι, σχετικά με το αγχος των εξετάσεων  
M M  
Mo3 Είπαμε να εξετάσει ας πούμε και το άγχος των παιδιών. Είναι σίγουρο ότι θα είναι 8 η ώρα και θα εξετάσουμε τους τρόπους αντιμετώπισης από τους γονείς.  
Chapter 6/ interview with Mo3/4-5-07/lines 72-81
- 4) Mo3 Και αν είναι μπορώ να το φέρω στο συμβούλιο αυτό εκεί, να κάνει μια αναφορά επάνω σ' αυτό αν δούνε κάποια συμπτώματα ή τα ίδια τα παιδιά, οι γονείς ασχολούνται με τα παιδιά ή όσοι έχουν ασχοληθεί πριν είτε με τα λάθη, είτε με την απόσπαση συγκέντρωσης είτε με κάποιες δυσκολίες που έχουν.  
Extract 20, chapter 6/interview with mother 3/4-5-07/ines 88-92
- 5) Mo3 Μπορεί να γίνει κάποια ενημέρωση ας πούμε πάνω σ' αυτό και άμα νομίζει κάποιος γονιός ή κάποιο παιδί ότι έχει συμπτώματα μπορεί να απευθυνθεί στο κέντρο, να κλείσει ραντεβού, να πάει να κάνει τα τεστ.  
Extract 21, chapter 6/Interview with Mo3/11-05-07
- 6) Mo3 Επειδή πηγαίνω εγώ και πηγαίνω κανονικά δηλαδή και στο πρώτο τρίμηνο (πήγαينا δυο φορές) τη βδομάδα για να πηγαίνω σύμφωνα και με το



ωράριο του καθενός γιατί δεν πέντε λεπτά αν έχει το διάλειμμα δέκα λεπτά οτιδήποτε, δηλαδή τις ώρες που λες θα τους βρω όλους είναι συνήθως μία με μιάνιση βδομάδα να πηγαίνεις τυπικά στον καθένα.

Extract 37, chapter 6/Interview with Mo3/11-03-07//lines 269-274

7) Μ τώρα για σεμινάρια

Mo3 όχι σεμινάριο δεν υπάρχει ενημέρωση στο σχολείο καθόλου σου είπα κάποια φυλλάδια μόνο όπως δίνουν τα φυλλάδια της πίτσας όπως δίνουν τα φυλλάδια των Αγγλικών τι φροντιστήρια υπάρχουνε, κάποια τέτοια κι αυτά από ιδιωτικούς φορείς.

Μ μμμ

Mo3 Δηλαδή εγώ στα χρόνια που είμαι δεν έχει γίνει αναφορά καθόλου.

Extract 40, chapter 6/Interview with Mo3/11-03-07//lines 261-265

8) Μ Αν σας ενημέρωσαν για το τι είναι δυσλεξία

Mo3 Στο σχολείο δηλαδή απ' το δημοτικό που ήταν όχι. Εεε ούτε τίποτα, είχαν δώσει κάποια prospectus, πώς πάνε για τις πίτσες σε κάποιο τέτοιο στυλ στην πόρτα του σχολείου.

Μ Ναι.

Mo3 Δεν έχει διοργανωθεί, κατά αρχήν μέχρι και πριν τρία τέσσερα χρόνια πέντε δεν ήταν καν αποδεκτό

Chapter 6/Interview with Mo3/11-03-07

9) Mo3 ... και περισσότερη ενημέρωση, να μην αντιμετωπίζονται σα να είναι διανοητικά καθυστερημένα

Chapter 6/Interview with Mo3/4-5-07

10) Mo3 Εεε απ' τη συγκεκριμένη δεν μπορώ να πω έχει πάρα πολύ κατανόηση, μέχρι την ώρα έχει πάρα πολύ κατανόηση, δηλαδή αυτό, να υπάρχει κατανόηση απ' τον κάθε εκπαιδευτικό.

Extract 46, chapter 6/Interview with Mo3/11-03-07/extract 2//lines 153-5

11) Μ Οι άλλοι φεύγουν στ' Αγγλικά απ' ότι κατάλαβα

Mo2 Φεύγουνε;

Μ Ναι το κάνει το διάλειμμα απ' ότι κατάλαβα.

Mo2 Γιατί στα Ελληνικά σε όλα δεν φεύγουνε ε και εντομεταξύ κι αυτό πάλι στο διάλειμμα θέλουνε να τρέξουνε, να πάνε να παίξουνε ή ακούνε το χαμό που γίνεται έξω στο διάλειμμα οπότε ξέρεις είναι έτσι ε και λειτουργεί λίγο κάπως αρνητικά.

Extract 16, chapter 8/Interview with Mo3/11-03-07/extract 1//lines 195-201

12) Μ Ενώ στο τέλος θα μπορούσε να κάτσει της ημέρας ή θα ήτανε κουρασμένος;

Mo2 Μετά από εφτάωρο έρχεσαι και είσαι. Και θρησκευτικά που τα έχουν δύο φορές την εβδομάδα και το έχουν την έβδομη ώρα και γράφουν ξέρω γω εκείνη την ώρα και καθυστερούνε α τους βλέπεις και είναι όλα τα παιδιά

Extract 17, chapter 8/Interview with Mo3/11-03-07/extract 1//lines 219-224

- 13) Mo3 ... θέλουν ε γενικά να υπάρχει ησυχία για να μπορούν να αυτοσυγκεντρωθούν, θέλουν  
 M Έχει αυτό πρόβλημα σας έχει πει;  
 Mo3 Ε δεν μπορεί εύκολα με τη φασαρία να συγκεντρωθεί ...  
 Chapter 8, Interview with Mo3/11-03-07/lines 168-171.
- 14) Mo3 ... γενικά με την ησυχία καλύτερα, αποδίδει καλύτερα. Εεε και στην εξέταση έτσι που γίνεται ε που κάθονται ξερείς σε μια γωνιά ή μπορεί να γράφουν τα άλλα και να μην είναι μερικές φορές εεε=  
 M =Γίνεται φασαρία;  
 Mo3 Ε ντρέπονται ξέρεις όσο και να το κάνεις ξέρεις ντρέπονται  
 Extract 20, chapter 8/Interview with Mo3/11-3-07/lines 183-188
- 15) Mo2 Αν μπορούσε να υπάρχει επιτήρηση από κάποιον άλλον συνάδελφο  
 M (Και να πάνε σε άλλη αίθουσα)  
 Mo2 ναι και να πάνε σε μια άλλη αίθουσα και να γίνει η εξέταση εκεί, η εξέταση στον καθένα κάτι τέτοιο.  
 Extract 21, chapter 8/Interview with Mo3/11-03-07/lines 227-230
- 16) Mo3 Χρειάζεται χρόνο δηλαδή σε ένα τέστ μπορεί να χρειαστεί μισή ώρα παραπάνω απ' ότι τα παιδιά  
 Extract 28, chapter 8/Interview with Mo3/11-03-07/Lines 54-55
- 17) Mo3 ... έχει αυτό το βιβλίο που χρησιμοποιούν στο σχολείο έχει πάρα πολύ δύσκολο λεξιλόγιο είναι απ' τα δυσκολότερα βιβλία και απ'ότι μου έχει πει το παιδί, εδώ κάνουν άλλο. Τώρα δεν ξέρω που τα έχει θα πρέπει να του τα ζητήσετε μετά. Έχει πάρα πολύ δύσκολο λεξιλόγιο. Και έχει και πολλές λέξεις δηλαδή σε κάθε unit έχει πάρα πολλές λέξεις να μάθουν  
 Extract 37, chapter 8/Interview with Mo3/11-03-07/lines 59-64
- 18) Mo3 Ναι αλλά και πάλι το βιβλίο έχει πάρα πολλές είναι σχεδόν πες αν θα μπορεί να μάθει τις πέντε τις δέκα είναι πολύ λίγες  
 Extract 38, chapter 8/Interview with Mo3/11-03-07/lines 77-78
- 19) Mo3 Κάθε μάθημα είναι ένα κατεβατό. Δε μαθαίνεται αυτό για την επόμενη φορά.  
 Extract 39, chapter 8/Interview with Mo3/11-03-07/lines 112-113
- 20) Mo3 Τώρα αν τυχόν πήγαινε άλλες εντωμεταξύ αν, μου λέει ότι έφερνε, να ναι 50 λέξεις ξέρω γω και έφερνε 10 και τις πιο εύκολες.  
 Extract 43, chapter 8/Interview with Mo3/4-5-07/extract 5/lines 12-14
- 21) M M Απλά εγώ λέω ότι για τα συγκεκριμένα παιδιά να δίνει περισσότερο χρόνο κι αυτά και μου λέει δεν υπάρχει πολύς χρόνος οπότε μέχρι και που μπορεί.  
 Mo3 Δεν υπάρχει ιδιαίτερος χρόνος όχι γιατί  
 M Γιατί είναι κι εικοσιπέντε μες στην τάξη

Μο3 Γιατί αν πάρεις το σαρανταπεντάλεπτο πάει ένα δίδεπτο τρίλεπτο σε κάθε παιδί, τι να κάνεις μέσα σε τρία λεπτά;  
Extract 4, chapter 9/Interview with Mo3/4-5-07/lines 1-7

- 22) Μο3 Αλλά είναι τρία χρόνια φέτος που πηγαίνουμε και δουλεύουν αυτά τα πράγματα.  
Μ Ιδιωτικά δηλαδή.  
Μο3 Ε είναι από το κράτος πηγαίνουμε επειδή δεν έχουν χώρο και δεν υπάρχει καθόλου οργάνωση σου δίνουν εεε είναι με κάποια συμβεβλημένοι ...  
Extract 18, chapter 9/interview with Mo3/11-3-07/lines 262-267
- 23) Μη3... ήτανε στο δημόσιο στον άντρα μου και παίρναμε τα λεφτά και πληρώναμε γύρω στα 50 ευρώ και για τα δύο παιδιά από την τσέπη μας. Το κόβουν και ήτανε 1000 1200 ευρώ που πληρώναμε ...  
Extract 19, chapter 9/Interview with Mo3/11-03-07/lines 299-301
- 24) Μο3 Ναι λοιπόν εντωμεταξύ τότε που είχε γίνει η διαφορά από το Μάρτιο και είμαστε Μάρτιος Απρίλιος Μάιος και Ιούλιος πέντε μήνες από 1200 ευρώ το μήνα. Μέχρι να βρούμε ότι το ΤΕΒΕ δίνει το 75 τοις εκατό ότι μπορούσα εγώ που είχα ΤΕΒΕ να το γυρίσω στο ΤΕΒΕ και κι απ' τα 1200 να παίρνουμε τα 750 πίσω και να δίνουμε τα υπόλοιπα. Δηλαδή κι είχα πάρει τηλέφωνο και λέω συγνώμη μπορείτε να το δείτε λίγο; Το ίδιο το κράτος μέσα από το κέντρο Ψυχικής Υγείας γίνει το χαρτί να πάμε ότι όντως τα παιδιά έχουν πρόβλημα και θέλουν υποστήριξη και μετά το ίδιο λέω το κράτος πάει και τα κόβει; Δηλαδή δεν υπάρχει όπως δεν υπάρχει από το προνήπιο στο νήπιο στο δημοτικό εεε συνέχεια το ίδιο γίνεται και από το δημοτικό  
Extract 20, chapter 9/interview with Mo3/11-03-07/lines 307-317

#### Appendix 4.11: Interview with Thodoris' mother (mother 4)

1)

Mo4 Ναι. Πολλοί δεν ξέρουν ακριβώς τη δυσκολία που μπορεί να έχει το παιδί. Ας πούμε εμένα της Εύης μου λένε 'α κάτι έκανε η θεία κι έδωσε το χαρτί'... δεν μπορούν να καταλάβουνε ότι ε το παιδί έχει δουλευτεί, έχει πάει καλά, έχει καλό τεστ νοημοσύνης...

M Δεν το ξέρουνε, αν δεν πάει ο γονέας να το πει.

Mo4 Ναι, και όταν πας και τους το πεις

M πάλι

Mo4 είναι άσχετοι. Δεν έχουν διαβάσει, δεν ξέρω δε στο δημοτικό, δεν ξέρουν καθόλου τι πάει να πει.

Extract 16, chapter 6/interview with Mo4/11-04-07/lines 90-101

- 2) Mo4 Να ξέρουν και οι δασκάλοι, σου λένε 'είναι τεμπέλης, βαριέται μωρέ τόσο έξυπνο παιδί'. Μα δεν είναι τεμπέλης, δε βαριέται. Ή 'είναι πολύ ζωηρός', δεν είναι ζωηρός, είναι υπερκινητικός. Κάτι φταίει για να είναι υπερκινητικός. Η δασκάλα αυτό δεν το ξέρει.

Extract 17, chapter 6/interview with Mo4/11-04-07/lines 32-35

- 3) Mo4 Οι δάσκαλοι δεν έχουν τις γνώσεις, ειδικά οι μεγάλοι, το μόνο που ξέρουν να λένε είναι τεμπέλικα, ζωηρά εεε εεε αυθάδεις το να τ' άλλο.

Extract 18, chapter 6/Interview with Mo4/11-04-07/extract 5/lines 163-165

- 4) M Τώρα είναι πολλοί

Mo4 Τώρα είναι πολλοί καθηγητές

M για να τους βρεις όλους

Mo4 δεν μπορείς να τους βρεις όλους.

Extract 38, chapter 6/Interview with Mo4/11-04-07/lines 84-87

- 5) Ακόμα και από το νηπιαγωγείο φαίνονται τα παιδιά που αντιμετωπίζουνε δυσκολία... Ούτε είναι όμως ενήμερη [η νηπιαγωγός] για να μπορεί να το καταλάβει. Γιατί αν υπήρχε και ξέραν θα βοηθιόντουσαν και οι γονείς, θα μπορούσαν να το βρουνε νωρίτερα.

Extract 41, chapter 6/Interview with Mo4/11-04-07/extract 4/lines 37-42

- 6) Mo4 Στο δημοτικό που υποτίθεται ότι τα παιδάκια είναι πιο μικρά και θα πρέπει και να το εντοπίσουνε γιατί αν το εντοπίσουνε οι δασκάλοι, εεε σε πολύ μικρή ηλικία και ένα παιδάκι ξεκινήσει από την πρώτη δευτέρα και ξεκινώντας κάνει ένα καλό πρόγραμμα, αυτό το παιδάκι έχει πάρα πολλές πιθανότητες να πάει πάρα πολύ καλά και μετά....Έρχονται πρώτη γυμνασίου, δευτέρα γυμνασίου και λέει 'χαρτί δυσλεξίας' και πάει να ξεκινήσει πρόγραμμα. Να καλύψει πόσες τάξεις κοπέλα μου; Να καλύψει πόσες τάξεις...;

Extract 42, chapter 6/Interview with Mo4/11-04-07/lines 103-111

- 7) M οι καθηγητές είναι δηλαδή καλοί;

Mo4 Ναι είμαι ευχαριστημένη, δηλαδή όσες φορές τους έχω δει και όταν πήγα και μίλησα για τη δυσκολία του Θοδωρή το καταλάβανε. Ο Θοδωρής δε μου χει κάνει ποτέ παράπονα για κάτι, εεε αν θέλει ο ίδιος τα πάει καλά.

Extract 47, chapter 6/Interview with Mo4/11-04-07/extract 3/lines 24-28

- 8) Μ'Έχετε πάει, τους έχετε δει;  
Μο4 Τους έχω δώσει το χαρτί, έχω μιλήσει μαζί τους... Αν έχω μια απορία ή αν πρέπει να κάνω κάτι δε θα απευθυνθώ στο σχολείο.  
Extract 48, chapter 6/Interview with Mo4/11-04-07/lines 171-172, 174-5
- 9) Μο 4 και να έχω κάποιες απορίες, μπορώ να τις μάθω η ίδια απ' τη δουλειά μου. Που δεν μπορούνε να μου τη δώσουνε, τις δικές μου απορίες να μου τις λύσει κανένας απ' το σχολείο, είτε απ' το γυμνάσιο, είτε απ' το, δεν έχουνε τις γνώσεις.  
Extract 35, chapter 6/Interview with Mo4/11-04-07/lines 331-5
- 10) Μο4 Όμως το κράτος δεν έχει καταφέρει να κάνει προγράμματα στα παιδιά του. Και θα μπορούσε να μην ήταν όλο αυτό ιδιωτικό και να μην ήταν υποχρεωμένος ο άλλος να δώσει τόσα λεφτά.  
Extract 21, chapter 9/Interview with Mo4/11-04-07/lines 341-343
- 11) Μο4 Γιατί να υπάρχουνε όλα αυτά τα ιδιωτικά και να μη κάνει το κράτος το ίδιο που να πηγαίνουν τα παιδιά εκεί αλλά να ναι χωρισμένα.  
Extract 22, chapter 9/Interview with Mo4/11-04-07/extract 6/lines 122-124
- 12) Μο4 Ε ε όμως θα πρέπει συγχρόνως στην ίδια τάξη να υπάρχει ένας ειδικός παιδαγωγός  
Μ Ναι.  
Μο4 Να μπορεί να φροντίσει τα παιδιά με δυσκολία που έχουνε, συγχρόνως μαζί με τη δασκάλα.  
Extract 24, chapter 9/Interview with Mo4/11-04-07/extract 6/lines 61-65
- 13) Μο4 ... αυτόν τον δάσκαλο μπορεί να χεις κάνει την αίτηση κοριτσάκι μου τρία χρόνια και να τον περιμένεις ακόμα...  
Μ Υπάρχουν άτομα που το χουν προσπαθήσει και δεν έχει γίνει;  
Μο4 Βεβαίως, πάρα πολλά, δεν παίρνεις έγκριση.  
Extract 25, chapter 9/Interview with Mo4/11-04-07/extract 6/lines 25-30
- 14) Μ Εσείς πιστεύετε ότι τι είναι, γιατί κολλάει η διαδικασία; Δεν υπάρχουνε άτομα ή δεν υπάρχουν χρήματα;  
Μο4 Δεν υπάρχουνε άτομα, δεν υπάρχουν χρήματα. Ε και τι πάει καλά ρε κοπέλα μου;  
Extract 45, chapter 9/Interview with Mo4/11-04-07/extract 6/lines 66-69

## Appendix 4.12: Interview with head teacher 2

- 1) HT2 Έχουμε συνεργαστεί κατά καιρούς με τέτοια κεντρα, είναι ο συμβουλευτικός σταθμός του γραφείου μας, του 3<sup>ου</sup> γραφείου, και άλλου είδους συνεργασίες με ειδικούς του Δήμου όπου συχνά προτρέπουμε γονείς να ζητήσουν βοήθεια, έχουμε συνεργαστεί επίσης με κέντρα όπως το ΚΔΑΥ, άλλα κέντρα Ψυχικής Υγείας, ανταλλάσσουμε απόψεις και σε παιδαγωγικά θέματα.  
Extract 2, chapter 7/Interview with HT2/16-2-07/lines 40-45
- 2) Μ Δηλαδή πώς γίνεται, τους καλείτε απ' το ΚΔΑΥ να ρθουν εδώ ή μιλάτε στο τηλέφωνο;  
HT2 Όχι όχι οι γονείς και μετά από δική μας συμβουλή όταν επισκέπτονται τα κέντρα αυτά μας φέρνουν έντυπο το οποίο καλούμαστε να συμπληρώσουμε έτσι βοηθητικά για να ενισχύσουμε το έργο των ειδικών εκεί με διάφορες παρατηρήσεις γύρω από το πρόβλημα. Τώρα να πω εδώ ότι δεν υπάρχει, στο σχολείο μας σύμβουλοι ειδικής αγωγής δεν έχουνε έρθει. Έχουμε όμως δεχθεί οδηγίες και τηλεφωνικώς για καλύτερη καθοδήγηση.  
Extract 3, chapter 7/Interview with HT2/16-2-07/lines 46-53
- 3) HT2 Σαφώς έχουμε συνεργασία με τους γονείς και ενημέρωση των καθηγητών άμεση γύρω από το πρόβλημα και το πιστοποιητικό δυσλεξίας καθώς και τις σχετικές υποδείξεις.  
Extract 19, chapter 7/Interview with HT 2/16-2-07/lines 7-9
- 4) HT2 Η αξιολόγηση γίνεται με υπομονή και επιείκεια.  
Μ Δηλαδή δε διορθώνουν τα ορθογραφικά λάθη; Σ' αυτό το στυλ;  
HT2 Σαφώς όχι.  
Chapter 8/Interview with HT2/16-02-07/extract 2/lines 26-29

## **Appendix 5: Field notes**

### **Appendix 5.1: Field notes from School 1**

#### **Appendix 5.1.1 Field notes 9 October 2006**

I went to 1<sup>st</sup> High school of Ilion, to see the EFL teacher to whom my mother had already spoken about my research and had agreed to participate. She gave me the programme for two classes with students with dyslexia. There is one student in each class, two in the whole school. The programme for Monday doesn't suit me as I work in the afternoon at the primary school. This class will miss Mondays and Fridays because of the elections for two weeks. The programme may change after January. The teacher said she can't answer my questions yet because she doesn't know the students, she hasn't identified their problems in writing because they haven't written anything yet and they have missed many lessons because of the teachers' strike. She wasn't informed by the headteacher or the Teacher of Greek about the fact that these students have dyslexia because both she and the headteacher came to the school this year. My mother informed her about these students because she has taught them at lower secondary school.

I talked on the phone with the EFL teacher to ask about whether the student brought the consent form and to arrange when I could come to the school.

#### **Appendix 5.1.2: Field notes 11 November 2006**

The head of the school in Tripolis hasn't answered about whether I can conduct my study there yet, although I called to remind her, and the Ministry hasn't answered about whether I am allowed to do research there. I gave the letter for the student's parents to my mother and she gave it to the student with dyslexia in the senior high school in Athens. She and the EFL teacher talked to him and he agreed (orally) to participate.

#### **Appendix 5.1.3: Field notes 13 November 2006**

I am wearing jeans and a leather jacket like a teacher in a Greek school would wear. The EFL teacher is wearing jeans as well.

I saw the headteacher first, I gave him the permission letter from the Ministry and I asked him to sign the consent form. He went to look for the student with dyslexia (George) to get his consent form. The student was not in his class, he was late. The headteacher called him when he came to ask if he had brought the consent form. I met him. He said he didn't have it and his mother hadn't signed yet. He said he hadn't understood why the recording was needed and I showed him how the audio recorder works. I said we need to know what he says during the lesson, what mistakes he makes but this is not for everyone to hear, it is only for me. He said he doesn't mind wearing the microphone. He said I can call his mother to arrange to meet, in the afternoon though, after 2.00 as she works in a canteen in the morning. He said he doesn't know any English and he doesn't say anything for me to record because of his dyslexia. I said 'we can record whatever you do'. I saw him during the break roaming around the corridor alone and later as he was going with other students to the staff room.

I interviewed the headteacher after the teachers went to their classes. I have the impression he talked generally about what headteachers do about the issue of dyslexia or what he would do, not what he has done. The EFL teacher has told me that

she was never told anything about these students probably because he is new. He seems to be a calm person and listens to students as I saw two or three students coming to talk to him and he was listening eagerly.

The teachers sit in the smoking place during the break. It is a circle of desks outside the staffroom. They smoke, drink coffee and eat. The headteacher sits with them and chats about his weekend. There is a radio playing music in the staffroom. I sit in the smoking place because I can see better who comes and goes. One teacher told me 'welcome', he probably thought I'm a new teacher. I talked to a teacher that I knew from the lower secondary school since my pilot study. I saw the teacher of my pilot later and said I will bring the findings next time to discuss them. We discussed about the students of the pilot study.

I went to the schoolyard with the EFL teacher because she had to supervise. She said she passed the exam for state school teachers in 2000 and went to Andros island. I told her what I do, where I was placed etc. She asked about my studies, my MA and doctorate studies, because she would like to do an MA as well and she has asked for prospectuses from the UK but she wants to do it by distance. She's married and I think she has a child so she can't go abroad. She has applied to the Greek Open University for admission to an MA programme several times but she hasn't got a place. She's looking for something that can be applied practically and help her in the 45 minutes of the lesson. She said issues such as learning difficulties, special needs, intercultural education and work orientation are in fashion as topics for studies. She generally thinks that most things we study are not useful in the classroom and that the problem of dyslexia cannot be solved as there are other problems to consider, there is nothing that can be done. Sometimes we don't have the equipment like a cassette player. She's generally disappointed with the Greek system.

We did part 1 of the interview with the teacher. After I switched off the recorder she said she wants to buy a book that is photocopiable and has exercises of different levels so that she can give different exercises to different groups of students. I said that I have seen this in England that children sit in groups with desks stuck together and do different exercises in each group. She would like to change the desks to a  $\Pi$  shape but the other teachers will change them again and it will be a problem. She would like to take the students outside the classroom to have the lesson, to a computer room for example, but it is not possible and I would like to know why. There is no classroom for English in this school like in another high school she has worked.

I have to tell her practical things after the lesson observation, to see if the student can answer the test questions, if he can understand them and why not. I'd like to ask him why he doesn't care about English, if it is because he doesn't need it, he doesn't like it or he gave up because of his dyslexia and what he likes in English. I should get the exam questions and ask the student after the exam in December.  
(Observation of EFL lesson omitted)



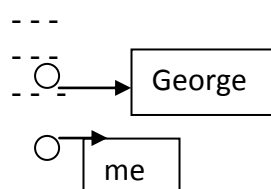
#### Appendix 5.1.4: Field notes 24 November 2006

I went to the school a little before 11. I was casually dressed. I saw the headteacher and asked him if the student brought the consent form and he said he didn't. We went together to his class and found him. He gave me the form and told me he agrees generally but not to be recorded and he doesn't know whether his mother agrees and that I can discuss it with her. He said she works in a school canteen and she finishes work in the afternoon and she can only come on a Friday afternoon. It seems that she has come before on a Friday but the EFL teacher hasn't seen her yet.

I saw the teacher briefly and she said the student won't be in her lesson on Monday, he has to be in the football match and I said I will come on a Friday. I asked how George did in the test and if I can have a copy since he agreed for me to see his work and she said he has the test and we need to ask for it. She gave him a 10 although he wrote below 10.

#### Observation of EFL lesson

During the break before the lesson I put a chair at the back of the room for me to sit. I put it at the back so that the students wouldn't look at me and so that I am near George who sits at the last row in the middle:



George was late to come to the lesson like some other male students. There are 20 students in the class, 9 boys and 11 girls. The 6 boys sit at the last desks at the back of the room and another one sits with a girl. The other two boys sit in front of George and his partner.

(observation of EFL lesson omitted)

After the lesson the teacher told me we can't force George to learn English if he doesn't want (με το ζόρι παντρεύει δε γίνεται). She complained that he didn't have his book and that he tried only when he was shouted at. She believes he may have given up English because he can't reach the level but he may be facing problems in other subjects as well so I have to talk to teachers of Greek (essay writing, literature). The headteacher and another teacher helped me find who teaches this class in Greek and said he will show her to me but I had to leave the school at some point.

The EFL teacher hasn't seen George's mother yet but she believes the mother should come to see the teachers. I said George told me she comes on Fridays and I will call her one Friday to talk so she can talk to her as well.

I sat and talked to the headteacher for a while as he was sitting at the smoking place, he said he taught this student last year and he seemed to have problems in writing. He said in the past they didn't do anything about these students as they didn't know anything about dyslexia, so they gave them bad marks. Only recently they started examining them orally but they are not specialists to know enough to identify dyslexia. He had to examine one last year and he told his father who was a doctor he has to take his child to get a diagnosis but he wouldn't believe and then he did but in the last year of the school. He believes that dyslexia is an existing problem although people don't recognize it. It is a disorder in the speech and affects the organisation of your thoughts, which you can't put in a sequence. There was an event in the school when the teachers discussed about dyslexia in the staffroom saying it doesn't exist

and that parents create it. One of the teachers had a child with dyslexia but he hadn't told them about it. He said it later and said he was annoyed with what they were saying. So, he thinks that you can't know what it is unless you have a relative; you can't believe it because the children seem normal.

Next time I will try to talk to more teachers who teach George and ask them how he does in their lessons, if he participates. I will start approaching the boy and ask him whether he likes English, if he finds it difficult and I can suggest that he sits nearer to the board and teacher to see if he concentrates more or that they change the desks into a  $\Pi$  shape.

### **Appendix 5.1.5: Field notes Friday 8 December 2006**

On Friday 8/12/06 I went to school 1 at 20 to 11. I went to the headteacher's office and asked him to sign a letter that I had prepared myself in order to prove that I went to that school as it was asked from my office to give me the leave. He asked what I was doing that day and I said I would observe the English lesson and I wanted to talk to the teacher of Greek who taught that class. He showed me teacher of Greek 1 and I went to talk to her. I told her that I was doing research about a student with dyslexia in C1 and she asked 'is it George G?' and I answered it was not, it was George. She said the other George is trying to get a diagnosis for dyslexia but the centre for diagnosis cannot decide if he has dyslexia. A psychologist from the diagnostic centre came to see her and asked for his exam papers and she gave them to her. She said he does well orally and she can't decide since she is not an expert and his spelling mistakes are neither too many nor too extreme. He just inverted letters twice in an essay. She said he has attention deficit but this occurs in many students.

She didn't know that George had a diagnosis, she hasn't seen his writing yet as they hadn't written an exam yet and it was the first year that she taught his class. She didn't happen to see his file with his report. She said he participates orally on his own initiative, not only with nomination and he says quite a lot of things. He is talkative. I thought this is interesting and I may see the whole picture of his character and ability if I observe him in a Greek lesson next Friday, before the EFL lesson. I could see if he participates and see his exam paper if she has it on Friday as they would write it on Monday.

Junior and senior high school teachers sit together and talk. I talked to another EFL teacher from the junior high school. I heard the name of the student who was trying to get a diagnosis and I understood he was sitting at the last desk of the back right row. He didn't participate much in the previous lessons, only once I think. (Observation of EFL lesson omitted)

I told the EFL teacher I talked to the teacher of Greek and she said he does well and participates. She believes it is a matter of lack of knowledge in English. It is a factor I have to consider if he does well in Greek. She believes he can't follow the lesson like another girl in the same class. She thinks the book she chose is very easy. She chose the easiest book she could (upper intermediate) because their level is low. The fact that they don't participate makes her be bored.

She told me hers is their last lesson at school. She complained that her lesson is always last for year 3 because they have the specialization lessons before. As a result, the students want to finish and leave. She doesn't tell anything to the people who do the program as they will not agree. I told her I would like to talk to the student after the lesson but I don't know how to ask him.

### **Appendix 5.1.6: Field notes 8-9 January 2007**

I went to school 1 at 10.10. I talked to the teachers sitting or passing from the smoking place about our holidays. One of my mother's colleagues asked me when I was going to finish and I said I didn't know. I said I hadn't done very well and I still needed to observe a Greek lesson and the teacher of Greek didn't agree to let me observe. She said we could ask the headteacher if there was another teacher of Greek apart from the one who refused the observation. The headteacher said there was no other teacher of Greek.

I saw the EFL teacher during the break and I told her that I talked to George before Christmas. I told her he doesn't like English as we had suspected despite the fact that his mother teaches English. I said he started lessons with his mother recently and he may do better. I told her he finds vocabulary difficult but not grammar and she found it strange as grammar needs more understanding. Then she got angry and wondered if he talks to his partner when she explains the words, then how he can understand vocabulary. I said maybe it is a matter of memory and he can't remember so much vocabulary. She said she can't help him as he hasn't written any essay yet. So, I said I will try to encourage him to write.

I said he wants to be examined orally during the exam and I looked into the decision from the Ministry that says students with dyslexia write their answers on a rough piece of paper and it doesn't count towards their grade. She finds this very unclear and we agreed we don't know how it can be applied in English as they have to fill in gaps with words in the English exam. She said of course she won't count his spelling mistakes. In the specific exam there is a text and questions on the text and the students have to write 1-2 sentences. It is supposed to test reading comprehension but when they make striking mistakes she takes off points. She is afraid George may not understand the text and not do this part at all. We decided I should find him during the break and tell him to put a star next to the questions he wanted to answer orally and to come to her to do it sometime but not in the end of the day. She said she couldn't do it herself, as she was the class teacher and the others might understand it had to do with the exam. She can give explanations during the exam, she can explain exercise 3 but in part 2, she can't as it is a matter of whether they have studied. She has given the sentences she is asking for in exercise 4 in the photocopy so if he has studied them he should know them.

I told her about the software that I was given in my training that she could use to make exercises in the computer and she said she would like to have it. I also said she can do songs with some material that has cds and ready exercises. She knew about that material but said the problem is she has to buy it herself and spend money and she doesn't know how the students will react. I said a teacher at a music high school does it.

The other teachers who don't know me think I am a teacher. A female teacher asked me if I was the teacher of Religious Education they were waiting for, a question I was also asked by another teacher in the beginning of my research.

During the break I saw the teacher of Greek who teaches George's class and I thanked her for the copy of George's essay she gave my mother. I said I need to observe this student during any of the subjects she teaches. She wanted to know what degree I was doing and what I was looking for and I said I was doing a doctorate. I also said I was looking at how students with dyslexia are included and I would like to compare the student's behaviour in English and Greek. She thinks there are no differences among students in senior high school; everybody becomes the same

because of the speed of the delivery of lessons and the preparation for exams as well as the curriculum that has to be covered.

She doesn't teach this class on Mondays but she does on Fridays, the 4<sup>th</sup> hour before the English lesson. She will see which hour is best and which subject and tell my mother. She said ancient Greek may be a good lesson to observe. In literature sometimes the students don't participate as she talks most of the times. They will write an exam this Friday. I told her he wants to be examined orally during exams and she said he can since he has the diagnosis but she didn't say how she's going to do it. She is willing to see about it. She will give me a copy of the exam paper. She said he sits at the first desk in her lesson, which is interesting as he sits at the last desk in English.

I couldn't find the student outside the classroom so I went near him in the classroom before the exam and told him he can put a star next to exercises he wants to say orally. He said 'you can sit here and help me' joking.  
(omitted exam observation)

### **Appendix 5.1.7: Field notes 26/27 January 2007**

Yesterday I found the circular about dyslexia assessments that have to be submitted to schools for the panellenic entrance exams. I called George's mother and I told her I found out about the KDAY. I said they had to get the diagnosis from there because there was one in the prefecture and if there wasn't they would accept the other one. I said she had to apply to the school and declare she would bring the diagnosis by the deadline. She said she had applied to the school, she went there herself and she knew they had to get the new diagnosis by 31/3. I said the circular also mentioned the procedure in the KDAY would be rushed and if they didn't make it the other diagnosis would be accepted since it was renewed. I said I had another circular about how these students are examined and how their grade is given and she asked how she could have it. I told her I would copy it and give it to George the next day.

I went to school 1 at 9.30. I copied the circular I wanted to give to the student. I went to the headteacher's office to find him. I asked what was going to happen with the students with dyslexia and the KDAY. He said that they had to get a paper (diagnosis) by 31/3 otherwise the head of the prefecture would decide whether they could take exams orally. However, he would say they were allowed to take exams orally as they had applied on time. He came out of the office and went to the staff room and I went to the smoking place for a while. I went to his office again and I said I found a circular I wanted to give to George about these students' examination way from last year that other parents may want to see. He looked at it. I asked how many students are going to be examined orally and he said four, 2 in C2 and 1 in C1 and one who had finished school. I said there was one who applied and hadn't got a paper and he said he couldn't be examined orally. I asked if he wanted me to copy the circular and he said 'what do we have to do with it?' I said parents were stressed about these exams and the fact they had to go elsewhere. He said it would come to them. I think he didn't want to be involved in informing the parents about this.

I saw teacher of Greek 1 and she said she would copy the exam papers and give them to me. I asked if she examined any student orally and she said the students in C1 didn't want to. Only the student in C2 said he couldn't answer a question in writing and she said she would examine him orally. She was waiting for him to come today and he didn't come. I saw that scene when the student came and apologized to her and she said 'I was waiting though'.

(Observation of lesson on programming omitted)

I saw the EFL teacher coming and we talked. I told her I was observing other lessons and she said I should do so as they wouldn't do much in English. I asked if there was any news. She said last time they had lesson there were only two students because of the way the programme is made. I asked if George came to say anything orally as he told me he wanted to. She said he hadn't come and she didn't think it would help him get a better grade, get 10 that is. So she wouldn't press him but she could ask him again. I said he was waiting to get the paper back and she said she had given it to him. She gave him a 12 for the four months school report.

I continued the interview with her in the next break about the collaboration with the headteacher and teachers of Greek. She said sometimes George shows some interest to participate but she is never absolutely sure if what he says is his or he has seen it from others or somebody else has told him. She takes it as positive though. The other student with dyslexia in the other class does much better in English, not perfectly well but ok. She is disappointed because nobody knows and tells them what to do about the issue of dyslexia and someone from the Ministry should come and tell

them what to do. She thinks the headteacher doesn't know much. She didn't have that experience before as in language schools the issue of oral examination didn't exist.

The teacher of Greek gave me both George's and another student's with dyslexia (P) papers but I said I could see both but if I didn't have the permission of P's mother then I couldn't keep them and we agreed on that. I said it would be useful to keep exam papers from students I have observed as she wanted to give me the papers of the students in the other class as well. I said we would need to call their parents and observe them as well but there was no time for that at that point. She knew about the girl with dyslexia in the other class that suddenly came up yesterday but I think the EFL teacher doesn't know as she has never mentioned it. This may mean she looked into it. I suspect she gave a diagnosis recently as her diagnosis wasn't there when my mother looked in the beginning of the school year. I asked her about George's relationship with his classmates and his self esteem. She said you can't see anything from his oral performance. She thinks they haven't marginalized him. She said he may ask his classmates if he doesn't understand something. Once he talked to her about his dyslexia. He was melancholic and he believed he has a problem. She thinks he needed to have practice since he was a child. I told her if he sees his paper all red he may feel bad. She said of course not and she wouldn't take spelling mistakes into consideration and she didn't give students with dyslexia below 10 to make them feel ok. However, in the first essay she gave me all the mistakes were corrected.

I went to talk to the history teacher and I gave her the letter. She asked me if I could come the following week because she wanted to talk to the students about their grades then and I said I could do it the following week but only twice. I said I would like to record the students and I would see how to do that or I would sit near them.

The teachers in the school seem to have accepted me as they know I am a permanent teacher. One of them asked 'colleague would you like something from the canteen?' another one who knew who I was was giving me advice to stay in Tripolis and asking about my studies in the UK as his daughter has studied there as well. They gave me some snacks at the staff room and somebody brought a chair for me to sit. Most of the teachers in both the lower secondary school and the upper secondary school greet me and talk to me so I can say they make me feel like a teacher in the school now. However, I still feel embarrassed in front of all these older and experienced teachers who know the students and each other. I have only informed the mother of the student and the history teacher when I plan to finish my research so I need to inform the headteacher and other teachers as well.

### **Appendix 5.1.8: Field notes 2 February 2007**

I went to school 1 at 9.45. I went to see the headteacher and asked him if he had time to answer some questions about my research because I had to finish soon. He said he could talk if I waited for him to finish. I was trying to put my recorder on but he didn't want it so I didn't. I asked how students with dyslexia are examined in exams during the year. He said they can write and then give the answers orally and I asked 'Does it take place during the break or do they arrange another time for it?' he said it isn't very easy but it takes place during final exams. I said I heard some complaints about the fact that some teachers correct students' mistakes at exams and he said they shouldn't and there is no point, as the student then feels he has done it all wrong. I said I suggested to the teacher of Greek not to correct all the mistakes, to correct the basic ones, the verbs.

I said parents and teachers would like to be informed so if there is something informative it would be useful. He said I should ask the School Career Orientation teacher as she was talking about a discussion in a nearby town and I said I don't know her. He said it is a new and existent issue and people don't know about it and of course they want to be informed. He said in the past it didn't exist but now there is the oral examination.

I saw my mother and she found the Career Orientation teacher and we asked her but she said the discussion was about another issue. I told her if there is something relevant to dyslexia I would like to know. I saw teacher of Greek 1 and I said I would like to see her lesson and she said ok. She asked if the student knows and I said yes. She said she gave him a 9 in the four months because he wrote below 10. Then we saw teacher of programming and my mother told her she is my mother and she said we look alike. I told her I wanted to see her lesson as there is a difference with other subjects and students are more interested and she jokily said it is because of her. My mother was saying I was not experienced. I said I didn't want to judge how teachers do their lessons. I observed George in her lesson, the history and the EFL lesson.

The EFL teacher showed me the girl's exam paper during the break. She answered all the questions correctly and she only had two spelling mistakes. Her composition seemed to be quite long and I only spotted one mistake in it. The teacher took me to the office with the students' files and showed me her diagnosis. She had a diagnosis for the panellenic examinations. The teacher asked her if she wanted to give the answers orally and she said she didn't want. I said a diagnosis in Greek doesn't mean a problem in English if they go to preparatory school and study hard.

I felt really tired of observing three lessons and stressed about how and when to talk to the student next time. I didn't manage to talk to the teacher about my questions either.



### **Appendix 5.1.9: Field notes 24 February 2007**

I called George from school 1 as I wanted to ask him if he agreed with what I had written in my report for the EFL teacher about him, if he minded me telling the teacher these things and if he found the suggestions I would make to the teacher useful. He didn't find it useful me telling the teacher about his embarrassment when he got a signature on his exam paper and he didn't think the oral examination would be useful in English since he didn't know what to answer. If he knew the answers it would be useful. He doesn't think exercises with computers can be done in English in a state school and that songs can help him learn English. He said that texts are read in class and unknown words are explained and that the teacher shouted at the students who made fun of other students' mistakes. He thinks this can't be helped.

He also said it wouldn't help if more oral exercises are done in class, it would be the same for him. He likes his specialization subjects, maths and application of programming and he comes to the board, he participates and he is very confident. He doesn't care anymore if his classmates make fun of him. He will learn how to write some words that he writes wrong by heart. He never liked history. Only recently he started participating in the lesson. I asked if he concentrates in the lesson and he said students don't pay much attention at school anyway. He doesn't mind his parents coming to school but they haven't come because both of them work. His sister took his report instead. He will tell his mother to come to the school as I told him that teachers need some information and collaboration with parents. I asked if he has understood the examination procedure for the Panellenic examinations and he said his mother read what I gave him but he hasn't read it. I said meeting the other students with dyslexia in his school would be useful as they can exchange ideas and arrange to go to the examination centre together. He asked if I would come to the school again, as the students in his class were asking him about me. I said I went to another school then and I told him to tell them hello from me.

## **Appendix 5.2: Field notes from school 2**

### **Appendix 5.2.1: Field notes 28 September 2006**

I went to school 2 and informed the headteacher about my study. I gave her the paper from the Ministry and a letter for herself, the EFL teacher and two parents. She said she will inform the EFL teacher who was absent because of sickness. She told me the other EFL teacher is absent because of illness as well, but she thinks she is not well in her mind and is not suitable for the study.

### **Appendix 5.2.2: Field notes 19 October 2006**

I called the head of school 2 and she said the EFL teacher returned to the school but he didn't agree to participate in the study because of stress and lack of time. He has both classes of EFL as the other EFL teacher is absent and many lessons have been lost because of his illness, the sit in and the elections.

### **Appendix 5.2.3 Field notes 17 December 2006**

On Friday 15/12/06 I went to school 2 and I saw the EFL teacher. We checked her programme. She teaches only the first year, the advanced level. She has three students with dyslexia in the class that she teaches on Monday, Wednesday and Friday and four in the other group. I told her I prefer the group that she teaches on Mondays and we need at least one student to collaborate. I saw their diagnosis. It is the same for all of them; they have normal I.Q. and problems in spelling, handwriting and dyscalculia. I gave her the letters for the parents. She wants to read books about teaching students with dyslexia because she is interested in the topic and she has been asked to teach students with dyslexia (outside the school I gathered). I told her I have a book I can bring next time with me. I told her the books might say general things about teaching students with dyslexia and in my research I aim to advise her about the particular students and her teaching on the basis of my observations of her lessons. Some things they say may not be applied to the Greek context so I aim to find what can be applied.

She wanted to know how to inform the rest of the class and how to tell the students with dyslexia about the recording. I said he can tell the class I am an EFL teacher and I am doing some research on English lessons. I told her that the recorder records not only the student who wears the microphone but also the other students who speak as well as the teacher who speaks most of the time. However, we can't hear a student who sits very far from the recorder, which is important in order to hear how he reads. I suggested that we record a different student every time and I sit near him. She said this is better as they sit at three different places and we can tell them we want to record their group.

She showed me the exam papers of the students I would observe. They made spelling mistakes but she believes some of them are because of lack of studying. She wanted me to see papers of other students that she suspects to have dyslexia in order to tell her my opinion. We asked the headteacher if she had kept the letter to the EFL teacher and the questions for the teacher and she couldn't find them. My mother suspects the headteacher doesn't like the idea of me doing the research there as she wasn't very positive from the beginning, in October. I said I will print the letter and questions again and bring them next time. My mother had given the EFL teacher the letter before but she hasn't got it. She hasn't got a good relationship with the

headteacher as the headteacher had told me that she is not well and that she shouted at her colleagues the day before. I will try not to mix the headteacher much in this.

#### **Appendix 5.2.4: Field notes 16 February 2007**

I called the EFL teacher and the headteacher yesterday to tell them I would like to come to the school today. The EFL teacher was glad I would come but the headteacher said the EFL teacher hadn't informed her about it and she should have done so. I told the headteacher I would bring the permission letter and asked if she would have time to talk. She said ok.

I went to school 2 at 9.30. I went to the headteacher's office and I gave her the permission letter from the Ministry, the letter for headteachers and the questions for headteachers. She read the permission letter from the Ministry very carefully and said it is not clear who is involved and what is involved. I mentioned I would like to talk to a teacher of Greek and possibly observe her lesson but this stressed the headteacher. She said she can't expand my research so much as her colleagues would learn about it and would try to find out if everything is legal. Therefore, since my permission didn't say anything about it, I can't do it. I said it would help me to compare what students do in Greek and English if the teacher of Greek who teaches that class was interested and agreed to talk to me or allowed me to observe her lessons. She said the teacher of Greek of year 1 is ok. When she saw her, she mentioned it to her, but I don't know what her answer was yet. She characterized the EFL teacher quite badly, as she is a friend of the colleagues who report her actions to the LEA director and she shouts to her students. She wanted to write down the answers she would give to my questions and then tell them to me and was thoughtful about the recording.

I called the EFL teacher and she said she is in the staff room. She said she told the students that I was sent by the university and we will record one row every time. She told me their names and where they sit so I can observe them. I got the consent forms from her. I gave the headteacher a copy of the consent forms from the parents. Then the teacher gave me the exam papers of the three students and she said she hasn't given them back to the students but she has corrected only these three papers. I copied them. She said she asked them to say an exercise with numbers orally. I saw only one student wrote below 10 (9) and the other two wrote 12 and 12, 5. I told her they haven't done so badly and they can structure a sentence in English. I told her about the interview with her and I copied the schedule and gave it to her, as she said she hadn't got it. We didn't manage to start it, since she was busy copying things. I asked if she had read the photocopies I gave her and she replied she had looked at them but it was very theoretical while she needed something practical. I said there was a book and I would bring it from the UK where I would go soon.

We went to the class and she presented me to the students. This is A2-A4, the class with the lower level of English. I asked who would wear the microphone that day and I said I would give it to a student from a different row every time. I went to the left row where one of the students with dyslexia was sitting and asked the two boys who wanted it and they played a game with hands to decide. The teacher came and said I should choose Thodoris. I chose Thodoris, the student with dyslexia. I asked where I could sit and she suggested that I sit at the back right next to Petros, one of students with dyslexia, but I sat in the middle row with a boy (Vasilis) as I thought I wouldn't be able to observe Thodoris. One of the students with dyslexia is in front of me (Stathis) (see Appendix 8 for photos of class).

#### **Observation of EFL lesson**

The book they use is blockbuster 1. The teacher shouted at the girl who had to bring the cassette player as she let another girl bring it. The students asked about the exam, if she has corrected the papers. Thodoris was asking if they did badly. She said

they hadn't studied so they didn't do well and he said he had studied. Then she was asking if anyone hadn't got his book and notebook and Thodoris said he has it all there. Stathis didn't have a book for the second time and hadn't done the homework twice and she shouted at him. She said if they don't bring their book 3 times she will deduct 1 grade. Thodoris seems to know where they were in the vocabulary book.

She is reading the new words from the vocabulary book and they are repeating them. The students are all shouting together about what words they had said and she shouted at them to be quiet. Thodoris is repeating the words and writes the extra meaning of 'hope' she tells them to write. She uses terms like 'επίρρημα' (adverb), 'noun', 'ουσιαστικό' (noun), 'ρήμα' (verb). She is giving an example for 'interesting'. Thodoris is following as he is saying 'mmm'. He didn't remember the opposite of 'old fashioned' although they had learned it already. He is writing it down. She asked which the synonym of 'as well' is. He didn't know it. He knew the opposite of upstairs though. The teacher is writing some extra things on the board, the synonyms or opposites. The teacher is shouting at a student that was yawning loudly.

She asked a student to read the title of the text 'my home my castle' and to translate it and then she asked them to explain why home could be castle. Thodoris raised his hand and answered in Greek 'because it may be in a beautiful scenery'. Then Stathis raised his hand and said 'because he hides there' (in Greek). She said 'what is hidden there? 'He is protected there' (in Greek). She said 'think a little'. Then Petros from the back right desk raised his hand and he said 'because we feel safe there' (in Greek) and she said 'that's right bravo'. She was aggressive towards Stathis. Petros raised his hand to answer her question about what type of text they were doing. He said the text was a poster while it was a letter and the others laughed. She told them they shouldn't comment on what others say. She asked what poster means and he said 'letter' and she shouted at him that they have learned the word poster.

She plays the cassette player for them to listen to the letter and then she asks questions. I can hear from the recording that Thodoris says 'yes miss' when she gives an order to the class. The listening is very slow and clear. She is asking questions on the text. She asked what we put before floors and Thodoris answered 'on'. She nominated Petros to answer where Brenda's bedroom is. He gave a wrong answer and she said in English 'look at the text'. He didn't answer and another student gave the answer. She is asking Petros the meaning of the question 'what colour is her carpet?' He gave her the correct answer about the meaning of the question. He didn't find the answer to the question immediately and 'she said take a better look, what it says in the book'. Thodoris knows the answer and wants to say it. Thodoris is noting down what they have to do at home. They have to do two exercises at home.

She is asking what adjectives are in Greek, what they do in the sentence and where we put them. Their book has a study skills box and it refers to adjectives that are relevant to describing things. I saw Thodoris looking at the teacher and smiling. Thodoris wants to answer what made the description she gave better. She is suggesting that they learn adjectives with their opposites and Thodoris says 'that's how I learned them'.

They are talking about a listening exercise. They explained the words before they listened. The teacher is asking what the ad is about. Thodoris raised his hand and answered in Greek 'about a house' and she asked 'what does this house do?' and he couldn't answer, neither did the others so she said 'a house for rent'. She is suggesting that they guess what they may listen before they listen. Thodoris raised his hand to answer. He wanted to say the first answer after the listening. She tells them not to make spelling mistakes. Stathis is looking at his partner's book. He tried to get his

partner's book in front of him as his partner had it in front of him. The three students raised their hand to answer. She is asking how many found all the answers. Thodoris had 5/6. All the students raised their hands at 6/6 and 5/6. Thodoris said 'because it wasn't difficult miss'.

She wants them to make a question with 'how many rooms...' and asked Petros who raised his hand. Petros is asking 'how many rooms, shall I answer how many rooms?' and she said 'you will make the question Petro'. He said 'how many rooms in the house?' and she said 'the verb went for a walk'. Thodoris answered 'it has got' and she said 'because it is a question' and he said 'has it got'. Then she asked them to make a question with 'how much' and they couldn't say 'how much is it?' they asked 'shall we make a box?' she is dictating them the rule of how to ask 'how much is it' in Greek and how to answer. They are writing it in their notebooks. The bell rang and they are continuing. She is giving them an exercise for homework for which they have to prepare a dialogue. Stathis was noting down the homework in a piece of paper.

After the lesson the teacher asked me how I found them and I said they participate and they liked the recording. She said she had prepared them that's why. I said they found constructing questions difficult and she said she can't stop and explain every time they find something difficult as they won't finish the syllabus or book. We went to the staff room after the lesson and talked there. She said she is following the 'old methods' and uses a vocabulary book while some people believe we shouldn't. I said I have heard that but I won't criticize what she does and every teacher has his own style. I said another way is to give the new words while reading the text. She believes they should study and write spelling quite often otherwise they won't learn it. They should learn to study vocabulary and write homework now that they are young so that they can write compositions later. I said they should study now as they won't in upper secondary and that the spelling could be examined in a paragraph otherwise but she didn't like that idea. The headteacher came and asked how it was and I said there was no problem with the recording. The teacher said we don't need to tell the other colleagues and the headteacher said the students may talk. The teacher told me before the headteacher is behaving in an extreme way and we shouldn't think like that. The headteacher said I can come to do the interview with her.

She gave me the interview but her way made me nervous. I couldn't concentrate and felt uncomfortable as she insisted in reading the answers she had written and didn't want to discuss it any further. She wanted to follow the order of questions in my list. After the interview she told me she was afraid so much because she mixed with politics and supported the opposite party. She knows some teachers in the school want to take her position and are trying to find a mistake she has made to tell the director of the LEA. I said I can't say who said what and the file will go into my computer and my thesis will be written in English afterwards.

### **Appendix 5.2.5: Field notes 23 February 2007**

I went to school 2 at 10.20. The EFL teacher was busy talking to parents and copying the exam papers. I went to the headteacher's office. She told me to go to the deputy's office if I want to talk to the EFL teacher. I came back to her office as the teacher was busy. She told me she has a rash problem probably because of stress.

The teacher came and said a mother is there and she wants to talk to me. We went to the deputy's office. I told her that I am doing a doctorate for which I observe students and collect information about them in order to help teachers as they don't have the time to collect all this information about all the children they teach. This stressed her and asked if I will tell everyone and I said at the moment I only collaborate with the EFL teacher and I will ask her and the child before I say something. I said I would like to collaborate with the teacher of Greek if she agrees of course and she said she would like that and that she thinks she will agree as she is a nice girl.

She thinks Stathis is a sad child. He gets nervous and doesn't want to study at home, he can't concentrate and that's why she took him to a centre to receive support. He accepts help for the emotional part, rather than the learning part. He used to cry and now he feels he is treated unfairly. She said maybe it is because of the phase of adolescence. She doesn't know what the cause is. Maybe he was traumatized by his primary school teacher as she herself had noticed her behaviour. I asked how he got diagnosed and she said that she has a friend who is a primary school teacher and she specialized in learning difficulties. She was the one who informed her about Stathis' problems and she assessed him and said he has such and such. After that she took him to a centre for mental health at year 5 and they said he has learning difficulties. She said she knows my neighbour who is a primary school teacher and she talked to her and convinced her to agree. Sometimes Stathis comes to his mother and hugs her and then leaves. She asks if he wants to talk and he doesn't talk. I said I need to talk to the child but at home so that he doesn't stress and is not taken out of his class and if this can be done either on Friday, Saturday or Sunday. She said Saturday or Sunday is ok. I asked if I can call tomorrow and she said ok. She left because her friend left.

The staff room's office door was closed and when I tried to open it I saw there was a staff meeting so I waited. The EFL teacher came out quite angry and said we should go as we'll miss the lesson. When we entered the classroom many students came to give their essays to the teacher. She shouted to one of them because he didn't have a nice handwriting. She told him they will fail him when he takes exams in English and at the Panellenic examinations. She showed me the essay and it didn't look too bad to me so I didn't say anything. She told him she won't accept any other essay with such handwriting. I went to sit with Petros at the last desk on the right. I put the microphone on him although the boys in front wanted it as well. I told them that it can record them as well.

#### Observation of EFL lesson

She started shouting at the students as they hadn't done their homework and she noted down on her booklet the students who hadn't written. Stathis has brought the essay but has written the dialogue on his notebook and he will bring it along with an exercise on Monday. She says he has to be careful as she has caught him for 2, 5 times with no homework. He is sitting opposite to me at the desk before the end.

Petros is counting the essays he has done. He says he has done them all. When the teacher asked him where the dialogue is he said it is in his notebook and she said he has to copy it in a piece of paper and bring it to her. He is afraid to copy it now as she will 'kill' him. He is showing me his notebook. It looks neat. The boy in front

hasn't written for 4, 5 times. Stathis told Petros not to show off too much and Petros asked him to stop. The teacher said she will delete the students who haven't brought the homework if they bring it on Monday but after that she won't.

They opened the vocabulary book and Petros told me that the teacher does an exception with him and he doesn't learn all the words because he has learning difficulties. He is showing me what they had to learn at home. She is asking them 'how do we say G is different from Mary' and tells them to note down 'from'. Petros is writing with his left hand. He is not underlining all the words. She says Indian and Arab are adjectives. Stathis calls out and says in Greek 'tomato' is 'τομάτα' not 'ντομάτα'. She is asking what 'light' is but Petros can't remember, he says 'I know it'.

She says they have to put 'what is it made of' in a box in their notebook. Petros said 'I understood'. She tells them to write 'για να μάθουμε από τι υλικό είναι φτιαγμένο κάτι ρωτάμε...' (in order to learn the material from which something is made we ask) 'what is it made of?' she writes an example on the board, a question with the answer. She is asking a question about the picture in their book and Petros is saying 'just a minute you killed us Miss'. They couldn't answer what the palace is made of so she said they will hear the text from the cassette and find the answer. Petros is putting his ruler on the text to follow the line and then his pencil and finger. Thodoris answered correctly the question after the listening. He said 'it's made of stone'. She asked Petros what the name of the palace is and he said 'its name Pena Palace'. She said 'you forgot the verb' in Greek. He tries again but can't say it. She says 'its' is a possessive adjective although she thought he took it as 'it is'. He knows the possessive adjectives by heart. He said it correctly in the end but the boy in front whispered the answer. Petros answered the next question in low voice 'where is Pena Palace?' 'it is in Portugal' while a student said it to the class.

Petros answers the teacher's question 'has it got many rooms?' by himself. He says 'yes it has'. They have to learn how to read today's text and the previous text and they will write spelling. Thodoris started the exercise they had for homework and answered correctly. Petros is not paying attention; he is writing in his notebook what he has to do at home. The bell rang. He opened the book. He saw he had written the answers correctly. She wants them to copy an exercise from the book into a piece of paper. She repeats what they have to do at home. Petros wished me to have a nice weekend and told me his aunt is studying in England and is doing what I am doing. So I gathered he is the child of the mother to whom I had talked on the phone.

I went to talk to the teacher and I saw there was panic with the homework today. She thinks she has to shout because otherwise they won't do the homework. She thinks this class's behaviour is primary school year 4's children not secondary school children. We went down to the staff room and she asked how I found the mother and I said she was very positive and interested. I gave the teacher the consent form to sign as she hadn't given it to me, although she said she had done it. She said she hadn't found the time to copy the book I gave her.

The teacher had her free hour after an hour. We arranged to start the interview then. I told her it helped me to sit with Petros as I could see how he reads and writes. I told her he uses a ruler when he reads to follow the line. We went to the deputy's room to do the interview.



### **Appendix 5.2.6: Field notes 19 June 2007**

Yesterday morning I went to school 2 to meet the EFL teacher and give her the findings of my study. She sent me a text message to come to the school when she was ready. We went to a classroom to talk. I told her the report includes what the students allowed me to report and my suggestions based on it. I said I had to delete some of the information after talking to the students on the phone or in person. I said Stathis told me he needs more time initially and then he changed his mind as I think he doesn't want to stand out as different.

We mainly discussed the suggestions I had written. She said she can't change the desks in a horse shoe shape as the students are many and they will be looking at each other and will be talking. She would be able to do that only if she had her own classroom for English and fewer students. She said she can ask them where they want to sit next year as I suggested.

She said she already examines them orally in exams and she agrees with not deducting grades for spelling mistakes. I said Thodoris liked the idea of doing projects and working in groups. I said she can give different exercises to different groups of students but she said this will mean she needs more time to say the answers to exercises with the whole class. Then she said they already do game-like exercises. I have seen her doing a game only once. She said she gives an example before she asks for the rule but I have noticed she doesn't do that all the time.

She said the number of students in each class cannot be reduced as the LEA won't send more teachers. She doesn't want to reduce the amount of words she gives to the whole class, as she knows the students won't learn the words they don't have for spelling. She can't give them spelling to write every week to reduce the amount of words they have to learn, as she will have too much to correct in this case and nobody pays for her time.

She thinks she is lenient with students with dyslexia and everyone generally as far as homework is concerned, as she accepts projects they give her a month later and she never gives them writing to do for the next day. It is only the exercises in the book that she has to correct the next day. She just told Stathis to bring the projects as he hadn't done any of them for some time.

I said Thodoris doesn't like the fact she uses a booklet to write down which projects they have done and what they do in the classroom. She said she wants to be fair and can't differentiate for students with dyslexia in this respect. She thinks she has to do that to make them do the homework as no student does it because he wants to. She can't note things down neither during her break as she doesn't want to miss it nor at home as she won't remember what 100 students did. She said Thodoris himself raised his hand and asked her which projects he has to bring so she needs to have records.

She said students with dyslexia know that she is more lenient with them and they have to appreciate that. They need to have the same obligations as the others though, as they will reach sometime and ask why she doesn't ask for the projects from them. She said she doesn't deduct grades when they don't bring all the projects and she does this with everyone. She doesn't want to tell the class that students with dyslexia are different as she thinks they won't like it. I think she is right in that. I said that in England the class was divided in groups according to the levels of students and nobody asked why somebody did less as they knew they were in a certain group. She thinks this will never happen in Greece.

Then we talked about the new books. She is afraid they won't be good if they are like the books for primary schools and the previous books for lower secondary.

The books for primary didn't include any grammar. I said the teacher has to bring what is missing from the book and she said there is no time for that.

She said she never has time to finish the book. This year she had three hours with the first year but next year it will be worse. I said nobody controls that but she said they may do so when the new books come. She hopes the new books are smaller and she has time to finish them. She hasn't finished the book with a class this year but next year she has to use the new books. I said this happened to me at the college as I didn't do as much as I had planned.

She doesn't like the fact that English lessons are done in the end of the day in this school. She has asked for some hours to be done early and she was given history hours and only a couple of hours for English to do early. I told her it happens in all the schools, in primary schools and upper secondary schools as well.

She is happy that Petros took the exams seriously and studied but she is not happy with Stathis' behaviour as he asked to be examined orally in all the lessons before he had written down the answers and in this way he wasted teachers' time. All the teachers complained about that. I said Thodoris is the most mature and probably the cleverest of all and he understands that the oral examination helps him.

I said she can apply for a second teacher to be in the class to help the weak students and she said she didn't know she could do that. She doesn't mind the students using computers to type their projects and thought it is a good idea. She can't use video or dvd as they don't have video or dvd player and she can't use a laptop for a whole class. I said they need a projector but I think they don't have one in this school. They don't have computers in the school to do exercises.

In the end, she said she will apply to do some seminars on learning difficulties and I told her about some other seminars I know. She asked me to write down what we have done in my study so that she can write it in her cv and apply for a seminar on learning difficulties. I wrote what we did in a piece of paper and gave it to her. She said she liked what I told her but she is not sure it can be done under the conditions she is working.

#### **Appendix 5.2.7 Field notes 16 February 08**

I have given a note with the date of my talk to my mother to give to the EFL teacher in her school who participated in my pilot study.

I went to the first meeting between the English adviser and the EFL teachers of Athens C who were interested to learn about learning difficulties two weeks ago. The adviser had invited a psychologist to give a presentation. She asked us to discuss with 2-3 more teachers what learning difficulties are and why we were there. Teacher 2 represented her group and expressed her opinion and worries throughout the seminar. She asked questions to the adviser and the psychologist about assessing students with dyslexia/learning difficulties at school. In the end she told me she wanted the session to have included more talking of the psychologist rather than our discussions.

#### **Appendix 5.2.8: Field notes 22 April 2008**

In 4, 5, 6/4/08 I attended a course on learning difficulties organized by the Department of Primary Education of the University of Athens which is the course that teacher 2 had applied in June 07. I informed her about the start date and the place where the course would take place as she did not know. During this period we discussed further studies issues and she mentioned she wants to follow an MA in psychology possibly including special needs and not in EFL teaching, as she feels she knows enough on this because of the RSA course she has followed. She seems to be very interested in special needs pedagogy and asked a question to a speaker from a diagnostic centre regarding the diagnosis of a student in her school.

## Appendix 6: students' spelling tests

### Appendix 6.1: Petros' spelling test

- 1 drive thru = γινώσκεις φέδιαν ✓
- 2 have fun = χαρούμενος
- 3 white = άσπρο
- 4 dillowge
- 5 drusch = οδοντοβουρτσάκι
- 6 touch = φακός
- 7 get up = σηκώνω επάνω ✓
- 8 cagorro = καγκουρό / ούς
- 9 short & tall = κοντός & ψηλός ✓

## Appendix 6.2: Thodoris' spelling test

inject = ενιϋκτο /

smout = δειος /

gate v flag = γερωνοϋσα /

mdmal = θηδωρικη /

drive throu =

have fun = — /

waite = βυγισα weigh = βειππος /

adopt = — /

belong (to) = — /

brush = βουρτσισω ✓

cut = κηδω /

get up = —

put out = — /

cdngaroo = κακκα /

antik =

dropt =

aquarium = ενιϋπιο ✓

short = κοντος ≠ long = μακρος ✓

filig = ουνιϋθηκα feel = νιϋθω /

ephypis = —

### Appendix 6.3: Part of Petros' exam paper

E a) Circle the correct word (1,5p)

e.g. There are two armchairs on/in the room.

1. There are two cushions on/in the sofa.
2. There is a vase with flowers next to/on the table.
3. There is a picture in/on the wall.
4. There is a sofa behind/near the window.
5. There is a table in front of/next to the sofa. 1,5



b) Write as in the example. (2p)



e.g. Monica is Italian.  
She is a teacher.



1 Jacques is France.  
He is a hairdresser. 0,08



2 Julia is Canada.  
She is a ..... 0,08



3 Paul is Poland.  
He is a doctor. 0,2



4 Antonio is Argentina.  
He is a postman. 0,15



5 Tariq is Turkey.  
He is a pilot. 0,2

GOOD LUCK!!!

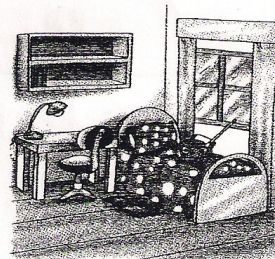


## Appendix 6.4: Part of Thodoris' exam paper

E a) Circle the correct word (1,5p)

e.g. There is a radio in/on the bed.

1. There is a mat next to/under the bed. ??
2. There is a desk behind/near the desk. under
3. There is a bookcase on/in the wall.
4. There is a lamp under/on the desk.
5. There is a chair in/on the room. 1,35



B) Write as in the example. (2p)



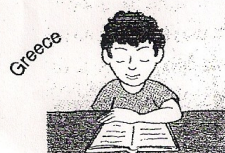
e.g. Monica is Italian.  
She is a teacher.



1 Mark is American.  
He is a vet. 0,4



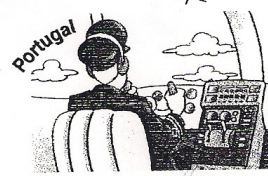
2 Marcela is Brazilian.  
She is a student. 0,2



3 Andreas is Greek.  
He is a student. 0,2



4 Gerry is Polish.  
He is a postman. 0,3



5 Sergio is Portuguese.  
He is a pilot. 0,25

GOOD LUCK!!!

## **Appendix 7: Permission letter from Greek Ministry of Education**



**Appendix 8: photos of classrooms**  
**Appendix 8.1: school 1 classroom**



**Appendix 8.2: school 2 classroom**

