

Erasmus + KA2 Strategic Partnership

**D Y S T E F L 2**  
**Dyslexia for Teachers of English as a Foreign  
Language**



WP No. 3  
Intellectual output No. 1

**Methodology and tools  
for the needs analysis research**

**Final**

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## INTRODUCTION

This document reports on the research methodology and tools employed for the *DysTEFL2* project. The project aims to support the upgrading, transfer and implementation of innovative practice – the *DysTEFL* course at a European level with the aim of enhancing the professional development and strengthening the professional profile of EFL teachers, by innovating and increasing the quality and range of initial and continuing training. To this aim, the project combines qualitative and quantitative research methodologies.

In particular, the project addresses EFL professionals in different European countries and contexts, and thus it needs to identify their professional profile. To this aim, a Needs Analysis questionnaire will be designed. In addition, as the project aims to implement specialized courses for the continuing professional development of EFL practitioners in various European contexts, it is necessary to carry out a desk research to determine what types of documents/certificates confirming the learning outcomes of professional teacher training are required and recognized in the project partners' countries so that collecting them adds to teachers' chances for promotion.

## RESEARCH TOOL 1: NEEDS ANALYSIS QUESTIONNAIRE

### *Aims of the needs analysis questionnaire*

The questionnaire (see Appendix I) addresses EFL educators and tries to be as comprehensive as possible in order to respond effectively to the target group's needs. The major aim of the questionnaire is to collect data on teachers' opinions, needs and preferences with regard to different types of training on dyslexia in the context of teaching English as a foreign language. Taking into consideration the differences in the teaching contexts and educational systems of the partner countries, we tried to formulate questions that are relevant and can be answered by participants working in any of these countries. The Needs Analysis Questionnaire starts with an opening paragraph which provides information to the respondents regarding the *DysTEFL* project and invites them to participate by filling in the questionnaire.

More specifically, the questionnaire aims to investigate the following:

- (a) What is those teachers' professional profile?
- (b) Do their needs differ depending on each country?
- (c) Do they have any experience in teaching dyslexic learners?
- (d) Do they have any training and qualifications in teaching dyslexic learners?
- (e) Are they interested in attending relevant training and professional courses?
- (f) What type of training are they interested in?
- (g) Which are the preferred types of learning events?
- (h) Who are the preferred course providers?
- (i) Which is the preferred content of the learning events?
- (j) Whether and to what extent certification is important?
- (k) What are their preferences regarding the content and structure of the course?

### *Description of the questionnaire*

The questionnaire is semi-structured and has been designed taking into consideration literature on dyslexia and on conducting research in dyslexia (Alexiou et al., 2014; Clark & Uhry, 2004; Kormos & Kontra, 2008; Kormos & Smith, 2012; Lemperou, Chostelidou, & Griva, 2011; Nijakowska, 2010; Nijakowska, 2014; Peer & Reid, 2000; Shaywitz, 2003). In addition, sources on constructing a questionnaire (Dörnyei, 2003) and relevant literature on teacher training education (Richards, 2008; Wallace, 1991) were also considered.

The questionnaire consists of 38 questions in total and is structured into three distinct sections:

- Section I: Teacher profile (Questions 1-6). The questions are semi-closed as there are prompts and the aim is to draw participants' profile (age, work experience, educational background, etc).
- Section II: Training and experience in teaching dyslexic learners (Questions 7-20). This section includes YES/NO and open questions. The aim of the section is to explore teachers' training, qualifications and experience in teaching dyslexic learners.
- Section III: *DysTEFL* courses (Questions 21-38). This section includes Yes/No questions or closed questions with prompts. Teachers are required to express their preferences regarding the type of training course that would suit them best and their preferred provider/organizer of such courses.

The last question (Question 38) is an open one that asks participants to provide any suggestions or ideas for the *DysTEFL* course we are organizing. The answers are valuable as they are expected to help us organize and structure specially tailored courses that will address teachers' needs and will also help their professional development.

### *Procedure*

The steps of the procedure are as follows:

1. A draft of the Needs Analysis Questionnaire needs to be submitted by P3 to the rest of the partners by 30/11/2014
2. Comments on the draft of the NAQ need to be provided by the partners and sent to P3 by 05/12/2014
3. Based on partners' comments, P3 needs to revise the NAQ and send it back to partners for approval by 08/12/2014
4. The final version of the NAQ needs to be ready by 19/12/2014

5. As soon as the Needs Analysis Questionnaire is finalized and agreed on, it will be published online via SurveyMonkey by 10/01/2015
6. The questionnaire is going to be distributed to EFL teachers in the partner countries and filled either electronically (via SurveyMonkey) or in pen and paper.
7. At least 30 respondents from each country (minimum 90 from the three participating countries) are expected to fill in and return the questionnaires. Respondents need to be English as a Foreign Language teachers working in the respective countries.
8. The deadline for the completion of the questionnaires is 22/02/2015.
9. Participants' answers are going to be collected, analysed and discussed in detail by P3.
10. A report will be written on the results of the Needs Analysis Questionnaire by P3; its draft version will be sent to partners for comments by the end of March
11. Partners are expected to send in their comments by 15/04/2014
12. The final version of the report will be submitted by P3 by the end of April.

## RESEARCH TOOL 2: DESK RESEARCH

### *Aims of the desk research*

The Desk research aims to collect information regarding the course certification procedures in the countries involved in the project (Poland, Greece and Slovenia). In particular, it involves finding and analyzing the relevant documents, legal acts, ministerial regulations concerning the rules, requirements and characteristics of available learning outcomes confirmation and official certification of qualifications, examples of common and good practice in each of the above countries. The ultimate aim of this research tool is to identify the certification procedures valid in each country so as to decide on the certification we will need to issue and award to teachers who successfully complete the DysTEFL learning events.

### *Description*

A desk research template will be designed in order to facilitate both the data collection and the data comparison. The desk research template consists of three charts altogether (see Appendix II). Two charts will be filled in by the project partners, namely Course chart I and Course chart II.

1. Coursechart I aims to record information regarding the types of Continuing Professional Development courses available in the respective countries that provide particular qualification and/or constitute a type of professional development officially recognised in this country for teachers in general (including EFL teachers) and for EFL teachers in specific (not available for teachers of other subjects). This chart is going to be filled in by each participant for each CPD course available in their country. This means that each participant will fill as many charts as necessary, each one corresponding to a different type of CPD available in their country.
2. Course chart II concerns any CPD course or training available in each participant's country specifically on EFL and dyslexia for EFL teachers.

There is also a third chart which is a summary chart aiming to collect and record all the information provided by each participant for every CPD available in their country. This chart will be filled in by P3.

### *Procedure*

1. The draft version of the desk research template will have to be sent by P3 to all partners by 30/11/2014

2. Partners will send their comments on the draft version of the desk research template to P3 by 19/12/2014
3. The desk template will be finalised by 23/12/2014
4. All partners need to fill in the desk research template and send it to P3 by 7/02/2015

## References

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## Research tools

### Appendix I: Needs analysis questionnaire

#### DysTEFL2 - Dyslexia for Teachers of English as a Foreign Language

This questionnaire has been designed within the framework of an Erasmus+ Project "DysTEFL2". Our aim is to investigate English as a Foreign Language (EFL) teachers' needs regarding the education and inclusion of dyslexic students in their EFL classes. Your answers will be valuable as they are expected to help us organize and structure specially tailored courses that will address your needs and help you develop professionally.

English as a Foreign Language (EFL) teachers' needs analysis					
Section I: Teacher profile					
1.	Job title:	<input type="radio"/> Teacher of English as a Foreign Language <input type="radio"/> Other (please specify) .....  Please specify the field of education where you are working:  <input type="radio"/> Primary Education <input type="radio"/> Lower Secondary Education <input type="radio"/> Upper Secondary Education <input type="radio"/> Tertiary Education <input type="radio"/> I haven't started teaching yet <input type="radio"/> Other (please specify).....  I am teaching in ..... (name of country)			
2.	Age group:	<input type="radio"/> 21-30	<input type="radio"/> 31-40	<input type="radio"/> 41-50	<input type="radio"/> 51+
3.	Gender:	<input type="radio"/> Male	<input type="radio"/> Female		
4.	Educational background (undergraduate studies: BA degree)	<input type="radio"/> Graduate of an English Language Department	<input type="radio"/> Graduate of another department: Please specify: ..... ..... .....	<input type="radio"/> Graduate of a teacher training college	
5.	Additional studies (Select accordingly):				
	<input type="checkbox"/> Graduate degree (MA or MEd in TEFL/ Linguistics or other related to the teaching of a foreign language) Year of graduation: .....				
	<input type="checkbox"/> Graduate degree in another field. Which one? ..... Year of graduation: .....				
	<input type="checkbox"/> Ph.D. in TEFL / Linguistics Year of graduation: .....				
6.	<input type="checkbox"/> Ph.D. in another field. Which one? ..... Year of graduation: .....				
	Years of teaching experience as an EFL teacher:  <input type="radio"/> less than 5 years <input type="radio"/> 6-10 <input type="radio"/> 11-20 <input type="radio"/> 20+				

<b>Section II. Training and experience in teaching dyslexic learners</b>			
7.	Did you attend any classes on teaching EFL to students with dyslexia during your undergraduate or graduate/postgraduate studies? <input type="radio"/> Yes <input type="radio"/> No		
8.	If yes, please note the type of courses, their length (in hours) and the organization that ran them: ..... ..... .....		
9.	Have you attended any specialised courses on teaching EFL to students with dyslexia (as part of your Continuing Professional Development)? <input type="radio"/> Yes <input type="radio"/> No		
10.	If yes, please note the type of courses, their length (in hours) and the organization that ran them: ..... ..... .....		
11.	Have you had any training on dyslexia in general?	<input type="radio"/> Yes	<input type="radio"/> No
12.	If yes, please note the type of training, its length (in hours) and the organization that provided it: ..... ..... .....		
13.	Do you have a certification in teaching students with dyslexia?	<input type="radio"/> Yes	<input type="radio"/> No
14.	If yes, please note the type of certification and the certifying organization: .....		
15.	Do you have a certification in teaching EFL students with dyslexia?	<input type="radio"/> Yes	<input type="radio"/> No
16.	If yes, please note the type of certification and the certifying organization: .....		
17.	If you have a certification in teaching EFL to students with dyslexia, at what level of education are you entitled to teach? ..... .....		
18.	Have you ever had any dyslexic students in your class?	<input type="radio"/> Yes	<input type="radio"/> No
19.	If you answered 'yes' to question 18, what was your major challenge when teaching dyslexic students? ..... ..... .....		
20.	If you answered 'yes' to question 18, what seemed to be their strengths and weaknesses? ..... ..... .....		
<b>Section III: DysTEFL Courses</b>			
21.	Would you like to be trained in teaching EFL to dyslexic students (free of charge)?	<input type="radio"/> Yes	<input type="radio"/> No
22.	Would you like to attend a <b>teacher training course to acquire basic knowledge and skills</b> necessary to teach EFL to dyslexic students?	<input type="radio"/> Yes	<input type="radio"/> No
23.	Would you like to attend an <b>advanced course</b> in teaching EFL to dyslexic students?	<input type="radio"/> Yes	<input type="radio"/> No
24.	Please specify the type of learning events you would prefer:		

	<p>Select as many suggestions as you wish:</p> <ul style="list-style-type: none"> <li><input type="radio"/> One-day training event</li> <li><input type="radio"/> A 5-day intensive course</li> <li><input type="radio"/> A semester course</li> <li><input type="radio"/> A summer or winter school on teaching EFL to dyslexic learners</li> <li><input type="radio"/> Other (please specify) .....</li> </ul>
25.	<p>What type of content would you like this course to have?          Select as many suggestions as you wish:</p> <ul style="list-style-type: none"> <li><input type="radio"/> mainly theoretical information related to dyslexia, its causes, diagnosis, etc.</li> <li><input type="radio"/> mainly practical information related to teaching choices (materials, methods, practical tips)</li> <li><input type="radio"/> equally theoretical and practical information</li> <li><input type="radio"/> Other (please specify) .....</li> </ul>
26.	<p>Which of the following modules would you like the course to provide?          You may select as many as you wish:</p> <ul style="list-style-type: none"> <li><input type="radio"/> The nature of dyslexia</li> <li><input type="radio"/> Specific learning difficulties associated with dyslexia</li> <li><input type="radio"/> Identification of dyslexia</li> <li><input type="radio"/> The effect of dyslexia on foreign language learning</li> <li><input type="radio"/> Accommodations of dyslexic learners in the foreign language classroom</li> <li><input type="radio"/> Teaching techniques for dyslexic learners</li> <li><input type="radio"/> Phonological and orthographic awareness in English as a foreign language</li> <li><input type="radio"/> Techniques for teaching vocabulary and grammar</li> <li><input type="radio"/> Techniques for teaching listening and speaking</li> <li><input type="radio"/> Techniques for teaching reading and writing</li> <li><input type="radio"/> The assessment of dyslexic language learning</li> <li><input type="radio"/> other (please specify) .....</li> </ul>
27.	<p>How many hours would you like this learning event to be?</p> <ul style="list-style-type: none"> <li><input type="radio"/> 25-50</li> <li><input type="radio"/> 50-100</li> <li><input type="radio"/> 100-150</li> <li><input type="radio"/> 150-200</li> <li><input type="radio"/> 200+</li> <li><input type="radio"/> Other (please specify) .....</li> </ul>
28.	<p>Please specify your preferred type of courses:          Select as many suggestions as you wish:</p> <ul style="list-style-type: none"> <li><input type="radio"/> on site courses (face to face)</li> <li><input type="radio"/> distance learning online courses with a trainer (interactive Moodle platform)</li> <li><input type="radio"/> blended courses (both distance and on site)</li> <li><input type="radio"/> self study online courses (without a trainer or moderator)</li> </ul>
31.	<p>In case you selected on site courses or blended courses as your preferred mode, which days would be more convenient for you?          Select as many suggestions as you wish:</p> <ul style="list-style-type: none"> <li><input type="radio"/> weekends</li> <li><input type="radio"/> working days during the school year – afternoon/evening hours</li> <li><input type="radio"/> winter holidays and school breaks</li> <li><input type="radio"/> summer holidays</li> <li><input type="radio"/> Other (please specify) .....</li> </ul>
32.	<p>Who would you like to organize and provide these courses, seminars, etc.?          Select as many choices as you wish:</p> <ul style="list-style-type: none"> <li><input type="radio"/> university departments</li> </ul>

	<ul style="list-style-type: none"> <li><input type="radio"/> teacher training colleges</li> <li><input type="radio"/> centres for continuing professional teacher development</li> <li><input type="radio"/> private organizations</li> <li><input type="radio"/> teacher associations</li> <li><input type="radio"/> educational consortia</li> <li><input type="radio"/> state school advisors</li> <li><input type="radio"/> freelance experts</li> <li><input type="radio"/> Other (please specify) .....</li> <li><input type="radio"/> I don't care</li> </ul>
33.	<p>You would like the course to be based on: You may select more than one option.</p> <ul style="list-style-type: none"> <li><input type="radio"/> attendance and self study only</li> <li><input type="radio"/> attendance and participation only</li> <li><input type="radio"/> attendance, self study, participation and exams</li> <li><input type="radio"/> attendance, self study, participation and assignments</li> <li><input type="radio"/> attendance, self study, participation and practicum</li> <li><input type="radio"/> attendance, self study, participation, practicum and exams</li> <li><input type="radio"/> attendance, self study, participation, practicum and assignments</li> <li><input type="radio"/> attendance, self study, participation, practicum, assignment and exams</li> <li><input type="radio"/> other (please specify) .....</li> </ul>
34.	<p>If the DysTEFL course is organized as a self-study online programme, the attendance and completion of selected modules of the programme may be an option. In this case, would you be interested to obtain confirmations of learning outcomes with regard to individual modules of the course?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> <li><input type="radio"/> I don't mind</li> </ul>
35.	<p>Would you like the DysTEFL course to lead to a type of certification that would qualify you to teach students with dyslexia?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> <li><input type="radio"/> I don't mind</li> </ul>
36.	<p>If yes, would you like the certification to concern a particular level of education (e.g., primary, secondary, tertiary)?</p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>
37.	<p>If yes, which levels would you be most interested to qualify for? Select as many choices as you wish.</p> <ul style="list-style-type: none"> <li><input type="radio"/> Primary</li> <li><input type="radio"/> Secondary</li> <li><input type="radio"/> Tertiary</li> </ul>
38.	<p>Please provide us with any suggestions or ideas that you would like us to take into consideration for the DysTEFL course we are organizing.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

**If you are interested in learning more about our project and in the DysTEFL course we are organizing, please provide your personal details below:**

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Email: \_\_\_\_\_

Your details will be used exclusively for the purpose of our project.

**Thank you very much for your help and cooperation!**

## Appendix II: Desk research

### DESK RESEARCH

Please fill **Course chart I** for each type of CPD course/training which provides particular qualifications and/or constitutes an official type of professional development/training officially recognized in your country for teachers in general, and for EFL teachers, in particular. This means that Course chart I may be filled as many times as necessary depending on the number of these courses.

Course chart I	
Country	
Characteristics	Type of CPD course/training: Name of CPD course/training:
1. What are the initial requirements (e.g. BA; BA in Education or any other field; MA; teaching experience etc.) to be accepted for the course? Who can attend?	
2. What documents and/or certificates confirming the learning outcomes and/or qualifications are provided after completion of this CPD course? Are they officially recognized in your country? Are they helpful in teacher promotion? Are they necessary for teacher promotion?	
3. Is there a minimum number of hours that this CPD course needs to provide?	
4. Are there particular requirements regarding the mode of delivery of this course (e.g. exclusively face to face, online, blended courses, etc.)?	
5. Is practicum a necessary component of this course? If yes, are there any specifications regarding the length of the practicum (i.e. is there a required minimum number of hours)?	
6. Is assessment necessary for the successful completion of this course? If yes, are there any specifications regarding the type of assessment required (e.g. traditional exams, online exams, skype exams)?	
7. Other important characteristics	



Please fill **Course chart II** for any CPD course/training available in your country specifically on **EFL and dyslexia for EFL teachers**.

<b>Course chart II</b>	
<b>Country</b>	
1. Are there any official qualifications that EFL teachers in your country need to acquire in order to teach dyslexic learners?	
2. If yes, a) what kind of qualifications are these? b) fill the Course chart I with the details of CPD course or courses providing such training and qualifications	



This chart aims to summarize the information the project partners will provide in Course charts I and II. Please leave it blank.

<b>DESK RESEARCH – Summary chart</b>					
<b>Country</b>	<b>Poland</b>			<b>Greece</b>	
<b>Characteristics</b>	<b>CPD course 1</b>	<b>CPD course 2</b>	<b>CPD course 3</b>	<b>CPD course 1</b>	<b>CPD course 2</b>
<b>Type/Name of the CPD course</b>					
1. What are the initial requirements (e.g. BA; BA in Education or any other field; MA; teaching experience etc.) to be accepted for the course? Who can attend?					
2. What documents and/or certificates confirming the learning outcomes and/or qualifications are provided after completion of this CPD course. Are they officially recognized in your country? Are they helpful in teacher promotion? Are they necessary for teacher promotion?					
3. Is there a minimum number of hours that this CPD course needs to provide?					
4. Are there particular requirements regarding the mode of delivery of this course (e.g. exclusively face to face, online, blended courses, etc.)?					
5. Is practicum a necessary component of this course? If yes, are there any specifications regarding the length of the practicum (i.e. is there a required minimum number of hours)?					
6. Is assessment necessary for the successful completion of this course? If yes, are there any specifications regarding the type of assessment required (e.g. traditional exams, online exams, skype exams)?					
7. Other important characteristics					
8. Are there any official qualifications that teachers (including EFL teachers) in your country need to acquire in order to teach dyslexic learners?					
9. If yes, what kind of qualifications are these?					