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**Teaching English Vocabulary  
to Children with Specific  
Learning Difficulties**

Thesis

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# **Výuka anglické slovní zásoby dětem se specifickými poruchami učení**

Diplomová práce

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## **Abstract**

Specific learning difficulties represent a big social issue, especially for the people suffering from this handicap because nowadays the demands concerning education and knowledge of the society has been growing. At schools teachers meet children with these difficulties more often, therefore, it is important that teachers know how to deal with these learners, how to cope with these difficulties when teaching and learning. Regarding these difficulties, teachers should take into account their learners' needs, their individuality and learning style when choosing the appropriate teaching method and technique. It is teachers' responsibility to create such a variety of activities according to learners' preference so that learners will be able to acquire a foreign language successfully.

## **Abstrakt**

Specifické poruchy učení představují velký společenský problém, obzvláště pro lidi trpící tímto hendikepem, protože požadavky dnešní společnosti na vzdělání a znalosti se stále zvětšují. Ve školách se učitelé setkávají s dětmi trpícími těmito poruchami mnohem častěji, a proto je důležité, že učitelé vědí jak s těmito žáky pracovat, jak bojovat s jejich poruchami při výuce. Co se týče těchto poruch, učitelé by měli vzít v úvahu potřeby svých žáků, jejich osobnost a styl učení, když vybírají vhodnou učební metodu a techniku. Odpovědností učitelů je vytvořit takový druh aktivit podle žákových preferencí tak, že žák bude schopný osvojit si cizí jazyk úspěšně.

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## 1. Introduction

“When the English tongue we speak  
Why is 'break' not rhymed with 'freak'  
Will you tell me why it's true  
We say 'sew' but likewise 'few'?  
And the maker of a verse  
Cannot cap his 'horse' with 'worse'  
'Beard' sounds not the same as 'heard',  
'Cord' is different from 'word'.  
'Cow' is 'cow', but 'low' is 'low',  
'Shoe' is never rhymed with 'roe'  
Think of 'hose' and 'dose' and 'lose'  
And think of 'goose' and yet of 'choose'.  
Think of 'comb' and 'tomb' and 'bomb',  
'Doll' and 'roll', and 'home' and 'come'.  
And since 'pay' is rhymed with 'say',  
Why not 'paid' with 'said', pray?  
We have 'blood' and 'food' and 'good',  
'Mould' is not pronounced like 'could'.  
Wherefore 'done', but 'gone' and 'lone'  
Is there any reason known?  
And, in short, it seems to me,  
*Sounds and letters disagree!*”

( Anonymous author)

This poem written by an anonymous writer clearly presents what troubles people with specific learning difficulties (SLD) have either if they are English or another nationality and learn English, and it does not matter if they are children or adults.

Problems of learning and teaching foreign languages to children with dyslexia or other forms of SLD belong to present topics in which parents, pedagogues and other experts are interested. It is not that these difficulties have just appeared, it is because of demands of education in our society which make them more striking and major than they have ever been.

Children with these difficulties were often considered as stupid and this led to the situation that children did not believe in their abilities, they were not self-confident and did not have any motivation to study. Nowadays the situation has changed, and if a child is early diagnosed having specific learning difficulties, there are a lot of methods how to help him to overcome this difficulty and the child can become a successful learner.

Furthermore, people with SLD have their own specific virtues and unusual talents in different fields. They often excel in art, they are outstanding sportsmen, mathematicians, physicians, lawyers. Under optimal conditions a specific learning difficulty is an opportunity for extraordinary success.

Foreign languages are considered to be difficult for children with SLD to learn. These children usually have difficulties even with their mother tongue. A Czech child has problems with Czech language even if it is a language where the pronunciation of words corresponds to their written form, so that the child is quite lost when learning foreign languages such as English or German.

This paper deals with teaching English vocabulary to children with SLD. English lessons, and language lessons at all, represent one of the crucial moments for these children. Disability to learn to read or reading difficulties make acquisition of any language skills and subskills very difficult. The first theoretical part of this paper should provide the necessary information about teaching vocabulary, definitions of SLD and their origin, the influence of SLD on small learners, and different methods and techniques that could be suitable for these learners. The second part is practical and suggests concrete techniques for teaching English vocabulary. The aim of the research is to find out whether there is any specific activity that children with SLD prefer most, or whether each child prefers something different.

In this paper the author uses pronoun she referring to the word teacher, and pronoun he referring to the words child, learner, individual, person and reader. Furthermore, all quotation and paraphrases of Czech authors have been translated to English by the author of this thesis.



## 2. Teaching vocabulary

This chapter can start with Scrivener's five initial conclusions of the role of vocabulary in the classroom:

- Vocabulary is very important and needs to be dealt with systematically in its own right; it is not simply an add-on to grammar or skills lessons.
- Teachers' job does not finish as soon as a learner has first met some new vocabulary; we need to help them practice, learn, store, recall and use the items.
- Training in the use of English-English dictionaries provides learners with a vital tool for self-study.
- We need to distinguish between vocabulary for 'productive' use and for 'receptive' recognition and adapt our classroom work appropriately.
- We need to deal not only with single word lexical items, but also with longer, multi-word items. (Scrivener 1994:75)

And McCarthy adds:

It is the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of a foreign language are mastered, without words to express a wide range of meanings, communication in a foreign language just cannot happen in any meaningful way. (McCarthy 1990:viii)

Allen contributes that vocabulary is a powerful carrier of meaning and one point on which teachers and learners agree is the need for vocabulary. Communication breaks down when people do not know and do not use the right words, and communication stops when people lack the necessary words. (Allen 1983:1-5)

### 2.1. Foreign language vocabulary from the didactic point of view

As Hendrich informs vocabulary forms the naming part of communicative act. From the didactic point of view it is essential to count with it as with a component which adoption is mostly a question of memory. In every case the lexicon is a basic element of a language from both communicative and language methodological point of view. (Hendrich 1988:130)

In action with word list the language methodological and psychological viewpoints are applied. Language methodology gives us at disposal mostly results of

statistical researches with figures of frequency and distribution of terms both generally, in speech, in written form, or in different styles. These figures serve well for basis of effective foreign language vocabulary choice and practice. Psychology gives us valuable suggestions how to acquire and remember a foreign language lexicon optimally and how to practise the voluble use of this lexicon in communicative process. Besides, psychology teaches us the importance and utilization of motivation and how to overcome difficulties when acquiring a foreign language. (Hendrich 1988:130)

Hendrich divides vocabulary of an individual as both active, meaning productive, and passive, meaning receptive. This discrimination is purposeful particularly when teaching foreign languages because words that learners have to acquire actively have to be served and practised differently than those words that are intended for receptive adoption. (Hendrich 1988:130)

Also Scrivener points out that the important consideration for teachers planning vocabulary work is the distinction between productive and receptive vocabulary. He explains the distinction between them that people understand many more words than they actually use in everyday situations, and that receptive vocabulary is the set of words that people recognize and understand, but tend not to use themselves. (Scrivener 1994:74)

Acquiring active word list is sometimes considered to be the most difficult task when learning a foreign language. According to some methodologists active mastering of a foreign language subject matter is substantially more difficult than passive mastering. (Hendrich 1988:131)

According to Hendrich, vocabulary classification is possible to maintain from different viewpoints: formal (for example word classes); mechanical (alphabetically, or according to the frequency); semantic, that is according to the relationships of language marking to off-language reality or according to the relationships of meaning (synonyms, antonyms, etcetera); or from the grammatical viewpoint, mainly paradigmatic, which is grouping words together according to the same grammatical characteristics. (Hendrich 1988:131)

## 2.2. The choice of vocabulary and acquaintance with new terms

Hendrich presents that for didactic choice of vocabulary usefulness, which is exact concentration on the target of adoption, and economy, which is effectiveness of choice and profitability of adoption, are basic viewpoints. The choice is effective if it contains all features needed for achievement of prescribed objective and if it is not burdened with features that are dispensable for this aim. The choice is profitable when there are not integrated those terms whose ignorance means only minimal possibility of rising mistakes or failure in communication. (Hendrich 1988:131)

The technique of acquaintance with new terms follows the applied method. In every case, the quality of acquiring new words depends on this technique. After learning a new word, abundant practice should follow immediately in order to repeat new terms often so that they fix in a pupil's consciousness. (Hendrich 1988:134)

Hendrich differentiates three manners of semantics:

1. *Visualization*: It is effective mostly at the beginning of teaching for several expressions of concrete terms that can be pointed out in the classroom or that can be demonstrated through the pictures. At first sight it sounds like an advantage that we can manage without the mother tongue. However, the research has shown that learners often comprehend the equivalent in their mother tongue. The considerable disadvantage of visualization is that it can lead to false images because the expression can mark a representative of the whole kind, whereas the demonstrative object can be understood by a learner as a special case, for example, flowers. With gradual extension of vocabulary this manner pales into insignificance because the application on the next concrete terms is either loss of time or it is even impossible as with abstract terms.
2. *Semantics in a foreign language*: Context modified in the way that the right meaning of a word ensues from it is enough here. However, teachers have to frequently explain the meaning of a new word by its definition or a synonym and antonym. Semantics in a foreign language is suitable for more advanced learners because teachers can formulate the explanation in the foreign language so clearly to get them the right idea of the new expression.

The advantage of this way is that the vocabulary already known is revised, and that the explanation is a listening exercise at the same time. On the other hand, the considerable time loss is a disadvantage of this way.

3. *Semantics with the help of mother tongue.* It is actually translation of a foreign expression into the mother tongue, or its explanation in the mother tongue. Its advantage is quickness, accuracy and economy. At one time some methodologists avoided this process not to establish the mother tongue into the lessons. Nowadays, it is rather recommended mostly at the first stage. The use of mother tongue is also recommended at later stages in the case of the verification of right understanding of the meaning of a new lexical item.

(Hendrich 1988:134-135)

### 2.3. Acquiring the vocabulary

According to Salistra the stages of acquiring the vocabulary can be summarized into three steps: introduction, awareness and activization. (Hendrich 1988:135)

Scrivener adds that:

a systematic approach might devote lesson time to helping learners at each of the following stages of learning vocabulary – when the learners:

- meet new words and understand their meaning(s) and the ways they are used;
- practise using the words;
- find ways that help them memorize the words;
- recall and use the words appropriately. (Scrivener 1994:74)

These four points can be included in Salistra's three steps. The first point is introduction, the second and third point can be both in awareness and the last is activization.

Hendrich is further engaged in introduction and adoption of vocabulary, which should obey these four basic didactic principles:

1. The teaching process is organized in the way that the result of active objective is vocabulary readiness for communicative purpose, and the result of passive objective is an ability of correct understanding of the meaning of known words and proper estimate of the meaning of unknown words.

2. During the practice it is important to maintain the principle of complexity, a word is practised in close combination with its pronunciation, spelling, grammatical function and connection of meaning with its surroundings.
3. Vocabulary should be served in active context, in small amounts and in the way so that a new term should have the key position in a sentence.
4. If a new word occurs as a part of syntactic structure, it should be served in the structure already adopted.

(Hendrich 1988:136)

Hendrich says that for the present, optimal scope of new vocabulary has been guessed only empirically.(Hendrich 1988:137).

Příhoda presents that a six-year-old learner can permanently adopt approximately three words in a lesson, later four or five, but supremely seven words at the time of compulsory school attendance (to fifteen years). Therefore he recommends to teach four to six new words during one lesson, but in the way that learners can fully experience these words. (Příhoda 1949:98)

Hendrich continues with demands on acquiring the vocabulary that are complied with a set target. If the target is active knowledge, for example oral communication in ordinary situations, small amount of vocabulary is enough. However, this vocabulary must be adopted both from phonetic and grammatical view to use it fast and properly. If the target is passive knowledge, for instance, reading with understanding, it is necessary to acquire extensive number of lexical items, but the main emphasis is placed on identification of their graphical form and on understanding of their meaning, so called semantic deciphering. In the course of school lesson the combined target has been followed. (Hendrich 1988:137)

Příhoda concentrates on psychology of acquiring the vocabulary. From psychological factors it is motivation that plays massive role during acquiring the foreign vocabulary. If a learner is interested in learning, if he is motivated by view on the soon use of his language knowledge, he adopts new expressions more quickly, easily, and permanently. Well-known is Thorndike's piece of knowledge that a learner remembers a new word immediately or very quickly, if the word is served in thrilling

context. If the situation is more natural, remembering a new word is easier and more permanent. (Příhoda 1949:96)

Hendrich thinks that the pace and quality of adoption is influenced favorably if more analysers are involved in the process of adoption. Besides visual and acoustic stimuli, also motor-articulation stimuli should appeal to a learner. In practice the summary of these stimuli comes out in the way that a learner can hear, pronounce, see, read and write the word. Moreover, the important factor for acquiring the vocabulary is revision. It usually follows two aims: 1. adoption and fixing of formerly learnt vocabulary; 2. vocabulary automation in different connections. The lasting remembering can be achieved only through thoughtful and consistent revision. When revising vocabulary the same tasks should be used as when fixing the subject matter, and combined tasks should be used to automate speech skills at the same time. (Hendrich 1988:138)

Scrivener adds about remembering that it involves four things: putting into storage, keeping in storage, retrieving, using and again putting into storage. (Scrivener 1994:89)

#### 2.4. Difficulties during acquiring the vocabulary

Differences between the mother tongue and the foreign language are the cause of these difficulties. Hendrich says that these differences are the source of so called 'interference' and are understandably different in different languages. In every language the off-language reality is divided alternatively, which means the empirical data are organized differently. Therefore to learn a foreign language does not mean only to provide objects or activities with different names, but also to analyze differently what is the object of language communication. Besides the difficulties with meaning, pronunciation, graphics, grammatical difficulties and difficulties with valency and phraseology are found when learning vocabulary. (Hendrich 1988:139)

## 2.5. Practising the vocabulary

The way of practising the vocabulary is in basic features designed by a lesson method, aim and time possibilities.

Hendrich lists usually presented types of activities for practising the active vocabulary:

1. Naming objects. It is restricted to an opinion (factual, pictured), but it is interesting, particularly if it is well organized in the classroom. It is most often used at initial level.
2. Completing words into context. It can be used at all learning levels with adequate degree of difficulty.
3. Word formation according to an example.
4. Word assembling according to the word classes.
5. Word assembling according to certain topic.
6. Modification of collocations or sentences with substituting new expressions.
7. Answers on questions formulated that way that a learner must use certain expression in the answer.
8. Translation of individual words into the foreign language, but completed with a set phrase or setting into the context.
9. Translation of set phrases, short sentences or longer wholes into the foreign language.

For practising the passive vocabulary it is usually recommended:

1. Reading (with abundant repetition of the easiest passages).
2. Translation of lexical items or sentences into the mother tongue, or an estimate of meaning according to the context.
3. Writing out of a certain expression from the context.
4. Different word assembling according to certain criteria.

(Hendrich 1988:140-141)

Scrivener presents another list of vocabulary exercises. These include:

- matching pictures to words;
- matching parts of words to other parts, eg beginnings and endings;

- matching words to other words, eg collocations, synonyms, opposites, sets of related words, etc;
- using prefixes and suffixes to build new words from given words;
- classifying items into lists;
- using given words to complete a specific task;
- filling in crosswords, grids or diagrams;
- filling in gaps in sentences;
- memory games. (Scrivener 1994:83)

Scrivener also recommends different kinds of diagrams, such as scales or trees that can provide a useful visual hook for memory because a group of related words is likely to be more memorable than a list of unrelated items. (Scrivener 1994:79)

At school practice both types of activities often blend together. Learners should manage whole textbook vocabulary actively so that teachers practise and fix expressions through the combined activities, and speech skills are also developed through these activities, for example by memorization, reproduction, dramatization etcetera. Hendrich emphasizes that individual words should not be vitally practised on their own, but in the verbal or situational context. During the practice of active vocabulary teachers should prefer perfect mastering of minor number of expressions against vague teaching of larger number of subject matter. (Hendrich 1988:141)

Scrivener also suggests:

If the words are related to each other in some way (eg all are household objects, movement verbs, theatre words, etc) then the lesson might feel more unified than if the list contains a more varied or random selection and is also likely to be easier to remember. This input (ie teaching) of new vocabulary would probably be followed by a practice activity in which the learners could find ways to use the words that they had just met or revised. (Scrivener 1994:80)

It is not right to extend vocabulary of certain topic over set limit under pretext that teachers want to teach more because the terms acquired over the limit of a textbook are usually marginal. Excessive number of lexical items makes thorough practice of compulsory vocabulary impossible. The sequence of practice should be organized in the way to develop gradually learners' communicative skills. Teachers introduce new terms in order to raise the ability of expressing and understanding in typical and near to learners situations. At the same time they should take didactic viewpoints into consideration, which means to take into account the difficulty of individual terms, their



organic connection with other subject matter and their relationship to the mother tongue.  
(Hendrich 1988:141-142)

At the conclusion of this chapter about teaching and learning vocabulary, it can be summarized through Scrivener's quotation: "Coming to really learn the scope and limits of a word is a long and gradual process." (Scrivener 1994:80)

### **3. Introducing the Concept of Specific Learning Difficulties**

Specific learning difficulties affects learners across the curriculum. A weakness in memory will affect the learning of history as much as it will affect mental arithmetic and foreign languages. A weakness in spatial orientation will be evident in geometry and geography, as well as in an inability to navigate oneself around a school building.

#### **3.1. Definitions**

Specific learning difficulties is a general title for these disorders: dyslexia (a difficulty acquiring reading abilities), dysgraphia (a difficulty acquiring writing), dysortographia (a difficulty acquiring orthography), dyscalculia (a difficulty acquiring mathematical abilities), dyspraxia (concerns the neurological development of touch, sound and balance), and dysmusia (a difficulty acquiring musical abilities). (Zelinková 2003:10)

Learning difficulties is a term indicating heterogeneous group of difficulties that appears with acquiring and using language, reading, writing, listening and mathematics. These difficulties have an individual character and have their source in basis of dysfunctions of central nervous system. Although learning difficulties can appear together with other handicapping conditions (for instance, sensoric handicap, mental retardation, behaviour difficulties) or can be influenced externally (for example, cultural differences, or insufficient or disproportionate leading), learning difficulties are not the direct consequence of these conditions or influences. (Zelinková 2003:10)

Zelinková sums up that these difficulties do not appear only in a domain where is the defect the most prominent, but they have various common evidences: language difficulties, disabilities in concentration, disorders of right-left and spacious orientation, the level of visual and auditory perception is often insufficient, and other difficulties. The use of the term specific learning difficulties shows mutual affinity of individual types of learning difficulties. (Zelinková 2003:10)

According to Philomena Ott the term 'dyslexia' is officially recognized and accepted in many countries worldwide, since there is not any universally accepted definition and she presents several definitions.(Ott 1997:2)

The one of the first classical definitions was produced by World Federation of Neurology in April, 1968, and it defined dyslexia as:

a disorder in children who, despite conventional classroom experience, fail to attain the language skills of reading, writing and spelling commensurate with their intellectual abilities. (Ott 1997:2)

This World Federation of Neurology also produced a definition of ‘Specific Developmental Dyslexia’ as:

a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and sociocultural opportunity. It depends on fundamental cognitive disabilities, which are frequently constitutional in origin. (Ott 1997:3)

In 1994 the Orton Dyslexia Society Research Committee, after collaborating with various National Research Organizations, as well as scientists and clinicians in the USA, came up with this definition:

Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized developmental disability or sensory impairment. Dyslexia is manifest by variable difficulty with different forms of language, often including, in addition to problems with reading, a conspicuous problem with acquiring proficiency in writing and spelling (The Orton Dyslexia Society Research Committee April, 1994). (Ott 1997:4)

There is another definition of dyslexia by British Dyslexic Association from the year 1996:

Dyslexia is a complex neurological condition which is constitutional in origin. The symptoms may affect many areas of learning and function, and may be described as a specific difficulty in reading, spelling and written language. One or more of these areas may be affected. Numeracy, notational skills (music), motor function and organizational skills may also be involved. However, it is particularly related to mastering written language, although oral language may be affected to some degree. (Ott. 1997:4)

The International Dyslexia Association, IDA, defines dyslexia as a specific learning difficulty that is of neurological origin and it is characterized by difficulties with distinguishing the words, orthography and reading. (Hanušová 2005:2)

There are other plenty of definitions, but this is not the aim of this paper and these main definitions could be enough to understand generally what this difficulty is about.

The reader may be confused by these two terms – dyslexia and SLD and it is time to explain the difference. Hanušová explains that dyslexia is defined a little differently in English-speaking area than in the Czech Republic. In English the term dyslexia is often used not only as an expression for all similar disorders, but also as a synonym for specific learning difficulties. However, this term has started to differ in English written books recently and next to the term dyslexia other terms such as dysgraphia, dyscalculia and dyspraxia emerge. (Hanušová 2005:1)

Also Raymond deals with this problem and she says the the term dyslexia is less precise, and psychologists prefer the term specific learning difficulty. (Raymond 2002:62)

In this work the author uses the term SLD in which all the difficulties are included, and the term dyslexia is used to introduce the topic.

The word dyslexia is derived from the Greek. The prefix ‘*dys*’ means ‘difficulty’, ‘malfunction’, ‘discrepancy’ or ‘deformation’. Dysfunction means function not wholly developed. The root-word ‘*lexis*’ means ‘language’ and the literal translation is ‘difficulty with words’. It implies that the problem is not simply with reading, but includes spelling, writing and other aspects of language. This broad, all-encompassing use of the word ‘language’ is fundamental to an understanding of the issues involved and implies that dyslexia is more than just ‘reading failure’, which was at one time a frequent perception. (Ott 1997:1. Zelinková 2003:9)

Sally Raymond adds that “100 years ago they were calling it ‘word-blindness’ and its symptoms were only just becoming recognized.” (Raymond 2002:1)

From the definitons it is clear that SLD are not connected with intelligence, on the contrary, if a person is very intelligent, he can suffer from some specific learning difficulty at the same time, but he has managed to overcome it, or has found other ways how to live with it. Although, another question can arise, and that is where these difficulties originate from.

### 3.2. Causes of origin

According to data of The British Dyslexia Association, BDA, SLD afflicts both men and women and till this time there have not been found any differences between occurrence of SLD at persons from different ethnics or different socio-economic groups. (<http://www.bda-dyslexia.org.uk/extra336.html>)

Ott has pointed out some terms that characterise dyslexia. It is:

- congenital – people are born with it;
- genetic – inherited and runs in families, more males than females;
- constitutional – there is a neurological basis;
- problems with phonological awareness – difficulties with letter sounds when reading and spelling and writing;
- problems with language – such as verbal naming or word retrieval or pronunciation;
- problems with short term memory – which particularly affect auditory sequential memory (such as for the repetition of digits) or visual sequential memory (such as used in coding skills). (Ott 1997:5)

Raymond writes about the causes of SLD that the root of all SLD lies within the genes. She says:

Similar to the genetic disposition towards musical ability, freckles or height, dyslexia is seen to be the result of physiological development influenced by information stored within the chromosomes. In the case of dyslexia, physiological features within the tissues of the brain are believed to affect the neurological circuitry governing the acquisition of literacy. These (mostly subconscious) mental processes greatly depend on the efficiency of the memory to absorb, store, manipulate and retrieve specific symbolic material involved with written speech. (Raymond 2002:68)

If an individual suffers from SLD, he has got a cluster of symptoms. It is not common to have all these difficulties. It can also happen that an individual can have SLD, but he does not know about it and does not have any troubles when he is a child, but when growing older some difficulties can emerge. As evidence of this, a professor of psychology said that she was dyslexic, but during her school years she had not have any problems and then it had appeared during some neurological infection. Consequently, she thinks that there was some neurological basis, but due to good approach of her mother and teachers there were not any apparent difficulties.

Raymond gives an example of a source of SLD, and it is a traumatic arrival into the world – ante- and/or post-natal distress can play a contributory part. (Raymond 2002:8)

Sally Raymond says that SLD are seen to be so different between individuals that no one has been able to give one finite definition, or a clear understanding of its causes, symptoms and effects. In addition, there may be other difficulties such as untidy, penmanship, confusing between left and right, poor focus of attention and/or a difficulty following instructions. (Raymond 2002:1)

### 3.3. Diagnosis and general principles of overcoming SLD

It is better, if the specific learning difficulty is identified early in the school-aged child. If parents have any concern about the performance levels their child is achieving, they should not hesitate in contacting the school and specialized centre. Parents need to consider the effect these difficulties will have on their child. Different children will struggle with different tasks, and show skills in areas which might be unexpected. Parents need to consider the profile of their child. (Raymond 2002:8)

Ott contributes:

Parents often realize that there is something ‘different’ about their child. He may appear very bright but has great difficulties with some basic skills, such as learning to dress, or he may be clumsy, or his speech development may be poor. Parents may be alerted by a delay in acquiring skills that his siblings master easily and often spontaneously. Family life may have become fraught because the child has become aggressive, or subject to sibling rivalry because a younger sibling is able to master skills of which the dyslexic elder is incapable. (Ott 1997:20-21)

The speech therapist has also a central role in the identification of children at risk, and their early intervention can minimize or prevent later problems for many children. Speech therapists are often involved with pre-school children when the language difficulties become obvious, and they are trained to diagnose and treat disorders of communication. (Ott 1997:21)

If children with any of SLD are caught early, in many cases they can be helped before frustration sets in. SLD cannot be prevented or cured, and early identification can lessen the long term effect of the symptoms when it is accompanied by appropriate

remediation, sympathetic understanding and an awareness that there may be weaknesses and lateness in acquiring fundamental life skills. Secondary emotional and behavioural problems can be prevented or avoided if appropriate intervention is made in early childhood. (Ott 1997:25)

Identification often brings relief and Miles pointed out that dyslexia need not be a calamity, but:

In the first place, if dyslexic children are not told the nature of their difficulties, they readily come to believe that they are ‘thick’ or ‘stupid’ and it is clearly very frustrating to find that other children can easily cope with tasks which they themselves find difficult. (Ott 1997:25)

Although many authorities hold the view that children should not be given labels, those who have experience of working with children with SLD say that the benefits of being told about the difficulty far outweigh the disadvantages of being labelled ‘dyslexic’, and parents often say that not knowing is far worse than knowing. (Ott 1997:25)

BDA provides with an information that “a child has special educational needs if he has a learning difficulty which calls for special educational provision to be made for him.” (BDA 2000:63)

Now a reader may ask what it means when a child has a learning difficulty. Again, BDA explains:

A child has a learning difficulty if:

- a) he has a significantly greater difficulty in learning than the majority of children of his age,
- b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools. (BDA 2000:63)

Early diagnosis should help to take away the burden of blame from the child, his parents and his teachers. Those people connected with the child (parents, grandparents, play-group supervisors) should be made aware of the child’s difficulties. Carlisle stated that: “Any adults spending much time with the child can be encouraged to follow advice on helpful activities but alarm or anxiety must not be caused”. It is important that parents and others associated with the child are counselled and that they are given encouragement and constructive practical advice on matters such as play

activities, games and management. All involved must be mindful of the old adage that 'diagnosis without remediation is unethical'. (Ott 1997:25)

Early identification of a learning difficulty must be accompanied by the appropriate measures to help remediate the problems. The earlier the diagnosis, the more immediate the help and the less serious the damage to the child. Ott adds:

There is much evidence to support the idea that the earlier the identification of a problem, and the sooner appropriate intervention is begun, the better, quicker and more cost effective it will be for child, parent, school and society. It may prevent years of humiliation, frustration and despair. There is a wide spectrum of difficulties and the symptoms vary. Inconsistency, unpredictability and unexpectedness are its most consistent features. (Ott 1997:34)



## 5. Learner with SLD

### 4.1. Foreign languages

Regarding school lessons, a foreign language belongs among more problematic subjects for learners with SLD. As Pechancová and Smrčková state they have experienced that many people believe that it is very difficult for children with SLD to learn a foreign language because they have already big problems in kindergartens. (Pechancová, Smrčková 1998:5)

Hanušová says that, as other people can know from their own experience, mastering a foreign language represents a great challenge for each person. We often encounter a question whether children with SLD should try to meet this challenge.

In my opinion, nowadays there is nobody who would consider negative answer. At the time of globalization and European integration to not allow anybody to learn and master a foreign language would not be certainly understandable. It is also interesting that even BDA recommends children with dyslexia to learn a foreign language, although their mother tongue is English, which would be certainly enough for their whole life and they could use it almost in the whole world. (<http://bda-dyslexia.org.uk/extra336.html>)

Furthermore, also Pechancová and Smrčková and many other experts believe that these children are able to acquire foreign languages if special techniques are used. (Pechancová, Smrčková 1998:5)

In the year 2001 Council of Europe issued a very significant piece of work that has become one of the most important documents in the area of foreign language teaching and learning, and it is Common European Framework. As Hanušová points out, it is a little strange that this wide document does not explicitly deal with problematics of learners with SLD, but certain conclusions can be deduced from a passage about aims and targets of language policy of Council of Europe. (Hanušová 2005:3) It is mentioned there that there is need for:

To ensure to the most possible extent that all layers of population can have sufficient means to attain knowledge of other member states' languages ... and to attain competences necessary for such use of language that enables the speakers to satisfy their communicative needs. (Education Committee 2002:3)

The document also appeals for lessons always based on needs, motivation, characters and possibilities of learners, aims determined as the most concrete, sensefull and realistic and relevant methods and materials. On the whole, such programmes should be supported and developed to enable different groups and types of learners communicative mastering of a language relevant to their needs.

As an interesting question it is considered the choose of a concrete language that a child with SLD should learn. Quite often people come across with myths and lack of understanding. From the point of view of difficulties that SLD brings, this is the truth only with some part of children. As Zelinková introduces, it is essential to distinguish left-hemisphered and right-hemisphered children with SLD when it is possible to presuppose that left-hemisphered children will manage English better, but right-hemisphered will master rather German. (Zelinková 2003:166)

On the contrary, Hanušová reminds that this process could be rather controversial if it does not take into account the preferences of a child who could be fairly demotivated and can approach in advance learning of a foreign language negatively, which further complicates the situation. (Hanušová 2005:3)

Also other factors, such social and geographical, need to be taken into account. If parents can speak any foreign language, the child should choose it because the parents can help him. Furthermore, the location of the country brings the possible choice of a foreign language. For example, the Czech Republic is mainly surrounded by German speaking countries so that German language could be the right choice. However, nowadays English language is spreading widely and learners can come accross with English if they work with computers.

Hanušová considers as a key moment of language learning of children with SLD thorough pedagogical diagnose. A teacher, who wants to teach learners a foreign language, has to largely sensibly determine what her learners prefer and which way of teaching and learning will be optimum for them. (Hanušová 2005:4).

For children with SLD it is especially important to appoint important aims very sensibly, realistically and to learn rather less but thoroughly than more and casually. Zelinková claims that reached level often does not correspond with invested energy and sometimes does not correspond even with syllabuses, which is necessary to admit. (Zelinková 2003:175)

Children with SLD often need to practise subject matter more. One of the key questions according to Hanušová is how to ensure more practice without losing quality and at the same time not tire out or not disgust learners? In her opinion, it is necessary to search for the answer in motivation and in the choose of materials for practice. It is not necessary to present more work as a task for someone who did not manage everything at school, or as other task for learners with SLD. It is possible to assign tasks for practice in the form of games, quizzes, crosswords et cetera that are offered to all who are interested. It is necessary to bear in mind that a task should be of adequate extent. When learning languages it is better to learn less and more frequently than great parts in a single session. (Hanušová 2005:10)

During the choice of suitable methods and forms of lesson teachers can soon find out that results valid for all children with SLD do not exist. Each child requires a considerable individual approach. This also concerns other learners, because all of them have own specific needs.

These specific needs come from different conditions that influence learners with SLD, and these should be taken into account when dealing with these learners. These conditions are professionally called objective and subjective determinants.

#### 4.2. Objective determinants

Objective determinants are those determinants that influence the learner externally, and the learner does not have any influence to change them. They are socio-cultural and socio-economic conditions, for instance, level of education of the parents, level of living conditions, or teacher's attitude.

The troubles arising from specific learning difficulties can negatively influenced also the extent of vocabulary and the whole level of knowledge. Furthermore, difficulties with short-term memory, concentration, time perception and work organization are also frequent. Owing to a necessity to take greater pains to control problems that majority of other people do not have at all, greater tiredness or irritation can appear. Consequently, lower self-confidence, which can lead into complex of inferiority, is a logical issue. It is the task for parents, teachers and others close to the child to help him to overcome the problems and find the right way. (Hanušová 2005:2)

As Sally Raymond says: “Dyslexic children have weaknesses that they need to overcome. They also have abilities, and these are tactics to employ that will help them achieve success.” (Raymond 2002:9)

#### 4.2.1. Parents’ attitude

A lack of information can put parents at a loss to know the whats, whys and wherefores associated with the announcement that their child has some specific learning difficulty.

Sally Raymond points out that struggles with the outside world become clearer by observing and understanding the child within home. Children with SLD need relevant support to be able to face their difficulties with confidence. They need a helping hand to reduce the impact of obstacles and someone who will listen to their frustrations: “Facing the challenge of achieving harmony within the home paves the way to greater confidence and success.” (Raymond 2002:10-12)

Once parents become more aware of the specific needs of their child, they are better equipped to reduce their confusions about the struggles they face. If difficulties are recognized and faced, the child can begin to understand itself as an individual. Raymond reminds that when the child starts feeling that people around them are understanding to their needs, confidence that helps to reduce confusion, distress and insecurity, can develop. (Raymond 2002:17)

By recognizing the child’s individual weaknesses, understanding and progress can be made. By recognizing individual strengths and ability, compensatory skills can be developed. Reading, spelling, maths and play can all be handled in a positive manner reducing the conflicts that the difficulties can often cause. It is also often necessary to explain to the child the reason for their difficulties. It is often difficult finding the words to explain to the child why their friends can write with ease, but they cannot, or why their friends have no difficulty with reading, but if the child is already aware of these differences, they will draw their own conclusions unless parents provide them with an explanation. Children are often relieved to discover that their difficulties stem from the uniqueness of their brains, rather than stupidity or laziness. (Raymond 2002:62)

However, Hanušová argues that parents' involvement is a very sensitive problem. If parents do not speak a foreign language or know it only a little, they cannot help their children or they can help only a little and especially pronunciation can be a trouble. Sometimes too careful parents' help can prevent children from their own initiative and making their own way. (Hanušová 2005:10)

#### 4.2.2. Teachers' attitude

A. M. Smith's interesting point of view says that the term of a specific learning need indicated that there is something wrong in a learner. However, the problem is often in the relationship between a teacher, a learner, a subject matter, curriculum and surroundings. (Hanušová 2005:2)

Teachers play a very important role in this area. One of the teacher's responsibilities is to prevent learners' failures and to provide appropriate conditions in a class during the teaching process. British Dyslexic Association says:

Teachers have a great responsibility to nurture the self esteem of all learners, but particularly those learners who have a 'hidden disability'. If they are not identified and understood they have the potential for frustration and suffering which may have devastating consequences. Severe weakness in literacy acquisition is demoralising, leading in some cases to withdrawal or overt behavioural difficulties. There are great dangers in constant failure and teachers may need to develop specific plans for the development of motivation into their teaching programmes. (BDA 2000:12)

In present days the number of learners with SLD has increased, therefore it is not surprising when a teacher has this kind of child in her class. It is important that the teacher needs to have some knowledge concerning these difficulties. Pechancová and Smrčková give several basic clues of a suitable approach that the teacher should use when dealing with these learners:

1. patience and calm approach;
2. balanced vocal speech;
3. not spare praise, encouragement, appreciation for good job and effort, a learner must recognize that a teacher understands him and the he can rely on the teacher's help;

4. a teacher should prevent a learner from learning something wrong (for instance, he acquires some wrong grammatical rules);
5. there should be various short activities;
6. written work or testing which influence evaluation should take place in the first half of a lesson, but not at the very beginning;
7. optimistic view of better future and belief in a learners' abilities;
8. movement relaxation is a way of having a rest, a learner should not be made to stay absolutely quiet, he should be allowed to change position when working;
9. all disturbing elements should be excluded if possible as well as admonishments, a learner should be kept busy;
10. a teacher can neither allow a feeling of inferiority when a learner repeatedly fails in competitions with other learners nor a feeling of exceptionality under special leadership of the teacher. Learners' results should be evaluated objectively with considering their handicap.

(Pechancová, Smrčková 1998:11)

Equally, teachers should look for learners who display characteristics of giftedness in a variety of areas such as creativity, curiosity and multiple interests. Teachers should not be discouraged by the fact that these very bright learners are slow to acquire literacy because this often masks the giftedness. And then all gifted learners, with SLD or others, should and could be joining the ranks of the successful because they have the qualities and the ability. For that reason it is teachers' role to identify such uniqueness and find a way forward. (BDA 2000:16-17)

Success encourages interest and repeated success builds confidence and motivation. All teachers' aims therefore need to be to decrease frustration and failure and to increase success.

BDA recommends that "the dyslexic student needs a highly organised and structured environment where he can work in a co-operative and attentive manner." (BDA 2000:60)

Raymond stresses: "Through educated cooperation teachers, parents and pupils can work together at achieving the best for the individual child." (Raymond 2002:2)

Being aware of how to help the learners in class, with reaction to their difficulties, teachers can put them on the road to a more secure sense of emotional well-being and at the same time remove a very significant barrier to learning.

#### 4.3. Subjective determinants

Subjective determinants are those that influence the learner internally. People who live and work with learners with SLD should know these determinants because through learning the learner's personality they can help him to deal with the specific difficulties.

Into these determinants belong: cognitive determinants such as individual learning styles and learning strategies; learner's intelligence; and affective determinants such as learner's attitudes, motivation, sex differences.

##### 4.3.1. Learning styles

Learning styles relate to the way that people take in, process and recall information. It is important for teachers to try and identify the ways their learners learn most effectively. As a result, they are in the position to know how best to teach that learner.

Richards and Lockhart suggest that learning styles (also referred to as cognitive styles) have been defined as characteristic cognitive and physiological behaviours that "serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." (Richards, Lockhart 1996:59)

Mareš suggests that cognitive styles can be specified as characteristic manners through them people perceive, remember information, think, solve problems and decide. Styles show about consistent individual differences in the manners through them people organize and direct their information and experience processing. (Mareš 1998:50)

Furthermore, learning styles can also be considered as predispositions to particular ways of approaching learning, and are related to personality types. Richards and Lockhart also believe that differences in people's learning styles reflect the different ways learners respond to learning situations. (Richards, Lockhart 1996:59)

Hanušová states that there exist a lot of learning styles typologies. Styles can be divided according to sense preferences (for example, visual, auditory, kinesthetic, tactile style), personal aspects (extroversion, introversion), level of generalizing (for instance, global style versus analytic<sup>1</sup>), and biologically conditioned differences (influence of biorythms). Styles can be identified with help of simple tools such as questionnaires. (Hanušová 2005:7)

Detection of preferred learning styles help not only the learner but also the teacher. This applies to children with SLD twice. For instance, Zelinková states that children with SLD often have global learning style, and it is very contraproductory if they are urged to learn a foreign language systematically, step by step. Although in most cases teachers find out considerable differences among individual learners in a class, it also happens that within the framework of one class there can be identified distinctive preferences common for several learners or even majority of them. According to this it is then possible to accommodate didactic techniques.

It generally applies that learning styles are congenital and they are quite difficult to change. It is necessary according to them to adjust teaching methods and techniques. Children who prefer visual mediation of information will need more visual stimuli such as pictures, cards with vocabulary, tables, graphs, coloured underlining and emphasizing texts, video recording. For children who use kinesthetic learning style activities joined with movement will suit. Through movement children abreact, but also the movement serves as an aid for better remembering. Hence very suitable techniques are TPR, dramatic techniques, three-dimensional models (for example, when learning prepositions). Teachers should know that they impede the learning of these children by making them sit whole lesson without moving at the desks. Introverted children will learn better alone, however, for extroverted children cooperation with others will help them. (Hanušová 2005:7-8)

No one style is better than another, but if there is a weakness in the learning process, such as that caused by SLD, it is of obvious value to try to meet that learner's preferred style as far as possible.

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A global learner is believed to prefer learning through global exposure while an analytic learner likes to analyse elements in detail. (Hedge 2000:18)



In addition, teachers should encourage the learners to self discover. In such an environment, many of the stresses felt by these learners fade and motivation and self confidence grow.

#### 4.3.2. Learning strategies

Learning strategies are specific actions and procedures that learners use to learn foreign languages. Oxford defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, and more transferable to new situations.” (Richards, Lockhart 1996:63)

Richards and Lockhart also suggest the importance of promoting learners’ awareness and control of effective learning strategies, they discourage the use of ineffective ones. (Richards, Lockhart 1996:63)

Hanušová describes learning strategies according to Oxford who divides them into six basic categories:

1. cognitive strategies (enable a person to manipulate with a language through reasoning, analysis, synthesis, summarization, working with information);
2. metacognitive strategies (identification of own learning style, own needs, learning planning, gathering and organization of studying materials, monitoring of own deficits and self-evaluation);
3. memory strategies (exploiting strategies facilitating remembering, for instance, mnemonic devices, acronyms, rhymes, visual ideas, movement, conceptual maps);
4. compensatory strategies (guessing from context, use of synonyms and paraphrasing instead of missing expressions, use of gestures and pauses during the process of communication)
5. affective strategies (deal with a human’s ability to realize own mood, feelings, anxiety and to work with them);
6. social strategies (ability to ask for explanation during communication, ability to ask for help, looking for communication with native speakers, study of cultural and social standards). (Hanušová 2005:8)

Teachers of foreign languages should not only teach the language, but they should also pay the attention to learning strategies. The teacher should help the learners to identify preferred strategies and to realize which strategies they could develop better.

#### 4.3.3. Learner's intelligence

Traditional concept of intelligence was found by Alfred Binet. He was asked to devise some kind of a measure that would predict which children would succeed and which would fail in the primary grades of Paris schools. As it is known, he succeeded, and his discovery came to be called the 'intelligence test'. It seemed that intelligence could be quantifiable. Together with measuring someone's height and weight, it was also possible to measure someone's intelligence. People had one dimension of mental ability along which they could array everyone. These tests are based on the idea that intelligence is a single, unchanged, inborn capacity. (Gardner 1993:5)

However, Gardner disapproves:

But there is an alternative vision that I would like to present – one based on a radically different view of the mind, and one that yields a very different view of school. It is a pluralistic view of mind, recognizing many different and discrete facets of cognition, acknowledging that people have different cognitive strengths and contrasting cognitive styles. (Gardner 1993:6)

According to Gardner the criticism of the concept of IQ do not suffice and has to be replaced. People should get away from tests and look instead at more naturalistic sources of information about how people around the world develop skills important to their way of life. Think of, for example, surgeons, engineers, dancers, fishermen, all of these different roles need to be taken into account if it is accepted Gardner's definition of intelligence. (Gardner 1993:7)

He has located eight intelligencies:

- Linguistic: the ability to use language in special and creative ways;
- Mathematical-logical: the ability to think rationally;
- Spatial: the ability to form mental models of the world;
- Musical: a good ear for music;
- Bodily-kinesthetic: having a well-coordinated body;

- Intrapersonal: the ability to understand oneself and apply one's talent successfully;
- Interpersonal: the ability to work well with people;
- Naturalist: the ability to understand and organize the patterns of nature.

(Richards, Rodgers 2001:116)

Richards and Rodgers present that “MI belongs to a group of instructional perspectives that focus on differences between learners and the need to recognize learner differences in teaching. Learners are viewed as possessing individual learning styles, preferences, or intelligences. Pedagogy is most successful when these learners’ differences are acknowledged, analyzed for particular groups of learners, and accommodated in teaching.” (Richards, Rodgers 2001:115)

The Gardner’s Multiple Intelligences Theory is further described in chapter five.

#### 4.3.4. Motivation and self-esteem

An area of great concern is that of low motivation and self-esteem.

Motivation plays a very important role for learning foreign languages, and is one of the most frequently studied issues connected with education. Williams and Burden are of the opinion that motivation “does not refer to a fixed trait or characteristics that individuals possess more or less of ...” and “is more helpfully used to refer to a state of temporary or prolonged goal-oriented behavior which individuals actively choose to engage in.” (Williams, Burden 1997:94)

BDA quotes Dr Ginny Stacey, a tutor of dyslexic students at Oxford Brookes University:

A person will be highly motivated when his dominant function is fully engaged in a learning task (or in another activity). When the dominant function is excluded from a learning task, that task becomes a near impossible obstacle. Altering other details of the educational situation will not improve the learning ability.

(BDA 12:2000)

Harmer describes motivation as “some kind of ‘internal drive’ that encourages somebody to pursue a course of action.” (Harmer 1991:3)

Motivation is important to reach certain goals. The important role in motivation plays the purpose of learning a language. Different learners have different purposes, for instance, they have to learn it because it is a part of their school curriculum, or they want to belong to a target language community.

Language learners can further motivate themselves by short-term goals and long-term goals. Short-term goals might include such things as getting good marks, whereas long-term goals might have something to do with a wish to get a good job in the future. (Harmer 1991:3)

Harmer further divides motivation into extrinsic and intrinsic motivation. Extrinsic motivation is concerned with the factors outside the classroom that are usually inaccessible to the influence of teacher, for example, the desire to please parents, the desire to pass the test, or peer-group influences. Extrinsic motivation includes integrative motivation, which is the desire to identify with and integrate into the target language culture or to live in the target language community, and instrumental motivation, which is mastering the language as an instrument for career, promotion or purpose of study. (Harmer 1991:4)

Intrinsic motivation is concerned with what takes place inside the classroom and depends on a teacher, method, physical conditions and success. (Harmer 1991:4-7)

According to Gardner it depends on learner's attitudes whether learning a second language may be a source of enrichment or a source of resentment. If the only reason for learning a second language is external pressure, then internal motivation can prove minimal, with general attitudes towards learning a language possibly proving negative. (Lightbown, Spada 1996:39)

Misunderstood and/or mishandled learners with SLD can suffer significantly, hence teachers have a great responsibility to nurture the self-esteem of all learners, but particularly of those learners who have a hidden disability. If they are not identified and understood they have the potential for frustration and suffering which may have devastating consequences.

According to BDA severe weakness in literacy acquisition is demoralising and in some cases it can lead to withdrawal or overt behavioural difficulties. "There are great dangers in constant failure and teachers may need to develop specific plans for the development of motivation into their teaching programmes." (BDA 2000:12)

## **6. Techniques of teaching/learning vocabulary for learners with SLD**

In present days, more attention is paid to different techniques for teaching vocabulary. Scrivener presents that “a language teacher needs to find other systematic ways of helping learners with vocabulary. Random explanations and examples off the top of her head in the middle of a lesson may solve unexpected problems on the spot, but the words dealt with in this way are unlikely to become a long-term part of the learner’s own store of English.” (Scrivener 1994:73)

Allen adds that “the question is what can teachers do while presenting the words, so that pupils will learn them. Hearing the words, seeing it, and saying it – all of these may be aids to learning. But they are only part of the learning process. More is needed, and the harm comes when there is no time for anything more.” (Allen 1983:12)

Hanušová claims that what is good for learners with SLD, it is also good for learners without any difficulty. There is no method or technique that would be appropriate for learners with SLD and at the same time would not be useful for others. (Hanušová 2005:4)

### **5.1. Total Physical Response**

From alternative methods of teaching foreign languages for learners with SLD Total Physical Response is mostly recommended.

“Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action. It attempts to teach language through physical (motor) activity.” This method was developed by James Asher, a professor of psychology at San Jose State University, California. It is undemanding in terms of linguistic production and involves gamelike movements. Asher believes that TPR reduces learner’s stress and creates a positive mood in the learner, which facilitates learning. He claims that grammatical structures and vocabulary can be learned from the use of the imperative by the teacher. (Richards, Rodgers 2001:73)

TPR is a method based on the same principles that are applied when picking the mother tongue in the childhood. During this natural process children first only listen for longer time (several months) and their speech does not apparently develop, but in fact they are receiving and compiling information, and earlier or later on the basis of these information they start to produce language themselves. During the exploitation of TPR

the teacher has to enable the learners an arbitrarily long period, so called silent period, during that the learner does not have to speak, only listens and reacts to the teacher's instructions in the target language using movements, gestures or activity. The learner begins to speak when he himself shows interest (it can be very early or, on the contrary, after longer period). Then the learner gives instructions to other classmates, it means that he functions as a teacher. It is important that the learner's speech is from the very beginning structured into simple sentences (mostly commands), and it is not only memorization of isolated lexical units without any context as it is often practised during initial phases of teaching a language in a traditional school. (Hanušová 2005:5)

Here are some examples of TPR activities that the teacher can act and learners repeat: wash your hands, your face, your hair; comb your hair, Maria's hair; brush your teeth, your pants, the table; touch your teeth; show your teeth to Peter.

The children with specific learning difficulties remember and recall things more hard, hence teaching and learning through TPR can help them to remember words more easily because TPR can be linked to the 'trace theory' of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally and/or in association with motor activity, and learners listen attentively and respond physically to commands given by the teacher. (Richards, Rodgers 2001:73-74, 76)

Whereas most second language teaching methods are directed to left-brain learning, Asher sees TPR as directed to right-brain learning. Based on work by Jean Piaget, Asher thinks that the child language learner acquires language through physical movement, which is a right-hemisphere activity, and right-hemisphere activities must occur before the left hemisphere can process language for production. The left hemisphere will be triggered to produce language when a sufficient amount of right-hemisphered learning has taken place. (Richards, Rodgers 2001:75)

TPR can be used very effectively when teaching and learning vocabulary because it requires initial attention to meaning. (Richards, Rodgers 2001:76)

However, Hanušová estimates that some learners having problems with motor activity and coordination do not have to react to this method positively. (Hanušová 2005:5)

## 5.2. Multisensoric approach

Among methods and forms of teaching/learning a foreign language which are especially suitable for learners with SLD, belong above all procedures based on multisensoric approach. Multisensoric approach uses 'Neuro Linguistic Programming' that enforces a procedure called 'VAKOG'. This abbreviation is compound from the first letters of words 'visual', 'auditory', 'kinesthetic', 'olfactory', and 'gustatory'. The substance is the involvement of more senses at the same time. The last two senses are not possible to use in language teaching very often, so there is also reduced conception called 'VAK', or 'VAKT' (visual, auditory, kinesthetic, tactile). The success in learning often depends on the number of senses which are used in the learning process. (Hanušová 2005:6)

Zelinková adduces that a learner should have a lot of occasions to talk and repeat words or word connections with the relation to real situations. He should listen to his pronunciation, compare it with the teacher's and the classmates' pronunciation. It is vital to see the repeated words written or printed with marked coloured parts. If it is possible, learners illustrate the content of words by moving their body. If more senses are engaged, more ways bring the signal into the brain and so activation of adequate parts of brain and their mutual influence is greater. The possibility of remembering a new piece of information increases. (Zelinková 2003:167)

When learners can touch something, in addition to hearing and seeing a word, there is a stronger chance that the word will be learned. Even if there are practical reasons why each learner cannot touch the object, just seeing it while hearing its name is helpful. At least those two senses (sight and hearing) are working together to focus the learner's attention.

The memory is a living integration of many parts. For instance, it is possible to use the sensation of touch to write words in sand or salt. By also singing out the word as it is created, a multisensory input is produced which will help fix the word in the memory.

Raymond says about the multisensory approach that:

The theory is that by bombarding as many senses as possible with the same information, the almighty weight and variety of material presented is sure to be registered somehow, somewhere. The trick is to provide an assortment of

activities that use different senses, but not to overload the working memory by giving too much at one time. Spread out your multisensory inputs rather than deliver them all at the same time. (Raymond 2002:76)

### 5.3. Multiple Intelligences

The theory of multiple intelligencies is not possible to consider as a method of teaching a foreign language, but it offers a rich inspiration that a teacher can creatively work out. In this sense, a language is held to be integrated with music, bodily activity, interpersonal relationships etcetera. The language is not seen as limited to 'linguistics' perspectives but cover all aspects of communication. (Hanušová 2005:7)

Teachers can exploit this when preparing teaching materials and planning techniques. For example, a learner with developed musical intelligence can learn through music, singing, or rhythmical verses, others with mathematical-logical intelligence can deal with arithmetical tasks in the target language, quizzes or riddles. (see Appendix 1)

Teachers who recognize their learners' particular talents and gifts can provide learning activities that build on those gifts, and individuals are free to be intelligent in their own ways.

Richards and Rodgers summarize several of the alternative views how the multiple intelligences model can be used to serve the needs of language learners within a classroom setting:

- *Play to strength.* If you want an athlete or a musician (or a student having some of these talents) to be an involved and successful language learner, structure the learning material for each individual (or similar group of individuals) around these strengths.
- *Variety is the spice.* Providing a teacher-directed rich mix of learning activities variously calling upon the eight different intelligences makes for an interesting, lively, and effective classroom for all students.
- *Pick a tool to suit the job.* Language has a variety of dimensions, levels, and functions. These different facets of language are best served instructionally by linking their learning to the most appropriate kind of MI activity.
- *All sizes fit one.* Every individual exercises all intelligences even though some of these may be out of awareness or undervalued. Pedagogy that appeals to all the intelligences speaks to the 'whole person' in ways that more unifacted approaches do not. An MI approach helps to develop the



Whole Person within each learner, which best serves the person's language learning requirements as well.

- *Me and my people*. IQ testing is held to be badly biased in favor of Western views of intelligence. Other cultures may value other intelligences more than the one measured in IQ testing. Since language learning involves culture learning as well, it is useful for the language learner to study language in a context that recognizes and honors a range of diversely valued intelligences.

(Richards, Rodgers 2001:119-120)

On the whole, activities of multiple intelligences classroom are intended to enable learners to become more successful learners in general.

## **6. Research**

### **6.1. Introduction**

With regards to the theory of this paper, at this moment a practical part is going to be introduced. This practical part of the paper provides concrete manifestation of the techniques mentioned in the theoretical part as they were applied during the lessons, and the learners' approaches to chosen activities based on the teaching/learning techniques. The hypothesis of the research is to find out what way of teaching/learning the vocabulary children with SLD prefer, whether there is some activity that all of them prefer, or whether each learner prefers different activity.

In the following part, the background information of the research, such as when and where the research was taken, etcetera, is mentioned. After the introduction, the chosen activities are introduced, further explained, and their popularity is closely examined through the observations and interviews.

Through reading the research, a reader can get an idea what activities are favourite among children with SLD, what kind of practice they prefer, so that he can take it into account when teaching this children and preparing tasks and activities for them.

### **6.2. Background of the research**

The research was pursued at basic school Smetanova in Chotěboř in February 2006 among eight learners with different level of SLD from the sixth grade, so they were about twelve to thirteen years old. There were five boys and three girls from three classes. This supports the idea that more males suffer from SLD than females. For the purpose of this research they had special lessons for two weeks, three lessons every week, in total six lessons.

At the beginning, for the purpose of knowing them, I talked to them individually to learn their personalities a little and to explain them why they were there. Before this I had spoken to their teachers and we agreed on that teaching them vocabulary of human body would be the best because it was in the syllabus for the sixth grade.

Before starting the research I prepared an action plan to see clearly what must have been done.

At first, a goal was set and that was finding suitable activities for teaching/learning vocabulary of human body for learners with SLD. Then the subgoals had to be stated and they were:

- creating different activities, which took me one week before meeting the children;
- practising the activities during that our lessons;
- and then questioning the learners.

As a selected strategies, observing and questioning (in the form of interviews) were chosen. Firstly I thought that I could give the learners the questionnaires, but then I realized that they may have not been able to understand them properly or writing answers could be a problem for them, therefore I have chosen to interview them individually and record their answers. Moreover, I could interview each learner differently according to their personalities. What can be clear for one of them, it does not have to be clear for others, and as it is said in the theoretical part, they are all individuals and they need individual approach.

The outcome of this action plan was a set of suitable activities based on these principles according to the techniques described in chapter five:

- a set of different activities in a lesson;
- working with real objects, things – showing, touching, assembling, matching;
- the use of coloured pictures;
- each word on a separate card written in capital letters;
- the use of senses;
- employment of the body;
- learners can work and learn together.

Then I prepared a set of ten activities based on these principles that could be practised in our lessons, and among them the learners could choose according to their wish.

A set of ten activities looks like this:

1. learners get a picture with names of different parts of the body and on the second half of the picture they draw their own picture, colour it and rewrite the words (see Appendix 2);
2. learners get cards with names of the parts of the body and put them on the poster with a body drawn on it (see Appendix 3 and 4);
3. learners look at the words on the cards, read and show on their body and translate;
4. learners look at the cards with pictures and say the words (see Appendix 5);
5. learners get a picture of a body or a head cut into pieces and their task is to put the parts together and to say what they are putting together;
6. learners get a set of letters and according to the pictures on the cards, or a teacher shows them the part on the poster or on her body and learners assemble the right word;
7. learners show and name parts of the body on a doll;
8. learners play a game called 'Touch your (part of the body)' and show the right part on their body;
9. a teacher shows a card with the name of some part of the body and learners write the word on their friend's back and the friend guesses;
10. singing a song 'Head and Shoulders' (see Appendix 5).

All these activities join Multisensoric approach, Total Physical Response and Multiple Intelligences together, so that they should be appropriate for learners with SLD and it is a job of this research to find out if there is one most preferred activity among these ten.

### 6.3. The process of the research

During the first week I taught the children the vocabulary of human body using the technique of TPR at the beginning. I pointed on my part of the body and said the word, children repeated. Then I chose one learner and showed it on him and the others repeated. Then the learners tried it themselves and they practised it in pairs. Then we

learnt the song ‘Head and shoulders’, and played the game ‘Touch your ...’, so that each child could function as a teacher and give commands to others.

Then we prepared the cards, the learners could practise writing and spelling. They used coloured markers, on one side of the card there was the English term in one colour and on the other side there was the Czech equivalent in another colour. To make learning at home easier, I wrote for them on each card the right pronunciation.

We went through all the activities together to explain them to children clearly and to make sure that all of them understand what is each activity about.

After I was sure that the learners knew the activities well, I prepared the next step. For the purpose of observing the children, I put these ten activities to some kind of boxes or folders, placed them around the classroom and told the learners that it was their lesson and it depended on them what they would choose to do. At each place with a box there was a number from one to ten indicating the kind of activity and it was written on the board in Czech in capital letters, in brackets I present the English translation:

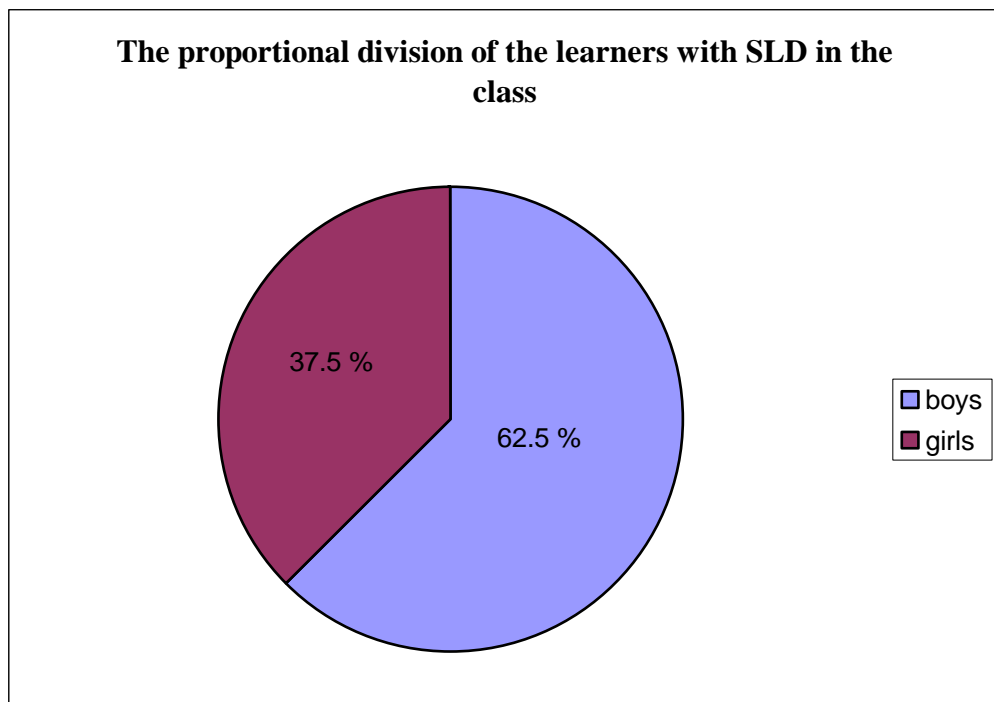
1. KRESLENÍ (drawing);
2. PLAKÁT (poster);
3. KARTIČKY – ČTENÍ, PŘEKLAD (cards – reading, translating);
4. OBRÁZKY – URČOVÁNÍ (pictures – guessing the words);
5. SKLÁDÁNÍ OBRÁZKU (assembling the picture);
6. SKLÁDÁNÍ SLOV PODLE OBRÁZKU (assembling the letters);
7. PANENKA (a doll);
8. DOTKNI SE (touch your);
9. PSANÍ PRSTY (finger writing);
10. PÍSNÍČKA (a song).

At the point number nine it could be presupposed that it is able to practise this only in pairs, but I prepared a longer tray with some sand and so even one learner could do it.

At the same time at each box there was also a short explanation in Czech, if the learners would not be sure what to do, or they could simply ask me, but I was sure they all know what to do, and I could observe them.

Firstly, they looked at the board and read through the points, then they started to move around the classroom and examined the boxes. After looking at the places they moved to the activity which interested them most and started working.

**Graph 1**

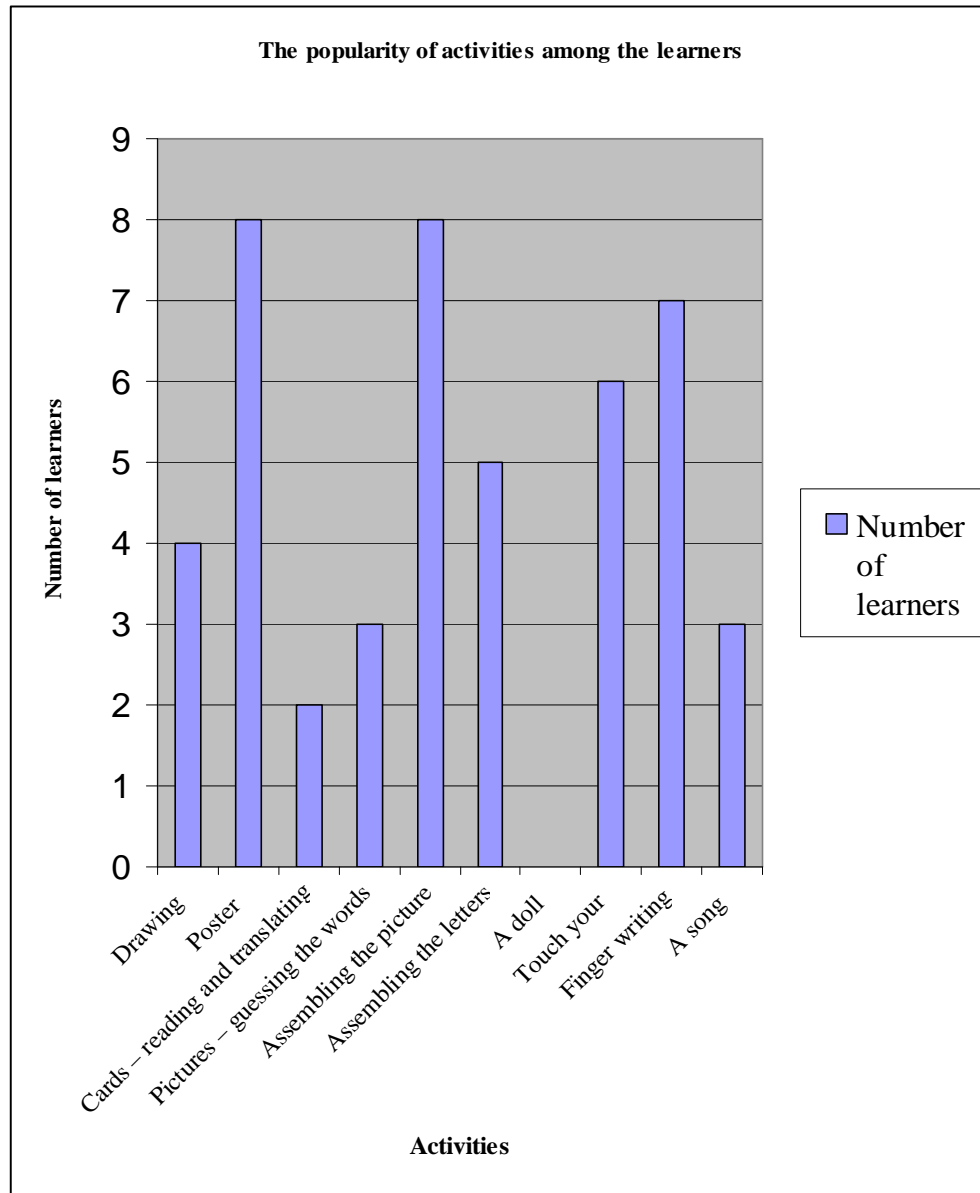


This graph shows the percentage of boys and girls in the class. The total is eight learners, 5 boys and 3 girls, proportionally there is 62.5 % of boys and 37.5 % of girls.

It supports the idea that males are more inflected than females.

#### 6.4. Analysis of the activities

**Graph 2**



This graph shows the popularity of activities among the learners as they chose them during the lesson. The activities are ranged according to their numerical order of the boxes.

From the graph it is clear that the most selected activities are Poster where the learners have a poster with a human body or a head and cards with the names of

different parts of the body and they put these cards on the right part of the body drawn in the poster; and Assembling the picture where the learners have pictures of a human body or a head and these pictures are cut into pieces, and the task is to put the pieces together to make the picture and say what parts they have put together. Both these activities have been chosen as the best by whole class, that is by eight learners out of eight.

The second most popular activity which has been chosen by seven learners out of eight is Finger writing where the learners have cards with the expressions, one of them turns his back to his friend, does not look, and the other according to the chosen card writes the word using capital letters with his index finger on his friend's back.

Six learners out of eight have chosen as the best activity Touch your... where one of the learners says the commands (for instance, touch your leg!) and others act these commands touching the right part of their body.

The fourth popular activity that has been chosen by five learners was Assembling the letters. There are individual letters of the alphabet in the box, cards with drawings of different parts of the body and the task is to compose the right term from the letters.

The fifth popular activity chosen by four children was Drawing. The task is to redraw the drawing of a human body on the next page of the paper, colour it and rewrite the terms.

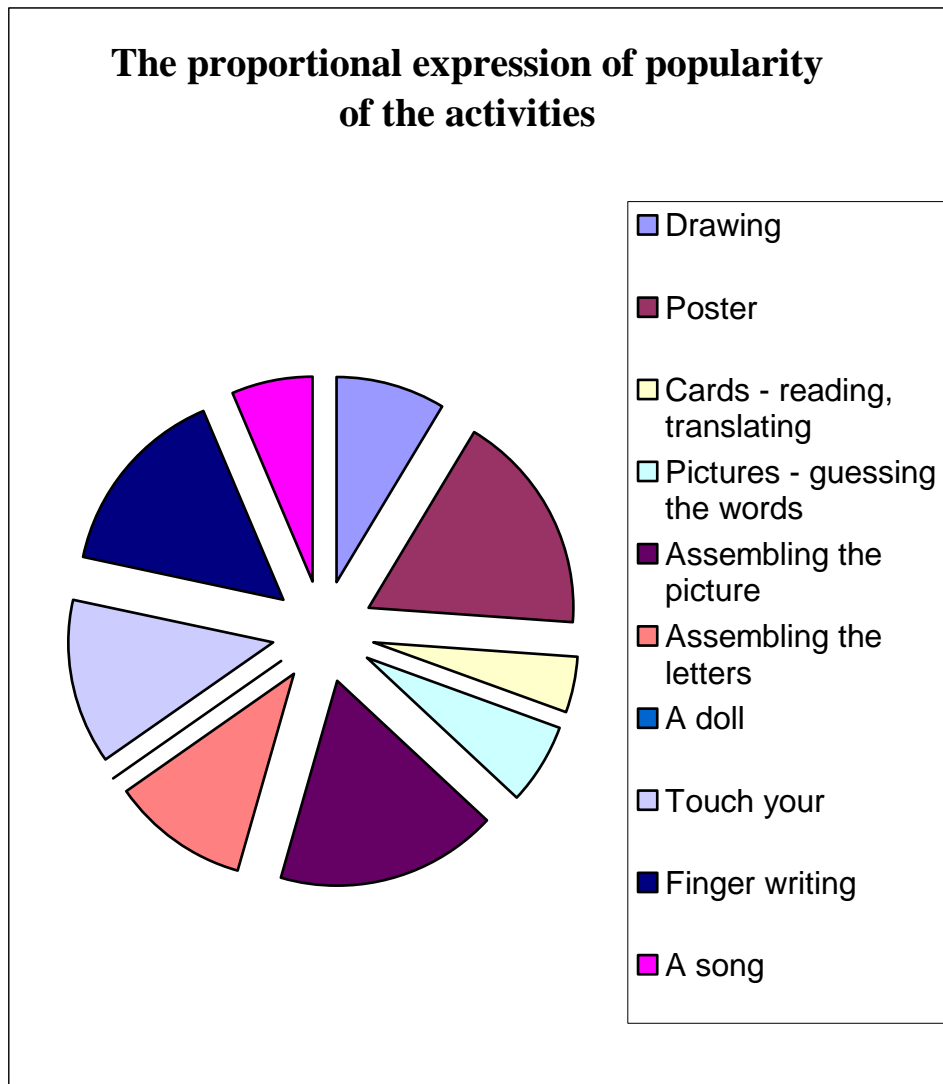
On the sixth place there are two activities: Pictures – guessing the words where the learners look at the pictures of different parts of the body and they have to name them; and A song 'Head and shoulders' has also been chosen only by three learners as the best. The learners sing the song and touch their parts of the body according to the text of the song.

Only two learners have chosen the activity Cards – reading and translating. There are cards with the expressions and the right pronunciation and the learners have to read them and translate the expressions.

Among these ten activities is one activity which is not popular at all. No one has chosen the activity with a doll where learners use a real object and practise the terms on it.



**Graph 3**



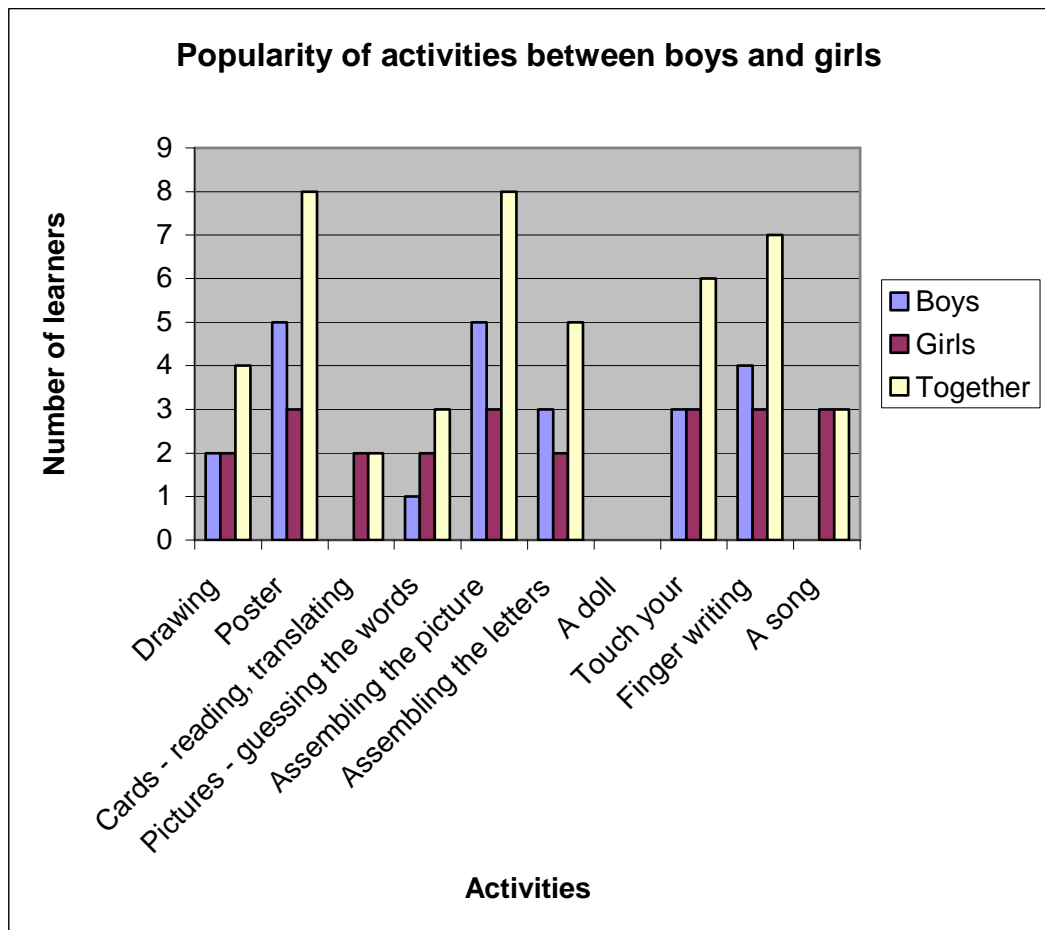
This graph shows the popularity of the activities among the learners from the graph 2 expressed in percents:

- Drawing activity has gained 50 % (4 learners);
- Poster has gained 100 % (8 learners);
- Cards – reading and translating has gained 25 % (2 learners);
- Pictures – guessing the words has gained 37.5 % (3 learners);
- Assembling the picture has gained 100 % (8 learners);
- Assembling the letters has gained 62.5 % (5 learners);
- A doll has gained 0 %;

- Touch your has gained 75 % (6 learners);
- Finger writing has gained 87.5 % (7 learners);
- A song has gained 37.5 % (3 learners).

I was also engaged in the question if there is any difference between boys and girls, whether they have different preferences, and I have divided the popularity between the boys and girls, and it has come out like this:

**Graph 4**



From the graph it is visible that:

- Drawing has been chosen by 2 boys and 2 girls;
- Poster has been chosen by 5 boys and 3 girls;
- Cards – reading and translating has been chosen only by 2 girls;
- Pictures – guessing the words has been chosen by 1 boy and 2 girls;
- Assembling the picture has been chosen by 5 boys and 3 girls;
- Assembling the letters has been chosen by 3 boys and 2 girls;
- A doll has been chosen by no one;
- Touch your has been chosen by 3 boys and 3 girls;
- Finger writing has been chosen by 4 boys and 3 girls;
- A song has been chosen by 3 girls.

On the basis of this research it is clear that the most favourite activities among all learners are Poster and Assembling the picture that are popular both among all boys and all girls. Then it is Finger writing that is most popular among all girls and four boys, followed by Touch your that is popular among three boys and all girls. The last activity which has gained popularity among more than half of the class is Assembling the letters that is popular among three boys and two girls. The activity which has gained popularity of exactly half of the class is Drawing chosen by two boys and two girls.

#### 6.5. Interviews

The last task of the research was interviewing the children to find out why they prefer certain activities. I interviewed them individually and I helped them with expressing their reasons.

I am not going to write out all the answers, only their summary because the learners answered mostly the same. I can say that these interviews were the most difficult part of the research because the learners did not know what to say, so that I had to help them with their answers a lot.

Questions that I asked were: Why did you choose this activity?

What exactly do you like on it?

- Activity Poster:

This is the most popular activity among whole class because everybody wanted to do it as first task. According to the children it is interesting and the most useful because they can see the picture and the written words at the same time plus they like putting the cards on the right place of the picture and they have lots of fun with it.

- Activity Assembling the picture:

This activity is also at the first place with Poster. The children like it because it is a little similar to Poster, instead of putting the cards they put together the body, and the learners enjoy to have something in their hands, they work with their hands, they can see the result of their work and they like saying what they are putting together.

- Activity Finger writing:

This activity has won the second place and the children's reasons are: we practise vocabulary writing; we can remember the right spelling; we do not have use a rubber; we have to use our fantasy; we can feel it; if we identify only some letters, we can remember what word corresponds to the letter we have recognized and we can guess; it is funny and instructive.

- Activity Touch your:

This activity has won the third place and the learners describe it as: because we practise the vocabulary showing them on our body; we like to give commands to other children; we practise the pronunciation; it is vivid.

- Activity Assembling the letters:

This activity has won the fourth place because the learners can practise spelling, they enjoy to know if they are able to put the letters together to make the right word; again they do not have to use their pens and in the case of wrong spelling they do not have to cross the wrong word, they only replace the cards with letters.

- Activity Drawing:

This activity has won the fifth place, chosen by four children because they like drawing; when they drew they said to themselves which parts of the body they were drawing; they like to rewrite the words according to the examples; they enjoy to use different colours to colour different parts of the body differently.

- Activity Pictures – guessing the words:

This activity has placed on the sixth place, chosen by three children because they like guessing; they enjoy to look at the pictures with different parts of the body because they want to know if they are able even to recognize the drawings.

- Activity A song:

This activity has also placed on the sixth place, chosen by three children, but only by girls. The boys told me that they did not like singing. The girls said it was good because they sang and moved at the same time pointing to the right parts of their body.

- Activity Cards – reading and translating:

This activity has placed on the seventh place, chosen by two children because they want to know whether they can read and translate it correctly; they describe it as some kind of a test where they do not have to write.

- Activity A doll:

This activity has placed at the last place, chosen by nobody. I asked the children why they did not like it and they told me that it was strange to show it on a doll, and that it was not interesting and funny at all.

## 6.6. The outcome of the research

It is clear from the research that the most favourite activities are putting cards with names of different parts of the body on the poster with a picture of a human body, then assembling a picture with a human body cut into pieces, and writing words using fingers on the schoolmates' backs.

Multisensoric approach and multiple intelligences theory are both applied in these activities, learners talk, listen, assemble, feel, they use several senses and each of these activities is aimed at different kinds of intelligences such as interpersonal where they develop their ability to work with other schoolmates, or bodily-kinesthetic when they use their fingers for writing.

The learners prefer most those activities where they create or assemble something, where they can see the results, or where they can learn with their friend.

## 7. Conclusion

This paper deals with specific learning difficulties which, as it has been already said, represent a big social issue especially for the people suffering from this handicap. Teachers who encounter learners with SLD in their classes should have some knowledge to be aware of learners' weaknesses connected with their handicap.

Second part of this paper is practical and it suggests possible activities of teaching these children English vocabulary as vocabulary belongs to the most important parts of each language. Therefore, when there are sufficient conditions, teachers should use special techniques to help their learners to acquire a foreign language.

After seeking for an optimal method and technique for teaching and learning foreign languages that could be easily applied on every learner, experts have come to a conclusion that only one method or technique convenient for everyone does not exist and probably cannot exist at all. In present days so called eclectic approach that is a combination of positive components of different methods and approaches has enforced. (Hanušová 2005:4-5)

For that reason, all the activities practised in the research are based on Total Physical Response, Multisensoric Approach and Multiple Intelligences Theory. It is clear that each activity except for a doll is popular among the children and each activity will find its fans.

The aim of the research was to find out what way of learning vocabulary children with SLD prefer. The research has shown that the most popular activities that children with specific learning difficulties prefer are those where the most senses are employed, such as movement, hearing, speaking, and touch, and at the same time the activities have to be interesting, funny, easy to understand, and that the children can practise them by themselves or together with their friends. These reasons are visible from the most favourite activities Poster, Assembling the picture and Finger writing.

It should be pointed out that these techniques can be also used for teaching other learners, not only learners with SLD.

To conclude, during her training the teacher should be acquainted with the widest range of methods and techniques to be able to choose what components are competent and adequate for a concrete individual or for a concrete group. The teacher should apply as many techniques as possible, and according to her learners' approach

decide which is for her learners the most suitable, regarding learners' results as well as their opinion concerning the technique and also conditions in which the teaching process takes place.



## Resumé

Tato práce se zabývá tématem výuky anglické slovní zásoby dětem se specifickými poruchami učení, jako je např. dyslexie, dysgrafie, dyskalkulie nebo dyspraxie. Práce má dvě části a to teoretickou, v níž je představena tematika vyučování slovní zásoby, specifických poruch učení, osobnosti žáka s těmito poruchami a jeho okolí a vyučovacích technik vhodných při práci s těmito dětmi. Praktická je část je zaměřená na výzkum, v němž autor zkoumá, jaký způsob učení se slovíčkům děti se specifickými poruchami učení upřednostňují.

První kapitola seznamuje čtenáře s oblastí vyučování slovní zásoby. Slovní zásoba je mocný nositel významu a jak učitelé, tak i žáci se shodnou na tom, že slovní zásoby je třeba. Komunikace je nemožná, jestliže lidé neznají a neumí použít správná slova a komunikace se zastaví, když lidem chybí potřebná slova. Tato kapitola rozebírá slovní zásobu z didaktického hlediska, které ji považuje jako součást jazyka, jejíž osvojení je převážně otázkou paměti. V každém případě je slovní zásoba základní součástí jazyka jak z komunikativního, tak i z lingvodidaktického hlediska.

Slovní zásoba se dělí na aktivní, nebo-li produktivní, a pasivní, nebo-li receptivní. Toto rozdělení má svůj důvod hlavně při výuce cizích jazyků, protože slova, která si mají žáci osvojit aktivně, musí být prezentována a procvičována jinak než ta, která jsou určena pouze pro pasivní osvojení. Lidé znají mnohem více slov, než která aktivně používají v každodenních situacích a tato receptivní slovní zásoba je souborem slov, které lidé poznávají a rozumějí jim, ale sami je moc nepoužívají. Osvojení aktivní slovní zásoby je někdy považováno jako jeden z nejobtížnějších úkolů při učení se cizímu jazyku. Podle některých metodologů je aktivní zvládnutí cizího jazyka rozhodně mnohem obtížnější než pasivní ovládnutí.

Klasifikaci slovní zásoby je možno považovat z různých hledisek, např. formálního (slovní druhy), mechanického (abecedně nebo podle jejich četnosti), sémantického (synonyma, antonyma, atd.), nebo z hlediska gramatického, hlavně paradigmatického což je seskupování slov podle stejných gramatických charakteristik.

Kvalita osvojení slovní zásoby záleží na technice výuky. V každém případě, po naučení se novému výrazu by ihned mělo následovat hojné procvičování, aby se nový výraz zafixoval v žákově vědomí.

Rozdíly mezi mateřským a cizím jazykem mohou způsobovat obtíže. Tyto problémy jsou zdrojem tzv. interference a jsou samozřejmě různé v různých jazycích. Problémy s významem, výslovností, grafikou, gramatické obtíže a potíže s valencí a frazeologií se objevují při učení se slovní zásobě.

Aktivní slovní zásoba se může procvičovat pojmenováním skutečných předmětů, nebo podle obrázků, skládání slov podle příkladů, slovních tříd nebo určitých témat, překladem jednotlivých slov nebo celých frází do cizího jazyka. Pro procvičování pasivní slovní zásoby se doporučuje čtení, překlad do mateřského jazyka, vypisování určitého výrazu z kontextu atd. Existuje mnoho dalších aktivit na procvičování zásoby.

Další kapitola představuje koncept specifických poruch učení. Existuje mnoho definic, které upřesňují, co tyto poruchy znamenají. Tyto poruchy se objevují při osvojování a užívání jazyka, při čtení, psaní, poslouchání nebo v matematice. Tyto potíže mají individuální charakter a svůj původ mají v základu dysfunkcí centrálního nervového systému. Ačkoliv se poruchy učení mohou objevit spolu s jinými hendikepujícími podmínkami (např. mentální retardace, potíže s chováním) nebo mohou být ovlivněny zvnějšku (např. kulturní rozdíly nebo nedostatečné vedení), poruchy učení nejsou přímým důsledkem těchto podmínek nebo vlivů. Tyto poruchy mají různé společné projevy: jazykové potíže, poruchy koncentrace, poruchy pravolevé a prostorové orientace, úroveň vizuální a sluchové percepce je často nedostačující, a další obtíže. V angličtině se pro termín specifické poruchy učení často používá termín dyslexie.

Specifické poruchy učení nejsou spojeny s inteligencí, naopak, i člověk velmi inteligentní může trpět některou z těchto poruch, ale dokázal se přes to přenést nebo našel jiné způsoby jak s touto poruchou žít. Tyto poruchy mohou být vrozené, získané geneticky. Je lepší, jestliže je specifická porucha učení identifikována brzy ve školním věku dítěte. Jestliže rodiče mají jakékoli pochyby o úrovni výkonu, které jejich dítě dosahuje, neměli by otálet s kontaktováním školy a pedagogické poradny. Rodiče by měli brát v úvahu, jaký účinek bude mít porucha na jejich dítě. Jestliže je dítě diagnostikováno brzy, dlouhodobé účinky symptomů mohou být zmírněny vhodnými opatřeními, citlivým porozuměním a vědomím, že dítě může být slabší a pomalejší v osvojování základních životních dovedností.

Děti se specifickými poruchami učení často potřebují mnohem více procvičovat dané učivo. Je možné stanovit úkoly pro procvičování ve formě kvízů, her, křížovek atd. Je důležité mít na paměti, že úkol by měl být adekvátního rozsahu. Během výběru vhodných metod a forem výuky mohou učitelé brzy zjistit, že výsledky platné pro všechny děti s těmito poruchami neexistují. Každé dítě vyžaduje značný individuální přístup. Učitelé by měli brát v úvahu učební styl žáka, učební strategie, žákovu inteligenci, motivaci a sebedůvěru. Důležitý je také postoj rodičů, protože jestli dítě cítí, že je obklopeno lidmi, kteří rozumějí jeho potřebám, důvěra, která pomáhá zmenšit napětí, stres a nejistotu, se může rozvinout. Učitelé mají také velkou zodpovědnost v podporování sebedůvěry všech žáků, ale zvláště těch žáků, kteří mají nějakou skrytou vadu. Učitelé by měli také trpěliví, neměli by šetřit chválou, měli by vyloučit všechny rušivé elementy, pokud je to možné, žák by měl být stále zaměstnán nějakou prací.

Poslední kapitola teoretické části pojednává o různých technikách výuky slovní zásoby dětem se specifickými poruchami učení. Mezi ně patří TPR, což je učební metoda postavená na koordinaci řeči a pohybu. Snaží se vyučovat cizí jazyk skrze pohyb. Je založena na stejných principech jako osvojování mateřské řeči. Během tohoto přirozeného procesu děti zprvu jen poslouchají a jejich řeč se zjevně nevyvíjí, ale ve skutečnosti získávají a shromažďují informace a na základě těchto informací začnou později sami produkovat jazyk. Při používání techniky TPR, učitel musí umožnit žákům libovolně dlouhou dobu, tzv. tichou dobu, během které nemluví, pouze poslouchají a reagují na učitelovy instrukce v cílovém jazyce pohybem nebo gesty. Žák začíná mluvit tehdy, kdy sám začne mít zájem (může to být velmi brzy nebo až po delší době). Potom žák sám dává pokyny ostatním spolužákům, tedy funguje jako učitel. Je důležité, že žákova řeč je od počátku strukturována do jednoduchých vět, převážně příkazů, není to jen pouhé memorování izolovaných lexikálních jednotek bez žádného kontextu, jak se často praktikuje v tradičních školách.

Mezi další metody a formy výuky cizího jazyka, které jsou obzvláště vhodné pro žáky se specifickými poruchami učení, patří především postupy založené na multisenzorickém přístupu. Úspěšné učení závisí především na počtu smyslů, kterých se používá v učebním procesu. Když si žák může na něco sáhnout a zároveň to slyší a vidí, potom je větší šance, že si dané slovo zapamatuje.

Další možností jak vyučovat děti se specifickými poruchami učení je poznat a vzít v úvahu jejich různě vyvinuté inteligence. Teorii mnohočetných inteligencí, kterou vyvinul Howard Gardner, nelze považovat jako metodu vyučování cizího jazyka, ale nabízí bohatou inspiraci. Gardner vyjmenovává osm druhů inteligencí: jazykovou, matematicko-logickou, prostorovou, hudební, tělesně-pohybovou, intrapersonální, interpersonální a přírodní. Každý člověk má tyto inteligence vyvinuty jinak. Někdo je nadán více jazykově, jiný zase pohybově. Učitelé tohoto poznání mohou využívat při přípravě materiálů a způsobů výuky. Např. žák nadaný hudebně se může učit skrze písničky, hudbu, rytmické verše, žák s matematicko-logickou inteligencí může řešit v daném jazyce početní úkoly, různé kvízy nebo hádanky. Učitelé, kteří poznají zvláštní talenty a nadání svých žáků mohou tvořit učební aktivity postavené na těchto nadáních a každá osobnost má svobodu být inteligentní podle svých možností.

Druhá část práce je zaměřená prakticky a zabývá se výzkumem v oblasti aktivit na výuku slovní zásoby lidského těla. Úkolem výzkumu je zjistit, jaké způsoby výuky slovní zásoby děti se specifickými poruchami učení upřednostňují, zda-li všichni preferují jeden způsob nebo zda každé dítě sáhne po jiné aktivitě.

Úvodní část výzkumu se věnuje tomu, o čem výzkum je a kde a jak probíhal. Autor rozebírá deset aktivit na procvičování slovní zásoby na osmi žácích se specifickými poruchami učení. Z výzkumu vyplývá, že nejvíce oblíbenými aktivitami je přiřkládání kartiček s názvy částí těla na plakát s obrázkem lidského těla, stejnou oblibu získalo skládání rozstříhaného obrázku lidského těla a pojmenovávání částí, které patří k sobě a dále psaní na záda ostatních spolužáků. Ve všech těchto aktivitách se uplatňuje multisenzorický přístup a teorie mnohočetných inteligencí, žáci mluví, poslouchají, skládají, cítí, tedy používají co nejvíce smyslů a každá z těchto aktivit je zaměřena na různé druhy inteligence, ať už interpersonální, nebo např. prostorovou. Žáci tedy nejvíce upřednostňují aktivity, ve kterých něco tvoří, spojují, případně se učí se svým kamarádem.

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## ÚDAJE PRO KNIHOVNICKOU DATABÁZI

<b>Název práce</b>	Teaching English Vocabulary to Children with Specific Learning Difficulties
<b>Autor práce</b>	Olga Juříčková
<b>Obor</b>	Učitelství anglického jazyka
<b>Rok obhajoby</b>	2006
<b>Vedoucí práce</b>	PaedDr. Monika Černá, Ph.D.
<b>Anotace</b>	Práce se zabývá dětmi se specifickými poruchami učení jako je např. dyslexie, popisuje definice těchto poruch, jak tyto poruchy na děti působí, jak nejlépe jim čelit a zaměřuje se na způsoby jak tyto děti učit anglickou slovní zásobu. V praktické části autor zkoumá, zda-li děti s těmito poruchami učení dávají přednost jedné aktivitě procvičování slovíček před jinou nebo zda-li každé dítě upřednostňuje jinou aktivitu.
<b>Klíčová slova</b>	specifické poruchy učení dyslexie angličtina slovní zásoba výuka multisenzorický přístup teorie mnohočetných inteligencí TPR