**University of Pardubice**
**Faculty of Arts and Philosophy**

**Integration of Learners with Specific Learning Difficulties
into Mainstream Classes**

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# ZADÁNÍ DIPLOMOVÉ PRÁCE
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Z á s a d y   p r o   v y p r a c o v á n í :

Diplomandka se bude ve své práci zabývat problematikou integrace žáků se specifickými poruchami učení do výuky anglického jazyka, a to z pohledu učitele. V teoretické části práce nejprve definuje pojem specifické poruchy učení, stručně uvede jejich možné příčiny a problémy spojené s jejich diagnózou. Dále se bude zabývat otázkou spolupráce mezi učitelem, rodiči a specialisty, tedy důležitým faktorem ovlivňujícím úspěšnost integrace žáka. Diplomandka následně na základě odborné literatury shrne, co pro učitele v jednotlivých fázích vyučovacího procesu znamená to, že se jedná o heterogenní třídy s integrovanými žáky se specifickými poruchami učení. Cílem vlastního empirického šetření bude za využití pozorování a dotazovacích technik zjistit, jaké nároky integrace žáků se specifickými poruchami učení klade na učitele anglického jazyka na vybrané základní škole v jednotlivých fázích vyučovacího procesu. Na základě získaných dat diplomandka navrhne a v praxi ověří vybrané materiální i nemateriální didaktické prostředky pro výuku žáků se specifickými poruchami učení.

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V Pardubicích dne 20. 3. 2011

Monika Černáková

**ABSTRACT**

The aim of the thesis is to present the teacher as the key factor in the process of integration of learners with specific learning difficulties. The theoretical part deals with legislation concerning the education of learners with specific learning difficulties in the Czech Republic, integration and specific learning difficulties as such. The chapter devoted to the teacher illustrates his position in the teaching-learning process together with the demands placed on the teacher when teaching learners with specific learning difficulties. Subsequently, the importance of cooperation between the teacher, parents and specialists is emphasized since parents and specialists complement the teacher's key role in the process of integration of learners with specific learning difficulties. The practical part aims at ascertaining what demands are placed on the teacher throughout the teaching-learning process. The data gained through observations and interviews led to the design of didactic materials consequently verified at a particular school. Analysis of the gained data offered its interpretation and subsequently the articulation of the conclusion of the thesis.

**KEY-WORDS:** integration – specific learning difficulties – English language teaching – teacher's role in the process of integration.

## ABSTRAKT

Cílem diplomové práce je představit učitele jako klíčový faktor v procesu integrace žáků se specifickými poruchami učení. Teoretická část vymezuje a charakterizuje pojmy týkající se legislativních podmínek pro integraci žáků se specifickými poruchami učení v České republice, integraci a specifické poruchy učení jako takové. Kapitola věnovaná samotnému učiteli se orientuje na jeho pozici ve vyučovacím procesu a na nároky, jež na něj klade výuka žáků se specifickými poruchami učení. Následně je zdůrazněna nutnost spolupráce učitele s rodiči a odborníky, kteří doplňují jeho klíčovou roli v procesu integrace. Cílem praktické části je zjistit jaké nároky jsou kladeny na učitele v průběhu vyučovacího procesu. Data získaná prostřednictvím observací a rozhorovů vedla k vytvoření didaktických materiálů, následně ověřených v praxi. Analýza získaných dat umožňuje jejich interpretaci a následné stanovení závěru práce.

**KLÍČOVÁ SLOVA:** integrace – specifické poruchy učení – výuka anglického jazyka – role učitele v procesu integrace.

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# 1. INTRODUCTION

*A teacher sent the following note home with a six-year-old boy: "He is too stupid to learn." That boy was Thomas A. Edison.*

*Thomas Alva Edison*

Even though the situation illustrated by this quote happened over more than one hundred and fifty years ago, it depicts how much influence teachers exert on their learners, regardless of what century or year it is. Teachers and learners meet at school on a daily basis, develop relationships, communicate, interact, work together to achieve certain goals. Learners, especially those with specific learning difficulties, are in the need of support and help on the part of people around them – their parents, the ones responsible for meeting their needs at home and their teachers, the ones responsible for meeting their needs at school. Since integration of learners with specific learning difficulties takes place in school, it is the teacher, who is placed on the major responsibility for meeting the learners' needs, who is the key to the success of their integration.

Therefore, the major aim of the thesis is to present the teacher as the key factor in the process of integration of learners with specific learning difficulties into mainstream classes. Major part of the theoretical part of the thesis is devoted to the teacher, written as if from the teacher's point of view, identifying the issues the teacher has to consider when teaching learners with specific learning difficulties, along with illustrating how the teacher's key role is complemented by other factors, namely the parents and the specialists. This part of the thesis is at first preceded by illustration of the current situation in the Czech Republic in the area of legislation concerning the education of learners with specific learning difficulties. The next part focuses on the integrative education of learners with specific learning difficulties, complementing the previous chapter. Lastly, the term "specific learning difficulties" is explained, involving the terminology, definitions, types, etiology and diagnosis.

The practical part of the thesis aims at ascertaining what demands of integration of learners with specific learning difficulties are placed on the teacher throughout the teaching-learning process. A set of research questions, background information,

time scheme of the research, research methodology and research tools are introduced, followed by the actual research procedure presented in chronological order, comprising the description of each phase of the research procedure with a consequential analysis and interpretation of the gained data. The thesis ends with a final conclusion of both the theoretical and the practical part.

## 2. Legislation and the education of learners with specific learning difficulties in the Czech Republic

The aim of the present education system in the Czech Republic is to provide all pupils with the same conditions for reaching the appropriate level of education and to ensure their right for individual development. There have been many changes made to the Czech education system in the last two decades aiming to the assimilation to the requirements of the European society. (Vítková, 2010, p. 169)

### 2.1. The National Programme for the Development of Education in the Czech Republic

The National Programme for the Development of Education in the Czech Republic (White Paper) is conceived as "a systemic project formulating intellectual basis, general goals and development programmes of the education system in the medium term" (White Paper, 2001, p. 7). It formulates new principles of curricular policy that are embodied in the Education Act (Act No 561/2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education). The new system of curricular documents (a system of multi-level educational programmes), dealing with education of pupils aged 3 to 19, was introduced to the Czech education system. There are two levels of the curricular documents – state and school. The state educational programme ("the national curriculum"), as the highest level of the system presents the main principles of state curricular policy. The framework educational programmes, as a lower level defines generally binding requirements for individual levels of education. Both of the above mentioned are prepared centrally. Teaching in concrete schools is realized according to *the school educational programmes* ("school curricula"), the lowest level of the system, being prepared at individual schools according to their conditions, aims and plans. (White Paper, 2001, p. 39-41)

### 2.2. Act No. 561/2004 Collection of Law, on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act)

The Education Act entered into effect on January 1, 2005. It is considered the most significant legal norm in the area of education of learners with specific learning

difficulties. (Zelinková, 2006, p. 43) Several sections relating to education of learners with specific learning difficulties will be discussed in this chapter.

**Section 2, Principles and Goals of Education** states that education shall be based on the principles of:

a) equal access […] to education without any discrimination […],
b) considering the educational needs of an individual,
c) mutual respect, deference, toleration of opinions […],
d) free basic and secondary education […] at schools established by the state […],
e) free dissemination of findings arising from the results of current knowledge of the world and in compliance with general goals of education,
f) enhancement of the process of education on the basis of results achieved in the sciences, research and development and the widest possible application of effective up-to-date pedagogical approaches and methods,
g) evaluation of results of education with regard to achieving goals of education laid down herein and in educational programmes,
h) the opportunity given to everybody to learn for all their life whilst being aware of having co-responsibility for one's education.

**Section 16, Education of Children, Pupils and Students with Special Educational Needs** states that:

(1) A child, pupil or student having special educational needs shall be a disabled person, or a person disadvantaged in terms of health condition or social position.
(5) The special educational needs of children, pupils and students shall be ensured by a school advisory facility.
(6) Children, pupils or students with special educational needs shall be entitled to an education the content, form and methods of which correspond to their educational needs and possibilities, on the creation of necessary conditions enabling such education and on the advisory assistance of the school and the school advisory facility. […] When evaluating pupils and students with special educational needs the nature of their disability or disadvantage must be taken into account. […]

**Section 18, Individual Educational Plan** states that:

Head teachers may, after receiving in writing the recommendation of a school advisory facility […] permit education according to an individual educational plan.

**Section 51, Evaluation of Pupils' Results of Education** states that:

(4) With regard to a pupil with a learning disability the head teacher shall decide on using verbal evaluation upon the request of the pupil's statutory representative. […]

The Education Act is furthermore developed in *Decree No. 72/2005 Coll., on the provision of advisory services at schools and educational advisory facilities* and in *Decree No. 73/2005 Coll., on the education of children, pupils and students with special educational needs, and of children, pupils and students who are exceptionally gifted*, both of which also regulate education of learners with specific learning difficulties. *Decree No. 72/2005 Coll.* comments on the school advisory facilities, their information, diagnostic, advisory and methodological services, being provided for children, pupils, students, and their statutory representatives, and for schools and school facilities. *Decree No. 73/2005 Coll.* specifies principles, goals and forms of special education, comments on types of special schools and sets conditions for individual educational plan development.

## 2.3. FRAMEWORK EDUCATION PROGRAMME

As mentioned above, Framework Education Programme (FEP) is a curricular document being prepared centrally, at the state level. This document is binding for all schools at individual levels of education, formulating requirements for school educational programmes development. Education of learners with specific learning difficulties is dealt with in *chapter 8 Education of Pupils with Special Educational Needs*. According to this chapter, pupils with special educational needs are those who:

> suffer from chronic health conditions (physical disability, visual and/or hearing impairment, mental retardation, autism, speech impediments, simultaneously handicapped with multiple disabilities and <u>learning or behavioral developmental disorders</u>), physically handicapped pupils (physical debilitation, long-term illness and mild mental-health disorders leading to learning and behavioral problems) and socially disadvantaged pupils (coming from a family background with a low socio-cultural position, at risk of sociopathic phenomena, having court-ordered institutional care or education in a juvenile correction institution and pupils in refugee status and asylum-seekers). (FEP, p. 111)

Education of pupils with a chronic health condition is provided at specifically established schools, in separate classes with specially adapted education programmes, and through individual integration into regular classes. Pupils should be provided with conditions enabling their successful education, meeting their special educational needs. Special educational approaches, alternative methods as well as modified methods

used for education of the regular population should be applied in education of these pupils. (FEP, p. 111)

## 2.4. INDIVIDUAL EDUCATIONAL PLAN

Individual Educational Plan (IEP) is being dealt with in section 18 of the Education Act, as it was already mentioned. Requirements for its development are provided in Decree No. 73/2005 Coll., on the education of children, pupils and students with special educational needs, and of children, pupils and students who are exceptionally gifted.

Individual Educational Plan is a binding material for all participants in the education of an integrated pupil. It is developed together by school – teachers and head teachers, and by educational advisory facility. Parents are also invited to participate in its formation. IEP is created to meet pupils' specific learning needs, to enable the pupil to work without stress according to his or her abilities, at his or her own pace. It serves as a guide for individual teaching and evaluation. The pupil's teacher is entitled to change the plan according to changes in the pupil's development. IEP is developed for subjects notably affected by the handicap by the pupil's teacher, on the basis of diagnosis made by both the educational advisory facility and the pupil's teacher. (Zelinková, 2001, p. 172-175)

# 3. INTEGRATIVE EDUCATION OF LEARNERS WITH SPECIFIC LEARNING DIFFICULTIES

"Integration of individuals with special educational needs means the coexistence of the handicapped and the regular population both in and out of school" (Zelinková, 2006, p. 46 – my translation).

The integrative education of learners with special educational needs (including learners with specific learning difficulties) is regulated by Act No. 561/2004 Collection of Law, on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), Decree No. 72/2005 Coll., on the provision of advisory services at schools and educational advisory facilities, Decree No. 73/2005 Coll., on the education of children, pupils and students with special educational needs, and of children, pupils and students who are exceptionally gifted, and by Framework Educational Programme.

Special education in the Czech Republic, nowadays, aims at providing learners with special educational needs with the right to be educated, equal opportunities and positive integration - integration with beneficial effect on such learner. The term school integration is being used in case of providing such learners with education in regular schools rather than special schools, according to their special needs. The aim of integration is to create mutual understanding and tolerance between learners both with and without special educational needs, while having equal opportunities. (Mühlpachr, 2004, p. 14-17)

## 3.1. TOWARDS INCLUSION

Contemporary system of education of learners with specific learning difficulties is a result of a long-term development. Until the year of 1989 education of these learners was realized in the form of segregated education in special schools. Segregation refers to the division of pupils according to set criteria. The idea was to provide pupils with the best suited education in the most homogenized groups. Integrative and inclusive education is a result of a global change in the approach to learners with special educational needs, first agreed on by the General Assembly of the United Nations in 1959. Since then Declaration of the Rights of the Child states that "the child who is physically, mentally or socially handicapped shall be given the special treatment,

education and care required by his particular condition" (Declaration of the Rights of the Child, 1959). The movement towards integrative and inclusive education in the Czech Republic is as well marked with political, legal and social changes related to the year of 1989. (Lechta, 2010, p. 26-27)

Educational system in the Czech Republic after 1989 is marked with the integrative tendency and with the shift from special education towards educating learners with special educational needs in mainstream schools. Integration of learners with special educational needs is realized either in the form of individual integration into mainstream classes with adequate support or in the form of group integration into special classes. Integration is very often perceived as a re-integration after a phase of segregated education. Inclusion, on the other hand, refers to the education of learners with special educational needs in mainstream classes from the very beginning of their school attendance. All pupils are supposed to be educated without exception. (Vítková, 2004, p. 19-20)

# 4. SPECIFIC LEARNING DIFFICULTIES

## 4.1. TERMINOLOGY

At the very beginning there is a need to clarify the terminology used in both Czech and English literature, by both Czech and English authors. It is because neither Czech nor English literary sources are unified in this area. This can be illustrated by the current situation in the USA. Different terminology is being used throughout the country. A child moves only several miles within the U.S. and terms such as dyslexia, language difficulties, special or specific language difficulties, perception disorders or minimal brain dysfunction would be applied. (Cornwall, Hedderly, Pumfrey in Pokorná, 2001, p. 60)

Similar situation in the field of terminology can be found in the Czech literature as it is not clearly defined and unified either. Terms such as *vývojové poruchy učení*, *specifické poruchy učení* or *specifické vývojové poruchy* are being applied. All of these are subordinate to more specific terms such as dyslexia, dysgraphia, dysortographia, dyscalculia, dyspraxia, dyspinxia and dysmusia. The last three terms are specific to the Czech environment and are not present in the foreign literature. (Pokorná, 2001, p. 59)

The literature written in English as already mentioned experiences similar problems. There are also various terms being employed such as *Learning Disabilities, Specific Learning Difficulties, Dyslexia, or Specific Developmental Dyslexia*. Pokorná states that the most frequently used term in the English literature is *Learning Disabilities* whereas Zelinková distinguishes between *Learning Disability* as an American term and *Specific Learning Difficulties* as a term used in the British literature. Regardless of what English environment we talk about, it is common, as Pokorná points out, that one author uses more than one term when describing the same issue. (Pokorná, 2001, p. 60; Zelinková, 2003, p. 11)

The lack of unification in both the Czech and foreign terminology can be explained by the varied symptoms of specific learning difficulties as well as by the author's point of view and theoretical background as dyslexia is nowadays not only a problem of pedagogy, but also psychology and psychiatry. (Pokorná, 2001, p. 61)

The term *dyslexia* employed within the English educational environment has a broader meaning than the corresponding term used in the Czech context. According to Raymond, the term dyslexia is in general used for explaining problems with reading, spelling, mathematics or memory. (2002, p. 62) Therefore there is no subordination to the term *specific learning difficulties* in the English context. Both terms are being employed on the same level as Philomena Ott mentions that: "The European Dyslexia Association (1994) stated that 'dyslexia is a medical term: specific learning disability (or difficulty) is an educational one'" (1997, p. 14).

As mentioned at the beginning of this chapter the terminology relating to specific learning difficulties varies greatly therefore there was a clarification made. Analogously, there is a need to indicate which terms will be used throughout my thesis. As the title suggests I will be using the term *specific learning difficulties* since it comprises all of the individual subtypes (dyslexia, dysortographia, dysgraphia, dyscalculia, dyspinxia, dysmusia and dyspraxia) that belong to the Czech educational environment. However, the term *dyslexia* will also appear, with no subordination to *specific learning difficulties.*

## 4.2. DEFINING SPECIFIC LEARNING DIFFICULTIES

As already mentioned, the terminology related to Specific Learning Difficulties is not unified. Defining SLD faces similar problem. This chapter deals with historical development of the definition of SLD as it went through numerous changes since the first attempts of defining this disorder up to the present. This indicates that plenty of definitions are available. It is also influenced by the author's background together with the purpose of the definition since many professional fields are concerned with this issue.

The early definitions included only dyslexia, later problems with reading and writing, and finally problems with mathematics were also included. As the first attempts of defining SLD were mainly made by doctors, the main focus was on the neuropsychological causes. (Pokorná, 2001, p. 68)

One of the first classical definitions was accepted by the World Federation of Neurology in 1968. "It is," according to Philomena Ott, "still regarded as a benchmark by many workers in the field." 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, p. 2)

The World Federation of Neurology also defined *"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, p. 3)

Zelinková claims that due to the lacking criteria and vagueness in formulation the first of the above mentioned definitions limited its practical use even though it was marked as the starting point for later research in the field. (2003, p. 16)

In the opinion of Philomena Ott, these two definitions faced criticism since their introduction, however, had an impact on the legislation in the USA. In 1968 The Education for All Handicapped Children Act stated:

The term "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, write, spell, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such terms do not include children who have learning disabilities which are primarily the result of visual, hearing, or motor handicaps, of mental retardation of emotional disturbances or of environmental, cultural, or economic disadvantage. (1997, p. 3)

This definition excludes learning disabilities caused by environmental, cultural, or economic disadvantage and also learning disabilities caused by mental retardation or various handicaps such as visual, hearing or motor. Zelinková claims that neither external influences (such as cultural differences) nor other handicaps (such as mental retardation or hearing handicap) cause specific learning difficulties. Nevertheless they may occur together. (2003, p. 10)

Stowe implies that a serious and complete definition was published by the Orton Dyslexia society (a former name of the present International Dyslexia Association – IDA) in 1994 and it states:

Dyslexia is a neurologically based, often familial disorder which interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language – including phonological processing – in reading, writing, spelling, handwriting, and

sometimes in arithmetic. Dyslexia is not a result of lack of motivation, sensory impairment, inadequate instructional or environmental opportunities, or other limiting conditions, but may occur together with these conditions. Although dyslexia is lifelong, individuals with dyslexia frequently respond successfully to timely and appropriate intervention. (2000, p. 1-2)

This definition again discusses the possible co-occurrence of dyslexia and other limiting conditions. Moreover it emphasizes the neurological base of dyslexia, frequently running in families. It also mentions an important fact about dyslexia being a persistent disorder yet manageable with special approaches.

In 1996, the British Dyslexia Association defined dyslexia as:

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, p. 4)

As mentioned above numerous definitions are at one's disposal. Since defining specific learning difficulties is not the aim of my thesis only an insight into such broad issue was mediated by this chapter.

## 4.3. SUBTYPES OF SPECIFIC LEARNING DIFFICULTIES

As it was already stated the term *specific learning difficulties* covers a whole range of subtypes such as dyslexia, dysgraphia and others. This chapter is dedicated to defining these subtypes as they are being used within the Czech environment. I feel the need to include this chapter because this division is very common among Czech teachers, specialists and parents as well.

### Dyslexia

Dyslexia is a disorder affecting the person's ability to acquire reading skills. Among all specific learning difficulties it is the best-known disorder. It is due to the fact that dyslexia influenced the child's success at school the most remarkably therefore was the first one to talk about. (Zelinková, 2003, p. 9) It affects the speed of reading, accuracy, reading decoding and reading habits. A child with dyslexia has difficulty

in discriminating individual letters within a word, confuses letters similar in shape (b-d-p) or similar in sound (t-d), reads by syllables therefore very slowly or very fast only thinking the words up. (Zelinková, 2003, p. 41-42)

*Dysgraphia*

Dysgraphia is a disorder affecting the person's ability to acquire writing skills. It affects the graphical aspects of a written text, its form and readability. (Zelinková, 2003, p. 9) Above all it influences the ability to imitate the shape of individual letters and its right order within a word. A child with dysgraphia has difficulty with remembering the shape of individual letters and tends to confuse letters corresponding in shape. Such child writes slowly and with great difficulty resulting in not being able to concentrate on anything else but the graphical aspect of the written text. (Šafrová, 1998, p. 79) Dysgraphia is caused mainly by deficits in fine and gross motor skills, movement coordination, visual and kinaesthetic memory, spatial orientation, attention, and others. (Zelinková, 2003, p. 92)

*Dysortographia*

Dysortographia is a disorder affecting the person's ability to acquire orthography. A child with such disorder is not able to correctly write down all letters in correct order. Dysortographia generally relates to dyslexia and dysgraphia and changes through time as the child develops. (Šafrová, 1998, p. 79) Many researchers do not distinguish between dysortographia and dyslexia as these two specific learning difficulties are very frequently combined together. (Matějček, 1995, p. 87) It is marked mainly by specific dysortographic errors (typical for the Czech orthographic system) and by difficulties with acquiring and application of grammar and syntactic rules. The specific dysortographic errors are caused particularly by an inadequate development of auditory perception, rhyme perception and its reproduction. The grammar and syntactic errors are caused by an insufficient speech development, memory disorder and the inability to check one's own written text. (Zelinková, 2003, p. 100, 101, 106)

*Dyscalculia*

      Dyscalculia is a disorder affecting the person's ability to acquire mathematical skills. It affects the child's understanding of numbers and dealing with mathematical operations. There is more than one factor causing dyscalculia – organic, psychic, social and didactic. (Zelinková, 2003, p. 10, 111) Since there are many symptoms relating to dyscalculia it can be divided into several subtypes such as *lexical dyscalculia* (an inability to read mathematical symbols), *graphical dyscalculia* (an inability to write mathematical symbols), *operational dyscalculia* (difficulty in performing mathematical operations), *verbal dyscalculia* (difficulty in talking about quantity and number of objects), *practognostic dyscalculia* (difficulty in mathematical manipulation of objects or symbols), and *ideognostic dyscalculia* (difficulty in understanding of mathematical ideas and their relationships). (Šafrová, 1998, p. 80)

*Dyspraxia*

      Dyspraxia is a disorder affecting the person's motor skills and dexterity. Not only learning process but also daily routines might be challenging for a child with such disorder. The child is usually slow, untidy, clumsy, has difficulty in writing, drawing or physical training. Dyspraxia can even affect speech causing difficulty in articulation. (Šafrová, 1998, p. 81)

*Dysmusia*

      Dysmusia is a disorder affecting the person's ability to acquire musical skills. (Zelinková, 2003, p. 10) A child with dysmusia has difficulty in recognizing tones, remembering melody and is not able to repeat rhythm. (Šafrová, 1998, p. 81)

*Dyspinxia*

      Dyspinxia is a disorder affecting the person's ability to draw. It is marked by a low level of child's drawing, a lack of skill and difficulty in comprehension of perspective. (Šafrová, 1998, p. 81)

*Attention Deficit Hyperactivity Disorder (ADHD)*

ADHD is an attention disorder connected with hyperactivity. Authors divide symptoms of ADHD into several subcategories such as ADD (Attention Deficit Disorder), hyperactivity and impulsivity, ODD (Oppositional Defiant Disorders), ADHD with aggression or ADHD without aggression. ADHD may be experienced together with specific learning difficulties by some individuals. (Zelinková, 2003, p. 195)

> It is estimated that 30% of those with dyslexia have coexisting AD/HD. Coexisting means the two conditions, AD/HD and dyslexia, can occur together, but they do not cause each other (IDA Fact Sheets: AD/HD).

This disorder is marked with impulsive behaviour, restlessness and hyperactivity, difficulty in paying attention and listening to directions. A child with ADHD may lack confidence and have poor self-esteem, may act immaturely in social situations, may have problems with organizing his/her own work, and tends to loosing his/her possessions. (Stowe, 2000, p. 257-257)

## 4.4. ETIOLOGY

It was already stated that it is not only pedagogy but also other areas such as psychology or psychiatry that are concerned with specific learning difficulties. Many fields are very much interested in this issue nowadays. "Specific learning difficulties are becoming an interdisciplinary topic" (Pokorná, 2001, p. 75 – my translation). The focus of research concerned with SLD is on the psychological, pedagogical, sociological or neurophysiologic aspects. Teachers deal with different aspects (behaviour, cognition) than neurologists do (biology, neurology). Etiology of SLD is very much influenced by these different fields and varies greatly. (Pokorná, 2001, p. 75, Reid, 2009, p. 14) It is not an easy task to describe all factors causing SLD. Moreover the research in this field still continues.

> There have been significant advances in research in dyslexia over the past 20 years. This has helped to provide explanations of dyslexia and these have resulted in new initiatives in policy and practice. Yet it can be argued that there is still no clear explanation that is universally accepted of what exactly constitutes dyslexia. (Reid, 2009, p. 13)

Zelinková refers to Uta Frith and claims that there are biological-medical, cognitive and behavioral levels. (2003, p. 21) These levels are involved in a causal modelling framework which, according to Frith, helps with clarification of some aspects of dyslexia. "Dyslexia," as she suggests, "is a neuro-developmental disorder with a biological origin and behavioral signs which extend far beyond problems with written language" (Frith in Reid, 2009, p. 14).

Biological-medical level

*1. Genetics*

Nowadays there is strong evidence that genes have an impact on learning difficulties. Certain genes together with other factors contribute to the risk of dyslexia appearance. There is a 40% chance that a dyslexic father has a dyslexic son. (Zelinková, 2003, p. 21, Gilger et al. in Reid, 2009, p. 14)

*2. Brain function and anatomy*

Scientists discovered great differences in brain function and anatomy between dyslexic and non-dyslexic people. Research results show that these differences begin to develop as early as before birth. Abnormalities relating to cellular migration, formation of connections between cells and meronecrosis might happen during the embryonic development. Great anatomy changes on planum temporale are frequently mentioned. Zelinková explains that: "This part of brain participates in higher level processes including sensory and motor analysis, working memory, attention and language" (2003, p. 23 – my translation). Dyslexic population has both sides of planum temporale equally large whereas non-dyslexic population has the left side wider. (Zelinková, 2003, p. 22-23)

> The advances in magnetic resonance imaging (MRI) and other forms of brain imagery such as positron emission tomography (PET) are increasingly being used to observe the active processes within the brain as well as brain structure. These have been of great benefit to neuroscientists investigating factors relating to dyslexia. (Reid, 2009, p. 15)

Such methods are beneficial and will also be in the future as they allow specialists to diagnose children even before entering school. (Zelinková, 2003, p. 23)

*3. Hormonal changes*

There are several researchers claiming that an increased level of testosterone may cause dyslexia together with hypo-immunity or left-handedness. It is supposed to affect mainly boys. (Zelinková, 2003, p. 24)

*4. Cereberall[1] theory*

This theory, created by Angela Fawcett and Roderic Nicolson, is on the boundary of biological-medical and cognitive levels. "Empirical research proves the assumptions that the dysfunctional cerebellum is one of the main causes of dyslexia" (Zelinková, 2003, p. 25 – my translation). Cerebellum's dysfunction may lead to coordination, balance or movement-automatization disorders. The research results from the end of the twentieth century show that the cerebellum's dysfunction not only affects the automatization of motor skills but also the automatization of cognitive skills and is of great importance for the speech processes. (Zelinková, 2003, p. 24-25)

Cognitive level

Among the deficits falling within the cognitive level are those in the area of speech, language and memory, phonological and visual deficits, deficits in automatization, time ordering affecting the speed of cognitive processes and their combination. (Zelinková, 2003, p. 26)

*1. Phonological deficit*

Specialists agree that phonological processing of dyslexic people is marked with a deficiency. It causes difficulties in acquiring reading skills. Several studies discovered that dyslexic children struggle with rhyming. Other studies focused on the effect of rhyming and alliteration on reading, with a positive result in both reading and mathematics. (Zelinková, 2003, p. 26-27)

*2. Visual deficit*

Readers with dyslexia are not able to perceive a stationary image of a written text; they experience moving letters which disables them from decoding the right shape and the right order. "When reading, [their] eyes do not move smoothly across the page but in a series of very quick jumps (saccades) in order to fixate successive portions

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[1] Cerebellum is the portion of brain in the back of the head between the cerebrum and the brain stem. The cerebellum controls balance for walking and standing and other complex motor functions. (http://www.medterms.com/script/main/art.asp?articlekey=2672)

of the text" (Reid, 2009, p. 16). Visual deficit is of neurological origin. There are two systems involved in the sensory information processing – parvocellular and magnocellular. "*Magnocells* are large cells that code information about contrast and movement; *parvocells* are smaller and code information about detail and colour" (Reid, 2009, p. 16). When these two systems cooperate as they are supposed to a person reads written text without difficulties. (Zelinková, 2003, p. 27, Reid, 2009, p. 16)

*3. Speech and language deficits*

Dyslexia is very often referred to in connection with communicative competence, written or spoken language, and its acquisition. Speech and language deficiency is marked with problems with vocabulary, rhyming words, articulation or speaking skills. (Zelinková, 2003, p. 28)

*4. Automatization deficit*

Children with dyslexia frequently do not pay attention and get tired easily. This is due to the lack of automaticity in their behaviour. They have to make a great effort when dealing with everyday tasks and this might be very tiring.

> One of the critical aspects of learning a skill fluently is to make it automatic, so that one can do it without thinking about it. Of course, automatization is a key requirement for reading, and there is extensive evidence that dyslexic children, even when reading well, are less fluent, requiring more time and effort to read than would a non-dyslexic child of the same reading age. (Reid, Fawcett, 2004, p. 27)

Automaticity is very important in the development of reading skills. Automatization of reading leads to faster and less demanding reading. (Zelinková, 2003, p. 29)

*5. Memory deficit*

There are several types of memory – short-term, long-term and working memory. Short-term memory is important when remembering directions and tasks. A dyslexic child might have problems with repeating a word he/she has heard a few seconds ago. Working-memory is necessary when dealing with actual tasks and situations where different kinds of knowledge are required at the same time. Long-term memory enables storing information for longer period (month, year) and requires its constant revising and usage. (Zelinková, 2003, p. 30)

*6. Time ordering affecting the speed of cognitive processes*

This deficiency is concerned with the processing speed. After a five-year long study, Marianne Wolf came up with a conclusion that deficiency in naming speed (e.g. letters, numbers) will result in reading difficulties and that deficits in reading and processing speed are dependant. (Zelinková, 2003, p. 31)

The above mentioned deficits may combine in various ways. These combinations are perceived by many authors to be the cause of dyslexia. (Zelinková, 2003, p. 31)

Behavioural level

Behavioural level deals with the analysis of reading and writing process as well as with analysis of one's behaviour while reading, writing or dealing with everyday tasks. (Zelinková, 2003, p. 32)

**4.5. DIAGNOSING SPECIFIC LEARNING DIFFICULTIES**

Diagnosis of specific learning difficulties is essential for the teaching-learning process. It aims to identify, assess and evaluate this process and its participants. It focuses on the level of child's knowledge and skills, cognitive processes, social interaction and other factors affecting the child's success or failure. The diagnosis itself is interested not only in the result but also in the process – a teacher's role and the methodology used are also included. It is vital to make a diagnosis as it helps the specialists to communicate with one another. The more findings are available in the field, the more accurate diagnosis can be made. On the contrary, it may be more complicated to make a diagnosis as new characteristics appear continually. It is only the specialists (*pedagogicko-psychologická poradna, speciálně pedagogické centrum)* who are allowed to make a diagnosis enabling a child to be integrated into a mainstream class. Teachers and parents are also involved in the process of diagnosis. It is essential to consider each point of view as it leads to a more complex understanding of the child's needs. (Zelinková, 2003, p. 50, Zelinková, 2001, p. 12-15, 23-24) Pokorná distinguishes between direct and indirect sources of diagnostic information. Among the indirect sources are an interview with parents, an interview with a teacher and an interview with a child. The second category – direct sources – deals with the analysis

of a child's school achievement in the area of reading, writing and mathematical skills. Special tests and examinations are also included. Assessment of reading speed, understanding of the read text, analysis of errors made while reading and writing, examination of the auditory and visual perception and others belong to direct sources of diagnostic information. (2001, p. 196-218)

When diagnosing a child there might appear two opposite views. One is that a diagnosis labels and discriminates a child in a degrading and harmful way. The other one is that it is a must and there is no need to consider either emotional or social problems a child might experience. The truth should be looked for somewhere in the middle. (Matějček, 1995, p. 29) Philomena Ott states that:

> Although many authorities hold the view that children should not be given labels, those who have experience of working with dyslexics say that the benefits of being told they have a recognized condition far outweigh the disadvantages of being labelled "dyslexic". Parents often say that "not knowing is far worse than knowing". (1997, p. 25)

Matějček suggests that a child has a whole lot of negative labels before the diagnosis itself. These labels such as dumb or lazy are far more harmful for the child and parents than a proper name of the child's condition recognized by a specialist. (1995, p. 31) Identification of dyslexia often brings relief. Miles pointed out that it does not have to 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, p. 25)

Matějček explains that it is important to think about what the identification itself leads to. It should help the child, his parents and his teachers.

> 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, p. 34)

## 5. TEACHER

"The person most directly involved with implementing any curriculum enabling students to learn – the key person – is the classroom teacher" (Morgan in Ott, 1997, p. 343). This chapter deals with the teacher's role as the key factor in the process of integration of learners with specific learning difficulties. The whole chapter is written as if from the teacher's point of view. The first part deals with the teacher-learner interaction, covering the area of second language learning of learners with specific learning difficulties. It stresses the issues a teacher has to consider when teaching dyslexic learners. Afterwards, it is explained what having a dyslexic learner in the classroom means for the teacher at each phase of the teaching-learning process. The second part deals with the teacher-parent-specialist interaction. It comments on their mutual cooperation, explaining how the teacher's key role in complemented by other factors, in this case being parents and specialists.

### 5.1. TEACHER-LEARNER INTERACTION

Forming a good relationship between teachers and learners is of great importance. It enables teachers to get to know their students, therefore, to be able to meet the learners' individual needs. Raymond implies that:

> if the teacher is aware of these needs, the child will experience fewer difficulties in class, encouraging a better relationship to develop between the two – a relationship built upon partnership rather than confrontation. (2002, p. 53)

### 5.1.1. SECOND LANGUAGE LEARNING

Most learners with specific learning difficulties experience problems in second language learning. Difficulties in the native language will interfere into the process of learning a second language. "Research since the 1980's has supported the logical conclusion that there is indeed a link between native and foreign language learning" (LD Online). Experiencing these difficulties should not lead to avoiding the second language learning since most learners with specific learning difficulties are successful with appropriate instruction that meets their needs. (IDA Fact Sheets: At-Risk Students)

Communicative competence is one of the key competences presented in the Framework Education Programme for Elementary Education, a part of a system of curricular documents in the Czech Republic. Acquiring key competences is a lifelong process and it is the aim of education to provide pupils with a set of key competences at an attainable level, therefore to prepare them for further education and participation in society. (FEP, p. 5, 11) Framework Education Programme defines key competences as:

> a set of knowledge, skills, abilities, attitudes and values which are important for the personal development of an individual and for the individual's participation in society. Their selection and conception are based on values generally accepted in society as well as commonly held ideas on which competencies of the individual contribute to his/her education, contented and successful life and to strengthening the functions of civil society. (FEP, p. 11)

> According to FEP, an elementary-school graduate:

> - formulates and expresses his/her ideas and opinions in a logical sequence; expresses himself/herself pertinently, coherently and in a cultivated manner in both oral expression and writing;
> - listens to other people's utterances, understands them and responds to them adequately; participates effectively in discussions; defends his/her opinion and argues appropriately;
> - understands various types of texts and records, graphic materials, commonly used gestures, sounds and other information and communication means, reflects on them, reacts to them and uses them creatively for his/her development and active engagement in social events;
> - uses information and communication means and technologies for quality, effective communication with the surrounding world;
> - uses his/her acquired communication skills to form relations necessary for full-fledged coexistence and quality cooperation with others. (p. 12)

*Common European Framework of Reference for languages: learning, teaching, assessment* (CEFR)*,* a document providing common basis for the design of language syllabuses, curriculum guidelines, textbooks, etc. across Europe, perceives communicative competence as one of the main aims of second language learning, laying emphasis on its acquisition in order to be able to communicate effectively. Communicative competence is described as consisting of three components:

- *linguistic competence* – "knowledge of, and ability to use the formal resources from which well-formed, meaningful messages may be assembled

and formulated (CEFR, p. 109)", including lexical, grammatical, semantic, phonological, orthographic, and orthoepic competence;

· *sociolinguistic competence* – "the knowledge and skills required to deal with the social dimension of language use (CEFR, p. 118)", such as politeness conventions, linguistic markers of social relations, etc.;

· *pragmatic competence* – is concerned with "the functional use of linguistic resources, […] the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody (CEFR, p. 13)".

(CEFR, p. 1, 109, 118)


Zelinková refers to Marie Kocurová and her unique research in this field and points out that communicative competence of learners with specific learning difficulties is on a lower level than of other learners and that it affects both language competence – mastery of the language system and pragmatic competence – the ability to use language in the process of communication. Kocurová found out that the lower level of communicative competence of learners with SLD is marked mainly with a lower level of reaction and motivation to listen to a speaker, the inability to interact, to formulate their needs or to ask for help, a lack of interest in communicating and preferring nonverbal communication, and even with problems in the basic social interaction such as say hello to someone. Zelinková emphasizes that the lower level of communicative competence of these learners not only affects their school life – such as reading, writing or math skills but also their out-of-school life, persisting even in their adulthood. This is why the teacher should pay attention to developing communicative competence in learners with specific learning difficulties. Kocurová implies that integration of these learners is closely connected with their communicative competence and emphasizes the importance of multidisciplinary approach to their education. (Zelinková, 2003, p. 151-152, Kocurová, 2003, p. 1, 12)


### 5.1.1.2. DIFFICULTIES WITH SECOND LANGUAGE LEARNING

As has been noted in the chapter of Second language learning, dyslexic learners experiencing difficulties in their mother tongue will most likely have problems in learning a foreign language. "Foreign languages or second languages," as Ott implies,

"can often cause dyslexic pupils enormous difficulties" (1997, p. 187). There is a wide range of symptoms associated with dyslexia. These symptoms can be observed by both teachers and parents in order to at first help them to recognize that there might be something different and later to help them to understand the child's needs. "There is no one "dyslexic" profile, no one standard set of characteristics," points out Stowe (2000, p. 3). It is recommended to look for a cluster of symptoms as no two dyslexic learners are exactly the same and nobody has every single of these:

- confusion between left and right (b-d), up and down (b-p, n-u, m-w),
- weakness in phonological awareness, an ability to recognize different sounds (pen, ten, hen),
- hesitant, slow reading of single words in isolation, often ignoring punctuation, reading the same line twice, a need to follow a finger or marker, becoming visibly tired after reading for only a short time,
- slow, non-automatic writing, either poor or very neat handwriting written at a very slow pace, messy written work (words crossed out many times), unusual spatial organisation of the page (words widely spaced or tightly pushed together, margins often ignored), writing everything as one long sentence,
- difficulties in note taking, copying off of the board is slow and painful, disorganisation of school material, clumsiness and forgetfulness, difficulty in remembering sequences, non-meaningful facts (tables, day of the week, history facts), extreme difficulty telling time, difficulty in learning foreign languages.

(Peer, 2000, p. 18-19, Bright solutions for dyslexia)

As Peer points out, dyslexic learner may have extra problems to those mentioned above when learning a second language.

> When we learn a language as young children we firstly take an idea, structure it in language and then produce sounds. […] Teacher then adds shapes to each sound and word and the reading process is launched. [When learning a second language] there is double (or more) input, very complex linkages from this system which place a much greater load upon learning and recalling through working memory (an area which is known to be weak for dyslexic people). (Peer, 2000, p. 15)

There are more structures, sounds or patterns the dyslexic learner has to deal with. The earlier the recognition of dyslexia the more appropriate instruction the dyslexic learner is provided with. (2000, p.15)

### 5.1.1.3. GENERAL PRINCIPLES FOR TEACHING LEARNERS WITH SLD

As it was already suggested, learners with SLD need appropriate instruction meeting their particular needs. This chapter deals with general principles of instruction that should be followed when teaching learners with SLD. These principles are in the words of Stowe "simple and basic, but they are also very powerful" (2000, p. 56). Based mostly on her book these principles are:

***Involve the student***

Being actively involved in one's own learning is beneficial for all learners, especially for learners with SLD. It is important that the learner is aware of the teacher's intentions and learns how to establish his or her own goals. The learner should be explained the teaching methods the teacher uses, be aware of his or her own progress, and to be able to talk about his or her feelings to the teacher.

***Use multisensory teaching methods***

"The simultaneous use of the eyes, ears, hands and lips to utilize all the pathways to the brain when learning" (Ott, 1997, p. 8).

Students with dyslexia are in the need of active and interactive way of learning rather than the traditional instruction based mainly on the student passively listening to the teacher. As Stowe suggests, each individual learns in a different way. The primary ways of learning are *auditory* – learning through the sense of hearing, *visual* – learning through the sense of sight, *tactile-kinaesthetic* – learning through the sense of touch and body movement, *analytic (left-brained)* – individual facts are presented in orderly, sequential way and *global (right-brained)* – general principle is presented, from which facts can be understood. Each individual uses more than one of the above modalities and approaches to learning depending on his or her learning style – a pattern of typical ways through which a person learns. Howard Gardner's multiple intelligences model is another valuable tool that can help when discovering the student's preferred way of learning. He suggests that: "there are at least eight

"intelligences" - eight different ways of learning and thinking – and that each person has relative strengths and limitations among these" (Heacox, 2002, p. 22). These intelligences are: *verbal-linguistic* – good ability with language, *logical-mathematical* – good ability with numbers and patterns, *visual-spatial* – good knowledge of spatial relationships, *bodily-kinaesthetic* – good skill and enjoyment with movement, *musical* – good skill with music, *interpersonal* – good social abilities, *intrapersonal* – good ability to understand oneself, *naturalist* – good ability to investigate, connection with the natural world. The Gardner's model not only helps teachers to get to know their learners but also, as Heacox suggests, "to add variety to the ways [they] teach and the projects [they] assign" (2002, p. 22). It helps dyslexic learners as it addresses their strengths, not only their weaknesses. (Stowe, 2000, p. 7-8, 311, Heacox, 2002, p. 21-22, 37)

By using multisensory teaching methods a student learns through more than one of the senses. The theory is, in the words of Raymond, 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. (2002, p. 76)

Stowe marks the Orton-Gillingham approach to reading and spelling as "a pioneer in championing the use of multisensory methods for teaching" (2000, p. 52). It is described as "language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible approach [that is aimed especially for people] who have difficulty with reading, spelling, and writing of the sort associated with dyslexia" (Academy of Orton-Gillingham Practitioners and Educators). It is based on "how a letter or word looks, how it sounds, how the speech organs or the hand in writing feels when producing it" (Gillingham and Stillman in Ott, 1997, p. 8).

### Teach students to use logic rather than rote memory

> People with dyslexia tend to think in patterns and generalities. This strength of their learning style, therefore, can greatly help them deal with a number of details, with which they are often less comfortable. (Stowe, 2000, p. 53)

Students with dyslexia have problems in short-term and long-term memory, especially when learning things that do not have much meaning. Whenever it is possible, learners with dyslexia should be taught the system of things. It enables them

to rely on the learnt patterns rather than on their memory. Stowe gives an example in the area of spelling where pupils learn the structure of the English language – the six syllable types and spelling rules therefore are able to figure out the correct spelling not having to memorize hundreds of isolated words.

### *Present material sequentially*

Students with dyslexia should be presented with material sequentially from the things they already master to more complex ones. This enables students to feel the sense of achievement and supports their self-confidence. (Zelinková, 2003, p. 167) Stowe uses a metaphor "to build a house of knowledge together" when explaining this principle, stressing the process of starting from the very beginning and building slowly. As the metaphor suggests there should not be any holes in the students' foundations of knowledge therefore with a solid foundation they should be able to learn more easily.

### *Present material in small units*

It is better to present students with dyslexia with less material in order for them to be able to remember it. Presenting a lot of material leads to not remembering much or even none of it. The important thing is that the teacher talks to his or her student about the speed of their work so that adjustments can be made when necessary.

### *Practice, practice, practice and review*

Students with dyslexia should be provided with plenty of opportunities and different types of chances for reinforcement, review and practice of what was learnt. As it was already suggested, each individual has his or her own learning style and learns in a different way therefore reinforcement of material presented should reflect it, utilizing different modalities.

### *Help students organize time and space*

Students with dyslexia are in the need of help with organization of both time and space as they usually struggle with this issue. There are several areas where a teacher can help – provide a lesson plan at the beginning of each lesson to create a safe and predictable environment, organize the classroom so that there are no distractions, help the student to organize his or her own work on a daily basis, and help the student to make a plan in order to be able to complete a long-term or complex work assignment.

### *Always be aware of the emotional climate*

The teacher should be aware of the emotional tone of his or her students'. Should he or she notice any changes in the students' behaviour he or she may at first simply talk to the student to find out what is wrong. As students with dyslexia have to face failure very often they gradually become unable to believe in themselves, to believe in their success. Facing failure may be very painful for them. "They try. They fail. They try again. After many such failures, they decide that they are stupid and they give up" (Stowe, 2000, p. 277). The important thing is to provide the student with an opportunity to be successful. By giving the student a task he or she is able to complete different experience is offered. The student learns that he or she is able to learn and complete tasks he or she is asked to do. Setting realistic goals, positive feedback and praising the students' efforts are as well a good way of promoting healthy self-esteem.

*Laugh a lot*

To break the tension of hard work both the teacher and the students experience humour can be used. It is essential to provide funny exercises every now and then in order for the students to feel comfortable and relaxed which is an important factor in one's own learning.

(Stowe, 2000, p. 7, 51-56, 277-280)

*Evaluation*

As it was already mentioned, dyslexic students face failure very often, which may be very painful and stressful for them, even leading to their resignation. One of the ways to avoid that is evaluation by individual progress norm. It enables them to feel the sense of achievement, to believe that they can learn and be successful. Slavík explains that by using individual progress norm teachers focus on individual learner and compare his or her achievements in time. Some achievements might be excellent, some average and some unsatisfactory, however, even bad results do not necessarily mean that the learner failed again. Some results might be bad if these were to compare with the results of other learners, nevertheless, might be excellent when compared to the dyslexic learner's previous work. For instance the dyslexic learner makes only ten mistakes instead of making thirty mistakes he or she usually does and is marked with a one or two which is a great success for him or her as even with mistakes he or she does not fail again. (1999. p. 59-60)

*Differentiation*

> Dyslexic children are individuals. What makes their individuality slightly different from that of their peers is that the dyslexic child is usually aware of their singularity from an earlier age. As they begin their schooling – integrating with their peers, learning their way towards independence – they soon discover that they are, in some way, "different". (Raymond, 2000, p. 83)

As already mentioned, dyslexic students have different needs from non-dyslexic students. They need to be provided with different pace, level or kind of instruction in order to be able to respect their individual needs, styles or interests. If teachers understand their individual needs they can provide dyslexic learners with more instruction without limiting non-dyslexic learners. (Heacox, 2002, p. 5-6)

As stated in the previous paragraph, teachers need to understand their learner's individuality in order to be able to respond to their learning needs. "Differentiating instruction," according to Heacox, "begins with knowing your students and their learning needs" (2002, p. 26). There are several tools that can be used to get to know the learners such as going through their academic history, finding out their interests both in and out of school, current level of their knowledge and skills, and their preferred way of learning (e.g. learning modalities or multiple intelligences, as discussed above).

The most basic definition of differentiated instruction, in the opinion of Tomlinson, is:

> "shaking up" what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn. [It] doesn't suggest that a teacher can be all things to all individuals all the time. It does, however, mandate that a teacher create a reasonable range of approaches to learning much of the time, so that most students find learning a fit much of the time. (2001, p. 1, 17)

Differentiated instruction involves modifications in the area of *content* – what students learn (by concentrating on the most essential or relevant processes, skills and concepts), *process* – how students learn (by reflecting their learning styles and preferences), and *product* – the result of students' learning (by providing choice and challenge in demonstrating what was learnt). (Heacox, 2002, p. 10-11)

### 5.1.1.4. MATERIALS AND AIDS

"Differentiation," in the words of Raymond, "refers to the differing ways teaching material can be adapted or presented to everyone in the class. Different worksheets may be needed for some children" (2002, p. 52). In order to meet the learners' different needs the material they are provided with needs to be differentiated. There are several suggestions that should be followed when producing material for dyslexic learners. According to these recommendations, many textbooks used during English lesson are not respecting their needs; therefore, producing additional material may be very helpful for them. These recommendations are:

- Avoid white background for paper, rather use cream or a soft pastel colour with dark coloured text, use sans-serif font, size 12 – 14 or even larger.
- Avoid text in block capitals, underlining and italics, rather use bold, boxes and borders for emphasis.
- Use left-justified margins, avoid narrow columns, lines should not be too long (60 – 70 characters) preferably with the spacing of 1.5.
- Short, simple sentences and clear instructions should be preferred with the use of pictograms and graphics to help locating information.
- To focus attention, fold the page so that only one part is visible or reduce visual destructions.

(BDA, Rief, Stern, 2010, p. 238)

Visual aids, educational toys and technology such as tape recorders and computer programmes can as well be very helpful during English lessons. There are certain aids that can be made by both the teacher and the learners like flash cards with answers on the back for immediate feedback or letters made of paper or wood for tactile recognition. Teachers can also provide learners with other tactile material such as sand trays or finger paints for learning through touch. (Nijakowska, 2001, Rief, Stern, 2010, p. 237)

### 5.1.2. TEACHING-LEARNING PROCESS AND ITS PHASES

The teaching-learning process comprises three phases – preparatory phase, realization phase and evaluative phase. The preparatory phase deals with the teacher's

planning and preparation for each lesson with the aim of achieving the pre-set objectives of the particular lesson. This phase involves both long-term preparation and short-term preparation. During long-term preparation, teachers become acquainted with the class they teach, the school educational programme, the textbook and the teaching aids available. The short-term preparation involves preparation for individual lessons; teachers need to think about the content, the methods and techniques they are going to use during the particular lesson in order to meet the pre-set objectives. The realization phase, as its name suggests, deals with the actual realization of the prepared lesson. This phase is influenced not only by the teacher's planning but also by the particular didactic conditions the teacher deals with – such as the individual learner needs, their characteristics or the classroom climate. During this phase teachers adjust what was planned according to the conditions and the teacher-learner interaction. The evaluative phase enables the teachers to find out whether the pre-set objectives of the particular lesson were met; both the teacher and the learners are considered in terms of their action during the lesson. This phase offers the possibility of revising the two preceding phases. (Vališová, Kasíková, 2011, p. 132 – 133)

When teaching a heterogeneous class including dyslexic learners the teacher, when preparing the lessons, needs to consider their individual needs. The content, activities or materials may need to be adjusted according to the needs of dyslexic learners and their preferred way of learning. As the learners need to be involved in their own learning, the teacher needs to make them aware of his or her intentions during the particular lesson, stating the aim, providing a lesson plan and explaining way a certain method is used. The teacher needs to address the learners' different learning styles, using multisensory teaching techniques, providing different types of activities. As Tomlinson suggests, the teacher needs to "create a reasonable range of approaches to learning [in order for the students to] find learning a fit much of the time (2001, p. 17)". Moreover, she emphasizes that the teacher needs to "stir up" the actions in the classroom to provide the learners with "multiple options for taking in information, making sense of ideas, and expressing what they learn" (2001, p. 1). In order to address logic rather than rote memory, the teacher needs to provide the learners not only with simple explanation but also with more examples, demonstration, visualization or mnemonics. The material should be presented

sequentially, in small units, enabling the learners to feel the sense of achievement together with being able to remember it. The teacher should also provide enough opportunities and different types of chances for reinforcement, review and practice of what was learnt. During the actual realization, the teacher follows his or her plan, furthermore, he or she needs to consider distractions in the particular classroom and eventually make changes in its organization. More time or help should be offered to those learners who are in need of it. The teacher needs to talk to his or her dyslexic learners about the speed of their work in order to make adjustments if necessary. A lot of feedback should be provided to assure the learners about their progress. Concerning emotional climate, the teacher should be aware of the emotional tone of his or her learners, providing enough opportunities for success in order to prevent constant failure on the part of dyslexic learners. Lastly, the teacher should laugh a lot and use humour to break the tension of hard work. Providing funny exercises makes the learners feel comfortable and relaxed, being an important factor in one's own learning. The evaluative phase, as suggested in the previous paragraph, offers the possibility of revising the preparation and realization phase. The teacher compares the actual lesson with what was planed, finds out whether the set objectives were met and makes adjustments for the following lessons, concerning both their preparation and realization.

## 5.2. TEACHER-PARENT-SPECIALIST INTERACTION

Cooperation between teacher, parent and specialist is another important factor in the process of integration of learners with specific learning difficulties. "Children with dyslexia," as Rief and Stern state, "need close communication and teamwork (between home and school, as well as with tutors, therapists, or other service providers)" (2010, p. 65-66). Mittler in Reid contributes that:

> when parents and practitioners work together in early years settings, the results have a positive impact on the child's development and learning. It is important […] to seek an effective partnership with parents. (2009, p. 311)

### 5.2.1. THE ROLE OF PARENTS

"Parents and guardians," in the opinion of Stowe, "play a key role in the emotional, social, and academic development of a student with dyslexia" (2000, p. 301). Their "key role" is in a different area than of the teacher's as they are not in the same position. Parents are usually in the best position as they "observe" their

child every day in all kinds of different situations. They may be the first ones to discover 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, p. 20-21)

It is important that parents, in case they suspect something, contact the school as the earlier dyslexia is identified the better. Consequently, the school should take the parents' concerns about their child seriously and a partnership between both sides should be established. Furthermore, parents should be explained what kind of help they can provide the child with at home. (Raymond, 2002, p. 8, Peer, 2000, p. 69)

> Dyslexic children need relevant support if they are going to be able to face their difficulties with confidence. They need a sympathetic ear from someone who will listen to their frustrations, and a helping hand to reduce the impact of obstacles. (Raymond, 2002, p. 12)

In order to be able to help their child, parents need to understand what their child struggles with. Stowe suggests that parents should be offered resources to learn about their child's difficulties, thereby would become able to help and support her or him. (2000, p. 304) Raymond explains that the more aware the parents are the better they are prepared to reduce their child's confusions about the problems they have to face. Handling of the situation is different with each child and depends on his or her age and nature. (2002, p. 17) Parents should help their child to understand his or her own learning problems in order to prevent frustration or embarrassment which might appear after children start to compare themselves with their peers. Children should be assured about their intelligence, explained that there are many people with dyslexia all around the world and that everyone has some strengths and some weaknesses. In addition, parents should point out the child's strengths and discuss the features of the child's difficulty. The child should also know that his or her learning difficulty is not supposed to be used as an excuse and that with help and hard work he or she does not need to be limited and can achieve his or her goals. (Rief, Stern, 2010, p. 178-180)

Another area where parents should be offered help is, as Stowe implies, related to practical suggestions to facilitate academic growth. She suggests activities supporting

reading, writing and math skills. These activities should be short and simple, never a burden but always fun for both the child and the parents. All of them can be applied in everyday life such as reading aloud to the child, making letters out of cookie dough, keeping a shopping list on the refrigerator, playing games and keeping score and others. (2000, p. 305-307) Homework time also belongs to the everyday life of the child and his or her parents. It can become very stressful and frustrating for both sides as it is not an easy task for the child to complete his or her homework after already working at school. It should definitely not consume all of the child's free time. To make homework time easier parents should create a suitable work environment - choose a quiet area and limit distractions (some children may require background music depending on their learning style), have a regular time for completing homework, help the child at the beginning to make sure he or she knows what to do (some help may be required during the assignment depending on its complexity) and try to turn it into fun (e.g. using internet). It the child spends too much time on his or her homework or it frequently causes frustration and dispute the school should be contacted with a request of modification. (Rief, Stern, 2010, p. 195-199, Reid, 2005, p. 86-87)

### 5.2.2. THE ROLE OF SPECIALISTS

Pedagogical-psychological counselling system in the Czech Republic offers professional help and support to learners with specific learning difficulties, their parents, teachers and others. It involves specialists usually situated at school – such as school psychologists or educational counsellors and special counselling centres – such as pedagogical-psychological counselling centre or special pedagogical centre. The importance of this system is gradually increasing. Help and support is provided through diagnosis, intervention, consulting and offering information. (Vítková, 2004, p. 22-23, Vítková, 2010, p. 171-172)

As it was already stated in the chapter dealing with diagnosis of specific learning difficulties specialists – namely pedagogical-psychological counselling centre – play an important role in the process of integration of learners with specific learning difficulties. Only the diagnosis made by this centre enables a child to be integrated into a mainstream class. Such centre focuses mainly on diagnostics, aims to find out possible

causes of learning difficulties, behaviour disorders and other areas such as problems in education or personality development. (Vítková, 2010, p. 171)

### 5.2.3. COOPERATION

Cooperation between teacher, parents and specialists is of great importance. Each participant of such cooperation is in a different position and has slightly different information at the disposal. By sharing they can benefit from each other. As it was already mentioned, parents observe their child acting in everyday situations and may be the first ones to notice that there might be something different. By informing the school or the specialist they can prevent their child's frustration.

> A parent is in a unique position to observe a child in a wide variety of settings and times, and to gain and provide valuable information that goes far beyond reporting about a student's early development. When information about what is happening now is shared with teachers, it can greatly assist in the development of an effective educational program. (Stowe, 2000, p. 301)

Teacher and specialist, as suggested above, can be a valuable source of information for the parents. They can provide explanation, resources and suggestions how to help their child. As Reid points out it is important that:

> parents are given avenues of support as soon as dyslexia is diagnosed, as this can prevent some of the questions and anxieties that can sometimes follow a diagnosis of dyslexia. (2005, p. 77)

Raymond suggests that parents and the school should keep in contact, preferably establish regular meetings, in order to together support the child and understand his or her needs and progress. (2002, p. 54-55)

# 6. CONCLUSION OF THE THEORETICAL PART

The theoretical part of the thesis offers an insight into the area of integration of learners with specific learning difficulties into mainstream classes. At first, it comments on the legislation concerning the education of learners with specific learning difficulties with the purpose of pointing out the current situation in the Czech Republic. This is to be complemented by the following chapter dealing with the integrative education of dyslexic learners. The term "specific learning difficulties" is being explained throughout the next chapter, concerning the terminology, definitions, types, etiology, and diagnosis. The last and the most extensive chapter focuses on the teacher and his key role in the process of integration of dyslexic learners. It is written from the teacher's point of view, pointing out the issues the teacher has to consider when teaching dyslexic learners together with explaining how the teacher's key role is complemented by other factors – the parents and the specialists.

# 7. RESEARCH

## 7.1. INTRODUCTION

The practical part of the thesis deals with the research itself. Firstly, the aim of the research and the research questions are introduced. The second part concentrates on background information of the research. Thirdly, the time scheme of the research is presented. The following part comments on the research methodology and the research tools. Next, the research procedure is presented in chronological order, with the subdivision into three parts – initial data collection, its analysis and interpretation, teaching aids and activities design, and application of the teaching aids and activities itself, followed by the teacher and learner evaluation. Finally, the outcomes are presented together with the evaluation of the whole research.

## 7.2. AIM OF THE RESEARCH AND THE RESEARCH QUESTIONS

The overall aim of the research is to ascertain what demands of integration of learners with specific learning difficulties are placed on the teacher through individual phases of the teaching-learning process. In the interest of achieving the overall aim, supplementary aims were formulated according to each part of the research procedure. A set of research questions was established, based on the theoretical part of the thesis in order to support the validity of both the research and the research tools used. The research questions supplemented the additional aims related to the individual phases of the research procedure and were subsequently answered throughout the research as each phase of the research procedure was completed.

The initial data collection phase comprised two research tools – observation and interview. The observation aimed at providing information about the situation in the classroom itself, in terms of the teacher behaviour, the learner behaviour and the conditions related to teaching learners with specific learning difficulties. The interview aimed at supplementing the data gained from the observations, providing more information about the teachers' knowledge about and attitude towards teaching learners with specific learning difficulties, their knowledge about the learners themselves, and the conditions provided by the school facility. To achieve that, the following questions were formulated:

- *What is the teacher's attitude towards teaching learners with specific learning difficulties?*
- *What is the teacher's knowledge about the learners with specific learning difficulties, their characteristics and their preferred way of learning?*
- *What techniques are used by the teacher when working with learners with specific learning difficulties?*
- *What are the conditions for teaching learners with specific learning difficulties in the particular school?*
- *What is the level of cooperation between the teacher, the parents and the specialists?*

The next phase, teaching aids and activities design, was based on the answers to these five questions. This phase aimed at developing teaching aids and activities for teaching learners with specific learning difficulties with regards to the theoretical part of the thesis. As already suggested, information provided by the previous phase was the basis for the development of these teaching aids and activities.

The following phase employed the application of the teaching aids and activities designed for the purpose of this research. It aimed at finding out what type of activities suits the best both the learners and the teachers in terms of the learners' preferred way of learning and the feasibility of using these by the teacher. This phase involved the application of the teaching aids and activities itself, as well as an unstructured interview with the learners and the evaluation by both the teachers and the learners. To verify the achievement of this aim, the last three questions were formulated:
- *What is the learners' preferred way of learning?*
- *What type of activities suits the learners the best?*
- *What type of activities suits the teachers the best?*

As this chapter suggests, there is a chronological continuity of the individual phases of the research procedure, each phase deriving from the previous one. This chronological order is to be followed when describing the research procedure itself, comprising the presentation of each research tool, its analysis and interpretation, leading to the answers to the above stated questions.

### 7.3. BACKGROUND INFORMATION

#### 7.3.1. THE SCHOOL

The research was conducted at a small town basic school, being the only school in the area of more than 20 neighbouring villages. The school offers both primary and lower-secondary education for 500 pupils, this school year being attended by 387 learners, half of which commute daily. Despite the school's low number of learners there are 18 classes open, with the teaching staff consisting of 24 members - some of which attend/attended language courses. The school staff also includes an educational advisor, prevention methodologist and the teacher's assistant. The school employs ten specialized classrooms including two computer classrooms, one language classroom equipped with an interactive white board, and several more interactive white boards available for the primary learners. Concerning ELT, there is one qualified English teacher at the primary school and three non-qualified English teachers at the lower-secondary school. Pupils have three English lessons a week, and one more lesson of English conversation starting from the eighth grade. The school has newly introduced optional English lessons with a native speaker, one lesson taking place every two weeks. According to the School Educational Programme, ELT focuses on the development of communication skills, enabling learners to communicate in everyday situations. It emphasizes the use of authentic texts and materials and also the cross-curricular approach to ELT. Regarding education of learners with specific learning difficulties, the School Educational Programme comments on the cooperation between the school and the pedagogical-psychological counselling centre (always with the agreement of the pupil's parents), and the possibility of Individual Educational Plan development. Learners with specific learning difficulties are offered an optional weekly remediation course.

#### 7.3.2. TEACHERS

Teachers are going to be referred to as teacher A and teacher B in order to protect their identity. Neither of the teachers is a qualified English teacher. Teacher A has been teaching for 15 years. Even though she is not a qualified English teacher, she is the head of the language committee. She has been attending English courses for several years and also attended a course concerned with teaching English to learners

with specific learning difficulties. Teacher B has been teaching for 2 years. She has not attended any special courses yet. Both teachers make use of the language classroom, employing the interactive white board and other equipment such as computer, CD player, camera, and audio-recorder during their English lessons as much as possible. The language classroom also offers the learners the possibility to use dictionaries, posters with grammar and vocabulary, pictures, or flash cards. Both teachers cooperate on a regular basis, exchanging ideas and materials.

### 7.3.3. LEARNERS

For the purpose of this research two classes were chosen – class A and class B (named after their teachers). Both classes consist of thirteen-year-old children with the language level of A1 to A2. The number of learners is almost the same, nineteen learners in class A and eighteen learners in class B, with more boys than girls in both classes. Regarding the number of learners with specific learning difficulties, there are three dyslexic learners in class A and one dyslexic learner in class B; all of them are boys. As for the dyslexic learners, more is to be add later on.

### 7.4. TIME SCHEME OF THE RESEARCH

A time scheme of individual actions of the research was created at the beginning of the research period in order to assure its better organization. The timing of the individual actions was followed throughout the research, with minor changes to the time scheme.

Table 1: Time scheme of the research

| Consulting literature | 24.1. – 27.1. 2011 |
| First visit to the school | 28.1. 2011 |
| Preparation of data collection instruments (observation, interview) | 31.1. – 6.2. 2011 |
| Regular visits – observation of both classes | 7.2. – 18.2. 2011 |
| Interview with the teachers | 18.2. 2011 |
| Preparation of teaching aids and activities | 21.2 – 27.2. 2011 |
| Regular visits – lessons with the boys | 28.2. – 4.3. 2011 |

| Teacher evaluation of the materials and aids used | 4.3. 2011 |
| --- | --- |
| Analysis and interpretation of the data | 7.3. – 17.3. 2011 |

## 7.5. RESEARCH METHODOLOGY AND RESEARCH TOOLS

Research method is described as the intentional process or a way leading to reaching a certain aim, a general methodological tool leading to the data collection and interpretation. (Pelikán, 1998, p. 92, 95) In order to meet the needs of this particular research, several research methods were chosen from different sources, mainly from Pelikán (1998), Gavora (2000) and Zelinková (2001). Behaviour method – a method aimed at observation of certain situations, events and behaviour of both individuals and groups of individuals, in this research represented by observation in the form of field notes, and explorative method – a method aimed at obtaining information from the observed subject itself, in this research represented by both structured and unstructured interview, were applied. (Pelikán, 1998, p. 103, 208)

All of the research tools (data-collection instruments) derived from the above mentioned research methods aimed at the qualitative data outcomes. The first research tool employed at the beginning of the research was an unstructured observation in the form of field notes. Field notes, in the words of Gavora, require chronological, detailed record of what is being observed with the focus on the areas of interest. The observer himself chooses what he needs to focus on during the observation, what is important and what is not based on his theoretical background. (2000, p. 151-152) The observations were meant to provide the observer with information about what is actually happening in the classroom (what are the conditions, how the teacher and the dyslexic learners behave etc.). Another research tool produced for the purpose of this research was a structured interview with the teachers. A set of questions was produced in a predetermined order with the aim of finding out more information about the teachers' knowledge about and attitude towards teaching learners with specific learning difficulties, as well as their knowledge about the learners themselves. This was to complete the data gained from the observations, as these were quite limited and the data gained from the structured interview offered greater insight into the issue. The following step was the preparation of teaching aids and activities on the basis of the data collected so far. This step is described later on in the thesis.

The last research tool employed for the purpose of this research was an unstructured interview with the learners. The main aim of this research tool was to find out the learners' preferred way of learning. An unstructured interview was chosen in order to enable the learners to freely express their thoughts and ideas, with the support of the interviewer when needed. (Zelinková, 2001, p. 31) The interview was followed by several lessons focused on the application of the teaching aids and activities designed for the purpose of this research, together with the evaluation by both the learners and the teachers at the end of this step. More details are to be add later on in the thesis.

There are many positive features to be named relating to the research tools mentioned in the previous paragraph – such as the possibility to ask supplementary questions during the interview, personal contact with the interviewee etc. Nevertheless, there are also negative features to be referred to – such as the subjectivity of the observer during an observation, change in behaviour of the observed subject etc. In order to support the validity and reliability of the collected data, all of these research tools were combined, together with their positive and negative features.

## 7.6. RESEARCH PROCEDURE

### 7.6.1. INITIAL DATA COLLECTION

As already stated above, the initial data collection phase included two research tools – observation and interview with the English teachers. The aim of this phase was to obtain information about the situation in the classroom itself, the teachers' attitude towards teaching learners with specific learning difficulties, their knowledge about the learners (their characteristics, preferred way of learning) and conditions for teaching learners with specific learning difficulties at the particular school. The main purpose of this phase was to acquire all the possible data in order to proceed to the next phase of the research procedure – teaching aids and activities design. The following two chapters deal with both above mentioned research tools, with the results presented in the final chapter of the initial data collection phase.

### 7.6.1.1. OBSERVATIONS

Observations aimed at gaining data about the situation in the classroom itself, both the teacher and the learner behaviour were considered, as well as the conditions for teaching learners with specific learning difficulties the teacher deals with. In other words, the observations were to provide valuable information about what is actually happening in the classroom. As already stated in the chapter dealing with research methodology and research tools, the option of unstructured observation in the form of field notes was chosen. The observer chronologically, in detail recorded what was observed. Notes about the actions in the classroom were taken, complemented by the observer's own comments (see appendix 1). The observer focused on certain areas of interest, with regards to the theoretical part of the thesis. The areas of interest are the following:

- aim of the lesson
- lesson plan
- end of the lesson
- explanation of the used method
- number of dyslexic/non-dyslexic learners
- active/passive, on-task/off-task behaviour
- classroom seating
- taking notes
- teacher talk – English vs. Czech

- feedback
- organizational forms
- teacher instruction
- more help/time for activities
- opportunities to practice (review)
- learner involvement, participation
- materials and aids used
- multisensory teaching
- readiness based activities
- readiness based homework assignments

These areas of interest are based on the theoretical part of the thesis, mainly on the general principles of teaching learners with specific learning difficulties. Stating the aim of the lesson, presenting the lesson plan and explanation of the used method is important for the involvement in one's own learning. The learner is in the need of knowing what the teacher intends to do, furthermore the learner needs to understand why a certain method is used by the teacher during the lesson. The learner should also be aware of his own progress hence feedback and the end of the lesson are also included among the areas of interest. By giving feedback the teacher assures the learner about his

progress, as well as by summarizing at the end of the lesson in order to point out the progress made during the particular lesson. Another area of interest is concerned with multisensory teaching. Dyslexic learners should be instructed in active and interactive way rather than in the traditional way based mainly on the learner passively listening to the teacher. As each individual learns in a different way, in other words has his own learning style, all of the learning modalities should be employed. The more senses are involved the better for the dyslexic learner. The next area of interest relates to the teacher instruction in terms of the way the learners are explained the subject matter, for instance new grammar. As dyslexic learners have problems in short-term and long-term memory, they need to use logic rather than rote memory. They need to learn the system of things, rely on the learnt pattern. That is why they should be offered other ways of learning, such as mnemonics, visualization, demonstration etc. The following areas of interest – teacher talk (English vs. Czech), more help/time for activities, organizational forms, readiness based activities, readiness based homework assignments, and materials and aids used – relate to the way the teacher treats the dyslexic learners within the classroom. Since each dyslexic learner is different, he or she may require different approach. Some may be perfectly fine with the teacher speaking English all the time whereas others may need translation into Czech. Similarly, some are able to cope with the time given for a certain activity whereas others may need more time or more help on the part of the teacher. Concerning organizational forms, the teacher may in some cases want to intentionally create mixed-ability groups. Readiness based activities and readiness based homework assignments are related to differentiation. As the teacher knows his or her learners, their knowledge, skills and especially their needs, he or she may assign dyslexic learners with different activities or homework. Regarding materials and aids used, the focus is on the variety offered and adjustments made. The next area of interest included in the observation is opportunities to practice and review. It is included because of the fact that dyslexic learners should be provided with plenty of opportunities for reinforcement, practice and review of what was learnt. Another area requiring support is organization of time and space. This is represented by lesson plan, classroom seating and taking notes. Providing a lesson plan is a good example of such support along with well organized classroom with minimal distractions and proper organization of the learner's own work. The last area of interest

involves the learner. The focus is on the number of dyslexic learners among the non-dyslexic learners, on the learner's behaviour during the lesson, as well as the learner involvement during the lesson in terms of explanation or participation in the design of some tasks.

As mentioned above, the observations were conducted in form of field notes – notes about the actions complemented by the observer's own comments (appendix 1). Each class of the seventh grade was visited for five times, throughout the period of two weeks. Even though there was no direct participation of the observer, the classes and the teachers might have been influenced by the presence of the observer, nonetheless, there was no evident change in their behaviour throughout the observed lessons. There was almost the same number of learners in each class – nineteen learners in class A, including three dyslexic learners and eighteen learners in class B, including one learner with dyslexia. The observed lessons in class A took place in the school's language classroom which offers more possibilities than the usual classroom, for instance the already mentioned interactive whiteboard. The observed lessons in class B took place in the usual classroom offering the usual equipment of a black board and the CD played brought in by the teacher. As the above stated areas of interest suggest, both the teachers and the dyslexic learner were focused on.

#### 7.6.1.1.1. OUTCOMES

As stated above, the observations focused on certain areas of interest. The reason for choosing these particular areas was explained in the previous chapter. All of the areas of interest were divided into seven groups.

The first group concentrated on stating the aim of the lesson, providing a lesson plan, explanation of the used method, feedback and the end of the lesson. Throughout the observed lessons, the teachers neither explicitly stated the aim of the lesson, nor provided a lesson plan. Concerning the method used, there was no explicit explanation for the learners. They simply followed the teachers' instructions even though they might have not understood why. There was a lot of feedback provided to the learners by both teachers. The end of each lesson was rather chaotic, the teachers trying to sustain the learners' attention in order to assign homework or draw attention to the up-coming test.

The second group involved multisensory teaching methods. Teacher A involved all of the modalities throughout the observed lessons, instructed in a very active and interactive way. The lessons of teacher B were instructed in rather traditional way, learners passively listening to the teacher, involving only visual and auditory modalities.

The third group was concerned with teacher instruction, in terms of the dyslexic learner being in the need of using logic rather than rote memory. Teacher A focused mainly on visualization and practice. A great amount of pictures was involved, using the interactive white board, with a lot of practice offered through different types of activities. Teacher B focused mainly on demonstration, body language, giving examples, and helping with mnemonics.

The fourth group comprised teacher talk, more help/time for activities, organizational forms, readiness based activities, readiness based homework assignments, and materials and aids. Teacher A spoke English most of the time with translation into Czech when she felt the necessity for it. Teacher B spoke mainly Czech. The dyslexic learners were provided with more help by both teachers, whereas the time given for individual activities was the same for all learners. Concerning organizational forms, teacher A involved frontal teaching, as well as pair work and group work. The pairs and groups were formed by the learners (as they were seated in the classroom), not intentionally by the teacher. Teacher B involved only frontal teaching during her lessons. Regarding readiness based activities and readiness based homework assignments, neither of the teachers adjusted them to the different learner needs. Throughout the observed lessons, teacher A used the interactive white board very frequently together with dictionaries and posters with grammar rules. Teacher B used only the textbook and the blackboard as the lessons took place in the regular classroom only.

The fifth group dealt with opportunities to practice and review. There were many chances to practice and review what was learnt offered by teacher A. She employed different types of activities to do so. Teacher B on the other hand did not offer as many chances as teacher A. There was usually only one activity offered for the practice of certain set of vocabulary or grammar.

The sixth group related to the organization of time and space, namely lesson plan, classroom seating, taking notes and learner involvement. As already stated, lesson

plan was not provided at all. All learners were taking notes in the form of copying off the black board, no handouts were provided. Two learners in class A seemed perfectly fine with copying off the board, whereas one learner in class A and one learner in class B seemed to struggle with this, not having enough time or not paying attention at all. In regards to classroom seating, the following scheme is provided, illustrating the position of the dyslexic learners in the classroom.

Class A                    Class B
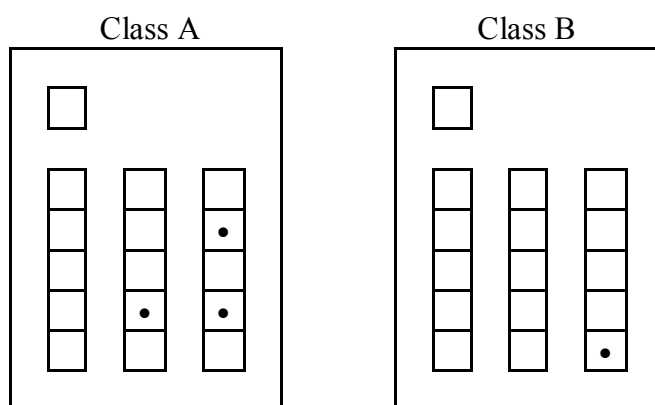


The very last group of areas of interest focused on the dyslexic learner, the number, behaviour and involvement. The number of dyslexic learners among the non-dyslexic learners, as stated above, is three among nineteen in class A and one among eighteen in class B. Regarding the learner behaviour, learners in class A were mainly active and on-task, with the exception of one learner being rather passive. They seemed pretty interested in the lesson. The learner in class B was passive and off-task all the time, with no visible interest at all. As for the learner involvement, teacher A tried to involve all learners as much as possible when talking about grammar rules. One of the observed lessons included an activity designed by one of the learners. This activity was very interesting and entertaining for the rest of the class. Teacher B did not involve the learners much, she rather explained everything herself.

### 7.6.1.2. INTERVIEWS

Interviews with the teachers aimed at supplementing the data provided by the observations, offering more information about the teachers' knowledge about and attitude towards teaching learners with specific learning difficulties, their knowledge about the learners and the conditions provided by the particular school. The option of

a structured interview was chosen comprising a set of questions in a predetermined order with the purpose of completing the data gained through the observations as it offered a greater insight into the issue. Since the interview was intended to complete the observations, it was based on similar areas of interest stemming from the theoretical part of the thesis, additionally covering other areas, those not possible to be observed during the lessons and those requiring the teachers' opinion.

The first part of the interview focused on the teacher, her teaching qualification, the years of teaching experience, and the possibility to extend her knowledge in the area of specific learning difficulties. The second part dealt with cooperation between the teacher, the parents and the specialists. It also considered the conditions and support provided by the particular school. The next part concentrated on the learner – how the teacher perceives the learners in the class, how she helps them to organize their own work, what strategies and techniques she uses, what she thinks is their preferred learning style, and in what way they are evaluated. It also focused on finding out whether she adjusts activities and materials for them, whether she is concerned about their position in the classroom, whether she requires preparation of the books before the lesson starts and whether she encourages learners to participate in the design of some tasks. The last part of the interview was concerned with the term "learnt-helplessness" and with the issue of fairness as non-dyslexic learners might feel that dyslexic learners are helped more than necessary.

The interview was realized after the observation phase. It composed of open questions, some provided with options to choose from (see appendix 2), offering the possibility of asking supplementary questions by the interviewer and gaining personal opinions of the interviewees. The teachers were provided with explanation of unfamiliar terms when needed. Both teachers agreed on the interview being recorded. The recordings were subsequently transcribed for the purpose of the analysis and data interpretation.

### 7.6.1.2.1. OUTCOMES

The first part of the interview (questions 1 – 3, appendix 2) focused on the teacher. Neither of the teachers is a qualified English teacher, however, teacher A has been attending an English course. In terms of teaching experience, teacher A has

been teaching for fifteen years and teacher B for two years. Both teachers have the possibility of extending their knowledge about specific learning difficulties since the school offers different kinds of courses to the teachers. Teacher A has already attended a seminar about teaching English to dyslexic learners.

The second part of the interview (questions 4 – 6, appendix 2) concentrated on cooperation between the teacher, parents and specialists along with the support on the part of the school. Both teachers stated that cooperation with parents is in majority of cases insufficient. The parents are not willing to participate, only make excuses for their children, not making effort to help them in any way. There are of course some exceptions as some of the parents try to help their children and cooperate with the teacher. The parents visit the school only during the regular teacher-parent meetings; some do not visit the school at all. Concerning cooperation with specialists, both teachers benefit from the school's educational advisor who informs them on a regular basis. There is also a psychologist visiting once a month. Parents are also offered to visit the psychologist if they are interested. The school, as already suggested, offers the teachers different kinds of courses to extend their knowledge and skills, moreover, the teachers are supported by the school's educational advisor and the psychologist. What both teachers agreed on is the fact that sometimes there are high demands placed on them by the head teacher leading to, for instance, not having enough time for lesson preparation or demands in the form of comparative tests. Teacher A mentioned not having much time to work with dyslexic learners during the lessons and rather working with non-dyslexic learners because of the comparative tests. She explained this by giving an example of the head teacher asking questions about why the results are so bad, therefore she feels she cannot spend much time with the dyslexic learners.

The third part of the interview (questions 7 – 18, appendix 2) focused on the learner. Both teachers talked about the difference between learners, some being very active during the lessons with no visible problems, on the other hand, some being rather passive in need of more help from the teacher. Concerning the classroom seating, both teachers prefer the dyslexic learners seated close enough in order to better watch them during the lesson and usually seated next to a non-dyslexic learner as they may help the dyslexic learners. Both teachers have moved some dyslexic learners in the past,

teacher B pointing out the problem of this, as sometimes it is impossible for it is the class teacher who organizes the classroom seating. All of the learners are always required to prepare their books before the lesson starts in order to prevent distractions. Neither of the teachers provides the learners with handouts; they prefer them to copy off the board, being old enough and having enough time to make notes in their exercise books. Teacher A mentioned that some learners may sometimes have problems with that, mostly due to off-task behaviour. These learners usually do not fill in the missing parts even if they are asked to. Both teachers check the learners' exercise books in order to make sure it includes everything it is supposed to. Teacher B does not assign long-term projects for she thinks it is too complicated for the learners. Teacher A always makes sure that everyone in the classroom knows what they are supposed to do, providing clear instructions at the beginning and checking regularly through the set deadlines. Regarding preferred learning style, neither of the teachers really focuses on this. Teacher A rather employs different kinds of activities. Teacher B pointed out that only once she has helped a dyslexic learner to find out the suiting learning style, together with his parents. She perceives most of the other dyslexic learners as only making excuses and being lazy. To address the learners' logic rather than rote memory, teacher A uses a lot of practice during the lessons to make sure the learners really know how to use new grammar or vocabulary before they are asked to make notes in their exercise books and study at home. Teacher B involves a lot of demonstrating and mnemonics; she tries to explain things through everyday situations, through real life, for instance using TV advertisements as an example. Concerning adjustment of activities for dyslexic learners, neither of the teachers intentionally does so. They offer help during the lesson when they think it is necessary. They always assign the same homework to all learners. Teacher A, every now and then, asks some learners to prepare some activity for their classmates, whereas teacher B never does so. In terms of dealing with learners who cannot cope with either what is being taught or activities presented, teacher B works with the learner individually while others work on their own either in groups or individually. She also praised a dyslexic learner usually sitting next to a non-dyslexic learner who helps when needed. Teacher A makes use of forming mixed-ability groups to make the dyslexic learners to participate and others to help them when needed. Both teachers provide dyslexic learners with more time if necessary. When

producing material neither of the teachers adjusts it for dyslexic learners, nor is much aware of what is suggested for them. Teacher A uses the interactive white board most of the time for it makes the lessons more interesting and learners are more involved. It also offers more possibilities for the teacher to enrich the lessons. Neither of the teachers employs learning by touch. Regarding the textbook, both teachers are contented with it. In terms of evaluation, both teachers prefer oral testing over written tests.

The last part of the interview (questions 20 – 21, appendix 2) comprised the term "learnt-helplessness" and the issue of fairness. Teacher A teaches one dyslexic learner who already gave up and nothing works with him. She tries to help those who are in need of help for instance by asking a question she knows the learner will be able to answer. Teacher B deals with each learner individually, relying on what the learner is or is not able to do. Teacher A never experienced problems with non-dyslexic learners feeling that it is unfair that dyslexic learners are treated differently. They help them a lot. Teacher B has some experience in this area. She did not really explain the reason of the different treatment, she rather used her authority.

### 7.6.1.3. CONCLUSION

The above mentioned research tools – observation and structured interview with English teachers aimed at gaining information about the teachers attitude towards teaching learners with specific learning difficulties, their knowledge about the learners as well as the conditions and situation at the particular school. Both teachers prefer individual approach to these learners rather than differentiation. Neither of the teachers adjusts activities or material. They rather offer more help when the dyslexic learner needs it. Even though they do not focus on the learners' preferred way of learning, they try to incorporate different types of activities into their lessons. The reason for not focusing much on the dyslexic learners is either their bad experience in terms of the dyslexic learners making only excuses and not making effort, or high demands placed on the teachers by the head teacher leading to not having enough time for preparation of the lessons. Both teachers agreed on the preparation being time consuming, having a lot of classes and having more subject matter to cover, disabling them to lose time. Even though both teachers claimed that they do not intentionally focus on the dyslexic learners, during the observations of the lessons of teacher A it was

noticeable that her teaching experience enables her to handle the situation very well. She helps and supports these learners in a natural way. Both teachers praised the non-dyslexic learners, having no problem in helping their dyslexic classmates. What is in the need of improvement is the cooperation with parents as most of them are not willing to participate and help their children. They rather use the specific learning difficulties of their children as an excuse, taking the teachers' work for granted.

Completion of the initial data-collection phase offered the possibility of answering the first five research questions. The answers are the following:

- *What is the teacher's attitude towards teaching learners with specific learning difficulties?* As already stated, both teachers prefer rather individual approach to their learners according to their particular needs.

- *What is the teacher's knowledge about the learners with specific learning difficulties, their characteristics and their preferred way of learning?* Both teachers with no doubt know their learners, enabling them to support and help the learners if necessary, even though they do not focus on their preferred way of learning.

- *What techniques are used by the teacher when working with learners with specific learning difficulties?* Teacher A uses different types of activities, visualization, and offers a lot of practice during the lessons. Teacher B uses a lot of examples, including those from real life, demonstration and mnemonics.

- *What are the conditions for teaching learners with specific learning difficulties in the particular school?* The school offers support in form of the school's educational advisor, regular visits of a psychologist and the possibility of extending the teachers knowledge by attending courses and seminars. Both teachers mentioned high demands on the part of the head teacher.

- *What is the level of cooperation between the teacher, the parents and the specialists?* Cooperation with parents is, as suggested above, not sufficient enough. It is in the need of improvement. Cooperation with specialists is facilitated mainly through the school's educational advisor and the psychologist visiting the school once a month.

### 7.6.2. TEACHING AIDS AND ACTIVITIES DESIGN

After completion of the initial data-collection phase, teaching aids and activities design phase followed. It relied on the data gained through the previous phase, along with the theoretical part of the thesis. Its aim was to develop teaching aids and activities for teaching learners with specific learning difficulties. The teaching aids and activities were divided into six groups, in accordance with the similarities in their aim and their actual usage. The following books served as a source of inspiration for their development. Individual reference is presented in the appendix, only with those, directly copied from one of the books listed below.

- BROOMFIELD, H., COMBLEY, M.. *Overcoming dyslexia: a practical handbook for the classroom.*
- ZELINKOVÁ, Olga. *Cizí jazyky a specifické poruchy učení.*
- PECHANCOVÁ, B. SMRČKOVÁ, A. *Cvičení a hry pro žáky se specifickými poruchami učení v hodinách angličtiny.*

### 7.6.2.1. FLASH CARDS, MIND MAPS, PICTURE DICTIONARY

Flash cards, mind maps and picture dictionary (appendix 3) were chosen mainly with the aim of showing the learners other possibilities of learning. All of them involved pictures, being helpful for dyslexic learners, especially for visual learners. There are various ways and possibilities of using these, either at school or at home. Even though all of these are quite common, none of the learners had experience with them. All of the learners claimed that when studying at home they only use either the list of vocabulary provided by the textbook used at the school or their exercise books with notes from the lessons. Each of the learners responded to these tools very well, stating that from now on they were going to use these when studying for lessons at home.

### 7.6.2.2. CHOOSE THE WORD, MATCHING, PAIRS

Choose the word, matching and pairs (appendix 4) aimed at vocabulary acquisition, its practice and review. It again incorporates visualization into learning. The first activity involves the learner's passive vocabulary, the words the learners understand but do not use yet. During this activity, the learner connects a picture with a new word, choosing from more options, leading to activation of passive vocabulary (Zelinková, 2006, p. 87). The activity involving matching offers

the possibility to be used in various ways and is very simple in terms of preparation and actual usage. For the purpose of this research, the matching activity was used for vocabulary practice. The learners were asked to prepare a set of cards – one group with words, one group with pictures. They were then showed how they can practice vocabulary by simply matching the pictures to the words and vice versa. The same cards were then used for the well-known game of pairs. As the learners also knew this game, they enjoyed playing it, while learning.

### 7.6.2.3. GAP FILLING, TACTILE MULTISENSORY TECHNIQUES

Gap filling activity (appendix 5) was chosen for the purpose of practicing spelling of the words given, since dyslexic learners usually have problems with the right order of letters within a word leading to their problems in reading (Pechancová, Smrčková, 1998, p. 33). Tactile multisensory techniques comprised writing in sand and writing on each other's back. These were chosen in order to facilitate learning by touch, mainly suiting the tactile-kinaesthetic learners. For the purpose of this research, these two activities also aimed at the practice of spelling of the given words. Writing in sand may not be suitable during regular lessons for its practical reasons. However, writing on each other's back is very simple and practical, not requiring any preparation of teaching aids.

### 7.6.2.4. POSTER

This activity (appendix 6) comprises vocabulary practice and grammar practice along with speaking. At first, learners were asked to label each room within the whole house. This can be of course extended to other vocabulary for the purpose of regular lessons. Next, they were asked to make questions and subsequently answer about the activities in each room (e.g. Do you cook in the bathroom? No, we don't. We cook in the kitchen.). After answering, they would put the label "cook" on the poster, where kitchen was labelled. They continued asking, answering and labelling each room, until the whole house was situated. During this activity, the learners practiced vocabulary relating to the rooms in the house, making questions and answers in present simple, while speaking. The fact that the activity involved labelling the poster offered more interest on the part of the learners.

### 7.6.2.5. Verb to be, Mime, Simon says, Poem

The "verb to be" activity (appendix 7) aimed at the revision of verb to be – its matching to each pronoun and completing in a sentence (present continuous). After that, learners were asked to match the sentences to the pictures in order to check their understanding of the sentences given. For matching the verb to the pronouns learners were provided with two colours – red for the pronouns and blue for the verb. This facilitates better orientation when dealing with the sentence word order and each word class since the sentence word order in English may be different from the Czech one. (Zelinková, 2006, p. 90) The activities involving mime and Simons says were used in order to practice present continuous and making commands. These activities incorporate movement into learning, especially preferred by tactile-kinaesthetic learners, and offer a stress-free environment together with fun. With mime, one learner acted the activity (e.g. cooking) and others guessed what he was acting, saying a whole sentence out loud (e.g. He is cooking.) With Simon says, either the teacher or the learner ordered the others what to do (e.g. Sweep the floor!). As they acted the command out the teacher clearly saw whether they understood or not. The poem (appendix 7) is focused on the "ing" suffix. This suffix may be quite confusing for dyslexic learners, making the word difficult to recognize and read it out. It is suggested that the learner covers the "ing" suffix, making a difficult word become easy to recognize. (Broomfield, Combley, 1997, p. 172) During this activity the learners were asked to read the poem with the teacher, find all the words including "ing" suffix and put a ring around those words. Next, they were asked to write the words in a box and to indicate how the word was formed. This was to help them to realize how the word is formed and how to read it.

### 7.6.2.6. Pronunciation Flower, Ladder Game

The pronunciation flower activity preceded the ladder game (appendix 8). Both activities aimed at encouraging sound discrimination. During the first activity the learners were simply asked to read the words out in order to become more aware of the given sounds. These sounds were involved in the second activity as well. Each learner was provided with a ladder, each with a different sound. The caller, either a teacher or a learner, would take a card and read it. The learners' task was to listen

for their own sound. After hearing their sound, they would climb up the ladder. The first to reach the finish line was the winner.

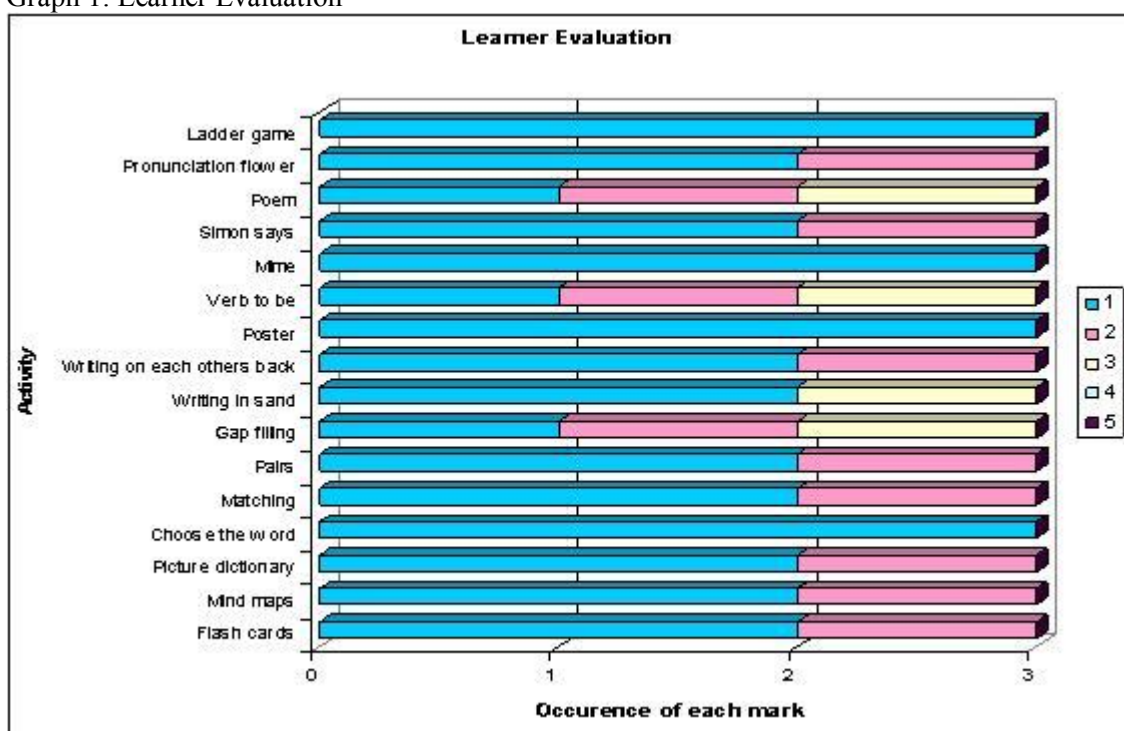### 7.6.3. APPLICATION OF THE TEACHING AIDS AND ACTIVITIES

This phase aimed at finding out what type of activities and teaching aids suits the best both the learners and the teachers, with the learners focusing on their preferred way of learning and with the teachers focusing on the feasibility of using these during the regular lessons. During this phase of the research procedure, the application itself was involved, along with the preceding unstructured interview with the boys and the following evaluation by both the teachers and the learners. As already mentioned, there were three dyslexic learners in class A and one dyslexic learner in class B. Since one of the learners in class A was ill during this phase, only three dyslexic learners participated. Before the beginning of this phase, parents of the three boys were informed about what was to happen and asked for their permission. The boys were released from their regular English lessons, with the permission of their English teachers and the head teacher for one week, which means three lessons were available for the purpose of this phase of the research procedure. The boys were interviewed during the first lesson, followed by two lessons of the actual application of the teaching aids and activities designed. At the end of the third lesson, the boys were asked to evaluate each teaching aid and activity presented. Next, the English teachers were also presented with the teaching aids and activities and asked for their evaluation.

As stated above, an unstructured interview was chosen for the purpose of enabling the learners to freely express their thoughts and ideas, with the support of the interviewer when needed. (Zelinková, 2001, p. 31) Notes were taken during this interview. It aimed at finding out their preferred way of learning. Each boy was interviewed individually. All of them were asked two questions – the first one was concerned with what activities they like during their English lessons and the second one with how they study at home. All of the boys claimed that they do not like sitting and listening to their teacher during the lessons, especially when the teacher explains something (e.g. new grammar). One of the boys stated that he does not like writing into his exercise book or his workbook. Other boy mentioned that he hates working individually as he usually does not know either what to do or how to do it. All of

the boys implied that they like the interactive white board the most. They enjoy the lesson more when it is used. They like to touch it and to move the words, pictures or sentences. They think it is more fun. Other things they mentioned they enjoy are games of any kind, working in groups with their friends and movement. Regarding the studying at home, all of the learners at first mentioned they do not like studying at home. Only one of them mentioned that his parents help him with studying for English lessons. All of them stated that they use either the list of vocabulary provided by the textbook or their notes from the lessons.

During the actual application the boys were presented with the teaching aids and activities throughout two lessons in a pre-determined order (see chapter 7.6.2.). This was due to the logical continuity – at first they were presented with some vocabulary, it was then practiced through several activities, later some grammar was reviewed and practiced together with the vocabulary presented before; lastly the focus was on the sound discrimination and its practice. At the end of the second lesson (third in total) the boys were asked to evaluate the aids and activities presented. In order to do so, they were provided with an evaluation sheet (see appendix 9). The evaluation was aimed to be as simple as possible. Each activity was evaluated from one to five – one being the best, five being the worst. This scale was used for its simplicity as the boys are familiar with the marking system; they experience it at school every day. To illustrate the results of their evaluation the following graph was created.

Graph 1: Learner Evaluation

As the graph above shows, none of the activities was marked by four or five by neither of the learners. Mark three was the worst mark the teaching aids and activities got. The learners were also asked to write comments to the activities they wanted. All of them chose to write comments to the activities they liked the most. Each learner commented on different activities. Learner A commented on the following activities – matching, pairs and poster, stating that he will try these at home. Learner B commented on activity involving writing on each other's back, stating that he likes it very much and on mime, stating that he likes it this way. Learner C expressed the wish to include the activity Simon says into regular English lessons. As for the evaluation by individual learners see appendix 10.

Regarding the evaluation by the English teachers, oral evaluation was chosen and notes were taken. Both teachers were asked to evaluate the activities and teaching aids from their point of view, considering preparation of such activities for their English lessons and their actual usage. Teacher A stated that she likes all of the activities, however, she cannot imagine the preparation as she teaches many classes (not only English) and she has to prepare for all of them, check all the exercise books, homework and tests. Another thing she emphasized was the amount of vocabulary and grammar there is to cover with the lower-secondary learners and the number of learners present during the English lessons (up to 23), being difficult to cope with. She would rather use such activities as an enrichment of the regular lessons. She prefers to prepare activities for the interactive white board, rather than those presented, since there is also the possibility to download and use activities already prepared by other teachers. She very much liked the activities involving pronunciation – pronunciation flower and ladder game – for she has never come across such an activity. Teacher B also praised these two activities, for the same reason, along with the following - choose the word, pairs and verb to be. She perceives these activities as being possible to prepare and use during regular English lessons. She stated that the rest of the activities is too complicated and rather waist of her time to prepare it and use it, for she has already tried similar activities, such as the poster, and it did not work.

### 7.6.3.1. CONCLUSION

The teaching aids and activities design, its application and evaluation by both the teachers and the learners aimed at answering the last three research questions.

- *What is the learners' preferred way of learning?* The learners prefer more active and interactive activities during the English lessons mainly involving the interactive white board, games and movement around the class.

- *What type of activities suits the learners the best?* The learners liked most of the activities presented, mainly activities involving tactile-kinaesthetic modality - movement (Simon says and mime) and touch (writing on each other's back), and visual modality (matching pictures and words, pairs and poster).

- *What type of activities suits the teachers the best?* Both teachers agreed on the activities involving pronunciation to be something new and interesting, something they would like to try in their lessons. Teacher B also praised other activities – such as choose the word, pairs and verb to be – since she perceived them as being possible to prepare and use during regular lessons.


### 7.7. CONCLUSION OF THE PRACTICAL PART

The practical part of the thesis aimed at ascertaining what demands of integration of learners with specific learning difficulties are placed on the teacher throughout the teaching-learning process. In order to achieve the overall aim, supplementary aims were established for each part of the research procedure, followed by the research questions based on the theoretical part of the thesis in the interest of supporting the validity of both the research and the research tools. All of the research questions were answered throughout the research procedure, after completing its individual phases.

The initial data-collection phase aimed at obtaining information about the situation in the classroom, the teachers' attitude towards teaching learners with specific learning difficulties, their knowledge about the learners (their characteristics, preferred way of learning) and conditions for teaching learners with specific learning difficulties at the particular school. Both teachers prefer individual approach to learners with dyslexia, providing more help during the particular lessons. Neither of the teachers is aware of the individual learning styles, rather offering different types of activities

to the class. Their attitude towards teaching learners with specific learning difficulties is influenced either by bad experience in terms of the dyslexic learners making only excuses and not making effort, or by high demands placed on the teachers by the head teacher leading to not having enough time for preparation. Both of the teachers stated that preparation is time consuming, as they have a lot of classes and more subject matter to cover, disabling them to lose time. Concerning cooperation with parents, both teachers have the same experience mostly in the unwillingness to participate. Cooperation with specialists is facilitated through the schools' educational advisor and the psychologist.

The teaching aids and activities phase design, followed by the actual application and evaluation aimed at finding out what type of activities and teaching aids suits both the learners and the teachers the best, considering the learners preferred way of learning and the feasibility of using these during the regular lessons on the part of the teachers. As suggested above, this phase also involved an unstructured interview with the boys and the evaluation by both the teachers and the learners. Regarding the learners, they prefer active and interactive activities, involving the interactive white board, games of any kind, and movement around the classroom. As for the type of activity, they incline towards activities involving tactile-kinaesthetic and visual modality. Concerning the teachers, they prefer less time-consuming activities and less demanding activities n terms of their preparation and application.

As for the overall aim of the practical part, the final chapter of the thesis offers its conclusion.

## 8. CONCLUSION

The theoretical part of the thesis offered an insight into the area of integration of learners with specific learning difficulties into mainstream classes, drawing attention to the teacher's key role in the process of such integration. At first, it focused on the legislation concerning the education of learners with specific learning difficulties, aiming at pointing out the current situation in the Czech Republic in this area. The next part commented on the integrative education of learners with specific learning difficulties, complementing the previous chapter, offering an insight into the area of integrative education within the Czech educational environment. The following part provided explanation of the term "specific learning difficulties". The differences in terminology used within the Czech and the English environment were clarified; the historical development of the definitions of this term was provided since there were many changes made since the first attempts of defining this term up to the present; individual subtypes of specific learning difficulties were presented, being common within the Czech environment; etiology of the term was provided in order to describe the factors causing specific learning difficulties; and lastly, diagnosing specific learning difficulties was commented on since it offers better understanding of the dyslexic learner needs. The final chapter of the theoretical part focused on the teacher and his key role in the process of integration of learners with specific learning difficulties. It offered the teachers point of view, pointing out the issues the teacher deals with when teaching dyslexic learners, along with explaining how the teacher's key role is complemented by other factors, the parents and the specialists.

The practical part of the thesis aimed at ascertaining what demands of integration of learners with specific learning difficulties are placed on the teacher, being the key factor in their integration, throughout the teaching-learning process. In order to achieve the overall aim, supplementary aims were established for each part of the research procedure, followed by the research questions, ensuring the validity of the research and its results. Throughout the individual phases of the research procedure, different research tools were used, employing different points of view, including the observer through observations, the English teachers and the learners through interviews and evaluation, with the purpose of ensuring the reliability of the collected data. After gaining the data and completing the individual phases of the research

procedure, the research questions were answered. Concerning the overall aim of the practical part, its conclusion is to be articulated in the following paragraph.

When teaching heterogeneous classes including learners with specific learning difficulties the teacher needs to meet the dyslexic learners' special needs. As it was found out during the research, this is demanding mostly in terms of time – either during the preparation for individual lessons or during the realization of particular lessons. Preparation is demanding in terms of adjusting the content, activities and materials, addressing different learning styles by using multisensory teaching methods, addressing the learners' logic by giving more examples, demonstrations, visualization, or mnemonics, all in order to meet the learners' special educational needs. The actual realization of the lessons is demanding mostly in providing more support and help to the learners and in providing them with enough opportunities for success, while having up to twenty-three learners in the class. The English teachers claimed that it is usually not possible to concentrate more on the dyslexic learners, primarily because of the time factor. They teach a lot of classes at the lower-secondary school having to cover more content (e.g. more grammar and vocabulary is to be taught), checking more exercise books, evaluating more tests. Since both teachers, as they stated, cannot concentrate much on the dyslexic learners during the preparation, the actual lessons are more demanding for them in terms of providing the learners with more help, support and individual instruction, while others work on their own, moreover the teachers have to limit distractions in the classroom, provide the dyslexic learners with more time if needed, and provide enough opportunities for their success. As both teachers suggested, they try to approach dyslexic learners individually, however, it is not possible all the time. This is due to the fact that there are quite high demands placed on the teaching staff on the part of the head teacher, sometimes making it impossible to spend more time with dyslexic learners. Since neither of the teachers intentionally focuses on the dyslexic learners during the preparation phase due to the above mentioned reasons, the actual realization places higher demands on them. This is why they are not able to evaluate and compare the difference between lessons with and without preparation, in terms of intentional focus on the dyslexic learners. Comparing the two teachers, even though both claimed that they cannot intentionally focus on the dyslexic

learners, teacher A is a great example of an experienced teacher, naturally supporting her learners, making the lessons dyslexia-friendly.

In conclusion, the thesis offered an insight into the area of integration of learners with specific learning difficulties into mainstream classes, pointing to the teacher's key role in the process of integration of learners with specific learning difficulties, and ascertaining what demands are placed on the teacher throughout the teaching-learning process. As stated in the previous paragraph, teaching a heterogeneous class including dyslexic learners may be quite demanding. The success of such process depends equally on the teacher's attitude, experience, knowledge, and skills, as well as on the given conditions and possibilities.

# 9. RESUMÉ

Vzdělávací proces je složitým organismem interakce, komunikace a také jevištěm, na kterém učitel jako jeho klíčový činitel v praxi využívá své schopnosti a dovednosti k dosažení cílů, jež si v daném vyučovacím procesu stanoví. Zásadní význam jeho role je dán neustávající interakcí mezi ním a žákem, která ovlivňuje a formuje oba účastníky. Kompetence učitele vycházející z dobré obeznámenosti se schopnostmi žáků na něj klade nelehký úkol identifikátora, pozorovatele a také hodnotitele. Vnímavost a zodpovědný přístup by měly být nedílnými součástmi učitelovi osobnosti. Učitel může svým konáním zásadně ovlivnit rozvoj a pokroky žáků v průběhu vyučovacího procesu. Nejinak je tomu i při interakci s žáky se specifickými poruchami učení (dále jen SPU), kteří vůči vedení a pomoci učitele vykazují ještě větší citlivost než ostatní žáci.

Teoretická část diplomové práce pojednává ve svém úvodu o legislativních podmínkách vzdělávání v České republice s důrazem na vzdělávání žáků se SPU. V souladu se současným trendem vzdělávací politiky České republiky umožňuje integrace všem žákům dosažení stejné úrovně vzdělání. Klíčovým kurikulárním dokumentem je tzv. Bílá kniha - národní program rozvoje vzdělávání v České republice. Zde jsou zakotveny nové principy kurikulární politiky, která nastoluje nový systém dokumentů, a to na státní - Rámcový vzdělávací program (RVP) a na školní - Školní vzdělávací program (ŠVP) úrovni. Pro ilustraci legislativních podmínek pro vzdělávání žáků se SPU jsou uvedeny výňatky ze Školského zákona ČR, příslušných vyhlášek a RVP. Následuje objasnění problematiky integrace žáků se SPU v podmínkách českého vzdělávacího systému. Žáci se SPU nejsou segregováni, tak jako tomu bylo v minulosti (speciální dyslektické třídy apod.), ale naopak integrováni do vyučovacího procesu společně s ostatními žáky. K zásadním změnám pohledu na žáky se SPU dochází v České republice po roce 1989, kdy začaly být upravovány podmínky a vymezována kritéria pro integraci těchto žáků.

Pro koncipování samostatné kapitoly zabývající se specifickými poruchami učení bylo nejprve nutné zorientovat se v terminologické nejednotnosti dané problematiky. V českém prostředí figuruje pojem specifické poruchy učení jako pojem nadřazený, zahrnující pojmy dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, dysmúzie a dyspinxie. Anglosaská terminologie operuje pouze s pojmem „dyslexia"

coby pojmem nadřazeným a dále jej nečlení. Pro potřeby této práce je pojem specifické poruchy učení použit jako ekvivalent pojmu „dyslexia", protože se jednotlivé poruchy tak jak je známe v našem prostředí nevyskytují izolovaně a u každého jedince se projevují jiným způsobem. S problematikou terminologické nejednotnosti se současně setkáváme i na poli samotné definice SPU. Proto je zde uveden nástin historického vývoje v oblasti definování SPU. Stávající penzum definic SPU je odrazem tohoto vývoje. Do etiologického pohledu na tuto problematiku zasahuje stále rostoucí množství poznatků z oborů jako je psychologie, pedagogika, sociologie či neurologie. Proto se před námi otevírá široké pole příčin těchto poruch a výzkum v této oblasti stále pokračuje. Pro správnou volbu prostředků pro práci se žáky se SPU je nutná včasná diagnostika. Pouze diagnóza stanovená pedagogicko-psychologickou poradnou nebo speciálním pedagogickým centrem opravňuje k integraci daného jedince. Pro lepší pochopení potřeb žáka je vedle odborné diagnostiky neméně zásadní i pohled rodičů a učitele.

Poslední kapitola teoretické části přibližuje učitele jako klíčový faktor v procesu integrace žáků se SPU. Kapitola je koncipovaná z pohledu učitele a objasňuje jeho pozici v dané problematice. Charakteristika interakce mezi učitelem a žákem představuje nároky, které na učitele daný druh interakce klade. Problémy, se kterými se žáci potýkají v mateřském jazyce, se logicky v různé intenzitě promítají i do výuky jazyka anglického. Problémy, se kterými se učitel setkává při výuce žáků se SPU, jsou různorodé, ať už je to nižší schopnost rozvoje komunikativní kompetence, či problémy při psaní a čtení (záměna písmenek, problém při opisování z tabule, atd.). Dále jsou uvedeny obecné principy pro práci se žáky se SPU, jejichž volba závisí na dobré znalosti potřeb jednotlivých žáků. Stejně tak učitel volí vhodné materiály a pomůcky, které rovněž odpovídají jejich individuálním potřebám. Výuka heterogenních tříd s integrovanými žáky se SPU klade na učitele rozdílné nároky ve všech fázích vyučovacího procesu, tzn. ve fázi přípravy, realizace a evaluace. Dalším druhem interakce je spolupráce mezi učitelem, rodičem a odborníkem. Rodiče plní v tomto vztahu roli identifikátora (kterou v některých případech zastává i učitel), který by měl vzhledem ke specifickému vztahu k dítěti jako první odhalit případné potíže a kontaktovat školu. Odezva ze strany školy přichází v podobě pomoci a návrhu řešení, pomůže rodiči vyhledat případnou odbornou pomoc. Ta je v České republice k dispozici

v podobě pedagogicko-psychologických poraden či výchovných poradců působících přímo ve školních zařízeních. Spolupráce těchto tří činitelů je důležitá, protože každý na žáka nahlíží z jiného úhlu.

Cílem praktické části diplomové práce bylo zjistit, jaké nároky jsou kladeny na učitele při výuce žáků se SPU v jednotlivých fázích vyučovacího procesu. Pro dosažení tohoto cíle bylo nutné stanovit dílčí cíle pro jednotlivé části realizovaného výzkumu. Dosažení dílčích cílů bylo podpořeno doplněním výzkumnými otázkami, které se zakládají na poznatcích vycházejících z teoretické části této práce. Teoreticky ukotvená východiska pro praxi podpořila validitu realizovaného výzkumu. Následuje charakteristika podmínek, v kterých daný výzkum probíhal (charakteristika školy, výuka anglického jazyka v ŠVP, výchovný poradce na škole atd.). Pozornost byla orientována na učitele anglického jazyka, v tomto případě jsou to dva neaprobovaní učitelé s rozdílnou délkou pedagogické praxe. Dále na žáky dvou sedmých ročníků dané základní školy, z nichž se v obou třídách vyskytli žáci se SPU. Z celkového počtu 37 žáků byly u čtyř žáků diagnostikovány specifické poruchy učení.

Od dílčích cílů i výše uvedené charakteristiky výzkumného prostředí se odvíjela metodologie a volba výzkumných nástrojů. Byla použita metoda behaviorální v podobě observace a metoda explorativní ve formě strukturovaného a nestrukturovaného rozhovoru.

Samotná realizace výzkumu probíhala ve třech fázích. První fáze si kladla za cíl zmapování situace, zorientování se v postojích učitelů a jejich přístupu k žákům se SPU. Sběr dat byl uskutečňován na základě observací ve formě terénních zápisků. Observace byla nestrukturovaná, ale konkrétní sledované oblasti vycházely z teoretické části práce. Pozorování probíhalo po dobu dvou týdnů, přičemž každá třída byla sledována pětkrát. Zorientování se v pozorované situaci bylo doplněno strukturovaným rozhovorem s učiteli. Shrnutí výstupů z observací i rozhovorů se stalo východiskem pro návrh a tvorbu didaktických materiálů. Vznik těchto materiálů byl podpořen nejen výsledky pozorování a dotazování, ale čerpá též z odborné literatury vztahující se k dané problematice. Koncipování materiálů bylo druhou fází realizovaného výzkumu. Materiály byly vytvářeny tak, aby mohly být využívány jak učitelem v hodinách anglického jazyka, tak samotnými žáky při domácí přípravě. Jejich aplikace a zavedení do praxe představují třetí fázi výzkumu. Dílčím cílem této fáze bylo zjistit, jaký druh

aktivit vyhovuje samotným žákům se SPU a které aktivity by zařadili učitelé do výuky anglického jazyka. Před samotnou aplikací materiálů a jejich vyzkoušením v praxi proběhl nestrukturovaný rozhovor se vzorkem tří žáků. Otázky byly směřovány na osobnost žáka. Ten podal reflexi o tom, jak se učí v domácím prostředí, jaký učební styl mu vyhovuje, co ho baví/má rád ve výuce anglického jazyka. Během časového úseku dvou vyučovacích jednotek si žáci vyzkoušeli šestnáct aktivit s cílem vybrat ty aktivity, které jim nejvíce vyhovují. Žáci se tímto seznámili s dalšími možnostmi učení, které se může blížit jim dobře známé hře. Hra, vizualizace a interaktivní povaha aktivit působí jednak jako motivační faktor, a také jako prostředek pro ulehčení jejich individuálního procesu učení. S aktivitami byli seznámeni i učitelé, kteří podali následnou kritickou reflexi. Stejně tak se k jednotlivým aktivitám vyjádřili i žáci. K dispozici měli škálu jedna (nejlepší) až pět (nejhorší). Body přidělovali dle vlastních preferencí. V závěru bylo možné vysledovat tendenci žáků upřednostňovat aktivity, které směřují k jednomu učebnímu stylu (např. vizuální).

V závěru každé fáze realizovaného výzkumu bylo možné odpovědět na předem stanovené výzkumné otázky, a tím dosáhnout daných dílčích cílů. Díky nim bylo možné formulovat závěr výzkumu vzhledem k jeho hlavnímu cíli. Obecným požadavkem na učitele ve vyučovacím procesu je zohledňování individuálních potřeb žáka se SPU. Individuální přístup je náročný na čas, a to jak v přípravě, tak ve výuce. Učitel by měl žákům přizpůsobovat studijní podmínky. Pozitivem pro výuku je zohledňování jednotlivých učebních stylů daných žáků, což je však z časového hlediska pro učitele náročné. Průběh vyučovacího procesu usnadní, pokusí-li se učitel působit více na logiku než na paměť, užívá při práci se žáky se SPU vizualizace, demonstrace, příkladů a mnemotechnických pomůcek. Realizace stejně tak jako evaluace by měla být charakteristická absolutní podporou žáka ze strany učitele. Žák se SPU by měl mít možnost pocítit, že může být úspěšný a také úspěch přímo zažít. Informace získané na základě rozhovoru s učiteli poukázaly na několik překážek, které vyučující vedou k tradičnímu nediferencovanému pojetí výuky. Je to v první řadě nedostatek času, množství tříd, ve kterých učitel působí, a administrativní úkony, jejichž plnění na ně doléhá ze strany vedení školy. Vyučující sice upřednostňují individuální přístup k žákům se SPU, ale z výše uvedených důvodů reagují na potřeby žáka přímo v průběhu výuky. Jsou připraveni žákovi se SPU pomoci, ale v důsledku improvizace si činí

samotnou realizaci výuky více náročnou. Větší koncentrace na přípravu by celý průběh ulehčila.

Cílem diplomové práce bylo poukázat na učitele jako klíčový faktor v procesu integrace žáků se specifickými poruchami učení. Důležitost jeho role byla ilustrována zjištěním nároků, jež jsou na něj kladeny při vykonávání učitelské profese. Tohoto bylo dosaženo prostřednictvím realizovaného výzkumného šetření.

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# 11. APPENDIX

### LIST OF APPENDICES:

1. FIELD NOTES
2. INTERVIEW WITH TEACHERS
3. FLASH CARDS, MIND MAPS, PICTURE DICTIONARY
4. CHOOSE THE WORD, MATCHING, PAIRS
5. GAP FILLING
6. POSTER
7. VERB TO BE, POEM
8. PRONUNCIATION FLOWER, LADDER GAME
9. LEARNER EVALUATION SHEET
10. INDIVIDUAL LEARNER EVALUATION SHEET

# FIELD NOTES

(Teacher A – listening exercise)

- T→Ls We are going to test your memory.
- Picture (room with many objects)
  ↳ try to remember as much as you can
  close your textbooks + open your exercise b.
- listening
  How many boxes are there in the picture?
  → learners write the answer
  ....

checking all together

comments: the listening part was too fast |
no pauses, one question after another |
many learners seemed to be "lost",
some might not even understand
the question alone, making it impossible
to answer

the whole thing less too complicated |
they were at first asked to remember
the picture (it. like this may be too
different for different learners) and
than to answer questions about it

the listening part that's have at least
been handled differently – pause after
each question + play the tape once more

## INTERVIEW WITH TEACHERS

1. What is your teaching qualification?

2. How long have you been teaching?

3. Do you have any opportunity to extend your knowledge about specific learning difficulties?

4. How would you describe cooperation with parents? Do they want to be involved? Do you meet on a regular basis?

5. How would you describe cooperation with specialists?

6. What kind of support for teaching learners with specific learning difficulties is provided in your school?

7. How do you perceive dyslexic learners in your class? Are they rather active or passive, on-task or off-task, etc.?

8. Are you concerned about where dyslexic learners are seated in your classroom? Have you ever asked anyone to move? Why?

9. Do you require learners to prepare their books and other material for English lesson before its beginning?

10. Do you help dyslexic learners to organize their own work in any way? Do you provide them with handouts or do they write (copy off the board) into their exercise books? Do you think they have problem with copying off the board? Do you check their exercise books?

11. When assigning long-term projects, how do you help dyslexic learners? Do you help them with planning? Do you check it regularly?

12. What do you think is their preferred learning style? Have you ever tried helping them find it (e.g. assessment)?

13. In order to address their logic rather than their memory, what techniques/strategies do you use? (e.g. visual aids, demonstrating, etc.)

14. Do you adjust activities/tasks for dyslexic learners? (e.g. activities at different levels of difficulty focused on the same learning goals, provide readiness-based homework assignments, provide materials in the primary language)

15. Do you encourage learners to participate in the design of some tasks?

16. When dyslexic learners cannot cope with what is being taught/activities presented, how do you deal with it? (e.g. more detailed instruction, more time, working individually with the learner while others work on their own, small-group instruction to re-teach what is needed)

17. When producing material for learners do you adjust it for dyslexic learners? Do you know what is suggested to best suit them? Do you have any experience with learning by touch?

18. What do you think about the textbook you use? Do you think it is suitable? What other media do you use?

19. How do you evaluate dyslexic learners? What do you think of individual progress norm?

20. Have you ever come across the term "learnt-helplessness"? Do you know any dyslexic learner who has reached this stage? Do you help dyslexic learners to prevent constant failing and to be successful?

21. Have you ever had problems with non-dyslexic learners feeling that it is unfair that dyslexic learners are treated differently? How did you cope with it? How do non-dyslexic learners treat their dyslexic classmates?

**FLASH CARDS, MIND MAPS, PICTURE DICTIONARY**

*Flash cards*

| SWEEP |
| :---: |

| ZAMETAT |
| :---: |



COOK

VAŘIT

*Mind map*
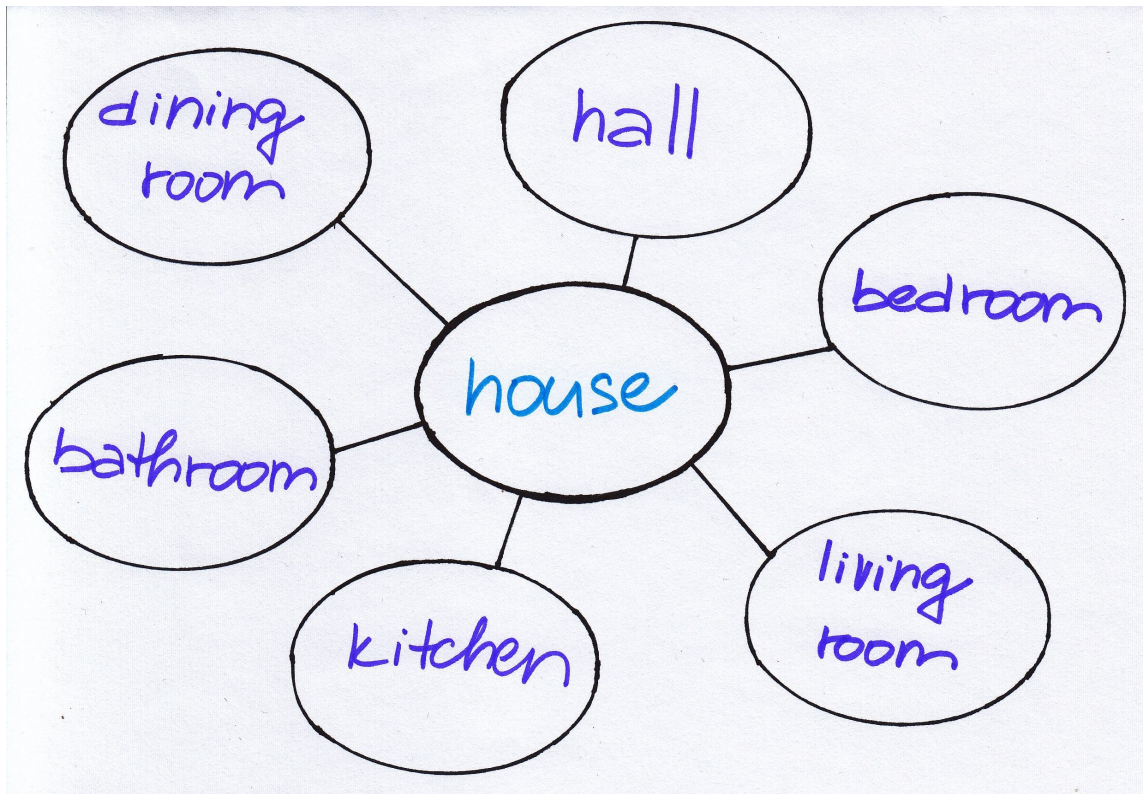
*Picture dictionary*

hoover
[huːvə]

...................

sweep
[swiːp]

....................

wash the dishes
[wɒʃ ðə dɪʃɪs]

......................

cook
[kʊk]

..................

iron
[aɪən]

....................

## CHOOSE THE WORD, MATCHING, PAIRS

*Choose the word*

Podtrhni slovo, které odpovídá obrázku.

| | | | |
|---|---|---|---|
|  | sleeping | drawing | sweeping |
|  | ironing | walking | singing |
|  | hoovering | running | shopping |
|  | painting | cooking | watching TV |
|  | driving | speaking | washing the dishes |

(Zelinková, 2006, pracovní listy)

*Matching, Pairs*

| | | |
|---|---|---|
|  | IRON |  |
| WASH THE DISHES |  | HOOVER |
|  | SWEEP | |
| COOK |  | |

- 81 -
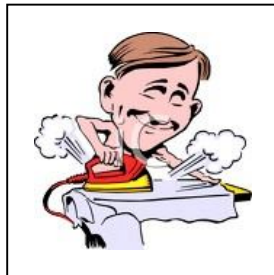
GAP FILLING

Fill in the missing letters and read the word



h _ _ vering

washi _ _ the dis _ _ es

iron _ _ g          c _ _ king          sw _ _ ping

(Pechancová, Smrčková, 1998, pracovní listy)

POSTER

### VERB TO BE, POEM

*Verb to be*

Spoj zájmena se slovesem:

I        am        he
    are        she
is    you            are
        is
    are        we
    they    it
        is    you            are
    is        you

Doplň tvar slovesa být a spoj obrázky a věty:

1. She ………….. cooking dinner.
2. He …………. ironing.
3. They ……….. washing the dishes.
4. She …………. hoovering the carpet.
5. They …………. sweeping the floor.

(Zelinková, 2006, pracovní listy)
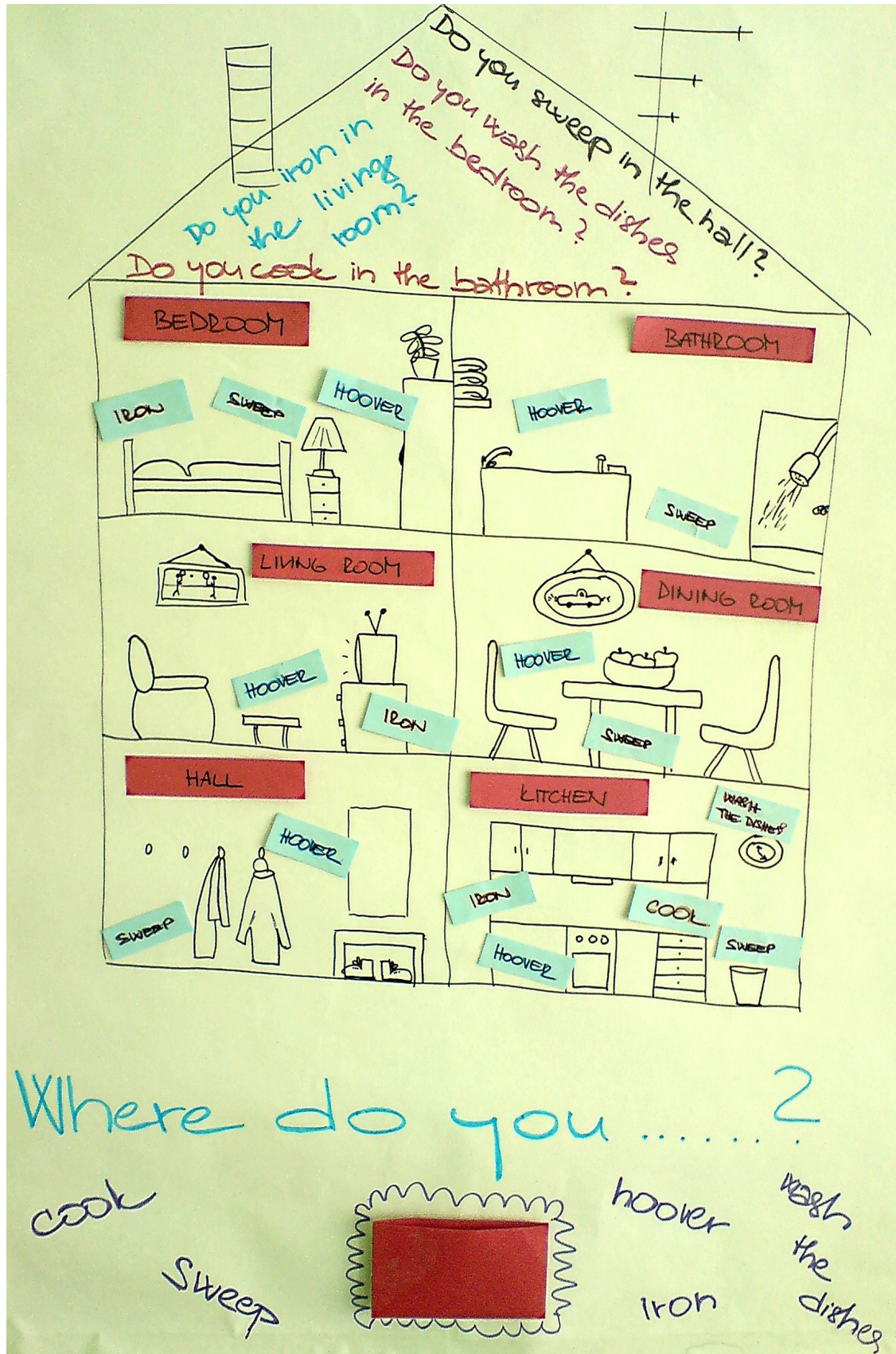
*Poem*

Read the poem with your teacher. Put a ring round all the 'ing' words. Look at the first box - write out the 'ing' words like this.

| Night | |
|---|---|
| Children dreaming, | Foxes hunting, |
| Mother resting, | Owls calling, |
| All in bed, sleeping, | Moon glowing, |
| The house is dark and still, | The night is alive. |

| dreaming<br>dream + ing | | | | | |
|---|---|---|---|---|---|

(Broomfield, Combley, 1997, p. 172)

# APPENDIX 8

## PRONUNCIATION FLOWER, LADDER GAME

*Pronunciation flower*
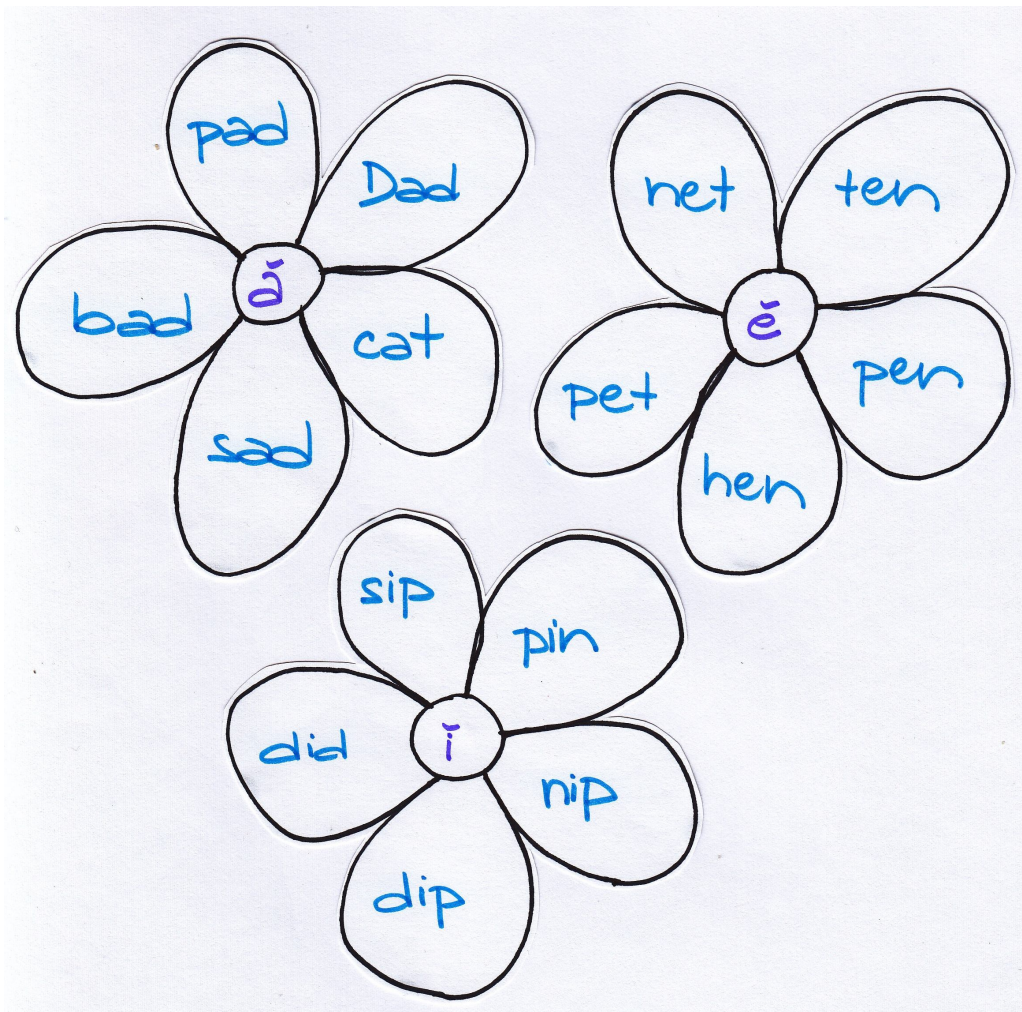


(Pechancová, Smrčková, 1998, pracovní listy)

*Ladder game*
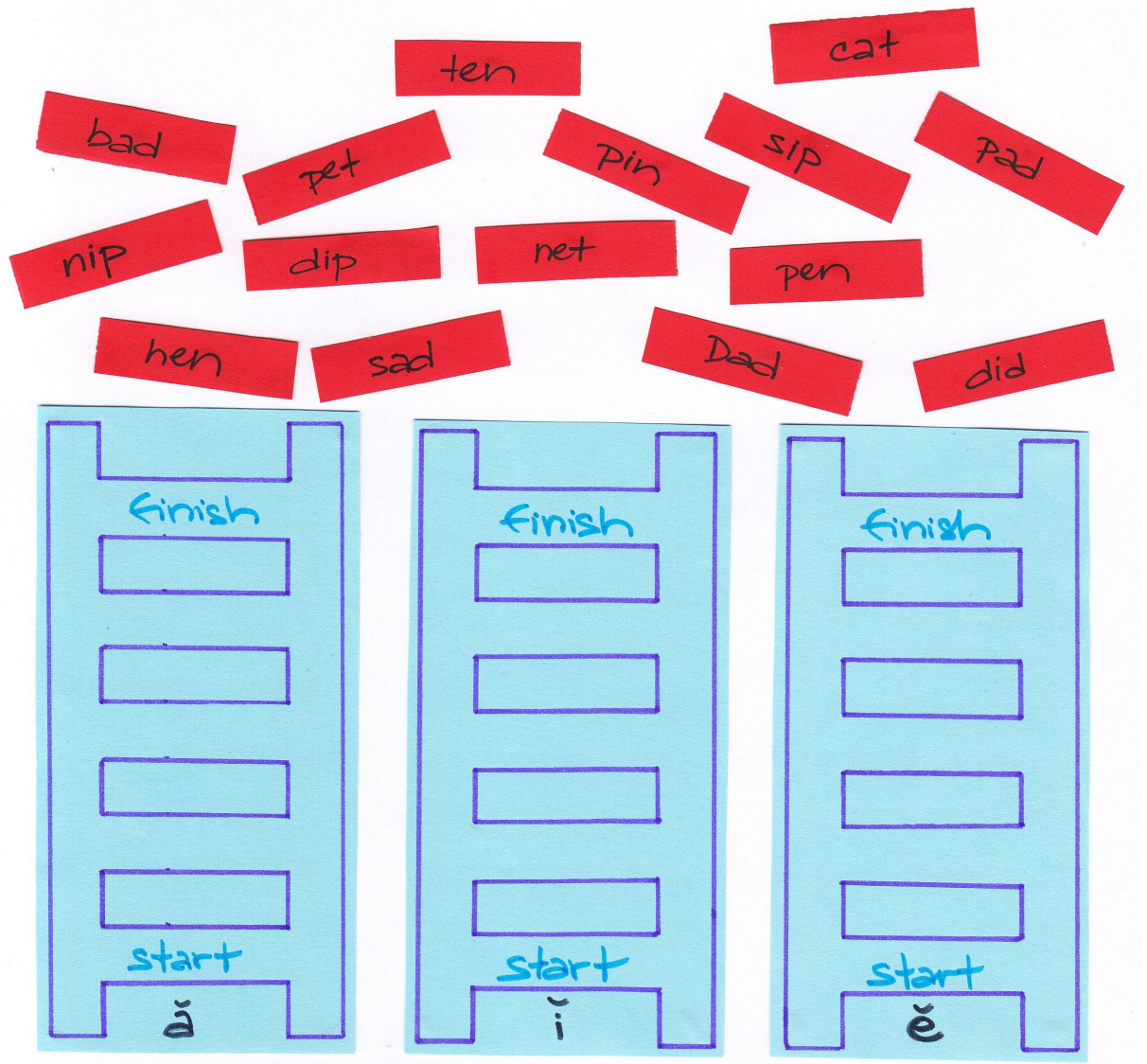


(Broomfield, Combley, 1997, p. 139)

# APPENDIX 9

## LEARNER EVALUATION SHEET

| No. | Activity | Comments | 1 | 2 | 3 | 4 | 5 |
|-----|----------|----------|---|---|---|---|---|
| 1. | Flash cards | | | | | | |
| 2. | Mind maps | | | | | | |
| 3. | Picture dictionary | | | | | | |
| 4. | Choose the word | | | | | | |
| 5. | Matching | | | | | | |
| 6. | Pairs | | | | | | |
| 7. | Gap filling | | | | | | |
| 8. | Writing in sand | | | | | | |
| 9. | Writing on each other's back | | | | | | |
| 10. | Poster | | | | | | |
| 11. | Verb to be | | | | | | |
| 12. | Mime | | | | | | |
| 13. | Simon says | | | | | | |
| 14. | Poem | | | | | | |
| 15. | Pronunciation flower | | | | | | |
| 16. | Ladder game | | | | | | |

INDIVIDUAL LEARNER EVALUATION SHEET

*Learner A*

| Č. | Název aktivity | Komentář | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. | Kartičky | | 1 | | | | |
| 2. | Mapy | | | 2 | | | |
| 3. | Slovník | | 1 | | | | |
| 4. | Podtrhni slovo | | 1 | | | | |
| 5. | Spoj obrázek a slovo | skusím doma | 1 | | | | |
| 6. | „Pexeso" | skusím doma | 1 | | | | |
| 7. | Doplň písmenka | | | 2 | | | |
| 8. | Psaní v písku | | 1 | | | | |
| 9. | Psaní na záda | | | 2 | | | |
| 10. | Plakát | skusím doma | 1 | | | | |
| 11. | Spoj zájmeno a sloveso | | 1 | | | | |
| 12. | Pantomima | | 1 | | | | |
| 13. | Simon says | | 1 | | | | |
| 14. | Básnička | | | 2 | | | |
| 15. | Kytička | | 1 | | | | |
| 16. | Žebřík | | 1 | | | | |

*Learner B*

| Č. | Název aktivity | Komentář | 1 | 2 | 3 | 4 | 5 |
|----|---------------|----------|---|---|---|---|---|
| 1. | Kartičky | | | 2 | | ✕ | |
| 2. | Mapy | | 1 | | | | |
| 3. | Slovník | | 1 | | | | |
| 4. | Podtrhni slovo | | 1 | | | | |
| 5. | Spoj obrázek a slovo | | | 2 | | | |
| 6. | „Pexeso" | | 1 | | | | |
| 7. | Doplň písmenka | | 1 | | | | |
| 8. | Psaní v písku | | | | 3 | | |
| 9. | Psaní na záda | moc dobrý | 1 | | | | |
| 10. | Plakát | | 1 | | | | |
| 11. | Spoj zájmeno a sloveso | | | | 3 | | |
| 12. | Pantomima | Duh se mi to líbí | 1 | | | | |
| 13. | Simon says | | | 2 | | | |
| 14. | Básnička | | 1 | | | | |
| 15. | Kytička | | | 2 | | | |
| 16. | Žebřík | | 1 | | | | |

*Learner C*

| Č. | Název aktivity | Komentář | 1 | 2 | 3 | 4 | 5 |
|-----|------------------------|------------------------|---|---|---|---|---|
| 1. | Kartičky | | 1 | | | | |
| 2. | Mapy | | 1 | | | | |
| 3. | Slovník | | | 2 | | | |
| 4. | Podtrhni slovo | | 1 | | | | |
| 5. | Spoj obrázek a slovo | | 1 | | | | |
| 6. | „Pexeso" | | | 2 | | | |
| 7. | Doplň písmenka | | | | 3 | | |
| 8. | Psaní v písku | | 1 | | | | |
| 9. | Psaní na záda | | 1 | | | | |
| 10. | Plakát | | 1 | | | | |
| 11. | Spoj zájmeno a sloveso | | | 2 | | | |
| 12. | Pantomima | | 1 | | | | |
| 13. | Simon says | chtěl bych v hodinách | 1 | | | | |
| 14. | Básnička | | | | 3 | | |
| 15. | Kytička | | 1 | | | | |
| 16. | Žebřík | | 1 | | | | |