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FACULTY OF PHILOSOPHY

Use of Teaching Aids in Teaching to Primary School Learners with Dyslexia

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Zadávací katedra: **Katedra anglistiky a amerikanistiky**

Zásady pro vypracování

Studentka se ve své práci bude zabývat problematikou materiálních didaktických prostředků ve výuce angličtiny u žáků se specifickými poruchami učení, především s dyslexií. Nejprve definuje základní pojmy (specifické poruchy učení, dyslexie) ve vzájemném vztahu. Po krátkém historickém exkursu studentka představí současný pohled na dyslexii optikou legislativy, kurikulárních dokumentů a výzkumu. Stěžejní kapitola bude věnována tomu, jak dyslexie ovlivňuje procesy osvojování cizího jazyka, resp. angličtiny, a jaké materiální didaktické prostředky tyto procesy podporují.

V praktické části práce studentka realizuje vlastní empirické šetření na základní škole s cílem zjistit, jak učitelé angličtiny vybírají materiální didaktické prostředky pro výuku žáků s dyslexií a jak s nimi pracují. Pro realizaci výzkumného šetření studentka využije polostrukturovaný rozhovor.

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ANNOTATION

This work deals with the issues of material teaching aids for pupils with dyslexia, used in teaching English as a foreign language in a primary and lower secondary school. It describes the teaching aids available, how the teachers use them and what benefits they bring to the learners. The work also engages in what criteria the teachers use when selecting a particular teaching aid.

KEYWORDS

specific learning difficulty, dyslexia, teaching aids, learning a foreign language, teaching English as a foreign language, pupil, legislation, curricula, semi-structured interview

TITLE

Use of Aids in Teaching English to Primary and Lower Secondary School Learners with Dyslexia

ANOTACE

Tato práce se zabývá problematikou materiálních didaktických prostředků pro žáky s dyslexií, používané ve výuce angličtiny jako cizího jazyka na prvním a druhém stupni základní školy. Popisuje dostupné didaktické pomůcky, jak jsou používány učiteli a jaký mají přínos pro žáky. Práce rovněž věnuje kritériím, která učitelé používají pro výběr konkrétních didaktických pomůcek.

KLÍČOVÁ SLOVA

specifické poruchy učení, dyslexie, didaktické pomůcky, učení se cizímu jazyku, výuka angličtiny jako cizího jazyka, žák, legislativa, kurikulum, polostrukturovaný rozhovor

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LIST OF ABBREVIATIONS

EFL – English as a Foreign Language

TPR – Total Physical Response

Abbreviations used in the charts

P = Primary respondents

L = Lower secondary respondents

PL = Primary and Lower secondary respondents

INTRODUCTION

Being able to converse in at least one foreign language is vitally important for many reasons such as having better employment opportunities or the ability to understand different cultures. If the speaker learns the English language especially, the benefits are even greater, since English is a commonly learned and used language in many different parts of the world. Speakers of English are able to communicate with different nationalities on a professional level or when traveling for leisure. They can watch films and read books, which have been translated into English and they would not be able to watch or read otherwise. It enables them to understand and use the Internet efficiently since a lot of information is written in English today.

Learning a foreign language is therefore a major part of curricula in primary, secondary and high schools, however, it is a complex process involving the use and development of various cognitive skills. For some pupils, learning a foreign language can be more difficult due to some specific learning difficulties. There are many different types of learning difficulties that affect the learning process. I have selected dyslexia in particular, because there is a significant number of pupils with dyslexia at schools in general. They invest a lot of effort in the learning process but often do not achieve the same results as others, therefore they need to be supported.

The point of this thesis is to find out what teaching aids are currently being used and what criteria the questioned teachers used when deciding on a particular aid, as well as to expand my personal knowledge in this field. This research should bring an insight into the current level of help the primary and lower secondary learners receive from their teachers. For instance what particular teaching aid is the most used, when and how it is used. By doing this, I am aiming to gain some inspiration for other teachers and my own future teaching in order to provide the best possible support to the pupils with dyslexia.

The thesis is divided into two parts, theoretical and practical. The theoretical part discusses specific learning difficulties and defines the characteristics of dyslexia, its history and origin, it identifies the current take on dyslexia by contemporary legislation, curricula and research, it also presents facts on how dyslexia affects the process of learning English language as a foreign language by pupils, and summarises the different kind of aids in use, which ease the process of learning a foreign language.

The practical part presents a research project survey related to the topic of using aids when teaching English as a foreign language to pupils with dyslexia. The aim of the research is to find out what teaching aids teachers use for learners with dyslexia in a selected primary and lower secondary school and what are their criteria for deciding which aid to use.

I. THEORETICAL PART

1. DEFINITION OF BASIC CONCEPTS

1.1. Specific Learning Difficulties

There are several official terms that are currently used to describe specific learning difficulties. For instance The International Dyslexia Association uses the term specific learning disability (International Dyslexia Association 2002), whereas the International classification of diseases uses the term specific developmental disorders of speech and language (MKN-10 2021). Zelinková says, it is more suitable to use the term specific learning difficulties within the inclusive education field since it better defines that the affected person is able to succeed in the learning process but rather has to make an extra effort to overcome certain obstacles, which those difficulties may bring (2020, 8). Because this whole thesis is based on education, the term difficulties will be used where I need to relate to it in my own situation. However, there are two more terms used by the Learning Disabilities Association of New York that expresses the status of a person with dyslexia more precisely, learning differences and learning challenges. Whilst the term learning disability concentrates on the individual's weaknesses, the terms learning differences or challenges emphasise that people with dyslexia only learn differently (Learning Disabilities Association of New York, 2008).

The actual meaning of specific learning difficulties is described similarly by different associations with small variations. The definition of The International Classification of Diseases is as follows: "They are disorders, where the standard way of language acquisition is affected from the early developmental stadium." (MKN-10 2021). It is also defined as a noticeable difference between the overall level of achievements and results in other areas of learning, for instance in languages and mathematics (Slowík 2010, 128). Despite experiencing learning difficulties in one field, the person can show good results in others. Likewise, Delaney proposes that students can have problems in one area of learning, for example reading and writing but seem to keep up with their peers in others (Delaney 2016, 19). It appears that a person with specific learning difficulties is still capable of making progress in their overall learning, since only certain parts of it are affected.

1.1.1. Causes of Specific Learning Difficulties

In the group of specific learning difficulties belong dyslexia, dysgraphia, dysorthography, dyspraxia, amusia, dyscalculia and constructional apraxia. They all affect different areas of learning but their underlying cause is the same (Zelinková 2015, 9-10).

Matějček mentions that the specific learning difficulties are related to the central nervous system, and that they are of heterogenic origin (1993, 24-25). Likewise Zelinková confirms that they are caused by neurological dysfunctions (2015, 10). Matějček also says that the learning difficulty is related medically and psychologically (1993, 24-25). What he means is that even though some people might suffer from diseases caused by a dysfunctional central nervous system, they do not have to suffer from a learning disorder as well. Slowík is of the same opinion that the causes of the learning difficulties are of genetic or organic origin, affirming that the affected person is either born with the difficulty or it is present as a consequence of an injury to the brain (2010, 129).

Specific learning difficulties are therefore a group of various problems affecting the expected development in a person of set age. Whilst some learning areas are affected, others are not. A person with specific learning difficulties might struggle with certain tasks but can resolve others without any problem. Although the difficulties are related to a malfunction of the central nervous system, the malfunction itself does not have to be the cause. For the purpose of this thesis, dyslexia was chosen due to its major impact in acquiring language-related skills (Daloiso 2017, 14). This information is based on mother tongue. Learning a foreign language can be therefore even more difficult for a person with dyslexia.

1.2. Dyslexia

The term dyslexia starts with the prefix dys- which expresses a certain contradiction or deformation, the remaining part of the term comes from Greek and relates to the affected skill, in this case reading. The meaning of these two parts connected together can be explained as insufficient or incomplete development in reading (Zelinková 2015, 9). Other authors like Matějček (1993) or Ott (1997) also define dyslexia as the affected reading ability of an individual. The definition from British Dyslexia Association describes the term as learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling (British Dyslexia Association 2010). This is similarly described by the International Dyslexia Association as difficulties with accurate word recognition

(International Dyslexia Association 2002). To conclude, the term dyslexia can be understood in simple terms as a problem with reading, which some people suffer from.

1.2.1. Origin and Causes of Dyslexia

Dyslexia can have different reasons as to why it occurs. For instance Matějček says that dyslexia is of congenital origin. What he means is that people are born with it and that it is acquired during the developmental stages of a foetus in the uterus (Matějček 1996, 18). The international Dyslexia Association also states that dyslexia can be of constitutional origin, which can be explained as how the brain of that person was made -“wired” neurologically by nature, again, how the person was born with it (International Dyslexia Association 2002). As per Zelinková, Černá and Zitková, another reason for the presence of dyslexia in people can be heredity. If at least one parent suffers from dyslexia, it is very likely for their child to suffer from similar difficulties. In 40 – 50% of the cases, heredity is the cause of dyslexia (Zelinková, Černá and Zitková 2020, 10). Similarly, Daloiso presents in her findings, that dyslexia is of genetic origin (Daloiso 2013, 14). However, as per Zelinková, it is impossible to define only a single cause of dyslexia, there can be many different reasons as to why dyslexia occurs in people (Zelinková 2012, 47).

What is important to say is, that dyslexia is not linked to low intelligence, nor does it cause lack of success in people who suffer from it (Delaney 2016, 55). Even people with dyslexia can become very successful, for instance Andy Warhol, John Lennon or Albert Einstein (Daloiso 2018, 17). One of the indicators of dyslexia is exactly the noticeable difference between the intellectual skills and the level of reading (Langmeier and Matějček 1984). This fact is also confirmed by Ott, “a child, who may be bright in many other ways, is failing to learn to read” (Ott 1997, 1). This is, unfortunately, a common misconception, that people with dyslexia are less intelligent, despite the fact that their intelligence is absolutely normal (Daloiso 2018, 16). The brain of a person with dyslexia does not work worse or better, it just works differently (Zelinková, Černá and Zitková 2020, 10).

1.2.2. What is Affected by Dyslexia

According to Zelinková, the development of certain functions, which contribute to reading, are impacted. Among this is for instance, phonemic awareness (Zelinková, Černá and Zitková 2020, 10). Ott clarifies that phonemic awareness is to do with hearing sounds. When this is affected, it results in having difficulties with understanding and distinguishing letter sounds when reading, spelling and writing (Ott 1997, 5). Michele Daloiso explains that reading

requires a high level of phonological analysis in order for the reader to be able to divide the words up into syllables or to distinguish between different letter sounds. As a consequence of the disrupted phonological processing, the person affected might read slowly and imprecisely and can have problems understanding what is being said even in their own language, if it is said too fast (Daloiso 2017, 15). There are other authors and associations who list phonemic awareness, (in broader terms auditory perception), as a characteristic of dyslexia, such as Lundberg (1999) and the British Dyslexia Association (2010). Problems with auditory perception are not the only complication people with dyslexia may have. As per Zelinková, there can be also difficulties with visual perception. Objects are seen differently, the eye movement is disrupted, and likewise the identification of letters is incorrect. This leads to slow orientation in text and information search. Neither auditory nor visual perceptions are, however, the cause of hearing or eye defects, which can be adjusted by wearing hearing aids or glasses (Zelinková, Černá and Zitková 2020, 11). Nicolson and Fawcett also confirm that dyslexia is not caused primarily by sensory or even mental impairment (Nicolson and Fawcett 1996). Zelinková mentions other affected functions in people with dyslexia, such as language skills and memory. Among the first signs of the problems with language skills can be delayed speech development (Zelinková, Černá and Zitková 2020, 10 - 11). With regards to memorising things, the deficiency in working memory is considered as one of the main causes of dyslexia (Zelinková and Čedík 2013, 87). Likewise Ott agrees that one of the characteristics of dyslexia is difficulty with short term memory. In addition to that, she writes about disturbed language skills, just like Zelinková. In her opinion, difficulties can be noted for example in verbal naming, word retrieval or pronunciation (Ott 1997, 5). It is clear that dyslexia is a very complex cluster of problems, which are often coexisting together. People who suffer from dyslexia have to overcome a lot of obstacles in their lives due to this disorder.

2. AN EXCURSION THROUGH HISTORY OF SPECIFIC LEARNING DIFFICULTIES

It appears that people in ancient times had already noticed the connection between an injury to the brain and subsequent changes in the cognitive abilities of the affected person (Opp 1990, in Matějček 1993, 11). It has taken a long time since then for humankind to research, recognise and define the existence of specific learning difficulties.

An important point in history in this aspect is probably the year 1868, when French doctor Brocca discovered the speech centre of the human brain. He also noted that if this centre is damaged, it causes difficulties to the patient in understanding spoken language. The German doctor Wernicke discovered another centre in the brain responsible for speech only few years later (Zelinková 2005, 6). Although Matějček also covers references regarding the connection between brain damage and speech problems, Brocca's and Wernicke's discoveries are accepted as a historical milestone for research on dyslexia (Matějček 1993, 11).

The first person who used a term close to dyslexia was German internist Kussmaul in 1877. He described it as "word blindness" (Matějček 1993, 11). Dyslexia as the term we now know it was first used by German neurologist Rudolf Berlin in 1887 (Zelinková 2005, 8). Since then dyslexia has been described and defined by many different people, for instance by physician Samuel Torrey Orton who investigated the causes of dyslexia in his laboratory and professor Antonín Heverloch who pointed out that dyslexia is probably more common in pupils than contemporary medical society was then aware of (Matějček 1993, 12 - 13). Though awareness of dyslexia already existed from the beginning and first half of the 20th century, it was not until the late 1950s when any kind of treatment for pupils with such impairment was taken into consideration. Likewise, the new findings were mostly known only within the medical field rather than pedagogical (Matějček 1993, 13).

Knowledge of dyslexia and the research around the year 1952 in the former Czechoslovakia seems to be of a very high level of quality in comparison to the rest of the world. The first treatments of dyslexia started that year (Matějček 1993, 13). The first classes just for pupils with Dyslexia were also opened in the years to follow and the Ministry of Education published a manual regarding the creation of these special classes as well as evaluation tools for pupils with dyslexia (Zelinková 2005, 9). The first World congress about developmental dyslexia was held in 1974 in the USA followed by other congresses and conferences all over the world in later years. Voluminous studies regarding dyslexia were published in that era. In

Europe, it was only Denmark, Sweden and the former Czechoslovakia, who offered some remedial help to pupils with dyslexia (Matějček 1993, 14). Apparently, the level of awareness and care for pupils with dyslexia started to slowly increase in the whole world during the second half of the 20th century but was remarkably developed only in a very few countries.

Recent research has been carried out worldwide in many different fields like neurology, psychology, biochemistry or pedagogy. Among all the scientists and researchers it is appropriate to mention our Czech Professor Matějček, who was a major contributor to the research on learning disorders (Zelinková 2005, 10). In his publication Matějček mentions a very interesting finding, that it is not only the learning process which is affected by dyslexia but also the behaviour and social communication of a person (Matějček 1993, 16).

To conclude, the more recent approach to specific learning difficulties is very different from that which came before. First of all, the terminology has undergone some changes, for instance the term dyslexic person is seen as incorrect now, instead a term of person with dyslexia is being used (Zelinková 2015, 12). There is also an effort to use the word difficulties within inclusive education rather than disabilities as it is used in the International Classification of Diseases (Zelinková, Černá and Zitková 2020,8). The closest terms to express a status of a person with dyslexia most correctly are probably learning differences or learning challenges, since those terms are stripped of the negative correlation with lack of learning abilities but rather concentrate on the fact that the learning of a person with dyslexia is just different (Learning Disabilities Association of New York, 2008).

Secondly, over the years, research has revealed new findings since the first encounter with learning difficulties, which help us to understand this field much better. With information on this topic widely available to the public, society became more aware of the differences people with specific difficulties exhibit. Implementation of new laws regarding the inclusion and education of people with specific learning difficulties means that such people are no longer separated and educated in special classes or schools, they are included in the standard educational process and an effort is being made to provide them with appropriate support in order to reflect their individual needs so they can succeed in their learning. There are many government and private run institutions available specialising in pedagogy and psychology, which help people with learning difficulties and offer training for teachers so they can learn to provide a sufficient level of support. Overall, great progress has been made but there is still a long way to go to achieve satisfactory results in educating and supporting people with dyslexia. Full implementation of the helping strategies and more in-depth education and

support for teachers in this field still has to be worked on since the current situation in the Czech schooling system regarding education of pupils with specific learning difficulty is far from ideal.

3. DYSLEXIA IN CONTEXT OF LEGISLATION AND CURRICULA

3.1 Curricula

The educational system in the Czech Republic is regulated by the National Program for Educational Development, officially called the White Paper. This program is drawn up by the government and sets the main aims of the educational policies. These are consequently translated into the legislative and curricular documents. The main curricular document, regulated by law 561/2004 statute book about pre-school, primary, lower secondary and higher education §4 and §5, is called the Educational Framework Program.

It states the specific aims, content and length of education, which are compulsory for the primary, lower secondary and middle schools to fulfil (MŠMT 2022). Based on these requirements, another curriculum document, the School Educational Program is individually created by each school. This is done in accordance with the Educational Framework Program. Aside from the specific aims, content and length of education the School Educational Program sets the conditions of educating pupils with specific learning needs, therefore pupils with dyslexia too. It operationalizes the expected level of educational achievements the pupils should reach within each grade.

3.2 Legislation

As previously mentioned, dyslexia belongs to a group called specific learning difficulties (Zelinková 2015, 9). Legislatively, the term specific learning needs is used. Pupils with specific learning needs require help in the form of extra supportive measures in order to achieve their learning potential (MŠMT 2022).

According to the same law as mentioned above, 561/2004 statute book about pre-school, primary, lower secondary and high education §16, pupils with specific learning needs have the right of free access to supportive measures which are provided by the school or educational facility (MŠMT 2022).

Among some of the supportive measures are listed for instance:

- advice of an educational expert
- adaptation of the educational content and evaluation, including forms and methods of education

- adjustment of expected output
- implementation of an individual educational plan
- presence of a teacher's assistant
- use of special teaching aids and educational materials

The last listed supportive measure – special teaching aids are crucial to mention for this research. Teaching aids are therefore addressed later in another chapter.

It is also important to mention that the supportive measures are divided into five grades according to the organizational, pedagogic and financial demand. The first grade of the supporting measures can be provided by the school itself. Grades two to five can be provided only by the special pedagogic centre and with the consent of a parent or legal representative of the pupil (MŠMT 2022).

From the above information it is clear that the support which pupils with dyslexia and other learning needs require is addressed by Czech legislation and the educational curriculum properly, which in theory, if applied correctly, should lead to a sufficient amount of help.

4. THE INFLUENCE OF DYSLEXIA ON LEARNING ENGLISH

The opinion on how much dyslexia can influence learning a foreign language varies. For instance Zelinková observes that a person with dyslexia faces similar problems when learning a foreign language as when learning a mother tongue (Zelinková 2015, 162).

In a different publication, Zelinková along with Čedík even state that to learn a foreign language is the worst problem for a person with dyslexia (Zelinková, Čedík 2013, 103). Even if a person has sufficient intellectual potential, it is not a guarantee that a foreign language can be acquired (Zelinková, Černá, Zitková 2020, 39). Daloiso also confirms that learning English as a foreign language is very demanding. Interestingly, she also reports that learning English as a first language is still challenging for people with dyslexia (Daloiso 2017, 50). What she means is that even a native speaker of the English language who has dyslexia finds it difficult to learn their own language.

However, Krejčová explains, that although for some learners it can be very strenuous to learn a foreign language, for other people with dyslexia it can differ. It can be easier for them to learn a foreign language and they may even prefer it to learning their own native language. Nevertheless, she observes that learning foreign languages also has its difficulties, like the rest of the above mentioned authors (Krejčová 2019, 201). This fact is emphasised by what Zelinková and Čedík say, that dyslexia in people can sometimes only be revealed when a person starts learning a foreign language. This is usually caused by the high intelligence of the learners and their compensational techniques they have learned to use (Zelinková, Čedík 2013, 104).

It is certain that dyslexia has a major impact on learning English as a foreign language.

4.1 Difficulties of learning English as a foreign language

Dyslexia may pose many obstacles for those who want to learn a foreign language. This research will only concentrate on a specific foreign language – English.

The specific causes of the difficulties dyslexia brings to learners of English as a foreign language have the same or similar reasons. These can be divided into two separate groups – the particular skill that is affected and what is affecting it. For better understanding of what impact dyslexia has on learning English as a foreign language, a connection between the two groups is made and explained.

4.2 Affected skills and the cause of the learning difficulties

4.2.1 Reading

According to Daloiso, the main source of problems in reading for learners of a foreign language who suffer from dyslexia is decoding. Decoding can be explained as the ability to translate written words into speech (Daloiso 2017, 53). Zelíknová confirms this by saying that the connection between the sound and letter is not properly fixed in people with dyslexia, which is due to insufficiently developed visual perception. As a consequence of poor decoding, the learner experiences problems not only with the speed of reading but also its quality, technique and overall comprehension of the text (Zelíknová 2015, 162). Because the problems are also often experienced in the mother tongue, the negative experience in reading infiltrates into the foreign language as well (Zelíknová, Čedík 2013, 110).

The learners read slowly, double read, mispronounce words, have difficulties to find particular information in the text, and fail to understand what they are reading fully. They experience similar problems in the foreign language as in their own mother tongue.

4.2.2 Writing

Krejčová points out that a significant source of dyslexic problems in writing are due to a weakened phonological awareness. It means that the person has problems understanding how to divide words into smaller units such as syllables or phonemes (Krejčová 2019, 45). This is likewise confirmed by Zelíknová, Černá and Zítková who also add that the source of the problems in writing are in a deficiency of psychological and motoric development (Zelíknová, Černá, Zítková 2020, 46). This is explained by Daloiso as limitations in technical skills, meaning that the ability of handwriting is affected (Daloiso 2017, 55).

A person with dyslexia therefore has problems in writing which result in spelling mistakes, confusion between letters and poor handwriting.

4.2.3 Listening

Similarly as with writing, poor phonological processing competence in people with dyslexia affects their ability to succeed fully in listening skills whilst learning English (Daloiso 2017, 51). What also plays against a learner of English with dyslexia is a weakened working memory, however it differs individually, so some people might not find it so difficult to process and understand oral text (Daloiso 2017, 51). Problems with short-term memory is also

noted by Zelinková and Čedík, who explain that it is difficult for a person with dyslexia to master multiple tasks simultaneously (Zelinková, Čedík 2013, 105).

Exercising listening skills is important for improving the ability to communicate in real life situations. The learner needs a lot of support in order to ease the process of understanding.

4.2.4 Speaking

Short term memory also affects speaking, the pupil cannot remember what they spoke about and what has been said, likewise they are unable to multitask (Zelinková, Černá, Zitková 2020, 41). In this context Daloiso mentions the importance of working memory as well, for instance in word and grammatical structure retrieval from memory (Daloiso 2017, 52). Suitable vocabulary and grammar rules must be recalled and used at the right moment (Zelinková, Čedík 2013, 105). Oral interaction is said to be very complex not only because of all the linguistic skills involved but also because the pragmatic competence is exercised, like interpreting non-verbal clues and adhering to standard rules of interaction (Daloiso 2017, 52).

Oral discourse can be mentally very demanding for a person with dyslexia, since there are many different skills that need to be coordinated well.

4.2.5 Grammar

If a learner with dyslexia has problems understanding grammar in their mother tongue, most likely they will have difficulties learning it in a foreign language as well. The difficulties are caused by lack of intrinsic knowledge and understanding of their base language (Zelinková, Čedík 2013, 109). The importance of knowledge of ones own language structure is likewise confirmed by Krejčová who states that the person should know particular grammar phenomena in their mother tongue so they can make a connection through it into the foreign language (Krejčová 2019, 204). Daloiso points out an interesting fact, that the grammar in your first language is acquired incidentally, whereas in the case of a foreign language it has to be purposely learned (Daloiso 2017, 58). What can be understood from all three authors is that although the grammar for the mother tongue can be obtained just by exposure in everyday situations, which is enough for that person to speak and understand the language, it does not mean that they can explain and reason the grammatical rules, which is needed for learning a foreign language. Another reason why people with dyslexia find it hard to memorise grammatical rules is the weakened working memory. The person cannot remember

multiple things at the same time and work with them simultaneously (Zelinková, Čedík 2013, 109).

Not being able to master grammar rules in the mother tongue results in problems with learning the structure of a foreign language. For a learner with dyslexia it is common to have such difficulties.

4.2.6 Vocabulary

The trouble in remembering new words in a foreign language lies in the short term memory, just like in the case of recalling grammar rules. It is also hard to remember vocabulary due to problems in phonological processing (Daloiso 2017, 58). Both issues are agreed on by Zelinková and Čedík. Weakened working memory and phonological processing result in difficulties to memorise words and in confusing similar-looking or sounding words (Zelinková, Čedík 2013, 108).

Not being able to remember new vocabulary in a foreign language noticeably limits development and affects the ability to communicate.

It is clear that dyslexia can make learning languages more difficult, although the difficulties the learners experience are individual to each person. Whilst learning a foreign language can be almost impossible or very strenuous for some people, others may find it easier and it is certainly not impossible for a person with dyslexia to learn a foreign language. However, the learner will often need a lot of different support in order to succeed in their learning. To do that, special teaching methods and teaching aids are used. The next chapter will concentrate on the different kinds of teaching aids that can be helpful both to the teachers and learners.

5. TEACHING AIDS AS A SUPPORTIVE MEASURE FOR PEOPLE WITH DYSLEXIA

We see it as a common norm that a visually impaired person uses a white stick or a guide dog, that people with a hearing impairment wear a hearing aid or use sign language, and that there are some people who need a wheelchair because they are unable to walk. These different aids are very important to these people because they increase the quality of their lives and often help them to overcome the obstacles they may have. It is similar for people with dyslexia. They too need to be supported by different aids or methods, but in their learning. The difficulty is that dyslexia cannot be seen on first sight, so the learner appears like they do not require any help at all. But, their struggle in learning can often be tremendous, throughout their whole life since it is not just learning at school which is affected but also other ordinary situations, like talking to someone, listening to other people, remembering what has been said or what should be done and reading any information around them. A person with dyslexia often has hard time with common tasks because they have to cope with the dysfunction they have. They often have to put in a lot more effort than other people in order to achieve the same outcome. Therefore it only makes sense to help them by providing suitable supporting measures at least whilst they are learning in school, so they can acquire the best techniques for them to cope in life and function almost like a person without learning difficulties.

5.1 Teaching aids listed for individual skills

5.1.1 Reading

Zelinková, Černá and Zitková recommend that for individual reading the pupils can use a reading window which helps with orientation in the text or make their own cards with a picture and written word or phrase which eases off the consequential reading process. They can also exercise reading with the help of an audiobook or appropriate software (Zelinková, Černá, Zitková 2020, 84-85).

Audiobooks are likewise mentioned by Mitchel and Sutherland but they recommend interactive audiobooks which support interaction with the text and images so the pupil uses more senses to process the new information (Mitchel, Sutherland 2020, 330).

Broomfield and Combley also mention pairing cards with pictures and words as well as cards with related words or sentences to the text to match with it in order to support better understanding of the text (Broomfield, Combley 2007, 111).

5.1.2 Writing

In order to memorize the mechanics of difficult words, it is suitable to trace them onto paper or in the air (Zelinková, Čedík 2013, 111). Tracing in salt or sand is recommended too (Broomfield, Combley 2007, 107). These aids help with the weakened working memory and motor control. The pupil can recall what the word looks like and how to write it which is the beginning of all productive writing.

For creative writing, it is suggested that a correcting computer program can be used to eliminate the mistakes so the pupil can concentrate on the content of the text (Zelinková 2015, 174). Touch screen tablets are another good device which eases the process of writing and planning for a learner with dyslexia (Mitchell, Sutherland 2020, 330). Assistive technology saves a lot of time and effort, which the pupils can invest elsewhere within the writing.

5.1.3 Listening

Using picture books or videos during listening activates another perception channel of the learner, which stimulates their visual and global thinking (Daloiso 2017, 52).

Of benefit to the learner is also visual support in the form of an electronic presentation or work sheet as well as audio recording which can be slowed down or segmented (Zelinková, Černá, Zitková 2020, 87). To use visual support to the maximum possible level is important because it develops the learner's ability to differentiate and memorize what they hear (Serfontein, 1999, 136).

Supporting listening activity visually does not just mean that the pupil may find it easier to understand but also that they have a better chance of remembering the information and using it correctly later.

5.1.4 Speaking

There are suitable teaching aids for speaking activities which help the learner to comprehend the correct order of events, such as sequence pictures, cards with words to complete a sentence and printed paragraphs to assemble dialogue (Delaney 2016, 89 – 90).

It is also helpful if the text segments can be matched to the relevant pictures (Mitchell, Sutherland 2020, 369).

Preparing a schema for either telling a story or dialogue is an important support for learners with dyslexia. It helps them to follow the plot and focus on the communicative content of the speaking activity.

5.1.5 Grammar

Different types of summaries and charts are suitable teaching aids for understanding the structure of a language. The information contained can be compared, contrasted and sorted which helps the learning process not just of grammar itself but across all the language skills (Krejčová 2019, 204 – 205). In order that the grammar summary is suitable for the pupil, it can be prepared by the teacher with a suitable font and colouring or the pupils can make them by themselves according to their own preferences. Other recommended teaching aids for grammar are for example colour coded cards or building bricks which help pupils with word order (Zelinková, Černá, Zitková 2020, 80).

Acquiring grammatical rules can be much easier if the information is sorted out in charts or summaries which clearly state what is important and are made by the pupils themselves.

5.1.6 Vocabulary

A frequently used teaching aid for vocabulary is a picture that matches a word because it is easier to memorise the new word and its meaning through the connection to the picture (Daloiso 2017, 58 – 59). The benefits of matching words with pictures are also noted by Delaney, Mitchell and Sutherland, Krejčová, Broomfield and Combley and Zelinková, who point the importance of connecting words to particular situations. To do so, Zelinková recommends using physical objects, songs connected with TPR (Total Physical Response), cards with words to match with explanations, or creating words from letters (Zelinková 2015, 169 – 170). Some other aids which make the learning process of vocabulary easier like charts, mind maps, dictionaries, suitable computer software for learning pronunciation are also mentioned (Zelinková, Černá, Zitková 2020, 75 – 76).

All these aids help pupils with dyslexia, who have weakened working memory, problems with hearing perception and deficit in the learning process becoming automated, to remember the meaning of the new words and recall and use them when they need them.

5.2 Summary of teaching aids and personal experience

Many different methods, techniques and teaching aids have been developed and made for people with dyslexia, each one is suitable for supporting the learner in a particular way. The teaching aids can be divided according to the skill they are used for or by the affected sense or perhaps by the opinion of different authors who often suggest the same or similar kinds of teaching aids.

Whilst there are some teaching aids which can be used across multiple skills, there are also some specific ones, targeted at one particular learning problem. Some teaching aids can be used for teaching both Czech and English language, some can be easily created by teachers or pupils and some involve more investment of time, which, if well evaluated, is worth it. Among those it is worth mentioning the importance of flashcards or cards to match with a word for their multipurpose use, low cost and accessibility and also assistive technologies, mainly computers with suitable software for their wide spectrum of usage across all the skills, availability, ease of use and helpfulness to the learner. Incidentally, cards with pictures and words, educational websites like Quizlet and Wordwall, along with the interactive smart board are also my favourite teaching aids that I tend to use every time in my lessons. Among other benefits to these aids is that the pupils like them very much and that they can be adapted easily to suit exactly the particular skill, studied unit and most importantly the pupils themselves.

It is important nevertheless, not only that all the teaching aids are used correctly but also that they are used at all. The fact that a school may have suitable teaching aids is not a guarantee that the staff knows how to use them or that they have the will to do so.

A person with dyslexia can succeed in learning both their mother tongue and even a foreign language, providing that they receive the correct level of support. That gives them a better chance that their learning and studying may be less stressful, they may be more successful at seeking employment opportunities, as well as living happier life.

II. Practical Part

6. RESEARCH REASONS AND AIMS

The specific learning needs of my own child led me to enter further education in order to help him and to become a professional teacher. I have been teaching English as a foreign language for four years now. Pupils with many different specific needs provide me with an insight into their learning issues, helping me to understand them and improve the level of care they receive. By doing this research I hope to attain more knowledge about dyslexia and the current level of help that I can use to the benefit of my and my colleagues' teaching.

6.1 Aim of empirical research

This research should bring insight into what teaching aids are currently being used for pupils with dyslexia who are learning English. The investigation is based on information about primary and lower secondary learners from one selected school. Further inquiries are also made into the teachers' criteria for deciding which particular aid to use. This research aims to answer the following questions:

- 1. What teaching aids are used by teachers when teaching pupils with dyslexia in a primary and lower secondary school?**
- 2. What are the teachers' criteria for deciding which teaching aid to use?**

7. METHODS

7.1 Subject samples

There are nine teachers at the selected school who teach English as a foreign language. Eight consented to give an interview regarding this research and one decided not to participate since they do not teach pupils with dyslexia. The ages of the teachers range from the mid twenties to the early sixties. Apart from English language, they all teach at least one other subject.

7.2 Methods of data collection

As a method for collecting data a semi-structured interview was selected. This kind of interview is an active dialogue between the respondent and the researcher who uses a set of prepared questions as well as reacts to the immediate changes within the conversation. The reason for selecting semi-structured interview is that it guarantees the acquired data be more compact (Skutil 2011, 91). Likewise, it is recommended for its importance of minimizing question variations in order to prevent the acquired data being substantially different (Hendl 2008,173). When the questioned teachers provide an answer, it is necessary to be able to summarize, compare and conclude the findings in an understandable manner. Therefore the methods of semi-structured interview suit the desired outcome for this type of research.

7.3 Research tool

Thirteen questions were used as a research tool in order to find out the teachers' selection of teaching aids for pupils with dyslexia as well as the reason for and frequency of usage.

An audio recording was made of the interview and the answers were also immediately noted in writing on a pre-prepared form, both of which were later analysed. Identical questions and answer sheets were used, one per respondent. Each interview took approximately 45 minutes.

7.4 Preliminary research

Pelikán strongly recommends that preliminary research is done before the actual research, because it demonstrates the suitability of the research technique (Pelikán 1998, 79). Therefore the preliminary research has been done with the first respondent in order to test the research schema. An audio recording was made of the interview, which took place under the same conditions and in the same environment as the rest of the respondents.

The questionnaire schema was found sufficient for the research and no further changes had to be made. Nevertheless it was detected that asking about what all the different teaching aids the respondent uses was quite time demanding. This experience was taken into account and the questioning technique was altered. The rest of the respondents were first asked to think of the aids they use and then offered a list of them, which was ticked by the researcher.

Answers from the preliminary research have been used in the main research.

7.5 Questions

Whilst open questions were used since they are suitable for an interview as stated by Skutil, some closed questions were used in the survey as well because a definitive yes or no answer was necessary for immediate identification of suitability of the respondent for inclusion in the research or for some other reasons (Skutil 2011, 91). Nevertheless, most of the closed questions have been accompanied by additional questions in order to find out more in-depth answers, as recommended by Miovský (Miovský 2006, 160).

The questions have been arranged in a pattern described by Pelkán - a closed funnel. It means that the questions are ordered from the general to the more specific (Pelikán 1998, 119). A table containing a list of different aids was included in question seven so the answers could be easily recorded and later on interpreted.

7.5.1 Interview questions

1. Which years of pupils do you teach?
2. Do you have any pupils with dyslexia in any of your classes and if not, have you ever taught a pupil with dyslexia? In which year?
3. How many pupils with dyslexia do you teach and in which year?
4. How long have you been teaching English as a foreign language?
5. Do you use teaching aids for pupils with dyslexia when teaching English?
6. How often do you use teaching aids for pupils with dyslexia during your lessons?
7. Which didactic aids do you use when teaching English to pupils with dyslexia?
8. What are your criteria for deciding which teaching aid to use?
9. Do you think that the use of teaching aids for pupils with dyslexia is beneficial to the learner? If yes, in what way?
10. Do you think that the use of teaching aids for pupils with dyslexia benefits the teacher? If yes, in what way?

11. Do you create your own teaching aids? If yes, what kind of aids do you make?
12. Do you modify the materials from teaching books to create the teaching aids? If yes, how?
13. Do you involve pupils in creating your teaching aids? If yes, how?

7.5.2 Type of teaching aid and its use

According to the information from specialist literature (Daloiso, Delaney, Krejčová, Matějček, Ott, Serfontein, Zelinková) in combination with my own teaching experience, twenty-eight teaching aids for pupils with dyslexia were selected and offered to the respondents to choose from. In order to provide the most precise findings, the respondents were asked to match the teaching aid to the particular skill they use it for when teaching pupils with dyslexia. The findings are orientated on the whole group of respondents as well as on those who only teach in primary or lower secondary groups.

7.6 Environment

Miovský mentions the importance of suitable environment for the research, which should be connected to its aim and the research questions (Miovský 2006, 160). According to his advice, a school classroom was selected for the interview, because it is a place known to the teachers, which should stimulate their concentration on the required research topic. Likewise it is convenient to them, since it is easily accessible and providing the research is done after the school hours, the interview can take place in an undisturbed environment.

A large impact on the progress and result of the interview is also the atmosphere between the respondent and the researcher. It is down to the researcher to make sure to create an optimal setting which will suit both parties (Pelikán 1998, 119).

Miovský states that the findings of the interview can be recorded into a portfolio or a different kind of outline or schema. For this purpose, a pre-prepared schema with thirteen questions and dedicated space for answers was used (Miovský 2006, 161). In order to prevent data losses Pelikán recommends that the interview is recorded (Pelikán 1998, 123). Therefore a digital voice recording device was used during the interview to enable precise and detailed evaluation of the obtained information.

7.7 Place description

The research took place in a selected school located in central part of the Czech Republic. The school is attended by 550 pupils and is divided into primary and lower secondary parts. Primary part comprises of years 1 to 5 with age span of pupils from 6 to 12 years of age. The lower secondary part comprises of years 6 through to 9 where the age range is from 12 to 16 years of age. There are about 30 pupils in each class on average. For the purpose of teaching English, the primary pupils are divided into groups of approximately 15, whereas the lower secondary pupils are divided into groups of about 10 pupils. Each group has an assigned teacher for the whole school year, there are three lessons of English per week, 45 minutes each.

7.8 Process of help

In this particular school, the education of pupils with specific learning difficulties is organized with the help of a special school educationalist who coordinates the process of special pedagogic help, creates individual educational plans and communicates with teachers and external pedagogic counselling organizations. An individual educational plan, advising what changes are required to be made, is given to each teacher who teaches a pupil with specific learning difficulties, including dyslexia. The teacher then implements the special educational requests into the teaching process so that the pupil's learning can be realized according to their individual needs. Progress of the learners with dyslexia and learners with other specific difficulties is then recorded and reviewed four times per school year. According to the progress of the pupil, the individual educational plan can be adjusted. The overall development of the pupils is checked at regular intervals by the pedagogic counselling organizations, usually every 2 years. The teachers are obliged to follow the advice of the counselling specialists in order to help with the learning progress of the pupil.

7.9 Analysis techniques

Suitable qualitative analysis techniques, as described by Miovský, have been used in this research. Amongst them are open coding, where the data is categorised and divided into individual codes, axial coding, which creates the connection amongst the individual categories and selective coding where the main key category is defined (Miovský 2006, 228).

Hendl also states that the coding techniques are suitable for qualitative research, because they help to describe the data (Hendl 2008, 228). The appropriateness of those techniques are

likewise confirmed by Švaříček and Šed'ová, who also add another technique, which has been used, called laying out cards. It helps to organise data for instance into diagrams or lines and is consequently described narratively (Švaříček and Šed'ová 2007, 222 – 233). In this case, the research data was divided into the same or similar groups, which are related and interconnected. Several different charts were used, which turned out to be crucial for this research. This technique is also recommended by Hendl, who states that it should help to understand and view the data better (Hendl 2008, 213).

During the research some helping strategies were used as suggested by Miles and Huberman (1994): The data was divided according to its frequency of occurrence and configuration. It has been noted where the data was possible to be clustered together and evaluated if the regularity of certain patterns bring important findings worth noting.

In some instances, it was necessary to create several data categories in order to analyse the information precisely. Compare and contrast techniques have also been used to demonstrate differences within the research.

All the data has been first transcribed into a suitable text format from the audio version and then consequently segmented in line with the researcher's questions. Secondly, the gathered data was combined with the answers recorded in the written survey obtained during the interview. And thirdly, the data has been analysed using the above mentioned techniques and methods.

7.10 Quality ensuring

To enhance the validity of the research, data triangulation is recommended by Denzin. He states that it is suitable to investigate data from different sources, which can include various places, people or moments in time (Denzin, 1989). Although the data were collected from eight different respondents, it only comes from one source, the interview. Whilst this is a certain limitation to the research it could be solved by verifying the gathered data for instance by doing an observation of the lessons the respondents teach or interviewing their pupils. By doing this, more reassurance about the research could be achieved. This is however not possible due to the volume limit of this research.

7.11 Ethical considerations

Both Hendl and Miovský confirm that it is necessary to obtain informed consent of the interviewee as well as their data protection (Hendl 2008, 153, Miovský 2006, 280 – 282). All

the respondents have been informed about the aim of the research and their consent has been received, they have been reassured that their personal data will be concealed and only the term “respondent” marked by a number will be used as a form of identification. All the questioned teachers gave their consent to participate in this research and allowed their answers to be recorded and used.

8. DATA ANALYSIS

8.1 Abbreviations used in the charts

P = Primary respondents

L = Lower secondary respondents

PL = Primary and Lower secondary respondents

8.2 Questions and answers

Question 1, chart 1 and 2

Which years of pupils do you teach?

The eight respondents teach English as a foreign language to pupils with dyslexia between years one to nine. Each year has two classes, A and B. Three respondents teach only in the primary part of the school, years one to five, three teach only in the lower secondary part, years six to nine. Two respondents teach in both the primary and lower secondary part of the school.

Years 1 and 2 are taught by one teacher, years 3, 4, 5, 7 and 8 are taught by three teachers, year 6 is taught by four teachers and year 9 is taught by two teachers.

1. Classes taught per respondent in each year in all parts of the school

Respondent	Number of classes
R1PL	7
R2PL	6
R3P	1
R4P	4
R5L	6
R6L	3
R7P	4
R8L	2

2. Division of respondents into the grades according to where they teach

Year	Respondents
1AB	R4P
2AB	R4P
3AB	R1PL, R3P, R7P
4AB	R1PL, R2PL, R7P
5AB	R1PL, R2PL, R7P
6AB	R1PL, R2PL, R5L, R8L
7AB	R1PL, R5L, R6L
8AB	R1PL, R5L, R6L
9AB	R5L, R8L

Question 2

Do you have any pupils with dyslexia in any of your classes and if not, have you ever taught a pupil with dyslexia? In which year?

Seven teachers answered that they teach some pupils with dyslexia. One teacher does not currently have any, but nevertheless they taught some pupils with dyslexia last year, in year 4. Therefore the answers of this respondent have still been used in this research.

Question 3, chart 3

How many pupils with dyslexia do you teach and in which year?

From the answers of the respondents, it has been found that there are thirty-three pupils with dyslexia in total that they teach. There are no pupils with dyslexia in year one and two and there are nine pupils in the primary part within years three, four and five. In the lower secondary grades, there are twenty-four pupils with dyslexia which are years six to nine. On average, there are less than two pupils per grade in years three to five, and three pupils per grade in the lower secondary part. Each grade has two classes, A and B, usually with about thirty pupils each.

Recorded in the table below are numbers of pupils with dyslexia in each grade and per respondent.

Year three has five pupils with dyslexia, year four has one, year five has three, year six has eight, year seven has seven, year eight has four and year nine has five.

Respondent 1 teaches five pupils with dyslexia, respondent 2 four, respondent 3 one, respondent 4 none, respondent 5 nine, respondent 6 four, respondent 7 four and respondent 8 six.

The most pupils with dyslexia are in grade three from the primary part and in grade six in the lower secondary part.

There is one respondent with no pupils with dyslexia who teaches grades one and two. Except years one and two, the least pupils with dyslexia appear in year four.

3. Number of pupils with dyslexia in each grade

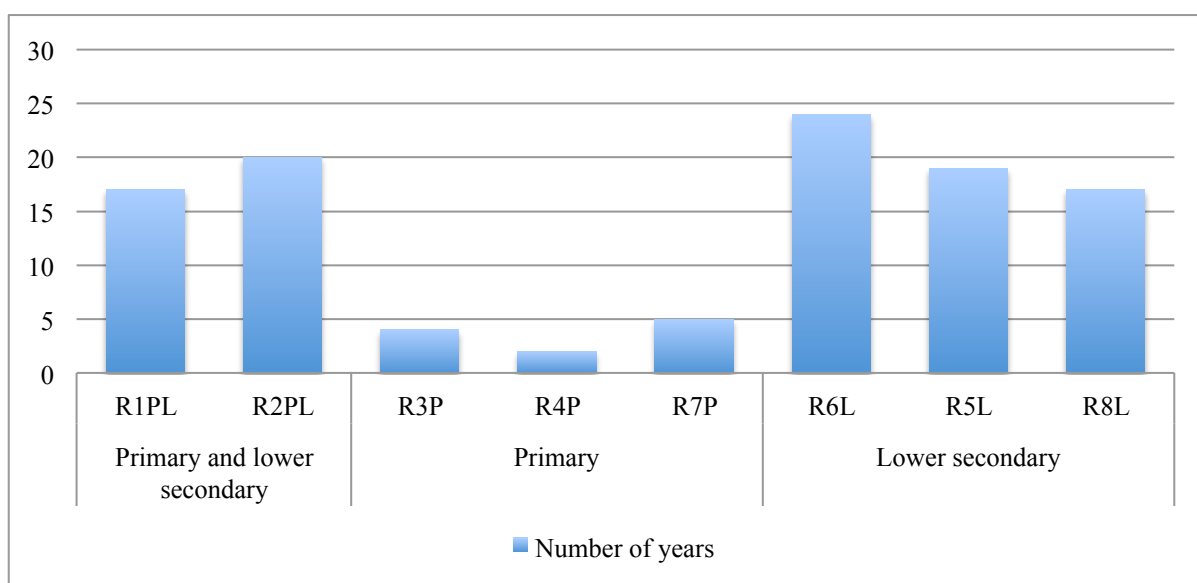
Respondent	Year									Total
	1	2	3	4	5	6	7	8	9	
R1PL	X	X	2	0	1	1	0	1	X	5
R2PL	X	X	X	0	1	3	X	X	X	4
R3P	X	X	1	X	X	X	X	X	X	1
R4P	0	0	X	X	X	X	X	X	X	0
R5L	X	X	X	X	X	2	4	2	1	9
R6L	X	X	X	X	X	0	3	1	0	4
R7P	X	X	2	1	1	X	X	X	X	4
R8L	X	X	X	X	X	2	X	X	4	6
Total	0	0	5	1	3	8	7	4	5	33

Question 4, chart 4

How long have you been teaching English as a foreign language?

The length of teaching displays a wide range of variance amongst the eight respondents. The longest service of teaching is twenty-four years and the shortest is two years. When the data is divided by age of the pupils, it unveils that the respondents who teach only in the primary part have remarkably lower teaching experience, ranging between two and five years compared to those who teach in the lower secondary part, with a span between seventeen and twenty-four years.

4. Number of years the respondents taught



Question 5

Do you use teaching aids for pupils with dyslexia when teaching English?

All eight respondents answered that they use teaching aids in their lessons, one of them stated that the aids were used last year since there are no pupils with dyslexia present in their classes currently.

Question 6, chart 5

How often do you use teaching aids for pupils with dyslexia during your lessons?

The respondents can be divided into three different groups according to how often they use the teaching aids:

1. Every lesson = 3 respondents
2. Almost every lesson = 1 respondents

- 3. Sometimes = 2 respondents
- 4. Once a week = 2 respondents

According to the table below it looks like the respondents in the primary part tend to use the didactic aids slightly more often.

5. Frequency usage of teaching aids in the lessons

How often	Respondent
Every lesson	R1PL, R2PL, R7P
Almost every lesson	R3P
Sometimes	R4P, R6L
Once a week	R5L, R8L

Question 7, charts 6.1 – 6.11

Which teaching aids do you use when teaching English to pupils with dyslexia?

This part of the research addresses the usage of teaching aids by the individual teachers from several perspectives: The individual respondent as well as a group of respondents divided into primary or lower secondary teachers. Due to some of the respondents teaching in both primary and lower secondary group only six respondents were selected for the purpose of comparison between the two groups. The research is also viewed through the teaching aid itself and the particular skill the aid is being used for.

For the purpose of defining the frequency usage of individual teaching aids, six different groups of skills were used according to what is being taught: reading, writing, listening, speaking, grammar and vocabulary

There were 28 teaching aids offered to the respondents to chose from during the interview and further 6 were added by the respondents.

Analysis of charts 6.1 – 6.6 dedicated to different skills

(to be found in an attachment section, page)

Reading – chart 6.1

The respondents have selected nine teaching aids in total suitable for reading. The most used teaching aids are an audio recording used prior to the reading, pictures to match with parts of the text and visual support on the smart board. Larger and suitable fonts, dictionary and pictures are used by at least half the teachers, with tablet being the least used aid.

Most respondents use between four and six different teaching aids when teaching reading.

It seems that almost the same number of teaching aids are used in both the primary and the secondary group. Audio recording and pictures are the most used aids by both groups. Two other aids are being used predominantly in the primary group – larger or more suitable fonts and the visual support on the board and two further aids are used mostly by the lower secondary group – dictionary and pictures.

Writing – chart 6.2

For writing, the respondents chose ten different teaching aids, most of them use between two to four aids when teaching writing.

The most used aids for all respondents and also the primary and the lower secondary groups are wide gaps between the lines, dictionary and visual support on the board.

The primary group uses mostly wide gaps between the lines and visual support on the board whilst the lower secondary group uses primarily dictionary. The least used aids are colour coded grammatical rules and tablet.

Listening – chart 6.3

Only seven aids were selected for listening skills with four to five aids used per respondent. The most popular teaching aid is multiple and / or slower listening to a recording, a work sheet or presentation, and visual support on the board. The least popular aids of those used for teaching listening are flashcards and dictionary.

In the primary group, multiple and / or slower listening has been selected the most times, along with a fairly high score on work sheet or presentation, visual support on the board and pictures. The lower secondary group selected the work sheet or presentation and visual

support only. The most used aids by both groups are work sheet or presentation and visual support on the board.

Speaking – chart 6.4

The findings in the speaking chart show that the respondents use sixteen different teaching aids, two out of them – the pictures and the model of the dialogue are most frequently used but there are five other aids that are often used by a third of the respondents – a mind map of vocabulary, visual support on the board, flashcards, physical objects and a ball with words / phrases. Each respondent uses between five to eight aids and seven aids were each time mentioned only by one respondent.

The division of the used aids into primary and lower secondary group brought the following findings: The first group uses mostly three aids – visual support on the board, model of dialogue and pictures, whereas the second group uses four aids – mind map, model of dialogue, pictures and grammar summary. Model dialogue and pictures are aids used by both groups, primary and lower secondary.

Grammar – chart 6.5

The grammar chart demonstrates that nine teaching aids are commonly used, with about two to four aids per single respondent. The most popular teaching aid is the grammar summary, followed by colour coded grammar rules with a time line just behind it. The least used aids of those used are word processor spell check, pictures and a poster with grammar summary. Respondents from the primary group tend to use grammar summary, colour coded grammar rules and educational websites most frequently, the respondents from the lower secondary group use grammar summary, time line and colour coded grammar rules. Both groups correspond on using grammar summary and colour coded grammar rules.

Vocabulary – chart 6.6

For teaching vocabulary, eighteen different teaching aids have been selected, which is the most out of all the skill groups. The respondents seem to fall into two separate groups in this case, three of them using between eleven and sixteen aids and five of them using less aids, between three to five. Seven respondents use educational websites which is the most used aid in this case. Other commonly used aids, picked by half of the respondents are pictures, picture – word match cards, flashcards and tablet. In fairly frequent usage are also aids, selected by

three or four respondents, such as visual support on the board, dictionary, colour coded grammar rules, bricks with phrases, writing mini board and ball with words / phrases. Among the least used aids fall six other aids, which are used by only one respondent.

The spread between the commonly used aids by the primary group is quite wide in comparison to the lower secondary group. Whilst the primary group often uses five aids such as pictures, educational websites, picture – word match cards, flashcards and tablet, the lower secondary group only uses educational website most commonly. Here is where both groups agree only on one used aid – the educational website.

Analysis of charts 6.7 – 6.11 dedicated to most frequently used teaching aids

(to be found in an attachment section, page)

According to the outcome of the research from charts seven to eleven, the most frequently used teaching aids across all the skills are pictures and visual support on the board. Both aids seem to have the best usage in all different skills since they appear in four out of the six skills.

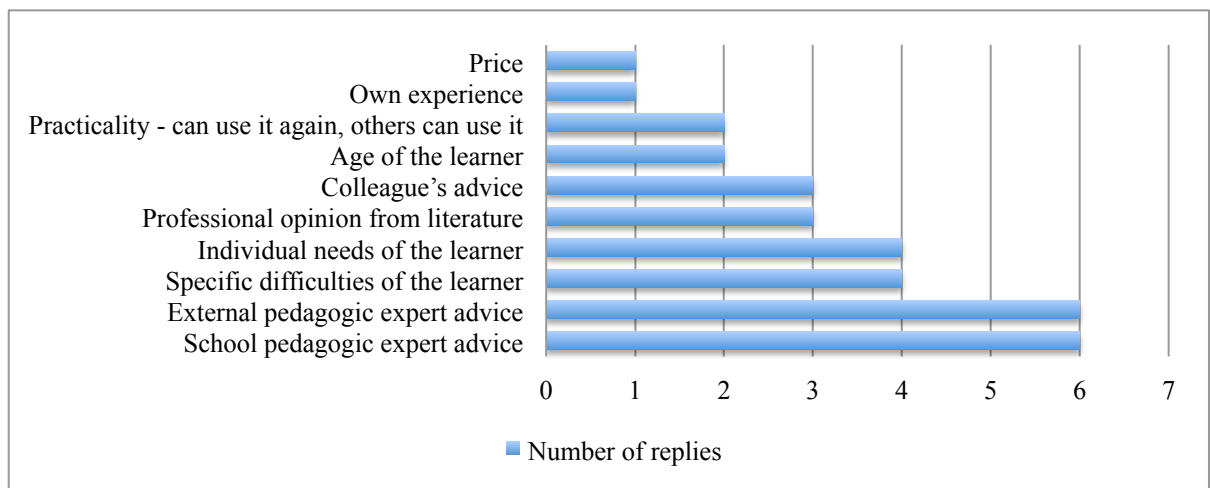
Other commonly used teaching aids are dictionary, tablet and colour coded grammar rules, although their frequency across the skills is quite low. There are other five infrequently used aids such as mind map, grammar summary, writing mini board, physical objects and flashcards which have not been investigated in detail due to the low frequency of appearance in the charts.

Question 8, chart 7

What are your criteria for deciding which teaching aid to use?

There were ten different criteria that the teachers stated as important thing for deciding which teaching aid to select for pupils with dyslexia. The most popular criteria were the advice of either the school or external pedagogic expert, they have been selected on six occasions. The second most selected criteria, stated four times, were difficulties and individual needs of the learner. Professional opinion from literature or colleague's advice were both selected three times, putting them to the mid range of all criteria. The least selected criteria were age of the learner, practicality, own experience and price.

7. Criteria encouraging the usage of a particular teaching aid



Question 9

Do you think that the use of teaching aids for pupils with dyslexia is beneficial to the learner? If yes, in what way?

All the respondents confirmed that it is beneficial for the pupils if the teacher uses teaching aids to support pupils with dyslexia. The main reason for all respondents is that the learning process becomes easier for the learner. Four respondents mentioned that the learners are positive about their own learning, the remaining respondents have each stated other different reasons, such as: "It is easier for the pupils to understand their schoolwork.", "They have more confidence in themselves.", "The pupils are more motivated to learn." "They can experience their own success."

Question 10

Do you think that the use of teaching aids for pupils with dyslexia benefits the teacher? If yes, in what way?

Eight respondents agreed that using the teaching aids for pupils with dyslexia benefits them as teachers. Some of them mentioned more than one benefit but the most mentioned one is that the teaching process is more continuous, second most mentioned was that the results of the pupils are better. A few respondents also mentioned that the teaching is easier and that the teaching aids can be used by other pupils too.

Question 11, chart 8

Do you create your own teaching aids? If yes, what kind of aids do you make?

One respondent does not create own teaching aids, the remaining seven respondents make nine different kinds of aids. The most popular aids to make are vocabulary cards and flashcards, they have been mentioned 6 to 7 times. Frequently made are also grammar summaries and interactive sets that are used for learning new vocabulary on educational websites such as Quizlet and Wordwall. A few other aids were mentioned only once, like pairing words or sentences, matching games containing pictures, grammar summaries on a poster and photos.

8. Type of teaching aids made by teachers and frequency usage

Teaching aid made by the respondent	Number of replies	Respondents
vocabulary cards	7	R1PL, R2PL, R3P, R4P, R6L, R7P, R8L
flashcards	6	R2PL, R3P, R4P, R6L, R7P, R8L
grammar summaries	3	R2PL, R3P, R7P
Quizlet	3	R2PL, R3P, R7P
Wordwall	3	R2PL, R3P, R7P
pairing words or sentences	1	R3P
matching games with pictures	1	R4P
grammar summaries on a poster	1	R2PL
photos	1	R8L

Question 12, chart 9.1 – 9.2

Do you modify the materials from teaching books to create the teaching aids? If yes, how?

It appears that on the whole, it is a common practice to alter the teaching materials according to the needs of the pupils. For five respondents it is common practice, to do so, one respondent modifies the teaching materials rarely and two do not at all.

Six different ways to modify materials from the teaching books have been mentioned. Mostly, the respondents re-write parts of the teaching book into electronic form in order to use a larger and more suitable font. They also use the same vocabulary from the teaching books in interactive sets, which are created on educational websites called Quizlet and Wordwall. The above mentioned is mostly used within the primary grades.

The teaching materials are less commonly changed into grammar summaries, vocabulary on cards or coloured background of text.

9.1 Occurrence of modified materials

Modified materials from books	Occurrence	Respondent
Re-written work book into electronic form in larger more suitable font	3	R2PL, R3P, R7P
Quizlet	3	R2PL, R3P, R7P
Wordwall	3	R2PL, R3P, R7P
Grammar summaries	2	R1PL, R3P
Vocabulary on cards	2	R1PL, R3P
Larger and / or suitable font	1	R7P
Coloured background of text	1	R2PL

9.2 Occurrence of modified materials in primary and lower secondary grades

Modified materials from books	R1P	R2	R3	R4	R7	R5	R6	R8
	L	PL	P	P	P	L	L	L
Re-written work book into electronic form in larger more suitable font	PL	PL			P	0	0	
Quizlet		PL		P	P	0	0	
Wordwall		PL		P	P	0	0	
Grammar summaries	PL		P			0	0	L
Vocabulary on cards	PL		P			0	0	
Larger and / or suitable font					P	0	0	
Coloured background of text					P	0	0	

Question 13, chart 10

Do you involve pupils in creating your teaching aids? If yes, how?

Six respondents involve pupils in creating teaching aids and three do not. There are five different aids that the respondents mentioned. Paper cards with vocabulary and pictures seem to be the most common ones for pupils to make. They are made in both primary and lower secondary grades, but pictures appear more common in the lower secondary grades. It is not possible to say with certainty that the cards with vocabulary are made predominantly in the primary grade, since it is stated by the respondents, who teach both age categories.

10. Type of teaching aids created by pupils and frequency of usage

Teaching aids created by pupils	R1 PL	R2 PL	R3 P	R4 P	R7 P	R5 L	R6 L	R8 L
Paper cubes with verbs / time reference	PL		0	0		0		
Paper cards with vocabulary	PL	PL	0	0	P	0		
Mind maps			0	0	P	0		L
Pictures		PL	0	0		0	L	L
Mini projects		PL	0	0		0		

9. DISCUSSION

The primary aim of this research is to investigate teaching aid use with primary and lower secondary pupils with dyslexia. The research concentrates on identifying what specific teaching aids teachers use and what their motivation is for selecting a particular teaching aid.

In order to find out accurate information about the above topic, the research has been carried out in the wider context of the teaching environment. Therefore the research also examines for instance what age groups of pupils the respondents teach, the numbers of pupils with dyslexia in their classes and the length of service in teaching of the individual respondents in order to identify if the teaching aids vary according to the age of the pupils or if the number of pupils in a class or the experience of the teachers affect the usage of particular teaching aids.

The research also investigates what the teaching aids are used for and their frequency of usage in order to discover whether particular skills the teachers aim to improve in the pupils could be connected to their choice of the teaching aids they make.

Benefits the teaching aids bring to both the pupils and the teachers has also been explored, which could be a pointer for decision making as to what teaching aids to use on the whole if any.

By researching whether or not the teachers create their own teaching aids and if the pupils participate in this activity as well, the research intends to show the amount of further dedication, motivation and consideration for the individual needs of the pupils the teachers display.

The requirement of the teacher to alter the teaching materials could provide an insight into the availability and suitability of the teaching aids provided for the teachers to use.

The research findings have been analysed in the previous chapter. This section provides the outcome of the findings, and evaluates and sums up what the research has brought.

9.1 Research findings

Number of respondents using teaching aids

All eight respondents are currently using or have used in the past teaching aids for pupils with dyslexia when teaching English as a foreign language.

Division by skills and aids (charts 6.1 – 6.12)

The skill which has the highest number of teaching aids the respondents use is vocabulary, the second highest is speaking. The least number of teaching aids were selected in listening. Writing and reading skills and grammar are in the mid range amongst all the other skills. This result pinpoints that vocabulary and speaking require more effort to teach and therefore more aids are being used in order to help the learning process of the pupils.

The highest score amongst all the teaching aids when divided into individual skills is seen for grammar summary. It is rather surprising that grammar summary has been selected the most times across the skills when other aids seem to have a wider spectrum of use within the selected skills, nevertheless it states that the grammar summary is an important aid on the whole.

Division of the respondents into primary and lower secondary groups show that the most frequently used teaching aids vary in each group. It appears that the primary group respondents use approximately three to four aids in each skill group whereas the respondents from the lower secondary group use less, approximately one to three teaching aids. The respondents from the primary group use about one third more teaching aids than the lower secondary group. The reason could be that the primary pupils need more support than the lower secondary pupils since the development of their language skills is still either at the beginning or in its early stages.

There are some teaching aids that are predominantly used by the primary or lower secondary group regardless of the skill involved, again only amongst the most frequently used aids in each skill group.

In the primary group, there are aids such as larger font, wider gaps between the lines, multiple listening to a recording, picture – word match cards, flashcards and electronic tablet. Teaching aids mostly used by the lower secondary group are dictionary, mind map and time line. From this result it is also clear that there are more teaching aids used in the primary group and it appears the used aids are age related, helping the pupils to absorb the new information visually in lot of the cases.

There are also some frequently used teaching aids that fall into both primary and lower secondary groups, such as listening to a recording before reading, pictures to match with text, work sheet or presentation as a support whilst listening to a recording, visual support on the board, model dialogue, pictures, grammar summary, colour coded grammar rules and

educational websites. Even though each group has its specifics, the way the language is taught and absorbed has many similarities within both primary and secondary groups.

Interestingly, if all the aids are taken into an account and not just the most selected ones, the volume usage of primary and secondary group, differ by small numbers in each skill. In some of them, the amount is the same and in few the primary group has slightly higher number of aids but the difference is not remarkable apart from vocabulary, where the difference of ten aids between the two groups is quite noticeable. Therefore it very much depends which way the data is analysed but regardless of that it still shows that a slightly higher number of aids are being used in the primary group.

The research also shows that the amount of teaching aids differs noticeably by responder.

From the point of primary and lower secondary responders, the primary seem to have about one third more aids than the lower secondary respondents. The two remaining respondents, who are not included in those two groups because they teach both in primary and lower secondary part of the school, tend to have slightly more teaching aids then the others. This is most likely the result of teaching both groups.

If there is no division of the respondents into primary and lower secondary group taken into account, the eight respondents could be divided into three different groups according to how many different teaching aids they use in their lessons. There are two respondents in group 1 which use between eight to ten aids. In group two there are four respondents who use between fifteen to seventeen aids. The third group has two respondents where both respondents use 22 different teaching aids. Although it cannot be precisely identified by this data if there are more aids used in the primary or lower secondary groups, what it shows is that those two responders who teach in both groups have the highest number of aids used. This confirms the same findings mentioned earlier.

Criteria for selecting a particular aid

This part of the research is dedicated to what motivates the respondents to select a particular aid. It is quite clear that most teachers prefer to chose the teaching aid on the bases of expert advice, either from within the school or externally. This is probably due to the fact that the advice of how to work with a pupil with dyslexia is clearly stated on the official document from the psychological advisor, which is incorporated further into the school document stating the required level of help to the pupil. The school pedagogic expert is also available

for consultation with the teachers several times a week, which explains why the teachers turn to them the most.

Difficulties and individual needs are also high up on the list as the criteria for selecting an aid. It is common practice to pick a different teaching aid or alter it if it suits the learner's needs better. Professional advice from literature and a colleague's advice are criteria in the mid range of frequency. Teachers in current schooling are overloaded with work and responsibilities therefore it could be assumed that they may not have enough time to read further research on dyslexia and other learning difficulties in literature. It is a little bit surprising that not more teachers ask a colleague for advice with regards to the selection of a suitable teaching aid, but the fact that they can get expert advice probably subsidises it sufficiently. The least selected criteria were age of the learner, practicality, own experience and price. Again, as per above comment, the expert advice may support a lot of reasons for selection of an aid though it could be assumed that practicality could be on a higher scale. Often the same materials are used for many different pupils with dyslexia or even the whole class since other pupils can benefit from it as well.

Price is not really an issue within this particular school because the teachers are well equipped with all sorts of modern teaching tools and aids as well as many aids can be made by themselves for quite a low cost anyway.

Age groups of pupils

The respondents teach pupils ranging from six to sixteen years of age, there are two who teach across the whole age span, three who teach only the primary group and three who teach only the lower secondary group. Each respondent has a different number of classes assigned but on average they have four. Respondents one and two have the most classes, which is quite understandable, since they both teach in the primary and lower secondary groups as well as they only teach one subject and that is English language.

They also happen to use the most teaching aids as mentioned previously.

Number of pupils with dyslexia in classes

All the respondents bar one have some pupils with dyslexia in their classes and the numbers are very individual, not linked to any particular pattern, it is a matter of coincidence as to how many pupils with dyslexia are present in any one single year or class.

It is nevertheless worth noting that those teachers who teach in the primary part have remarkably less pupils with dyslexia and one of the primary respondents who teaches year one and two has none. This can probably be put down to the long winded process of identifying a learning difficulty. In the early years, the difficulties are usually seen as developmental, which a lot of children go through. If the problems still persist, the school provides extra help to the pupil to see if the situation improves. If this is not successful, the pupil is recommended to be seen by an external pedagogic expert. That can take several months, so by the time a pupil is diagnosed with some specific learning difficulty, it is often finishing year two or just entering year three or is even later in their primary education.

Length of teaching service

The length of teaching service varies from two to twenty-four years. The respondents who teach in the primary groups seem to have remarkably shorter teaching experience, than those in the lower secondary group. This difference cannot be assigned to any particular reason other than it is probably only coincidence. From the previous data it has been found that the primary group of teachers uses slightly more aids than the lower secondary group. Therefore the length of teaching service does not mean that more teaching aids are being used.

Frequency of usage of the teaching aids in the classes

Primary group respondents use teaching aids every lesson or almost every lesson, whereas the lower secondary respondents use the aids occasionally or once a week. This could be because younger pupils need to be often supported more in their early years of learning.

Benefits of using the teaching aids for pupils and teachers

According to the teachers, the process of learning is made easier and is a more positive experience for pupils with dyslexia when the teaching aids are used. Pupils have more confidence in themselves which results in more motivation to learn.

For teachers themselves it means that the teaching is easier, more continuous with better pupils' results. Moreover, the teaching aids can be used with other pupils who do not have learning difficulties.

Both findings lead to the conclusion that using teaching aids is good both for the pupil and the teacher and therefore should increase the will in teachers to use them since it should make their work easier and more pleasant.

Creating own teaching aids and pupil's involvement

Seven out of the eight responders make their own teaching aids and they are mostly vocabulary cards and flash cards. This corresponds with the findings that for teaching vocabulary the highest number of teaching aids have been selected.

Importance is also paid to making grammar summaries, which is incidentally the most used teaching aid of all.

Sets on educational websites are another teaching aid the teachers make on their own which has been previously mentioned as a popular aid for both primary and lower secondary groups.

There are remarkably more teaching aids created by the respondents in the primary group than in the secondary group, again, this could be put down to the needs of the pupils which are specific for younger age.

Six responders also involve pupils in making the teaching aids, mostly they are cards with vocabulary and pictures which are made both in primary and lower secondary groups.

Altering teaching materials

Five responders modify teaching materials in order to tailor them to the needs of the pupils. Mostly they use re-written work books with a larger more suitable font and interactive learning sets, predominantly in the primary group.

9.2 Summary

To sum up, it appears that the all the respondents use some aids when teaching pupils with dyslexia, some more than the others, depending on in which group they teach. The respondents who teach the primary group tend to use slightly more teaching aids than the ones who teach the lower secondary group and the most aids are being used by the respondents who teach in both groups. The aids used tend to also differ from one group to the other, since the needs of the younger and the older pupils vary.

The most used aid is grammar summary and the highest number of aids are used when vocabulary is being taught.

As to criteria for selecting a particular aid, the respondents mostly use the advice of a school or external pedagogic expert.

The respondents teach all different age groups of pupils, and have different numbers of classes assigned. The two respondents who teach both in primary and lower secondary groups have the most classes assigned.

The number of pupils with dyslexia in each class or accounted for each respondent cannot be linked to any particular reason except year one and two, where the absence of such pupils might be put down to the procedural time of learning difficulties identification.

Length of teaching service does not seem to have an impact on how many teaching aids are being used for pupils with dyslexia.

The teaching aids are being used slightly more often within the primary group than in the lower secondary group.

With the help of teaching aids, pupils with dyslexia can experience their own success and become more motivated. The learning process is easier for them, and it is also easier for the teachers who teach pupils with dyslexia, their pupils attain better results.

There are number of teaching aids the respondents make and the most used ones correspond with the findings as to how frequently they are used for teaching. More aids are made in the primary group.

Some respondents also involve pupils in making teaching aids, precisely six out of the eight, predominantly cards with vocabulary and pictures are made.

More than half responders modify teaching materials in order to make them more suitable for the pupils with dyslexia. This is done mostly in the primary group.

CONCLUSION

Cílem této bakalářské práce bylo zjistit, jaké didaktické prostředky se používají při výuce anglického jazyka pro žáky s dyslexií na prvním stupni vybrané základní školy. Pro hlubší vhled do této tematiky byly použity výsledky výzkumu i z druhého stupně, které byly porovnány s výsledky ze stupně prvního.

V teoretické části byl popsán význam specifických poruch učení, byly vysvětleny jejich příčiny a vztah k dyslexii. Zařazena byla kapitola týkající se postupného výzkumu specifických poruch učení od historie až po současnost. U dyslexie byl předložen její původ, příčiny a konkrétní dovednosti žáků, do kterých a jak dyslexie zasahuje. Důležitou informací pro tuto práci je vliv dyslexie na proces učení u anglického jazyka s podrobným popisem jak dyslexie ovlivňuje jednotlivé složky jazyka. Zmíněny byly též kurikulární dokumenty a současná legislativa, týkající se dyslexie spolu s výpisem nejběžnějších didaktických pomůcek, které se nyní používají. Zjistila jsem, že různí autoři uvádí mnoho rozličných didaktických pomůcek pro žáky s dyslexií a protože jich je opravdu mnoho, uvedla jsem pouze ty nejčtenější, na kterých se shoduje více autorů a které se používají nejběžněji.

Praktická část se zabývá primárně používáním didaktických pomůcek pro žáky s dyslexií učiteli ve výuce angličtiny a důvody pro volbu konkrétních pomůcek. Nejprve byli představeni účastníci – osm vyučujících anglického jazyka a prostředí ve kterém výzkum probíhal – první a druhý stupeň základní školy. Poskytnut byl podrobný popis školy a náhled do organizace a procesu podpůrných opatření žákům se specifickými poruchami učení. Dále byly zmíněny metody sběru dat a výzkumný nástroj. Jako metodu sběru dat jsem vybrala polostrukturovaný rozhovor, který byl zaznamenáván do poznámkového schématu a ze kterého byl pořízen digitální audio záznam. Výzkumným nástrojem bylo celkem třináct hlavních otázek s několika doplňujícími otázkami. Rozhovor s každým respondentem trval zhruba 45 minut a hned na jeho počátku udělili respondenti svůj souhlas s participací na výzkumu. Před vlastním výzkumem jsem u prvního respondenta provedla pilotáž, která byla následně zařazena do hlavního výzkumu, protože na zvoleném výzkumném nástroji, formě a prostředí výzkumu nebyly zaznamenány téměř žádné nedostatky. Pouze jsem shledala, že snazší a časově efektivnější je zaznamenávání odpovědí ohledně výběru konkrétních didaktických pomůcek do předpřipravené tabulky, která vizuálně pomohla respondentům připomenout si jednotlivé pomůcky, pokud to potřebovali a do které jsem dle odpovědí respondentů zaznamenávala výběr jednotlivých pomůcek. Jako analytickou techniku pro tento

kvalitativní výzkum jsem zvolila otevřené, axiální a výběrové kódování, a takzvané vyložení karet, které mi pomohlo získaná data kategorizovat, roztrždit, popsat a následně analyzovat. K tomu mi velice dopomohlo množství různých tabulek a dva grafy, ze kterých jsem byla schopná interpretovat informace, které jsem v průběhu rozhovorů získala. Vlastní analýza byla sepsána narativní formou, která je doplněna zmíněnými tabulkami a grafy. V průběhu analýzy bylo zjištěno mnoho zajímavých a někdy i překvapivých informací. Například, že všichni dotázaní učitelé používají nějaké materiální didaktické pomůcky pro žáky s dyslexií, a že počet pomůcek se odvíjí od toho, na kterém stupni učitel vyučuje. Ukázalo se, že prvostupňoví učitelé mají tendenci používat o něco více didaktických pomůcek, než učitelé na stupni druhém. Zároveň se liší i používané druhy pomůcek na prvním a druhém stupni. Oba zjištěné jevy jsou vysvětlitelné rozdílností věkových kategorií žáků a tedy i jejich potřeb. Nejvíce pomůcek používají ti učitelé, kteří učí na obou stupních základní školy, což se ovšem jeví jako logické v poměru většího počtu žáků, které učí vůči ostatním učitelům z prvního a druhého stupně. Zjistila jsem také, že nejpoužívanější didaktickou pomůckou napříč odlišnými jazykovými a řečovými dovednostmi pro které se používají jsou gramatické přehledy. Učitelé je využívají k usnadnění aplikace gramatických pravidel při výuce různých dovedností. Častou pomůckou mezi učiteli jsou ale také obrázky a vizuální opora v různých formách. Nejvíce různých pomůcek je používáno pro výuku slovní zásoby, což by se dalo vysvětlit tím, že slova jsou základním kamenem stavby každého jazyka, nezbytným pro jeho rozvoj. Bylo zjištěno, že hlavním kritériem pro výběr konkrétních pomůcek je doporučení školního nebo externího speciálního pedagoga. Je překvapující, že nebyla například vybrána individuální potřeba žáka jako důležitější kritérium pro výběr pomůcky, nicméně zde je nutné si uvědomit v jakém kontextu se daní respondenti rozhodli pro školního speciálního pedagoga. Speciální pedagog na škole, kde výzkum probíhal, sestavuje podrobná doporučení či individuální vzdělávací plány pro vzdělávání žáků, založená na doporučení externího speciálního pedagoga z pedagogicko-psychologické poradny. Ve zprávách jsou zohledněny individuální potřeby žáka, včetně věkových specifik a doporučeních vztahujících se k jejich diagnóze. Didaktické pomůcky jsou navíc často součástí doporučení, učitelé tedy hlavně spoléhají na odbornou radu pedagogických specialistů. Překvapivé zjištění je, že délka učitelské praxe nemá vliv na počet používaných pomůcek. Znatelné rozdíly mezi délkou praxe jsou dobře viditelné v přiloženém grafu. Tento fakt svědčí o tom, že pomůcky používají učitelé napříč věkovými kategoriemi, někteří méně a někteří více. Pokud se jedná o frekvenci, opět se častěji používají pomůcky na prvním stupni základní školy. Taktéž je tomu v případě vlastního vyrábění pomůcek a modifikování materiálů z učebnic, obojí je zastoupeno ve vyšší

míře na prvním stupni. Ovšem o platných důvodech proč tomu tak opravdu je, lze jen spekulovat. Domnívám se nicméně, že hlavní cíle výzkumu byly splněny a odpovědi na stěžejní otázky byly získány. Učitelé na vybrané základní škole používají množství různých didaktických pomůcek ve výuce anglického jazyka, vhodných pro žáky s dyslexií. Několika respondenty bylo zmíněno, že jsou pomůcky využívány i pro ostatní žáky, protože je to pro ně prospěšné. Pro učitele je pak vyučování snazší a pro žáky celkově pestřejší. Někteří respondenti si také uvědomili, že používají ve vyučování pomůcky, které neměli zařazené jako pomůcky specifické pro žáky s dyslexií. Nicméně jim i žákům usnadňují výuku, což je stěžejní. Pro výběr pomůcek je primárně využíváno doporučení školního speciálního pedagoga, což se dá považovat vzhledem k povinnosti plnění podpůrných opatření školou za vhodnou strategii, navíc odpadá extra zátěž pro učitele, která se pojí s pracným vyhledáváním vhodné pomůcky.

Tento výzkum přinesl vcelku pozitivní zjištění, že s žáky trpící dyslexií se ve zmíněné škole pracuje, i když jsou pomůcky používány někdy pro celou třídu, tedy necílí jen na žáky s dyslexií. Možná by bylo ale přínosné, aby se mezi učiteli více sdílela společná zkušenost s používáním a výrobou pomůcek a vytvořila se centrální databáze či přímo zásobník vhodných pomůcek k rychlému využití. Z odborné literatury i od kolegů jsem se dozvěděla o zajímavých pomůckách a jejich využití u žáků s dyslexií. Ráda bych je přidala k těm, které již používám, a doporučila je dalším pedagogům. Je důležité, aby se učitelé snažili pomoci žákům s dyslexií, protože tím mohou výrazně zvýšit šanci na jejich úspěch nejen ve škole, ale i v životě. I malá pomoc je lepší než žádná a je to právě ochota a vůle pedagogů pomáhat, které dávají dětem s dyslexií důvěru, že jejich velké úsilí má smysl. Velice výstižně o důležitosti podpory dětí s dyslexií píše paní docentka Zelinková a pan doktor Čedík:

“Pokud chtějí žáci s dyslexií v současné době uspět, musí mít obrovskou zásobu energie, sebedůvěry a podpory navzdory tomu, že ostatní je často vnímají jako pomalé, líné a hloupé. Jestliže pomáháme dětem s dyslexií, musíme vzít v potaz, že osvojení poznatků je pouze součástí práce. Stěžejní je naučit je, jakým způsobem se učit, pomoci jim získat sebedůvěru, zaměřit se na rozvoj silných stránek, najít oblasti, v nichž jsou úspěšné. Z toho vyplývá, že je nutné změnit přístup k těmto jedincům, zajistit informovanost pedagogů i celé společnosti” (Zelinková, Čedík 2013, 131).

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ATTACHMENTS

Abbreviations used in the attached charts

P = Primary respondents

L = Lower secondary respondents

PL = Primary and Lower secondary respondents

Teaching aid frequency usage for individual skills

6.1. Reading skills

No.	Teaching Aid	R1PL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	reading window	PL		P						2
2	pale yellow or blue background					L		P		2
3	larger / suitable font	PL		P				P	L	4
4	listening before reading	PL	PL	P		L	L	P		6
5	pictures to match with text		PL	P	P	L	L			5
6	dictionary	PL	PL				L		L	4
7	visual support on the board			P	P			P	L	5
8	pictures, photographs	PL	PL			L			L	4
9	tablet		PL							1

6.2. Writing skills

No.	Teaching Aid	R1PL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	visualization of writing process	PL						P		2
2	wider gaps between the lines	PL	PL	P	P			P	L	6
3	mind map of a story			P					L	2
4	dictionary	PL					L	P	L	4
5	visual support on the board		PL	P				P	L	4
6	pictures			P					L	2
7	grammar summary						L	P		2
8	colour coded gram. rules					L				1
9	tablet					L				1
10	writing mini board	L						P		2

6.3. Listening skills

No.	Teaching Aid	RPL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	multiple / slower listening	PL	PL	P	P			P	L	6
2	work sheet/ presentation	PL		P		L	L	P	L	6
3	visual support on the board	PL	PL	P		L		P	L	6
4	pictures	PL		P				P	L	4
5	physical objects	PL	PL							2
6	flashcards			P						1
7	dictionary								L	1

6.4. Speaking skills

No.	Teaching Aid	R1PL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	sand / modelling clay	PL								1
2	mind map of a story / vocabulary			P		L			L	3
3	visual support on the board			P	P			P		3
4	model of dialogue			P		L		P	L	4
5	pictures	PL		P		L	L	P	L	6
6	grammar summary						L		L	2
7	time line	PL								1
8	colour coded gram. rules							P		1
9	colour bricks with letters	PL								1
10	picture – word match cards	PL								1
11	flashcards	PL		P					L	3
12	physical objects	PL						P	L	3
13	writing mini board	PL						P		2
14	ball with words / phrases	PL	PL					P		3
15	bricks with phrases							P		1
16	poster with grammar summary		PL							1

6.5. Grammar

No.	Teaching Aid	R1PL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	visual support on the board	PL					L	P		3
2	word processor spell check					L				1
3	pictures								L	1
4	grammar summary	PL	PL	P	P	L	L	P	L	8
5	time line	PL				L		P	L	4
6	colour coded gram. rules	PL	PL		P	L		P	L	6
7	tablet		PL	P						2
8	poster with grammar summary		PL							1
9	educational websites			P				P	L	3

6.6. Vocabulary

No.	Teaching Aid	R1PL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	sand / modelling clay	PL								1
2	dictionary	PL	PL					P		3
3	vocabulary mind map								L	1
4	repetitive listening to a recording	PL								1
5	visual support on the board	PL	PL				L	P		4
6	pictures	PL	PL	P			L	P		5
7	colour bricks with letter	PL								1
8	colour coded gram. rules	PL	PL				L			3
9	educational websites	PL	PL	P	P		L	P	L	7
10	picture – word match cards	PL	PL	P	P			P		5
11	flashcards	PL	PL	P		L		P		5
12	physical objects	PL	PL					P	L	4
13	tablet		PL	P	P	L		P		5
14	bricks with phrases	PL	PL					P		3
15	writing mini board	PL	PL					P		3
16	ball with words / phrases	PL	PL					P		3
17	finger alphabet	PL								1
18	Puzzles/crosswords	PL								1

Single teaching aids used across the multiple skills by different respondents

6.7. Pictures

No.	Pictures	R1PL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	reading	PL	PL			L			L	4
2	writing			P					L	2
3	listening	PL		P				P	L	4
4	speaking	PL		P		L	L	P	L	6
5	grammar								L	1
6	vocabulary	PL	PL	P				P	L	5

6.8. Visual support

No.	Visual support	R1PL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	reading		PL	P	P			P	L	5
2	writing		PL	P				P	L	4
3	listening	PL	PL	P		L		P	L	6
4	speaking			P	P			P		3
5	grammar	PL					L	P		3
6	vocabulary	PL	PL				L	P		4

6.9. Dictionary

No.	Dictionary	R1PL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	reading	PL					L		L	3
2	writing	PL	PL	P			L	P	L	6
3	listening								L	1
4	speaking			P						1
5	grammar									0
6	vocabulary	PL						P		2

6.10. Tablet

No.	Tablet	R1PL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	reading		PL							1
2	writing					L				1
3	listening									0
4	speaking									0
5	grammar		PL	P						2
6	vocabulary		PL	P	P	L		P		5

6.11. Colour coded grammar rules

No.	Colour coded gram. rules	R1PL	R2PL	R3P	R4P	R5L	R6L	R7P	R8L	Total
1	reading									0
2	writing					L				1
3	listening									0
4	speaking							P		1
5	grammar	PL	PL		P	L		P	L	6
6	vocabulary	PL	PL							2

6.12 Amount of teaching aids in groups

Group	Respondent	Number of aids used
1.	R4P, R6L	8 - 10
2.	R2PL, R3P, R5L, R8L	15 - 17
3.	R1PL, R7P	22

Otázky k polostrukturovanému rozhovoru

1. Které ročníky vyučujete?
2. Máte ve své třídě nějaké žáky s dyslexií? Pokud ne, učili jste někdy žáky s dyslexií? Ve kterém ročníku?
3. Kolik žáků s dyslexií vyučujete a ve kterém ročníku?
4. Jak dlouho vyučujete angličtinu jako cizí jazyk?
5. Používáte didaktické pomůcky při výuce Anglického jazyka pro žáky s dyslexií?
6. Jak často používáte didaktické pomůcky pro žáky s dyslexií během vyučovací hodiny?
7. Jaké didaktické pomůcky používáte při výuce Anglického jazyka pro žáky s dyslexií?
8. Jaká jsou vaše kritéria pro výběr didaktické pomůcky?
9. Myslíte si, že používání didaktických pomůcek pro žáky s dyslexií je žákům prospěšné? Pokud ano, jakým způsobem?
10. Myslíte si, že používání didaktických pomůcek pro žáky s dyslexií je prospěšné pro vyučujícího? Pokud ano, jakým způsobem?
11. Vyrábíte vaše vlastní didaktické pomůcky? Pokud ano, jaké?
12. Upravujete materiály z učebnic pro tvorbu didaktických pomůcek? Pokud ano, jak?
13. Zapojujete žáky do výroby pomůcek? Pokud ano, jak?