

UNIVERZITA PALACKÉHO V OLOMOUCI

Pedagogické fakulta

Ústav cizích jazyků

Bc. HANA VESELÁ

2. ročník – kombinované studium

Obor: Speciální pedagogika pro 2. stupeň základních škol
a pro střední školy a učitelství anglického jazyka pro 2. stupeň
základních škol

**TEACHING ENGLISH TO LOWER SECONDARY SCHOOL
CHILDREN WITH MILD MENTAL HANDICAP**

Diplomová práce

Vedoucí práce: Mgr. Jana Kořínková, Ph.D.

OLOMOUC 2018

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedeníh pramenů a literatury.

V Olomouci 19. 4. 2018

.....

vlastnoruční podpis

ACKNOWLEDGEMENTS

I would like to thank Mgr. Jana Kořínková, Ph.D. for her support and valuable comments on the content and style of my final project. I am also grateful to my family and friends for their patience and support.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

LIST OF FIGURES

ABSTRACT

INTRODUCTION..... - 10 -

THEORETICAL PART

1. BASIC TERMINOLOGY	- 11 -
1.1. MENTAL RETARDATION	- 11 -
1.2. MENTAL HANDICAP.....	- 13 -
1.3. INTELLIGENCE QUOTIENT (IQ).....	- 13 -
1.4. CLASIFICATION OF MENTAL RETARDATION.....	- 13 -
1.4.1. MILD MENTAL RETARDATION	- 14 -
2. CHARACTERISTICS OF PEOPLE WITH MILD MENTAL HANDICAP	- 15 -
2.1. GENERAL CHARACTERISTICS	- 15 -
2.2. COGNITIVE CHARACTERISTICS	- 15 -
2.2.1. PERCEPTION	- 15 -
2.2.2. THINKING	- 16 -
2.2.3. MEMORY	- 18 -
2.2.4. ATTENTION.....	- 19 -
2.2.5. PROBLEM SOLVING AND PLANNING.....	- 19 -
2.3. OTHER RELEVANT CHARACTERISTICS.....	- 20 -
2.3.1. EMOTIONS AND SELF ESTEEM	- 21 -
2.3.2. VOLITION AND ASPIRATION	- 22 -
3. RECENT HISTORICAL OVERVIEW OF TEACHING ENGLISH TO PUPILS WITH MILD MENTAL HANDICAP	- 23 -
4. TEACHING ENGLISH TO PUPILS WITH MILD MENTAL HANDICAP	- 25 -
4.1. TEACHING PRINCIPLES	- 25 -
4.1.1. GENERAL PRINCIPLES OF TEACHING PUPILS WITH MILD MENTAL HANDICAP.....	- 25 -
4.1.2. APPLYING ENGLISH TEACHING PRINCIPLES TO PUPILS WITH MILD MENTAL HANDICAP	- 28 -
4.2. SPECIFICS IN TEACHING LANGUAGE SKILLS TO PUPILS WITH MILD MENTAL HANDICAP	- 36 -
4.2.1. READING.....	- 36 -
4.2.2. LISTENING.....	- 37 -
4.2.3. WRITING	- 37 -
4.2.4. SPEAKING	- 38 -
4.3. CHOSEN STRATEGIES SUITABLE FOR TEACHING ENGLISH TO PUPILS WITH MILD MENTAL HANDICAP	- 39 -
4.3.1. AN "ENLIGHTENED" APPROACH TO TEACHING AND LEARNING	- 39 -

4.3.2.	USE OF TECHNOLOGY.....	- 39 -
4.3.3.	MULTISENSORY APPROACH	- 41 -
4.3.4.	TOTAL PHYSICAL RESPONSE (TPR)	- 41 -
4.3.5.	DRAMATIZATION.....	- 42 -
4.3.6.	COMMUNICATIVE APPROACH	- 43 -
4.3.7.	MNEMONICS	- 43 -
5.	INTRODUCTION AND AIMS	- 45 -
5.1.	DESCRIPTION OF SUBJECTS PARTICIPATING IN RESEARCH.....	- 46 -
5.1.1.	SCHOOL AND ITS SCHOOL EDUCATION PROGRAMME	- 46 -
5.1.2.	FORM 8.....	- 46 -
5.1.3.	FORM 9.....	- 48 -
6.	LESSON PLANS	- 49 -
6.1.	LESSON PLAN 1.....	- 49 -
6.1.1.	PROCEDURE WITH EVALUATION.....	- 50 -
6.1.2.	LESSON AIMS, EXAMINATION 1 AND 2	- 52 -
6.2.	LESSON PLAN 2.....	- 53 -
6.2.1.	PROCEDURE WITH EVALUATION.....	- 54 -
6.2.2.	LESSON AIMS, EXAMINATION 1 AND 2	- 56 -
6.3.	LESSON PLAN 3.....	- 57 -
6.3.1.	PROCEDURE WITH EVALUATION.....	- 59 -
6.3.2.	LESSON AIMS, EXAMINATION 1 AND 2	- 61 -
6.4.	LESSON PLAN 4.....	- 62 -
6.4.1.	PROCEDURE WITH EVALUATION.....	- 63 -
6.4.2.	LESSON AIMS, EXAMINATION 1 AND 2	- 65 -
6.5.	SUMMARY OF THE RESULTS.....	- 66 -
7.	QUESTIONNAIRE FOR PUPILS AND ITS ANALYSIS	- 68 -
7.1.	LESSON 1	- 68 -
7.2.	LESSON 2	- 69 -
7.3.	LESSON 3	- 70 -
7.4.	LESSON 4	- 70 -
7.5.	SUMMARY OF THE RESULTS.....	- 71 -
7.6.	CONCLUSION OF THE PRACTICAL PART	- 72 -
8.	CONCLUSION.....	- 73 -
	BIBLIOGRAPHY	
	APPENDICES	
	RESUMÉ	
	ANNOTATION	

LIST OF ABBREVIATIONS

DSM-IV - Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition

ICD-10 - International Statistical Classification of Diseases and Related Health Problems 10th Revision

IQ – Intelligence Quotient

MEYS – Ministry of Education, Youth and Sport

FEP – Framework Education Programme

TPR – Total Physical Response

T – teacher

TA – teacher's assistant

P - pupils

LIST OF FIGURES

Figure 1: reading the recipe

Figure 2: graph with the results – examination 1, lesson 1

Figure 3: graph with the results – examination 2, lesson 1

Figure 4: at a clothes shop

Figure 5: graph with the results – examination 1, lesson 2

Figure 6: graph with the results – examination 2, lesson 2

Figure 7: board with flags

Figure 8: modelling clay

Figure 9: graph with the results – examination 1, lesson 3

Figure 10: graph with the results – examination 2, lesson 3

Figure 11: graph with the results – examination 1, lesson 3

Figure 12: graph with the results – examination 2, lesson 3

Figure 13: at the doctor's

Figure 14: graph with the results – examination 1, lesson 4

Figure 15: graph with the results – examination 2, lesson 4

Figure 16: graph with the results – examination 1, lesson 4

Figure 17: graph with the results – examination 2, lesson 4

Figure 18: pupils' questionnaire - question 1, lesson 1

Figure 19: pupils' questionnaire - question 2, lesson 1

Figure 20: pupils' questionnaire - question 3, lesson 1

Figure 21: pupils' questionnaire - question 1, lesson 2

Figure 22: pupils' questionnaire - question 2, lesson 2

Figure 23: pupils' questionnaire - question 3, lesson 2

Figure 24: pupils' questionnaire - question 1, lesson 3

Figure 25: pupils' questionnaire - question 2, lesson 3

Figure 26: pupils' questionnaire - question 3, lesson 3

Figure 27: pupils' questionnaire - question 1, lesson 4

Figure 28: pupils' questionnaire - question 2, lesson 4

Figure 29: pupils' questionnaire - question 3, lesson 4

ABSTRACT

The diploma thesis is focused on teaching English to pupils with mild mental handicap in lower secondary schools. The main aim of the theoretical part was to describe characteristics of pupils with mild mental handicap, as well as to outline general and English teaching principles applied to pupils with mild mental handicap. The main output of the practical part was to create four lesson plans according to the theoretical part, apply them in one elementary school and evaluate their effectiveness by the teacher's observation and pupils' questionnaires.

INTRODUCTION

Five years ago, when I started to work at an elementary school for pupils with special education needs, I encountered pupils with mental handicap for the first time. I was surprised by the fact that these pupils have to study a foreign language, asking myself if it is necessary for them. Next year, I was asked to teach them myself and, in the end, saw how narrow-minded my opinion was. Pupils I taught were very cooperative, keen to learn and looking forward to the next English lessons. At that time, there were not enough materials made for teaching English to pupils with mild mental handicap and the fact did not change much through the years. Hence, I decided to explore this field more and chose it as the topic of my diploma thesis.

The theoretical part of the thesis presents not only the basic terminology of mental handicap, but also describes different characteristics that are typical for these people. Furthermore, from the point of education, general and English teaching principles are applied to pupils with mild mental handicap. Last but not least, some suitable English teaching strategies are presented.

The main objective of the practical part is to create suitable materials for teaching English to pupils with mild mental handicap through sample lesson plans as I consider it important to set all activities into real contexts for clearer understanding and interpretation. In total, there are four plans that are based on the theoretical part and evaluated through an observation and questionnaires. The aim is to find out whether the plans are effective as well as enjoyable by the pupils.

THEORETICAL PART

1. BASIC TERMINOLOGY

It is very difficult to specify an appropriate terminology while dealing with mental disorders. Experts tried to find suitable terms throughout history and changed them repeatedly mainly due to their gain of pejorative meanings. Examples can be former official terms that became known as swear words in the Czech language - *debil* [asshole], *imbecil* [imbecile], *idiot* [idiot].

1.1. MENTAL RETARDATION

Nowadays, the most commonly known term is *mental retardation*. It started to be used after the World Health Organisation meeting in Milan in 1959 (Valenta, Müller, 2013), however, this term is getting replaced by more politically correct forms. The term *mental retardation* was defined multiple times and generally, it means decrease in intellectual abilities and social adaptability with different aetiology (Valenta, Müller, 2013). Here are some exact definitions listed:

- DSM-IV

According to Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) mental retardation is “*significantly subaverage general intellectual functioning (Criterion A) that is accompanied by significant limitations in adaptive functioning in at least two of the following skill areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety (Criterion B). The onset must occur before age 18 years (Criterion C). Mental Retardation has many different etiologies and may be seen as a final common pathway of various pathological processes that affect the functioning of the central nervous system*” (American Psychiatric Association, 1994, p. 39).

DSM-IV is a system used in the USA. As written in the definition, there must be three criteria met to diagnose mental retardation.

In the newly revised version of Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition from 2013, the term *mental retardation* is replaced again to *Intellectual Disability* or *Intellectual Developmental Disorder* (American Psychiatric Association, 2013).

- ICD-10

According to the World Health Organization and its International Statistical Classification of Diseases and Related Health Problems 10th Revision (ICD-10), mental retardation is “*a condition of arrested or incomplete development of the mind, which is especially characterized by impairment of skills manifested during the developmental period, skills which contribute to the overall level of intelligence, i.e. cognitive, language, motor, and social abilities. Retardation can occur with or without any other mental or physical condition.*” (ICD-10, 2016, chapter V).

As ICD-10 was released in 1992 for the first time, experts are now working on the newer version ICD-11 which should be released in June 2018 (WHO, 2017).

When defining mental retardation, both ICD-10 and DSM-IV name worse intellectual abilities and problems in adaptive functioning in different skill areas. Whereas DSM-IV limits the skill areas to eleven (*communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety*), ICD-10 is more general and names four basic abilities (*cognitive, language, motor, and social*). Furthermore, DSM-IV sets a limit in age 18 years while ICD-10 mentions only the developmental period. Overall, both definitions describe lower intellectual functioning and adaptive problems during the developmental period.

In the Czech Republic, the ICD-10 system and its classification are used and only psychiatrists or psychologists can diagnose mental retardation.

1.2. MENTAL HANDICAP

A broader term used in the Czech Republic is *mental handicap*. This term covers both *mild mental retardation* (IQ 50-69) and *borderline mental retardation* (IQ 70-85), hence people with IQ from 50 to 85 (Valenta, Müller, 2013). According to Černá (2008), this term has its purpose especially in education.

1.3. INTELLIGENCE QUOTIENT (IQ)

An intelligence quotient is a total score derived from standardized intelligence tests to determine human intelligence. It was invented by a psychologist William Stern in the 1910s. Practically, it is mental age divided by biological age and multiplied by one hundred. The result is a concrete number but the test's reliability and standard deviation must be considered too (Valenta, Müller, 2013).

Intelligence quotient itself is not sufficient enough to determine mental retardation as was mentioned in its definition beforehand. Hence, people cannot believe only in an IQ score as there is no correlation between one's IQ and success in life after school. On the other hand, intelligence score can show us presumable school achievement and help teachers with teaching children with mental handicap (Henly, 2002).

Through many historical attempts to find a suitable term for mental retardation and humanizing trends in the field of special education, many authors (Černá, 2008, Švarcová, 2003, Valenta, Müller, 2013, Kozáková, 2013) suggest that if we talk about humans, we should emphasize it in the first place and then add any disability that a person has. In practice, it would be "*a student with mental handicap, a pupil with mental retardation*" etc. (Kozáková, p. 8, 2013).

1.4. CLASIFICATION OF MENTAL RETARDATION

Mental Retardation is subdivided into six categories in accordance with the degree of disorder. The categories are bordered by the level of the Intelligence Quotient (IQ). The less severe is *Mild mental retardation* (IQ 50-69), then is *Moderate mental retardation* (IQ 49-35), *Severe mental retardation* (IQ 34-20) and *Profound mental retardation* (IQ under 20). The last two categories are *Other* and *Unspecified mental retardation* (ICD-10, 2016).

1.4.1. MILD MENTAL RETARDATION

According to ICD-10, clinical features of mild mental retardation are:

- IQ 50-69, mental age 9-12 when adults
- delayed speech process
- main problems occur after the start of attending school
- most people are fully independent
- as adults, they can obtain easier mainstream jobs
- they can maintain good social relationships (Valenta, Müller, 2013).

The exact words of the third point are “*Likely to result in some learning difficulties in school.*” (ICD-10, 2016, chapter V). Černá (2008) claims that all terms connected to the mental retardation syndrome have different contents in different contexts which is given by its interdisciplinary character – in different fields and practical measures were established terms that meet the requirements for that field of study – a different terminology is chosen for medical purposes and to social support purposes (Černá, 2008). In the English-speaking countries, we can encounter terms like learning difficulties, mental disorder, intellectual or cognitive disability, intellectual developmental disorder or intellectual impairment. As this project is connected with education, the term mild mental handicap is used as proposed by Černá (2008).

2. CHARACTERISTICS OF PEOPLE WITH MILD MENTAL HANDICAP

This chapter will try to summarise characteristics of people with mild mental handicap. In actual reality, these can vary from person to person and cannot be taken globally. Still, we can find some common characteristics of which we should be aware when it comes to effective teaching and learning.

2.1. GENERAL CHARACTERISTICS

Generally, mild mental handicap can become evident in these aspects in different degrees and variability, Dolejší in Valenta, Müller, p. 49, (2013) names these: *“slower understanding, difficulties in comparison and problem solving, worse logical and mechanical memory, volatile attention, visual-motoric disorder, impulsivity, hyperactivity or hypoactivity, excitability, suggestibility, problems with mental development of ‘I’, delayed psychosexual development, problems in communication and social interactions, increased dependence on family members and smaller tolerance to school and social requirements”*. Švarcová p. 41, (2003) repeats the same and adds *“inadequate verbal lexicon, poor self-reflection and simple and concrete conclusions”*. With some of these characteristics is being dealt with further.

2.2. COGNITIVE CHARACTERISTICS

Cognitive characteristics include a variety of different skills related to information processing. We can define cognition as *“the mental processes that human beings use to acquire knowledge of the world”* (Scarr in Smith, Finn, Dowdy, p. 41, 1993). When the cognition is limited, it can result in academic and social problems. For better clarity, cognitive characteristics are listed below in separate subsections.

2.2.1. PERCEPTION

The need of cognition is one of the basic functions of the human mind. When a child is born, their brain is not fully developed. It continues to progress while receiving stimuli from the surroundings. For children with less developed cerebral cortex, the requirement for perceiving the world is weakened. That is why the perceptive needs and activities of children with mild mental handicap are less evolved (Švarcová, 2006). Rubištejnová in Valenta, Müller describes these perception differences:

- “slow and decreased extent of visual perception
- not being able to distinguish perceived things – their shapes, colours, problems with differentiating a figure and background (they cannot see an outline of an object in a similar background)
- perception inactivity – they do not see details
- insufficient depth perception
- reduced sensitivity of touch perception
- worse coordination
- late differentiation of phonemes and their distortion
- imperfect perception of time and space” (Valenta, Müller, p. 50, 2013)

Several authors agree that these perception problems can be reduced and compensated by systematic special education care (Valenta, Müller, 2013, Švarcová, 2006).

2.2.2. THINKING

Thinking is another cognitive function. It is a means of recognizing substantial and general qualities of things and understanding their basic relationships and connections. Its instrument is human speech. If a person is thinking of a perceived object, it is called concrete thinking; on the other hand, thinking of concepts is called abstract thinking (Plecerová, Pužejová, 2016).

We can differentiate these basic thinking processes: distinguishing, classifying, comparison, analysis, synthesis, generalization (Valenta, Müller, 2013). Plecerová,

Pužejová added deduction, induction, analogy (drawing new knowledge based on similarities of objects), abstraction (differentiating of important and irrelevant) and concretization (application of general knowledge to concrete objects) (Plecerová, Pužejová, 2016).

Because of perception problems, children with mild mental handicap create a limited source of concepts. They are also limited by frequent speech difficulties, deficiency in phonetic differentiation, articulation problems and limited imagination that are essential for the process of thinking itself (Švarcová, 2006). In addition, thinking is also too concrete, unable to generalize and make correct synthesis and analysis (Valenta, Müller, 2013).

Another characteristic typical for children with mental retardation is not being able to think through their reactions to situations. They usually do not think about possible consequences to their actions. This is also connected with their non-critical thinking. Children with mental handicap do not consider their thinking or actions as incorrect. Seldom do they find their own mistakes or mistakes of others as they are usually not able of critical evaluation (Švarcová, 2006).

What is more, the quality of thinking is seriously affected too. Children with mental handicap do not understand the concept of sequence. Hence, they have difficulties in organizing and planning. These are significant in their school work and later, work life (Švarcová, 2006).

Thinking is a complex process that affects all parts of human life. Thinking specifics of people with mental handicap are the most remarkable at school and later at work. School obligations require a mixture of thinking processes to successfully proceed through the whole system and children with mental handicap have difficulties in all of them. It starts with speech problems through limited imagination and restricted lexicon to non-critical evaluation. Poor planning and organizing skills only add to the list.

2.2.3.MEMORY

“Memory is the ability to store and recall information” (Smith, Finn, Dowdy, p. 45, 1993). It guarantees us that we do not learn things every single moment. Memory can be divided into short-term and long-term. The short-term memory holds a small amount of information for a short period of time - about 20 seconds. In the long-term memory, information is kept longer and must be rehearsed in some way (Smith, Finn, Dowdy, 1993).

Russian physiologist I. M. Sečenov discovered that memory also generalizes experience that is why the process of remembering means understanding, analyzing, finding a connection and categorizing into a system of concepts (Valenta, Müller, 2013). As it is seen, memorizing is a complex process of cognitive functions which are, in case of people with mental retardation, limited.

Several experts agree that it takes people with mental handicap a long time to remember trivia; they usually contain information after repeating it for many times (Valenta, Müller, 2013, Švarcová, 2006). That is why it is important to make learning of pupils with mental handicap cyclic and revise one topic periodically.

Furthermore, newly learned things are quickly forgotten and their recalled memories are inaccurate. They also cannot apply learned knowledge in practical life (Valenta, Müller, 2013). Švarcová (2006) adds that they remember better outer signs that can be seen and worse inner logical contexts that they do not even notice (Švarcová, 2006).

A study made by Ellis, Deacon and Wooldridge (1985) showed that *“people with mental retardation have more difficulty remembering letters than pictures”* (Smith, Finn, Dowdy, p. 46, 1993). This study indicates the importance of visualisation in teaching people with mental handicap.

Memory is another important cognitive function needed for successful learning. Only by storing information into the long-term memory, can it be used after coming out of school into practical life. When teaching pupils with mental handicap, a huge amount of patience is needed for the constant repeating of trivia.

2.2.4.ATTENTION

Attention can be defined as “*selectively focusing the senses on external stimuli.*” (Smith, Finn, Dowdy, p. 44, 1993). It can be divided into voluntary and involuntary. Voluntary attention demands conscious effort on our part, for instance solving a mathematical problem. This attention is crucial for learning process. (Valenta, Müller, 2013) The second one, involuntary attention is aroused without our will or effort, that can be for example an unexpected loud sound.

People with mental handicap have difficulties with holding their attention. Usually, the deeper the handicap, the lower the attention level is (Smith, Finn, Dowdy, 1993). For comparison, according to a study made by Bunce et al. in 2010, attention span of teenage pupils varied during one lesson from 4.5 to 10 minutes (Bunce et al., 2010). Moreover, mentally handicapped voluntary attention is unstable and easily exhausted. It cannot be divided into more actions and their attention range is narrower than of people with normal intellectual level (Valenta, Müller, 2013).

Children with mental handicap have their specific attention span which a teacher should take into consideration. It is advisable to give children some rest time after paying attention and intersperse lessons with relaxation (Valenta, Müller, 2013). Making lessons interesting and tailored to their interests (as much as it is possible) can also help in keeping pupils attention.

2.2.5.PROBLEM SOLVING AND PLANNING

Problem solving and planning are necessary for students to experience academic and social success in school. Problem solving means dealing with problems that

are beyond situations that have obvious solutions. Some studies made between years 1986-1989 showed that children with mild mental handicap had the poorest problem solving abilities out of three categories – gifted, normal and mildly handicapped elementary-aged pupils and that “*the problem solving strategies are related to intelligence*” (Smith, Finn, Dowdy, p. 46, 1993).

Without planning, students are unlikely to effectively use their time, studying and completing tasks. Another study made by Kops and Belmont (1985) revealed that lower achieving students have a tendency to be poor planners and organizers (Smith, Finn, Dowdy, 1993).

Due to lower intelligence score and not being able to understand the concept of sequence, children with mental handicap have deficits in problem solving, planning and organizing. This can be compensated at school by keeping a diary where pupils write their homework and tasks even in higher grades. When a pupil with mild mental handicap is faced with a situation that does not have an obvious solution, it is advisable to analyse it with the pupil and explain all possible outcomes and effects. By doing so, they can better understand these situations when encountering them later in life.

Cognitive functions are undoubtedly important in the learning process. In the first part of this chapter, there were some basic specifics described that are different from intact (normal) pupils, especially – perception, thinking, memory and attention. Some of them are so specific that they can be perceived by teachers as a lack of preparation for a lesson on the pupil’s side. Therefore, teachers that have children with mental handicap in their classrooms, they should be acquainted with all of their characteristics and distinguish between what is caused by the handicap itself and what has a different reason. However, these are not the only characteristics that influence a learning process and those connected to feelings have to be added.

2.3. OTHER RELEVANT CHARACTERISTICS

When describing characteristics of people with mild mental handicap, we should also mention emotions, volition and aspiration as these can also affect the process of learning.

2.3.1.EMOTIONS AND SELF ESTEEM

Children with mild mental handicap have the same needs as the rest of population – they seek to be liked, accepted and valued like human beings. In schools, children can be given a label – mentally handicapped and be viewed in terms of their lower intellectual functioning. However, there is “*nothing handicapped about their emotions*” (Henley, p. 77, 2002). On the other hand, they have some emotion specifics that are different.

Firstly, children with mental handicap have a lower ability to control their emotions. They tend to transfer positive emotions on situations they managed well, however, the intensity of emotions decreases together while they are getting older (Dolejší in Valenta, Müller, 2013).

Rubinštejnová in Valenta, Müller describes these emotional differences:

- “lack of emotional shades, there is either one sided satisfaction or not, nothing in between
- emotions are inadequate by their dynamic character or intensity
- emotions are egocentric and influence the formation of their values and attitudes
- emotions often win over will” (Valenta, Müller, p.52, 2013).

When it comes to self esteem, it is influenced by their every day activities at school. Students with mild mental handicap without proper special care are likely to fail school demands and this failure can leave a strong impression. Also, during the teenage age acceptance of peers plays a key role in building their self esteem. Usually, children labelled as mentally handicapped face peer rejection and segregation, they lose faith in themselves as competent individuals. It is the

teacher's role to provide them with suitably challenging activities that can let them feel success (Henley, 2002).

As every individual, a child with mental handicap has his right for expressing emotions. Their emotions differ not only in intensity, dynamic and emotional shades from their peers'. With maturing, their emotions get more stable. Getting the label of mental handicap can affect child's self esteem and it is the teacher's role to prevent that from happening on a classroom level as well as a school level.

2.3.2. VOLITION AND ASPIRATION

In case of volition, for children with mental handicap higher suggestibility is characteristic (Valenta, Müller, 2013). They are more easily susceptible and this is one of the dangerous factors that can lead to being manipulated by others without proper understanding of situation. Another specific trait is dysbulia (a weakness of willpower) or abulia (lack of ability to make decisions) (Valenta, Müller, 2013).

Children with mental handicap have specific aspiration. They tend to incline to one side of behaviour – either undervaluing (low aspiration) or overvaluing (higher – unreal aspiration) themselves. This comes from their previous experience in social life; especially school. It depends whether a child with mental handicap comes to a special school from his family, kindergarten or a mainstream school (Valenta, Müller, 2013). Aspiration is also strongly connected with their self esteem.

Children with mental handicap have specific volition and aspiration. Once again, a teacher should be careful about their suggestibility and make sure not to use this fact in any way. He should also lead students to understand their strong and weak points.

This chapter presented some specific characteristics of children with mental handicap. It showed that not only intellectual aspect is relevant in their education, but also cognitive processes, emotions, volition and aspiration.

3. RECENT HISTORICAL OVERVIEW OF TEACHING ENGLISH TO PUPILS WITH MILD MENTAL HANDICAP

This chapter will not deal with the whole history of teaching children with mental handicap but focus on recent changes that happened in the last two decades and affected the way these children were and are taught nowadays.

From the second half of the 1990s, a new curriculum reform was prepared. Valenta, Müller claim that this curricular reform is the most revolutionary one from the times of Maria Theresa in the 18th century (Valenta, Müller, 2013). In 2001, Czech Ministry of Education, Youth and Sport (MEYS) published a National Programme of the Development of Education in the Czech Republic, also called a 'White Paper'. This Programme contains main strategic guidelines in education strategies throughout Czech education system (Ministry of Education, Youth and Sport, 2001).

As a result, in 2004, new Framework Education Programmes (FEP) were created for all stages of educational system. According to these programmes, a School Education Programme is made by individual schools. The main change lies in a different conception of outputs. The output of education should be reaching the so called key competences that help children in their future lives. Overall, there are 6 of them on elementary level – learning, problem-solving, communication, social and personal, civil and working competences (Ministry of Education, Youth and Sport, 2007).

Education of children with mild mental handicap was described in a separate attachment of FEP and foreign language (preferably English) got four hours that must have been split the earliest to grades 6 to 9 (Ministry of Education, Youth and Sport, 2005). However, in 2016 another modification came and the attachment was cancelled. Instead, the so called Supporting Measures were proposed. These Measures should provide an equal access to education without any discrimination and lead to a better inclusion of children with handicap into society. According to

MEYS, foreign language (preferably English) can be taught from the first grade and the latest from the third grade which depends on the school's individual School Educational Programme (Ministry of Education, Youth and Sport, 2017). Put into practice, schools have to adjust their current School Educational Programmes and pupils that learned by the old Programmes continue until they finish elementary schools and new pupils with mild mental handicap start to learn by the new Programmes. In this thesis, sample lesson plans will be made according to the old School Educational Programme of one elementary school.

As teaching English to pupils with mild mental handicap was introduced in 2004 in the Czech Republic, there are not many suitable materials or books meeting the needs of such learners. And, with the changes in 2016, there is also a new demand of these materials for very young to older learners with mild mental handicap. Overall, this quick change brought many problems and burdens for teachers that have to teach English to pupils with mild mental handicap without any material support and often without prior qualification.

4. TEACHING ENGLISH TO PUPILS WITH MILD MENTAL HANDICAP

Teaching pupils with mild mental handicap has generally its specifics, methods and principles. From the wide variety of subjects that these pupils must study, foreign language, in this case English, has its own principles and methods that are used and kept in mainstream classes. These methods should be adjusted to learners with mild mental handicap and they also have to respect their characteristics in order to successfully reach goals and outputs given by the School Education Programme.

4.1. TEACHING PRINCIPLES

Didactics (theory of teaching) plays an important role in any kind of teaching and is equally essential in teaching pupils with mental handicap. Over years, generations of teachers wrote basic teaching principles based on their experience which is still complemented by the newest theoretical findings (Švarcová, 2006). As important as didactics and its principles are, every teacher should know and implement them into their practice.

4.1.1. GENERAL PRINCIPLES OF TEACHING PUPILS WITH MILD MENTAL HANDICAP

Both Valenta, Müller (2013) and Švarcová (2006) agree that there are no special categories of teaching principles for pupils with mental handicap but only variations of the general ones that are applicable for all learners and especially for ones with mental handicap.

Several authors (Valenta, Müller (2013), Valenta, Krejčířová (1997), Švarcová (2006) mentioned these five main principles:

- Use of visuals, illustrativeness

The use of visuals is one of the most important principles in teaching pupils with mental handicap. As they have problems with generalization, it is hard for them to categorize an already known concept into context. It is important to visualize the more the curriculum is abstract so that pupils understand and connect abstract words and their meanings. It is recommended to use multi sensory methods, not only visuals in order to create multiple connections between perception and later conception. Teachers should try to concretize the trivia as much as possible and connect it with real, known situations (Valenta, Krejčířová, 1997).

In practice, teachers can use various didactic tools, interactive boards or basic pictures. While doing that they should respect the specific perception needs of people with mild mental handicap (Valenta, Müller, 2013).

- Suitability

All methods, contents of lessons and their organization have to correspond with pupils' age and degree of handicap. If pupils' specifics are not respected, the whole learning process becomes ineffective. As already said, there is a wider range of what is considered mild mental handicap. The IQ ranges from 50 to 85 points which is a huge difference. Different materials will be needed for border line pupils and those that are closer to the moderate type of mental retardation. This is closely connected with the individual approach to pupils (Valenta, Krejčířová, 1997).

In practice, it is recommended to implement relaxation moments during lessons. There are more techniques that work with pupils' breathing or body. It is also good to change activities and forms of learning in one teaching unit (Valenta, Müller, 2013).

- Need of a system

All things that are learned must be taught in a structure as they are related to each other. We can look at one curriculum from different angles and relations. Pupils with mental handicap tend to learn chaotically and elementally due to their cognitive specifics (Valenta, Krejčířová, 1997).

In practice, teachers should present curriculum as a whole. Pupils are led by teachers to create systems, structures and summaries. One study topic can be taught in different subjects to provide different views. This is also anchored in School Educational Programmes as Inter subject relations (Valenta, Müller, 2013).

- Permanency

Things that were learnt need to be stored in memory too. Without it, the whole learning process would be in vain. For children with mental handicap it is much harder to permanently store information, abilities or habits. It is important to revise what was learnt as often as possible, especially skills that are important in normal life (Valenta, Krejčířová, 1997).

In practise, we try to present one topic in different situations and conditions and repeat them as long as it is needed to permanently store and grasp them. We also use homework as a means of practicing trivia at home. Homework must have an appropriate length and difficulty so that the pupil is able to fulfil the task alone (Valenta, Müller, 2013).

- Awareness and activity of pupils

Pupils have to be familiarized with tasks and goals of learning; otherwise they lose motivation to learn. If they do not comprehend why to learn something, they stop being active in the process (Valenta, Krejčířová, 1997).

In practice, teacher should ask regularly if pupils understand all information. To keep pupils active, it is advisable to make lessons interesting – for example by various competitions or games. Another way to make pupils active is by individual work when pupils work alone on tasks. Once again, these tasks must be reachable for pupils to do alone or with little help (Valenta, Müller, 2013).

Henley (2002) writes ten general principles of effective teaching of pupils with mild mental handicap. Except for the above mentioned, he focuses on the labelling of “mentally retarded” pupils – teachers should free themselves of stereotypes that

come with this label. There is more to intelligence than an IQ score assessed by IQ tests. It is also not a permanent condition; teachers should expect to see progress.

Secondly, he adds that pupils should be provided with functional and career-oriented learning experiences – these are daily living and work skills.

In practice, to improve work skills teachers lead pupils to punctuality and attendance. Pupils can be rewarded for being on time in between two classes or in the morning, if they are travelling to school alone. To promote responsibility, pupils can keep records of completed assignments (Henley, 2002).

Švarcová (2006) adds that pupils are unable to concentrate for 45 minutes even if the lesson is interesting for them. She proposes that lessons are taught in time intervals with some time to rest in between, suitable are some songs, relaxation or games. It can also be challenging for teachers to bring pupils attention back to learning (Švarcová, 2006).

These were main general teaching principles that are important to be kept while teaching any subject to children with mild mental handicap.

4.1.2. APPLYING ENGLISH TEACHING PRINCIPLES TO PUPILS WITH MILD MENTAL HANDICAP

Brown (2000) claims that many studies were made about acquisition and teaching of foreign languages. As a result, he promotes twelve principles of second language learning. He divides them into three categories – cognitive, affective and linguistic. The author points out that all three categories overlap each other. These principles will be applied to pupils with mild mental handicap with reference to their general characteristics and the author's observations.

Cognitive principles

Cognitive principles relate with mental and intellectual functions (Brown, 2000). In relation to mild mental retardation, pupils are bound to have certain difficulties as their mental and intellectual functions are more limited.

- Automaticity

Automaticity is a principle that comes from the theory that children learn languages subconsciously through meaningful use. Moreover, being too focused on forms of language and its rules can block the way to pupils' automatic and fluent grasp of the language. In practice, it is advised not to be heavily centred on grammatical explanations and rules but focus on the usage of language in as genuine situations as a classroom can permit (Brown, 2000).

Pupils with mild mental handicap: Due to their perception specifics, they have problems with acquisition of their native language hence there will also be a limitation to this principle as well. However, teachers should expose pupils to English as much as possible. In practice, teachers can give instructions in simple English and accompany them with body language or miming. English can be taught through practical work like cooking lessons. If pupils are taught grammar, they should be presented with simple rules which they are able to comprehend.

- Meaningful learning

This principle is close to the first one. Pupils are not willing to learn things in which they cannot find any meaning. If the learning is meaningful, it is more probable that pupils store the newly obtained knowledge than if they do not find it useful. In practice, teachers can find out pupils' interests or goals to make their lessons tailored to them. Also, when introducing a new topic, teacher should make sure to make an association, connection to something that pupils already know (Brown, 2000).

Pupils with mild mental handicap: As their thinking processes are limited, they have problems with recognizing what is really meaningful and useful. They are led by their current thoughts rather than future ones. On the other hand, the principle of conscious learning should apply even in English. In practice, teachers can present what pupils are going to learn in that lesson and how they can use it later and while doing that be as concrete as possible.

- The anticipation of reward

Skinner in Brown (2000) showed how important a reward is not only in human but also in animal world. Every action a person does, is in anticipation of some kind of reward. In practice, teachers can use various kinds of rewards – verbal praise, marks or compliments. Teachers should be aware of overusing such rewards as they can become just empty words. For long term rewards, teachers can point out the usefulness and prestige of using the second language in jobs, academics or travelling (Brown, 2000).

Pupils with mild mental handicap: As their self-esteem is usually affected by the previous experience, rewarding can help to build more confidence in their learning. In practice, various rewards can be used e.g. stamps, stickers, smileys or marks for older pupils. It is also good to plan a lesson so that at the end, the teacher can reward pupils with some kind of appreciation for their work and finish the lesson in a positive mood. Teachers do not have to worry about using concrete rewards as they can be more easily grasped. As a long term reward, the teacher can arrange a meeting with a native speaking person and pupils can try to communicate with him.

- Motivation

Jeremy Harmer defines motivation as “*some kind of internal drive which pushes someone to do things in order to achieve something*” (Harmer, p. 51, 2001). Motivation is divided into extrinsic and intrinsic. Extrinsic motivation drives from external influence (financial reward, need for passing an exam) whereas intrinsic comes from the inner need of the student (enjoying the learning process itself) (Harmer, 2001).

Ivan Kupka (2012) wrote that there are three main factors that influence the success of learning a language, which are motivation (33%), skills (33%) and intelligence (20%). The remaining 14% are other factors. He also creates a

pyramid of success where one side of its base is only motivation, the others are learning abilities together with motivation and the height of the pyramid is time given to studying a language (Kupka, 2012). This shows that motivation is more important than intelligence and even less gifted people can learn a language if they invest enough time and have solid motivation.

If a pupil is motivated intrinsically, he does not need any outer reward as his own learning is rewarding for him. To fuel intrinsic motivation, teachers should know their pupils' interests and characters. They adapt teaching methods and exercises so that they are fun, interesting, meaningful and also challenging for pupils (Brown, 2000).

Pupils with mild mental handicap: To promote intrinsic motivation, finding pupils' interests is crucial. They usually become easily enthusiastic about activities which they find fun, interesting and new. As their level of suggestibility is higher, teacher's good mood and positive attitude is transmitted to pupils more visibly. Creating a friendly atmosphere makes pupils look forward to future English lessons and be willing to learn by themselves at home too. To encourage extrinsic motivation, another point would be giving pupils a chance to feel success in language for example through a game or competition (on class or school level) or, if possible, taking pupils abroad so that they are motivated to learn the language – this can be done with help of European projects as families with children with handicap usually cannot afford spending much money for travelling abroad.

- Strategic investment

This principle points out the importance of not only the deliverance of language by the teacher but also the role of the learner in the process. If a learner wants to succeed in second language learning, he needs to invest his time, effort and attention too (Brown, 2000).

Pupils with mild mental handicap: This principle is a challenging one for pupils with mild mental handicap. Due to their poor thinking and planning skills, teachers

can help them by creating a log into which they mark what they learnt and self-evaluate themselves – as always it must be in an understandable form for every pupil.

Affective principles

Affective principles relate with emotions, one's self and relation between culture and language.

- Language ego

This principle works with a theory that while learning a second language, learners also adapt a new second identity – new mode of thinking and feeling. At the beginning of learning, learners feel inadequate or even silly when facing real communication dialogues, as they are unable to find the right words or structures to lead it as they want. In this case, teachers should support their learners by providing them with a friendly and understanding atmosphere. This can be supported by choosing the right level of exercises and suitable techniques which are reachable by students (Brown, 2000).

Pupils with mild mental handicap: As their thinking and emotions have some specifics; this principle has limits for application. Pupils are usually not afraid to use the language because of the reason they would look or feel silly during communication. Pupils can keep a diary with phrases and dialogues used in different situations which can be supplemented during their learning with more complicated ones. This diary can help them to have better orientation in social situations and its adequate responses in English.

- Self-confidence

Without any self-confidence, a learner is not able to perform a given task. The learner would spend more time on why he cannot do it rather than trying it. In practice, teachers show their learners that they believe they can accomplish all given tasks. This can be done by verbal or non-verbal encouragement. Secondly,

activities should be sequenced from easier to more difficult ones so that the confidence is built through managing and completing easier tasks (Brown, 2000).

Pupils with mild mental handicap: As written in previous chapters, self-confidence of handicapped pupils is more vulnerable than of intact ones. Teachers have to balance their reward systems so that they do not make more harm than good. To find the right encouragement is very individual. Sequencing tasks according to their difficulty applies even for pupils with mental handicap.

- Risk-taking

If the learner is enough self-confident, he is ready to take risks in language use. Learners are often led to 'you must answer correctly or not at all' belief which stops them from saying anything. In practice, teachers should promote risk-taking to learners but on the other hand, also friendly and firmly attend their language (Brown, 2000).

Pupils with mild mental handicap: As they have a lower ability to control their emotions, they tend to act more compulsively without first thinking about risks. Hence, they do not feel the pressure to answer correctly or not at all. If they do not answer, they probably do not know or understand it.

- The language-culture connection

Teaching a language without its culture connection is not possible. When learning a language, learners always get some knowledge of its culture. In practice, teachers should show that there are differences between cultures and point out that there is never a better or worse culture. Teachers can use materials that show links between the language and culture (Brown, 2000).

Pupils with mild mental handicap: For them, it is even more important to use authentic materials and preferably in authentic situations. Pupils more easily understand culture and events when they can have first-hand experience. It is good to use many visuals and real objects that the pupils can touch themselves.

Linguistic principles

Linguistic principles are focused on the language itself.

- Native language effect

A native language effects learning a second language indisputably. It has both facilitating and interfering character, whereas the interfering one is more salient. In practice, teachers can provide a feedback on an error that is based on the native language interference and help learners understand and connect it. Teachers should try to make learners think in the second language, which can minimize interference errors made by overwhelming translations into native language (Brown, 2000).

Pupils with mild mental handicap: Because of their thinking characteristics, the facilitation and interference of native language is limited. Their logical and abstract thinking often do not allow them to find the connection. Teachers can show pupils links between the two languages in both cases (interference and facilitation). To promote thinking in the second language and not dwelling on translations, it is good to give pupils pictures and new words to build their vocabulary as they remember better pictures than letters anyway.

- Interlanguage

Learners adopt a second language through a systematic process that is partially a result of feedback from others. When it comes to feedback, teachers have a hard role to provide both positive feedback and correcting learners' errors to make their sentences clear and unambiguous. In practice, teachers should distinguish between the interlanguage errors and others as learners can become aware of their error based on logical connection, hence remember the error better through understanding it. Teachers should welcome mistakes and use them to show that we can learn from them. Promoting self-correcting can help learners to use the form correctly and regularly. Every feedback should be done with kindness and empathy so that learners do not lose courage to express themselves in the future (Brown, 2000).

Pupils with mild mental handicap: They have difficulties in finding their own mistakes or mistakes of others, which limits the use of self-correcting or peer correcting. Their mistakes should be corrected if the meaning or total understanding of what they say is not possible. Pupils with mental handicap are more prone to feel discouraged after overcorrecting them.

- Communicative competence

According to Bachman, Canale and Swain in Brown (2000), communicative competence consists of “*organizational competence (grammatical and discourse), pragmatic competence (functional and sociolinguistic), strategic competence and psychomotor skills*” (Brown, 2000, p. 68). To achieve communicative goals, it is important to use authentic language in authentic contexts outside the classroom.

In practice, teaching grammar should be only one part of the lesson, teachers should not dwell on drills and exercises to practise it. In communication, intonation and pronunciation play an important role in the process of understanding, that is why teachers should explain to pupils the differences in meanings. Teachers should also try to prepare students for times when they leave classrooms and become independent learners of the language (Brown, 2000).

Pupils with mild mental handicap: When teaching grammar, it must be presented in a simpler way and in smaller parts. As they have various perception problems, they may not recognize different pronunciation or intonation. In order to make pupils independent learners after leaving school, teachers help pupils to learn how to work with their exercise books, diaries, vocabularies etc. on their own. Building communicative competence through authentic contexts helps pupils also in their social skills.

The application of English teaching principles to pupils with mild mental handicap is limited due to their characteristic traits, however, they can be alternated to fit their needs and help them with more effective learning.

4.2. SPECIFICS IN TEACHING LANGUAGE SKILLS TO PUPILS WITH MILD MENTAL HANDICAP

Language skills are divided into receptive and productive. Receptive skills are what can be seen and heard – that is reading and listening, whereas productive skills are writing and speaking (Harmer, 2001).

4.2.1. READING

Students with mild mental handicap display reading deficits. They continue to have problems up to the adult age. Both basic and comprehension skills are affected (Smith, Finn, Dowdy, 1993). Langone (1986) claims that a mildly retarded pupil can learn to read a book requiring a fourth grade reading skills (Langone, 1986, p. 237). In Czech mainstream schools, teaching reading by phonics is the most used method (Toman, 2007). This method uses left hemisphere of the brain, however, for learners with mental handicap, using the right hemisphere is more favourable as they have better visual and integrative skills. This method is described as a ‘global’ reading (Henley, 2002). Carbo in Henley (2002) found that these activities are best for using global reading method – *“writing stories, reading books of their own choosing, engaging in choral reading, writing and performing in plays, and listening to tape recordings of interesting and well written books”* (Henley, p. 82-83, 2002). Langone (1986) also points out that pupils may be able to read a basal book but when encountering an everyday text; they are unable to understand it – e.g. mobile phone’s user book. He proposes to place reading and writing skills into community – real life situations like reading restaurant menus, grocery stores items, signs, job notices, newspapers, directions for assembling items, cooking and so on (Langone, 1986).

This description shows that reading skills of people with mental handicap are limited also in their native languages. Teachers can use this information for better effectiveness in teaching how to read in English. They should check pupils’

comprehension, use sight words and try to implement some methods for global reading and expose pupils to everyday texts which they can encounter abroad.

4.2.2. LISTENING

As pupils with mild mental handicap have perception deficits, listening in a second language is very difficult. Listening exercises are difficult in concentration, attention, memory and usually require writing during the process (Valenta, Müller, 2013). When combined together, they are seemingly unreachable for pupils with mild mental handicap. To make pupils more secure, they should be well familiar with the target vocabulary before any listening exercise. Exercise should not be too long to keep their attention; it can be played several times and preferably accompanied with pictures as their abstract thinking is limited. They should have more time for writing their answers if needed. Smith, Finn, Dowdy (1993) add these activities that can help to improve listening skills:

- use real objects to teach names of objects, teach verbs that can be illustrated, in storytelling, have students pick one picture that describes the story, implement a cuing system so students will be aware when something important is going to be said (Smith, Finn, Dowdy, p. 185-186, 1993).

4.2.3. WRITING

For pupils with mild mental handicap, problems in handwriting are very common. The writing process takes them longer and provides bigger difficulties as it requires coordination of visual and auditory analyser together with gross and fine motor skills (Smith, Finn, Dowdy, 1993). Their writing is usually slow, the pressure of the pen is often higher, and letters are bigger. They need more space for words and sentences. As they have to invest more energy into such a complicated process as writing, it is needed to implement more time for rest (Valenta, Müller, 2013). As English words are read and written differently, in comparison with Czech language, pupils with mental handicap need more time to adjust. It is advisable to give pupils written homework for practising as they have enough time

and space for it at home. Harmer (2001) warns that teachers have to match the task level with pupils' language level – this rule is very important in teaching pupils with mild mental handicap.

4.2.4.SPEAKING

Speaking is another complex process that requires a high level of integration of cognitive and motor activities. There can be problems in all parts of oral expression: phonology, morphology, syntax, semantics, and pragmatics. Lerner in Smith, Finn, Dowdy (1993) describe some useful activities in teaching oral language to pupils with mild mental handicap that can be used in teaching second language too:

- *“Activities to build oral vocabulary: have students name common objects, play “department store” – shopping, let students complete sentences or phrases, focus on more difficult words*
- *Activities to produce speech sounds: exercise mouth and facial muscles, use mirrors and vibrations to help students*
- *Activities to teach linguistic patterns: use pictures to teach morphological rules*
- *Activities to teach formulating sentences: substitute a single word in a sentence to change the sentence content*
- *Activities to facilitate practice in oral language: have students tell how to do something, e.g. brush your teeth” (Smith, Finn, Dowdy, p. 225, 1993).*

Harmer (2001) adds that any conversation has its rules that differ in various cultures; hence they need to be presented too. Especially for pupils with mild mental handicap, it is needed to dwell on the right conversation habits and customs and practise social skills.

Teaching language skills to pupils with mild mental handicap has its limits due to their cognitive characteristics. Hence, they need to be adjusted to their needs. It is

important to note that all activities should be in correspondence with their mental age even if being simplified.

4.3. CHOSEN STRATEGIES SUITABLE FOR TEACHING ENGLISH TO PUPILS WITH MILD MENTAL HANDICAP

In this chapter, some chosen strategies suitable for students with mild mental handicap will be described. Some of them are general methods for teaching and learning English.

4.3.1. AN “ENLIGHTENED” APPROACH TO TEACHING AND LEARNING

Brown (2000) describes this “enlightened” approach as a process when a teacher realizes that there is no absolute certainty that some principles will apply to all learners in all contexts and for all purposes. Every teacher or expert will view some issues differently, depending on their own interpretations and experiences. This happens because all approaches are dynamic and research data is not always conclusive and depends on one’s interpretation. Therefore, teachers should have in mind a wide set of methodological options for “*tailoring classes to diverse contexts*” (Brown, p, 40, 2000). This approach does not have a concrete theoretical base but it is working on the assumption that every teacher is creating his own unique style of teaching based on his experience, knowledge, findings and personality, which is aiming at individual needs of a learner or a whole study group. Hence, it applies twice when teaching people with any handicap.

4.3.2. USE OF TECHNOLOGY

In recent days, there is a vast range of technology that is being used at schools. Every school has at least some computers, CD/DVD recorders, projectors or interactive boards. Technology makes studying languages more attractive and effective thanks to the exposure to new media. It is much easier to stay in touch

with the studied language even though learners are not in the target country (Smith, Finn, Dowdy, 1993, Kupka, 2012).

Pupils with mild mental handicap are able to use computers as any other basic users. There exist many supportive tools such as special mice, keyboards or enlarging software to diminish the impact of any handicap while using a computer (Valenta, Müller, 2013).

One of the advantages of using computers is that pupils are not bothered by hand writing and can focus more on their task. They can write letters, e-mails or be chatting, which is also motivating and stimulating at the same time. Kupka (2012) offers an option where learners chat with robots. A famous one is chatbot Mitsuku (available at <<https://www.pandorabots.com/mitsuku/>>). Pupils can practice basic conversation phrases without any negative feedback.

Vítková (1998) describes suitable programmes for mentally handicapped pupils – they have some sort of auditory output, can be interactive, work according to simple instructions and include visual and auditory animations (Vítková, 1998).

As mentally handicapped pupils have problems with sequence, looking up words in paper dictionaries can be challenging. This problem can be solved by online dictionaries or translators.

The Internet provides a wide variety of exercises that can be used for practicing either at school or at home. There are also plenty of free applications that allow teachers to create their own exercises to fit the needs of their pupils (e.g. <www.learningapps.org>). To keep pupils' motivation, some fun games are also advisable to use – such as <www.kahoot.com>. This game needs a device for every student/group of students and one bigger screen for questions. Teachers can create their own quizzes or use some already made by other users. Some Internet browsers (like Opera) even react to spoken commands in English (Kupka, 2012). This can provide space for practice of basic vocabulary and can be very rewarding to pupils with mental handicap as a positive feedback.

There are many possibilities how to use technologies in teaching English to pupils with mild mental handicap. It motivates them and also increases their practical knowledge in computer literacy.

4.3.3. MULTISENSORY APPROACH

Multisensory approach is based on the assumption that the more senses are involved, the more efficient learning is. These are visual, auditory, kinaesthetic and tactile senses. Pupils with mild mental handicap have deficits in perception, therefore they can use more senses for better understanding or memorizing (Henley, 2002). As an example, it could be presenting vocabulary using flashcards – pupils see the picture (visual), hear the teacher pronouncing the word (auditory) and repeat it themselves, find the same picture in their exercise books (tactile) and write it (kinaesthetic) (Lerner in Henley, 2002).

For practicing writing new words, teachers can give pupils modelling clay from which they have to create letters and model given words. They can also use flour on small trays into which pupils write with fingers given words.

For practicing reading, a game called “twister” can be used – on every dot is written a word that pupil have to read before stepping on it.

4.3.4. TOTAL PHYSICAL RESPONSE (TPR)

Total physical response is a method when learners answer to commands physically. The author himself, James Asher, proposes to use this method together with different ones. According to critics, TPR is suitable for beginners (Harmer, 2001). Pupils also learn comprehension before production and through carrying out commands, right-hemisphere of brain is activated (Brown, 2000). This is useful also for children with mental handicap as they can understand better by trying to perform the task by themselves.

4.3.5.DRAMATIZATION

Dramatization uses methods based on children's games. For younger pupils, puppets can be used, for older ones it is usually dramatization of a text, situation or a curriculum. Valenta, Müller (2013) describes three levels of dramatization in relation to the role.

- "Simulation: one pupil plays himself in a model situation
- Alternation: pupil is placed into a situation that he has never experienced before
- Characterization: pupil plays different roles – it is not him but a different character" (Valenta, Müller, p. 379, 2013)

They proclaim that dramatization can be used in various subjects from literature to science and technical subjects (Valenta, Müller, 2013).

One complete method to teaching foreign language through drama was created by Carlo Nofri. The method is called Glottodrama. In this method, learners and their personalities are in the centre of the learning process. It uses the holistic principle that a language is better learned if mind and body are involved – similar to the TPR method which is connected with the pragmatic principle of communication.

The method is a combination of learning linguistic and acting skills. One unit is structured into five parts – input (play script, video, short scene), performance (distributing roles, studying the text, first acting), linguistic reflexion (focusing on the language, practicing vocabulary, grammar), actor studio (focusing on acting aspects – intonation, mimics, gestures), back to performance (re-playing the performance, the teacher record this on camera). The result is a performance that can be played in front of spectators (Nofri, 2009).

This method can be very motivational to pupils with mild mental handicap as it can have a similar process as in teatrotherapy (a therapy method using drama but focusing on the outcome – the play that is played in front of an audience, in

comparison with dramatherapy which focuses on the dramatic process itself). Overall, when using any drama method, it is important to find a suitable play and text that corresponds with the pupils' language level and mental age.

4.3.6.COMMUNICATIVE APPROACH

In the communicative approach, more importance is put on language functions rather than on grammar and vocabulary. It is based on the claim that being exposed to the language in meaningful situations and having opportunities to use the language are important to develop knowledge and skill. It also focuses on achieving the communication goal than on the precise and correct use of the language during the dialog (Harmer, 2001). That is what one of the aims of teaching English to pupils with mild mental handicap is – being able to communicate in a foreign language with a certain level of understanding.

The method uses activities involving real situations and carries out meaningful tasks. Learning is learner-centred and requires students' input (Brown, 2000). A challenging factor for pupils with mild mental handicap can be getting into an unrehearsed situation in English. They can find the situation itself hard and in foreign language it would become totally incomprehensible.

4.3.7.MNEMONICS

For the purpose of studying vocabulary and phrases, various mnemonic techniques can be used. These can be incorporated into other strategies as supplementary components. Some of them, especially those dependent on abstract thinking are not suitable for pupils with mild mental handicap. Before we start to teach phrases and vocabulary, we need to decide which ones are important to know. Kupka writes that to be successful in reading, we need around 2000 most frequently used words. This means it is advisable to teach words by their frequency in language (Kupka, 2012). As memory of mentally handicapped is limited, it is profitable to teach them words that they will encounter the most.

One of the mnemonic methods that is suitable for pupils with mental handicap is using post-it notes. They can be used either into exercise books or stuck on real life objects in classrooms. Furthermore, we can use colours to distinguish two or more grammatical structures. When pupils learn that one type of word has one colour, they can remember it more easily (Kupka, 2012).

These were some chosen strategies that can be used while teaching children with mild mental handicap. There is no universal strategy that would be suitable for every pupil. Teachers should act more flexibly and choose the right approach to different occasions.

PRACTICAL PART

5. INTRODUCTION AND AIMS

The aim of the practical part is to present activities and materials for teaching English to pupils with mild mental handicap through sample lessons. They will be created and put into practice in one Elementary school educating only children with handicap in two different forms by the author of the thesis. The lesson plans will be made based on the topics in the theoretical part. As partial aims, the author will focus on answering these questions:

- How much were the lesson plans effective?

This question will be answered by an oral examination or a test given to pupils the next English lesson after the lesson plans were used. The same examination will be repeated after one week to find out how much pupils could remember after a certain period of time. The oral questions and tests will be based on some of the aims listed in the lesson plans and pupils will not be aware of the fact that they are tested.

- How did pupils work during the lessons?

Two methods will be used at this point. Pupils will be given a structured questionnaire in which they self-evaluate themselves after each English lesson. Moreover, the author will evaluate pupils during the lesson through observation, focusing on their attention, activity and cooperation.

- Which of the activities and methods did pupils enjoy the most?

This will be answered by a structured questionnaire given to pupils after each English lesson and also by an observation of the author during the lessons.

- Were pupils looking forward to the next English lesson?

The last answer will also be obtained by a structured questionnaire given to pupils after each English lesson.

5.1. DESCRIPTION OF SUBJECTS PARTICIPATING IN RESEARCH

The whole research was done in one Elementary school in two different classes.

5.1.1.SCHOOL AND ITS SCHOOL EDUCATION PROGRAMME

The name of the school is Zakladni skola a Materska skola Ostrava-Poruba, Ukrajinska 19, prispevkova organizace. The school consists of a kindergarten, elementary school and also has its teachers in local hospitals that provide education to children patients. Only children with handicap are permitted to attend the school. In the school year 2017/2018, there are 15 forms in total with 118 pupils.

The research took place only in the lower secondary level, in forms 8 and 9.

The School Education Programme bears the name “Berlička” (Crutch). It has two types of curriculum timetables and syllabi (see chapter 3 in the theoretical part). One is meant only for pupils that were diagnosed with mild mental handicap. English and German are taught as foreign languages, though only English can be taught to pupils with mild mental handicap. English is given an allocation of 13 hours per week for non-mentally handicapped pupils and 4 hours per week to those with mild mental handicap. As it can be seen in the appendix 1, English is taught only in years 8 (two lessons a week) and 9 (two lessons a week). In appendices 2a and 2b, we can see syllabi for English language with their four parts – expected outcomes, educational content, cross-curriculum subjects and inter-subject relations. All lesson plans used in the practical part proceed from them.

5.1.2.FORM 8

The form consists of 6 pupils. Four pupils are diagnosed with mild mental retardation and other diagnosis listed below, two of them with moderate mental

retardation. There are two teacher's assistants present during lessons. English is taught here twice a week – on Mondays and Thursdays as sixth and also last lesson that day only to pupils with mild mental handicap. One lesson lasts 45 minutes. The classroom is equipped with an overhead projector and a computer.

pupil	gender	age	handicap
A	Female	15	mild mental retardation, spastic cerebral palsy
B	Female	14	mild mental retardation, spastic cerebral palsy
C	Female	14	mild mental retardation
D	Male	14	mild mental retardation, cerebral palsy, retinopathy

Table 1: Pupils in form 8 that are taught English

5.1.3.FORM 9

The form consists of 8 pupils, five of them are diagnosed with mild mental retardation and other diagnosis listed below, 3 of them with moderate mental retardation. There are three teacher's assistants present during the lessons. English is taught twice a week – on Mondays and Tuesdays as a fifth lesson only to pupils with mild mental handicap. One lesson lasts 45 minutes. The classroom is equipped with an overhead projector and a computer.

pupil	gender	age	handicap
E	Male	16	Mild mental retardation, autistic spectrum disorder, severe visual impairment
F	Male	16	Mild mental retardation, cerebral palsy
G	Male	17	Mild mental retardation, cerebral palsy
H	Female	16	Mild mental retardation
I	Male	17	Mild mental retardation, autistic spectrum disorder

Table 2: Pupils in form 9 that are taught English

6. LESSON PLANS

Lesson plans were applied from September 2017 till March 2018 according to their occurrence in the syllabus. Lesson plans 1 and 2 were taught in form 8 at 12:45-13:30, lesson plans 3 and 4 in form 9 at 11:50-12:35. There was at least one teacher's assistant present in every lesson.

6.1. LESSON PLAN 1

Topic: Pancakes

Aims: Making pancakes.

- name ingredients needed for making pancakes
- be able to cook according to a recipe
- get familiar with a festival – Shrove Tuesday/Pancake Day celebrated in English-speaking countries

Duration: 45 minutes

Previous knowledge: question “What’s this?”

Materials needed:

- kitchen
- ingredients
- written cards (Appendix 3a)
- recipe for each pupil (Appendix 3b)
- pairs – memory game (Appendix 3c)
- homework worksheet for each pupil (Appendix 3d)

Suggested procedure: T refers to the teacher, P to pupils

1) (5 min) Greetings

T: Hello, how are you? P: I’m fine, thank you. And you? ...

T: Where are we? P: In the kitchen.

Teacher says what is going to happen in this lesson. He shortly explains about the Pancake Day celebrated in the UK. This happens in the native language.

- 2) (5 min) Teacher takes out of the bag ingredients and says their names. Pupils repeat. Teacher asks: “What’s this? What are these?”
- 3) (2 min) Teacher reads written cards and pupils match them to real ingredients on the table.
- 4) (8 min) Teacher distributes recipes to pupils. They read it together with the help of vocabulary in front of them. They replace pictures with English words.
- 5) (20 min) Pupils mix all ingredients together and everyone tries to fry their own pancake. In the meantime, the rest play the pair game. Pupils switch and eat their pancakes.
- 6) (5 min) Teacher distributes homework worksheets to pupils. He explains what to do with it and ends the lesson. He also gives pupils the final evaluation questionnaire.

6.1.1.PROCEDURE WITH EVALUATION

All four pupils were present during the lesson. The teacher is the author of the thesis. There was also one teacher’s assistant present. Before the start of the lesson, the teacher prepared all ingredients and utensils and took pupils in the school’s practice kitchen.

- 1) The teacher greeted pupils and asked them the question “How are you?”. They knew how to answer as they practice the question often at the beginning of lessons. They could answer the question “Where are we?” too because they learnt this word in previous lessons. The teacher told them what they were going to do during the lesson and very basic information about the Pancake Day festival that was held the next day. Pupils got motivated and happy to make the pancakes.

- 2) The teacher was taking out the ingredients out of the bag and let pupils to repeat after her. The teacher also made sure pupils know this ingredient in their native language. They had some difficulties when pronouncing the word “flour” and after asking “What’s this?” in different order, they often failed to answer correctly. This showed their specifics in the short term memory and cognition.
- 3) The teacher showed them one card and read the word on it. Pupils again repeated after her and pointed out on the real object. They were encouraged to put the card in front of the object.
- 4) Recipes were given to the pupils. They were put on the table and in front of them were ingredients with cards. The teacher read the text and the pupils filled in the words in English. This activity took them more time than planned. It was harder for them to find the ingredient in the text and the object in front of them (picture-real object). This was given due to the perception problems they have (figure 1, appendix 7).
- 5) Pupils mixed all ingredients together with some help. The first group (2 pupils) went with the assistant to fry their pancakes; the second group (2 pupils) stayed with the teacher and played the memory game “pairs”. As eating took the first group longer, they did not manage to play the memory game. One pupil did not like pancakes so he shared his with another teacher.
- 6) At the end, the teacher orally praised them for their work and gave them homework worksheets for practice. They were also given the final questionnaires.

Overall, this lesson was led and ended in a positive atmosphere. From the point of general principles, lots of visuals were used in forms of pictures and real objects. The task – making pancakes was challenging enough for pupils. Some of them could not make their own pancake but all of them tried it with enthusiasm. Cooking lessons are also part of their Practical Education lessons so they could try it in English too. They were also given homework for further practice at home. Pupils were introduced to what they were going to learn and took an active part in

the process. During the lesson, more activities were implemented, so that pupils kept their attention more easily.

From the point of English teaching principles, pupils were exposed to English in a meaningful situation. They were spoken to in English but only when the teacher knew they understood the meaning properly in their native language. As rewards were used oral appreciation and the pancake itself. By this also their self-confidence was promoted as they realized they can have cooking classes even in English. Pupils were not afraid to match the written cards with real objects even though they did not know the right answers. The lesson was also connected to English-speaking culture through trying out making pancakes only one day earlier than in the UK. Pupils' pronunciation was corrected until their speech was understood as unambiguous.

During the lesson 1, a mixture of multisensory approach, TPR and communicative approach were used.

6.1.2.LESSON AIMS, EXAMINATION 1 AND 2

The first examination took place in the next English lesson that was in 3 days after the sample lesson. The second examination took place one week after the implementation of the lesson plan. To assess the first lesson aim - name ingredients needed for making pancakes, teacher showed pupils flashcards with the ingredients (8) and they had to say their English equivalents. As seen in appendix 7 figure 2, all pupils had more than 62,5% answers correct. In comparison with figure 3 in appendix 7, after one week, all pupils remembered at least 50% of all words. The pupil C remembered 100% of the words in the first examination. This is given by the fact that her degree of mental handicap is the lowest and she does not have any other secondary handicap. Overall, this aim of the first lesson plan can be considered fulfilled as all pupils remembered at least 50% of all words from the lesson.

The next aim of the lesson plan was to be able to cook according to a recipe. This aim cannot be examined after one lesson as pupils with mental handicap need much more time to acquire new skills, however, their transversal skills were developed during the lesson – mainly application of knowledge and communication. These are important on the labour market.

The last aim of the first lesson was to get familiar with the festival – Shrove Tuesday/Pancake Day celebrated in English-speaking countries. To assess the last aim, pupils were asked in their native language what people do on the Pancake Tuesday and where the festival is celebrated. In the first examination, pupils answered that people make pancakes and the festival is celebrated in the UK. During the lesson, they were presented with 5 countries in total. After one week, pupils still remembered that people make pancakes on that day but had difficulties remembering any country. Overall, pupils were able to remember what people do during the festival but had difficulties with naming the places. This was expected as the information was said only orally and pupils have poor orientation on the world's map.

6.2. LESSON PLAN 2

Topic: In a clothes shop

Aims: Buy clothes in a shop.

- name clothes in English
- write the words
- revise colours
- role-play buying clothes in a shop

Duration: 45 minutes

Previous knowledge: colours, verb HAVE GOT

Materials needed:

- flashcards with clothes (Appendix 4a)
- worksheet – colours for each pupil (Appendix 4b)
- dialog worksheet for each pupil (Appendix 4c)
- homework worksheet for each pupil (Appendix 4d)
- different clothes as props

Suggested procedure: T refers to the teacher, P to pupils, TA to teacher's assistant

- 1) (5 min) Revision of chosen clothes vocabulary – flashcards are put on the board one by one while asking “What is it?”. Then, teacher says “Close your eyes” and removes one picture off the board. Pupils are asked to open their eyes and say which picture is missing. This continues until all pictures are taken off the board.
- 2) (4 min) T asks pupils: “What colour is your _____?” Pupils answer according to what they are wearing. Pupils ask their classmates the same question.
- 3) (8 min) Pupils get the worksheet with clothes to colour according the written text. They are rewarded only with an “A” mark.
- 4) (3 min) Pupils relax while listening to their favourite song in English.
- 5) (20 min) Pupils get the worksheet with the dialog from a clothes shop. T reads the text with TA. Then, pupils read together with the teacher. At the end, P read alone. They try to act the dialog using props and changing the bought items.
- 6) (5 min) Pupils get the homework worksheet to fill in the missing phrases from the dialog.

6.2.1.PROCEDURE WITH EVALUATION

All four pupils were present during the lesson. There was also one teacher's assistant. The teacher is the author of the thesis. Before the start of the lesson, the teacher prepared props and worksheets.

- 1) The teacher greeted pupils and asked them the question “How are you?” Pupils answered the question with ease. Then, the topic of this lesson was explained to them in their native language. The teacher showed them clothes flashcards one by one asking “What’s this?”. Pupils were presented with the target vocabulary for the first time in the previous lesson. They were making mistakes in two thirds of the total number. Then, they were instructed to “close their eyes” and one picture was taken off the board, next they were told to “open their eyes”. They were shown non-verbally by the teacher to understand the commands before the activity started. This activity trained their short-term memory – they failed to answer correctly at 30% of all tries.
- 2) The teacher asked the question “What colour is your _____?” varying according to what pupils were wearing. An expected answer was just the colour. Better pupils used a whole sentence – “My _____ is _____.” All pupils tried to ask the question to their classmates.
- 3) Pupils got the worksheet to work alone on the task. They were able to colour all clothes with the correct colour. They were rewarded by a mark for their individual work.
- 4) To make pupils relax a little bit for the next activity, an English song “Happy” by Pharrell Williams was played. Pupils got back to activities quite easily.
- 5) Pupils got their dialog sheets, T read it and explained what all words mean and also what currency is used in the text. T also explained that the dialog is happening in the UK. Then, pupils repeated the dialog with the teacher. Then only pupils read it together. T set the scene in the clothes shop and played the situation with TA. The dialog was also showed on the board with the use of an overhead projector. Pupils played out the scene with a real skirt, trousers, t-shirt and dress. They changed their roles so that everyone was the shop assistant and also buyer. Pupils managed with some help. Teacher was pointing at the lines that should have been said at the

beginning. After two repetitions, it became clearer to pupils. All pupils were verbally praised (figure 4, appendix 7).

- 6) T gave pupils homework worksheets and explained what to do with it. They also got the final evaluation questionnaire.

To sum up, pupils were very cooperative in this lesson. From the point of the general principles, many visuals were used during the lesson. Moreover, there was some time for relaxation used and materials were suitable enough for the pupils. The dialog was quite challenging but after some repetitions, pupils got more self-confident. They also practiced their social and communication skills when buying something in a shop. At the end, they were given the homework worksheet for practicing the dialog later at home. They also worked individually and their activity was expected during the whole lesson. Teacher told them what they were going to learn that lesson too so that they stayed motivated trying it out. The lesson aimed to practice the buying process and hence was good for their functional and maybe career oriented learning (shop assistant). Lesson was taught in intervals with some time for rest.

From the point of English teaching principles, pupils were exposed to English as much as possible. Teacher used body language to underline the meaning of what was said. Learning was set into a meaningful situation – buying something in a shop. As rewards, marks and verbal appraisals were used. Rewarding itself was also being able to buy something in an “English clothes shop” which also motivated pupils to use English and made them built some self-confidence in a new situation. Moreover, activities were suitable for pupils’ age and level of English and set into as authentic situation as a classroom can provide, hence pupils had a chance to improve their communicative competence.

During the lesson 2, the multisensory and communicative approach were used in combination with dramatization.

6.2.2.LESSON AIMS, EXAMINATION 1 AND 2

The first examination took place in the next English lesson that was in 3 days after the sample lesson. The second examination took place one week after the implementation of the lesson plan. To assess the first lesson aim - name clothes in English and write the words, pupils were given a worksheet with pictures of clothes (12) and they were asked to write them in English. To mark a correct answer, the word must have been written in a way that it could be understood what word it was. In appendix 7, figure 5, we can see that during the first examination, the best score was 75% of correct answers and all pupils had more than 50% of correct answers. In appendix 7, figure 6, the results of the second examination are presented. Pupil B reached only 33,3% of correct answers but this could be given by her physical state – she was feeling unwell. The rest of the pupils had more than 50% of correct answers. Overall, the results were different than in the first sample plan probably because the number of the words they had to remember was higher and also written and pupils with mild mental handicap need more time and practice to remember anything. However, the score 50% of correct answers can be considered as successful.

The next aim of the lesson was to revise colours. This aim was fulfilled during the lesson in step 2 and 3. The colours were revised orally and then by reading comprehension. All pupils were able to find the right colours.

The last aim of the lesson was to role-play buying clothes in a shop. The first examination took place in the next lesson too. Pupils were asked to role-play the same situation – buy clothes in the clothes shop. They were shown the dialog as seen in appendix 4d to help them. They tried the dialog twice. In the first try, they had difficulties with the longer phrases “how can I help you?”, “how much is it?” and with pronunciation of “Here you are”. They were more confident using the phrase “have you got ____?” as they already practised the verb “to have got” in the previous lessons. In the second examination, after one week, the same situation was created. Pupils could see the guidelines on the board (as in appendix 4d) and tried the dialog twice. This time, teacher only indicated the beginnings of the

phrases and pupils were able to say the rest. The dialog went more smoothly. Moreover, during the activity, they improved their communication and social skills. To sum up, pupils were able to role-play the situation in a clothes shop with some difficulties but the aim of the lesson was fulfilled.

6.3. LESSON PLAN 3

Topic: Neighbour states

Aims: Pupils know all neighbour states of the Czech Republic.

- Name and write states in English
- Recognize their flags
- Can answer the question “Where are you from?”

Duration: 45 minutes

Previous knowledge: Geography – neighbour states in their native language

Materials needed:

- flags (Appendix 5a)
- modelling clay
- notebook for each pupil/or similar device with Internet connection
- overhead projector
- homework worksheet for each pupil (Appendix 5b)

Suggested procedure: T refers to the teacher, P to pupils, TA to teacher’s assistant

- 1) (5 min) greetings – T: Hello, how are you? P: I am fine, thank you. T models situation with TA – T: Where are you from? TA: I’m from the Czech Republic. Teacher asks every pupil the same question.
- 2) (15 min) T puts flags on the board while saying their names. P repeat after the T. T writes states’ names on the board and give pupils worksheet with flags. They write the names into their worksheets. Teacher deletes the names from the board so that only flags remain. He asks “Whose flag is it?”

- 3) (5 min) Pupils get modelling clay to model one state's name they choose.
- 4) (15 min) Pupils get notebooks with an online quiz game about states and flags.
<https://play.kahoot.it/#/?quizId=bb40a586-76f4-45cf-9391-b4a3bb9af283>
- 5) (5 min) Pupils get homework worksheets to complete at home. They also get the evaluation questionnaire.

6.3.1. PROCEDURE WITH EVALUATION

All five pupils were present during the lesson. The teacher is the author of the thesis. There was also one teacher's assistant. Before the start of the lesson, the teacher switched on all notebooks and prepared the online quiz. Teacher's assistant helped with pre-modelling "snakes" from the modelling clay for a quicker and easier use.

- 1) Teacher greeted pupils and asked them the question "How are you?" Pupils answered the question with ease. The topic of this lesson was explained to pupils in their native language. Then T modelled the situation with TA – T: "Where are you from?" TA: "I am from the Czech Republic." TA was holding the Czech Republic's flag. They repeated it twice while switching the roles. Then, T asked pupils the same question and dwelled on pronunciation that could be understood.
- 2) Teacher put in the centre of the board the Czech flag and wrote Czech Republic under it. T made pupils to repeat it again. Then, they were asked in their native language if they knew their neighbours. They failed to name Austria. While asking, T put all flags on the board in the same place as they are on the map. T pointed on every one of the flags, said their names and wanted pupils to repeat them. They had difficulties in pronouncing Germany and Austria. Pupils got their worksheets and wrote the names from the board there. When they were finished, T deleted all the names and pointed on one flag and asked "whose flag is it?" Pupils tended to fail at the beginning but got better after repeating it twice (figure 7, appendix 7).

- 3) For resting their hands after writing, they got small snakes from a modelling clay and were asked to choose one country and try to “write” its name. They had their exercise books opened. In this activity, pupils had difficulties in shaping the letters as they are not used to block letters but handwriting. They needed help from the T and TA, hence this activity took them longer – about 10 minutes (figure 8, appendix 7).
- 4) Teacher and TA gave pupils notebooks and pupils joined the game with their chosen nickname. T explained the rules to them in their native language – “there is a flag on the board and you have to choose the right answer – one out of four and click on it. You have 2 minutes for each question and there is a winner at the end. The winner gets mark “A” for their work in the lesson”. This made pupils very attracted to the idea of a game. During the game, pupils showed their positive and also negative emotions as they were answering right or wrong. At the end, one winner was announced and got his mark. He answered all 6 questions correctly.
- 5) At the end of the lesson, pupils got homework worksheets – that was a blind map of central Europe where they had to fill in the names of the countries. As they also studied this topic in Geography at the same time, it was not the first time they had to find the right countries on the map. T also gave them the final evaluation questionnaire.

To sum up, the lesson was full of emotions especially because of the game. From the point of general principles, plenty of visuals were used. The lesson met the pupils level and was also challenging but reachable for them. The lesson was connected to Geography and orientation on a map. Furthermore, pupils also revised what states’ flags look like. For further practise, homework was given to them. Pupils took active part in the lesson through a mundane quiz game but via a new application they did not know before. However, this lesson was not too practically or career oriented. During the lesson, more activities were used and changed to keep pupils’ attention.

From the point of English teaching principles, pupils were exposed to English in its spoken and written forms. The topic of the lesson was said at the beginning and explained why we need to know how to say where we are from. As a reward in this lesson was used the best mark “A”. Pupils were motivated by the game used because they did not know it before and enjoyed it a lot. What is more, pupils invested their attention and effort throughout the lesson as even pronouncing some countries was challenging for them. Pupils also gained some self-confidence in answering basic questions about their person. However, this lesson was not enough culturally connected to English speaking countries. It can be done in the following lesson, for example by sending a postcard from Germany to an English friend.

During the lesson 3, the multisensory method, use of technology and communication approach were used.

6.3.2. LESSON AIMS, EXAMINATION 1 AND 2

The first examination took place in the next English lesson that was one day after the sample lesson. The second examination took place one week after the implementation of the lesson plan. Assessing the first lesson aim - name and write neighbour states in English was done by questioning the pupils – they were asked to name all neighbour states in the native language and then write them in English. As seen in figure 9, appendix 7, all pupils had at least 75% of correct answers. Pupil G got 100% answers correct. In comparison with figure 10, appendix 7, one week later, pupils had the same percentage results as in the first examination. However, they made a different mistake than in the first attempt. The results were expected as only 4 words were examined and the word Poland is similar to the one in Czech “Polsko”.

The second aim - recognizing their flags was done by a worksheet with flags where pupils had to write the right countries in English. This was harder for the pupils as they did not hear the Czech equivalent but only saw the flags. Once again, the answer was marked as correct if the word was written in a way that its meaning

could be understood. As seen in figure 11 in appendix 7, in the first examination all pupils had at least 50% of correct answers. One week later, pupil I wrote only 25% of countries correct as he was not according to his words “in the mood to do anything”. The rest of the pupils obtained at least 50% of correct answers. They mistook Austria with Australia even though this country was not mentioned in the lessons at all. This could be because in their native language Austria is “Rakousko” which is completely different and as they did not know the answer, they used a different country beginning with “Austr”. Overall, pupils were able to remember Czech Republic’s neighbour countries and their English equivalents, however, they had bigger problems with remembering the flags.

The last aim of the lesson was to answer the question “Where are you from?”. Pupils practiced this in the first step of the lesson plan. In the first examination, they were asked this question again and all answers were correct. In the second examination, only pupil I refused to answer the question as mentioned before, the rest of the pupils were able to answer correctly. Hence, this aim of the lesson can be considered as fulfilled.

6.4. LESSON PLAN 4

Topic: At the doctor’s

Aims: Pupils practice a dialog with a doctor.

- name 4 illnesses
- understand doctor’s advices
- be able to have a simple conversation with a doctor

Duration: 45 minutes

Previous knowledge: verb HAVE GOT

Materials needed:

- flashcards with illnesses (appendix 6a)

- worksheet with the dialog for each pupil (appendix 6b)
- advice cards (appendix 6c)
- homework worksheet for each pupil (6d)
- props (white coat, pills)

Suggested procedure: T refers to the teacher, P to pupils, TA to teacher's assistant

- 1) (3 min) Flashcards with illnesses are put on the board and words are written under them.
- 2) (4 min) T says an illness and pupils have to mime it.
- 3) (10 min) T shows and reads all advices to pupils, then T mimes one advice and pupils have to say the advice in English. While doing that, TA is holding the right card in hands.
- 4) (3 min) rest time for pupils – breathing and stretching
- 5) (20 min) Pupils get worksheets with the dialog. T reads it for them, then they read it together and at the end, pupils read it alone. They practice reading in their seats and later role-play the dialog.
- 6) (5 min) Pupils get homework worksheets and also evaluation questionnaires.

6.4.1.PROCEDURE WITH EVALUATION

All five pupils were present during the lesson. The teacher is the author of the thesis. There was also one teacher's assistant. Before the start of the lesson, the teacher prepared all needed worksheets and props.

- 1) T greeted all pupils and asked a well-known question: "How are you today?" Pupils answered without any difficulties. T took four flashcards with illnesses and showed them one by one to pupils. T said all four illnesses to pupils and they had to repeat after her. They had difficulties with pronouncing "sore throat" and "stomach ache". They pronounced "cold" and "headache" better, probably because the words do not contain any hard letters to pronounce like "r". Pupils were asked to come and write the

illnesses in English. Once again, they had difficulties in that – writing words as they hear them – especially “ch” as “k”.

- 2) In the next step, T read one illness and pupils had to mime what was said. Their reaction was slower and T had to repeat it twice. Then pupils were able to mime the right illness as they also had hints on the board.
- 3) Then, T took all advice cards printed on bigger cardboards and showed them to pupils. T read them all and pupils repeated after her. Then, TA hold one advice and T mimed it. Pupils had to say/read what advice that was. As some pupils got much better, TA stopped showing the cards and only T was miming the advices – they managed to answer some of them correctly even without the visual support. All cards were put in a line/column on the board together with the illnesses.
- 4) To make pupils rest a little bit, they were asked to stand up and stretch their body. Starting out by head, arms, hands to legs. They were asked to take a deep breath and a slow exhale. Then, they were asked to say the letter “f” while exhaling. This repeated with saying their name.
- 5) T gave pupils worksheets with the dialog. T read it for pupils and then they were encouraged to read together. Pupils were asked to try reading alone and, in the meantime, T added the whole dialog on the board where the cards and flashcards already were. T and TA role-played the dialog first, then two pupils tried it out while T showed the lines on the board to help them. They switched so that everyone could try every character. They were encouraged to change the illnesses and suitable advice for each one. At the end, all pupils got a well-done sticker into their exercise books (figure 13, appendix 7).
- 6) T gave pupils homework worksheets and explained what to do with it. They also got the evaluation questionnaire for that lesson.

Overall, pupils actively participated in the lesson. From the point of the general principles, visuals were used to support pupils’ understanding. Material were suitable for pupils’ level of English and enhanced during the lesson even for better

pupils. The topic – illnesses is also connected to Biology and Physical education lessons so that pupils could connect the facts together. For further practice, pupils were given homework worksheets to revise the exact dialog at home, also practicing writing. Pupils were expected to be very active during the lesson by role-playing the dialog and miming. The situation – “at the doctor’s” was very simplified but the practical part was saved. Furthermore, there were several activities in the lesson and also some time for rest to keep pupils’ attention as long as possible.

From the point of English teaching principles, pupils were exposed to English as much as possible but still keeping their understanding. The situation presented was meaningful enough for pupils to take an active part in. Moreover, they were rewarded by a sticker, verbal appraisal and the successful dramatization of the dialog itself so that they were motivated to follow the lesson till the end. They were given homework for practicing at home, hence investing their time in studying English. To propose language ego, suitable activities were chosen for pupils and the lesson was led in a positive atmosphere. In addition, pupils’ self-confidence was built due to trying out the dialog with a doctor. They were not afraid to express themselves. The dialog was lead in English so pupils imagined they visited an English doctor. Their native language did not interfere with what was spoken as they had everything prepared in advance. What is more, pupils built up their communicative competence and social skills.

During the lesson 4, the multisensory and communicative approaches were used as well as total physical response and dramatization methods.

6.4.2.LESSON AIMS, EXAMINATION 1 AND 2

The first examination took place in the next English lesson that was one day after the sample lesson. The second examination took place one week after the implementation of the lesson plan. To assess the first lesson aim – name 4 illnesses, pupils were shown all four flashcards and had to say what illness it was.

As we can see in figure 14 in appendix 7, in the first examination, all pupils answered at least 50% of all flashcards correctly and pupil F reached 100% of right answers. Only one pupil remembered the “sore throat”. After one week, in the second examination, pupil G was missing. The rest of the pupils had at least 50% of words correct. The aim can be considered as fulfilled as all pupils remembered more than 50% of words.

The second aim - understand doctor’s advices was examined by cutting the appendix 6c and giving it to pupils – one set for everyone. As seen in figure 16, appendix 7 all pupils reached at least 56% of correct answers in the first examination. They had especially those that they used in their homework given to them after the lesson. In the second one, pupil G was missing. This time all pupils reached at least 43% of correct answers. However, with a little help of the teacher or TA, pupils could match all the phrases successfully.

The last aim of the lesson was to be able to have a simple conversation with a doctor. Pupils were asked to role-play the same situation. They were shown the dialog as seen in appendix 6d to help them. They tried the dialog twice. In the first try, they had difficulties with answering with the right advices, they had to be put on the board too. In the second examination, after one week, the same situation was created. This time, only the advices were revised before the dialog. Pupils were able to lead the dialog with some help. During the activity, pupils improved their communication and social skills. To sum up, pupils were able to role-play the dialog with the doctor with some difficulties but the aim of the lesson was fulfilled.

6.5. SUMMARY OF THE RESULTS

The main aim of the examinations was to find out the answer to the first posed question – “How much were the lesson plans effective?”. There were always two examinations. One was held right after the implementation of the lesson plan and the second one after one week. Pupils were not aware of the fact that they would be tested. This was to prevent the added revision at home. However, it cannot be said

for sure if pupils did not study the topic at home even without getting homework or a planned test. Homework was a part of the lesson plan as a revision tool. It was given to pupils only between the lesson (with the tested lesson plans) and the first examination. There was no homework between the first and second examination. The criteria for examinations were drawn from the lesson aims.

The results showed that pupils were more successful in the first examination that was 3 or 1 day after the lessons. It can be explained also because there was some home revision in between in form of homework. In the second examination, pupils tended to forget one or more words or in some cases, remembered the same amount though differing in types of errors. When remembering a bigger amount of words (12 - clothes) the results were worse in the second examination. Pupils also had better results in matching Czech words that are similar to English ones (neighbour states). However, when they had to match a flag (Geography knowledge) with its English name (English knowledge), they showed worse results in the second examination as it needed to connect two pieces of knowledge together and they had to be sure of both of them.

Overall, pupils were able to get at least 50% in their examinations, which is considered as successful in reference to their memory characteristics.

7. QUESTIONNAIRE FOR PUPILS AND ITS ANALYSIS

After every lesson, pupils were given a questionnaire that can be seen in appendices – 8a, 8b, 8c and 8d. The questionnaire was made easy to understand and quick to fill in. The aim was to answer the questions posed in the practical part of the project. It encouraged pupils to self-evaluate their work at that lesson and find out if they are looking forward to the next English lesson.

Namely these question:

- 1) How well did you work in the lesson?
- 2) Which medal would you give to these activities? Match them:
- 3) Are you looking forward to the next English lesson?

7.1. LESSON 1

In the first lesson, there were in total 4 pupils answering the questions.

- 1) As seen from the Figure 18 in appendix 7, three out of four pupils marked that they excelled in the lesson. One pupil answered that he had some difficulties. When asked by the teacher, he said he needed help with frying the pancakes. From the teacher's observation, pupils were looking forward to the lesson so they were motivated enough to keep their attention. However, it was falling and raising during the lesson as expected. Even though all English lessons are their last lesson, they were able to follow the lesson to the end. Their attention was the lowest when one group was playing the pair game. Pupils had to be encouraged to fry their own pancake as they are not use to do that alone and thus lack self confidence. When the lesson ended, pupils had time before their parents came for them so they joined the cleaning process and together washed the dishes and put them into the kitchen cabinets.
- 2) Pupils were asked to arrange all activities they did during the lesson into order according to the extent of enjoyment. As the figure 19 in appendix 7

shows, the most points got the making of the pancake - three, in the second place, all activities got one point. The third ended the reading of the recipe and as the least favourite activity was naming the ingredients at the beginning of the lesson. From the teacher's perspective, as pupils felt insecure about frying the pancake, it was not expected to end at the first place. However, it seems pupils accepted the challenge and enjoyed it in the end. Next was the memory game, which was expected as it is a game. The least favourite was naming the ingredients which could be because pupils had some problems defining the ingredients even in their native language.

- 3) All pupils answered that they are looking forward to the next English lesson (figure 20, appendix 7).

7.2. LESSON 2

In the second lesson, there were in total 4 pupils answering the questions.

- 1) During the second lesson, all pupils marked that they worked well (figure 21, appendix 7) without any difficulties or help. From the teacher's observation, pupils were motivated at the very beginning when the teacher brought clothes into the classroom. This picked their interest and attention. As it was again the last lesson, especially pupil A was tired. However, her attention improved while playing the dialog at the shop. Pupils were active during the whole lesson, they wanted to change their roles in the dialog.
- 2) As seen in figure 22, appendix 7, pupils enjoyed the dialog the most. The second place was colouring worksheet. This was probably because pupils did not have bigger problems with the task and they were rewarded with a mark for it. In the third place ended the game – close your eyes. Even though it is a game, pupils favoured the activity in which they succeeded. All four pupils marked the questioning about their clothes as the least favourite, which is not surprising as it is more of a drilling exercise.
- 3) Again, all pupils answered that they are looking forward to the next English lesson (figure 23, appendix 7).

7.3. LESSON 3

In the third lesson, there were in total 5 pupils answering the questions.

- 1) In the third lesson, four pupils answered that they worked well. Only one pupil circled the “I needed some help” smiley (figure 24, appendix 7). When asked by the teacher, he said he did not win the kahoot game. This pupil has problems with managing his emotions and wants to be the best all the time. Pupils liked the fact that they would be working on computers that lesson. They were promised to play a game in the second half of the lesson, so their attention aroused. It was the lowest when some pupils were finished with modelling their country and had to wait for their classmates. However, all pupils were active during the lesson, joining all activities. At the end of the kahoot game, one pupil had some negative emotions because he did not win. The teacher promised him to play next time again to raise his chances again.
- 2) As seen in figure 25, appendix 7, all pupils placed the kahoot game as first with an exception of the pupil who had a hard time with his defeat. As second, modelling of the countries was chosen. This was a little unexpected as pupils had problems with shaping the letters. However, they still enjoyed the activity as it was not something they do often. Recognizing of the flags at the beginning of the lesson was chosen as the least enjoyable. Once again, this activity was more drill based.
- 3) At the end, all pupils were looking forward to the next English lesson (figure 26, appendix 7)

7.4. LESSON 4

In the fourth lesson, there were in total 5 pupils answering the questions.

- 1) During the fourth lesson, all pupils answered that they worked well and did not need any help (figure 27, appendix 7). From the teacher’s observation, pupils got motivated by the fact that the teacher brought a white coat and pills into the lesson. They asked what it is for and wanted to try it out. The

attention of pupils got the lowest after the miming activity – guessing the advices. However, a rest time was implemented into the lesson so pupils had a chance to take a second breath. Then, they were able to concentrate on the role-playing of the dialog. Pupils joined all activities and cooperated with the teacher. There were not major behaviour problems.

- 2) As seen in figure 28, appendix 7, three out of five pupils placed the dialog as the most enjoyable activity. Two pupils liked the pantomime the most. As the second place, both pantomime and guessing the advices had 2 points. It seems that pupils favour activities that they take more active part than when they are in the role of guessing. As the last place ended the guessing of the advices. This could be because it was more challenging for pupils to match the longer phrases. However, one pupil placed the dialog as the least favourite. When asked, he said he does not like doctors.
- 3) As seen in appendix 7, figure 29, all pupils are looking forward to the next English lesson.

7.5. SUMMARY OF THE RESULTS

The questionnaires were conducted to provide pupils' opinions on the lesson plans and also their self-evaluation. Together with the teacher's observation, it should have given answers to these questions:

- How did pupils work during the lessons?
- Which of the activities and methods did pupils enjoy the most?
- Were pupils looking forward to the next English lesson?

The questionnaires were designed to be understood by the pupils in a simple way but did not provide larger space for pupils' ideas. However, pupils with mild mental handicap have limited critical thinking and they would not be able to evaluate the lesson as their intact peers. This is the most visible from the first question of the questionnaire. We can see from the results that only two pupils

answered they needed some help during the lessons, however, all pupils needed some sort of help during the lessons and made several mistakes.

From the results of the second question, pupils enjoyed role-playing the dialogs the most together with using computers in the lesson and cooking. All of these activities are requiring an active participation of the pupils and enable them to physically join the learning process. The least favourite activities were those based on drilling and repeating. They also preferred activities in which they could feel success even if they would be marked as less enjoyable before trying out. This can come from their emotional specific – they tend to transfer positive feelings from success to less favourite activities. The second question could be also influenced by pupils' interests, preferences and personalities.

All pupils were looking forward to the next English lessons. It seems they were and are enjoying English lessons. Once again, this could be influenced also by the overall atmosphere in the classroom, pupils' moods and teacher's attitude and mood.

7.6. CONCLUSION OF THE PRACTICAL PART

In the practical part of the thesis, four questions were posed. The presented lesson plans can be considered effective in teaching pupils with mild mental handicap. Pupils were as active as their handicap allowed them to be during the lessons. They could evaluate all activities that were implemented in lessons and preferred those that promoted their active part in the learning process - activities in which they could meaningfully use English language autonomously. All pupils were looking forward to next English lessons and thus established a positive attitude towards learning a foreign language.

8. CONCLUSION

The diploma thesis dealt with ways of teaching English to pupils with mild mental handicap at lower secondary schools.

In the theoretical part, more definitions of the mental handicap from different sources were presented as well as which system is used in the Czech Republic. When the characteristic traits of people with mental handicap were described, it was proved that they need a different approach to teaching and learning. Their cognitive, perceptive and other functions are so specific that if not taken into consideration, the learning process becomes ineffective and purposeless. Thus, several teaching principles and methods were presented to follow in the teaching practice. Moreover, there were stated some problems that can be encountered while teaching the four skills.

The main output of the practical part was to create four lesson plans suitable for pupils with mild mental handicap. These plans were implemented in two grades in one elementary school in Ostrava. The implementations were subsequently evaluated, reflected and supported by the questionnaire for pupils. Overall, all lesson plans were considered as effective and thus useful for pupils with mild mental handicap. They were also perceived as enjoyable by the pupils and so, promoted their positive attitude towards learning a foreign language.

Pupils with mild mental handicap can be appreciative learners that award the teacher with their honest interest and enthusiasm. Studying a foreign language gives them new opportunities in the world of work as well as broadens their social circle.

BIBLIOGRAPHY

AMERICAN PSYCHIATRIC ASSOCIATION, 1994. *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition*. Washington, DC: American Psychiatric Association. ISBN 0-89042-061-0.

BROWN, H. D., 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. London: Pearson Education. ISBN 0-13-028283-9.

ČERNÁ, M., 2008. *Česká psychopedie*. Praha: Karolinum. ISBN 978-80-246-1565-3.

HARMER, J., 2001. *The practice of English language teaching*. 3rd ed. London: Pearson Education. ISBN 0582403855.

HENLEY, M. et. al., 2002. *Characteristics of and strategies for teaching students with mild disabilities*. 4th ed. Boston: Allyn & Bacon. ISBN 0-205-34069-5.

KOZÁKOVÁ, Z., 2013. *Special Education of Persons with Mental Disabilities*. Olomouc: Univerzita Palackého. ISBN 978-80-244-3740-8.

KUPKA, I., 2012. *Jak úspěšně studovat cizí jazyky*. 2. vyd. Praha: Grada. ISBN 978-80-247-4387-5.

LANGONE, J., 1986. *Teaching retarded learners: Curriculum and Methods for Improving Instruction*. Massachusetts: Allyn & Bacon. ISBN 0-205-08682-9.

NOFRI, C., 2009. *Guide to Glottodrama Method: Learn foreign languages through Drama*. Rome: Edizioni Novacultur. ISBN: 978-88-96875-00-1.

SMITH, FINN, DOWDY, 1993. *Teaching Students with Mild Disabilities*. USA: HBJ. ISBN 0-03-047519-8.

ŠVARCOVÁ, I., 2006. *Mentální retardace: vzdělávání, výchova, sociální péče*. 3. vyd. Praha: Portál. ISBN 80-7367-060-7.

TOMAN, J., 2007. *Didaktika čtení a primární literární výchovy*. 1. vyd. České Budějovice: Jihočeská univerzita v Českých Budějovicích. ISBN 978-807- 3940-386.

VALENTA, M., MÜLLER, O. et.al., 2013. *Psychopedie*. 5. vyd. Praha: Parta. ISBN 978-80-7320-187-6.

VALENTA, M., KREJČÍŘOVÁ, O., 1997. *Psychopedie: kapitoly z didaktiky mentálně retardovaných*. Olomouc: Netopejr. ISBN 80 -902057 - 9 – 8.

VÍTKOVÁ, M., 1998. *Integrativní speciální pedagogika*. Brno: Paido. ISBN 80-85931-51-6.

ONLINE SOURCES:

AMERICAN PSYCHIATRIC ASSOCIATION, 2013. *DSM–5 Fact Sheet: Intellectual Disability*. [online]. [cit. 23. 8. 2017]. Dostupné z: <<https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets>>.

BUNCE ET AL., 2010. *How Long Can Students Pay Attention in Class? A Study of Student Attention Decline Using Clickers*. [online]. [cit. 30. 3. 2018]. Dostupné z: <https://www.researchgate.net/post/what_is_the_average_attention_span_of_a_teenager>

MINISTRY OF EDUCATION, YOUTH AND SPORT, 2001. *National Programme of the Development of Education in the Czech Republic*. [online]. [cit. 24. 2. 2018]. Dostupné z: <http://www.vzdelavani2020.cz/images_obsah/dokumenty/knihovna-koncepci/bila-kniha/bila_kniha_2001_en.pdf>

MINISTRY OF EDUCATION, YOUTH AND SPORT, 2005. *Framework Education Programme for Elementary Education – annex*. [online]. [cit. 24. 2. 2018]. Dostupné z: <<http://www.nuv.cz/file/138>>

MINISTRY OF EDUCATION, YOUTH AND SPORT, 2007. *Framework Education Programme for Elementary Education*. . [online]. [cit. 24. 2. 2018].
Dostupné z: <<http://www.nuv.cz/file/195>>

MINISTRY OF EDUCATION, YOUTH AND SPORT, 2017. *Framework Education Programme for Elementary Education*. . [online]. [cit. 24. 2. 2018].
Dostupné z: <<http://www.msmt.cz/file/43792/>>

ICD-10 VERSION 2016. *International Statistical Classification of Diseases and Related Health Problems 10th Revision (ICD-10)-WHO Version for ;2016*.
[online]. [cit. 23. 8. 2017]. Dostupné z:
<<http://apps.who.int/classifications/icd10/browse/2016/en#/F70-F79>>

PLECEROVÁ, V., PUŽEJOVÁ Y., 2016. *Psychologie*. ISBN: 978-80-88058-88-5. [online]. [cit. 1. 11. 2017]. Dostupné z:
<<https://publi.cz/books/339/Impresum.html>>

WHO, 2017. *ICD-11 Joint Linearization for Mortality and Morbidity Statistics: Project Plan 2015 – 2018*. [online]. [cit. 9. 4. 2017]. Dostupné z:
<<http://www.who.int/classifications/icd/revision/icdprojectplan2015to2018.pdf?ua=1>>

LIST OF APPENDICES

Appendix 1: Framework Curriculum Timetable for pupils with mild mental handicap

Appendix 2a: English syllabus for form 8

Appendix 2b: English syllabus for form 9

Appendix 3a: written cards - food

Appendix 3b: pancakes recipe

Appendix 3c: pairs – food

Appendix 3d: homework worksheet – pancakes

Appendix 4a: flashcards with clothes

Appendix 4b: worksheet – colours

Appendix 4c: dialog worksheet – clothes shop

Appendix 4d: homework worksheet - clothes

Appendix 5a: flags

Appendix 5b: homework worksheet – neighbour states

Appendix 6a: flashcards with illnesses

Appendix 6b: dialog worksheet - doctor

Appendix 6c: advice cards

Appendix 6d: homework worksheet – doctor

Appendix 7: graphs with the results of examinations and photos

Appendix 8a: questionnaire for pupils – lesson 1

Appendix 8b: questionnaire for pupils – lesson 2

Appendix 8c: questionnaire for pupils – lesson 3

Appendix 8d: questionnaire for pupils – lesson 4

Appendix 1: Framework Curriculum Timetable for pupils with mild mental handicap

Vzdělávací oblasti	Vzdělávací obory	1. stupeň	2. stupeň
		1. - 5. ročník	6. - 9. ročník
		Časová dotace	
Jazyk a jazyková komunikace	Český jazyk a literatura	33 + 7	19 + 2
	Cizí jazyk - English	-	4
Matematika a její aplikace	Matematika	22 + 2	20 + 1
Informační a komunikační technologie	Informatika	2	4
Člověk a jeho svět	Prvouka	6	-
	Vlastivěda	4	-
	Přírodověda	2	-
Člověk a společnost	Dějepis	-	4
	Občanská výchova	-	4 + 2 (1)
Člověk a příroda	Fyzika	-	3
	Chemie	-	2
	Přírodopis	-	4 + 3(1)
	Zeměpis	-	4 + 4
Umění a kultura	Hudební výchova	5	4
	Výtvarná výchova	5	4
Člověk a zdraví	Tělesná výchova	15	12(2)
Člověk a svět práce	Pracovní činnosti	15	20
Komunikativní dovednosti		-	2
Disponibilní dotace		9	12
Celkový počet hodin		118	122

Appendix 2a: English syllabus for form 8

Předmět: Anglický jazyk		Ročník: 8. LMP	
Očekávané výstupy - kompetence	Učivo (obsah)	Mezipř. vztahy	Průřezová témata
<p>Zák by měl:</p> <ul style="list-style-type: none"> - být seznámen s cizím jazykem ve zvukové podobě - osvojit si základní výslovnostní návyky - rozumět běžně používaným povely učitele - zvládnout pozdravy, omluvu, poděkování 	<p>Jednoduchá sdělení</p> <p>Pozdravy, poděkování, omluva, představení, blahopřání, formulace dotazů na dané téma, souhlasy a nesouhlasy</p>		MKV - multikulturalita
<p>Zák by měl:</p> <ul style="list-style-type: none"> - ovládat fonetickou podobu abecedy podle vzoru 	<p>Anglická abeceda</p> <p>Pravopisná a fonetická podoba anglické abecedy</p>	Hv - píseň abeceda	
<p>Zák by měl:</p> <ul style="list-style-type: none"> - vytvořit podle vzoru jednoduché otázky a formulovat odpovědi v přítomném čase <i>present</i> - porozumět jednoduchým textům 	<p>Základní gramatické struktury</p> <p>Věta jednoduchá v přítomném čase <i>present</i>, tvorba otázky a záporu, odpovědi na otázky</p>	Cj - gramatická pravidla	
<p>Zák by měl:</p> <ul style="list-style-type: none"> - na zadané téma vést jednoduchý rozhovor 	<p>Aktivní slovní zásoba tématických okruhů</p> <p>Skolní potřeby, nábytek a věci ve třídě, číselky 1 - 20, barvy, domácí mazlíčci, rodina, pocity a nálady, části obličeje a těla, oblečení, jídlo a nápoje, dívka zvířata</p>	Vv - malování, kreslení Hv - témata v písních M - počítání 1 - 20 Pp - živočichové	
<p>Zák by měl:</p> <ul style="list-style-type: none"> - fyzicky reagovat na běžně používané povely učitele 	<p>Pasivní slovní zásoba</p> <p>Jednoduché organizační povely učitele</p>		

Appendix 2b: English syllabus for form 9

Předmět: Anglický jazyk		Ročník: 9. LMP	
Očekávané výstupy - kompetence	Učivo (obsah)	Mezipř. vztahy	Průřezová témata
<p>Zák by měl:</p> <ul style="list-style-type: none"> - aktivně reagovat na na osobní otázky - vytvořit osobní otázky - požádat o pomoc <p>Zák by měl:</p> <ul style="list-style-type: none"> - vytvořit podle vzoru jednoduché otázky - formulovat odpovědi v základních časech - zvládat čtení a porozumění jednoduchých textů známé slovní zásoby <p>Zák by měl:</p> <ul style="list-style-type: none"> - rozumět obecně známým slovům a frázám <p>Zák by měl:</p> <ul style="list-style-type: none"> - na zadané téma vést jednoduchý rozhovor - mít přijatelný ústní projev <p>Zák by měl:</p> <ul style="list-style-type: none"> - plnit běžně používané povely učitele 	<p>Jednoduchá sdělení</p> <p>Představení sebe, své rodiny, žádost o pomoc, formulace dotazů na osobní téma, odpovědi na osobní otázky</p> <p>Základní gramatické struktury</p> <p>Věta jednoduchá v základních časech</p> <p>tvorba otázky a záporu, odpovědi na otázky, pořádek slov ve větě</p> <p>Jednoduché fráze</p> <p>Základní běžně užívané fráze</p> <p>Aktivní slovní zásoba tém. okruhu</p> <p>ovoce a zelenina, domov, město, příroda, škola, počasí, sport, zdraví a nemoc, oblékání, nákupy, ubytování, kalendář, Halloween, Vánoce, svátek sv. Valentýna, Velikonoce, roční období, názvy sousedních států</p> <p>Pasivní slovní zásoba</p> <p>Jednoduché organizační povely učitele</p>	<p>Cj - gramatická pravidla</p> <p>Vv - malování, kreslení</p> <p>Hv - témata v písních</p> <p>M - počítání 1 - 20</p> <p>Př - zvířata</p> <p>VI - svátky, dny, měsíce, roční období, názvy sousedních států</p> <p>Pv - výroba přání</p>	<p>MKV - multikulturalita</p> <p>VMEGS - Evropa a svět nás zajímá</p>

Appendix 3a: written cards - food

Eggs

Flour

Milk

Sugar

Salt

Bowl

Appendix 3b: pancakes recipe

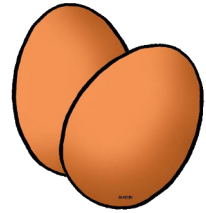
PANCAKES

Ingredients:

250 g of flour



2 eggs



500 ml of milk



a pinch of salt



40 g of sugar

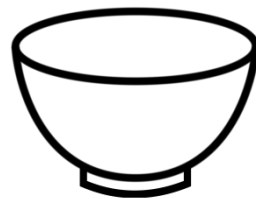


Directions:

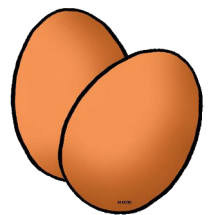
Put the



in a



. Add





and
and



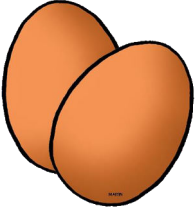



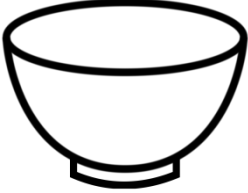



and



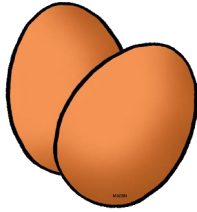
mix it  and fry it  .

Appendix 3c: pairs – food

	<p>salt</p>		<p>milk</p>
	<p>eggs</p>		<p>sugar</p>
	<p>flour</p>		<p>mix</p>
	<p>bowl</p>		<p>fry</p>

Appendix 3d: homework worksheet - pancakes

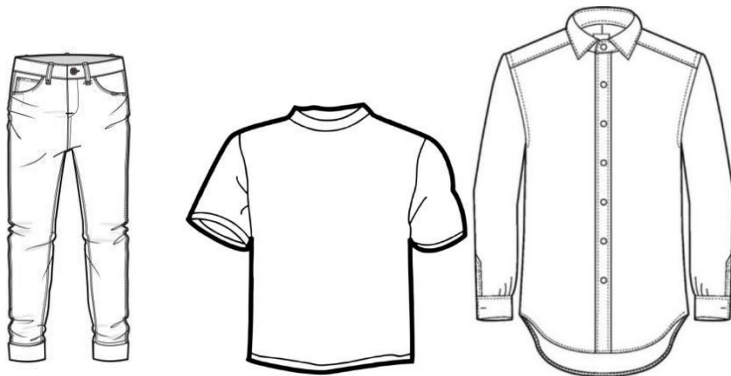
What is this?



Fry it or mix it?



Appendix 4a: flashcards with clothes



Appendix 4b: worksheet – colours

Read and colour:

Colour the shoes black.



Colour the skirt pink.

Colour the trousers green.



Colour the t-shirt red.

Colour the socks grey.

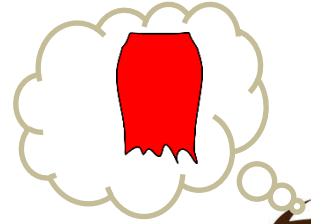
Colour the dress yellow.

Appendix 4c: dialog worksheet

In a clothes shop



Hello, how can I help you?



Hello, have you got a red skirt?



Yes! Here you are.



Thank you. How much is it?

It is 10 £.

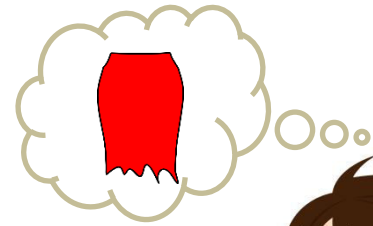


Appendix 4d: homework worksheet - clothes

In a clothes shop



Hello, _____?



Hello, have you
got _____?



Yes! _____.

Thank you.
_____?



It is _____ £.



Appendix 5a: flags



Where are you from? _____

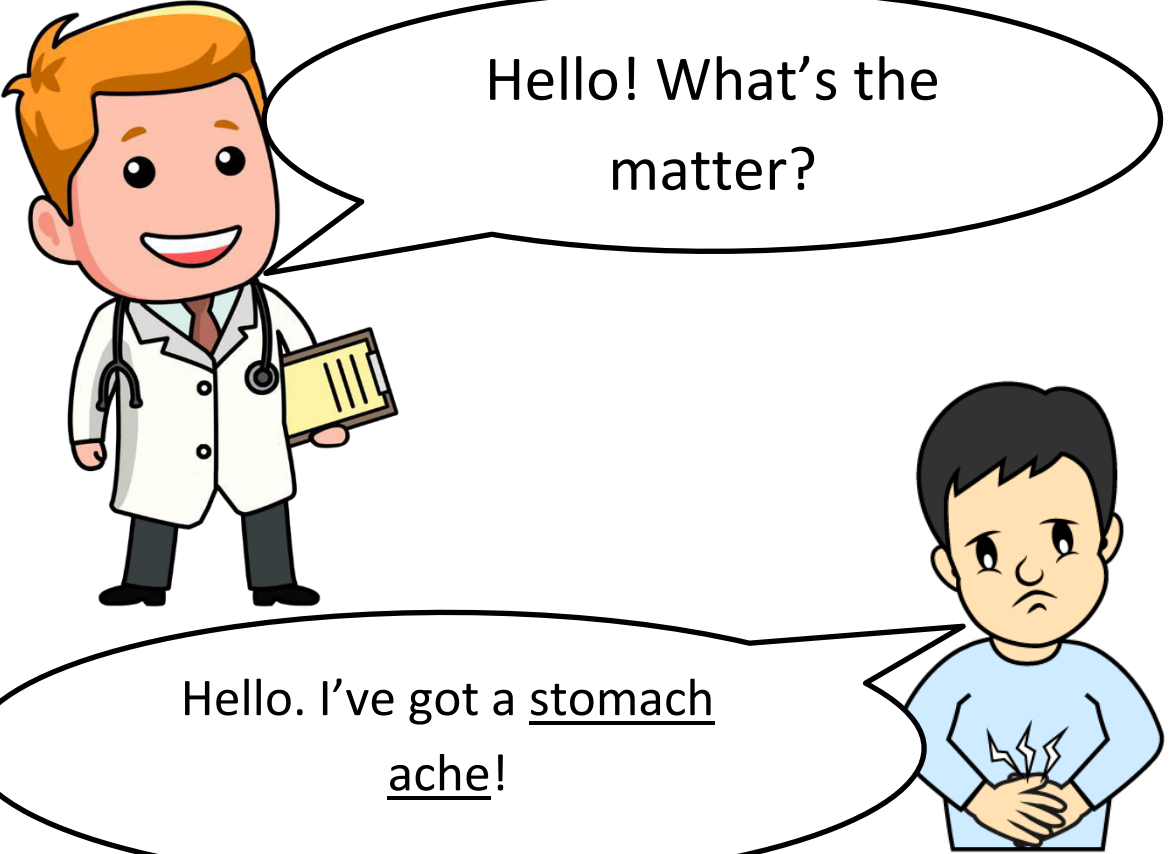
Appendix 5b: homework worksheet - neighbour states



Appendix 6a: flashcards with illnesses



Appendix 6b: dialog worksheet – doctor



Hello! What's the matter?

Hello. I've got a stomach ache!



Please, take some pills and go to bed.

Thank you very much,
Good bye!

Appendix 6c: advice cards

<p>Go to bed.</p>	 A cartoon illustration of a young girl with black hair in a ponytail, wearing a purple shirt, sleeping peacefully in a bed. She is covered with a green blanket featuring a clover pattern. A small 'Z' above her head indicates she is asleep.
<p>Take some pills.</p>	 A cartoon illustration of a hand holding several pills. One pill is red and white, another is white, and a third is yellow and white.
<p>Drink lots of water.</p>	 A cartoon illustration of a man with black hair, wearing a grey shirt, holding a glass of blue water. A pitcher of blue water is on the table in front of him.
<p>Eat lots of vegetables.</p>	 A cartoon illustration of a man with brown hair, wearing a blue shirt, holding a bunch of vegetables including broccoli, carrots, and leafy greens. He is smiling and eating a piece of broccoli.
<p>Don't go outside.</p>	 A cartoon illustration of an outdoor scene with a bright sun, a blue sky, a green hill, a tree, and a house with a blue roof. A large red 'X' is drawn over the entire scene, indicating that going outside is not advised.
<p>Don't eat ice-cream.</p>	 A cartoon illustration of a man with brown hair, wearing a grey shirt, holding a large ice cream cone with multiple flavors. A large red 'X' is drawn over the entire scene, indicating that eating ice cream is not advised.
<p>Don't listen to loud music.</p>	 A cartoon illustration of a man with brown hair, wearing a green shirt and purple pants, listening to music through large headphones. He is holding a small device. A large red 'X' is drawn over the entire scene, indicating that listening to loud music is not advised.

Appendix 6d: homework worksheet – doctor

Panel 1:

Doctor: Hello!
_____?

Patient: Hello. I've got a _____!

Panel 2:

Doctor: Please,

Patient: _____,
Good bye!

Appendix 7: graphs with the results of examinations and photos



Figure 1: reading the recipe

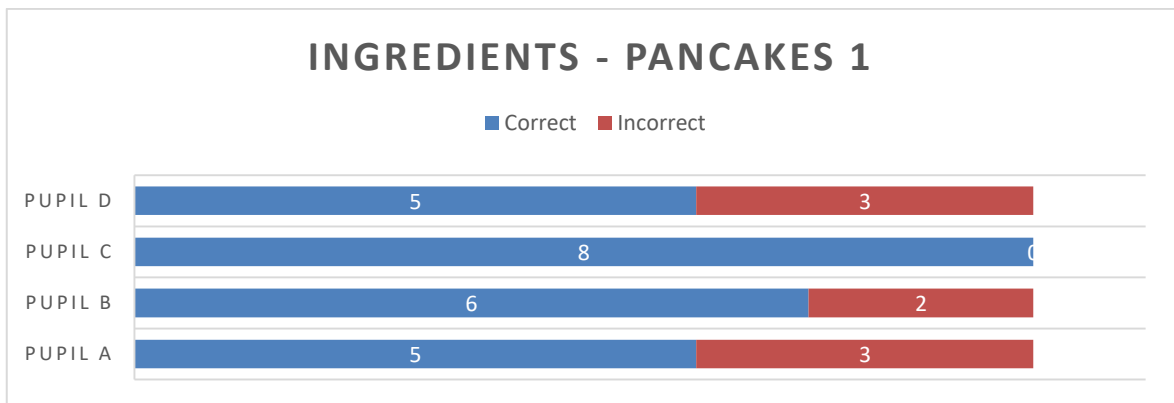


Figure 2: graph with the results – examination 1, lesson 1

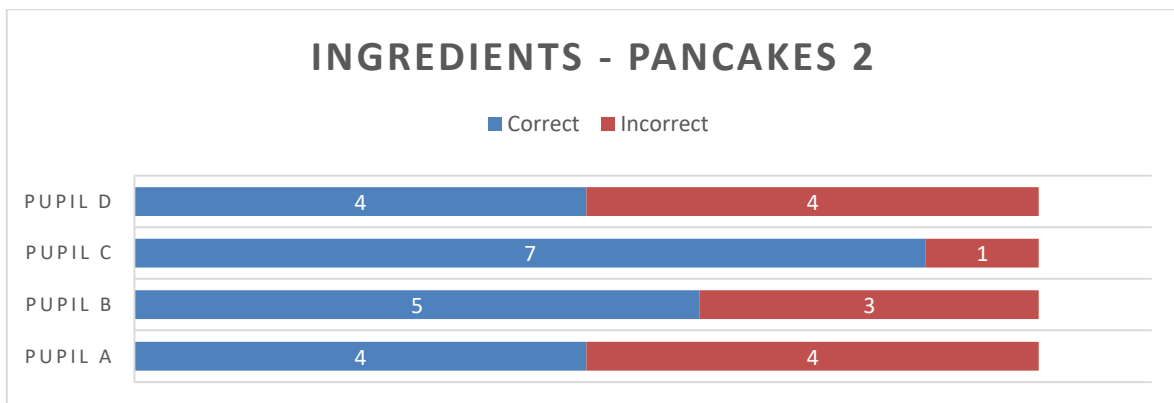


Figure 3: graph with the results – examination 2, lesson 1



Figure 4: at a clothes shop

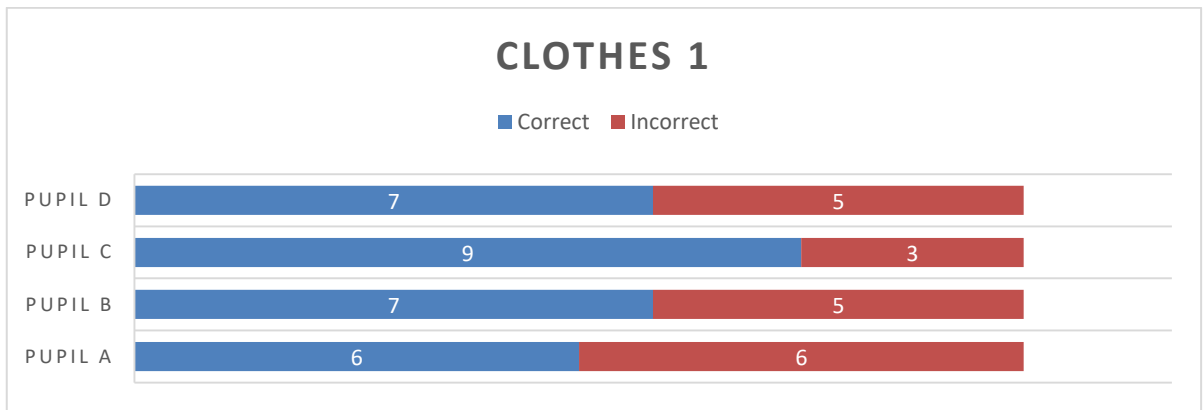


Figure 5: graph with the results – examination 1, lesson 2

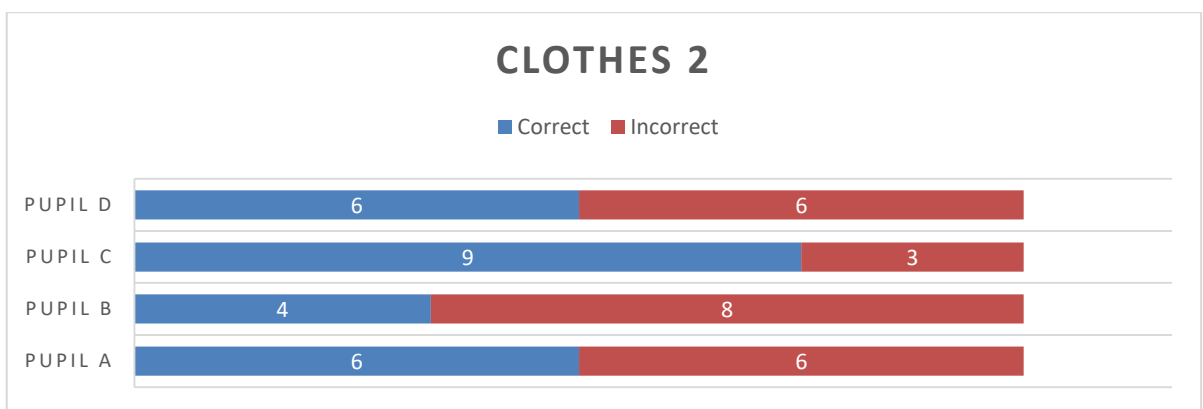


Figure 6: graph with the results – examination 2, lesson 2



Figure 7: board with flags

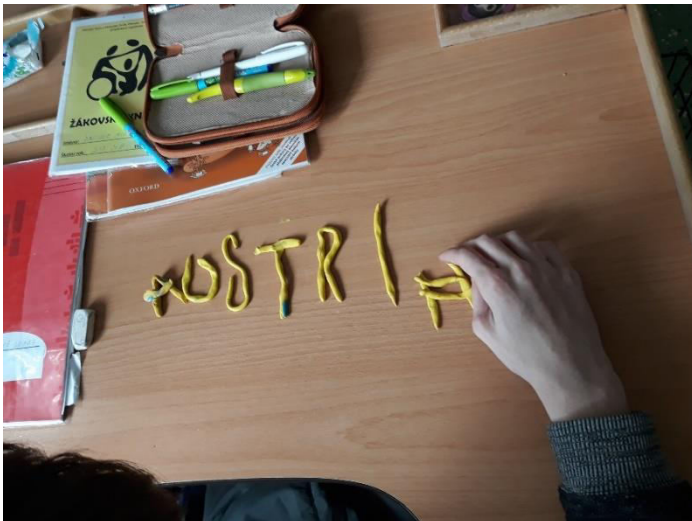


Figure 8: modelling clay

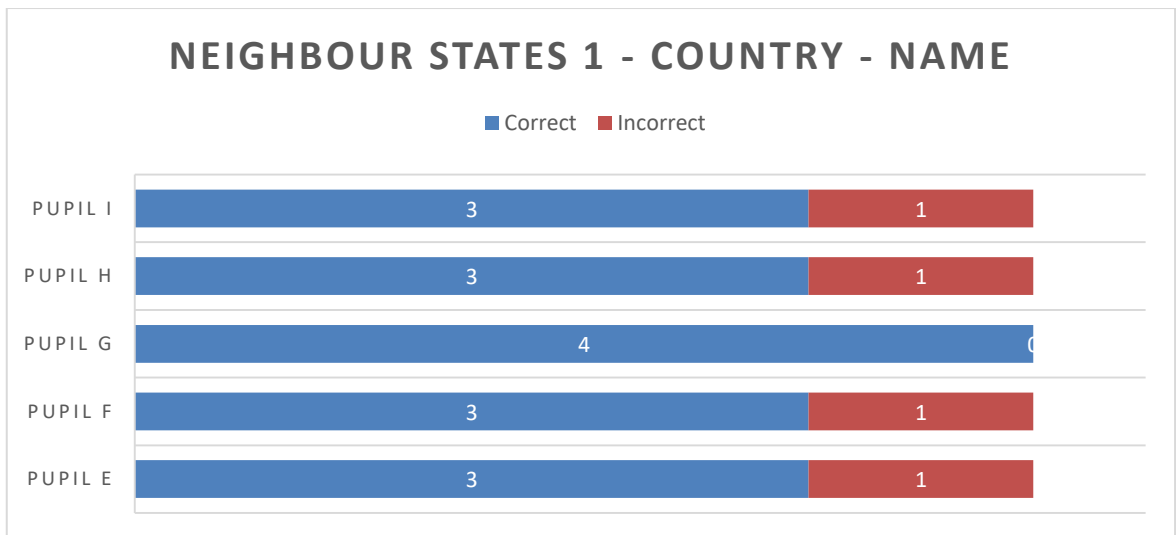


Figure 9: graph with the results – examination 1, lesson 3

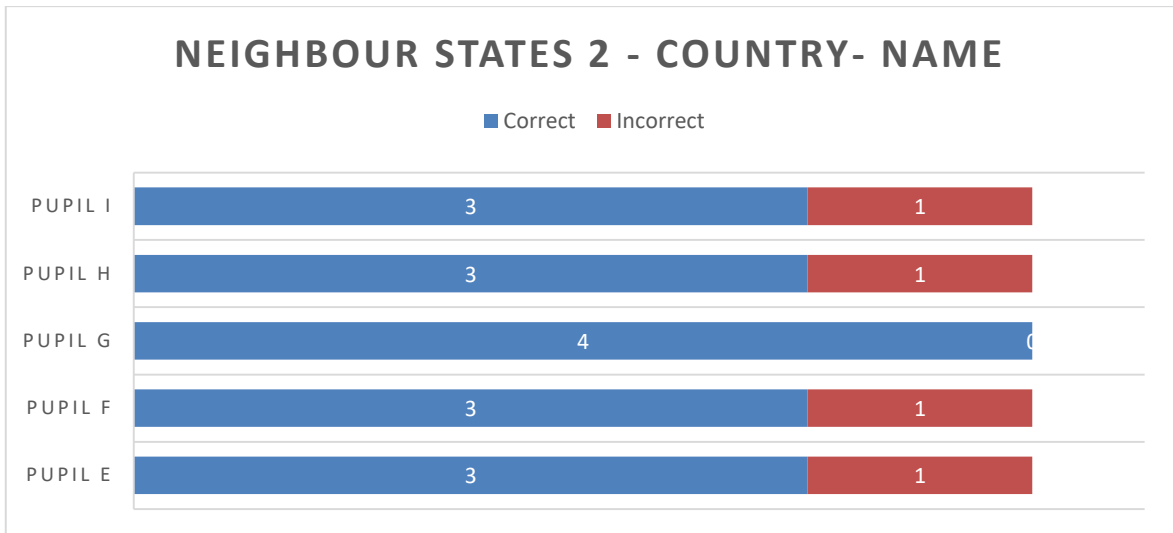


Figure 10: graph with the results – examination 2, lesson 3

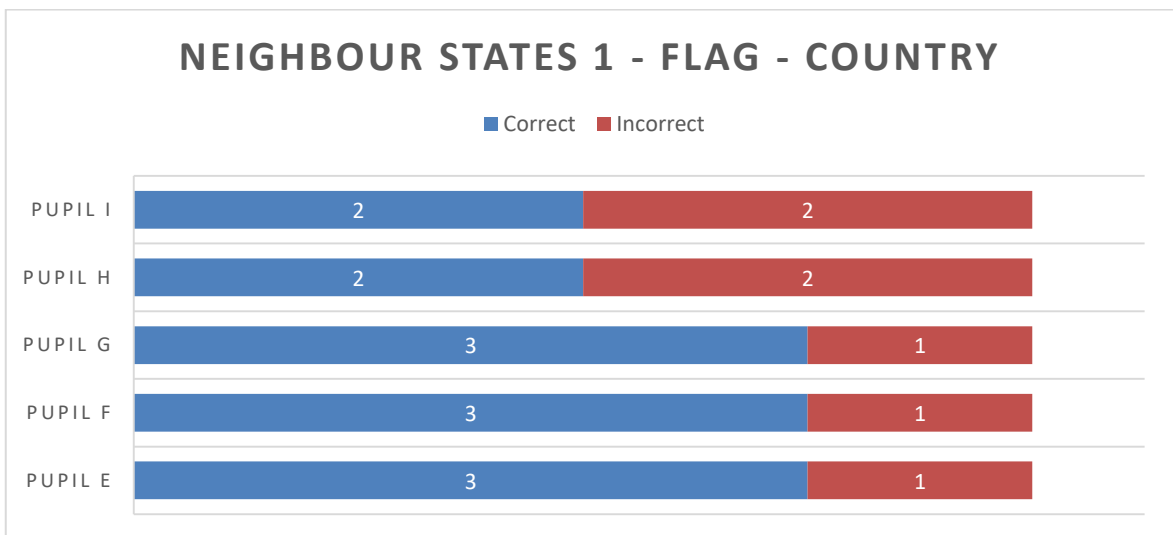


Figure 11: graph with the results – examination 1, lesson 3

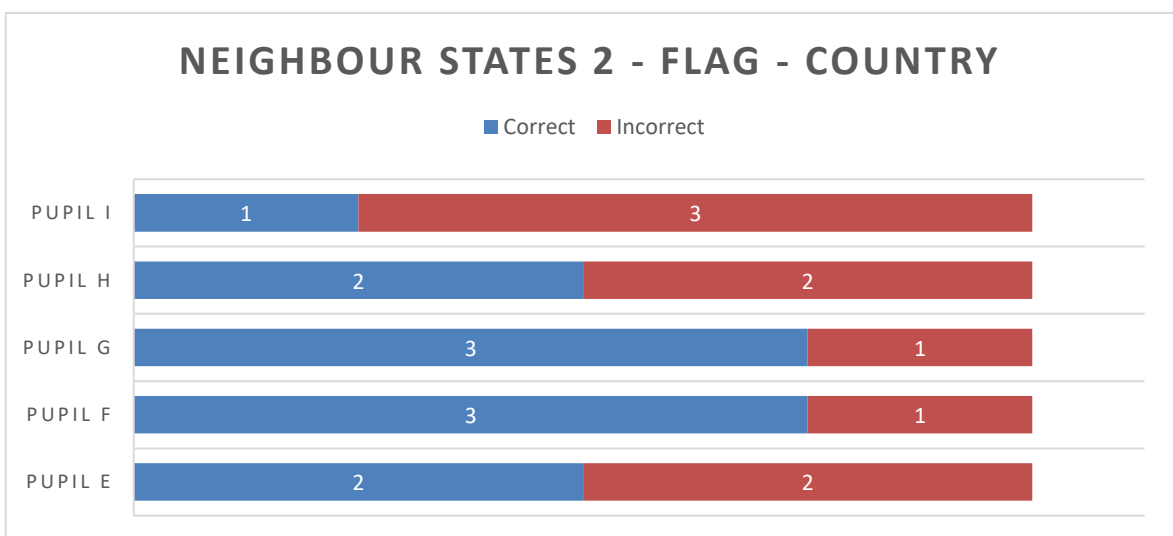


Figure 12: graph with the results – examination 2, lesson 3

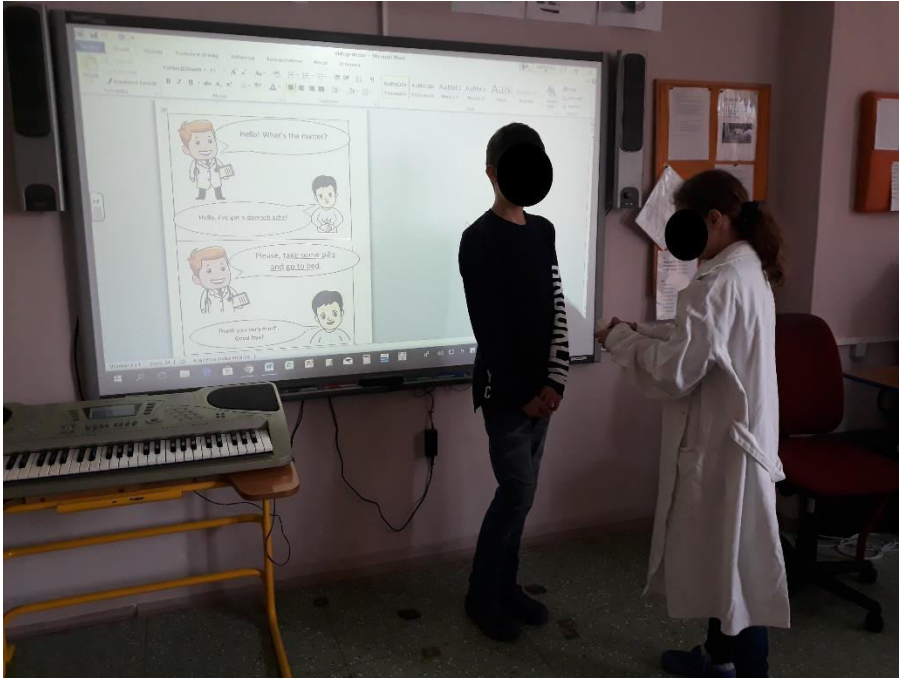


Figure 13: at the doctor's

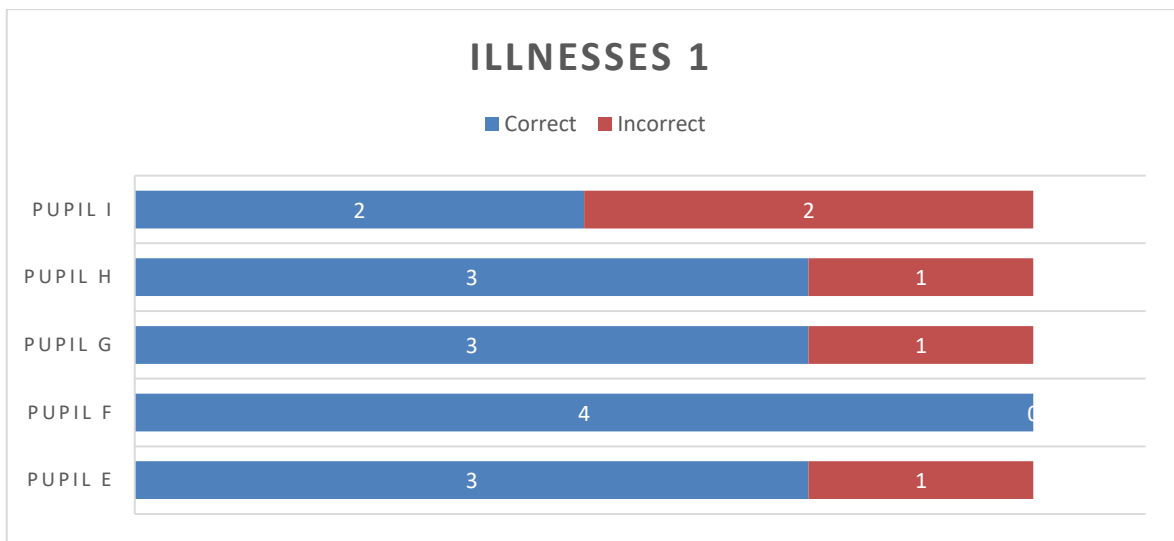


Figure 14: graph with the results – examination 1, lesson 4

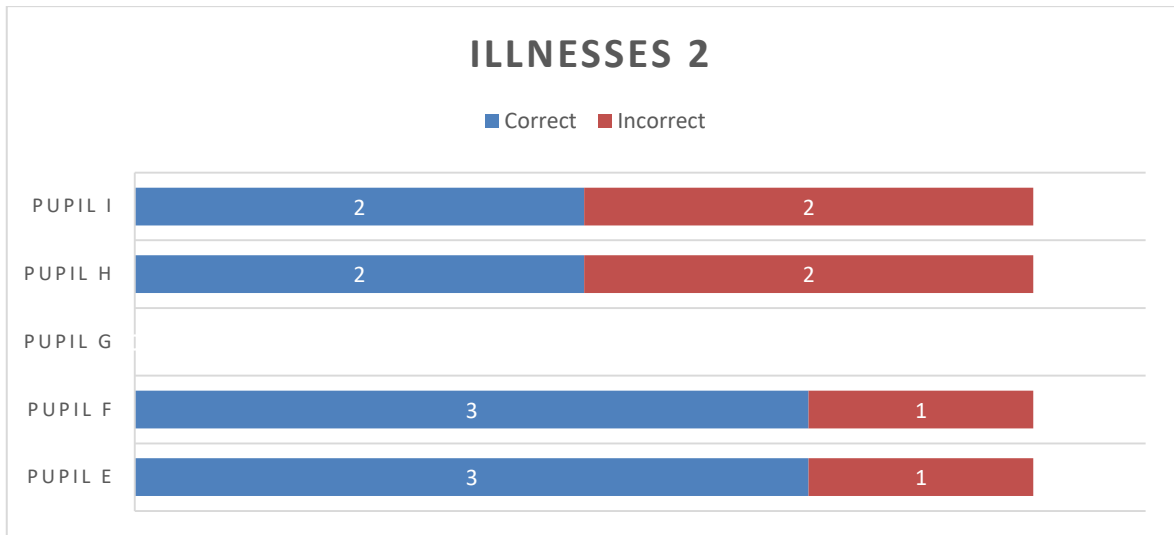


Figure 15: graph with the results – examination 2, lesson 4

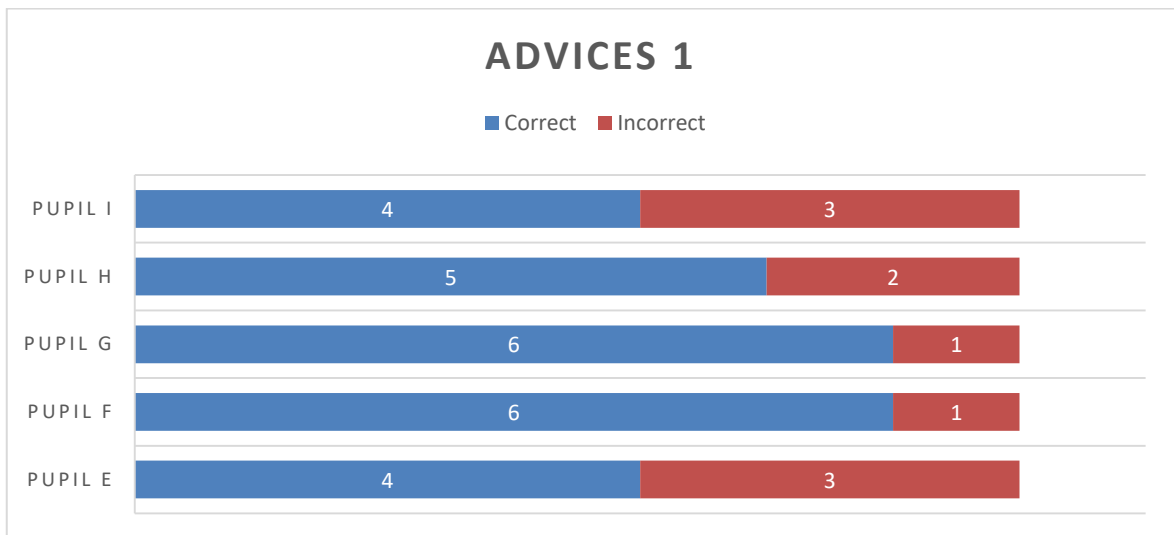


Figure 16: graph with the results – examination 1, lesson 4

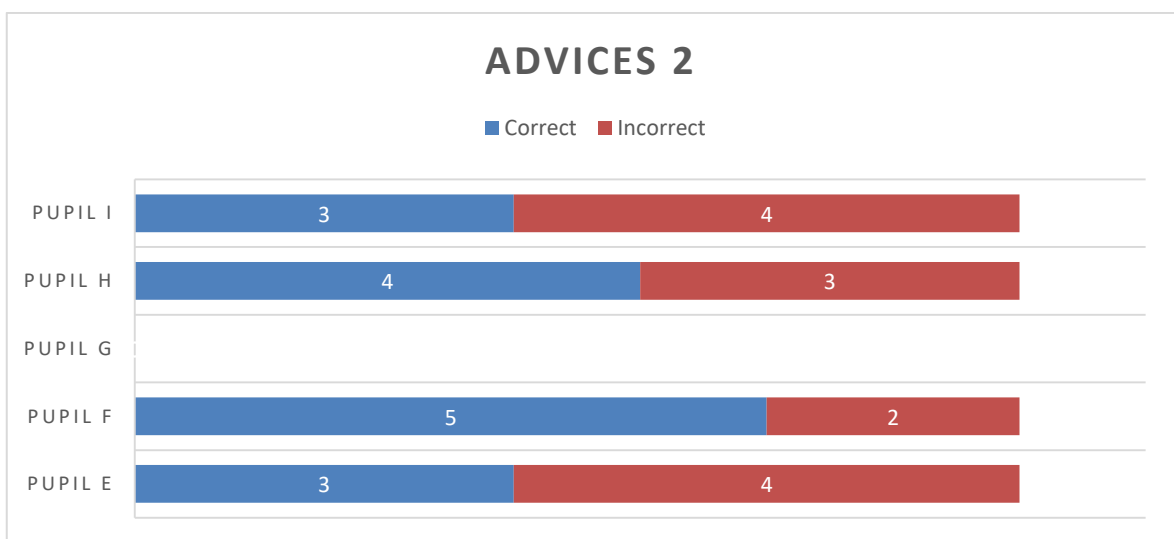


Figure 17: graph with the results – examination 2, lesson 4

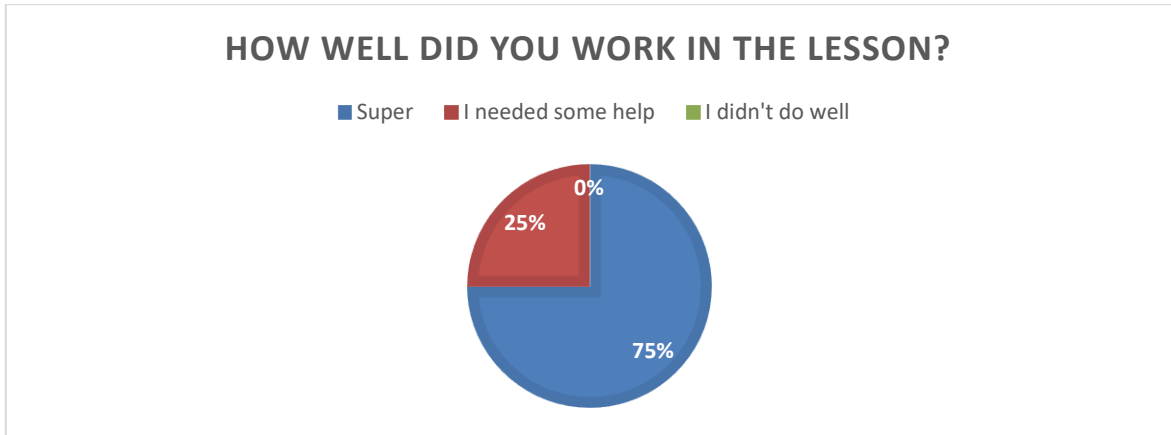


Figure 18: pupils' questionnaire - question 1, lesson 1

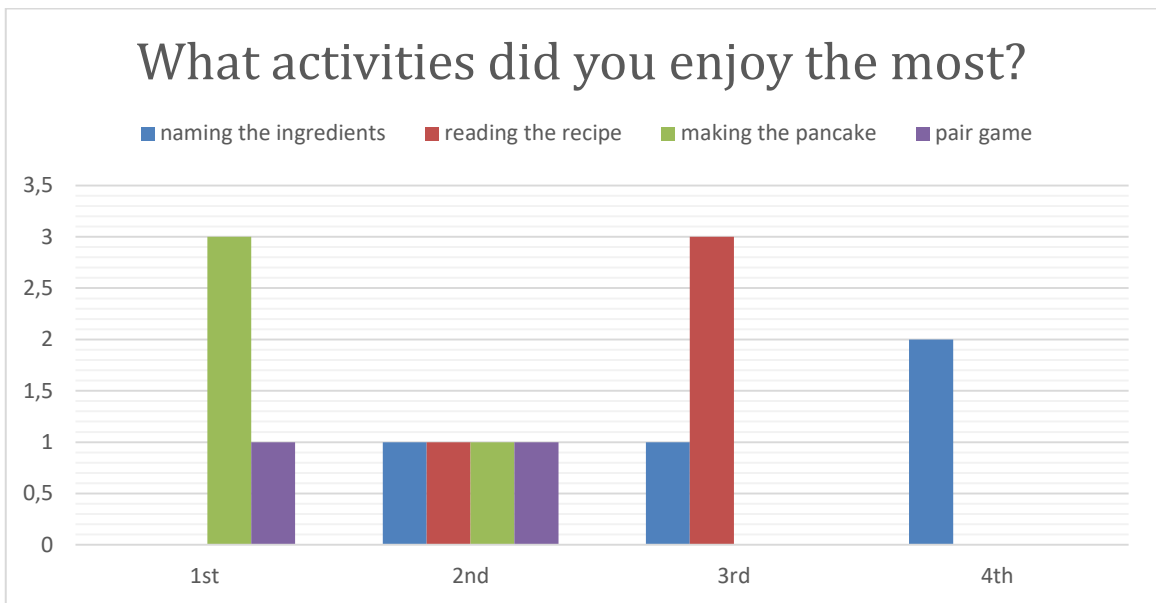


Figure 19: pupils' questionnaire - question 2, lesson 1

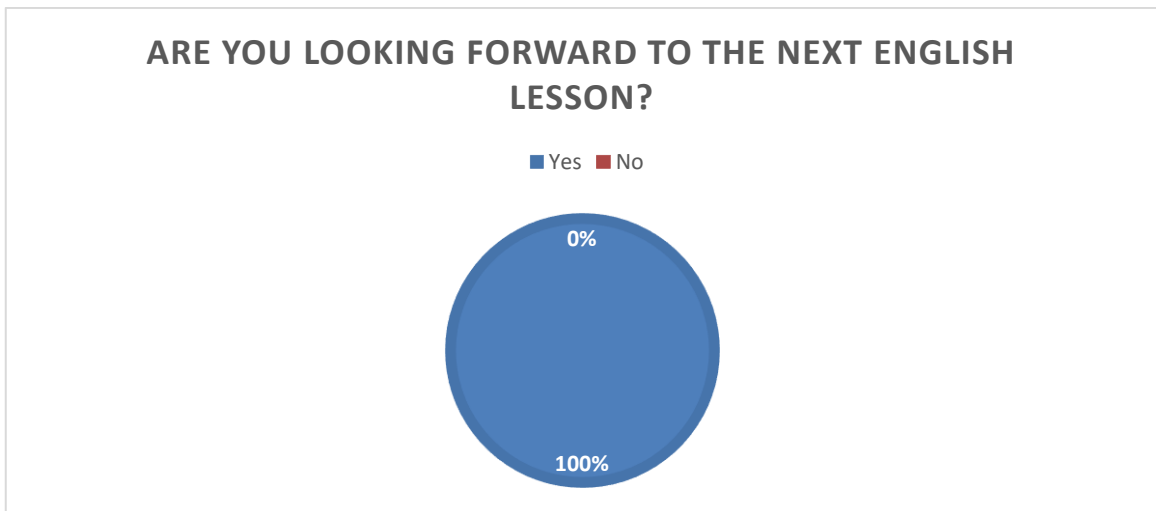


Figure 20: pupils' questionnaire - question 3, lesson 1

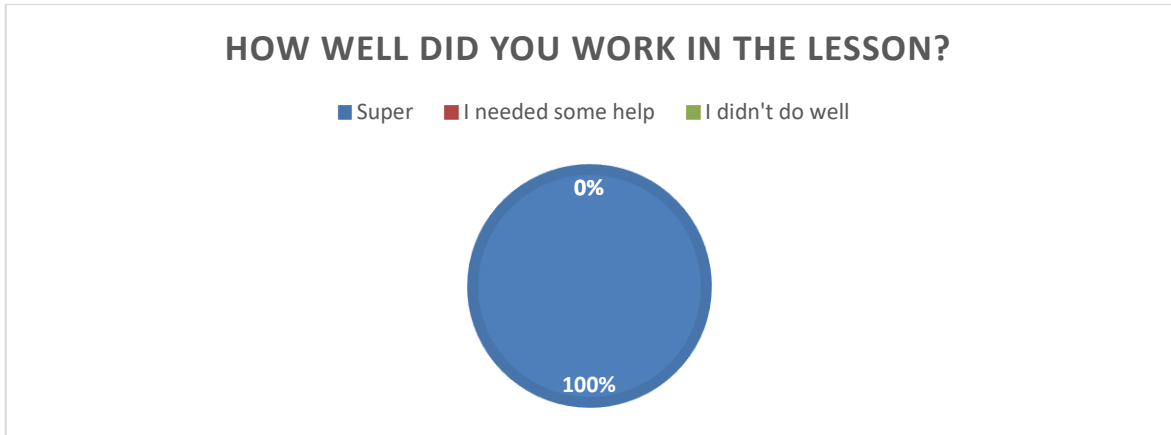


Figure 21: pupils' questionnaire - question 1, lesson 2

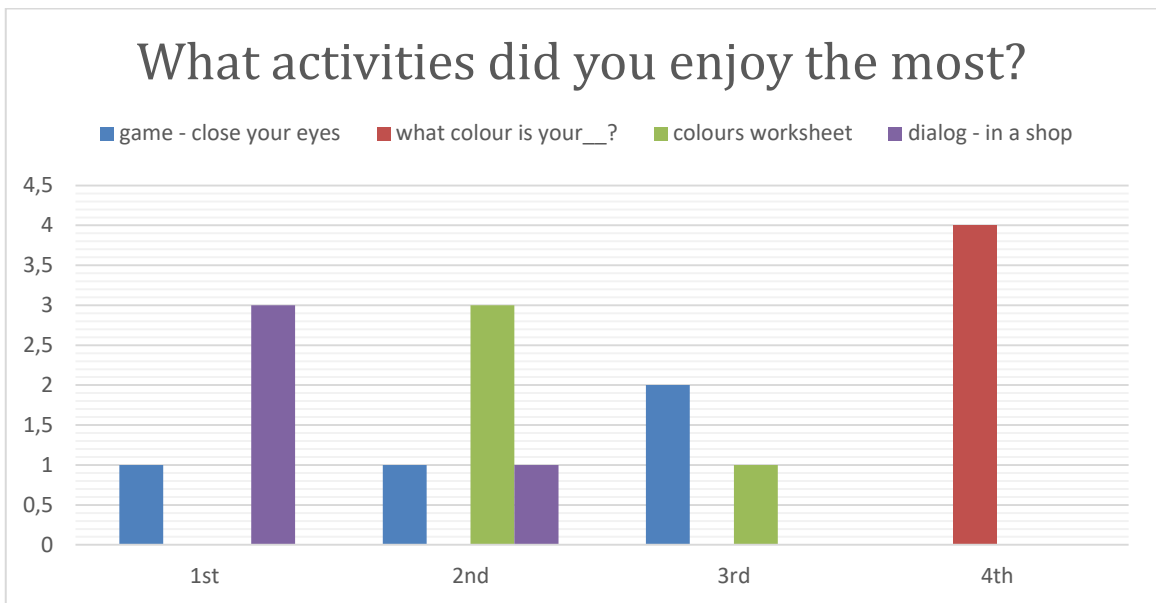


Figure 22: pupils' questionnaire - question 2, lesson 2

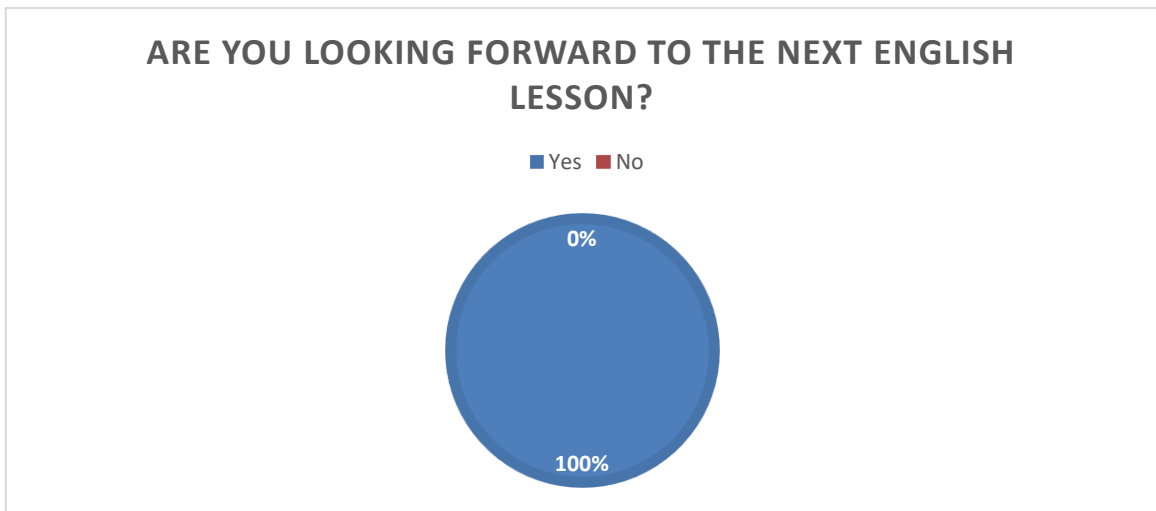


Figure 23: pupils' questionnaire - question 3, lesson 2

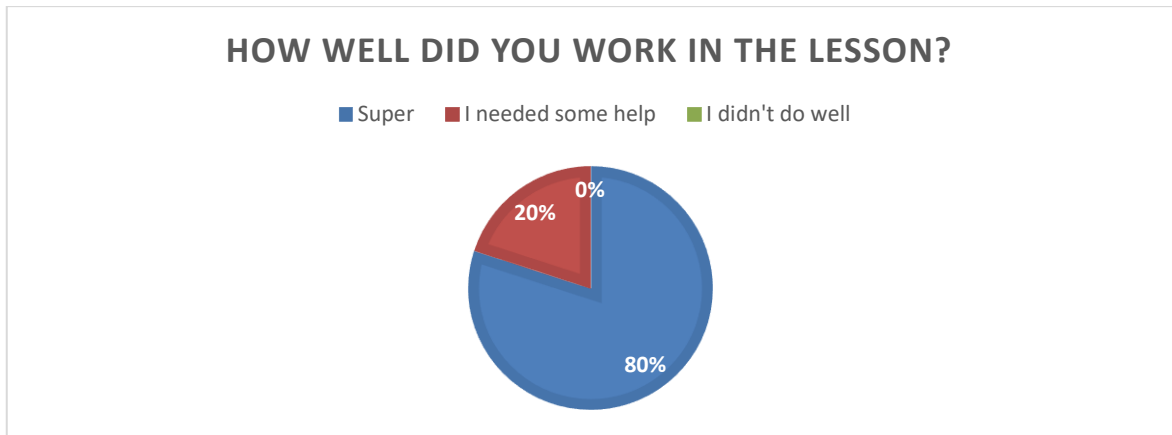


Figure 24: pupils' questionnaire - question 1, lesson 3

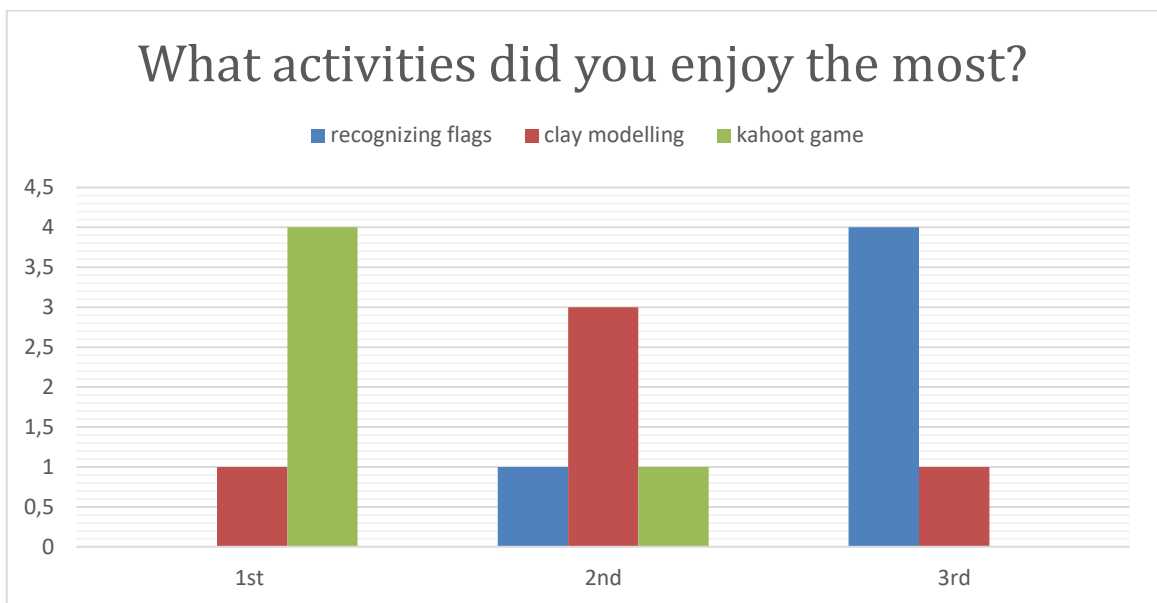


Figure 25: pupils' questionnaire - question 2, lesson 3

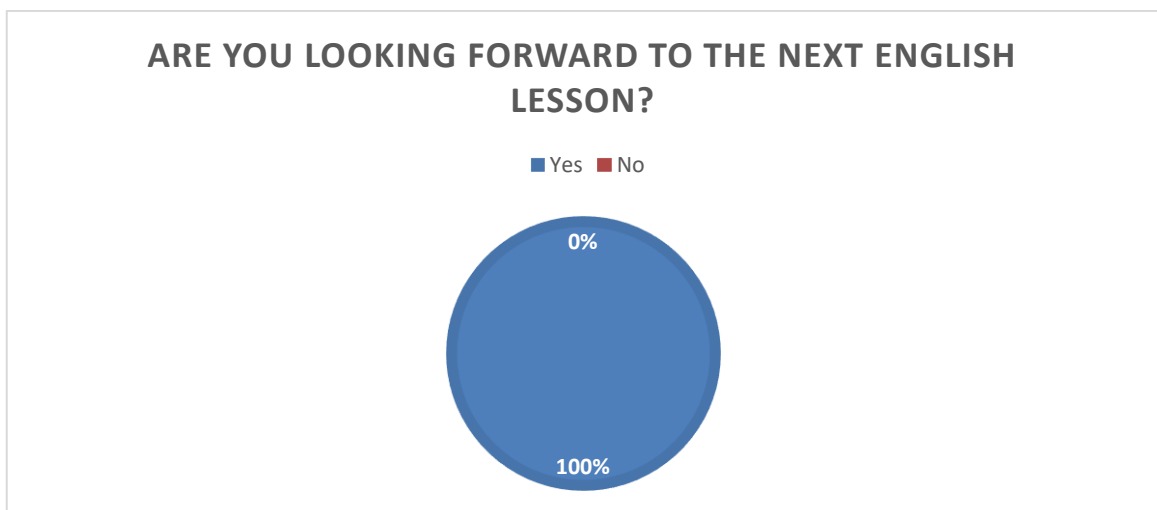


Figure 26: pupils' questionnaire - question 3, lesson 3

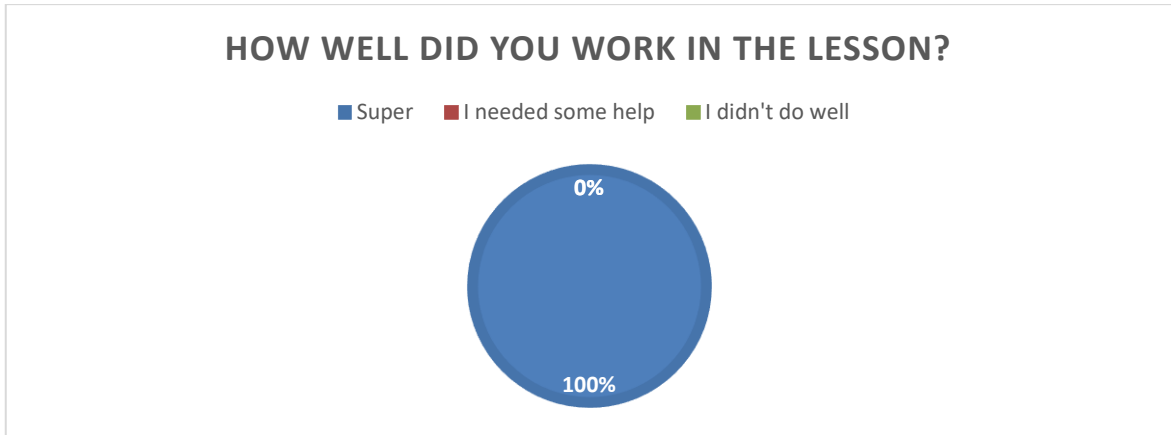


Figure 27: pupils' questionnaire - question 1, lesson 4

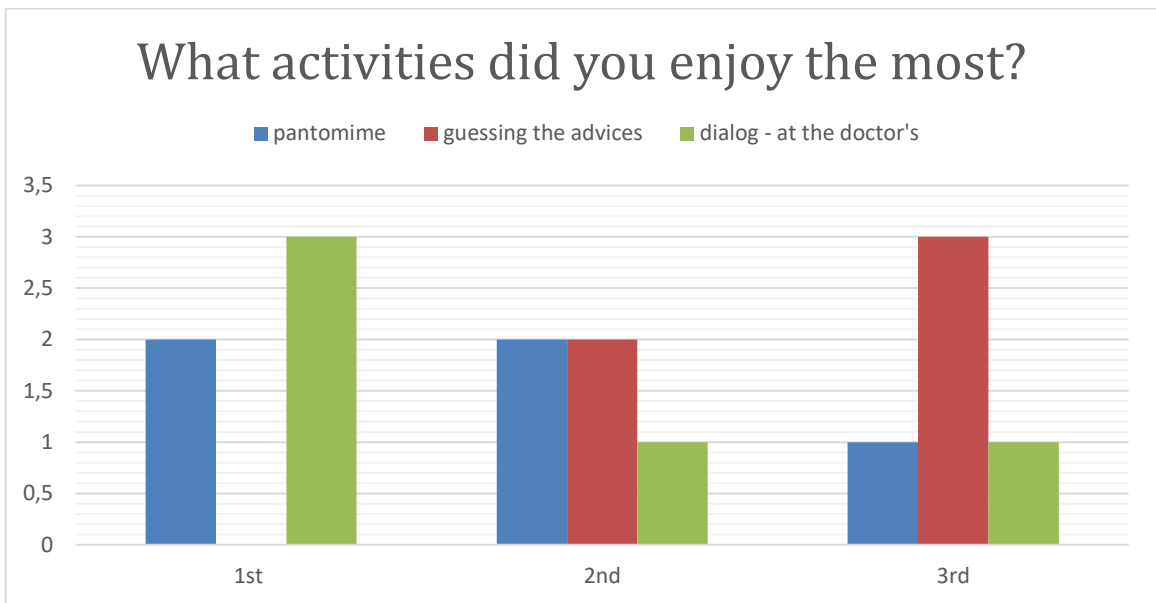


Figure 28: pupils' questionnaire - question 2, lesson 4

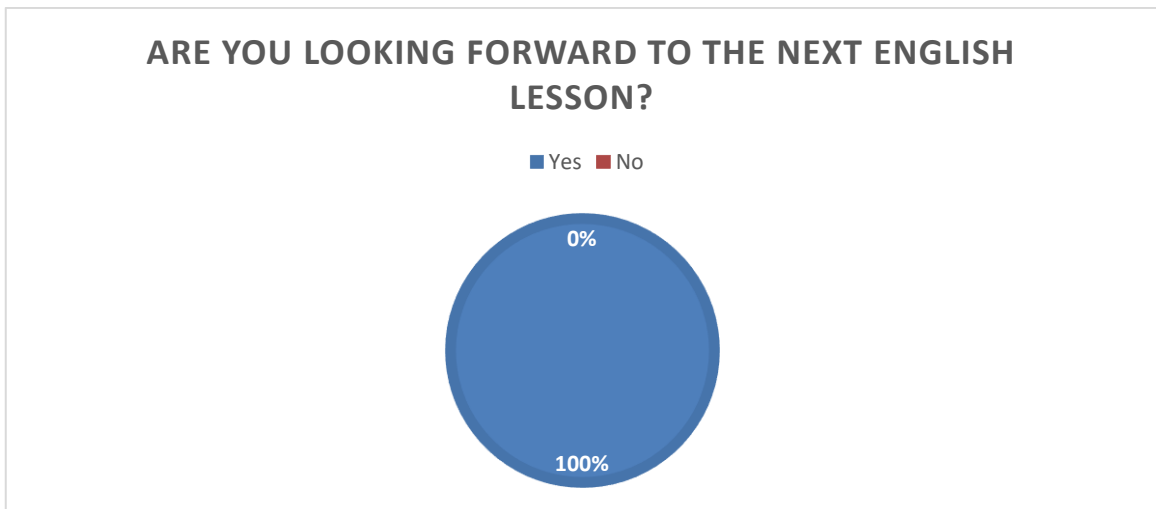





Figure 29: pupils' questionnaire - question 3, lesson 4

Appendix 8a: questionnaire for pupils – lesson 1

1. Jak se ti dařilo v dnešní hodině?

		
Super!	S pomocí jsem vše zvládl.	Nešlo mi to.

2. Jakou medaili bys dal dnešním aktivitám?

Spoj je k danému místu:



Pojmenovávání ingrediencí čtení receptu vaření pexeso




3. Těšíš se na další hodinu angličtiny?

ANO

NE

Appendix 8b: questionnaire for pupils – lesson 2

1. Jak se ti dařilo v dnešní hodině?

		
Super!	S pomocí jsem vše zvládl.	Nešlo mi to.

2. Jakou medaili bys dal dnešním aktivitám? Spoj je k danému místu:



Hra „zavři oči“

Jakou barvu má tvoje___?

Pracovní list

rozhovor – v obchodě




3. Těšíš se na další hodinu angličtiny?

ANO

NE

Appendix 8c: questionnaire for pupils – lesson 3

1. Jak se ti dařilo v dnešní hodině?

		
Super!	S pomocí jsem vše zvládl.	Nešlo mi to.

2. Jakou medaili bys dal dnešním aktivitám? Spoj je k danému místu:



Poznávání vlajek

modelování názvu státu

kahoot hra




3. Těšíš se na další hodinu angličtiny?

ANO

NE

Appendix 8d: questionnaire for pupils – lesson 4

1. Jak se ti dařilo v dnešní hodině?

		
Super!	S pomocí jsem vše zvládl.	Nešlo mi to.

2. Jakou medaili bys dal dnešním aktivitám? Spoj je k danému místu:



Pantomima nemocí

hádání rad

rozhovor u doktora

3. Těšíš se na další hodinu angličtiny?

ANO

NE

RESUMÉ

Diplomová práce pojednává o výuce anglického jazyka u žáků s lehkým mentálním postižením na druhém stupni základní školy. Vytvořením čtyř vzorových hodin anglického jazyka dle teoretické části práce, jejich realizací na druhém stupni základní školy vzdělávající žáky s postižením, následným dvojím přezkoušením žáků, reflexí vyučujícího a vyhodnocením dotazníků pro žáky, bylo zjištěno, že si žáci byli schopni zapamatovat až polovinu studovaných slovíček ze vzorových hodin a s pomocí použít anglický jazyk v daných sociálních situacích i po týdnu od jejich implementace. Žáci taktéž projevovali zájem o další hodiny anglického jazyka.

ANOTACE

Jméno a příjmení:	Hana Veselá
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Jana Kořínková, Ph.D.
Rok obhajoby:	2018

Název práce:	Výuka anglického jazyka u žáků s lehkým mentálním postižením na druhém stupni základní školy
Název v angličtině:	Teaching English to Lower Secondary School Children with Mild Mental Handicap
Anotace práce:	Tato diplomová práce se zaměřuje na výuku anglického jazyka u žáků s lehkým mentálním postižením. Teoretická část popisuje charakteristické rysy mentálního postižení, které musí být brány v potaz ve vyučovacím procesu. Dále se zabývá zásadami ve výuce osob s mentálním postižením i cizího jazyka, které jsou pro tyto osoby přizpůsobeny. V rámci praktické části byly vytvořeny čtyři vyučovací plány vhodné pro žáky s lehkým mentálním postižením. Výsledky byly založeny na dvojím přezkoušení žáků, dotazníkem a pozorováním vyučujícího.
Klíčová slova:	Lehké mentální postižení, druhý stupeň základní školy, vyučovací plány hodin anglického jazyka, anglický jazyk, vyučovací zásady, metody
Anotace v angličtině:	The diploma thesis deals with teaching English to pupils with mild mental handicap. The theoretical part describes characteristics of mild mental handicap that have to be considered in the education process. Furthermore, general and English teaching principles and methods were adjusted to pupils with mild mental handicap. Four lesson plans suitable for such learners were the main outcome of the practical part. Results were driven based on two examinations together with a questionnaire for pupils and an observation of the teacher.
Klíčová slova v angličtině:	Mild mental handicap, lower secondary school, lesson plans, English language, teaching principles, methods
Přílohy vázané v práci:	31 stran
Rozsah práce:	111 stran
Jazyk práce:	Angličtina