

PALACKÝ UNIVERSITY
FACULTY OF EDUCATION

Department of English

Teaching English to
Children with Dyslexia with the help of IT

Diploma Thesis

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Declaration

I declare that I worked on my diploma thesis on my own and that I used only the sources mentioned in the bibliography.

In Olomouc, April 10, 2013

Palkovičová Martina

Prohlášení

Prohlašuji, že jsem diplomovou práci zpracovala samostatně a použila jsem jen zdroje uvedené v seznamu použité literatury.

V Olomouci, 10. dubna 2013

Palkovičová Martina

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Abstract

Although much information about dyslexia has been known since the nineteenth century, many teachers do not know much about the teaching methods they should use when they are teaching dyslexic pupils. This diploma thesis deals with the problem of teaching English to primary school pupils who have been diagnosed with dyslexia. The aim of this work was to develop an enjoyable computer project that would be appropriate for dyslexic pupils. Scientific information about dyslexia has been taken in account when designing the project. Children involved in the project like the methods used and the activities designed for this project.

1. Introduction

“If the child does not learn in the way in which we teach, then we must teach him in the way in which he learns.”¹

The aim of this thesis is to use known scientific information about specific learning difficulties, especially dyslexia in order to create a computer project, *Take dys easy* that deals with teaching English to dyslexic children. This thesis focuses on developing a computer-assisted language teaching materials that enable dyslexic pupils to learn English without being stressed.

An ability to read, write and calculate is taken for granted in our society. Without these abilities no-one can succeed in everyday life. But, there are pupils who are known as *children with specific learning difficulties* in our society. It is very probable, that specific learning difficulties have existed here since the beginning of the process of education, but they were not recognized until in the nineteenth century.

The children with specific learning difficulties often have problems with acquiring literacy. That is why it is important to work with these children individually and use specific methods with respect to their needs.

It is obvious that the children with specific learning difficulties have troubles even with studying their mother tongue; this is the reason why there should be a difference between the second language lessons for ordinary pupils and pupils with specific learning difficulties.

The theoretical part concentrates on the facts about specific learning difficulties and dyslexia. The manifestations, causation and information about diagnosing dyslexia are in this

¹ POLLOCK, Joy a Elisabeth WALLER. *Day-to-day dyslexia in the classroom*. New York: Routledge, 1994, s. 176.

part. It also summarizes approaches and methods suitable for teaching children with dyslexia. These approaches and methods offer teachers a number of activities for their lessons. They can be inspired very easily. On the basis of the information the project that is described in the practical part was prepared.

In the practical part, there are suggested activities and lesson plans. This project has been applied into the praxis in a language school that evaluates the project very favourably. The children like the lessons and the activities which were chosen. However, this project has also proven that there is not only one special way to teach children with dyslexia but each child is an individuality and needs his or her own approach, pace and of course motivation.

THEORETICAL PART

The theoretical part of this thesis deals with definitions of specific learning difficulties and dyslexia, scientific information about dyslexia containing the occurrence, causation, manifestations, diagnosing and suitable methods, techniques and approaches to language teaching of dyslexic children.

1. Specific learning difficulties (disabilities)

Specific learning difficulties is an umbrella term for a whole group of disorders with specific cognitive deficits. The term *specific learning difficulties* can be defined as “*an unexpected and unexplained condition, occurring in a child of average or above average intelligence, characterized by a significant delay in one or more areas of learning*”.² However, this definition is not apt because it does not give specific information such as *what does a significant delay mean* and *which areas of learning are involved*.

In order to answer the first question, we must distinguish between an average difficulties, which should be considered as a talent variation, and difficulties beyond the average range.³ Two types of criteria for distinguishing between these two conditions were set up - the statistical and clinical criteria. Statistical criteria mean that a standardized test is used to measure the child's abilities. Because not all of the examined skills can be measured by a test, clinical criteria are used; that means that the child is evaluated by professionals with the experience.

The answer to the second question is included in the features of *specific learning difficulties* listed by Lam:

² SELIKOWITZ, Mark. *Dyslexia*. New York: Oxford University Press Inc., 1998. s. 4.

³ LAM, Catherine. *Dyslexia and other Specific Learning Disabilities*. [online]. [cit. 2012-10-13]. Dostupné z: <http://www.fmshk.org/database/articles/910.pdf>

- “1. A heterogenous group of disorders of constitutional origin*
- 2. Specific psychological process deficits causing impairment in corresponding domains of learning. Major forms include dyslexia, specific disability in oral language, specific disabilities in mathematics and non-verbal learning disabilities.*
- 3. These disabilities may occur alone or co-occur in various combinations.*
- 4. Specific learning disabilities often exist in spite of adequate intelligence, normal sensory and motor apparatus, and adequate educational opportunity; but could occur concomitantly with other handicapping conditions (sensory impairment, mental impairment, social and emotional disturbance) or extrinsic influences (cultural differences, insufficient or inappropriate instruction), although they are not the result of these conditions.*
- 5. While problems such as attention deficit disorder are not specific learning disabilities in themselves, they may exist as comorbid conditions in an individual with specific learning disabilities.”⁴*

The above mentioned means that a specific learning difficulty is a term that refers to a number of disorders, according to their manifestations they are divided into many different subtypes. The following are the common types of the specific learning difficulties:

⁴ LAM, Catherine. Dyslexia and other Specific Learning Disabilities. [online]. [cit. 2012-10-13]. Dostupné z: <http://www.fmshk.org/database/articles/910.pdf>

Table 1:⁵

Dyslexia	Difficulty with reading	Problems: reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems: doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems: with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems: with hand-eye coordination, balance, manual dexterity
Dysphasia/Aphasia	Difficulty with language	Problems: understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems: with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems: with reading, math, maps, charts, symbols, pictures

⁵ Helpguide.org. KEMP, Gina, Melinda SMITH a Jeanne SEGAL. [online]. 2013-02-01 [cit. 2013-02-01]. Dostupné z: http://www.helpguide.org/mental/learning_disabilities.htm

According to Zelinková, specific learning difficulties constitute problematic acquisition of elementary school skills – reading (dyslexia), writing (dysgraphia, dysortographia), calculating (dyscalculia) and motor skills (dyspraxia). These difficulties are unexpected in comparison to the child's age and degree of intelligence.⁶

⁶ ZELINKOVÁ, Olga. *Cizí jazyky a specifické poruchy učení*. 1. vyd. Havlíčkův Brod: TOBIÁŠ, 2006, s. 4.

2. Dyslexia

Dyslexia is one of the specific learning difficulties. This word is derived from Greek *dys*, which means inadequate and *lexis*, which means language. Many dyslexia definitions exist simultaneously.⁷

World Federation of Neurology which was held in Dallas in 1968 formulated the definition of specific developmental dyslexia as:

*“A disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, socio-cultural opportunity. It is dependent upon fundamental cognitive disabilities which are frequently of constitutional origin.”*⁸

Research based definition adopted by the Board of Directors of International Dyslexia Association in November 2002 reads as follows:

“Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequence may include problems in reading

⁷ *Dyslexia: definition* [online]. [cit. 2013-02-17]. Dostupné z: <http://medical-dictionary.thefreedictionary.com/dyslexia>

⁸ The Scottish Government: Riaghaltas na h-Alba. THE SCOTTISH GOVERNMENT. *Dyslexia definition: Definitions of dyslexia* [online]. 2008-08-25 [cit. 2013-03-30]. Dostupné z: <http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/17551/practice/learningdifficulties/dyslexiadeinitions>

comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.”⁹

The definition of dyslexia in Dictionary of Language Teaching is:

“a general term sometimes used to describe any continuing problem in learning to read, such as difficulty in distinguishing letter shapes and words. Reading specialists do not agree on the nature or causes of such reading problems, however, and both medical and psychological explanations have been made. Because of the very general way in which the term is often used, many reading specialists prefer not to use the term, and describe reading problems in terms of specific reading difficulties.”¹⁰

Lam defines dyslexia in this way:

“1. Dyslexia is one of the most prevalent types of specific learning disabilities. It is a developmental language based disorder which affects an individual's ability to acquire skills for individual word reading (i.e. word recognition). Problems with automatic retrieval of words are also present, hence the difficulty with dictation and spelling.

2. Dyslexia is a constitutional disorder, hence it is lifelong and often occurs in families. It is not an all-or-nothing phenomenon but occurs in degrees similar to other biological disorders, so manifestation occurs in a continuum.

3. Prognosis depends on the severity of the disorder, the specific pattern of other strengths and weaknesses within the individual, and the availability and appropriateness of intervention.

4. Difficulties with receptive and expressive oral language often co-exist.

⁹ Definition of dyslexia. THE INTERNATIONAL DYSLEXIA ASSOCIATION. *The International Dyslexia Association: Promoting Literacy Through Research, Education and Advocacy* [online]. 2008-03 [cit. 2013-03-30]. Dostupné z: <http://www.interdys.org/ewebeditpro5/upload/Definition.pdf>

¹⁰ JACK C. RICHARDS, Jack C. Richard Schmidt; with Heidi Kendricks and Youngkyu Kim. *Longman dictionary of language teaching and applied linguistics*. 3. Vyd. London: Longman, s. 172.

5. *Difficulties with writing (i.e. handwriting), a visuomotor impairment, is not a feature of dyslexia itself although they could co-exist in an individual.*

6. *Literature quotes an average of 10-20% of children being affected with specific reading difficulties, with around 5% being severely affected. This would mean that 2 children per class of 40 students may be significantly affected.”¹¹*

Dyslexia has been described by Zelinková as a specific learning difficulty of reading, when elementary features of reading performance (pace, correctness, technique of reading and comprehension) are affected in any intensity and combination.¹²

2.1 Pace of reading

Pace is not the main characteristic of reading but it is one of the indicators of problems with reading. If a reading performance is done in a slow and disconnected way, it is very probable that the child does not understand the text. This shows that the text was not really read but only decoded which is not enough for obtaining new information from the text. Very similar situation arises when a text is read in a very fast pace, because it cannot be understood by the reader as well. Fast readers must read one text several times to get information from it. The fast reading pace is typical for adult people.¹³

2.2 Correctness

The main problems with correct reading appear mostly when letters have the same shape but different orientation like p/q/d/b or u/n and when the sounds are similar for example sounds *v* and *f*. The only difference in pronouncing these two sounds is that sound *v* is voiced but *f* is

¹¹ LAM, Catherine. Dyslexia and other Specific Learning Disabilities. [online]. [cit. 2012-10-13]. Dostupné z: <http://www.fmshk.org/database/articles/910.pdf>

¹² ZELINKOVÁ, Olga. *Cizí jazyky a specifické poruchy učení*. 1. vyd. Havlíčkův Brod: TOBIÁŠ, 2006, s. 13.

¹³ Tamtéž, ss 13 - 14.

unvoiced. Other typical signs of reading problems are elisions of sounds or their metathesis and guessing the words while reading only on the basis of their beginning letters.¹⁴

2.3 Technique of reading

Technique of reading is the way in which a child is reading. It shows the level of child's reading abilities. Repetitive reading of some sounds or syllables means that the child has not managed to reach the phase of recognizing letters.¹⁵

2.4 Comprehension

To understand a text is the basic ability needed for reading. It is also important for text reproduction. Thanks to this ability a child is able to gain the information from the text.¹⁶

¹⁴ ZELINKOVÁ, Olga. *Cizí jazyky a specifické poruchy učení*. 1. vyd. Havlíčkův Brod: TOBIÁŠ, 2006, s. 14.

¹⁵ Tamtéž, s. 14.

¹⁶ Tamtéž, s. 14.

2.5 Occurrence

Dyslexia is the most known and the most frequent specific learning disability. About 3% of Czech children are dyslexic and more than a half of them need professional help to overcome their difficulties with reading. The number of children with these problems depends on the nature of the language they study. For instance, there are more children with reading problems in English speaking countries.¹⁷

Matějček states that 60% of dyslexic children have another specific learning disability. 30% of children with dyslexia are diagnosed ADHD as well. 50% of dyslexic children have problems with their motor skills, especially with coordination and balance (dyspraxia). 50% of dyslexic children have problems with language and speaking, the development of their speaking skills is often delayed. 59% of children who have been diagnosed to have reading problems have troubles with speaking. 15-20% of dyslexic children are agreed to misbehave.¹⁸

¹⁷ MATĚJČEK, Zdeněk. *Sociální aspekty dyslexie*. Vyd. 1. Editor Marie Vágnerová. V Praze: Karolinum, 2006, s. 11.

¹⁸ Tamtéž, s. 9.

2.6 Causation of dyslexia

The causation of dyslexia is not obvious. The factors that are responsible for it are still unknown. However, some theories about the causes exist. Matějček states that dyslexia is heterogenous syndrome; it is usually an interaction of several factors, the factors are hereditary and environmental. This assertion is based on two studies of twins which were held in the South England and in Colorado. These studies proved that about 50% of dyslexia is caused by genetic factors and other 50% is dependent on the environment.¹⁹

Other theories are based on the belief that specific learning difficulties are caused by “*some impairment of brain function.*”²⁰ These theories often explain only a partial cause of specific learning difficulties but they can be combined. It is improbable that only one factor would lead to a specific learning difficulty, it is very likely that the factors act together, such co-occurrence of factors is called “*multifactorial.*”²¹ Selikowitz states three types of factors that may cause specific learning difficulties. He distinguishes between genetic, environmental and biological factors.

2.6.1 Genetic factors

Many studies have proven that the specific learning difficulties are inherited. This proof is based on the fact that close relatives of children with specific learning difficulties have these difficulties as well. If one of the child’s parents is dyslectic, there exists 14 – 17% chance, that this difficulty will be inherited.²² It is not obvious, whether the difficulties are inherited from the

¹⁹ MATĚJČEK, Zdeněk. *Sociální aspekty dyslexie*. Vyd. 1. Editor Marie Vágnerová. V Praze: Karolinum, 2006, s. 11.

²⁰ SELIKOWITZ, Mark. *Dyslexia*. New York: Oxford University Press Inc., 1998. s. 32.

²¹ Tamtéž, s. 33.

²² Dyslexia-Plus: Supporting people with dyslexia in Edinburgh. GRIBBEN, Monica. [online]. [cit. 2013-02-01]. Dostupné z: <http://www.dyslexia-plus.co.uk/dyslexia/page1.htm>

mother or father, but the vast majority of children with specific learning difficulties are boys. Therefore it is very likely that specific learning difficulties are caused by the genes on the X chromosome.

2.6.2 Environmental factors

The studies dealing with the environmental factors that should cause specific learning difficulties do not have equal results. The factors of this category are for instance problems during pregnancy, delivery, early new-born period or illnesses. It is difficult to determine these factors and to find out some results. However, some studies confirmed that the combination of these environmental factors and socio-economic deprivation may more likely lead to specific learning difficulties.²³

2.6.3 Biological factors

Brain damage, malformation, dysfunction and maturation are the biological factors which can be responsible for specific learning difficulties. Certain kinds of brain damages cannot be detected nowadays, but some cases when children started to have problems with reading after a serious illness are known. A damage of a brain is the supposed consequence of the illness in these cases.²⁴

Another possible cause of specific learning difficulties at the biological level is a malformation of the child's brain. This is very difficult to prove as well because it cannot be detected by any test. The malformation is supposed to be formed during the embryo stage of the

²³ SELIKOWITZ, Mark. *Dyslexia*. New York: Oxford University Press Inc., 1998, s. 35.

²⁴ Tamtéž, s. 36.

foetus. The malformation would cause lesser effectiveness of brain in learning because it would affect the formation and distribution of nerve cells.²⁵

A debate about the influence of maturation on children with specific learning difficulties still exists. Some experts think that these children are delayed in their development because their brains have not undergone some maturation changes yet. Their critics state that these children only dispose of different ways of learning.²⁶

Crossed laterality is another of the possible causes of specific learning difficulties. The brain of the people with crossed laterality has no dominant hemisphere that is why they take no preference in right or left body side.²⁷

²⁵ SELIKOWITZ, Mark. *Dyslexia*. New York: Oxford University Press Inc., 1998, s. 36.

²⁶ Tamtéž, s. 37.

²⁷ Tamtéž, s. 38.

2.7 Manifestations of dyslexia

Dyslexia is a condition that will last for the whole life of a person. It cannot be cured but an early diagnosis, appropriate strategy and the approach to this learning difficulty can help the children to manage their difficulties and to learn to read and write well. That is why it is important to spot the manifestations of dyslexia. These dyslexic manifestations can be divided into five different categories. We distinguish graph-motor, acoustic-phonemic, kinaesthetic, rhythmical and melodic signs of dyslexia, the signs are often combined.

Common manifestations of dyslexia can include difficulties in different aspects of:

- Short-term/procedural memory
- Reading – slow and disconnected
- Using appropriate word
- Handwriting – illegible or slow
- Grammar
- Use of vocabulary – limited range of vocabulary
- Written expression
- Spelling – difficulty to copy or write one word repeatedly, the word can be always written differently (typical mistakes are elision of letters or incorrect order of the letters)
- Pronunciation – difficulty to repeat what the pupil hears, support of a teacher is needed, mispronouncing of similar words
- Essay structure
- Putting ideas on paper
- Comprehension – difficulty to understand what the learner reads
- Remembering appointments

- Remembering names
- Following instructions
- Understanding essay/exam questions
- Using computers
- Memorising times tables
- Map reading
- Organisation
- Sequencing
- Orientation/direction
- Laterality (left/right) (up/down) – confusing the letters of the same shape but with different direction p / b / q / d
- Concentration
- Listening – difficulty to repeat what the pupil hears or slow reaction on stimulus during oral communication activities
- Co-ordination
- Time management
- Note-taking
- Numerical calculations
- Using catalogue and/or reference systems
- Accessing library resources
- Interpreting symbols
- Proof-reading
- Giving presentations
- Meeting deadlines

- Punctuation
- Musical notation
- Oral communication²⁸

Zelinková presents different areas of studying language that can be problematic. She distinguishes phonological, morphological, grammar and semantic levels.²⁹

2.7.1 Phonological level

A dyslexic pupil has problems to remember pronunciation of some specific sound or a group of sounds, especially of those which are not a part of their mother tongue.

2.7.2 Morphological level

Dyslexic children are not able to recognize a word which is familiar to them when it is a part of an unknown word (for example expect – unexpected).

2.7.3 Grammar level

Dyslexic children do not understand grammar and syntactic structures of foreign languages. These children have problems with word order in English for example.

2.7.4 Semantic level

Dyslexic pupils learn new vocabulary but then they cannot use it in sentences appropriately.

²⁸ Dyslexia-Plus: Supporting people with dyslexia in Edinburgh. GRIBBEN, Monica. [online]. [cit. 2013-02-01]. Dostupné z: <http://www.dyslexia-plus.co.uk/dyslexia/page1.htm>

²⁹ ZELINKOVÁ, Olga. *Cizí jazyky a specifické poruchy učení*. 1. vyd. Havlíčkův Brod: TOBIÁŠ, 2006, s. 18 -19.

2.8 Diagnosing

The children who have some difficulties in these abilities and skills can sit diagnostic tests. The diagnostic tests are prepared and evaluated by specialists in pedagogic-psychological advisory centre or special pedagogic advisory centre. If specific learning difficulty is proven by these tests, an individual plan for children with specific learning difficulties can be designed. Compensatory strategies are used to educate the pupils with specific learning difficulties. In the case of a proven specific learning difficulty, the cooperation of teachers, parents and special pedagogic specialist is needed.

The publishing company Oxford has prepared a support for teachers to diagnose dyslexia. This document is enclosed in the appendix.³⁰

³⁰ HURTOVÁ, Dana, Iva STRNADOVÁ a Marta ŠIGUTOVÁ. *Anglický nápadníček: pro učitele a rodiče (nejen) děti s dyslexií, které začínají s angličtinou*. 1. vyd. Oxford: Oxford University Press, 2006, s. 52.

2.9 Perception

During the development of a child, the perception develops as well. If the development process is not harmonious and some functions of the nerve system are more and less mature, the child does not have to be prepared for learning reading, writing and calculating.

Children with specific learning difficulties do not understand some situations sometimes and their reactions do not have to be accepted as adequate by others.

2.9.1 Visual perception

When the visual perception is damaged or is not developed, the child perceives shapes (letters and numbers) twisted, the right-left orientation and spatial orientation is problematic as well.³¹ This means that the child does not perceive letters and numbers; that is why the manipulation with them is probable to be incorrect. It is obvious that these problems are not caused by organic damages but the problem is of functional nature.³²

2.9.2 Auditory perception

When the auditory perception is damaged, the child has troubles with connecting a sound with a letter. The children cannot remember oral instructions; they have problems with learning foreign languages.³³

³¹ JUCOVIČOVÁ, Drahomíra a Hana ŽÁČKOVÁ. *Reedukace specifických poruch učení u dětí*. Vyd. 1. Praha: Portál, 2008, s. 34.

³² Tamtéž, ss 33 - 34.

³³ Tamtéž, ss 55 - 56.

3. Approaches to teaching reading

There are many reasons for teaching students to read texts in target language. Pupils acquire the language through reading. The more the text is interesting for the pupil the more the language is acquired. Reading texts are models for writing exercises as well. Vocabulary, grammar, punctuation, sentence construction and text building can be learnt through reading. Reading introduces interesting topics for discussions too.³⁴ These are the reasons for teachers to motivate even dyslexic children to read. Many approaches to teaching reading exist, but only some of these are appropriate for English language and dyslexic children, below are some of them.

3.1 Global approach

Pupils do not know letters at the beginning. They remember shapes of individual words. Children listen to a meaningful text which is read aloud and they follow the text at the same time. The method's downside is a high level of required visual effort because the word's shape changes when we change just one letter, for instance cape, cap, caps.³⁵

V. Příhoda, designed the method on the bases of the perception of pre-school children. Children of the pre-school age focus on a whole rather than on details. The reading is linked together to pictures. An analytical phase of reading comes after reading whole words.³⁶

³⁴ HARMER, Jeremy. *How to teach English: an introduction to the practice of English language teaching*. Harlow: Longman, 1998, s. 68.

³⁵ ZELINKOVÁ, Olga. *Cizí jazyky a specifické poruchy učení*. 1. vyd. Havlíčkův Brod: TOBIÁŠ, 2006, s.

³⁶ Tamtéž, s. 44.

3.2 Fernald method for reading

“The Fernald Method is a systematic, multisensory instructional approach that incorporates use of the visual, auditory, kinesthetic, and tactile (VAKT) modalities simultaneously. The association of sensory and perceptual cues reinforces the mental image of this approach also improves memory for printed words and word parts. The Fernald Method is intended for individual or small group instruction.”³⁷

3.3 Reading in a duet

A pupil reads in a duet with a teacher or one of his or her parents, the pupil tries to read in the same speed as the teacher or the parent. The pupil gets a correct model of reading because he or she cannot hear his or her own incorrect reading. Thanks to this method intonation can be practiced because of the reading model. Correct pronunciation and intonation of the model reader is needed for this method.³⁸

³⁷ MATHER, N. a L. JAFFE. *Fernald Method for Reading* [online]. New York: John Wiley and sons, 2002 [cit. 2013-02-01]. Dostupné z: http://hidalgo.schoolspan.com/cms/filemgr/2_5/Fernald%20Method%20for%20Reading.pdf

³⁸ MATĚJČEK, Zdeněk. *Dyslexie*. 1. vyd. Havlíčkův Brod: SPN Praha, 1988, s. 174.

4. Learning foreign language

The above mentioned shows the reasons why it is difficult to learn mother language for dyslexic child. That is why many debates about teaching foreign languages to dyslexic children have been held. Nowadays, children with dyslexia learn foreign language but they are taught with the help of specific methods and approaches. The next problem with teaching foreign language to dyslexic children is the choice of the language, because each language has its own specific phenomena. English, German and Russian are three suitable languages for the Czech educational system of elementary schools. Teaching of each of these languages has its advantages and disadvantages. Here are some factors that influence the choice of the second language.

4.1 The language itself

German would be easy for children with dyslexia because of the vocabulary. German words are often compounds. The problem is the difficult grammar.

Russian would be even easier than German from the point of view of vocabulary, because Czech and Russian are both Slavonic languages and their vocabulary is quite similar. However, the alphabet is different and this would cause big problems in teaching dyslexic children.

English is difficult because of the wide range of vocabulary, but English grammar is not as complicated as the grammar of German or Russian. Another big plus for English is the fact that it is a lingua franca of today's world.

4.2 Reading style

It is also very important to consider the reading style of a concrete child. When the reading is discontinuous, German language is more suitable. If the child reads in a global reading style, English is recommended.

4.3 Interest and motivation

Nowadays, computer games and pop music often motivate children to study English. But children can be influenced by their friends, teachers and their parents. If parents know some foreign language, they can help their children with learning.³⁹

³⁹ ZELINKOVÁ, Olga. *Cizí jazyky a specifické poruchy učení*. 1. vyd. Havlíčkův Brod: TOBIÁŠ, 2006, s. 69.

5. Different approaches

Each child is different and in the case of dyslexic children it is the same. This fact must be accepted by the teacher of dyslexic children. The method or approach which was successfully chosen for one pupil does not have to be the best solution for the others. That is why it is important to be sensitive to learner's individual needs. This means that teachers should be aware of different types of approaches and methods that can be used in their lessons. Lessons focused on oral communication are often used for English language lessons, because there is less emphasis on reading and writing which is problematic for these children, but these skills cannot be omitted of course.

5.1 Learner-centred approach

Learner-centred approach means that learner's needs, abilities and interests are at the first place. The learner is expected to participate actively on his or her education. The learner's motivation is high and this is very important for dyslexic children.

5.2 Multisensory approach

Multisensory approach is based on the idea of using more senses during learning process. It is an approach which is appropriate for dyslexic children. Typically, only sight and hearing are used in the lessons of English but the idea of multisensory teaching combines these two senses with the others - smell, taste and touch. Colour-coding is very useful visual help for pupils with dyslexia as well as listening to songs; taste and smell can be used in lessons about food and drink for instance; touch can be implemented to the lessons by realia or movements. Using all senses makes pupil active in the lessons.⁴⁰

⁴⁰ BAILEY, Eileen. Multisensory Approaches for Dyslexia: Multisensory classrooms help children with dyslexia. *About.com: Special Education* [online]. [cit. 2013-01-26]. Dostupné z: <http://specialed.about.com/od/readingliteracy/a/Dyslexiaandmultisensory.htm>

5.3 Communicative approach

The goal of this approach is to develop the communicative competence. In this approach the communication is both the means and the goal of it. It means that activities which are based on communication in target language are used for learning. This approach offers a wide range of activity types. Some of the typical activities are: a pair-work, information gap, survey and role-plays. Because communication, not mastery of language is the goal of this approach, no grammar is presented and an error correction is not very frequent. The learners are in the centre, it means that the main focus is on the work of learners not on the teacher. This approach can be very suitable for children with specific learning difficulties because the main focus is not on the grammar and the written form of the language.⁴¹

It is important to keep the activities communicative, it means that pupils can choose their answer and are not tightly controlled in following some structures. *“Activities that are truly communicative, according to Morrow, have three features in common: information gap, choice, and feedback.”*⁴²

5.4 Total physical response

Total physical response is a method which was founded on the bases of first language acquisition. James Asher, the developer of this method, believes that any foreign language can be learnt in similar way the mother tongue was acquired. When children acquire their mother tongue, they do not need any lessons of syntax or phonetics, they just acquire the language thanks to listening to it. In this method, children show their comprehension to the listening by

⁴¹ RICHARDS, Jack C a Theodore S RODGERS. *Approaches and methods in language teaching*. 2. vyd. Cambridge: Cambridge University Press, 2001, s. 159.

⁴² LARSEN-FREEMAN, Diane. *Techniques and principles in language teaching*. 2. vyd. Oxford Oxford Univ. Press, 2000 ,s. 129.

their motor activity, which is a response to a teacher's imperative. The physical response of a child gives a feedback to a teacher. The positives of this method are the controllability and the fearless learning of pupils. Pupils often feel stressed when an active production in new foreign language is required. The absence of stress is important for successful language learning.⁴³ Asher developed this method because he was convinced that foreign language lessons are full of anxiety and he wanted to find the way to teach languages to stress-less pupils who would not feel defensive. This method should help learners to overcome the fear of speaking out.⁴⁴

6. How to teach foreign language

It is not very good to use varied methods every lesson when we teach children with specific learning difficulties, especially in lessons of foreign languages. It is more useful to create a system that will be in each lesson and let pupils get used to it. Learning isolated vocabulary and isolated grammar is not very effective for children with dyslexia. Learning foreign language should be similar to the first language acquisition. Frequent repetition is needed, because dyslexic children are usually insecure of their knowledge. Thanks to the frequent repetition, they can manage to speak in foreign language without feeling ridiculously.⁴⁵

For teaching vocabulary, it is important to follow these principles:

- to revise vocabulary regularly, make cards and put the cards into two groups according to the knowledge of the child
- to learn vocabulary in a different order or with a help of reading window

⁴³RICHARDS, Jack C a Theodore S RODGERS. *Approaches and methods in language teaching*. 2. vyd. Cambridge: Cambridge University Press, 2001, s. 74.

⁴⁴BROWN, H. *Teaching by principles: an interactive approach to language pedagogy*. 2. vyd. White Plains, NY: Longman, 2001, s. 30.

⁴⁵MICHALOVÁ, Zdeňka. *Specifické poruchy učení na druhém stupni ZŠ a na školách středních: materiál určený učitelům a rodičům dětí s dyslexií, dysgrafií, dysortografií--*. 1. vyd. Havlíčkův Brod: Tobiáš, 2001, s. 64.

- to connect a word with a picture that represents the meaning of the word
- to learn a word in both direction Czech – English and English – Czech
- to learn less words more frequently than more words less frequently
- the first reading is the most effective
- to learn both the pronunciation and written form
- to use the learnt words in a sentence immediately
- to learn phrases and sentences with the help of pictures
- to learn rhymes and songs; movements can be added to them
- to compare similar words⁴⁶

⁴⁶ MICHALOVÁ, Zdeňka. *Specifické poruchy učení na druhém stupni ZŠ a na školách středních: materiál určený učitelům a rodičům dětí s dyslexií, dysgrafií, dysortografií*--. 1. vyd. Havlíčkův Brod: Tobiáš, 2001, ss 64-65.

7. Techniques for communicative classroom

All these approaches mentioned above are based on communicative competence, not on the grammar, error correction and translating. There are special techniques for communicative classroom, which can be used. The techniques are suitable for lessons with dyslexic pupils.

7.1 The information gap activities

The information gap activities are based on the similarity with real life communication. The speaker has some communicative purpose and it is the task of the listener to find out what the purpose is.⁴⁷

7.2 Pair-work

Pair-work increases pupils' practice. Each pupil works intensively in the same time as the other students. This type of activity encourages pupils to speak because they co-operate, they can help each other and when they are not sure, they can ask teacher who works as an assessor, prompter or resource.⁴⁸

7.3 Group-work

Group-work is quite similar to pair-work because it also increases the practice of pupils, but this kind of activity is more dynamic because there are more children in a group and that is why a bigger chance of getting involved in some discussion is probable. It is more pleasant for children to work in groups than individually with a teacher controller.⁴⁹

⁴⁷ HARTÁNSKÁ, Jana a Zdenka GADUŠOVÁ. *Methodology of Teaching English as a Foreign Language*. Nitra: VA PRINT Nitra, 1995, s. 73.

⁴⁸ Tamtéž, s 76.

⁴⁹ Tamtéž, s 77.

Here are advantages of working in a group in language lessons:

- “1. Group work generates interactive language.*
- 2. Group work offers an embracing affective climate.*
- 3. Group work promotes learner responsibility and autonomy.*
- 4. Group work is a step forward to individualizing instruction.”⁵⁰*

7.4 Role-play

It is a type of a pair-work activity, which means that pupils are active again but this technique offers more, it is enjoyable, pupils are provided with masks, so that shy children can accept their roles and work fearlessly. Role-plays imitate real life situation and this can be highly motivating for pupils to try to communicate for reason and if they are successful, they can be motivated to learn English and they can become more self-confident in English lessons.⁵¹

Role-plays are useful oral activities because:

- “1. Pupils speak in the first and second person. Texts are often in the third person.*
- 2. Pupils learn to ask as well as answer.*
- 3. They learn to use short complete bits of language and to respond appropriately.*
- 4. They don't just use words, but also all the other parts of speaking a language – tone of voice, stress, intonation, facial expressions, etc.*

⁵⁰ BROWN, H. *Teaching by principles: an interactive approach to language pedagogy*. 2. vyd. White Plains, NY: Longman, 2001, ss 178 – 179.

⁵¹ HARTÁNSKÁ, Jana a Zdenka GADUŠOVÁ. *Methodology of Teaching English as a Foreign Language*. Nitra: VA PRINT Nitra, 1995, ss 80 – 81.

5. *They can be used to encourage natural “chat” in the classroom, making up dialogues about the little things which have happened and which occupy the children at that moment.*⁵²

7.5 Drama

Drama is a technique where pupils “*play themselves in an imaginary situation*” or “*play an imaginary person in an imaginary situation.*”⁵³ This technique works with imagination, so it can stimulate motivation of pupils to experiment with the target language.⁵⁴

7.6 Games and problem solving

These activities are very important for learning a foreign language because they develop communicative competence. These activities are not replicas of real situations but are genuine and this makes a big difference from drama and role-playing. Pupils use natural, creative and authentic language during these activities. Children do not have to pretend to be someone else or to be in a different situation; therefore it can be easier for them than drama or role-play activities.⁵⁵

7.7 Songs

The usage of songs in English lessons can be very useful, because vocabulary, grammar structures, pronunciation or cultural facts can be taught through songs in an enjoyable way. Songs used in lessons should include at least one of the features above. It is helpful to work with

⁵² SCOTT, Wendy A a Lisbeth H YTREBERG. *Teaching English to children*. New York: Longman, 1990, s. 41.

⁵³ HARTÁNSKÁ, Jana a Zdenka GADUŠOVÁ. *Methodology of Teaching English as a Foreign Language*. Nitra: VA PRINT Nitra, 1995, s. 83.

⁵⁴ Tamtéž, s. 83.

⁵⁵ Tamtéž, s. 85.

a song which is repetitive and which language is that of spoken standard.⁵⁶ Songs can be used for a “*listen and repeat*”⁵⁷ form of exercise.

7.8 Pictures

Pictures should be a necessary component of English lessons because visual reception plays an important role in giving us information.

“*Specifically, pictures contribute to:*

- *interest and motivation;*
- *a sense of the context of the language;*
- *a specific reference point or stimulus.*”⁵⁸

Thanks to pictures structures, vocabulary, grammar structures, situations and skills can be practised.⁵⁹

⁵⁶ HARŤANSKÁ, Jana a Zdenka GADUŠOVÁ. *Methodology of Teaching English as a Foreign Language*. Nitra: VA PRINT Nitra, 1995, ss 91 – 92.

⁵⁷ SCOTT, Wendy A a Lisbeth H YTREBERG. *Teaching English to children*. New York: Longman, 1990, s. 28.

⁵⁸ WRIGHT, Andrew. *Pictures for language learning*. New York: Cambridge University Press, 1989, s. 2.

⁵⁹ Tamtéž, ss. 4 – 5.

8. Dyslexia and emotional problems

Dyslexia is discouraging and frustrating because dyslexic children fail to meet other people's expectations, even though they work hard. Children with dyslexia often have problems with social relations; these problems can cause their physical and social immaturity. Dyslexic children frequently feel anxiety and anger and they are depressed quite often. These feelings are caused by people who are in a contact with dyslexic children (parents, peers, teachers,...) because they sometimes can misinterpret the behaviour of a dyslexic child as a laziness. In the case that the child feels that he or she is controlled by the environment he or she lives in because of his or her failure even though he or she made a big effort, this child can change his or her self-image into a negative one. It is important for teachers to be informed about dyslexia and other specific learning difficulties because they can help these children to avoid feeling depressed.⁶⁰

Dyslexic children often have problems with the relations within their class as well. Parents of children with dyslexia claim that these problems can be divided into three categories:

1. the classmates are not interested in the child
2. the classmates' attitude is negative towards the child
3. the classmates refused the child actively (pushed him or her aside)⁶¹

⁶⁰ Social and Emotional Problems Related to Dyslexia. THE INTERNATIONAL DYSLEXIA ASSOCIATION. *The International Dyslexia Association: Promoting Literacy Through Research, Education and Advocacy* [online]. 2008-03 [cit. 2013-03-30]. Dostupné z: <http://www.interdys.org/ewebeditpro5/upload/SocialEmotionProblemsRelatedToDyslexia.pdf>

⁶¹ MATĚJČEK, Zdeněk. *Sociální aspekty dyslexie*. Vyd. 1. Editor Marie Vágnerová. V Praze: Karolinum, 2006, s. 9.

9. The role of IT in English language lessons

Nowadays information technology is used everywhere and it is attractive to young people. It is important to base education on modern principles and attract pupils' attention. Schools are being modernized and implementation of IT is needed. Thanks to IT pupils can be more active in lessons which are prepared to be interactive or they can learn at home and they are given immediate feedback, this means that they are not dependent on their teachers. Using IT in lessons enables pupils to work in their own pace, to see clearly and immediately their results and to be active for the whole lesson.

When benefiting from IT, it must be used in different way from the classical tasks. *“In this digital age it is too easy to copy and paste the answers. The way to frame projects differently is to create an Essential Question for students to answer that involves the desired skills of higher-level thinking.”*⁶²

10. Computer-assisted language learning

Computers offer a wide range of resources for foreign language lessons. Here are some benefits of using computers in language lessons:

- “1. Multimodal practice with feedback*
- 2. individualization in a large class*
- 3. pair and small-group work on projects, either collaboratively or competitively*
- 4. the fun factor*

⁶² The Role of Information Technology in English Language Curriculum Development. DAFTARIFARD, Parisa a Mehrdad AMIRI. *Academia.edu* [online]. [cit. 2013-02-13]. Dostupné z: http://www.academia.edu/778350/The_Role_of_Information_Technology_in_English_Language_Curriculum_Development

5. *variety in the resources available and learning styles used*

6. *exploratory learning with large amounts of language data*

7. *real-life skill-building in computer use.*⁶³

11. Conclusion of the theoretical part

The scientific information which has been collected in the thesis' theoretical part is used as a basis of the activities in the *Take dys easy* project that is described in the practical part of the thesis.

⁶³ BROWN, H. *Teaching by principles: an interactive approach to language pedagogy*. 2. vyd. White Plains, NY: Longman, 2001, s. 145.

PRACTICAL PART

The practical part of this thesis is based on a computer project for dyslexic children; this project is called *Take dys easy*. Thanks to the *Take dys easy* project pupils with dyslexia should lose their fear from foreign language learning because they will learn through game-like activities and suitable methods for dyslexic children.

The game-like activities used in the project take into account the information about dyslexia and its manifestations as described in the theoretical part. These activities are prepared not only to educate children through enjoyable games. They should also help to re-educate the specific learning difficulties. That is why the nature of the activities is often based on development of perception and cognitive functions.

1. About the Project

This part is based on a computer project *Take dys easy* that was designed for the needs of dyslexic children. This project concentrates on children from the sixth and seventh grades of compulsory education. Two levels of difficulty were prepared, the beginners – the sixth graders and more advanced learners – the seventh graders. The two courses will be separated according to the age and level of knowledge of the pupils. Each lesson is composed for 90 minutes. Eight topics were chosen for this project with the respect to the age and interest of the pupils. The topics are Meeting People, Home and Family, Nature and Animals, Jobs and Hobbies, Travelling, Shopping, Dressing and PC and Internet.

Each topic contains a set of ten basic vocabulary, five additional words and one text. The audio-record of the vocabulary and texts made by a native speaker is used in each lesson. All the topics include activities that are based on the basic and additional vocabulary. The sets of basic vocabulary are different for the two levels, but the additional sets are the same. The sets are

completely the same only in the topic called Meeting people, because this lesson is prepared to be the first one and pupils should get to know each other during this lesson.

In this project, each child works with a computer and a teacher has an interactive whiteboard to his or her disposal. The ideal group of pupils is eight of the same age and English level. It is better to start with learners who have had lessons of English earlier.

The advantage of the *Take dys easy* project is that it is available on the internet and children can do everything what has been done in a lesson at home. They can practise reading, vocabulary and play games. Very important is the fact that the pronunciation model is a part of the project and children do not need to cope with a phonetic transcription because they can listen to the pronunciation model repeatedly, it enables children to work on their own at home without the support of a teacher.

The project is available at www.takedyseasy.cz; the user names are z1@takedyseasy.cz for beginners and p1@takedyseasy.cz for more advanced learners. The passwords are *anglictina* for beginners and *english* for more advanced learners.

2. Vocabulary

Eight sets of vocabulary were put together. The topic, level of supposed language knowledge of children and possibility to picture the words were the criteria for choosing the vocabulary.

The topic Meeting people does not consist of a text, so useful phrases were chosen for the vocabulary set. The aim of this lesson is to familiarise the pupils with each other because they will attend the course together. The phrases were chosen to make the communication easy and effective. Thanks to these phrases they should be motivated to speak English.

Topic:	1. MEETING PEOPLE
Basic and additional vocabulary – beginners and more advanced	
Hello, Hi, Good morning. Good afternoon., Good evening., Good night., How are you? – I am fine, thank you, What is your name? – My name is .../I am ..., Where are you from? – I am from <i>the Czech Republic, Slovakia, Germany, Poland, Austria, France, Italy, Greece, Spain, Canada, Australia, the Great Britani,/the USA.</i> , Where do you live? – I live in ...	

Topic:	2. HOME AND FAMILY
Basic vocabulary - beginners	
mother, father, parents, daughter, son, brother, sister, child, children, baby	
Basic vocabulary – more advanced learners	
grandmother, grandfather, grandchild, mum, dad, woman, man, girl, boy, cousin	
Additional vocabulary – beginners and more advanced learners	
table, chair, picture, cup, plate	

Topic:	3. NATURE AND ANIMALS
Basic vocabulary - beginners	
cat, dog, bird, bear, horse, snake, spider, mouse, mice, sheep	
Basic vocabulary – more advanced learners	
butterfly, goat, cow, rabbit, hen, duck, chicken, fly, pig, ladybird	
Additional vocabulary – beginners and more advanced learners	
hill, river, sea, forest, lake	

Topic:	4. JOBS AND HOBBIES
Basic vocabulary - beginners	
doctor, teacher, shop assistant, cleaner, driver, pilot, vet, policeman, writer, waiter	
Basic vocabulary – more advanced learners	
nurse, actor, singer, lawyer, judge, dustman, fireman, baker, farmer, butcher	
Additional vocabulary – beginners and more advanced learners	
music, art, sport, dancing, reading	

Topic:	5. TRAVELLING
Basic vocabulary - beginners	
swimming, trip, holiday, beach, camping, museum, restaurant, cycling, tent, skiing	
Basic vocabulary – more advanced learners	
parasol, sunglasses, diving, sailing, hiking, hotel, luggage, reception, exhibition, fishing	
Additional vocabulary – beginners and more advanced learners	
bus, train, car, ship, plane	

Topic:	6. SHOPPING
Basic vocabulary - beginners	
shop, bread, money, milk, food, bottle, vegetable, fruit, drink, market	
Basic vocabulary – more advanced learners	
trolley, parcel, meat, sweets, pound, dollar, crown, market, wallet, sale	
Additional vocabulary – beginners and more advanced learners	
bakery, flower shop, drugstore, book shop, supermarket	

Topic:	7. DRESSING
Basic vocabulary - beginners	
T-shirt, skirt, dress, jeans, trousers, green, pink, violet, brown, blue	
Basic vocabulary – more advanced learners	
black, yellow, white, red, orange, socks, jumper, jacket, hat, swimming suit	
Additional vocabulary – beginners and more advanced learners	
new, old, small, large, wear	

Topic:	8. PC AND INTERNET
Basic vocabulary - beginners	
work, write, surf, listen, music, notebook, camera, web page, picture, use	
Basic vocabulary – more advanced learners	
headphones, photo, connect, search, turn on, turn off, information, take a photo, show, chat	
Additional vocabulary – beginners and more advanced learners	
computer, keyboard, mouse, screen, games	

3. Texts

Short texts were created for the reading activities. These texts relate to the topics and contain words from the chosen vocabulary of each topic. The only exception is the topic of Meeting People, where the text is not a part of it because this topic is prepared in a specific way. Each of these texts was recorded by a native speaker.

Topic:	2. HOME AND FAMILY
Text - beginners	
Hello, my name is James. I am a boy and I live with my mother, father, two sisters and one brother. My brother is a baby. He is the youngest son of our parents.	
Text – more advanced learners	
Hi, our names are Nicole and Tom. We are sister and brother. We live with our mum, dad, grandma and grandpa. Our cousins Fred and Betty visit us often.	

Topic:	3. NATURE AND ANIMALS
Text - beginners	
Hi, my name is John. I am on a trip. There is a big hill and a river here. I can see many animals here. I can see for example a bird, a spider and a mouse. I like it here.	
Text – more advanced learners	
Hi, my name is Tom. I am at my grandmother's farm. She has got many animals. I can see a goat, a cow, a rabbit, a hen, a duck, a chicken and a pig. But there are a lot of flies here. I like it here very much.	

Topic:	4. JOBS AND HOBBIES
Text - beginners	
Hello, my name is Peter. This is my mum. She is a teacher and she likes dancing. My dad is a doctor. He likes reading. I am a student and I like music.	
Text – more advanced learners	
Hello, my name is Charlie. This is my mum. She is a nurse. This is my dad. He is a judge. This is my brother Mike. He is a lawyer. I am a student, but I want to be a singer.	

Topic:	5. TRAVELLING
Text - beginners	
Hello, my name is Frank. My family is on holiday in Italy. We got here by car. We are camping here. We sleep in a tent. We like swimming in the sea and having lunch in the restaurant.	
Text – more advanced learners	
Hello, my name is Dennis. I am on a holiday with my mum and dad. We are in Spain. We stay in a hotel here. We go sailing, diving and fishing everyday here.	

Topic:	6. SHOPPING
Text - beginners	
Hi, my name is Paul. Me and my mother are shopping today. We need some food for cooking. We are in a supermarket. We are buying vegetables, fruit, bread and a bottle of milk.	
Text – more advanced learners	
Hi, my name is Paul. I go shopping to the market every Saturday with my grandma. Today we have to buy meat and five packets of sweets for my birthday party.	

Topic:	7. DRESSING
Text - beginners	
Hi, my name is George. I like wearing new clothes. My favourite colour is black. I have got black jeans and black T-shirt. My sister wears a pink dress and a white hat.	
Text – more advanced learners	
Hello, my name is Frank. I like shopping. Today I bought one jumper. It is yellow. I bought white socks and three black hats. One hat is for me and the two hats are presents for my two friends, Jessica and Mandy.	

Topic:	8. PC AND INTERNET
Text - beginners	
Hello, my name is Bob. I have got a new computer. I don't work on it, but I play games on it. I use the mouse sometimes and I use the keyboard sometimes. I have got a big screen.	
Text – more advanced learners	
Hi, I am Kevin. My favourite thing is my computer, because I like chatting with my friends and listening to music. My mum bought me new headphones for listening to music.	

4. Conception of one lesson

Each lesson is based on one particular topic and is composed of partial activities, which are realized with a complete or partial support of IT or without IT. A teacher will be given a portfolio of activities that could be but do not have to be used in a lesson. The teacher will choose activities and the order of them according to his or her needs. There is a possibility of changing the lesson structure during the lesson if it is needed. This is an example of a lesson plan:

Activity type:
1. Motivation
2. Song
3. Learning new vocabulary
4. Mental maps
5. Reading a text
6. Games

4.1 Motivation

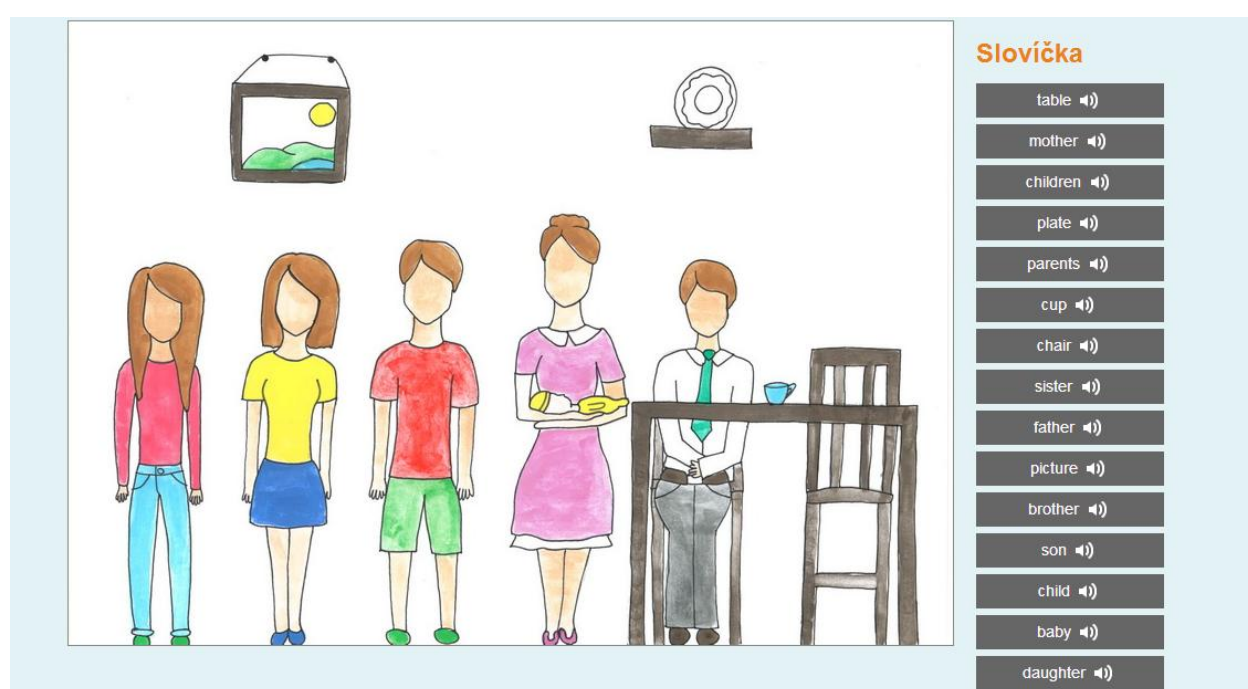
The first activity should arouse children's interest in the topic. The teacher can choose from two motivation activities; the board game Tell Us About or a motivation picture, text and questions, which are available on the computers.

Tell Us About is a board game that should be played in groups of four. The special version of this game was prepared for each topic. Children practice their speaking skill during this activity. The procedure of this game is easy; a child will throw a die and move his or her figure according to the number on the die; on the place, there will be a question which should be

answered by the pupil. The playing fields of this game for each topic are enclosed in the appendix of this work.

If the teacher chooses a motivation picture, text or questions, he or she can work on the basis of his or her own ideas or experience. The motivation pictures are important in the project because each of them contains all the words from a particular vocabulary set.

Figure 1 – The example of a motivation picture (Home and family)



4.2 Songs

The teacher can choose any song he or she considers is appropriate and then can prepare an activity on his or her own. Typical exercises are gap filling, ordering stanzas, multiple choice, and so on.

Figure 2 – A song (Nature and animals)

Old Mac Donald had a farm
<http://youtu.be/g8rTM6X2wD0>

Old Macdonald had a farm, E-I-E-I-O
 And on his farm he had a cow, E-I-E-I-O
 With a "moo-moo" here and a "moo-moo" there
 Here a "moo" there a "moo"
 Everywhere a "moo-moo"
 Old Macdonald had a farm, E-I-E-I-O

Old Macdonald had a farm, E-I-E-I-O
 And on his farm he had a pig, E-I-E-I-O
 With an (oink) here and an (oink) there
 Here an (oink) there an (oink)
 Everywhere (oink-oink)
 Old Macdonald had a farm, E-I-E-I-O

4.3 Learning new vocabulary

There is a motivation picture on a computer. This picture contains individual pictures of all the words which are in a set. Next to the picture, there is a vocabulary list. It is possible to move the words. The words can be moved to the pictures, if the word represents the thing that is in the picture, the recording of the word made by a native speaker will be played.

4.4 Mental Maps

There are always two categories which are headlined with a hyperonym. Pupils' task is to divide a given set of words into the two categories. When a word is added into a right field, the pronounced word is played. There are more than two categories in some topics, so the teacher can choose them.

Figure 3 – An example of a mental map (Home and family)

Family: Pojmové mapy

Motivace • Motivační otázky Home and Family • Výuka nové slovní zásoby • Čtení textu • Hra • Zpěv písně • Čtení textu 3
karaoke • Pojmové mapy •

human

mother baby

equipment

chair picture table

son parents brother children
sister father child plate
daughter cup

4.5 Reading a text

The aim of this activity is to practise a reading skill. This should be done on the basis of the visual and auditory perception. Different methods of reading should be used.

1. Native speaker reading – Children can see a text on their screen; there are highlighted words, these are the words from a set of vocabulary. A recording of this text is played and children should read the text silently with the recording.
2. Reading in a duet – A teacher and a pupil read a text simultaneously.
3. Alternative reading – A teacher and a pupil read alternatively. They can change after individual words, phrases or sentences. It is up to the level of a reading skill of a pupil.

4. Reading with pictures – This is a combination of a text with pictures from the vocabulary sets. The pictures are in the sentences instead of the written form of the word. The process of reading can be done by the native speaker reading, reading in a duet or alternative reading.

5. Coloured native speaker reading – This method is very similar to a native speaker reading but during the listening to a text children can see what is explicitly read because the words are getting highlighted throughout the reading. There is also a *stop* button so that the recording can be stopped whenever needed.

Figure 4 – A text (Nature and animals)

Animals: Čtení textu

[Motivace](#) • [Výuka nové slovní zásoby](#) • [Hledání obrázků1](#) • [Old McDonald Had a Farm](#) • [Hledání obrázků2](#) • [Hra Domino](#) • [Čtení textu](#)

Hi, my name is John. I am on a trip. There is a big **hill** and a **river** here. I can see many animals here. I can see for example a **bird**, a **spider** and a **mouse**. I like it here.

▶ 00:00 ————— 00:00 🔊

Figure 5 – A text with pictures (Jobs and Hobbies)

Jobs and Hobbies: Čtení textu s obrázky

[Motivace](#) • [Výuka nové slovní zásoby](#) • [Výuka nové slovní zásoby 2](#) • [Hledání obrázků](#) • [Hledání obrázků 2](#) • [Čtení textu](#) • [Čtení textu s obrázky](#) • [Hra Domino](#) • [Hra Pexeso](#) • [Zpěv písně - Imagine](#)

Hello, my name is Peter. This is my mum. She is a  and she likes .

My dad is a . He likes . I am a student and I like .

▶ 00:00 ————— 00:00 🔊

Figure 6 – Coloured native speaker reading before start (Home and family)

Family: Čtení textu 3 karaoke

[Motivace](#) •
 [Motivační otázky Home and Family](#) •
 [Výuka nové slovní zásoby](#) •
 [Čtení textu](#) •
 [Hra](#) •
 [Zpěv písně](#) •
 Čtení textu 3 karaoke •
 [Pojmové mapy](#)

Hi, our names are Nicole and Tom. We are sister and brother. We live with our mum, dad, grandma and grandpa. Our cousins Fred and Betty visit us often.

Play Stop

Figure 7 - Coloured native speaker reading during the reading (Home and family)

Family: Čtení textu 3 karaoke

[Motivace](#) •
 [Motivační otázky Home and Family](#) •
 [Výuka nové slovní zásoby](#) •
 [Čtení textu](#) •
 [Hra](#) •
 [Zpěv písně](#) •
 Čtení textu 3 karaoke •
 [Pojmové mapy](#)

Hi, our names are Nicole and Tom. We are sister and brother. We live with our mum, dad, grandma and grandpa. Our cousins Fred and Betty visit us often.

Play Stop

4.6 Games

We can divide this category of games into two more specific ones. The category number one is the one which is prepared with the help of IT; the second category of games is not. It is important to add the games that are not based on the IT even into a computer project because working on a computer for a long time can be very exhausting for children. They need changes and moving.

4.6.1 IT Games

These games were designed to help children with vocabulary practice. IT enables children to be active and to work individually. It also combines more senses at one moment. Children get their immediate feedback which is very important for their self-image.

4.6.1.1 Looking for pictures 1

This game revises new vocabulary known from previous activities. There is a motivation picture on the screen. The picture is identical with the one from the activity *learning new vocabulary*. It means that this picture contains all the individual pictures expressing the vocabulary of a chosen topic. Next to the pictures, there is a vocabulary list. The task is to match the words with the pictures by moving the words. When a word is dragged to the correct picture, the word disappears and the pronounced form of the word is played. The game is finished when all the words are matched with the pictures. During this activity the written form of the words and the auditory and visual perception of the words are connected together.

Figure 8 – Looking for pictures 1 (Jobs and hobbies)



4.6.1.2 Looking for pictures 2

This activity is based on practising new vocabulary as well. A set of nine pictures is on the computer screen. There are always three pictures in a line. Above these pictures, there are nine words which are expressing the nine pictures. Children's task is to move the words to the correct pictures. The pronounced words will be played if the words are put to the correct pictures. The game is finished when all the words and pictures are matched. Children can remember the words easily because the written, drawn and heard forms of the words are combined in one exercise.

Figure 9 – Looking for pictures 2 (Jobs and hobbies)



4.6.1.3 Domino

This is another game which is good for practising newly learnt vocabulary. There are six playing blocks on the screen, these blocks are upside down. Each of these blocks is composed of one picture and one word, but this word does not correspond to the picture. There is also one playing block above the six blocks. The picture and the word are visible on this block. Children turn the blocks successively through clicking on the blocks. They make a sequence of a word and

a picture with the same meaning. If the block is put on the correct place, it stays there. If the block is put on an incorrect place, the block returns to its initial position. The activity finishes when all the blocks are put in the correct places. Pupils perceive the written and drawn forms of words visually.

Figure 10 – Domino at the beginning (Nature and animals)



Figure 11 – Domino during the game (Nature and animals)



4.6.1.4 Lotto

This game combines drawn and written forms of the words from the vocabulary sets while a support of recorded words is played. This activity starts with nine words on the screen. There are always three words in one line. On the right-hand side there are six words. The pupils' task is to match the six pictures with six words according to their meanings. If the matching is

correct, the picture stays on the place and a sound is played. If the matching is wrong, the picture returns back. The game finishes when all six pictures are matched with their written equivalents.

Figure 12 – Lotto at the beginning (Travelling)



Figure 13 – Lotto during the game (Travelling)



4.6.1.5 Sequences

Thanks to this game children practise the words from the vocabulary sets. They are given a line of seven pictures. Children try to remember their order for the time which is specified by the teacher. After that, the pictures disappear and below the line of empty fields a line with the same pictures appears. But the pictures are in a different order. Children should make the

sequence of the pictures again. If they put a picture on the correct place, it stays there and the sound is played, if it is put in an incorrect place, it returns back to the lower line. The activity is finished when the original sequence is found again. The advantage of this exercise is that it is demanding for memory and orientation which is frequently quite low with dyslexic children.

Figure 14 – Sequences at the beginning (Shopping)

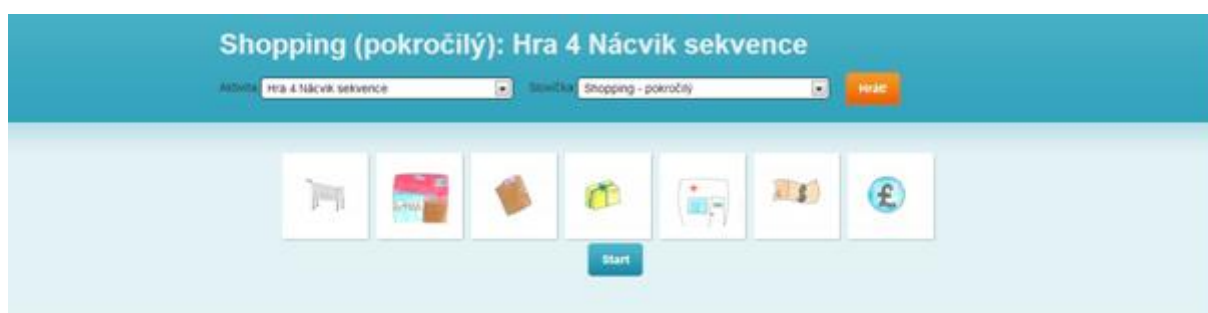
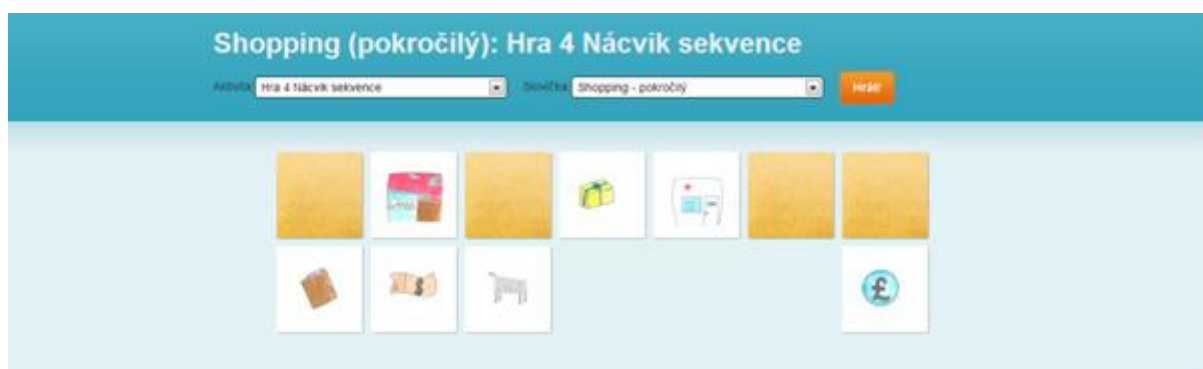


Figure 15 – Sequences during the game (Shopping)



4.6.1.6 Pairs

This game practises new vocabulary. There are two grates on the screen, they are different in colours. Each of these grates contains nine fields. In the left grate, there are nine

pictures in the fields. In the right grate, there are nine words. The words and pictures correspond but the order is different. Both the words and the pictures are upside down. Children click on the fields in the grates. They always choose one from the left (from pictures) and one from the right (from the words). The task of the children is to match a picture with the word that represents. The picture must be dragged to the word to be matched. If the matching is correct, the sound is played and the picture stays visible, but there is an empty place in the left grate. If the matching is incorrect, the picture returns to its initial place. The game ends when all the words and pictures are matched. Children train their memory, orientation and vocabulary in this activity. They associate the picture and word in visual and auditory perception.

Figure 16 – Pairs at the beginning (Dressing)



Figure 17 – Pairs during the game (Dressing)



4.6.1.7 Puzzle

There are cuttings of a motivation picture on the screen. Children put the cuttings into the picture. If a cutting is placed correctly, it stays on the place, but if it is placed incorrectly, it returns on the side of the picture. Children train visual perception in this exercise. The game is finished when the whole picture is put together.

Figure 18 – Puzzle at the beginning (PC and internet)



Figure 19 – Puzzle during the game (PC and internet)



4.6.1.8 Secret windows

This activity is based on practising new vocabulary. There are two grates on the screen; each of them contains nine pictures. The pictures are the same in both grates, but their arrangement is different. Children try to remember the order of the pictures in the left grate, during the time given by the teacher. When they click the start button, some of the pictures turn (from three to seven) in the left grate. In the right grate, the same pictures which are visible in the left grate turn but the rest is visible. The task for the children is to put the pictures from the right grate on the correct places in the left grate. If they move a picture to the correct place, it stays there and the sound of the pronounced word is played. But if a picture is moved to an incorrect place, it returns back. The game is finished when the left grate is complete. Thanks to this activity the auditory perception is connected to a visual perception of the pictures.

Figure 20 – Secret windows at the beginning (Nature and animals)



Figure 21 – Secret windows during the game (Nature and animals)



4.6.1.9 Colouring

This activity is based on the TPR. There is a black-and-white picture (in contours) on the screen. The teacher gives instructions to children, for example: “Use red colour for father’s T-shirt.” or the teacher communicates with the children: “What colour is the father’s T-shirt?” and

children answer. When a picture that represents one word from the set of vocabulary is coloured, the sound of the pronounced word is played.

Figure 22 – Colouring at the beginning (Travelling)

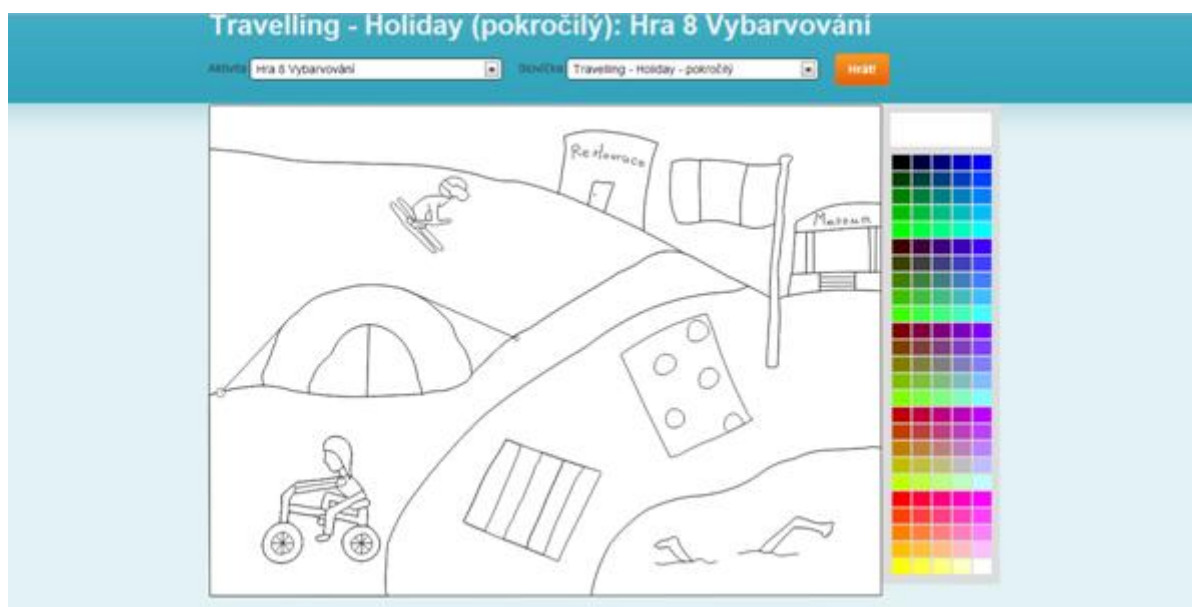


Figure 23 – Colouring during the game (Travelling)



4.6.2 Games without IT

A set of game-like activities that do not need an IT support was created to enrich the number of possible activities. These games are important for this project because they enable pupils not to work only with computers during the lessons.

For these games, following requisites are needed: a file of vocabulary cards (from the vocabulary sets), a file of picture cards (from the vocabulary sets), magnetic board, coloured board markers, magnets, easy texts in English, figures and dice.

This is the list of game-like activities that are described in this thesis:

1. a word heard – a picture – a pronounced word
2. visual perception – auditory perception
3. connection of auditory perception with a picture
4. auditory perception – auditory differentiation
5. development of a speaking skill – creating sentences with modifications
6. development of a speaking skill – make a story according to a picture
7. sequences – auditory perception
8. word associations
9. visual perception of English written words
10. development of an auditory skill and auditory memory

These game-like activities can be used anytime in a lesson. The activities are created to practise visual and auditory perception and memory. These are the main factors that influence the success of children at school, so their deficits in these areas should be reduced.

4.6.2.1 A word heard – a picture – a pronounced word

The main purpose of this activity is to connect the phonetic form of a word with a picture that it represents. Thanks to this activity a correct pronunciation, listening skill and vocabulary is practised. A vocabulary file is needed for this game. The procedure of this activity is easy; teacher pronounces a word and shows a picture that represents the word and a pupil repeats this word. After the child sees the whole set of vocabulary, the teacher will put all the cards on a table and will say one of the words depicted in the pictures. The teacher will pronounce one of the words and child's task is to find the correct picture.

4.6.2.2 Visual perception – auditory perception

This activity connects visual and auditory perception of words. A teacher needs a picture file for the procedure. The teacher will show a picture and pupils will try to pronounce the word correctly. If the pronunciation is incorrect, the teacher will say the words to produce a model for pupils. This activity can be done as a competition as well. Two pupils or two groups of pupils can compete.

4.6.2.3 Connection of auditory perception with a picture

For this activity a file of pictures is needed for each child. A teacher says words which are in the files and pupils put them on their desk in the dictated order. In the end, children can read the whole line of pictures.

4.6.2.4 Auditory perception – auditory differentiation

A teacher chooses a word and repeats it to pupils several times. Then the teacher says a text and when the word is said children put their hands up or do something else what they agreed on. The number of the words that should be recognized can be increased. The number of them depends on the level of pupils' abilities. If the teacher decides to work with more words, a different reaction can be done for each word.

4.6.2.5 Development of a speaking skill – creating sentences with modifications

A file of pictures is needed. A teacher puts one picture on a magnetic board. The teacher makes the first sentence. Then pupils continue. They always say the same sentence but they must change one word in the sentence.

4.6.2.6 Development of a speaking skill – make a story according to a picture

A file of pictures is needed. It is better to use action pictures than stative ones. A teacher puts pictures on a magnetic board and children try to create a story according to the pictures. They can be divided into groups. Then, the groups can compete in the length or wittiness.

4.6.2.7 Sequences – auditory perception

This exercise is good for sets of words that go in some sequence, for example days in the week or months. A teacher needs the words written on cards. The teacher puts the words on a magnetic board and pupils try to remember the sequence. Then the teacher puts the cards down and on the board again but one word is not there, pupils should identify the word. Next possibility is to make the sequence incorrectly and ask pupils to say the sequence in the correct order.

4.6.2.8 Word association

A teacher writes one word on a board. Pupils say all words which they think are connected to this word. For example the teacher writes *a school* and children say or write *a desk, a board, a teacher, etc.*

4.6.2.9 Visual perception of English written words

A file of pictures and a file of words are needed for this activity. A teacher puts all the cards on a magnetic board in a random order. Pupils put a picture next to the correct word.

4.6.2.10 Development of an auditory skill and auditory memory

A teacher says a letter. Pupils will say words that start with this letter. If it is easy for children the teacher can choose some topic for the words beginning with one letter.

5. The Project in the praxis

The project has started in October last year in one language school in Olomouc. There is always one lesson a week. Each lesson is designed to be 90 minutes long. There are twelve lessons in a school year. There are always two teachers in each lesson to make the education more individual. Each pupil has a computer and there is an interactive whiteboard in the classroom.

Children involved in the project are active; they enjoy the lessons, especially the songs and games. They like both, working on computers and the interactive whiteboard and working in groups without the support of IT. They feel more confident about the English language as they are successful in the activities in the lessons. Children claim that they use their passwords to work on the activities at home on the internet, where the project is accessible. This means that they are motivated to learn English.

6. Evaluation of the project

This project was considered successful according to the language school that practised it. The aim of the project was fulfilled; children enjoy the lessons of foreign language even though they are dyslexic and they do not feel fear from them.

A positive fact about the project is considered that individual and group work is both in one lesson. Dyslexic children often need individual approach as their manifestations are different. The individual approach is possible because there are two teachers for eight pupils. Thanks to the individual approach, pupils put in a great deal of effort.

The structure of the lessons was evaluated favourably too, because there is a clear succession of the activities which make the education process complex. Thanks to the structure and computer version, it is easy to add or skip activities when it is needed, because the range of activities is quite big.

Children like working on computers, because it is well-organized, legible and letters can be enlarged if it is needed.

It was agreed by the teachers that children who take a part in the *Take dys easy* project could be younger because the sixth and seventh graders would need more grammar in the lessons.

7. Recommendation for the praxis

It is useful to follow the given structure *motivation – (song) – learning new vocabulary – mental maps – reading text – games*, because the activities relate to each other. The only exception is the listening to a song because this activity can be put anywhere without any important changes in the structure of a lesson. It is important to spend enough time and effort on the activity *learning new vocabulary* because it is needed for following activities. *The reading* activities are probably the most stressful, so children should be lead in a relaxed way through these tasks. *The game* part of each lesson can be done as both as a group or individual work. It is good to change it and then children can get the feedback on their own or in the whole group. In *the game-like* activities it is important to change those on computers and those without the IT support. Children could get bored and they should move during the 90 minutes and not only sit at one place. It is also unpleasant to watch only the screen and interactive whiteboard for an hour and a half for eyes.

The teachers of these courses should also come with own ideas and experience and prepare the lessons in the way he or she will feel good and also should be able to be flexible to the needs of pupils. Because dyslexic children are individuals with their own specifics and not everything is suitable for everybody, teachers can offer a change of an activity if the one they are doing is too demanding or too easy for them.

8. Conclusion

The aim of this thesis was to design a computer project for teaching English to dyslexic children. In the theoretical part of the thesis, background information about specific learning difficulties and especially dyslexia is examined. Nowadays, it is easy to get to information about specific learning difficulties. The theoretical part of this thesis is focused on the analyses of the facts about the causes, occurrence, manifestation, diagnosing and re-education of dyslexia.

The information included in the theoretical part is necessary for the creating of the computer project *Take dys easy* which is described in the practical part. The aim of the *Take dys easy* project was to motivate dyslexic pupils to learn English without stress and fear which is typical for dyslexic children while learning foreign language learning.

The *Take dys easy* project is successful. Pupils enjoy doing individual activities and like the lessons. It is important to say that having two teachers in one lesson is very positive feature of this project as well. Two teachers can help more children at the same time so pupils are not afraid of asking the teachers when they need a help.

The IT based lessons are very popular because of the possibility to work in groups as well as individually. Children were not fond of reading based activities, which are also a part of the *Take dys easy* project, at the beginning. But thanks to the auditory support and pictures included in each text, children are able to learn reading in more natural way.

During the application of the project *Take dys easy*, the time spent on speaking activities has been prolonged because pupils felt more confident in it.

The problem of applying this project to the praxis at some schools can be the fact that it is financially demanding to pay for the technology equipment and two teachers.

Originally, the *Take dys easy* project was prepared for the sixth and seventh graders but during the time it has been applied it is considered to be more suitable for the fifth graders of primary compulsory education as they do not need to cover much grammar.

Finally, I am glad that I could work on this project, because it was very interesting and motivating for me. Thanks to this work and the literature about dyslexia I have read, I feel that I understand this problem better and that I know some of the useful principles in teaching dyslexic children.

9. Appendices

Appendix 1: Tell Us About board game Meeting People

Appendix 2: Tell Us About board game Home and Family

Appendix 3: Tell Us About board game Nature and Animals

Appendix 4: Tell Us About board game Jobs and Hobbies

Appendix 5: Tell Us About board game Travelling

Appendix 6: Tell Us About board game Shopping

Appendix 7: Tell Us About board game Dressing

Appendix 8: Tell Us About board game PC and Internet

Appendix 9: A support for teachers to diagnose dyslexia

Meeting People

TELL US

ABOUT

START AGAIN?

START HERE

Someone who makes you feel good

Someone who is nice to you

A dream you had

FREE QUESTION

Someone who is not good to you

A people you would like to meet

Your ideal person

FREE QUESTION

Your taste in games

Something you like on people

Your favorite teacher

FREE QUESTION

Who you met yesterday

Your class met yesterday

How did you get to school

Places you go to meet friends

Friends you meet in school

FREE QUESTION

A friend you like

Who you are going to meet tomorrow

A place you like

FREE QUESTION

Happiness

Someone you don't like

Your favorite activity after school

FREE QUESTION

Someone your mum is meeting

Your last course

Someone your father is meeting

Someone you like

A nice present you were given

A person you like

Fun

FREE QUESTION

Animals

An unlucky day

A lucky person

FREE QUESTION

Things about this game

Your favorite clothes

Your most important thing you think is stupid to do

Something you like to do

Something you like to do

FREE QUESTION

Your happiest moment with people

What you say when you go to shop

HOME AND FAMILY

TELL US ABOUT

START AGAIN?

Your feelings about your family

A lucky day

Your happiest moment in family last days

Your ideal flat/house

Your father

Your plans for evening

A TV programme you like

Your last holiday

Your brother

Your favourite subject at school

Something you like in family

Something you don't like in family

Happiness

FREE QUESTION

A country you are from

A nice garden

A nice game you play at home

FREE QUESTION

Your feelings about this game

Your most important thing at home

Something you think is stupid

Something you don't like to do

FREE QUESTION

Fun

FREE QUESTION

Animals at home

A game you like playing

Something you lost recently

FREE QUESTION

A dream you had

Something you are scared of

What makes you feel safe

Your future in family

A job you would like to have

Something you would like to say about mum

FREE QUESTION

Your Pet

Name of your mum

START HERE

Your table

What you did this morning at home

FREE QUESTION

Your favourite person in family

Something you are good at

Your taste in food

FREE QUESTION

Something you eat for breakfast

How you get to school

A game you like playing

Something you lost recently

FREE QUESTION

Nature and Animals

TELL US ABOUT

START AGAIN?

The graphic contains the following text elements:

- Center:** TELL US ABOUT
- Right Side (Clockwise from top):**
 - START AGAIN? (in a green circle)
 - A lucky day
 - An adventure
 - FREE QUESTION
 - Your feelings about this game you don't like doing
 - Something you don't like doing at home
 - Your happiest moment in forest
 - FREE QUESTION
 - Something you would like to do for nature
- Bottom (Clockwise from top):**
 - Fun
 - Animals
 - What makes you feel good
 - FREE QUESTION
 - Something you are scared of
 - Camping
 - Future for nature
 - FREE QUESTION
 - Animal you like
 - Your pet
 - Something you like to do in nature
 - FREE QUESTION
 - Your favorite animal
 - Something you are good at with animals
 - What did you do for nature
 - FREE QUESTION
 - Your garden
 - How you get to school
 - A game you like to play in forest
 - Something you think is stupid towards nature
 - Something you did for forest recently
 - FREE QUESTION
 - Something you think is stupid towards nature
 - Something you did for forest recently
 - FREE QUESTION
 - A home of animals
 - FREE QUESTION
 - A home you are from
 - The season you like best
 - A cousin you are from
 - Happiness
- Left Side (Clockwise from top):**
 - Happy
 - Something you don't like in forest
 - Something you like to do for nature
 - Your favorite subject in school
 - FREE QUESTION
 - Your last holiday
 - Families in forest
 - Something dangerous
 - Your plans for next trip
 - A TV program you like
 - Your most important tree
 - A job you would like to have

JOBS AND HOBBIES

TELL US ABOUT

START AGAIN?

A lucky day

FREE QUESTION

Things about jobs and hobbies

Your feelings about this game

FREE QUESTION

Your favorite subject in school

Your last holiday

Job of your mum

Plans for tomorrow

Gramme you like

A TV programme

Fun

Animals

Favorite Job

A dream you had

FREE QUESTION

Your future (dream)

A job you would like

The worst work

FREE QUESTION

Your happiest moment with hobbies

Your ideal job

TEXT TEXT

Something you don't like doing

Something you think is stupid

What is your favorite thing on garden

Your most important hobby

START HERE

A hobby you like

Your Pet

Some work you do at home

FREE QUESTION

Your favorite hobby

Something you are good at

Your favorite work at home

FREE QUESTION

What hobby you did yesterday

Your hobbies

How you get to English lesson

A hobby you like to do

Something you lost recently

FREE QUESTION

Something you lost recently

FREE QUESTION

Something you lost recently

Travelling - Holiday

TELL US ABOUT

The graphic consists of a central white circle with the text "TELL US ABOUT" in large, bold, black letters. Surrounding this central circle is a ring of 28 colored segments, each containing a different question or prompt related to travel and holidays. The segments are arranged in a circular path, starting from the top and moving clockwise. The colors of the segments include shades of blue, green, yellow, orange, brown, and white. Some segments are labeled "FREE QUESTION" or "START HERE".

START HERE

Where are you from

Your favorite country

Somewhere you like to go

FREE QUESTION

Your favorite transport

Somewhere you like it

Your favorite place

FREE QUESTION

Where you went yesterday

Your transport to school

How long is your way to school

Places you go often

Country you visited

FREE QUESTION

A place you don't like

Where are you going tomorrow

FREE QUESTION

Some things about important place

Your most important place

Place in nature you like

Somewhere your mum is going

FREE QUESTION

Somewhere you wish to live

Your happiest moment on Holiday

FREE QUESTION

A lucky day

Kinds of transport

START AGAIN?

A nice travel you had

Fun

A people you like

FREE QUESTION

Happiness

A place you love

Some countries you don't like

Your favorite trip

FREE QUESTION

Your last trip

Somewhere your father is going

FREE QUESTION

A place you love

A dream you had

Animals

FREE QUESTION

A place which makes you feel good

Shopping

TELL US ABOUT

The graphic consists of a central white circle with the text "TELL US ABOUT" in large, bold, black letters. Surrounding this central circle is a ring of 24 colored segments, each containing a question or topic related to shopping. The segments are arranged in a circle, starting from the top and moving clockwise. The segments are: 1. Fun (brown), 2. Animals (yellow), 3. E-shop (shopping through internet) (green), 4. TEXT TEXT (white), 5. How you feel in shop (green), 6. A dream you had (yellow), 7. Your hobbies for future (orange), 8. A job you would like (brown), 9. Your mum's hobbies (blue), 10. FREE QUESTION (orange), 11. Your happiest moment with shopping or hobbies (green), 12. Your ideal shop (yellow), 13. Do you like shopping? (blue), 14. FREE QUESTION (brown), 15. Something you think is stupid (green), 16. Something you like to buy (green), 17. Your feelings about important shop/things you need (orange), 18. The most important things about shopping (brown), 19. Something you like to buy (green), 20. Your feelings about important shop/things you need (orange), 21. The most important things about shopping (brown), 22. Your favorite subject in school (yellow), 23. FREE QUESTION (brown), 24. Your last holiday (green), 25. Your father's shopping (white), 26. Your mum's shopping (orange), 27. Your plans for shopping you like (yellow), 28. A TV programme you like (brown), 29. A game you like to play (orange), 30. Something you lost recently (green), 31. FREE QUESTION (yellow), 32. How you get to school (white), 33. Your personal money (blue), 34. What you bought yesterday (orange), 35. FREE QUESTION (brown), 36. Your favorite shop (green), 37. Something you like to cook (white), 38. Your taste in food (blue), 39. FREE QUESTION (orange), 40. Something you shop often (brown), 41. Things you need for pet (green), 42. A good food (yellow), 43. START HERE (blue).

Dressing

TELL US ABOUT

The graphic consists of a central white circle containing the text "TELL US ABOUT". Surrounding this circle is a ring of 24 colored segments, each containing a question or prompt related to clothing. The segments are arranged in a circle and include the following text (clockwise from the top):

- START HERE
- A good clothes
- Your favorite cloth
- Something you like wearing
- FREE QUESTION
- Your taste in clothes
- Something you don't like wearing
- FREE QUESTION
- Your favorite colour
- FREE QUESTION
- What you wore yesterday
- Your wardrobe
- In what you get to school
- A sport you clothes
- Clothes you lost
- FREE QUESTION
- A TV programme you like
- What you going to wear tomorrow?
- Something your father wears
- Your last holiday
- Something your mum wears
- FREE QUESTION
- Your favorite theme in English
- Something you like to wear
- Something you don't like to wear
- FREE QUESTION
- Something about this game you think is stupid to wear
- Your favorite game
- Something you don't like doing
- Your ideal clothes
- FREE QUESTION
- Your happiest moment in dressing
- Your most important clothes
- Tell us what you are wearing today
- FREE QUESTION
- Animals
- Fun
- FREE QUESTION
- A nice present you were given
- A colours you like
- A shop you like
- Happiness

Additional elements include a green circle with the text "START AGAIN?" and a yellow circle with the text "Comfortable shoes" located near the center of the ring.

PC and Internet

TELL US ABOUT

The circular path contains the following prompts and questions:

- START HERE** (Blue box)
- Do you have personal computer (Yellow box)
- Your favorite game (Green box)
- Something you like on computer (Brown box)
- FREE QUESTION (Yellow box)
- FREE QUESTION (Orange box)
- Your favorite website (Blue box)
- Using mouse (White box)
- Do you know iPod (Green box)
- FREE QUESTION (Brown box)
- Did you go to PC yesterday (Blue box)
- Do you have mobile phone (Orange box)
- How long you spend on PC per day (White box)
- Are you using internet (Green box)
- FREE QUESTION (Yellow box)
- What you don't like on computer (Brown box)
- Are you going to use PC tomorrow (Yellow box)
- Do you know what is Notebook (Orange box)
- Is your father using computer (Green box)
- FREE QUESTION (Brown box)
- Is your mum using computer (Yellow box)
- Your favorite picture (Orange box)
- Happiness (Blue box)
- FREE QUESTION (Orange box)
- You love (Brown box)
- Fun (Yellow box)
- How do you like computers at school (Green box)
- A nice moment you had in front of screen (Blue box)
- Animals (Yellow box)
- FREE QUESTION (Green box)
- A nice moment you had in front of screen (White box)
- Kinds of games (Orange box)
- A lucky day (Yellow box)
- FREE QUESTION (White box)
- Your feelings about this game (Green box)
- Your most important use of PC (Brown box)
- Games you play often (Blue box)
- FREE QUESTION (Yellow box)
- Some computer or notebook you wish to have (Green box)
- Tell us if you are using internet often (Blue box)
- FREE QUESTION (Brown box)
- Are you using internet often (Green box)
- FREE QUESTION (Yellow box)
- Are you using internet (Green box)
- FREE QUESTION (Yellow box)
- Are you going to use PC tomorrow (Yellow box)
- What you don't like on computer (Brown box)
- Are you going to use PC tomorrow (Yellow box)
- Do you know what is Notebook (Orange box)

START AGAIN?

Dotazník pro učitele k potvrzení či vyloučení dyslexie u dětí mladšího školního věku

Dyslektické děti mají odlišné schopnosti i problémy. Následuje seznam možných slabých stránek. Studujte děti a pokud se u nich níže uvedené slabé stránky vyskytují ve větším počtu (více než třetina), je třeba navštívit specialistu (pedagogicko-psychologickou poradnu nebo speciálně pedagogické centrum).

Tabulka A – obecné jevy

	I nejjednodušší početní operace provádí jen s pomocí prstů nebo si je musí poznamenat.
	Zaměňuje pojmy levá a pravá.
	Zdá se být nedbalý/á, nepokojný/á, netrpělivý/á, nepozorný/á a roztěkaný/á.
	Dokáže se soustředit pouze krátkou dobu.
	Projevuje se nepřiměřená únava po snaze soustředit se.
	Má nepřiměřené problémy s oblékáním se a zavazováním tkaniček.
	Je zapomnětlivý/á – zapomíná pomůcky do školy, domácí úkoly, věci na sport, smluvené schůzky.
	Často ztrácí své věci.
	Má potíže při organizování úkolů, aktivit, času.
	Obtížně určuje, který den právě je, a těžko si zapamatovává, kdy má narozeniny, jakou má adresu a telefonní číslo.
	Má problémy s určováním posloupnosti: dnů v týdnu, měsíců v roce, písmen abecedy, pořádku slov ve větě a se spojováním čísel a tabulkou násobků.
	Má problémy s jednoduchými pamětními početními operacemi.
	Zaměňuje směry: levá / pravá; nahoru / dolů.
	Obtížně si zapamatovává krátké souslednosti: čísel, jednoduché kroky v instrukcích atd.
	Má problémy s reprodukcí rytmu.
	Obtížně chápe pojmy jako včera / dnes / zítra.
	Většinou nedokončí, co začal/a.
	Dochází u něj/ní k rychlým změnám nálad.
	Podceňuje se, nevěří si.
	Je třídním klaunem.

Tabulka B – Problémy v jazykové oblasti

	Má problém se čtením a psaním.
	Je patrný pomalu postupující proces při osvojování si čtecí dovednosti.
	Rád/a poslouchá příběhy a jakékoliv informace, pokud mu/jí je někdo čte, ale jakmile se má pokusit je sám/sama přečíst, hodně 'hádá' slova.
	Přidává a opakuje slova při čtení.
	Má problémy stanovit pořadí slov ve větě a/či hlásek ve slově (např. mu/jí dává problémy určit, která je následující či předcházející hláska).
	Vyskytují se u něj/ní obtíže s rýmováním.
	Přeskakuje nebo čte jeden řádek dvakrát.
	Ztrácí řádky při čtení, pořadí si musí ukazovat prstem.
	Má velké problémy s pravopisem.
	Písmena i slova píše obráceně.
	Jakákoliv písemná činnost mu/jí trvá nepřiměřeně dlouho.
	Má téměř nečitelný rukopis.
	Má pečlivý rukopis, ale psaný neúměrně dlouho.
	Má značné potíže s interpunkcí a mluvnici.
	Jeho/její písemný projev je očividně slabší v porovnání s ústním.
	Jeho/její písemný projev se zdá „nedbalý“ – např. slova jsou několikrát přeškrtnutá.
	Zaměňuje velká a malá písmena.
	Zaměňuje písmena podobného tvaru: b/d/p/q; u/a; l/t; M/W.
	Nerespektuje diakritická znaménka.
	Vynechává nebo zaměňuje krátká (často pomocná) slova: v češtině – a, tak, do, od, ; v angličtině the, a, so, of, from atd.
	Píše špatné tvary jednotlivých písmen.
	Zaměňuje písmena ve slově i celá slova: v angličtině „was“ místo „saw“, „god“ místo „dog“.
	Zaměňuje podobně znějící hlásky: d/t; v/f/th; a krátké a dlouhé samohlásky.
	Má chybnou sluchovou posloupnost při čtení a při opakování slov: „emeny“ místo „enemy“, „pasghetti“ místo „spaghetti“.
	Zkracuje slova v písemném projevu: „permance“ místo „performance“, „intrin“ místo „interesting“.
	Písmena mu/jí splývají ve slovech.
	Má problémy vyslovovat správně složitější slova.
	Má potíže při opisování z tabule.
	Těžko se učí držet pero nebo ho drží strnule.
	Obtížně pojmenovává předměty.

10. Résumé

Tato diplomová práce se zabývá problémem výuky angličtiny žáků základních škol, u nichž byla diagnostikována dyslexie. Cílem této práce bylo vytvořit vhodný projekt, v němž bude brán ohled na různé vhodné přístupy k výuce cizího jazyka dyslektických dětí. Tento projekt byl založen na počítačové podpoře výuky, která je ve výuce dyslektických žáků velmi užitečná. Teoretická část práce obsahuje základní vědecké informace týkající se specifických poruch učení, zvláště pak dyslexie. Práce se také zabývá různými přístupy a metodami výuky cizích jazyků. Praktická část vychází z informací obsažených v části teoretické. Je zde popsán počítačový projekt *Take dys easy* pro dyslektické žáky.

Anotace

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Rok obhajoby:	2013

Název práce:	Teaching English to Children with Dyslexia with the help of IT
Název v angličtině:	Výuka žáků s dyslexií za pomoci ICT
Anotace práce:	Cílem diplomové práce je vytvořit počítačový projekt pro výuku angličtiny dyslektických žáků. Teoretická část je věnována vědeckým poznatkům o dyslexii, na těchto informacích staví část praktická, jejíž součástí je projekt <i>Take dys easy</i> .
Klíčová slova:	specifické poruchy učení, dyslexie, přístupy, metody, výuka anglického jazyka, žáci základních škol, informační a komunikační technologie
Anotace v angličtině:	The aim of this thesis is to develop a computer project for English learning to pupils with dyslexia. In the theoretical part, there is scientific information about dyslexia. In the practical part this information is taken in account and a computer project <i>Take dys easy</i> is created.

Klíčová slova v angličtině:	specific learning difficulties, dyslexia, approaches, methods, English language learning, primary school pupils, information technology
Přílohy vázané v práci:	<p>Příloha č. 1: Tell Us About stolní hra Meeting People</p> <p>Příloha č. 2: Tell Us About stolní hra Home and Family</p> <p>Příloha č. 3: Tell Us About stolní hra Nature and Animals</p> <p>Příloha č. 4: Tell Us About stolní hra Jobs and Hobbies</p> <p>Příloha č. 5: Tell Us About stolní hra Travelling</p> <p>Příloha č. 6: Tell Us About stolní hra Shopping</p> <p>Příloha č. 7: Tell Us About stolní hra Dressing</p> <p>Příloha č. 8: Tell Us About stolní hra PC and Internet</p> <p>Příloha č. 9: Podpora učitelů při diagnostikování dyslexie</p>
Rozsah práce:	69
Jazyk práce:	angličtina

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