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Vzdělávání

ENGLISH LANGUAGE TEACHING TO MENTALLY IMPAIRED STUDENTS IN  
CZECH PRACTICAL SCHOOLS FOR CHILDREN WITH SPECIAL NEEDS

Bakalářská práce

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## **Prohlášení**

Prohlašuji, že jsem bakalářskou práci vypracoval samostatně s využitím uvedených pramenů a literatury a souhlasím s uveřejněním této práce.

V Olomouci dne 10. 5. 2020

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vlastnoruční podpis

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## **Acronyms and Abbreviations**

WHO	World Hospital Organization
ICD-10	International Classification of Diseases
IQ	Intelligence Quotient
MMR	Mild Mental Retardation
MR	Moderate Mental Retardation
SMR	Severe Mental Retardation
PMR	Profound Mental Retardation
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
FEP	Framework Education Programme
SEP	School Education Programme

## **Abstract**

This bachelor thesis focuses on English language education provided to mentally impaired students attending Czech practical schools. The theoretical part describes types of mental retardation in connection with special education and looks at English language teaching in general. In the theoretical part is also included information about Czech special education in practical schools. The practical part is further subdivided into two parts. The first part offers a description of an English language class in a practical school. The second part includes a questionnaire that was given to the parents of the children educated in a practical school in Karviná. The research was created to provide further information about students' and parents' attitudes on the English language teaching in this type of school.

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## INTRODUCTION

Recent years have seen an increase in the importance of special education, and efforts have been made to enhance this type of education. Many different types of education are provided for people with mental retardation. Many varieties of education methods designed for children with mental retardation were and are still being developed. In the Czech Republic, education of mentally impaired children is provided by special education schools. These schools have been created to cater to children and students with mental and other disabilities according to their possibilities and needs. This bachelor thesis focuses on English language education to mentally impaired children in the Czech two-year practical schools and shows the difficulties which these students experience. Furthermore, this thesis also offers information about the attitudes of parents and their children regarding English language education. One of the main objectives of this study is to look at how English language classes are taught in a Czech two-year practical school. Furthermore, this thesis investigates the perceived importance of English language education to the students with intellectual inabilities and limited English language skills. The theoretical part looks at special education as a scientific discipline. Then it goes on to discuss the challenges posed by mental retardation in general and offers a taxonomy according to the level of intelligence. Next, there follows a description of disrupted mental functions in a person with mental retardation. The chapters connected to the special education are followed by a discussion of language competences in English as a foreign language and some common methods of foreign language teaching. The methodology of education in a Czech practical school is included in the last chapter of the theoretical part. This chapter provides further information about the Czech system of special education. The aim of the practical part is to examine the possibilities of English language teaching to mentally impaired students attending a two-year practical school in Karviná, where three English language lessons were observed as part of an internship. Then a questionnaire was created and distributed among the parents of students. The questionnaire was constructed to elicit parental opinion on English language education to their mentally impaired children. The purpose of this study is to answer the following three questions. First, what do the parents think about English as a school subject taught to their children? Second, what do the students themselves think about English language teaching? Third, would the parents wish to replace the English language as a school subject with another and, if so, what subject should take its place? The findings are included at the end of the practical part.



# **THEORETICAL PART**

## **1 Special education**

According to Renotiérová (2004), special education can be considered as a historically relatively young scientific discipline. This discipline deals with the developmental patterns of education, training for work and social inclusion of an individual with a certain type of disability or disadvantage and focuses on answering research tasks arising from the mission of the field. Special pedagogy closely cooperates with other scientific disciplines such as neurology, phoniatics, cybernetics, psycholinguistics etc. Renotiérová (2004) also states that the aim of special education is to educate, teach and bring up individuals with a certain type of disability. Another idea of special education is to achieve socialization and inclusion of people with disabilities in the working process as much as possible. For achieving these goals is necessary to apply an individual approach and adapt the demands of education to the capabilities and competencies of the individual with disabilities. (Renotiérová, 2004, p.13, 14)

Pipreková (2007) describes the aim of special education as follows: “The maximum possible development of the personality of an individual with disability or handicap and achieving the maximum level of their socialization”. (Pipreková in Slowik, 2007, p.16)

## 1.1 Division of special education

Sovák's concept of so-called pedies is one of the most commonly used divisions of special education. This concept divides special education according to the object of care, research, and education of an individual with disabilities. Each of the pedies deals detailly with a certain type of disability, either by an etiology of the disability, or by the mental or physical manifestations of the individual with a disability that originated due to a certain deficit. This deficiency has a prenatal, perinatal, or postnatal etiology.

The essential six pedies according to Jeřábková (2013) include:

- Psychopedia: a discipline of special education that deals with people with intellectual disabilities and mental disabilities in general
- Typhlopedy: a discipline of special education that deals with people with visual impairments
- Somatopedy: a discipline of special education that deals with persons with disabilities
- Surdopedy: a discipline of special education that deals with persons with hearing impairments
- Speech therapy: a special education discipline that deals with people with speech and language disorders (communicative disorder)
- Ethopedy: a discipline of special education that deals with people with behavioral disorders and emotional aspects of human personality

Among these essential six Sovák's pedies were newly added another three subcategories:

- Special education for people with multiple disabilities
- Special education for people with learning disabilities
- Special pedagogy of extraordinarily gifted students (Jeřábková, 2013, p. 8-9)

## 1.2 International Classification of Diseases

In order to establish a structured and terminologically united list of pathological phenomena and diseases affecting the human population, the 10th revision of the International Classification of Diseases (ICD) has been created and developed by the World Health Organization (WHO). It came into force in Geneva in 1992. The WHO classification of diseases can be defined as: *“A system of categories into which disease phenomena are classified according to certain criteria.”* (WHO, 2020).

The tenth revision of the International Classification of Diseases contains three volumes:

- tabular part - contains, inter alia, classification of diseases at the level of three- and four-digit codes
- instruction manual - summarizes the findings in the first volume of the revision
- alphabetical list - contains a list of items with an introduction and extended user manual. (WHO, 2020)

## 2 Mental retardation

The term mental retardation started to be used more widely after the WHO Conference in Milan in 1959. WHO in ICD – 10 (2020) defines mental retardation as *“a state of stalled or incomplete mental development that is characterized primarily by impaired ability manifested during evolution and participates in the overall level of intelligence. These are mainly cognitive, speech, motor, and social skills.”* (WHO, 2020) The diagnosis of mental retardation is justified according to ICD-10 only if a serious intellectual impairment of the child occurred before the age of eighteen. (Valenta, M., Michalík, J., Lečbych, M., a kol., 2012 p.14)

In the United States, the 5th Edition of Diagnostic and Static Manual of Mental Disorders (DSM-V) for the classification of mental disorders is used rather than ICD-10. We can therefore say that there is a dual classification for mental disorders. Valenta and Miller (2013) define mental retardation as *“a developmental mental disorder with reduced intelligence, demonstrating primarily a reduction in cognitive, speech, motoric and social skills with prenatal, perinatal and postnatal etiology.”* (Valenta, Miller, 2004) Mental retardation is in many cases combined with another type of disability or handicap.

Vágnerová (2004), who has been dealing with the problematics of mental disorders for a long time, understands mental retardation as *“an innate disability of intellectual abilities that manifests itself as an inability to understand its surroundings and to adapt to the required extent. It is defined as an inability to achieve an appropriate degree of intellectual development (less than 70% of the norm), even though the individual with a mental disability has been educated in an acceptable manner. Mental retardation is congenital and permanent.”* (Vágnerová, 2004, p.289)

## **2.1 The classification of mental retardation**

The WHO in ICD (ICD) - 10 (valid from 1 January 2020) divides the degree of mental retardation according to the indicative height of the intelligence quotient (IQ) as follows:

- F 70 Mild mental retardation - The range of the intelligence quotient is between 50 and 69, which corresponds to the mental age of a child aged 9 to 12 years.
- F 71 Moderate mental retardation - The range of the intelligence quotient is between 49 and 30, which corresponds to the mental age of a child from 6 to 9 years.
- F 72 Severe mental retardation - The range of the intelligence quotient is between 34 and 20, which corresponds to the mental age of a child from 3 to 6 years.
- F 73 Profound mental retardation - The intelligence quotient is at most 20. This fact corresponds to the mental age of a child under 3 years.
- F 78 Other mental retardation
- F 79 Unspecified mental retardation (WHO, 2020)

Bendl (2015) specifies the usage of the terms Other Mental Retardations and Unspecified Mental Retardations. The description F 78 is used for associated sensory or somatic impairment, severe behavioural disorders, or autism; it is difficult to determine the degree of mental retardation. The designation F 79 is used in cases where mental retardation is proven, but we

do not have enough information to classify this person in any of the above categories. (Bendl, 2015)

## **2.2 Mild mental retardation (MMR)**

Individuals with mild mental retardation usually achieve the ability to use speech effectively in everyday life and converse at the level of their intelligence. However, the insufficiency can be found in late language adopting. Most people with mild mental disabilities achieve complete independence in practical skills, housework, and personal care. They are able to learn how to cook, prepare food, and adopt hygiene habits. However, the development of these habits is slower than in the case of an intact population. One of the main, observable difficulties connected to people with mild mental disabilities is the theoretical work at school and their education. (Švarcová, 2000, p. 27-28)

According to Miller and Valenta (2013), people with mild mental retardation only experience major problems in a period when they begin their school education. These individuals are fully independent in self-care, are able to accomplish simple tasks in a working process, and can move in a socially undemanding environment without problems and limitations. The educational environment is the most important for individuals with mild mental retardation. (Miller, Valenta, 2013, p. 53) *“Most of the students with Mild MR are educated in practical elementary schools. Subsequently they serve their time of apprenticeship in practice-orientated vocational courses, graduate from training college or two-year practical school.”* (Kozáková, 2013, p. 31)

### **2.2.1 Moderate mental retardation (MMR)**

*“People with moderate MR may not differ from the population with normal intellect in their physique, the somatic defects are less common, only motor clumsiness can be remarkable.”* (Kozáková, 2013, p. 32) The specifics in children development can be seen already in the breastfeeding period. Usage of language and intelligence are influenced. (Kozáková, 2013, p. 32) Individuals with moderate mental retardation are substantially restricted mainly in the area of thinking and speech using. In adulthood, speech remains simple and vocabulary very limited. Speech is in a case of people with moderate mental retardation not

developed at all and communication remains only on a non-verbal level. (Miller, Valenta, 2013, p. 54)

*“Unlike individuals with mild MR, people with moderate MR have problems with orientation to longer verbal communication. They fail to capture essential information in the sentence.”* (Kozáková, 2013, p. 32) According to Švarcová (2000), individuals with this type of disability also have a delayed or limited ability in the self-care and crafting. Progress in school is limited, but some pupils with moderate mental retardation are able to learn the basics of trivium under the qualified pedagogical guidance. (Švarcová, 2000, p. 28)

Pupils and students with moderate mental retardation are mostly educated in special elementary schools and after accomplishing compulsory school attendance there is a possibility for pupils with moderate mental disability to continue the education process in a practical secondary school, which is further divided into one-year and two-year. In the practical schools, students are further taught in self-service and other activities that are essential and important to them in everyday life. After graduation, students can work in sheltered workshops under the supervision and assistance of the second person. (Kozáková, 2013, p. 33) *“Thinking and speech are significantly limited, so are self-service skills. These limitations cause that clients require a protected environment (sheltered housing and employment) throughout their whole life.”* (Miller, Valenta, 2013, p. 54)

### **2.2.2 Severe mental retardation (SMR)**

This type of mental retardation is manifested by delayed psychomotor development, even in the pre-school age. Individuals with severe mental retardation are not capable of self-service and are dependent on the help of another person. Due to delayed or minimally developed psychomotor development even the food must be specially prepared and served by another person. Communication functions only on non-verbal bases. In rare cases, these people are able to reproduce simple words. (Miller, Valenta, 2013, p. 54)

The damage of CNS is mostly combined with motorial or other syndromic or non-syndromic disabilities. Klenková (2013) mentions that *“speech is either not created at all or maintained at the level of basic elements of discourse speech component, i.e. instinctive vocal*

*manifestations which change depending on whether they are expressions of satisfaction, dissatisfaction or desire. The modulation factors of speech are also disrupted.”* (Klenková in Kozáková, 2013, p. 33)

The possibilities of education of the people with severe mental retardation are very limited. Early intervention by using rehabilitation techniques, implemented by a qualified physiotherapist or special pedagogist, can greatly contribute to an improvement of their life quality, motoric skills development to an adequate degree concerning their disability and communication skills improvement and development. (Švarcová, 2000, p. 29)

### **2.2.3 Profound mental retardation (PMR)**

Profound mental retardation is accompanied by severe sensory and motorial impairment as well as severe neurological damages. The communication skills of these individuals are at the level of understanding simple requirements and non-verbal responses. (Miller, Valenta, 2013, p. 54)

Education in people with deep mental retardation is not easy. Miller and Valenta (2013) present the most common possible model of education of these persons as follows: *“In the education of children with profound MR, we mainly use such moments that shift the child back to the stage of intrauterine life and provide the child with a return to the developmental stage that corresponds to the extent of his/her disability and the needs arising from it.”* (Valenta a Miller in Kozáková, 2013, p. 35) An individual with a profound mental retardation is fully dependent on the help of another person.

## **2.3 Mental functions and cognitive process in people with mental retardation**

Valenta and Miller (2013) define mental functions as necessary for the cognitive process. Mental functions are further divided into immediate (sensory) and mediated (thinking and speech). Insufficiency in cognitive process is the primary specific in every type of mental retardation. (Miller, Valenta, 2013, p. 50) Cognition is defined in the vocabulary of special educational terminology as *“all kinds of knowledge and consciousness (perception,*

*remembering, reasoning, decision making, evaluation, imagination and problem solving) all sensory inputs that are altered, processed or preserved.” (Kroupová a kolektiv, 2016, p. 29)*

### **2.3.1 Sensory perception**

The content of immediate perception includes ambiances, perceptions or imaginations. Immediate perception is always selective and is based on individual experience. Another specific is that the selective, immediate perception cannot be pursued as a simple memorizing of everything without internal connection. For example, visual perception does not take the form of a photograph or film strip, acoustic perception is not similar to a tape recorder. In a case of healthy child, the process of experience is fast. On the other hand, the process in which the main characters are people with intellectual disabilities, is slow and includes various number of specific aberrations. Rubinstein (2013) mentions that people with intellectual disabilities possess specific perceptual dissimilarities: slowness and reduced range of visual perception, undifferentiated emotional states and perceptions, inactivity perception, insufficient spatial perception, decreased sensitivity of tactile perceptions, delayed differentiation of phonemes and their misrepresentation, imperfect perception of time and space. (Rubinstein in Miller, Valenta, 2013)

### **2.3.2 Thinking**

Psychology defines thinking as *"mediated and generalizing knowledge of experience, especially its essential characteristics and relationships."* (Čáp in Švarcová, 2000, p. 39) In the case of mental disability, the basic feature of the thinking deficit is impaired cognitive activity. As a result of these disorders, an individual with intellectual disabilities creates a limited amount of ideas. Abstraction and generalization are very little developed in these individuals. (Švarcová, 2000, p. 39) Basic thought operations include discernment, comparison, sorting, analysis, synthesis and generalization. Ideas are expressed in words, i.e. verbally, which can cause significant difficulties for people with intellectual disabilities in interpretation. Primarily, deficiencies occur in the development of phonematic hearing and in articulation. (Miller, Valenta, 2013, p. 51)



### 2.3.3 Mind

Kozáková (2013) defines memory of people with MR followingly *“People with MR acquire new knowledge slowly and only after multiple repetitions. They quickly forget what they learned, they recollect the memory traces inaccurately and are unable to assert their knowledge in practise.”* (Kozáková, 2013, p. 26) Švarcová (2000) finds the reason for inadequate acquisition of new knowledge, skills and habits in the properties of the nerve processes of mentally retarded children. The weakness of the cortex's connecting function is conditioned by the small extent and slow pace of formation of the new conditional junctions and their fragility. (Švarcová, 2000, p.41)

The lower level of intelligence quotient (thinking) greatly affects the quality of memory in people with mental retardation. This makes it impossible for them to combine a substantial element of the overall information that should be remembered and, at the same time, people with intellectual disabilities experience deficits in the differentiation of random secondary associations. (Švarcová, 2000, p.41)

### 2.3.4 Communication and speech

The communication is according to Kozáková (2013) *“One of the most important means of human socialization and enculturation. Communication enables the transfer of information among people, i.e. it fulfils the communication function as well as cognitive function because it is involved in the development of symbolic and abstract thinking.”* (Kozáková, 2013, p.26, 27) The nature of MR obviously indicates an insufficient competence of understanding, evaluating, deciding and language programming in the integrator of phatic functions. People with MR are noted for their deficiency in communication. Specifics of the communication are small vocabulary, undeveloped grammar skills, speaking in simple phrases, significant agrammatism and omitting parts of sentences. (Kozáková, 2013, p. 27)

Lechta (2013) describes deficits in language levels and stands for an idea that all the levels are affected adversely. In the phonetic-phonological level of language, are often encounter difficulties in sound, phonemic differentiation and sound mispronunciation. For lexical-semantic level of language is characteristic that passive vocabulary significantly exceeds active vocabulary. The main specific in the usage of active vocabulary is characterised

by an application of specific terms instead of using abstract concepts. Presence of word and sentence disgrammatisms are typical in grammatical-syntactic level of language. Between the main characteristics belong absence of full verbs, adjectives, adverbs and pronouns. Simple sentences are dominant in communication. Another specific is the word order in a sentence which is disrupted. People with MR of any type often put what is most important for them or what is the most interesting for them at the given moment foremost in a sentence. Pragmatic level of language in association with social applicability of speech is disrupted for the reason that people with MR are regularly not able to easily express their ideas and formulate the content of the communication. (Lechta in Kozáková, 2013, p. 27)

### **3 Language and Communicative Competences**

Neuropsychology explains term speech as one complex component of structure of sc. Symbolic or symbolic-communicative function for which the brain function is considered. The brain functions are those which ensure acquisition of symbolic systems of spoken and written form of speech (phatic), mathematic (calculative), music (musical), kinaesthetic forms of understanding (mimics and gesture) and their usage. (Košč in Zezulková, 2014, p.12) *“Language is an organised system of signs, symbols which is expressed by their mutual relationship in the brain structure. The ability to control the language is manifested in the speech.”* (Hartl P., Hartlová H. in Zezulková, 2014, p. 12) In the connection with education process is the communicative competences development represent by stimulation and coordination of partial skills of language competence and partial abilities of language communication i.e. their fixation and automation by utterance, reading, and writing. (Zezulková, 2014, p. 15)

Influential work connected to a definition of CC was presented by Michael Canale and Merrill Swain (1980), still the reference point for practically all discussions of CC in relation to second language teaching. Canales (1983) construct of CC was formed by four different components, or subcategories. The first two categories reflected the use of the linguistic system itself; the last two categories defined the functional characteristics of communication.

- Grammatical competence includes “knowledge of lexical items and of the rules of morphology, syntax, semantics, sentence-grammar and phonology” (Canale, Swan, 1980, p. 29 in H. Douglas Brown, The principles of language learning and teaching).

- Discourse competence is an ability to connect sentences in stretches of discourse and to create a meaningful whole out of a series of utterances. Discourse means everything from simple spoken discussion to extensive written texts. This competence is closely connected to inter-sentential relationships.
- Sociolinguistic competence represents the knowledge of the language rules and discourse in social context. This type of competence requires an understanding of the social background in which language is used.
- Strategic competence is described by Canale and Swain (1980, p. 30) as “the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence” (Brown, 2007, p. 219-220)

### **3.1 English as a foreign language**

English as a foreign language means that English language is taught at schools as a school subject or an adult level exclusively for the purpose of giving the student a foreign-language competence which he/she is going to use in one of the numerous ways – to read a literature, to read technical works, to listen to the radio, to use the language for communication possibly with native English or American speakers. (Allen, 1965, p. 4)

In Mansfield’s and Poppi’s (2012) article is presented an idea that English language “has an ambivalent character: it is a lingua franca necessary for international communication and it is a vehicle for the spread of a culture influenced by the United States of America and, to a lesser extent, Western Europe.” (Mansfield, Poppi, 2012, p. 163)

Methodology of English language as a foreign language is closely connected to globalisation and endless possibilities of traveling and opportunities of education in different countries. As the possibilities of traveling and educating all around the globe rise, the demand of second language learning and teaching becomes vital commodity in globalised world. English language is considered to be an international language used for communication globally. From a teacher’s point of view is important to develop certain language skills to help students to understand different kinds of accents that are used in various countries of the English-speaking world. It is essential to bear in mind the existence of non-native speakers who use English language as a second language for communication with others. In an international context it is important for a teacher to appropriately explain and equip their students with skills

that are connected to cultural, social and linguistic differences of English-speaking countries. The development of new technologies helps the teachers to collect and to study data about linguistic innovations and reproduce them to their students. The fact that teachers, professors and other people that are connected throughout linguistics are able to share methods and techniques, upload them on the internet and make them available for others makes teaching, learning of EFL easier and the information accessible for future generations. (Mansfield, Poppi, 2012, p. 160)

### **3.2 Methods of second language teaching**

According to Allen (1965) is method defined as *an “overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.”* (Allen, 1965, p. 95)

Throughout centuries many methods connected to English language learning and teaching were developed and used. Modern innovations related to English methodologies are constructed on principles of the past. It is common to criticize the “mindless pattern drills” and the “uninteresting repetition” which were represent in Audio-lingual approach used in a recent past, or to smile condescendingly at the old-fashioned ideas from the nineteenth century of “exercising one’s mental abilities” throughout rigorous Grammar-Translation teaching. In retrospect, the deficiencies of various earlier methodologies are relatively obvious, as those of nowadays methods will certainly be to future generation. (Bowen, Hilferty, Madsen, 1985, p.3)

#### **3.2.1 Grammar-Translation method**

This approach was commonly used in eighteenth century, but the methodology started to spread later in the early decades of the nineteenth century. Another different methods were existed simultaneously and Grammar-Translation method started to loose support. The main idea of Grammar-Translation method was in the reading of foreign-language literature. A writer of a German nationality Karl Plotz was one of the most prominent supporters of Grammar-Translation method. Applying the two-part rule/translation format, Plotz’s texts attempted to use the dialect to master the foreign language. A main idea of how to learn foreign language by using this particular method was in proceeding words to memory, translating sentences, drilling

irregular verbs, later memorizing, repeating and applying grammatical rules with their exceptions. (Bowen, Hilferty, Madsen, 1985, p. 17-19) *“Classes could be taught in the student’s native language with little teaching skill or foreign-language speaking skill needed by the instructor. Objectives were limited and attainable. Vocabulary lists, printed grammar rules, and sample sentences to translate, followed by reading sections, provided maximum control for students and teachers.”* (Bowen, Hilferty, Madsen, 1985, p.20)

Major limitations connected to this method were tameness, inadequacy of instruction provided by the teacher, and limited results in terms of communication – limited oral proficiency. (Bowen, Hilferty, Madsen, 1985, p. 20-21)

### **3.2.2 The Natural method**

Natural method was developed from Grammar-Translation. This English language teaching method is centred on oral techniques and phonetic analysis rather than reading, grammar and translation. Children are first taught to speak in foreign language and after that are taught to read, follow the grammatical rules of a foreign language, basics of syntax and lexicology. If the course is taught by the direct method, students acquire language skills through pantomime, pictures, use of realities, objects, etc. In this method, students become more active compared to the previous Grammar-Translation method.

The main disadvantages of this method are a lack of system during education process and a fact that second language teachers have to create large varieties of exercises and have to be more initiative in comparison with Grammar-Translation method. (Bowen, Hilferty, Madsen, 1985, p.20-21)

### **3.2.3 The Phonetic Method**

The phonetic method has its origin in the second half of the nineteenth century. Behind this methodology stands an idea that all world languages should be represented phonetically. (Bowen, Hilferty, Madsen, 1985, p. 22) In Allen’s (1965) book is the meaning of the word “phonetics” interpreted by words of Professor Henry Sweet of Oxford as *“The science of speech sounds and the art of pronunciation.”* (Sweet in Allen, 1965, p. 102) International Phonetic alphabet and the symbols of IPA are used to illustrate correct pronunciation of individual

vowels, consonants or the whole words and sentences. *“Each sound is represented by only one symbol, and each symbol represents only one sound.”* (Allen, 1965, p. 103)

The English language lesson taught using phonetic method starts with the teacher who reads a certain passage of the text aloud and explains all unfamiliar words to the students. After this part, the students paraphrase particular story aloud and answer the questions connected to the text. Printed scripts are used, but only in phonetic symbolisation. This linguistically based language-teaching model became an alternative to Grammar-Translation method. (Bowen, Hilferty, Madsen, 1985, p. 23)

### **3.2.4 The Direct method**

In a period of World War II, the Direct and Grammar-Translation method were dominant. Direct methodologists favoured modifying their teaching approaches according to the age or background of students. This particular method is based on an immediate and audio-visual connection between experience and expression, words and phrases, phrases and their meanings, rules and performances throughout the teacher’s movement, gestures and mental skills. The main difference between the Direct method and Natural method is a fact that Natural method stands for an idea that young and old students of foreign language are taught the same way.

Several limitations of this method exist. Firstly, teachers training is not sufficient. Other limitations can be found in unrealistic requirements for lesson preparation, unstructured coursework, requirements on a teacher’s constant participation during the classes. (Bowen, Hilferty, Madsen, 1985, p. 24-26)

### **3.2.5 Audiolingual Method**

This revolutionary method of late 1940s and 1950s which roots can be found in preceding direct method. (Brown, 2007, p. 17-18)

Audio-lingual or Audio-oral method was generally used only in the US. After World War II it spread to Western Europe. The main principle of this method lays in repetition of speech models so that they became automated and the student could instil the correct sound form of the language. (Hendrich, 1988). According to Larsen-Freeman and Anderson (2011) The audiolingual method emphasizes exercises using grammatical sentence patterns, e.g. the teacher tells a part of the sentence, the pupils repeat the same part after him/her. Then the teacher is going to repeat the part of the sentence with the addition of another word or part of the sentence and the pupils should repeat the part of the sentence after their teacher several times. The procedure is repeated until the whole sentence is created. The exercise is repeated until the students acquire the knowledge of how to follow the correct language pattern and also the language structures based on oral communication and repetition of the sentence patterns (Anderson, Larsen-Freeman, 2011). Language skills are practiced gradually. Principles of this method are focused on listening, then on verbal interpretation, and writing. The correct pronunciation, fluency and oral intonation are the most important (Richards, Rodgers, 2001). In the 1960s, in addition to the audio-lingual method, the audio-visual method was established. An individual who is educated by using the audio-visual method acquires a foreign language by practicing speech models and language structures. (Choděra ,2011, s. 117)

### **3.2.6 Communicative Language Teaching (CLT)**

According to Brown (2007) is CLT *“an eclectic blend of the contributions of previous methods into the best of what a teacher can provide in authentic uses of the second language in the classroom”* (Brown, 2007, p.18) CLT provide a rapid change in second language teaching. Grammar-Translation, Naturalistic or phonetic methods were focused on individual skills and teaching the rules, patterns and definitions of a foreign language, on the other hand CLT teaches students how to communicate instinctively, openly, and meaningfully in a second foreign language with the teacher and their own ancestors. (Brown, 2007, p.18)

## **4 Czech Practical school**

The two-year practical school complements and expands the general education achieved by pupils with mental disability during their compulsory education. The educational process at this type of school is focused on acquiring the basic working skills, habits and workflows needed in everyday working life. This educational process provides the essentials of career education and manual skills in the field according to division of the training and leading to professional application. Pupils with mental retardation can also use their acquired skills in the practical school in further education.

(MŠMT, 2009)

### **4.1 Education on the two-year practical school and Framework education program**

According to framework education program for students of two-year practical school (2009), which is created and approved by Czech ministry of education, youth and sports, the field of education in practical school gives a two-year opportunity for students with moderate and severe mental retardation or with a mild mental retardation in combination with other disabilities to acquire secondary education. These disabilities unable them to continue at education process at another type of secondary school.

The education at this type of schools provide the students a daily form of education. As pupils have special educational needs, it is advisable to organize the process of teaching in a way that respects the students' individual peculiarities and abilities in terms of their mental, physical and social aspects. In exceptional cases, the school director is able to extend the length of schooling for maximum of two school years. Students who attend the practical schools acquire the knowledge and skills necessary for carrying out specific activities in various professional fields and in everyday life. They acquire the basics of vocational education and manual skills in the field according to the focus of training. The emphasis in education is primarily on a development of positive attitude to work, developing communication skills, education for a healthy lifestyle, achieving the maximum possible degree of autonomy and strengthening social integration. (MŠMT, 2009)



## 4.2 Education fields on a two-year practical school

At the two-year practical school, the content of education according to the FEP (2009) created for the two-year practical school is divided into eight individual units called educational fields. Individual educational fields are consisted of one or more educational areas that are close in content. Individual subjects are derived from these areas in the school curriculum.

These educational areas include:

- Language and Language Communication (Czech Language and Literature, Foreign Language)
- Mathematics and its Applications (Mathematics)
- Information and Communication Technologies (Information and Communication Technologies)
- Human and Society (Foundations of Social Sciences)
- Human and Nature (Fundamentals of Natural Sciences)
- Art and Culture (Music, Art, Drama)
- Human and Health (Health Education, Physical Education)
- Professional activities (Family education, Nutrition and food preparation, specializations according to the school profile) (MŠMT, 2009)

## 4.3 Foreign language

In the Framework education program for practical schools (2009) is stated that, the foreign language educational area provides links between language skills and communicative competences acquired during the primary education and gives secondary school students a practical opportunity to improve their knowledge of a foreign language. *“The gaining of the basics of practical speech skills gives students with MR access to informational resources while contributing to the formation of their personality and helping to prepare students for life in a multicultural society. The range of vocabulary is also adapted for the problematic of MR. Emphasis is placed mainly on the correct sound of the language, in writing it is the ability to understand simple texts. Students are taught foreign language grammar only marginally. If a student has not been taught a foreign language in their primary education, he/she will only be*

*taught the basic language functions. It is recommended that the school respect the foreign language that students have already been taught in primary education.*” (MŠMT in RVP PRŠ II, 2009) Students should learn and acquire the following knowledge and skills from the English language:

- learn essentials pronunciation rules
- understand simple texts and inscriptions
- understand simple instructions, statements and phrases
- master the basics of social communication - greet, introduction, to ask and to thank
- use the acquired vocabulary
- lead a simple conversation
- formulate a simple question and answer
- follow basic grammatical rules
- to name things around you - in the classroom, in the apartment
- to name family members
- know the names of the days of the week, time of a day, time of the year, determine the time
- use the vocabulary from the area of food and cuisine
- know the basic concepts related to travel
- to be able to look for certain words in the translation dictionary

The content of education is designed to consider the reduced intellectual ability of students attending secondary school with a practical two-year period and to promote cognitive and communication skills and the interests of the students. (MŠMT, 2009)

## **RESEARCH PART**

The research was implemented in kindergarten, elementary school, and high school of Silesian Diaconia in Karviná. The practical part of this thesis consists of a description of the school institution in which the research was implemented the observation part and the research part. The observation part is focused on the course and the description of English lessons at a two-year practical school, which is a part of this institution in Karviná. I have participated in three English language lessons as an impartial observant in this facility. For the purposes of the research, implemented at the practical two-year school, a questionnaire for parents whose children are students of the aforementioned school was created (see Appendix 1). The questionnaire describes a parental and also the student's opinion on this school subject. Opened questions for parents whose children attend a two-year practical school are included to allow the parents to express their attitude and opinion profoundly and to write down further information connected to English language teaching to their children. The answers on the opened questions provide more comprehensive and complex information connected to this issue. Twenty respondents whose children attend the two-year practical school in Karviná participated in the questionnaire survey. The respondents agreed on the participation in the research and were informed about the purpose of the research and collected data. All the respondents signed the informed contract in which were mentioned all the necessary information. (see Appendix 2)

The aim of the research is to find out the practicality and necessity of English language teaching to students with intellectual disabilities who attend the two-year practical school. The quantitative research helps to clarify the problems faced by students with various degrees of intellectual disability during English language learning, and also expresses parents' attitudes and opinions connected to the issue of English as a school subject at the two-year practical school in Karviná.

## RESEARCH QUESTION

- What do the parents think about and English language as a school subject which is taught to their children who attend the two-year practical school?
- Do the students of two-year practical school find it important to learn a foreign language (English language) and if they do where they could find a further usage of the foreign language?
- If there was a possibility, would the parents replace the English language as a school subject with another and for them more important subject?

For the research, was chosen the qualitative methodology that Creswell in Hendl (2016) describes as following: “Qualitative research is a process of seeking empathy based on different methodological traditions of exploring certain social or human problem.” (Creswell in Hendl, 2016, p. 47) According to Gavora (2000), qualitative research makes it possible to "understand people and the experiences in their lives" (Gavora, 2000, p. 148), Reichl (2009) complements that qualitative research provides a good understanding of specific conditions and situations. (Reichl. 2009, p. 41) The basic characteristics of qualitative research, according to Miles and Creswel, Huberman, Bogdan and Binklen in Hendl (2016) include:

- “Qualitative research is being done through longer and more intensive contact with the terrain or situation of an individual or a group of individuals. These situations are usually trivial or normal, reflecting the everyday life of individuals, groups, societies or organizations.”
- Relatively low standardized methods of data acquisition are used. The most important instrument is the researcher himself.
- Researchers try to isolate certain topics, manifestations, and data configurations
- The main task is to clarify how people in certain environment and situation are getting to understand what is happening, why they act in a certain way and how they organize their daily activities and interactions.
- Data are inductively analyzed and interpreted. The researcher in his search for meanings and an effort to understand current events creates a detailed description of what he had observed and recorded. According to Reichl (2009), induction in qualitative research means that first are collected the data and then the relationships are formulated. (Reichl 2009, p. 41)

According to Miller and Valenta in Miovský (2006), certain ethical aspects are a required for this type of research. (Miller and Valenta in Miovsky, 2006, p. 94)

One of the most important ethical factors is reliability. Above all, the protection of personal data and anonymity. Respondents and the members of educational institution (kindergarten, elementary schools and secondary schools Silesian Diaconia) were informed about the purpose of the research and agreed to its use in this bachelor thesis by signing an informed consent. In the informed consent submitted to the respondents before the start of the research, in which they were instructed repeatedly that all the information provided to the participants of the research are anonymous and will serve only for the purposes of this bachelor's thesis. The respondents were given an oral answer to any questions. They were also informed about the possibility that they do not have to answer questions that they found uncomfortable. The research started after all the informed consents were signed by the parents.

## **5 Characteristics of the education institution**

The secondary school in which my investigation was conducted is part of the “Kindergarten, Elementary School and Secondary School of Silesian Diaconia” based in Český Těšín. This school was established pursuant to Section 16 of the School Act No. 561/2004 Coll. About the education of children, pupils and students with special educational needs and children, pupils, students extremely gifted. (MŠMT, 2004) Kindergarten, elementary school and high school The Silesian Diaconia was founded in the 2000 and gradually expanded its branches to neighboring towns, e.g. Bohumín, Ostrava, Karviná. At these schools, established in accordance with Section 16 of the Education Act, pupils may attend the field of education One-year practical school or Two-year practical school.

The pedagogical corps of kindergarten, elementary school and secondary school of Silesian Diacony is made up of teachers who have completed their education in accordance with the law about pedagogical workers No. 563/2004 Coll. About educational staff, as amended. Teachers' assistants with vocational training also work in a cooperation with classroom teachers. According to possibilities, volunteers from other countries are also included in the lessons. These volunteers work in a given class for a period of one year. The teachers of

the school also cooperate with the workers in special education centers, who plays important role in a process of education for pupils and students with special needs.

### **5.1 Kindergarten, elementary school and secondary school Silesian Diacony in Karviná**

This subdivision of Kindergarten, Elementary School and High School of Silesian Diacony was founded in 2012 and is located in the city of Karviná. Since the recent past, a day care centre was located on a first floor of this building. Currently, the whole building is centred on education of children, pupils and students with special educational needs according to section 16 of the Education Act. Social services, which were also located in the building, were relocated to other parts of the city. The education in this facility is realized in an after-school club, one kindergarten class, two elementary school classes and two one-year practical school classes and two one-year practical school classes.

The education at the one-year and two-year practical schools takes place in larger classrooms. These are fully adapted to the educational requirements of pupils and students with special educational needs. Multifunctional classes are equipped with single, double and special desks that meet the requirements for pupils with special educational needs. Interactive whiteboards are also used during the lessons. For relaxation and stress reduction pupils and students have the opportunity to use snoezelen, positioning bed and other compensatory aids. All available tools and needs, including special didactic tools, are used for successful fulfilment of learning competencies. There is also a modern kitchen facility in the school building, which pupils and students use in the educational course Food Preparation. In addition to cooking, pupils and students are also taught how to serve the food and the rules of dining. As part of the fulfilment of personal and social competences, school lessons take place not only in nature, but also in places of everyday social life, such as: shops, exhibitions, concerts. Students at the practical schools also attend therapeutic workshops where other practical activities are taught. They come to the social therapeutic workshops of Silesian Diaconia, which are approximately a 7-minute walk from the school.

## **5.2 Characteristics of the students**

At a two-year practical school, students with a moderate degree of mental disability, or a mild mental disability in combination with other disabilities that do not allow them to be educated at another type of secondary school, have the opportunity to receive education. These are students with varying degrees of severity of various disabilities, which are assessed by a physician specialized on this field as well as a special education center and based on their recommendations are used different techniques for an individual student. The school fully respects these recommendations regarding the nature and degree of the disability, the health status and the individual characteristics of the students.

The outcome of the education to students in the two-year practical school is the extension and completion of theoretical and practical skills acquired during compulsory education. In addition, emphasis is placed on increasing their quality of life. The importance of education to these students is based on the development of their individual abilities so that they can assert themselves in various working fields by means of acquired progress and skills of professional activities according to the school profile. The basis of the expected results of the graduate is:

- building a positive attitude to work
- enhanced communication skills
- achieving the maximum degree of autonomy and self-independence
- awareness of the importance of a healthy lifestyle

All this to strengthen the prerequisites for correct integration of students into society.

## **5.3 Characteristics of the research group**

To the survey were involved ten students attending the two-year practical school in Karviná and the legal representatives of the students attending both classes of the two-year practical school. The legal representatives who established the criteria for the research were approached orally and were informed about the main idea of the research and its further implementation. The main reason why I chose this workplace is because of the possibility of participation during the English language classes. The English language as a foreign language

and as a school subject is taught in this education institute to students with a moderate (10) and severe mental retardation in a combination with a somatic handicap (6). Among the students are also people with the Down syndrome diagnosis (2) and students with autism (2). According to diversity and the presence of different types of disability, should each of the students be educated according to their abilities and skills. The expected outcomes of the students are defined in the FEP for two-year practical schools. Between the skills which are defined in the FEP for two-year practical school belong: mastering the basics of communication skills, understandable and coherent expression, formulation and clarity of their opinions by using the basics of standard language and correct fulfilment of simple forms and documents.

By using a foreign language (EL), the student is able to orientate himself / herself in simple inscriptions, instructions, messages, knows the basics of social intercourse (greet, introduce, ask, thank) and uses the acquired vocabulary for naming (family members, days of the week, class description etc.). Manages the basics of computer operation and elementary file operations, searches information on the Internet using various search programs, manages to work with a text editor at the basic user level, uses easy ways of electronic communication and orientates in activities related to the use of digital camera and mobile phone, is aware of the health risks associated with the long-term use of computer technology. (MŠMT in RVP PRŠ II, 2009)

## **6 Observation**

According to Reichl (2009), observation is usually “part of a more complex investigation and is accompanied by other techniques, especially non-standardized interviews.” (Reichl, 2009, p. 97). This author divides methods of observation from different points of view. He distinguishes introspective and extrospective methods according to the subject of the observation. The author speaks about direct and indirect observation when observing various processes and phenomena. These are further subdivided into both hidden and open observations. (Miovský, 2006, p. 95) According to Reichl (2009), people are known to be observed in an open observation. The opposite is hidden observation. (Reichl 2009, p. 97)

During the observation in one of the classes of the practical two-year school, which is part of the Kindergarten, Elementary School and High School of Silesian Diaconia, I attended three internships in English lessons. Each of the English language lessons lasted 45 minutes and was based on a school education program created from the framework education program for



practical two-year schools. The lessons were planned so that all students attending the class were presented. During the internship, 10 students from one of the two classes of the practical two-year school were always present.

### **1. Lesson of the internship**

Ten students, two assistants of the teacher and one teacher were present during the first lesson in the two-year practical school class. The students sat in the three rows and the three students sat separately on the couch which was placed at the end of the classroom. The teacher started the lesson with a greeting in English language "Hello" and expected the students to respond to the greeting in English language as well. She thus greeted each student individually. The students' answers varied. The expected answer to the greeting "Hello" was again "Hello" but some students returned greeting in the Czech language, some of the students had significant problems with the correct pronunciation. There was another question from the teacher, whose answer they also practice regularly in the lessons. The question was, "How are you?" Three of the whole class of students were able to answer, "I'm OK." The remaining students were looking for an answer to the teacher's tool which was created before the lesson for the purposes of helping the students with the answers. The teacher's tool was a foiled paper sheet showing the facial expressions and the moods. So, the other students answered: "I'm happy. I'm fine. I'm tired." The students read the answers from the given paper sheet rather than knowing the answers themselves. Although the correct pronunciation of the phrases and words were written on the teacher's tool, most of the students had a problem not only with pronunciation but also with reading the word.

After the introduction part, the teacher and students repeated the vocabulary which they should have already mastered. The repetition took the form of recalling students individually and in case the student did not know the word or did not remember the word, he / she was the rest of the class was helpful and said the correct answer. The English teacher always used the question "What is it?" And pointed to a subject in the classroom or on the picture. Words such as: fruit, vegetables, banana, orange, apple, egg, color, blue, red, green, orange, house, man, woman, hair, clothing, shirt, skirt, pants, pencil, book, window etc. Among the main problems that students with various types of mental disabilities had, were the pronunciation of the words. Most of the students also could not remember the words at all. The students also did not respond with the sentence "This is...", as the teacher demanded, but only with names of the things. At

the end they repeated the correct answer several times after the teacher. We can say that the repetition of vocabulary was, in most cases, in the form of group work. The students helped and complemented each other.

In the next part of the lesson, the teacher distributed worksheets among the students with the lyrics of a simple song that was focused on the words "please" and "thank you". First, the difference between words was explained to students and after that was repeated the meaning of the words and the usage of the words in a conversation in the Czech language. Subsequently, the pronunciation in English was practiced with the students. They also spelled out these words by clapping. Each of the students individually tried to read the word and say it out loud. Then they sang the song with the guitar podcast. The content of the song was explained to them. After this activity they had to mark the word "please" with the red color and the word "thank you" with blue color. Then they sang the song again. At the end of the lesson the teacher individually asked the students in the form of direct questions in the Czech language. For example, "What do you say if I give you a lollipop?" Or "What word do you use when you want to ask somebody to give you something?" For the whole period of English language lesson, two assistants of the teacher were helping each of the students individually for a while and helped individuals, for example, to color the words in a worksheet with the lyrics of the song, to give students aids, working tools etc.

## **2. Lesson of the internship**

During the second lessons, the same 10 students of the practical two-year school were present. The introduction of the lesson was the same as in the previous lesson. The students greeted each other individually with the greeting "Hello" and the question "How are you?" followed. After completing this section, the teacher played the song "A B C D" on the website. This song was already known to them from previous lessons. Some students participated in the singing. At the end of the song, the teacher distributed worksheets, connected to the topic of the lesson (see Appendix 3), with a help of assistants of the teacher. The theme of the English language lesson that day was the alphabet repetition.

There were two rows of upper-case and lower-case letters on the worksheets, and each letter was combined with a picture that began with the initial letter. The task was to correctly combine upper- and lower-case letters from two columns. The assignment was written at the top of the

worksheet and the teacher read the assignment to the students aloud and slowly. Together they read the letters on the worksheet in Czech and then English. The English pronunciation of the letters and objects were written at the bottom of the worksheet. The correct pronunciation, written at the bottom of the worksheet, the students could use at any time.

In order to solve this task, all assistants of the teacher were helping the students with the assigned task. When the teacher glanced that all students had completed given task, the teacher gradually summoned the students and asked them what was in the picture next to the letter line. The question was formulated followingly “What is in the picture in the letter A?” First, the students answered the question in Czech language and then repeated the answer in English language with a help of the teacher. One of the students was able to name most of the pictures in English language by himself. They compared whether the thing begins with the same letter in Czech language. The students' biggest problem was found in their undeveloped vocabulary. Most of the students had a poor memory of English words. Some of them did not recognize the letter at the beginning of the word, even in Czech. Another problem was the pronunciation of English words placed in the worksheets. After checking the exercise, the teacher practised the words in the worksheet with each student individually. She chose words to repeat according to the abilities of the individual students. Subsequently, all students in the class collectively repeated the words after the teacher.

On the other side of the worksheet, there was a continuation of the exercise on letters (see Appendix 3). The task was “Read, translate and fill in your name using capital letters.”. The worksheet included two sentences “What is your name” and the answer “My name is”. The meaning of the sentences was explained to the students. Two of the students could translate sentences and understood the assignment without the help of the teacher. Subsequently, each student was individually asked on the meaning of each sentence and they were supposed to answer the question correctly. It was obvious that, in a case of this answer to the question “What is your name?” has been practiced many times, because most of the students answered correctly and quite comprehensibly. As a next task, they were supposed to spell their names, which for most of the students, was a problem without the clue that provided a visible transcription of their name on the paper. Nevertheless, with a help of the worksheet, where their pronunciation was also written for each letter, most students succeeded with the task. The lesson ended by releasing the song “A B C D”. Three of the students had to be constantly motivated to work throughout the education process, because they did not show an interest in the subject. In a case

of these three students, the only sign of a curiosity throughout the lesson was, when the song has been played.

### **3. Lesson of the internship**

All ten students were present during the last lesson of English language in the two-year practical school class. The beginning of the lesson was similar to the two previous lessons. After the greeting, the teacher handed out the study material, which was this time focused on a practicing of colors (see Appendix 4). The teacher projected on the interactive whiteboard various colors and their English names, which the students were taught in the previous year and in earlier lessons. The teacher always recited the name of the color in English language and the students repeated it after her. The students also had the opportunity to use a tool that depicted colors and was comparing the colors to the specific objects. E.g. sky- blue, strawberry- red, sun- yellow etc. The assistants of the teacher helped weaker students in color orientation by putting pictures of the objects of the particular colors in front of them.

While practicing the pronunciation, the names of the colors were again divided into syllables by clapping. Then the teacher controlled each student individually and asked them the names of the colors that were included in the teacher's tool. The teacher asked on questions like: "What color is the car?", "What color has an orange?" and so on. The students were supposed to answer by using the whole sentence and this was the main problem, in most of the cases. In the reverse question, for example: "What is blue, green or white?", The responds of the students were better, most of them understood what the teacher was asking for, but the problem arose with recalling the names of specific objects. The students usually pointed at the correct picture with their finger and waited for the teacher to answer for them. Then they tried to repeat the teacher's answer.

After this part, the students were given a worksheet containing a black and white umbrella, which was divided into fields. In each of these fields was written the name of the color in English language. (see Appendix 5). The task for the students was to paint each field of the umbrella with the color that was written in it. To accomplish this task, students could use the working aid with colors and their names, which they had already worked with in the previous part of the lesson. The assistants of the teacher handed out crayons to the students. After that they were walking around the classroom and checking if they were coloring the fields of the

umbrella correctly. After this activity, everyone in the classroom unanimously repeated the colors included in the picture of the umbrella. At the end of the lesson, the teachers released a song with the theme of colors in English language.

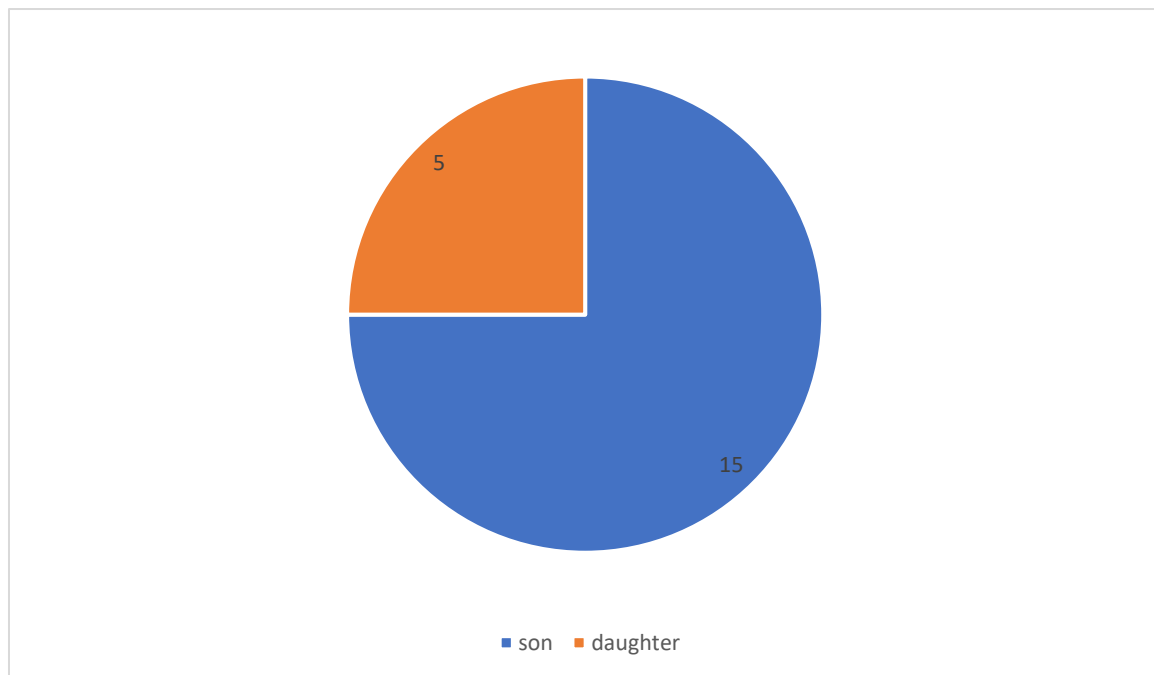
### **Summary of the observation**

During the observation lessons, some students with intellectual disabilities were interested in English language as a school subject. However, most of them were unable to properly memorize the topics and vocabulary. During the English lessons it was apparent that the curriculum was difficult for the students, especially the pronunciation of English words. Another problem for them was in remembering the concepts of the previous lessons. Because of the intellectual disability in combination with severe somatic disability or because of the generally undeveloped language as a means of communication, some of the students were unable to participate in English learning at all. Other students needed more help from the assistants of the teacher, for example when coloring or drawing. Only a tiny fraction of the students in the classroom were able to answer the teacher's questions and remember the terms, words and sentences that were discussed during the lessons. The teacher's possibilities are very limited, because the classroom in which individuals with different types of mental disabilities in combination with autism, somatic disability or other associated disabilities appear cannot be classified as one unit consisted of the exact same students. Each student needs to be considered individually. Students, who attends this type of school are not, in most cases, able to achieve the required results in the English language course, which are mentioned in the framework education program for two-year practical schools.

## 7 Questionnaire survey for parents

A total of 20 parents participated in a questionnaire survey at kindergarten, primary and secondary school, whose children attend the two-year practical school in Karviná. One of the aims of the questionnaire survey was to find out whether parents consider the teaching of the English language to their children with various types of mental disabilities important and essential. Another purpose was to find out whether their children are interested in the foreign language as a school subject at this two-year practical school. The questionnaire consists of twelve questions out of which four are open clause questions. Questionnaires for parents were distributed in a paper form by the director of kindergarten, elementary school and high school of Silesian Diaconia with a subdivision in Karviná at the beginning of November in 2019. All twenty parents completed the questionnaires, but answers to the open clause questions were omitted in eight cases.

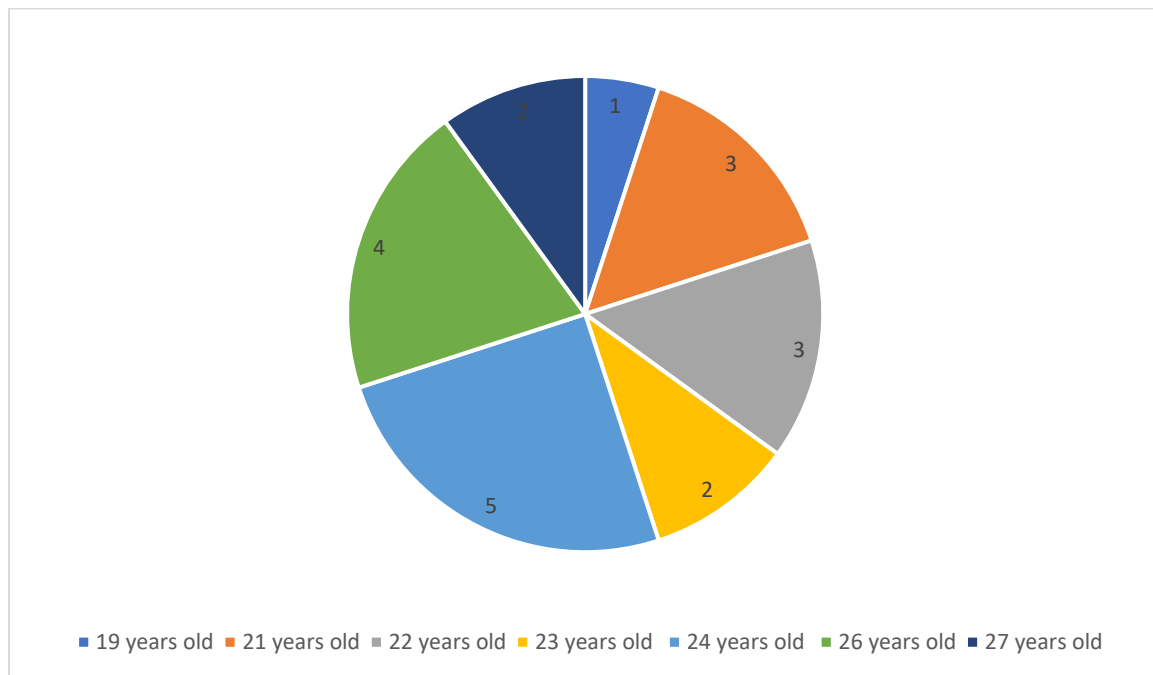
### 1) At the practical school is being educated my .....son X daughter



Graph 1: Question number 1

According to the graph number one, created from the question number one of the questionnaires for parents, 75% from the total number of the respondents have a son who attends the two-year practical school. The next 25% of respondents have a daughter.

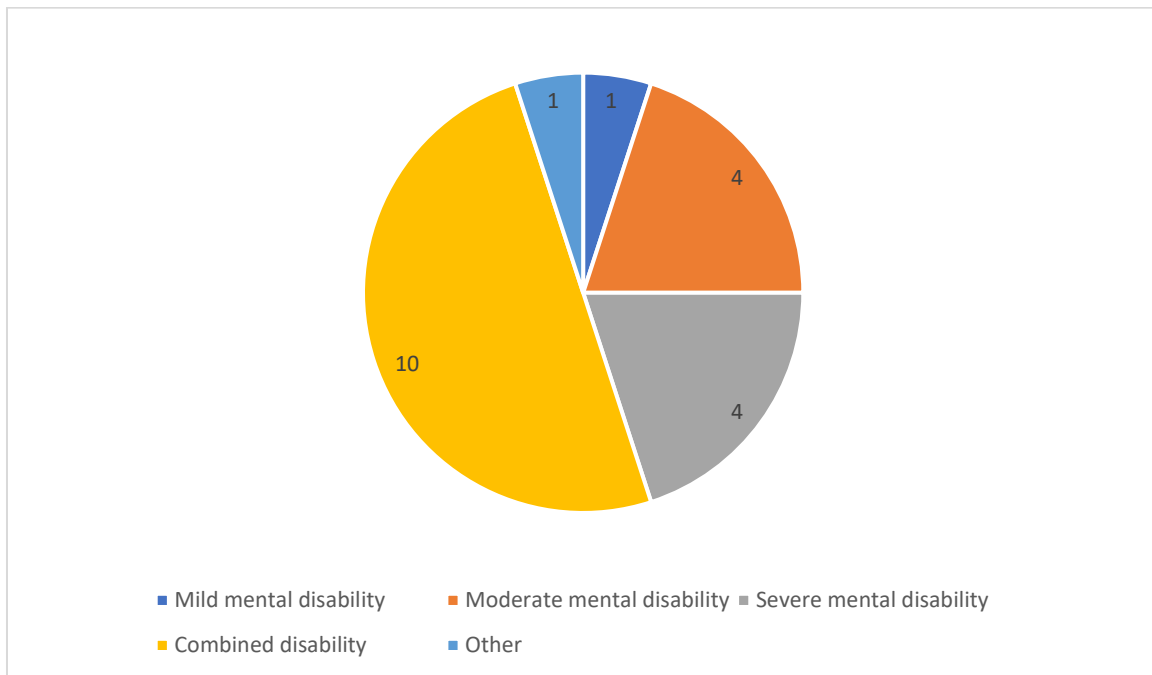
## 2) Please fill in the age of a student



Graph 2: Question number 2

The graph number two which was created from the question number two of the questionnaire for the parents is visible that 25% from the total number of twenty respondents have a child in the age of 24 years. Another 20% from the total number of twenty respondents have a child in the age of 26 years. 5% which means only one respondent has a child in the age of 19 years. 10% of the respondents have a child in the age of 23 years and another 10% have a child in the age of 27 years. Another 30% is separated equally between the parents who has a child at the age of 22 and 21 years.

3) **Health disability of my child** – a) Mild mental disability, b) Moderate mental disability, c) Severe mental disability, d) Combined disability, e) Other (please fill in)

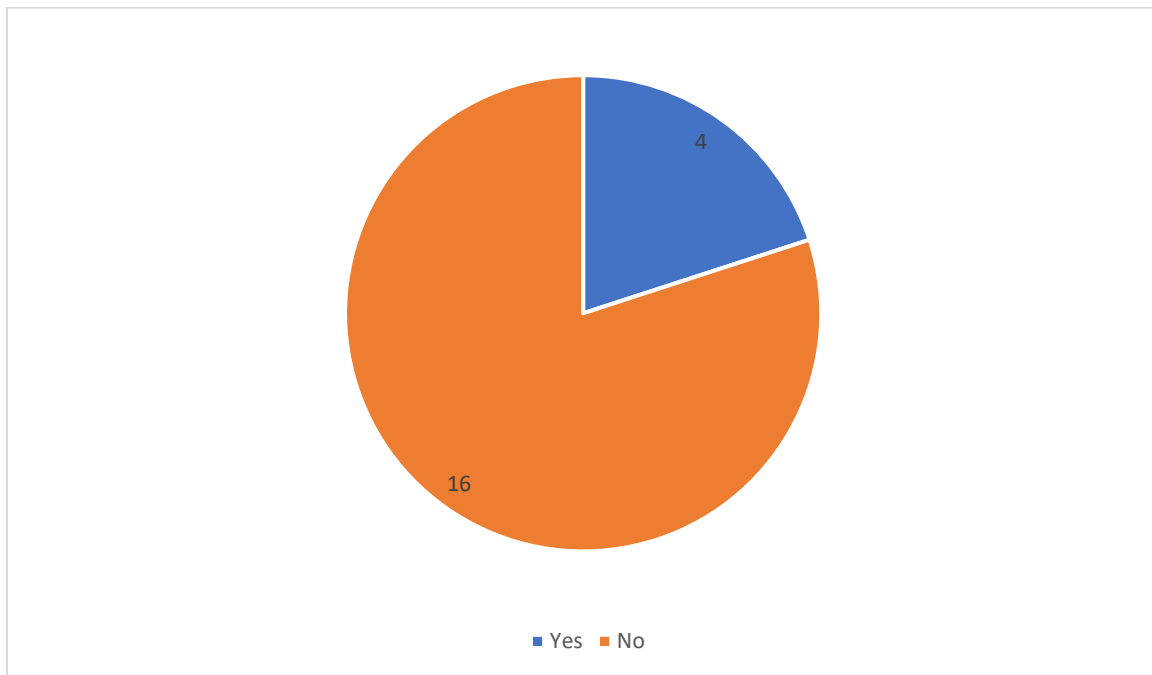


Graph 3: Question number 3

From the graph number three is visible that the 50% from the twenty students have combined disability. Another 20% are students with moderate mental disability and next 20% are students with diagnosis of severe mental disability. The last 10% are equally divided between students with mild mental disability and Other mental disability (Autism in a combination with blindness)



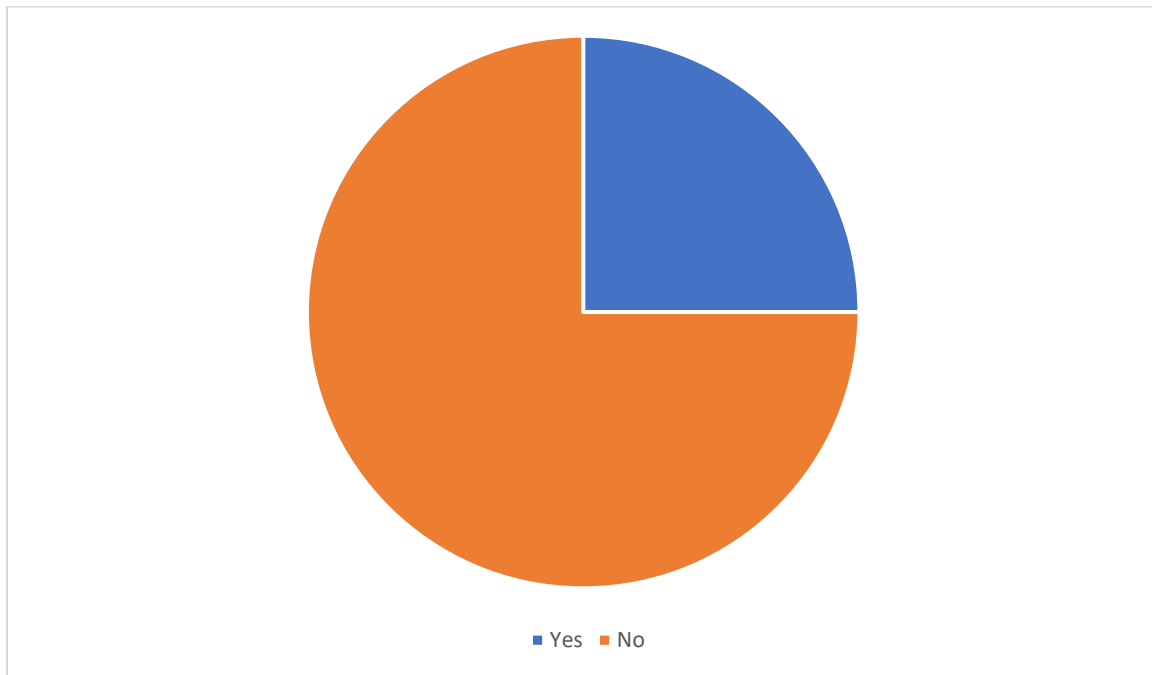
**4) Do your children mention, at home, what he/she has been taught in English language class?**



Graph 4: Question number 4

According to the graph number four 20% of the students speak about what he/she has been taught in English language class. The next 80% of the students do not speak about this subject at home.

**5) Is he/she shows an interest in this subject?**



Graph 5: Question number 5

The graph number five displays that 25% of the students shows a particular interest in English language. The following 75% answered “no” on the question number five.

**6) If you answer “Yes” in a question number 5., how does his/her interest manifests?**

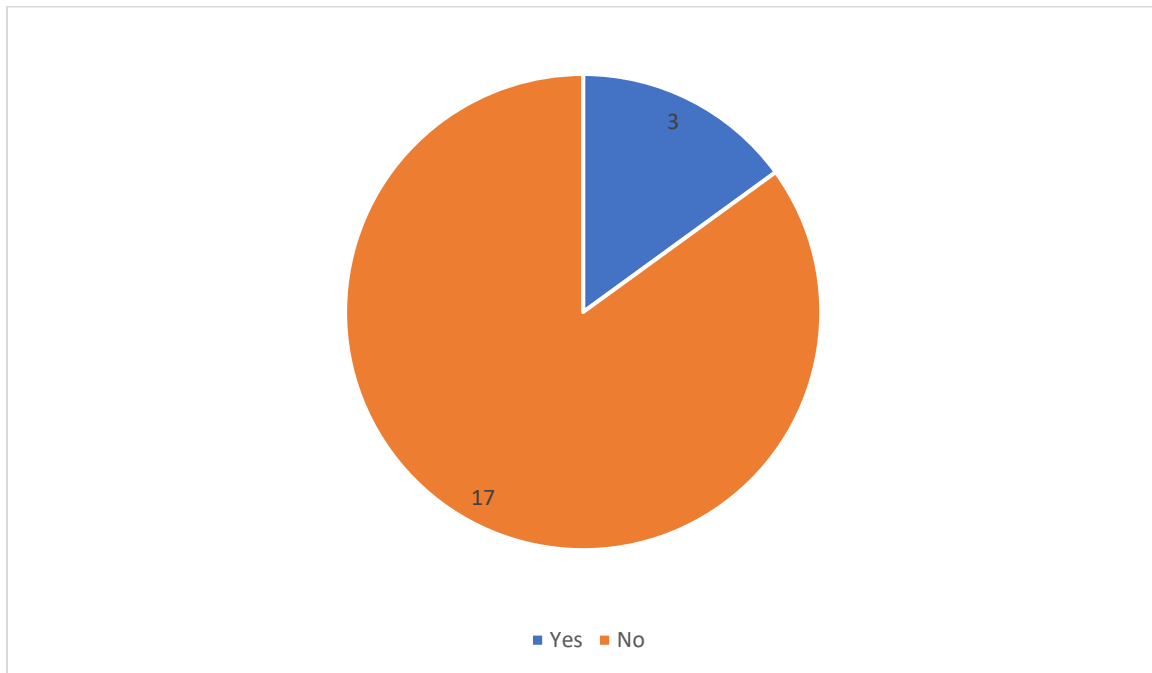
(please, write down)

According to previous question where five respondents answered “Yes” were translated and written down their responses to the question number six.

- “He likes to listen to the music in English language and tries to re-sing them.”
- “He always speaks about what they were doing in an English language class.”
- “My child likes to watch English movies.”
- “She tries to use some English words at home during a conversation and speaks about English language with us. She mostly repeats what she heard in the television or on the internet”
- “He speaks about English language classes at home.”

From the responses to the question number six can be seen that in two from five cases plays the mayor role the school education and English language as a school subject. Other responses are connected to the leisure time activities.

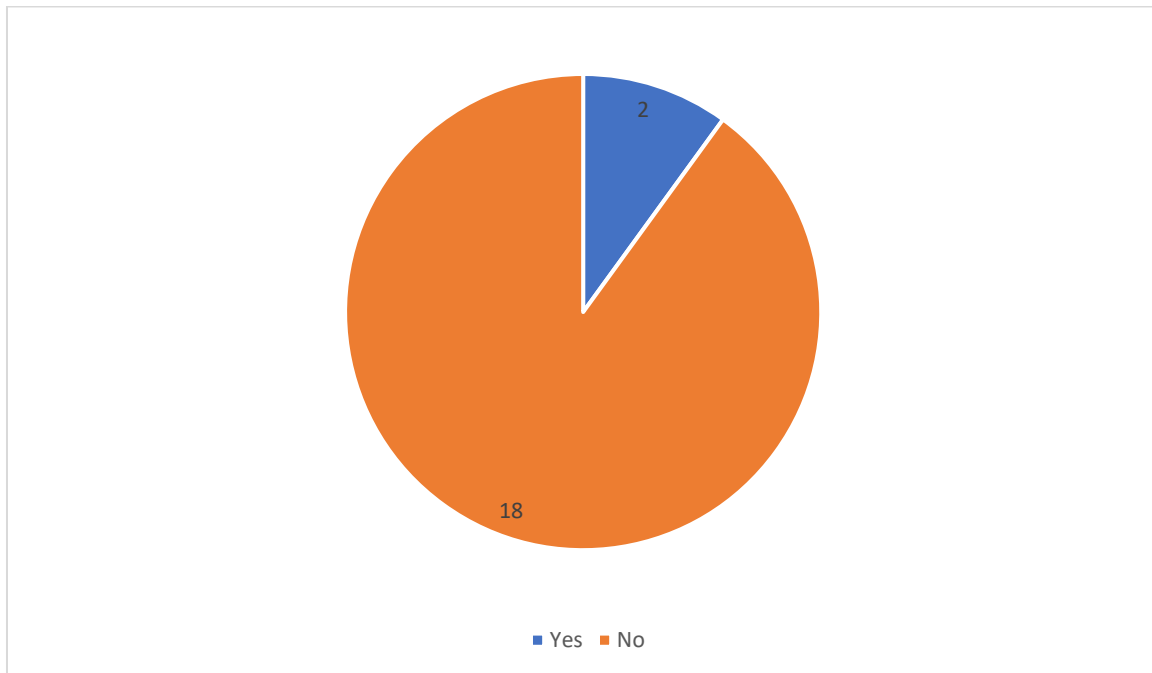
**7) Is your child going to use the English language in practical life?**



Graph 6: Question number 7

The graph number six shows that 85% of the parents thinks that their children are not going to use an English language in the world outside of the school. The other 15% of the parents think that their children are going to use an English language outside of the school.

**8) Do you think that education of English language is beneficial for you child?**



Graph 7: Question number 8

According to the graph number 7 which is connected to the question number 8 can be seen that 90% of parents think that the English language teaching is not beneficial for their child. Only 10% from 20 respondents believe that the English language teaching profitable for their children.

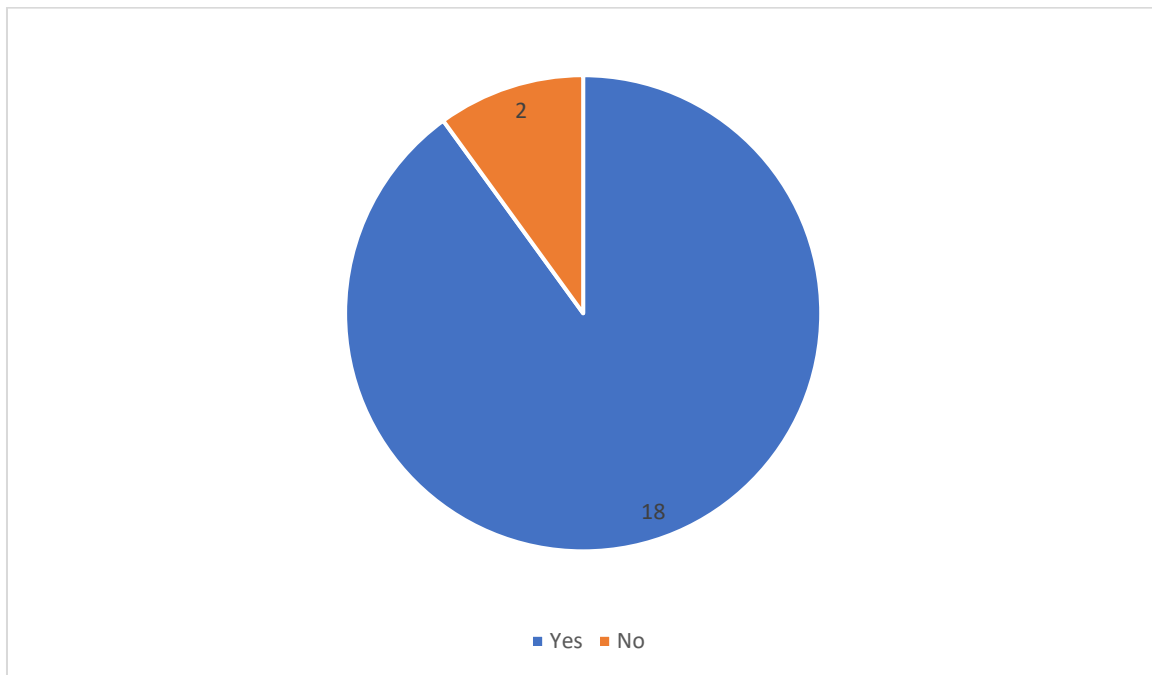
**9) If you answered Yes to the question number 8, in which way do you find it beneficial? (please, write down)**

In a connection to the question number eight, on which the two of the respondents answered “Yes “, were written down the answers on the following question number nine.

- “This subject shows the students how different is the English language in a comparison with Czech language. It is also good to know at least the basics of a foreign language and their culture.”
- “It helps them to understand the world better. The subject shows how different are other countries.

According to the responses to the question number nine is obvious that both parents finds the benefits of the English language teaching to their children in gaining knowledge about the England as a country with its own language and habits.

**10) Would you welcome more lessons of another subject instead of English language lessons?**

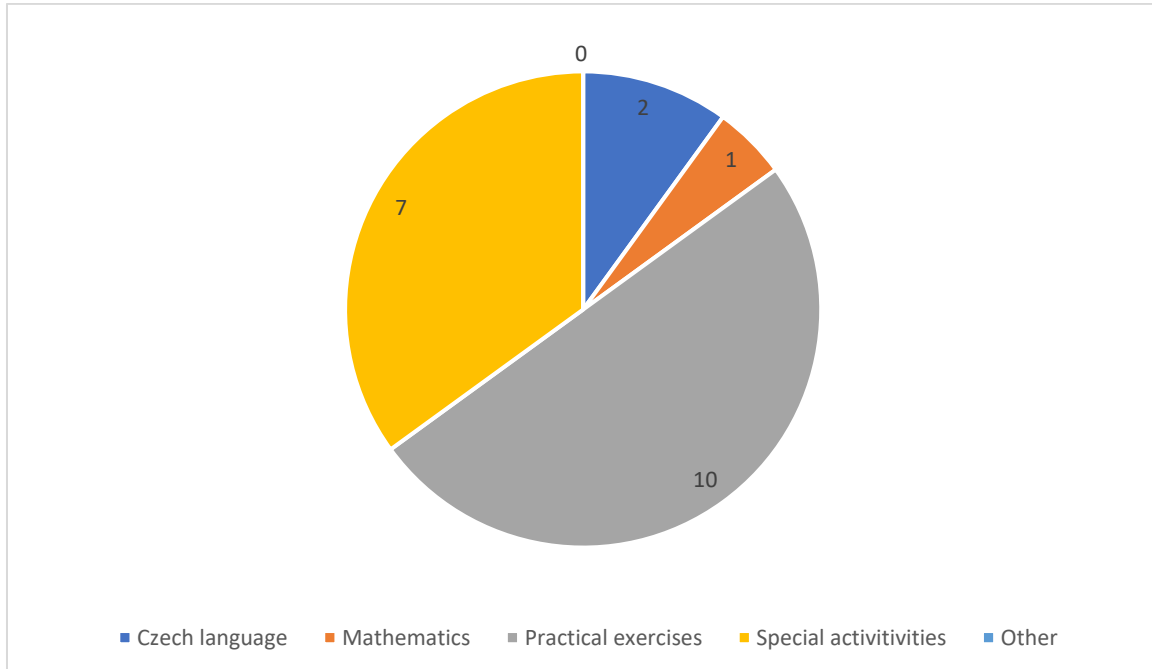


Graph 8: Question number 10

According to the graph number nine for the question number ten 90% of the respondents would like to replace English language classes with another school subject. The other 10% of the respondents would keep the English language in the process of school education for their children.

**11) If you answered Yes to the question number 10, what subject should it be?**

- a) Czech language, b) Mathematics, c) Practical exercises, d) Special activities (eg. speech therapy), e) Other (please specify)



Graph 9: Question number 11

From the answers to the question number eleven the 50% of the parents would like to replace the English language subject with Practical exercises. 35% of the respondents would choose Special activities (speech therapy) instead of the English language as a school subject. Another 10% from the twenty respondents would replace the English language with Czech language. The rest 5% would like to change the English language subject with Mathematics.



**12) Please write your own (subjective) opinion on the English language teaching in the practical school.**

On the question number twelve answered thirteen respondents from the total number of twenty. The answers to this question were written down.

- “I think that English language is not important for my child, because he is not able to speak properly even in Czech language.”
- “In my opinion, I do not think that my son will ever use English language outside of the school.”
- “It does not make sense to teach an English language to mentally impaired students. They do not have required intelligence for that.”
- “It should be replaced with a subject that will be more useful for the students.”
- “The English language subject is not important for our children. They should spend more time by practising other skills.”
- “It is inadequate subject in a connection with mental disability of my son. I think that is a waste of time.
- “I think it is useless.”
- “My son has a down syndrome and almost does not speak at all. For the rest of his classmates it maybe has some sense, but not for my son and others like him.”
- “I would definitely replace it with a practical exercise. It is more important for the students of this type of school to learn how to take care of themselves.”
- “I think that English language is taught to our children for a reason. They must know, that in other countries is not used Czech language as a way of communication. This subject also helps them to learn the basics of English language.”
- “My son has enough trouble to handle normal activities and things that we consider as normal. I think that English language teaching is pointless here.”
- “It does not make sense teaching English language to somebody who has a more severe mental disability. I would stop teaching them this subject and started to teach something more useful.”

The answers connected to the question number twelve were rather negative. The 90% of the respondents who answer on this question think that the English language is not important for

their children and students attend this type of school. Only one of the respondents thinks that the English language teaching to their children is reasonable.

To summarise the respondent's opinions on English language teaching to their mentally impaired children attending practical school in Karviná, the results are rather negative. Most of the parents think that English language teaching is not adequate and would rather replace it with another and more important school subject. In general, most of the respondents shares an opinion that English language is a waste of time, in a case of their children who could spend their time in school more effectively

## CONCLUSION

The main idea of this bachelor thesis was to collect information about English language teaching for students with mental disability attending a Czech two-year practical school and analyse the parental and the student's opinion and attitude to this concrete school subject. The theoretical part describes the problematics of mental retardation and the methodology of special education and the English language as a foreign language.

Based on the internship participation in the English language lessons in the two-year practical school in Karviná a questionnaire for parents whose children attend this concrete school was created. According to answers, written in the questionnaire, the following conclusion can be drawn:

- **What do the parents think about and English language as a school subject which is taught to their children who attend the practical two-year school?**

Most of the parents do not find importance in foreign language teaching (such the English language teaching) to their mentally impaired children. In some of the answers was mentioned that it is a "waste of time". The parents share this idea because they do not think that the children are going to use it outside of the school. The parents also mentioned that their children do not have adequate mental skills needed for foreign language learning.

- **Do the students of the two-year practical find it important to learn a foreign language (English language) and if they do where they could find a further usage of the foreign language?**

According to some of the parental responses in the questionnaire only a minority of the students is interested in this subject. On the other hand, this interest is shown in a way of listening to English music or watching movies in the English language. Most of the students are not interested in the English language as a school subject or in general.

- **If there was a possibility, would the parents replace the English language as a school subject with another and more important subject?**

The answer to this question was “Yes” in most of the answers in the questionnaires. The parents would rather replace the English language with something more useful for their children. They found the importance in practical subjects which the students could use not just at school but also in their practical lives. Among these subjects can be found in practical exercises or special activities.

The internship was a tremendous experience. Because of this experience I have acquired a lot of information about mental retardation and other disabilities. It was interesting to see how the English language is taught in special education school such as practical school. The differences between normal and special education are notable since the very beginning. Based on the answers in the questionnaire for parents was evident that they disagree with the principles of English language teaching to their mentally retarded children. According to my observation I must agree with the parents. The students simply do not have the mental capacity and other abilities important for foreign language teaching. All in all, according to the Framework education program the practical two-year school simply must include an English, or another foreign language subject, in their timetables even though another and more important school subjects exist.

If I am going to have a chance to continue with this thesis topic, I would try to compare this research that was created especially for the practical two-year school with another type of special education school. This could provide more complex data about English language education in the field of Czech special education.

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## APPENDICES

### Appendix 1: The questionnaire for the parents of children attending practical two-year school in Karviná

Vážení rodiče,

jmenuji se Tomáš Waloszek a jsem studentem 3. ročníku bakalářského studijního programu Speciální pedagogika a anglického jazyka Univerzity Palackého v Olomouci.

Ve své bakalářské práci se věnuji významu vzdělávání a uplatnění znalostí anglického jazyka ze střední školy praktické v praktickém životě jedince s mentálním postižením.

Dovoluji si Vás tímto požádat o spolupráci, a prosím, o vyplnění tohoto dotazníku, který poslouží k získání potřebných údajů pro můj výzkum. Tento dotazník je zcela anonymní a dobrovolný a získané údaje použiji pouze ve své bakalářské práci.

V případě dotazů mne kontaktujte na e-mailové adrese [waloszek.tomas@email.cz](mailto:waloszek.tomas@email.cz)

Děkuji za Váš čas a ochotu spolupracovat.

Tomáš Waloszek

- Hodící se zatrhněte

1. Na SŠ praktické se vzdělává můj .....syn x dcera

2. Věk žáka (doplňte, prosím).....

3. Zdravotní postižení mého dítěte:

a) Lehké mentální postižení

b) Středně těžké mentální postižení

c) Těžké mentální postižení

d) Kombinované postižení

e) Jiné(doplňte, prosím).....  
.....

4. Zmiňuje se vaše dítě doma o tom, co se v anglickém jazyce již naučilo?

Ano x Ne

5. Projevuje samo zájem o tento cizí jazyk?

Ano x Ne

6. Pokud jste v otázce č. 5 odpověděli Ano, jak se tento jeho zájem projevuje? (prosím, napište).....



.....  
.....

7. Uplatní Vaše dítě anglický jazyk v praktickém životě?

Ano x Ne

8. Myslíte si, že výuka anglického jazyka je pro Vaše dítě přínosem?

Ano x Ne

9. Pokud jste v otázce č. 8 odpověděl(a) Ano, v čem tento přínos spatřujete?

(prosím,napište).....  
.....  
.....  
.....

10. Uvítal(a) byste místo výuky anglického jazyka více vzdělávacích hodin jiného předmětu?                      Ano x Ne

11. Pokud jste v otázce č. 10 odpověděl(a) Ano, o jaký předmět by se mělo jednat?

- a) Český jazyk
- b) Matematika
- c) Praktická cvičení
- d) Speciální činnosti (např. logopedie)
- e) Jiné(prosím,uved'te).....  
.....  
.....

12. Napište, prosím, váš vlastní (subjektivní) názor na výuku anglického jazyka na střední škole praktické.

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

## Appendix 2: The informed contract

Já, matka – otec žáka se zdravotním postižením navštěvujícího střední školu praktickou, jako účastník výzkumu, který bude anonymně zveřejněn v bakalářské práci Tomáše Waloszka na téma „Výuka anglického jazyka u studentů s mentálním postižením na střední škole praktické dvouleté“ na Univerzitě Palackého v Olomouci,

souhlasím:

- se zpracováním dotazníku určeného pro rodiče těchto žáků,
- s možným rozhovorem, který učiní Tomáš Waloszek, na dané téma se mnou, případně i s mým dítětem. Tomu bude účel a cíl výzkumu vysvětlen přiměřeně jejich věku a rozumovým schopnostem.

- s použitím získaných dat pro účely této práce.

Dále jsem si vědom(a) následujícího:

- Cílem této práce je analýza uplatnění znalostí ze vzdělávání anglického jazyka na střední škole praktické v praktickém životě jedince s mentálním postižením
- Získaná data budou použita jen pro účely této práce.
- Výzkumné údaje jsou anonymní.
- Výzkumníkem mi je zaručena ochrana soukromí a osobních údajů všech účastníků řízení.
- Rozumím povaze i důsledkům použitého výzkumu a jsem si vědom(a) rizik, výhod i nevýhod, které z účasti na tomto výzkumu pro mě plynou.
- Účast na tomto výzkumu je zcela dobrovolná.
- Mám právo kdykoliv od výzkumu odstoupit.

Jméno, příjmení matky dítěte:.....datum narození.....

Adresa.....

Jméno, příjmení otce dítěte.....datum narození.....

Adresa.....

Jméno, příjmení dítěte se zdravotním postižením .....







Datum narození.....

V Karviné dne:

Podpis:

### Appendix 3: Exercise lists connected to alphabet

Úkol: Spoj správně velká a malá písmena. Potom správně přečti. Náповěda je dole.

 Sun	<b>S</b>	<input type="radio"/>	<input type="radio"/>	<b>Z</b>
 Tap	<b>T</b>	<input type="radio"/>	<input type="radio"/>	<b>W</b>
 Umbrella	<b>U</b>	<input type="radio"/>	<input type="radio"/>	<b>t</b>
 Van	<b>V</b>	<input type="radio"/>	<input type="radio"/>	<b>v</b>
 Worm	<b>W</b>	<input type="radio"/>	<input type="radio"/>	<b>S</b>
 X-mas	<b>X</b>	<input type="radio"/>	<input type="radio"/>	<b>x</b>
 Yak	<b>Y</b>	<input type="radio"/>	<input type="radio"/>	<b>u</b>
 Zebra	<b>Z</b>	<input type="radio"/>	<input type="radio"/>	<b>y</b>

<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>
[es]	[ti:]	[ju:]	[vi:]	[double ju:]	[eks]	[wai]	[zed]

Úkol: Spoj správně velká a malá písmena. Potom správně přečti. Náповěda je dole.



Mug

M ○

○ p



Nest

N ○

○ n



Owl

O ○

○ q



Pig

P ○

○ m



Quail

Q ○

○ r



Rat

R ○

○ o

M

N

O

P

Q

R

[em]

[en]

[ou]

[pi:]

[kju:]

[ar]

Úkol: Spoj správně velká a malá písmena. Potom správně přečti. Náповěda je dole.



Goat

**G** ○

○ **I**



Hat

**H** ○

○ **g**



Iguana

**I** ○

○ **k**



Jet

**J** ○

○ **h**



Kite

**K** ○

○ **j**



Lips

**L** ○

○ **i**

**G**

**H**

**I**

**J**

**K**

**L**

[dži:]

[eič]

[aí]

[džeí]

[keí]

[el]

Úkol: Spoj správně velká a malá písmena. Potom správně přečti. Náповěda je dole.



Apple

**A**

**b**



Ball

**B**

**d**



Cake

**C**

**e**



Dog

**D**

**a**



Egg

**E**

**f**



Fish

**F**

**c**

**A**

**B**

**C**

**D**

**E**

**F**

[ei]

[bi:]

[si:]

[di:]

[i:]

[ef]

Úkol: Přečti. Přelož. Dopln velkým tiskacím písmem. Vyhláskuj své jméno.

What is your  
name?.....  
[vot is jór nejn] ?

My name is  
.....  
[Maj nejn is]  
.....

**A** [ei]    **B** [bi:]    **C** [si:]    **D** [di:]    **E** [i:]    **F** [ef]

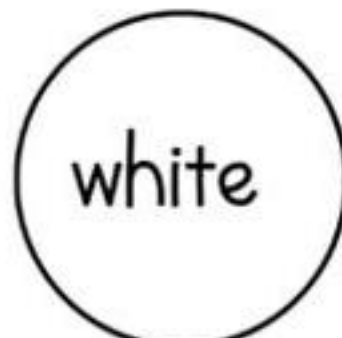
**G** [dži:]    **H** [eič]    **I** [aí]    **J** [džeí]    **K** [keí]    **L** [el]

**M** [em]    **N** [en]    **O** [ou]    **P** [pi:]    **Q** [kju:]    **R** [ar]

**S** [es]    **T** [ti:]    **U** [ju:]    **V** [vi:]    **W** [double ju:]    **X** [eks]    **Y** [wai]    **Z** [zed]

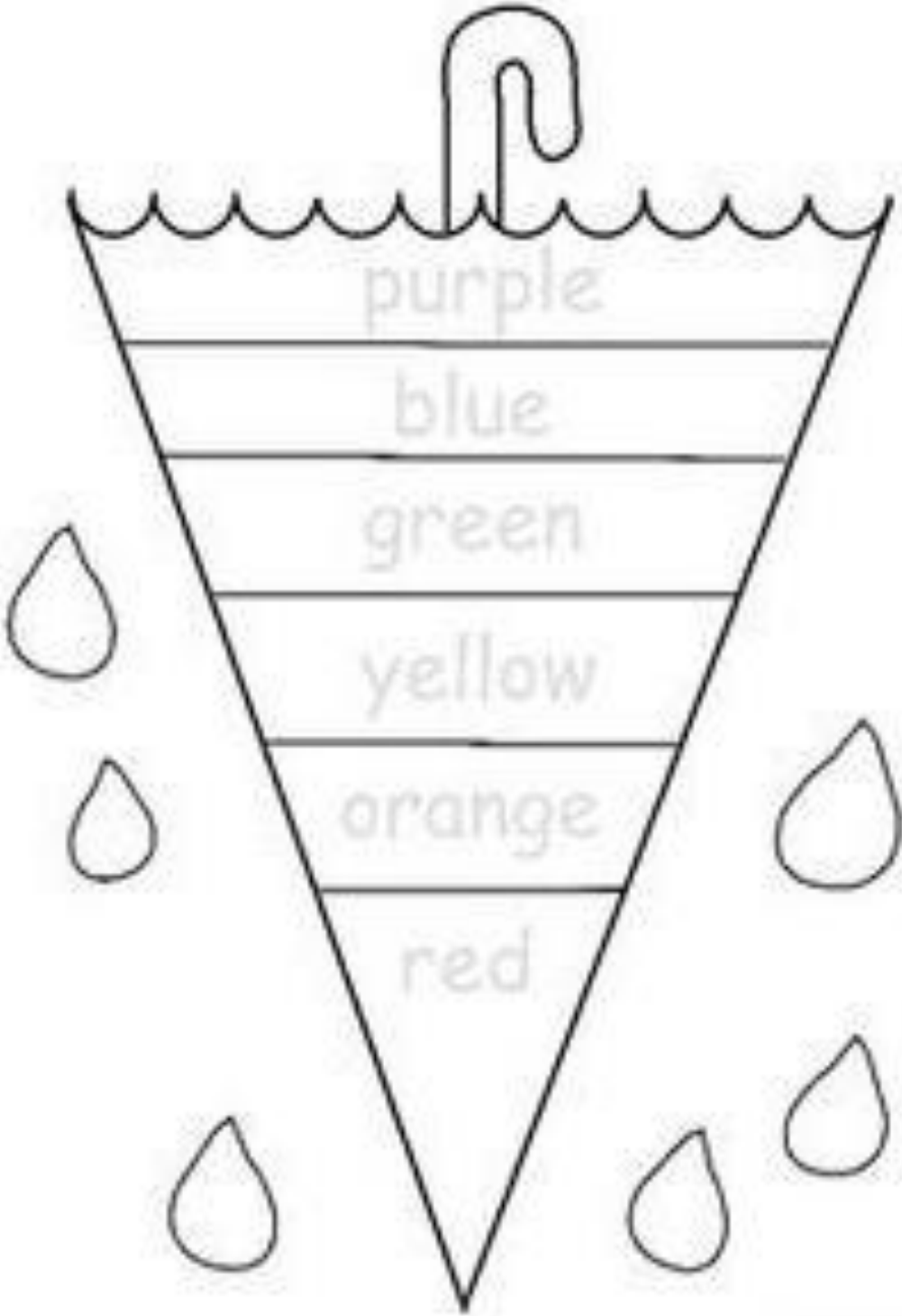
1 of 1

# Colors





Appendix 5: Umbrella exercise list



## RESUMÉ

Tato bakalářská práce se zaměřuje na výuku anglického jazyka u žáků s různým druhem mentálního postižení, kteří navštěvují střední školu praktickou dvouletou. Teoretická část této bakalářské práce se zaměřuje na vysvětlení základních pojmů, jako například speciální pedagogika a mentální retardace. Poté jsou zde popsány funkce, jež jsou narušeny v důsledku mentálního postižení. Dále jsou v teoretické části této práce popsány komunikační a jazykové kompetence a také základní metody výuky anglického jazyka jakožto cizího jazyka. V neposlední řadě je zde popsán průběh výuky a metodologie anglického jazyka jakožto vyučovacího předmětu na střední škole praktické dvouleté. Praktická část se zaměřuje na popis průběhu výuky anglického jazyka a praktičnost tohoto předmětu. Jakožto prostředek ke získání daných informací byla použita metoda pozorování ve třech vyučujících hodinách na této škole. Na základě tohoto pozorování byl vytvořen dotazník pro rodiče dětí s mentálním postižením, navštěvující tuto instituci, který slouží k vyjádření postojů a názorů rodičů na výuku anglického jazyka.

## ANOTACE

<b>Jméno a příjmení:</b>	Tomáš Waloszek
<b>Katedra:</b>	Ústav cizích jazyků
<b>Vedoucí práce:</b>	Dr hab. Konrad Szcześniak
<b>Rok obhajoby</b>	2020

<b>Název práce:</b>	Výuka anglického jazyka u žáků s mentálním postižením v českých praktických školách pro děti se specifickými vzdělávacími potřebami
<b>Název v angličtině:</b>	English language teaching to mentally impaired students in Czech practical schools for children with special needs
<b>Anotace práce:</b>	Bakalářská práce se zabývá problematikou výuky anglického jazyka u žáků s mentálním postižením, jež navštěvují praktické školy dvouleté. Teoretická část popisuje speciální pedagogiku, mentální retardaci a s ní spojená specifika v chování, myšlení, a v komunikaci. Dále jsou zde popsány principy výuky anglického jazyka, jakožto cizího jazyka a popsána edukace na střední škole praktické dvouleté. Praktická část se skládá z pozorování žáků během tří hospitačních hodin ve výuce anglického jazyka na střední škole praktické dvouleté v Karvině a z dotazníkového šetření pro vyjadřující jejich postoje na výuku tohoto předmětu.
<b>Klíčová slova:</b>	Mentální postižení, výuka anglického jazyka, praktická škola dvouletá, jazykové kompetence
<b>Anotace v angličtině:</b>	The bachelor thesis deals with the issues of English language teaching to students with mental disability attending practical two-years schools. The theoretical part defines the special pedagogy, mental retardation and related specifics in behavior, thinking, and communication. Furthermore, the principles of teaching English as a foreign language and the education at the practical two-year school are described. The practical part consists of observation of the students during three English language lessons at the practical two-year school in Karviná and the questionnaire for parents expressing their

	attitudes to the teaching of this school subject.
<b>Klíčová slova v angličtině:</b>	Mental retardation, English language teaching, practical two-year school, language competences
<b>Přílohy vázané k práci:</b>	CD
<b>Rozsah práce:</b>	68 s.
<b>Jazyk práce:</b>	Angličtina