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**Teachers' approach to children with ADHD
in English lessons in the primary school**

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V Olomouci, 22.listopadu 2023

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Abstract

The presented thesis addresses the problem of pupils with ADHD in primary schools with a specific focus on teaching English language. In its theoretical part, it deals with a more general introduction of ADHD as a condition affecting the learning processes, but also the wider social context of the pupil. The practical part, devoted to the specific experiences of teachers, seeks to understand the situation in practice on the basis of research questions. Questionnaires with open questions were submitted to teachers of English to obtain information from practice. The findings and possible recommendations are summarised in the conclusion.

Keywords

ADHD, specific learning disorders, primary school, teaching English, English as a foreign language

Abstrakt

Předkládaná diplomová práce pojednává o problematice žáků s ADHD na základních školách se specifickým přihlédnutím k výuce anglického jazyka. Ve své teoretické části se věnuje obecnějšímu představení ADHD jako jevu ovlivňujícího výukové procesy, ale který také hraje roli v širším sociálním kontextu žáka. Praktická část, věnovaná konkrétním zkušenostem učitelů, se na základě výzkumných otázek snaží poznat situaci v praxi. K získání informací z praxe byly použity dotazníky s otevřenými otázkami předložené učitelům angličtiny. Zjištění a případná doporučení jsou shrnuta v závěru.

Klíčová slova

ADHD, specifické poruchy učení, základní škola, výuka angličtiny, angličtina jako cizí jazyk

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List of abbreviations

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
EFL	English as a Foreign Language
IEP	Individual Education Plan
ISCED	International Standard Classification of Education
ODD	Oppositional Defiant Disorder
SLD	Specific Learning Disorder
TBLT	Task-Based Language Teaching
TPR	Total Physical Response

Introduction

The main topic of this diploma thesis is the approach of English teachers to children with ADHD in their English classes in the Czech primary schools. ADHD has recently received increased attention as a disorder that impacts the learning process of children with the view of developing an inclusive culture at schools and providing access to education to every child. In order to be successful, the education process does not only require respecting the children with their specific needs, but also sufficient training and support for the teacher in the process.

Children with ADHD, especially at the primary school stage, may find it more difficult to learn foreign languages due to their struggles with attention and concentration, organization and planning, impulsivity and hyperactivity. These challenges can make language learning a frustrating experience for children with ADHD and these children may require additional support and accommodations to help them succeed.

The presented work consists of two parts, theoretical and practical. The theoretical part introduces the ADHD syndrome in general and further in the context of the Czech primary schools with a special focus on language teaching, in this case, English language classes. It begins with a brief description of the ADHD syndrome itself, its symptoms and its practical manifestations in the education environment. To properly define the Czech education environment, there is also a chapter dedicated to the explanation of compulsory education and the position of primary schools in the Czech education system and a chapter dedicated to the topic of teacher training with a specific focus on teaching children with learning disorders. The focus also includes official sources of information and methodology as well as any solutions that teachers look for and employ themselves, available from various sources, including online or from their colleagues, which is further elaborated in the practical part.

The primary goal of the theoretical part is to explain why it is important to pay attention to ADHD in relation to teaching foreign languages and subsequently to describe the challenges of children with ADHD as well as the challenges faced by teachers and other participants in the educational process who work with ADHD children. The focus is on common difficulties that arise at school, especially in teaching a foreign language, the role of teachers, pedagogical assistants and other school staff. The role of children's families in this process and especially the importance of mutual communication between parents and teachers is also stressed.

The practical part of the thesis focuses on the direct experience of English teachers with teaching ADHD pupils. The goal is to describe the situation and to find out teachers' experience and their specific approach to teaching children with ADHD. The survey is qualitative, using a questionnaire with open questions, to obtain information about teachers as well as children with ADHD in their classes. Further options and reasons for the formulated questions are also discussed. The questionnaire has been submitted to five English teachers in primary schools, who teach children with ADHD in their classes and the answers obtained should help identify the important aspects of teaching children with ADHD in general and in English classes specifically.

To specify the answers we are looking for, one main research question and four supplementary research questions are formulated. The main research questions aimed at summarizing the experience with teaching children with ADHD is: *What is the experience of English teachers in the primary schools with teaching children with ADHD?* The supplementary research questions and the respective questions in the questionnaire are divided into two categories: teacher-oriented questions, which describe the experience of the teacher and also their subjective opinion on the situation, and pupil-oriented questions, which describe the performance of the child and integration of the child in the classroom. Important findings and possible recommendations are eventually addressed and summarized in the conclusion.

The conclusion of this thesis aims to discuss the results of the questionnaire in order to see how the language teaching process is ready and accommodated for teaching English in classes with pupils with ADHD and to identify possible obstacles and necessary ways of adapting the English language teaching process for such children. Therefore, an important part is the education and training of teachers for this situation, which includes future teachers studying at the universities as well as the already experienced, who may newly encounter an ADHD child in their class. In general, it can be claimed that better understanding of pupils with specific learning disorders should contribute to more effective teaching and learning practice, inclusive environment of the educational system and better results of the respective children at school as well as their further success in life.

1 Theoretical part

1.1 What is ADHD?

1.1.1 Definition of the ADHD syndrome

The abbreviation ADHD comes from the English term for attention deficit hyperactivity disorder. The first scientific descriptions of ADHD appeared in 1902 in the works of the paediatrician George Frederic Still, who described children of impulsive character and significant behavioural problems that were not caused by upbringing but by genetic dysfunction (Hughes & Cooper 2007, p. 5; Zelinková 2003, p. 196). For a long time, though, the ADHD syndrome remained unexplored as a medical condition, which also led to ADHD being called, in an unfavourable sense, a ‘myth’ (Wheeler 2010, p. 7).

ADHD was previously also labelled MCD (minimal cerebral dysfunction).¹ The cause of this condition was considered to be brain damage, however, the diagnosis was made only on the basis of the child’s behaviour. Since then, the name of the disorder has been changed several times in line with the development of knowledge about it. It was considered that the name should contain the characteristics of the clinical picture of the disorder and not its cause. Although ADHD itself is not a specific learning disorder, due to its impact on the learning processes of children at school age, it is often listed in literature among the specific learning disorders, such as dyslexia or dysgraphia (e.g., Zelinková 2003). Hughes & Cooper use a convenient term ‘educational issue’ (Hughes & Cooper 2007, p. 5).

The definition of ADHD is relatively new. The term ‘attention deficit hyperactivity disorder’ and its abbreviation ADHD were adopted by the American Psychiatric Association in

¹ The original name of the condition in the Czech language was ‘lehká mozková dysfunkce’, literally ‘slight brain dysfunction’, which, however, used to describe the condition with or without hyperactivity (Zelinková 2003). The term ‘hyperkinetic disorder’ was used predominantly in the British environment to describe severe forms of ADHD, however, it has been also replaced by the general ADHD category (Bailey 2009, p. 110).

1994 (Hudson 2016, p. 112; Hughes & Cooper 2007, p. 1). Depending on the nature of the difficulties and their severity, Attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) can be diagnosed (Doleží 217, p. 10). The difference in the two classifications is in the presence of hyperactivity in the diagnosis. In other words, ADHD is the combined diagnosis of hyperactivity and attention deficit. ADD is sometimes considered an ‘older term’ for ADHD, while the introduction of hyperactivity was originally labelled as ADD-H. (Bailey 2009, p. 10) In turn, the ADD has been recently described as ‘predominantly inattentive ADHD’ (Hudson 2016, p. 113).

ADHD is one of the disorders that most often occur among primary school children, it is common that at least one or two children with ADHD are found in each class (Turketi 2010, p. 3). Many factors influence the prevalence of ADHD and there are very different data on the numbers of attention deficit hyperactivity disorder, mainly due to methodological differences during data collection and the diagnostic criteria used (Wheeler 2010, p. 11). While values in various sources differ, in English written literature it can be found that the prevalence in the population of children is 3-6% (Hughes & Cooper 2007, p. 2) or elsewhere 1-5% (Wheeler 2010, p. 8). Other sources introduce even larger numbers in the range of 5-10% in the US and around the world (Turketi 2010, p. 3). In his study focused on the situation in the UK, Bailey reports the estimated prevalence of ADHD among school children from 1-7% based on media reports (Bailey 2009, p. 68).

The presence of ADHD may or may not be associated with learning deficits or behavioural disorders. Also, other conditions, such as dyslexia, may be present.² Zelinková introduces a claim that 20-25% of children with ADHD have problems with learning (Zelinková

² ADHD and dyslexia may have common features and sometimes occur together. 20-40% of children with ADHD also suffer from dyslexia. (Zelinková 2003, p. 198) The background of the problem is different, however, as dyslexia is a learning disorder and ADHD is a behaviour disorder.

2003, p. 198). This means that not all children with ADHD have to suffer from learning disorder and have problems at school. Hudson explains that “[ADHD] does not affect the overall intellect of the individual, although it can impair their progress unless carefully controlled” (Hudson 2016, p. 112). In this respect, the behavioural aspects of ADHD are emphasized. Apart from inattention and hyperactivity, in the group of children with ADHD there are 60% who suffer from the oppositional defiant disorder (ODD) (Zelinková 2003, p. 198). This type of disorder is manifested by lack of self-control, need to argue and even physical aggression. It has a major impact on the learning process and affects not only the child, but the school or social environment as well. Zelinková eventually concludes that the majority of ADHD children belongs to the category that combines the attention deficit with hyperactivity and impulsivity (Zelinková 2003, p. 195). The prevalence of hyperactivity is such that ADD is sometimes described as “an older term for ADHD, before hyperactivity became part of the core diagnosis” (Bailey 2009, p. 10).

The behavioural aspects of ADHD are reflected in the insufficient stability of attention and the inability to concentrate on performing and completing the task. These factors then significantly influence the learning process (Doleží 217, p. 10). In Gábor’s words, “[c]ompletely lacking [...] is a template for order, a mental model of how order comes about” (Gábor 1999, p. 7). He explains that the individual has no problem to understand the task or the demanded result (such as a ‘tidy and organized room’), but they lack the skill – the intuition or coordination – how to do things in a proper sequence in order to achieve this result.

However, not every careless or restless behaviour should be classified as ADHD. Disturbance of attention and restlessness can occur due to illness, death in the family, separation of parents, birth of a brother or sister or some other significant event. Causes of inappropriate behaviour can be found in unsuccessful performance or fear of failure at school (Zelinková 2005, p. 31). The difference between such behaviour and ADHD condition is that such

difficulties may appear only for a short time and can disappear if the respective reason is no longer present. On the other hand, it is advised not to label ADHD pupils as 'lazy' or 'not interested' (Zelinková 2005, p. 30) and reproach them for behaviour the pupils are not fully responsible for themselves (Zelinková 2005, p. 31).

It also means that diagnosing the condition is important, in other words, we should know that the pupil suffers from ADHD and ADHD is the reason for their 'inappropriate' behaviour in this case. As Hughes & Cooper explain, similar to the above: "[p]eople with undiagnosed ADHD are often dismissed as incompetent, disorganized, aggressive, disruptive, lazy, untrustworthy, neglectful, selfish, accident prone, antisocial and/or asocial" (Hughes & Cooper 2007, p. 4). If the condition of the child is not properly evaluated and the child sees oneself as failing, it may lead to frustration of the child and, in turn, further undesired behaviour (Zelinková 2005, pp. 31-32). The identification of ADHD pupils in class is also important for the teacher and the organization of lessons. Unaware and/or insufficiently prepared teachers may have problems with maintaining discipline during lessons (Turketti 2010, p. 2).

When assessing the occurrence of the disorder, also other factors such as the age of the respondents, origin and socioeconomic status should be taken into account. In discussing the role of health condition and the upbringing, Zelinková explains: "Psychological theories assume that hyperactivity is conditioned by the simultaneous connection of the disposition to this behaviour and the way of upbringing." (Zelinková 2003, p. 196).³ Gábor balances his view on the genetic and social aspects of the syndrome in the following words: "I do not believe ADD is the almost purely genetic condition many people assume it to be. I do not see it as a

³ In an interesting observation, she also mentions that there is a 50% probability for parents with ADHD that their children will suffer from similar disorders (Zelinková 2003, p. 196). Another interesting observation says that if one child in the family has been diagnosed with ADHD there is a 30-40% probability that their siblings will also have ADHD. This probability raises to 90% if the children are monozygotic twins (Thompson 2018, p. 21; Wheeler 2010, p. 11).

fixed, inherited brain disorder but as a physiological consequence of life in a particular environment, in a particular culture.” (Gábor 1999, p. 7). Hudson has a similar observation when she says: “ADHD often runs in families, suggesting that there is a genetic link, but it can also be affected by environmental and lifestyle factors.” (Hudson 2016, p. 112).

Summed up, Hughes & Cooper conclude that “evidence suggests that there is no single cause responsible for the course and development of ADHD. Rather it is the interplay between genetics, the brain and psychosocial factors that influence behaviour.” (Hughes & Cooper 2007, p. 12). All of these assumptions should be considered when approaching an ADHD child in a school environment, i.e. the presence and severity of the ADHD syndrome itself, the combined presence of other syndromes and difficulties, and also the environment, especially the family, that the child comes from.

1.1.2 Symptoms of the ADHD syndrome

Although ADHD is a medical condition that needs to be diagnosed by a doctor and sometimes it is treated by medications, for a teacher or an educator it is more important to approach ADHD from the point of view of its symptoms or situations that may arise in the education process. In general, the symptoms of ADHD are classified into three principal groups: inattention, hyperactivity and impulsiveness (Hudson 2016, pp. 115-116). Each category includes a list several examples of behaviour that the child may or may not display at school. Hudson compiled clear and comprehensive lists of symptoms organized by these generally accepted categories. She also divides these symptoms into downsides, i.e. undesirable or disturbing ones, and upsides, meaning that there are positive qualities that can be fostered in the ADHD child and used to benefit the education process. It is a rare example of balancing the ‘positive’ sides of ADHD against the usually cited negative ones. The whole text (Hudson 2016, pp. 115-118) is attached to this thesis as *Appendix 2: Table of symptoms of ADHD*.

Hughes & Cooper introduce these major symptoms as inattentiveness, impulsiveness and hyperactivity, adding a special category of ‘correlates of ADHD’ (Hughes & Cooper 2007, p. 1) at the same level, as “[i]ndividuals with ADHD are more likely than the general population to experience social isolation, accidental injury and psychological disturbance (Hughes & Cooper 2007, p. 4). Zelinková, while briefly listing the three main categories of inattention, impulsiveness and hyperactivity, explains that “these symptoms, either isolated, or in combination predispose the child to further disorders, that are often more serious than the original symptoms” (Zelinková 2003, p. 197).

Different from the above, Thompson bases her description of ADHD on her own observations in practice. She breaks down the symptoms of ADHD into as many as 18 items that she lists as individual examples of behaviour in specific situations (Thompson 2018, pp. 36-43). Her descriptions include, for example, low self-esteem, inability to wait in line, lack of flexibility and need for routine, fear of the unknown or fear of school. However, her examples refer to results of the symptoms of ADHD and can also be aligned with the above basic classification. She also adds that not all symptoms are caused by ADHD directly, as in the case of defiance, which is a typical feature of ODD (Thompson 2018, pp. 36-41).

While behaviour of an ADHD child may be often viewed as inappropriate or disturbing, or an ADHD pupil may be considered simply to be bad at school, it is necessary to bear in mind that the reason is their biological condition, in other words, they are not misbehaved or lazy children. This needs to be also taken into account in the so-called ‘re-education’ process, which is defined as a special educational method aimed at forming and developing special psychic functions (Zelinková 2003, p. 13). Zelinková further specifies the difference between re-education of a child with a specific learning disorder as compared, for example, to extra classes for children who have missed classes or are slow learners. Re-education is focused on those psychic functions of the child that are not sufficiently developed, regardless of the content of

education in regular classes (Zelinková 2003, p. 13). This approach is expected to be effective in case of specific learning disorders, whereas the case of ADHD is more complex and the application of re-education may not be sufficient or appropriate at all. This, in turn, speaks for the need to accurately identify and categorize ADHD in children so that a correct method can be chosen.

1.1.2.1 Inattention

Inattention or perhaps more accurately attention deficit is something commonly observed among school children. These symptoms can be already present among pre-school age children, e.g. when sitting and looking at a picture book or reading a story – while some children can sit still, children with attention deficit are unable to do so. The most prominent examples of behaviour in this category are short attention span, being easily distracted by external things, difficulties with focusing on a given activity or inability to complete a task (Hudson 2016, p. 115; Turketi 2010, p. 2).

In children of school age, attention deficit affects their performance at school. Pupils are not able to give close attention to explained details and to concentrate on the performed activities (Bailey 2009, p. 112). They also make careless mistakes, lose or forget things and also forget what to do (Hudson 2016, p. 115; Bailey 2009, p. 112). One of the major impacts of ADHD on the pupil's performance at school is the inability to complete assigned tasks at school or as a homework, even though they may have good intentions to do so, but they are often distracted and cannot maintain their focus (Hudson 2016, p. 115).

Hughes & Cooper argue that ADHD pupils are not often interested in activities that are 'repetitive' or 'dull' (Hughes & Cooper 2007, p. 2). They link the inability to focus and the inclination to being distracted with the performance in the classroom and suggest that activities should involve 'elements of novelty' that would keep the child interested. They also add that

external motivation may not be sufficient to motivate the child and that it is important for the child to have ‘intrinsic interest’ in the activity (Hughes & Cooper 2007, p. 2).

In her paragraph about inattention, Thompson describes a situation that may illustrate this reasoning. While it was difficult for her son to focus on activities at school for a longer time and he easily refocused his attention to other things, on the other hand, he was able to play computer games for hours. She explains this with the quickly changing environment of the computer game, which always offers new things that attract attention. She compares this to reading a book, which is a monotonous activity and as such it is not suitable for an ADHD child (Thompson 2018, p. 39). Hudson also speaks about the use of computers for ADHD pupils in favourable terms, suggesting especially interactive programmes that provide ‘not judgmental feedback’ and also allow multimedia outputs (Hudson 2016, p. 125). This makes working with computers not only enjoyable, but also good for the self-esteem of the child.

1.1.2.2 Hyperactivity

Hyperactivity of children differs depending on the age and stage of development of the child. Also, as described previously, in the case of ADD, the hyperactivity element is not present among the symptoms at all. Hughes & Cooper define hyperactivity as “commonly occurring, minor motor activities that are performed at abnormally high intensity and high frequency levels” (Hughes & Cooper 2007, p. 4). In less scientific terms, it means that ADHD children are restless, cannot sit still for a longer time and when seated they tap their feet, fidget or generally move without purpose (Turketti 2010, p. 18; Hudson 2016, p. 115; Hughes & Cooper 2007, p. 4). One of the most prominent manifestations of hyperactivity is also excessive talking (Hudson 2016, p. 115). Children are also unable to respect the school routine and, for example, say or scream answers to the teacher’s questions without being called (Thompson

2018, p. 40). Hudson also places behaviour in a 'chaotic manner' in this category, citing arriving late and/or with incorrect books and equipment (Hudson 2016, p. 115).

Children with hyperactivity are often seen as not behaved, not obeying instructions. However, asking or instructing ADHD children to, for example, sit still is not effective. Instead, pupils with ADHD may prefer more frequent physical activities, such as playing games, compared to the rest of their classmates (Hughes & Cooper 2007, p. 79; Turketi 2010, p. 18). It is recommended that the experience in the classroom should routinely involve activities that allow children to leave their seats, have conversations or do physical exercises. Hudson also suggests that ADHD pupils can be asked for help when handing out books or collecting homeworks, which gives them an 'excuse to move' (Hudson 2016, p. 124).

While hyperactivity goes hand in hand with inattention (Hughes & Cooper 2007, p. 4) and the constant moving can also be distracting and annoying for others in the class, especially if such movements make sounds (Hudson 2016, p. 124), Turketi also finds a strength and describes ADHD children as 'good kinesthetic learners' (Turketi 2010, pp. 18-19). She elaborates on the need for constant movement without purpose and setting a goal that should be achieved as a result of the movement. In such a case, she argues, the ADHD child "is able to sustain [...] attention for a long time" (Turketi 2010, p. 19).

1.1.2.3 Impulsiveness

Impulsiveness is perhaps the most troublesome symptom of ADHD, for the child and for the surroundings alike. Gábor assesses impulsiveness as 'nearly ubiquitous' characteristic of ADHD that affects both 'word and deed' (Gábor 1999, p. 10). The frequently cited examples where impulsive behaviour is present, include problems with waiting in line or waiting for one's turn in group activities, shouting out answers before being called, interrupting others when speaking, including teachers (Hudson 2016, pp. 115-116; Hughes & Cooper 2007, p. 3). ADHD

children act emotionally, are generally impatient and can be easily excited (Hudson 2016, pp. 116). Such kinds of behaviour can be viewed by the surroundings as ‘rude’ and ‘not respecting social norms’ (Hughes & Cooper 2007, p. 3).

In school, answering questions before they hear them through to the end can seem as if the child is guessing the answer rather than knowing it (Zelinková 2003, p. 1999). Fits of anger or aggression fall into this category as well as frustration or even depression. This is linked to sensitivity to criticism or confrontational situations as such a child is prone to “an impulsive response to a highly stressful situation” (Hughes & Cooper 2007, p. 34). This, in turn may lead to further confrontation and disruption of the teaching process (Hughes & Cooper 2007, p. 35). These fits of anger can even occur for unexplained reasons and repeat several times a day or for several days (Thompson 2018, p. 36).

1.1.3 ADHD and other disorders

As mentioned previously, many people with ADHD also suffer from other specific learning difficulties, such as dyslexia or dysgraphia (Hudson 2016, p. 112). These are common learning disorders that consist in the difficulty in reading or writing, respectively. It has been reported that as many as 50% ADHD children have various speech or language disorders (Turketti 2010, p. 5), while according to other sources “studies suggest that approximately 60 to 70 per cent of children and young people with ADHD have comorbid or coexisting conditions of various types” (Wheeler 2010, p. 13). Especially reading and at a later stage also writing are important skills that children need to acquire to be able to learn any foreign language in school classes. In this case, the combination of these conditions can make the learning (and also socializing) process even more difficult. As these difficulties have a different underlying condition, in educating, or re-educating, a child with both ADHD and, e.g., dyslexia, it is

necessary to consider both of these disorders at the same time –ADHD as a behaviour disorder and dyslexia as a learning disorder (Zelinková 2003, p. 198).

Apart from dyslexia and other specific learning disorders, ADHD is reported to be present together with other difficulties such as the aforementioned oppositional defiant disorder (ODD) but also depression and anxiety disorder. The rates of co-occurrence of these conditions vary from 25 to 60 % (Hughes & Cooper 2007, p. 5). On the other hand, the presence of ADHD itself may lead to problems with communication and social interaction. Children with ADHD often have poor social skills and it is difficult for them to establish contact and maintain friendship. Especially at younger age they may be unaware of how their behaviour affects other people – they may, for example, try to join in a game without asking permission, do not follow the rules of conversation and interrupt others. In such situations their non-ADHD schoolmates may react aggressively. Consequently, the ADHD pupils suffer from peer-rejection or isolation (Wheeler 2010, p. 15). This can lead to further problems of ADHD children on the psychological level, making their situation worse.

1.1.4 ADHD from the medicinal point of view

ADHD, as described above, is a medical condition, or health disorder, which needs to be diagnosed by the medical professional. While teachers (or parents, teaching assistants or any other stakeholders in the education of the child who are not medical professionals) cannot supply the role of a doctor in diagnosing or treatment of ADHD, nor can they prescribe and administer medication, it is important for teachers to be aware of the nature of the child's condition. In the first place, it is necessary to understand what are the reasons for the child's behaviour and to approach such ADHD pupils accordingly. Having some etiological background, i.e. knowing the medical causes of this condition, may also contribute to the teacher's better confidence in managing the ADHD pupil's reactions and behaviour. Without

the teachers' understanding and awareness, the process of education of the ADHD child may often fail to succeed despite other psychological and medical assistance (Turketi 2010, p. 3). The guidance sheets entitled "ADHD: Myth or Fact?" (Wheeler 2010, pp. 8-9), attached as *Appendix 1: "ADHD: Myth or Fact?" - sample sheets from a tutorial book*, can serve as an aid to the teacher in gaining the initial background to the topic of ADHD.

In medical terms, ADHD is a disorder of the central nervous system. It is classified under the diagnosis code F90.0 in the International Classification of Diseases.⁴ It is considered as one of the group of disorders caused by a specific brain development (Turketi 2010, p. 2). Genetic predispositions also play a role in developing ADHD (Zelinková 2003, p. 196; Hudson 2016, p. 112). "The neurological nature of the disorder means that the "way of processing information ... is different from that of other learners" (Turketi 2010, p. 2). According to psychological theories, the condition is a result of combination of the neurological disposition and the way the child is brought up, or the 'patterns of behaviour' that develop and become established in the ADHD child, for example, when the child is constantly reproached at school or at home (Zelinková 2003, p. 196). For the complex management of ADHD, Hudson provides something like an executive summary: "ADHD is a neurological disorder (brain chemistry). It cannot be cured but it can respond to medicine, behavioural therapy and lifestyle changes." (Hudson 2016, p. 112)

As a health condition, ADHD can also be treated by medications. Psychostimulants are typically used to control the action of the central nervous system (Wheeler 2010, pp. 18-19) to enable smooth course of thought processes and behaviour. This is, however, true about foreign, especially American, environment, where well-known pharmacological products such as

⁴ The International Classification of Diseases (ICD) is a globally used medical symptom-based classification system maintained by the World Health Organization (WHO). The code F90.0. corresponds to the 10th revision, labelled ICD-10 (in the Czech language version MKN-10), which is currently used in practice.

Ritalin or Concerta⁵ have been often used to control the behaviour of ‘problematic’ children. The issue of treatment of ADHD by medications is still described by some authors as ‘controversial’ (Wheeler 2010, p. 8; Hughes & Cooper 2007, p. 27) or ‘contestable’ (Bailey 2009, p. 77), the latter attributing this to the phenomenon of ‘medicalisation of everyday life’ in American society, i.e. favouring the use of pharmacological solutions (Bailey 2009, pp. 79-80), perhaps driven by the medication manufacturers at the time.

In turn, they argue for the ‘modern’ approach of behavioural or combined interventions: “When medication is used it should be as part of a multi-modal, multi-professional treatment approach. Medical intervention is not necessary in all cases of ADHD. Some individuals with milder symptoms might benefit from non-pharmacological interventions which combine educational, psychological and social approaches.” (Wheeler 2010, p. 17). While others still admit that medication “may be able to play a small, though for some children, important part of the intervention process” (Hughes & Cooper 2007, p. 29) in order to enable the ADHD children to benefit from their educational and social experience, in agreement with the above, they still assume a reserved stand to the use of medication in managing ADHD, explaining that “although medication serves to reduce hyperactivity, inattention and impulsivity, there is only a small improvement in children’s cognitive abilities, and less improvement than when children participate in school-based intervention.” (Hughes & Cooper 2007, p. 28). Especially the final part of this claim stresses the importance of a well accommodated school environment with the correct approach of teachers and other stakeholders in the child’s education.

In the Czech environment, where ADHD is a relatively new phenomenon, the treatment of ADHD with medications is mentioned predominantly as the American phenomenon of the

⁵ The active substance in these medications is methylphenidate. Another frequently used active substance is dexamphetamine. (Wheeler 2010, p. 17)

past (Zelinková 2003, p. 203) and the role of the stimulants to calm down the child rather than to cure the disorder is pointed out. In other words, “[t]he aim of medication is to control ADHD symptoms so that the child is more receptive to other forms of non-medical interventions” (Wheeler 2010, p. 22). Based on the available American and British studies, the psychological part of the intervention, i.e. the educational and social intervention, is accented as the most important, consisting in the training of parents and teachers and adapting the environment in the classroom (Zelinková 2003, p. 203).

1.2 Teaching children with ADHD

1.2.1 Pupils with ADHD at school

In accordance with the policy of inclusivity, children with specific learning disorders, including ADHD, and thus special educational needs are included in regular classes in primary schools. While at the stage of secondary school it is possible to choose the type of school, for example, grammar school or vocational school with different level of demand depending on the performance and interests of the child, at the primary school stage all children usually face the same conditions and demands. The way a pupil with ADHD is treated at school is crucial for their success in learning and also in their social life, including how they cope with their condition, whether they will see it as a handicap and whether it will negatively affect their performance.

By nature of the school environment and the social interaction that takes place there, the primary school stage is also where the ADHD syndrome is typically noticed in children and where it is also manifested the most. ADHD starts to develop in children between the ages 3 up to 6 (Hughes & Cooper 2007, p. 2) and it is expected that the symptoms will be manifested before the age of 12 (Hudson 2016, p. 112). This is the age when children both start learning

more advanced skills, such as foreign languages, and also enter their social life in the school collective. While pre-school children with ADHD may be considered unruly and restless, the impact of the condition on their behaviour and social inclusion is probably not as strong as when they start more formal education in the primary school, where the children are first asked to sit still, pay attention, and also to remember things, perform tasks or answer questions. On the other hand, adult people with ADHD, including adult learners of foreign languages, are usually aware of their condition and have already gone through the period of learning how to handle it, namely where the process of approaching ADHD at school has been successful. This is why learning deficits such as ADHD deserve increased attention in this part of the education process.

Primary school, also described as elementary school or simply basic school, is a part of the compulsory education in the Czech Republic. Typically, it is mandatory children from 6 to 15 years of age⁶ and the regular course of the primary education takes 9 years. In the ISCED 2011⁷ qualification, Czech primary schools correspond to education levels 1 and 2.⁸ These two levels of education are divided into two stages, where the first 5 school years (described as 1st to 5th) form the so-called first stage and the remaining 4 school years (6th to 9th) are the second

⁶ Noting the topic of specific learning disorders, this may be different depending on the abilities and performance of a child. For instance, children with attention deficit, such as those subject to this thesis, may start their basic education with a one-school-year delay. According to Section 37 of the School Act, the deferment of compulsory education can be recommended by a pedagogical-psychological expert and/or requested by the child's parents. Also, according to Section 46, paragraph 3 of the School Act, the duration of the primary school education can be extended up to 10 years. (Act No. 561/2004 Coll., the School Act).

⁷ International Standard Classification of Education; it is a statistical framework for information on education maintained by the United Nations Educational, Scientific and Cultural Organization (UNESCO). *International Standard Classification of Education ISCED 2011*. [Accessed 20 November 2023]. Available from: <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

⁸ In some western European countries, this corresponds to the primary education and lower secondary education.

stage (Act No. 561/2004 Coll., the School Act, Section 46, paragraph 2). The two stages of the Czech primary school differ in the composition of subjects in the curriculum.⁹

The inclusion of pupils with ADHD and other specific learning disorders is governed by the Act No. 561/2004 Coll. on Preschool, Basic, Secondary, Tertiary Professional and Other Education (the School Act) and Decree of the Ministry of Education, Youth and Sports No. 27/2016 Coll., on the education of pupils with special educational needs and gifted pupils, as amended. This legislation only specifies the status and rights of pupils with special education needs and provides framework for the conditions of their education in general. None of these documents mention or define ADHD or any other specific learning disorder individually,¹⁰ however, they are still essential for the inclusion of children suffering from specific learning disorders in the education process.

The legislation, for example, provides for ‘teaching assistants’ as one of the options to manage the inclusion and teaching of pupils with specific learning disorders in regular classes. Teaching assistants, also called teacher’s aides,¹¹ are commonly present¹² during tuition to help teachers, or rather the pupils, with learning, reading, writing and many other activities. According to the School Act, the position of the teaching assistant is established by the principal of the school for “the class or study group in which the child or student with special educational

⁹ There are also eight-year and six-year grammar schools in the Czech school education system, where children can complete a part or whole of the remaining compulsory education instead of continuing at the second stage of the primary school.

¹⁰ ADHD would be understood as one of specific learning disorders under Section 16, paragraphs 1), 2), or 3) of the Act No. 561/2004 Coll., the School Act, while subsequent paragraphs specify the special privileges of such defined pupils as well as the obligations arising for the school and the principal and other employees of the school.

¹¹ The term used in Czech and also defined in legislation is ‘asistent pedagoga’ (verbatim translation ‘assistant of the teacher’). This is different from ‘školní asistent’ (verbatim translation ‘school assistant’), whose duties are different and take place out of class.

¹² According to data from the Ministry of Education Youth and Sports, there were 22,460 assistants (15,405 in full-time equivalents) working in Czech schools in the school year 2021/2022. With a total of just under 50,000 classrooms in Czech schools, this means that there is a teaching assistant in almost every second classroom today. See *Budou asistenti pedagoga školám přidělováni na základě tabulek ministerstva? Stát chystá změnu, která zneklidňuje*. [Accessed 20 September 2023]. Available from: <https://www.eduin.cz/clanky/budou-asistenti-pedagoga-skolam-pridelovani-na-zaklade-tabulek-ministerstva-stat-chysta-zmenu-kttera-zneklidnuje/>

needs is educated” (Act No. 561/2004 Coll., the School Act, Section 16, paragraph 9). The duties and authorities of the teaching assistant are detailed in Section 5 of the Decree of the Ministry of Education, Youth and Sports No. 27/2016 Coll., on the education of pupils with special educational needs and gifted pupils, as amended, with reference to the Act No. 563/2004 Coll., on Teachers and Amendments to Certain Acts, as amended, Section 20, which stipulates further requirements, especially education, for the performance of the job of the teaching assistant.

Another support measure available to pupils with special education needs is the ‘individual education plan’, where the framework definition¹³ is also provided in the School Act, Section 18 and 19, while more detailed definition can be found in Sections 3 and 4 of the Decree of the Ministry of Education, Youth and Sports No. 27/2016 Coll., on the education of pupils with special educational needs and gifted pupils, as amended. According to the Decree, such individual education plan is prepared by the school based on the recommendation or an advisory body or a request of the pupils’ parents, where special education needs of the pupil require it. Its purpose is to define supporting measures and adjustments of the education content and methods of teaching and assessing the pupil in order to achieve the required results of the pupil’s education.

¹³ The term used in Czech is ‘individuální vzdělávací plán’ (verbatim translation ‘individual education plan’). This is different from ‘školní asistent’ (verbatim translation ‘school assistant’), whose duties are different and take place out of class. Individual education plan can also be established for extraordinarily gifted pupils (according to Section 28 of the Decree). The School Act, Section 41, also defines similar term ‘individuální vzdělávání’ (verbatim translation ‘individual education’). This, however, refers to ‘homeschooling’ and is exclusively available to the first stage (first five grades) of the primary schools.

1.2.2 English in the Czech primary schools

English is the most frequent foreign language taught in the Czech primary schools.¹⁴ It is typically introduced as the first foreign language in the 3rd grade, i.e. the 3rd year of education. Under the pressure for learning foreign languages, some schools start with a foreign language even earlier, from the 1st grade already. There are also pre-school educational services that provide teaching English. However, the Action Plan for the Teaching of Foreign Languages of the Ministry of Education of the Czech Republic recommends starting with foreign languages no sooner than last year of preschool education in the form of language propaedeutics, which means providing opportunities to gain insight into other cultures and motivating children to learn a foreign language.¹⁵ English, when taught as the first foreign language,¹⁶ remains in the portfolio of the school subjects for the entire course of elementary education, until finishing the 9th grade (or transferring to a grammar school at an earlier time).

Along with the importance of the English language in the school curriculum, there are some peculiarities associated with teaching the subject. The English language, in particular, presents a big challenge for foreign learners, especially because it is not an easy language to read. In the Czech language each letter usually represents one sound and the pronunciation of written words is overall much easier than in English, where the same letters can be read differently in different words or combination of letters. Thus, reading a written text in English requires paying extra attention, in other words, it places extraordinary demand on the ADHD

¹⁴ English prevailed as the main foreign language with 97.9% also in the Czech Republic. German, the language of our western neighbours, was learned by less than half of the pupils 47.9% and the third place belonged to Russian with 14.0%. French 3.0% and Spanish 2.4% appeared only marginally in our primary schools. See *Angličtina – univerzální jazyk evropské unie?* [Accessed 20 September 2023]. Available from: <https://www.czso.cz/csu/stoletistatistiky/anglictina-univerzalni-jazyk-evropske-unie>

¹⁵ See LUCIE ZORMANOVÁ. *Výuka cizích jazyků v České republice a v EU*. [Accessed 20 September 2023]. Available from: <https://clanky.rvp.cz/clanek/k/z/19693/VYUKA-CIZICH-JAZYKU-V-CESKE-REPUBLICI-A-V-EU.html>

¹⁶ Another, the second foreign language is usually added to the list of subjects at a later time, usually starting from the 7th grade.

pupils (Turketi 2010, pp 9-10). In this respect, it can be expected that reading English texts can be one of the many difficult tasks for learners with ADHD. This, in turn, may place special demand on the teacher, not only being understanding and motivating, but also knowing how to cope with these obstacles in the learning process.

1.2.3 Teacher training

The fundamental requirement for the job of a teacher in the primary schools in the Czech Republic is the completed university-level education in an accredited study programme. This usually consists in the knowledge of the respective subject (or more subjects) as well as the training in education in general (sometimes referred to informally as the ‘pedagogical minimum’). The detailed pre-requisites for teachers and other employees in education are defined in the Act No. 563/2004 Coll. This act stipulates requirements for eligible teachers in Section 7 for the teachers at the first stage of the primary school and in Sections 7a and 8 for the teachers at the second stage of the primary school. The legislation does not contain any special provisions for teaching English (or any other subject), except that the focus of the respective accredited study programme must correspond to the nature of the subject to be taught (Act No. 563/2004 Coll., Section 7a, letter a)).

After the teachers of English in the primary schools complete the required studies and obtain the required qualification for their job, they may be exposed to the reality of teaching pupils with ADHD at their workplace. This poses the challenge of managing classes with ADHD pupils present, not only in terms of maintaining order and smooth course of the lesson, but also leading the respective child to achieve the desired performance in learning the language, as pointed out in the previous chapter. Acquiring proper skills in this respect is also associated with being familiar with the condition of each pupil and the impact of this condition on the pupil’s learning process, which is also discussed earlier in this thesis.

The matter in question is where and how can teachers, during their studies or already at work, acquire the required training. While expert books in Czech exist with advice related to teaching children with specific learning disorders, including the impact on learning foreign languages (e.g. Zelinková 2005), ADHD remains still a relatively new and unexplored phenomenon in this respect. Despite their date of publication, the books by Zelinková (Zelinková 2003, Zelinková 2005) still remain the ‘authority’ on specific learning disorders and other educational difficulties for teachers and pedagogical students, although with the emergence of new knowledge – from foreign sources, but also based on practice at Czech schools – expert articles are published and ADHD in children also becomes the topic of school works at pedagogical universities. This contributes to the increased awareness of ADHD as the phenomenon in the education environment.

Still, the absence or insufficient availability of guidance and resources available through formal channels, i.e. university education and the methodical materials, needs to be compensated by the teachers’ own initiative, looking for advice, ‘best practices’ and also teaching materials online or discussing the topic with their colleagues. The attempt to probe into the actual situation of English teachers in the Czech primary schools and their approach to teaching the pupils with ADHD is the content of the practical part of this thesis.

2 Practical part

2.1 The aim and goals of the practical part

The practical part of this diploma thesis focuses on the experience of teachers of English in the primary schools with teaching children with ADHD. The aim of the research is to make a probe into the situation of teaching ADHD children in English classes in the primary schools. It attempts to identify what teachers consider important in teaching ADHD children in general and specifically in English classes and how their classes with ADHD children are managed.

In line with the above-specified aim, the research goals can be summed up under the following points:

- Find out whether teachers are/feel prepared for teaching ADHD children: What do they know about ADHD? How do they approach their preparation and course of the lesson?
- Find out whether teachers can handle classes with ADHD children: Do ADHD children disturb the classes? Are any special teaching materials needed/used? What is the role of expert assistants in classes?
- Find out whether teachers find sufficient support in teaching ADHD children: Preparation in studies, formal/informal resources, cooperation with parents, etc.

As the formulated goals are mainly oriented on the role of the teacher, the research collects data through answers obtained directly from the teachers. Out of the available options, the method of a written questionnaire with open questions is applied, as described in further sections of this practical part.

2.2 Formulating the research questions

To define the goals of the practical part of the thesis and the desired results, the following main and supplementary research questions were formulated.

The main research question:

MRQ: What is the experience of English teachers in the primary schools with teaching children with ADHD?

Supplementary research questions – focused on the ADHD pupils in classes:

SRQ1.1: How is the lesson influenced by the participation of children with ADHD?

SRQ1.2: How do pupils with ADHD perform in learning the English language?

Supplementary research questions – focused on the role of the teacher:

SRQ2.1: To what extent do teachers feel prepared to deal with teaching pupils with ADHD?

SRQ2.2: How do teachers approach pupils with ADHD in English language classes?

The areas of interest and therefore also the research questions are subdivided into two groups – pupil-oriented and teacher-oriented, as the two counterparts play different, none-the-less integral roles in the education process. This division was further reflected when designing the questions for the survey, namely in formulating the groups of questions about the experience of the pupil and the teacher, respectively, in the classroom.

2.3 Method of research

2.3.1 Qualitative research

The aim of the research and the formulated research questions correspond to the qualitative type of research. Qualitative research is a type of research that seeks to find out and describe the issues, situations, relationships, conflicts, solutions, etc., typically of a small group of respondents which form the research sample (Chráska, p. 29). Contrary to quantitative research, which works with numerical data and calculates the amount or frequency or degree of occurrence of phenomena (Gavora 2010, p. 31) and which usually works with one phenomenon or hypothesis over a large sample of respondents (Chráska, p. 29), qualitative type of research does not aim to quantify the incidence of these phenomena in numbers as what may be a problem for one teacher in one class with one child, can be handled well by another teacher in another class with a different child. In other words, the quantification of the incidence of what may seem to belong to the same category of situations is not only unnecessary, but may also be misleading in this respect. In other words, each case of teacher – pupil relationship is unique as are the personalities of each adult and child.

Qualitative research “emphasises the subjective actions of people” (Chráska 2016, p. 29), while “the researcher in quantitative research tries to keep a distance from the studied phenomena” (Gavora 2010, p. 32) which is in line with the expectations of the research questions formulated above, i.e. to identify the existence and subsequently discuss the importance of a situation or a phenomenon in the context of English teacher –pupil with ADHD in the primary schools.

The selection of the research sample in the qualitative research is deliberate so that the selected persons are suitable, i.e. they have the necessary knowledge and experience of the given environment and thus they provide true picture of it and information-rich answers

(Gavora 2010, p. 144). In this respect, the background data to answer the research questions is obtained from the primary school teachers of English directly. To ask the teachers, the method of a questionnaire survey distributed in written (online) form has been chosen as respondent-friendly, i.e. exerting no stress on the respondent in terms of the necessity of immediate response and the same time allowing them enough time to consider and revise their answers. This form is also beneficial for further processing as the answers are already available in written form and can be read and presented as necessary.

The respondents in the survey are Czech primary school teachers of English (and possibly other subjects) with at least 1 ADHD pupil in their classes. It can be assumed that classes like this can be found easily, as “[a]t least one child in a mainstream classroom will have ADHD.” (Wheeler 2010, p. 8)¹⁷ In order to obtain the assumed information, it was not necessary to distinguish the age, gender, length of experience or any other information about the teachers. A total of 5 teachers were included in the survey. This size of the sample prevented lengthy data collection stage and time consuming analysis of the collected data and also avoided the risk of too many repetitive answers, so-called saturation of the research sample (Gavora 2010, p. 144). Although this does not appear to be a high number in terms of a scientific research, as stated above, the research is designed as qualitative and the deliberately limited source group should allow easier and more in-depth focus on what happens in classes and what the teachers consider important. Such findings can be possibly used for more specific / quantitative research about individual phenomena in further studies.

¹⁷ Wheeler explains this ‘fact’ with the general statement that “[b]etween 1 and 5 percent of school-aged children may have ADHD.” (Wheeler 2010, p. 8). The numbers of incidence of ADHD vary in different sources, as discussed earlier in the text of the thesis.

2.3.2 Consideration of alternative options

The applied design of the survey, described in the previous section, is a result of consideration of several options. To achieve the above-defined aim, several relevant options were considered and employed or refuted based on the evaluation of the offered strengths and weaknesses. The three areas to be considered were the type of respondents in the research sample, the number of respondents in the research sample and the method/format of obtaining data from the respondents.

As the situation in class concerns both the pupil and the teacher, one of the considered options was to approach also the ADHD pupils themselves. Such studies have already been made¹⁸ and they certainly provide a valuable insight, if the questioned pupil is able to provide their account of what is going on in class or even point out how their condition affects the situation. This would call for a well-thought out set of questions and also a method that would enable the ADHD-affected respondent to provide reliable and valuable answers. The weakness present here is the risk that the child would not be willing to answer or that the usability of answers would be limited. Yet another risk is associated with the ADHD children responding, namely the attitude of their parents, who, of course, hold formal responsibility over the child, also in their own social context, and may be reluctant to provide information about the child's condition, school results or family situation.¹⁹ Contrary to this, obtaining all answers from the teacher, i.e. professional, who is also familiar with the child's behaviour and performance, should provide reliable and valid results. Still, to make up, at least partly, for any absence of child respondents, the research data to be obtained were divided into two groups – teacher-oriented and pupil-oriented, as specified later.

¹⁸ Cf., e.g., Thompson 2018 or Hughes & Cooper 2007.

¹⁹ Despite the promise of anonymity of respondents in the survey, there were cases of direct refusal of providing any information for a such conceived study, i.e. seeking answers from the pupils to be used as the research data.

The second aspect to consider was the number of respondents. As the research is primarily defined as qualitative and does not aim to provide any statistics, there is no need for a large number of respondents in a 'statistically significant' sample. On the contrary, too numerous sample of participating teachers brings the risk of a high volume of data that might be difficult and time-consuming to evaluate, while offering repetitive and redundant information. This option would be more appropriate when examining specific criteria, for example, when trying to confirm or refute the hypotheses that ADHD children perform better / worse than the rest of the class or that teacher assistants are / are not beneficial to the course of lessons, where simple yes-no questions would be asked, that are easy to quantify. However, based on the research questions posed in the beginning, more extensive response is sought from the research participants. In this respect, the size of the sample in the amount of units, eventually determined to include five respondents, should be sufficient to offer valid results that are easy to process at the same time. Such a small sample suffers from the weakness of covering insufficient scope of workplaces and situations and therefore missing important details, still, in similar reasoning to the previous paragraph, the participating teachers as professionals should be able to provide sufficiently valuable answers. To avoid the threat of receiving the same or too similar answers originating from the same environment, the sample should be controlled for the variety of respondents and workplaces, in other words, the answers should not be provided by colleagues from the same school.

The final consideration consisted in the format of data collection. Again, the open character of research called for asking open questions, which could be done in the form of a structured interview, face-to-face or online, online chat or a written questionnaire. For the purpose of processing and evaluation of the collected data, the obtained answers need to be compiled in the written form, which speaks for the written communication as easier to process. While the real-time interview allows more interaction and perhaps asking supplementary

questions, the form of a questionnaire that can be answered anytime offers the respondents more flexibility as well as the possibility to re-think and amend their answers at a convenient time. This argument prevailed, considering the organization of the teachers' working time, which requires such flexibility. Based on these considerations, a questionnaire consisting of 11 open questions was set up in a document to be distributed to the participating teachers, as detailed in the next section.

2.3.3 The questionnaire survey

In line with the aim of the research and the research questions asked, the questionnaire was set up in the following form, consisting of a total of 11 questions (numbered 0-10) – one general question (Question 0.) and two groups of five questions focused on the child (or children) (Questions 1. to 5.) and the teacher (Questions 6. to 10.), respectively. The full text of these questions, along with their subdivision into groups, is as follows:²⁰

A general question:

- 0. In your opinion, what is typical for pupils with ADHD and how is it manifested in the classroom?

Pupil-oriented questions:

- 1. Does the course of teaching in classes with ADHD pupils differ from those in classes without ADHD?
- 2. What activities/exercises do you use specifically for pupils with ADHD (that can also be applied to the rest of the pupils in the class)?
- 3. Are there any disruptions or delays during lessons (e.g., resulting in failure to meet the lesson plan)?
- 4. What are the results of pupils with ADHD on the whole-class scale?
- 5. How do the parents of the child with ADHD cooperate/communicate with the school or specifically with the English teacher?

²⁰ The full text of the questionnaire along with the cover letter in Czech, presented to the respondents in the survey, is attached as *Appendix 3: The full text of the Czech questionnaire, including the cover letter, distributed to the teachers participating in the survey.*

Teacher-oriented questions:

- 6. What formal theoretical training have you received for teaching children with ADHD?
- 7. In what specific way was your theoretical training related to language teaching, i.e. English?
- 8. What kind of teaching support does your teaching assistant provide? (In what respect is this support possibly specific to English lessons?)
- 9. Where do you find other sources of information or teaching materials for your lessons (e.g. online or informally from other colleagues)?
- 10. How do you perceive working with pupils with ADHD subjectively?

The questions are formulated as open, which means that the participants are free to include as much (or as little) detail in their answers as they consider important. The aim of the initial general Question 0, is to set the topic of the ‘conversation’ and to make the respondent aware that their opinion is important. Also, the order of questions has been arranged so that it loops back to the focus on the teacher and their individual role in the teaching process, asking them for their subjective opinion, again, in the final Question 10.

It is to be noted that the questionnaire survey was designed as anonymous and the data collected is not identified in any way that would enable the identification of the participating teachers or any other individuals in their answers. It is believed that the anonymous nature of the questionnaire should give the respondents more freedom to speak freely and provide true answers without concerns of their misuse (Chráska 2016, p. 169).

2.3.4 The process and results of the survey

The questionnaire was distributed by e-mail to teachers based on a prior informal agreement in June 2023. Eventually, the text of the questions along with an explanatory cover letter was sent out to everyone by e-mail, in order to allow them the ‘relaxed’ approach to providing their answers. It can be assumed that for this reason, also, all of the participants

preferred to provide their answers in Czech,²¹ rather than English, although this variant was also considered²² for processing in this research.

There was no particular focus on any criteria except for the presence of one or more ADHD children in the English classes taught by the teacher along with the willingness of the teacher to participate in the survey. Without further detailed identification of the respondents, the ‘research sample’ included teachers of both genders, of different ages, with a longer job experience as well as beginning teachers, each from a different primary school in the Moravian-Silesian and Olomouc regions of the Czech Republic.²³

The end of the school year and the beginning of the summer holidays were assumed to be an appropriate period in terms of timing – the respondents would be able to find their own ‘free time’ to complete the answers, either with the terminating school year still in mind or with a proper distance from the teaching process at the time of rest. The questionnaires were distributed to more than the assumed number of five respondents in order to make up for any missing questionnaires.²⁴ The answered questionnaires were collected in the course of summer 2023. Individual sets of answers are labelled as Respondent A to Respondent E in the order they were received.

“The main output of research is not data but its interpretation” (Gavora 2010, p. 136). The results of the questionnaire survey consist of answers in textual form, therefore, the method of content analysis of text was applied to process the collected data. As the results are already

²¹ The full text of the answered questionnaires by all respondents (described as Respondent A to Respondent E) is attached as *Appendix 4: The full text of the answers to the questionnaire survey*.

²² In line with the thesis being written in English, the same language in questionnaires would be more appropriate. All of the teachers none-the-less preferred the Czech option.

²³ This is to prevent the possibility that answers and observations would be obtained from the same environment, namely the same school with the same pupils. In this respect, it can be claimed that the selection was ‘representative’ (Gavora 2010, p. 144).

²⁴ Eventually, answers from exactly five participating respondents were received in time to be included in this research.

conveniently structured according to the formulated answers, the approach consisted in reading each answer and identifying whether and how each of the respondents answer the respective question. The compiled valid answers are discussed in detail in the following chapter. The gained knowledge and observation made in the discussion of the results then served as the basis for answering the research questions posed in the beginning and for drawing possible conclusions.

2.4 Discussion of the results

2.4.1 General observations

The open and subjective nature of the questionnaire has yielded some interesting and valuable results. Still, “collected data is only rough material (verbal descriptions, codes, numbers) and needs to be brought to life. It needs to be explained and related to existing knowledge and put into practice.” (Gavora 2000, p. 14).

In line with the qualitative design of the research, no quantification of the answers has been performed, although the occurrence of similar or the same answers several times may easily ask to do so. Also, a few of the answers are ‘as expected’, in the sense that they correspond to the scientific description of the ADHD condition as a learning disorder and its manifestations in the class. Still, the answers vary across the scale of possible problems and their severity. This attests to the assumption that what may be an unmanageable issue in a certain situation, can be managed in different circumstances and/or by different people. Therefore, the probing character of the survey on a limited group of respondents is valid.

Aside from the data obtained from the collected questionnaires, one observation can be made already from completing the task of collection itself. The fact that the approached teachers

were able and interested in participating in the survey firstly confirms the assumption that it is easy to find classes with at least one ADHD pupil, in other words, the ADHD condition is frequently present and identified, and secondly, teachers are interested in the topic and they are willing to contribute to activities, such as the field studies or this questionnaire survey, that may in turn result in further insight and aid for them. The latter claim finds more assurance also as the content of the answers is discussed.

When asked for the typical aspects of a lesson involving ADHD child or children (Question 0.), all respondents equally mention lack of attention combined with sometimes uncontrolled (and disturbing) behaviour, which corresponds to the theoretical knowledge of the ADHD syndrome. Apart from these rather general observations, not obeying the established rules is specifically pointed out by Respondent D: *“Poorer compliance with agreed rules at work and in behaviour”* and Respondent E: *“Instead of raising their hand, they shout.”* Respondent A offers their interpretation in the answer: *“Some children find it hard when they are not in the centre of attention and so they struggle with it through distractions, not doing their homework, etc.”* This is a psychological observation, similar to somewhat more simple terms by Respondent E: *“They disturb more often because they need some stimulus.”* Both of these answers suggest that teachers are not only passive observers of the child’s condition but that they are aware of the need for their interaction.

2.4.2 Pupil-related observations

The pupil-related segment of the questionnaire starts with the question about the difference in classes with or without ADHD children (Question 1.), which has led to varied response. Some of the respondents complain about the disturbing in classes and appreciate the ‘quieter’ classes without disturbing, such as Respondent A claiming that *“the lessons are more peaceful and the other pupils are calmer because when no one disturbs, they tend not to imitate*

them.” On the other hand, Respondent E explains: *“The course does not differ because it is possible to work individually with the pupil.”* This answer hints of the individual approach to the ADHD child as a way to facilitate smooth and efficient course of teaching. Still, the demand for individual work with some ADHD children is also among the cited reasons for difference, as explained by Respondent D: *“Yes, the flow of lessons in classrooms with pupils with ADHD may differ from lessons in classrooms without ADHD because pupils with ADHD may need specific support and strategies to engage more effectively in learning and achieve their potential.”*

The accommodation of teaching to ADHD children (Question 2.) is one of the areas with the most pronounced input of the teachers’ potential and indeed, the answers include a vast variety of suggestions and solutions, including those that can be applied to all children in the classroom. This brings in the specificities of teaching English and other foreign languages. While language classes are not normally associated with physical exercise, moving around is one of the aspects that help engage the ADHD children (and presumably the rest of the class as well), break down the lesson into smaller parts and keep learning more interesting. Respondent A states plainly: *“Involving TPR.”*²⁵, citing *“writing on the board when others are writing in their notebooks”* as one of the first-on-hand examples. Respondent D adds more examples: *“Movement activity, musical break, active rest.”* Respondents generally agree that the tasks must be *“adjusted”* (Respondent B) or *“simplified”* (Respondent D) for the ADHD pupil, with *“clear and short instructions for each activity”* (Respondent C).

Language lessons require a lot of interaction, especially when it comes to speaking skills. The cooperation with classmates in pairs or groups may be a challenge as well as a benefit

²⁵ Total Physical Response (TPR) is a language teaching method based on the coordination of language and physical movement (Turketti 2010, p. 22). Teachers give commands to pupils in the target language and students respond with whole-body actions.

in this respect. On top of that, involving the ADHD pupil in a collective work fosters the inclusive culture in the classroom. Respondent C accounts: *“I organize working in groups where pupils can help each other and work together to complete tasks. This can encourage interaction and learning through collaboration.”* Respondent D sees the favourable input of others in pointing out: *“Working in small groups with a quiet classmate, or possibly with an assistant.”* Unlike the above, Respondent A counters: *“Working in pairs did not work for me.”*

Two more ideas where teachers generally agree include the interactive work with visual aids and with computers / online. According to Respondent C, *“presentations with pictures graphs and short videos ... can capture the attention of all students and make it easier for them to understand the material better.”* This has a combined effect, as the use of visual aids is a standard content of language lessons and it is also one of the recommended ways to keep the attention of the ADHD pupil focused. Similarly, as discussed in the theoretical part, ADHD children are usually ‘good with computers’, which also finds support in the obtained answers – Respondent D: *“Work with online exercise, pictures, videos.”* In general, though, as the variety of offered responses suggests, organizing a lesson involving an ADHD pupil is a complex and demanding task, yet, at the same time, it can offer opportunities to ‘spice up’ the lesson also for others.

To account for the disruption or delay of classes due to the disturbance by the ADHD pupil (Question 3.), some respondents simply confirm with *“Yes.”* (Respondent D) or *“Certainly yes.”* (Respondent B), others offer more explanatory answers. In an expected, yet interesting observation, Respondent A explains that *“because they cannot hold their attention and do not know what we are doing, I (or their classmates) have to explain it again.”*

Respondent C provides a detailed list of what may happen in the classroom, not limiting the events to the ADHD pupil alone. Among others: *“External disturbances – Loud noises from around the classroom construction going on in the school or other external factors can interrupt*

the pupils' attention and interfere with the flow of learning.”, providing an example of a ‘typical ADHD’ behaviour, *“Technical problems – Problems with technical equipment such as computers – projectors or internet connections can cause interruptions and delays.”*, in which case, we can perhaps speak of secondary reasons for disturbance, i.e. the ‘extra hassle’ with special equipment brought in because of the ADHD child, and no less interestingly *“Discord in the classroom – Conflicts between students, unrest or other social factors can affect the peaceful course of teaching.”* Also, in another interesting point: *“Insufficient organization: If lessons are not well structured or instructions are not clear, confusion and disruption can occur.”*, the role and responsibility of the teacher come into play, which is a very strong message.

Unlike the negative aspect of ‘disturbing’ that often comes to mind when talking about ADHD children, their performance at school need not be necessarily worse compared to other children (Question 4). According to Respondent D: *“Such a child excels in some things and ‘falls short’ in others.”* This depends on each individual, of course, as thoughtfully explained by Respondent C: *“Performance of pupils with ADHD on a whole-class scale can be variable and depends on many factors, including the individual characteristics of the pupils and the support they receive as well as the approach of the classroom environment. It is important to remember that each pupil is unique and outcomes can vary.”* Respondent B sees an explanation, or an excuse, for possibly worse results also elsewhere than the ADHD pupil alone: *“I assume that it is rather worse and I think it is due to the teachers’ lack of understanding, not meeting the requirements for modified outputs and their negative attitude towards the child.”* This is another very strong observation to be found in the teachers’ answers and the takeaway from evaluating this question alone is that the ADHD pupil can perform well or even excel if provided with appropriate and favourable conditions.

While the personality of the teacher stands in the forefront in the education process, the wider environment of the ADHD child, speaking mainly of the family, should not be neglected (Question 5). As expected, situations and therefore answers vary also here. Naturally, the more challenging condition of the child calls for more intense cooperation: *“Usually more intensely than parents of ‘problem-free’ students.”* (Respondent B). The teachers are aware of the importance of mutual cooperation: *“Collaboration between the parents of a child with ADHD and the school, including the English teacher, is key to successfully supporting the pupil’s learning. ... [It] can contribute to more effective learning, better behaviour, and overall success of the pupil.”* (Respondent C) assesses such experience subjectively: *“I guess it depends on the type of parent; I have a positive experience.”* (Respondent C). Again, personality of each individual is unique and so are the interactions between them.

Respondent E complains: *“I have no information about how the school works/cooperates with parents. Neither the school nor the parents cooperate/communicate with the English teacher.”* This is an alarming call, because as observed previously, the performance of the ADHD child can improve significantly in an appropriately adjusted and well-working environment. The described case would probably deserve a deeper look at the situation, as not it is not only a systemic failure, where stakeholders in the education process do not cooperate, but it is also an opportunity lost for the child itself. Let us remind that it is Responded E who actually praises the ADHD pupil for above-average result despite the adverse conditions.

2.4.3 Teacher-related observations

The first question in the block focusing on the teacher attempts to find out whether teachers have any special qualification or specific training to teach children with ADHD (Question 6). Unfortunately, and perhaps alarmingly as well, none of the respondents report any formal training within the process of their university education or formal guidance available

at their school, as can be documented by the answers of Respondent E: *“I have no other specific training dealing with children with ADHD.”* or Respondent A: *“None. I looked for everything myself.”*

Some light in the dark can be seen in the second part of the latter answer, namely the teacher’s own initiative in finding the required guidance, which is in agreement with the answers by other teachers, such as the brief lists provided by Respondent B: *“Self-study, videos, books.”* or Respondent D: *“Taken from the internet. Reading reports from professional advice centres.”* This, however, is not an answer that corresponds to a satisfactory situation and rather points out to the lack of formalized resources (or at least convenient access to them) in the teacher-training process. Also, while the proactive attitude of teachers, whether driven by interest or necessity, is praiseworthy, there is no metric of efficiency of this approach in practice, except for the teacher’s own satisfaction with handling the situation.

In the above context, the following question asking for language-specific training (Question 7) is almost redundant and indeed yields no useful answers or is not understood by the respondents at all (such as Respondent A). With regard to the specificities of teaching languages to children suffering ADHD and other disorders, it can only be repeated that the lack of guidance and resources is troublesome and it is only the teachers’ own effort that makes up for this, as confirmed in other parts of the survey.

The role of the teaching assistant has already been tackled and it is to be verified, whether the English classes can also benefit from their participation (Question 8). Even despite the limited study sample it can be said that the answers cover the full scale of possible answers – from “minimal” (Respondent A) to “great” (Respondent C), while Respondent B reports no experience with teaching assistants at all. The less favourable response by Respondent A complains: *“[I]f I don’t tell her what to do and what to prepare, she won’t do anything. She works for the student (which she shouldn’t), just nods at advice/recommendations and ‘does it*

her way'. We don't have conflicts, but it's not collaborative either – so I actually do the work for her.” The opposite experience attests to the individuality of this measure: *“If a student is unfocused or misbehaving, the assistant immediately helps. If the pupil is writing a test, the assistant takes the pupil to the teacher's room where he is not distracted by others and can concentrate better.”*

However, the subject of interest, i.e. English, may be an obstacle that relativizes the contribution of the teaching assistant in the classroom. Respondent D puts it straight: *“If the assistant does not know the foreign language, his presence in the class is weakened.”* Respondent E, while praising the assistant for being helpful in many ways, also has a reservation: *“The support is not specific to the teaching of English.”* Here, we can perhaps identify the complexity of demand for the knowledge and skills of the teaching assistant and their involvement in the teaching process. While the knowledge of any subject taught can make the job easier for the assistant, the assumption that people in this position will be familiar with the basic school level English is probably not sufficient. In defence of teaching assistant, it needs to be said that their role and qualification is different from the teacher of English (or any other subject). This leads to another topic of how the role of teaching assistants is defined and especially understood in practice, in other words, what exactly can or cannot be expected of them.

Previously, it was discovered that teachers lack formal training related to teaching pupils with ADHD and approach the issue through self-learning. Question 9 looks deeper at the sources of materials that can be used in the teaching process. In line with the above-mentioned teachers' own efforts, all respondents unanimously agree on two general sources: informal communication with other teachers – colleagues and the internet. It is well explained and summed up in the words of Respondent A: *“Literature, foreign websites, professional articles (mainly foreign), I create my own materials or share them with colleagues from thematically*

focused groups on social networks.” Two things are to be taken from this answer: ‘Foreign’ sources are accessible to those teachers who know the respective foreign language. In this case, English teachers have the advantage of knowing the language that probably offers most of the available material – theoretical or practical. The active input of the teacher in ‘creating their own materials’ and ‘sharing with others’ is the key to staying in focus and being prepared. This still places extra demand on the teacher and their ‘homework’, even perhaps out of scope of their regular preparation for classes.

Overall, the length of answers to the final question on the respondents’ subjective view of the topic (Question 10) suggests that teachers are aware of the impact of the ADHD condition of pupils and their own role in teaching these children. Of course, it can be argued that the subjective nature of the question provides the most space for the respondents to express themselves, which is nevertheless the purpose of this question and it is in line with the goal of the survey. The words ‘demanding’ or ‘difficult’ appear in all of the recorded answers, along with the task of teaching an ADHD child being described as a ‘challenge’ (Respondent B, Respondent C). On top of that, however, there are several more interesting observations that can be equally split into those that concern the pupil with ADHD and those that concern the course of the class.

Individual approach is mainly noted when it comes to teaching pupils with ADHD. Respondent D states: *“It is necessary to devoted to the pupils on an individual level. ... However, every effort should be made to make them feel understood in the class.”* Respondent C agrees: *“The key is to be flexible, open and responsive to the individual needs of pupils and to work with colleagues and families to support learning effectively.”* Respondent A says that the difficulties are because the pupils with ADHD were not ‘treated properly’ previously: *“[children] they have been in the school for several years and no one has worked with them properly (sitting at the back of the class, constant discipline punishments, ridiculing*

for forgetting items, exclusion from school events, strict guidance from the previous assistant.)”

This resulted in uncontrolled behaviour and disturbing at classes, however, Respondent A also offers solution in her experience: *“After some time, this settled down. I talked with the children together with the school psychologist in person and we set rules for clue words and gestures, when the children need support and they can recognize on their own that they need a rest to calm down, I send the child with an assistant for a walk.”*

In less specific terms, Respondent C also explains how to organize the classes: *“I use different strategies to maintain discipline and create a structured environment.”* Respondent E does not forget to mention that *“[i]t is also important not to disturb the learning of other classmates too much.”*, which may not be an easy task in certain situations, as according to Respondent D: *“It can be managed if there is only one such child in the class. With a larger number of children with ADHD in one class, the normal way of teaching is almost unrealistic.”* Respondent C offers an interesting and let us say motivating conclusion: *“Overall, working with pupils with ADHD can be challenging, but it can also provide opportunities to develop different pedagogical skills and improve the overall learning environment in the classroom.”*

2.5 Answering the research questions

The obtained answers and their discussion in the previous section have provided some interesting observations that enable answering the formulated research questions. The results still have to be presented with reservations, especially considering the deliberately limited scope of the research, as plenty of other phenomena, negative or positive, may be identified and/or addressed in more detail in a more extensive and/or specifically focused research. As a probe into the situation of teaching ADHD pupils in English classes in the Czech primary schools, the thesis has identified several interesting aspects that may deserve further focus.

For *SRQ1.1: How is the lesson influenced by the participation of children with ADHD?* of the ADHD pupil-oriented subset of research questions, we encounter the most expected round of answers, leading to the conclusion that the attention deficit and hyperactivity of school children lead to disturbances of the order in the classroom and the teaching workflow. This affects not only the child concerned, but may have impact on the whole class. Secondary aspects come to play when managing the situation, such as the presence and work of the teaching assistant, who can help handle certain kinds of situations, or, on the contrary, the presence of more ADHD children in a single class, which may result in a totally uncontrollable situation. Despite the small survey sample, a wide scale of manifestations and their severity can be observed in classes. Thus, the awareness of the ADHD condition among the teachers is important, still, accompanied with individual approach in each case.

For *SRQ1.2: How do pupils with ADHD perform in learning the English language?* of the same subset, the answers are varied and here, we can probably find the biggest shortcoming of the small number of participants— a more significant sample would probably yield a more reliable statistical result that would enable to conclude whether the ADHD condition is or is not an obstacle in achieving good learning result in studying the English language. We can still conclude, on a positive note, that it may not necessarily be so, as some of the children in the sample of interest are reported to outperform their classmates. Again, secondary factors may come to play, such as presence of other SLDs and helpful or failing cooperation of the child's family.

Focusing on the role of the teacher, *SRQ2.1: To what extent do teachers feel prepared to deal with teaching pupils with ADHD?* indicates that there is a major area for improvement in the field of teacher training, both at the stage of university studies and in the availability of training materials and guidance for teachers in practice. While the answers of the teachers have shown that they are motivated to handle the situation and prepare themselves to manage

teaching their ADHD pupils, majority have reported that they do so through self-study, consulting their peers or finding information online. On the contrary, few of them have reported availability of sufficient training and advice in the formal education process. This may be an important area of focus in order to establish a synchronized or formalized process of training of (future) teachers to be able to approach teaching ADHD children more effectively alongside with more opportunities for sharing and learning.

In more subjective terms, answering the research question *SRQ2.2: How do teachers approach pupils with ADHD in English language classes?* provides a somewhat positive feeling that the teachers are not only aware of the presence of ADHD pupils in their classes and the prospective complications associated with their condition, but that they are also motivated to accommodate to their needs in order to enable them to participate in the learning process. Some of the adjustments can also be used to the benefit of the whole class. The help of teacher assistants, if available, is also helpful and appreciated. This conclusion, however, should also be formulated carefully, as it can be assumed that the sample of answered questionnaires included especially those teachers who were willing to share their experience with teaching ADHD children.²⁶ Again, as statistics is not the purpose of this study, the key takeaway may be the fact that teachers are willing to cope with the situation and only deserve more favourable conditions for it, as observed in the previous paragraph.

Eventually, to answer the main research question, *MRQ: What is the experience of English teachers in the primary schools with teaching children with ADHD?*, it can be stated

²⁶ In statistics, this is called participation bias. It means that individuals with a certain opinion are more inclined to participate in the survey than those who represent the opposite or different opinions. Participation in this survey was offered to teachers on a voluntary basis during informal communication and the questionnaire was provided only to those who agreed to participate. Subsequently, only those who actually submitted their answers were included in the evaluation of results. Although this corresponds to the definition of the 'convenient sample' (Gavora 2010, p. 64), which is usually associated with the risk of such bias, still, the aim of the research is not to provide any statistics, the answers thus obtained can be considered valid (Gavora 2010, p. 73) and can be used for the desired purpose.

that the situation is complex and certainly does not allow for an easy and clearly defined conclusion. A whole scale of various experiences can be observed with different contributions by everybody involved – not only the teacher and the child, but also the teaching assistants, if they are present in the classroom, the parents of the child and also the wider environment of the school.

The teachers are generally aware of the difficulties associated with teaching an ADHD pupil and the increased demand for their teaching and communication skills. Whether the classes are managed successfully, it depends on the ADHD child or children and their behaviour – again, the children can perform well and ingrate easily with the rest of the class or may cause such disturbance that teaching is practically impossible, especially if more ADHD children are present in the same class. The teaching assistants provide valuable help, removing part of the burden – in terms of workload, but also psychologically – from the teacher, but their role is not always clearly defined and their contribution in different schools vary. The concern from the school leadership and the communication with parents are aspects that should not be neglected as they are important for the teacher to feel certainty and support in their challenging task, however, as the survey shows, the reality is often less favourable.

While many of the situations reported and considered correspond to what is explained by theory and documented by examples, the personality of the child and the personality of the teacher also come to play in each of these situations, just as they would in any teacher – pupil relationship in the school. Nonetheless, the teacher is the one who should have the situation ‘under control’, therefore, the teacher needs to be sufficiently equipped to control such situations – both immediately and in the long term. In other words, they need to possess sufficient skills and knowledge and they need to be motivated to do so, perhaps also through available support. As stems from above, the reality in this respect varies over a large scale of

various situations and their interpretations and there are lots of opportunities (or rather necessities) for improvement.

Conclusion

The presented diploma thesis addresses the topic of teaching children with ADHD in the primary schools with a specific focus on teaching English. In its theoretical, descriptive part, it provides a background to the ADHD condition that affects children at school but also their immediate environment that is involved in the education process. While the ADHD condition itself impacts the behaviour and the learning process of the child, it is important to realize the context, which may include other, co-existing specific learning disorders and which requires the – ideally informed – participation of the teacher and other education professionals, such as assistants in the classroom, as well as the family of the child. Last but not least, the personality of the affected child, which develops in the education process, is significantly important.

Adding appropriate materials and adjusting the teaching method is important for the effective course of classes. It may contribute to the success of the pupils with ADHD and also to improve their motivation at school and in general. Learning appropriate skills may eventually help them control the ADHD condition and achieve better results. To facilitate the process for both, the teacher and the pupil, and to enable effective teaching, awareness of the ADHD condition and associated manifestations (and problems) is important. This can be approached at several levels. One of them is the theoretical preparation and training of teachers to handle the ADHD-related situations in the classroom and to approach the ADHD children appropriately. This may be part of the formal training of teachers at universities or materials and knowledge may be acquired individually, by the teachers' own initiative, including consulting and tips from other teacher colleagues. The advantage for the teachers of English lies in the fact that a major amount of information sources that are available online, including practical advice and teaching aids, is in the English language, thus, it may be more easily accessible for them compared teachers in other subjects.

The observations introduced in the theoretical part are further tackled in the practical part, which looks at the actual situation in English classes with one or more ADHD pupils. The aim of the research is to provide a probe into the experience of primary school teachers with teaching ADHD children. In line with the goals set out, the results of the research show that teachers are aware of the existence and seriousness of the ADHD condition and its impact on the teaching/learning process. Despite this awareness, however, there is no sufficient system-level approach available, such as formalized theoretical training. On the contrary, in the phase of preparation for classes, the teachers very often resort to their own effort to find suitable information and materials from less formal sources, often online.

The participation and behaviour of ADHD pupils exhibits a large scale of various forms impact on the course of classes: there are cases of a well-performing child with good results, often there is necessity to accommodate teaching to the requirements of the ADHD child to a certain extent, and there are major disruptions that make the situation in the classroom difficult to handle. The variety of situations thus arising prevents making any specific conclusions. Still, it can be observed that the presence and involvement of properly skilled assistants in the classroom is generally beneficial in managing specific situations. Also, the use of teaching materials focused on the ADHD pupil does not have become an extra burden, as these materials can often be integrated to the lesson plan for the whole class. Otherwise, in general, the personality of the child and the skills and empathy of the teacher play a role as in any teacher – pupil relationship.

The survey performed among primary school teachers for the purposes of this diploma thesis has had certain limitations, yet it has managed to provide a probe into the situation with teaching ADHD children in the primary schools in the Czech Republic. The major output can be perhaps seen in identifying the topics that may be important for a smooth and efficient teaching process, especially the availability of a more focused formalized training that would

reinforce the skills of both embarking young teachers as well as their already experienced colleagues. In this respect, the availability of conveniently accessible appropriate teaching advice and materials should be considered, as more and more emerge as the ADHD condition is further explored and also more information from practice becomes available. It needs to be added that majority of such material, often published online or in specialized journals, is in English, and thus accessible only to a certain part of the teacher community.

While especially the Internet presents a wide source to look for help, teachers might benefit from a focused, coordinated and formalized resource. An ADHD-specific centre of advice, perhaps in the form of an online platform or in another easily accessible format, could streamline the preparation of teachers to handle the ADHD-associated situation in their classes. Such an ADHD hub could enable collecting available knowledge, including references to the most impactful literature in English and Czech, and serve as a one-stop shop to go for advice, tips and experience sharing of Czech teachers. This is beyond the theoretical level tackled in this thesis and would require a more thorough work based on extensive practical experience to be properly suited to the conditions of the Czech school system.

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Legislation

Vyhláška č. 27/2016 Sb., o vzdělávání žáků se speciálními vzdělávacími potřebami a žáků nadaných, ve znění pozdějších předpisů. (Decree No. 27/2016 Coll., on the education of pupils with special educational needs and gifted pupils, as amended.)

Zákon č. 563/2004 Sb., o pedagogických pracovnících a o změně některých zákonů. (Act No. 563/2004 Coll., on Teachers and Amendments to Certain Acts.)

Zákon č. 561/2004 Sb., o předškolním, základním, středním, vyšším odborném a jiném vzdělávání (školský zákon). (Act No. 561/2004 Coll. on Preschool, Basic, Secondary, Tertiary Professional and Other Education (the School Act).)

Appendix 1: “ADHD: Myth or Fact?” - sample sheets from a tutorial book

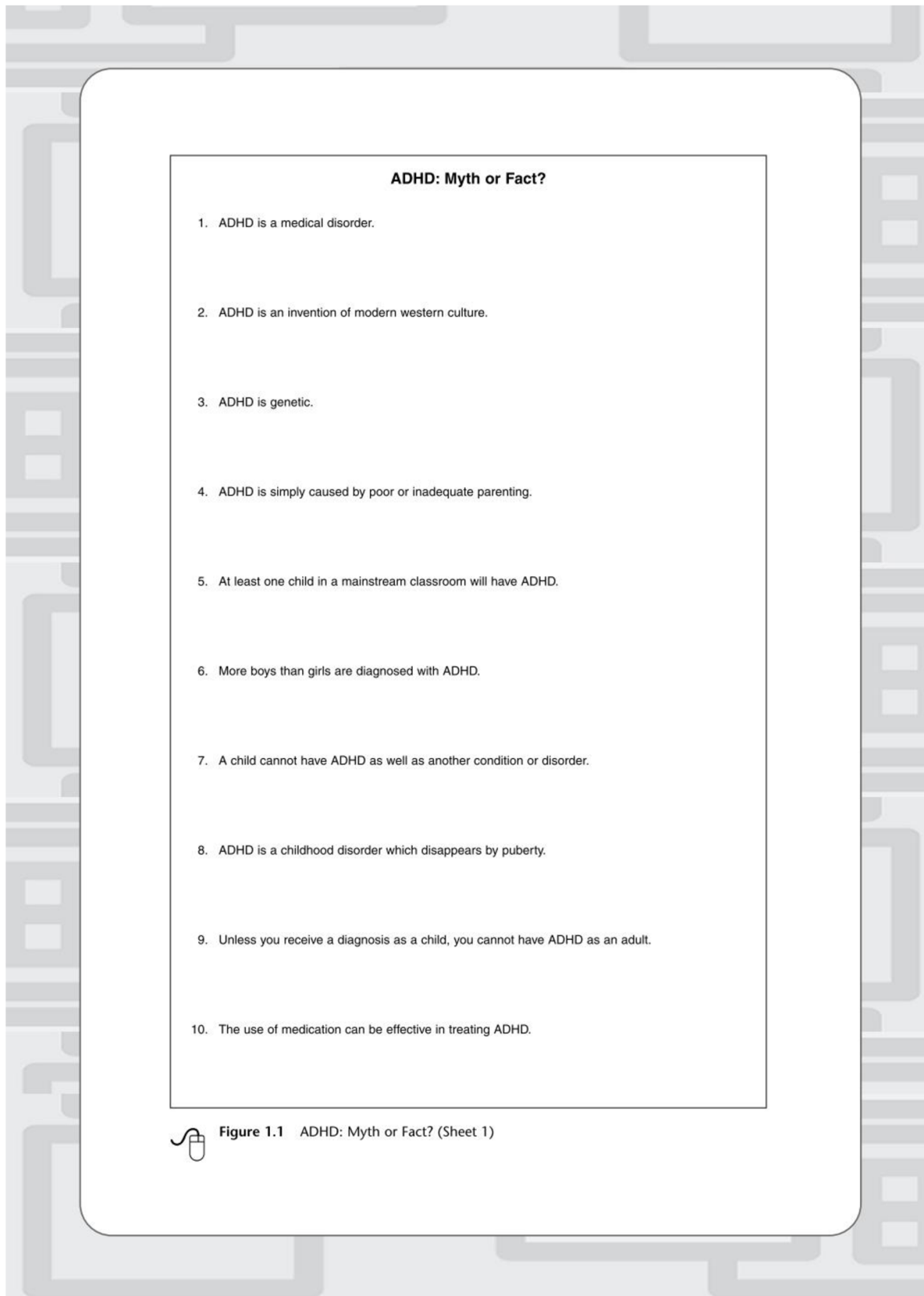



Figure 1.1 ADHD: Myth or Fact? (Sheet 1)

ADHD: Myth or Fact?

1. **Fact.** Diagnosis is made by a qualified medical clinician whose assessment includes detailed information from parents and other professionals including teachers.
2. **Myth.** ADHD may have existed in some form or another since at least as far back as the nineteenth century.
3. **Fact.** In approximately 70 per cent of cases the disorder is inherited from a parent or other relative.
4. **Myth.** This lacks supportive evidence. It is believed that ADHD is caused primarily by neurological dysfunction.
5. **Fact.** Between 1 and 5 percent of school-aged children may have ADHD.
6. **Fact.** Estimates for the boy:girl gender ratio vary between 9:1 and 4:1.
7. **Myth.** Approximately 60 to 70 per cent of children with ADHD have comorbid or coexisting conditions of various types.
8. **Myth.** Around 70 to 80 per cent of children continue to exhibit significant deficits in attention and impulsivity compared to their adolescent peers. Between 30 and 70 per cent of people carry some or all of the ADHD traits into adulthood.
9. **Myth.** Although there cannot be an adult onset of ADHD, quite commonly the diagnosis is not made until adulthood. Adults with ADHD often have a history of under-achievement, low self-esteem and relationship problems.
10. **Fact.** When used as part of a multi-modal, multi-professional approach, medication is highly effective in reducing the core symptoms of ADHD in 80–95 per cent of cases.

 **Figure 1.2** ADHD: Myth or Fact? (Sheet 2)

“ADHD: Myth or Fact” - Sheet 1 (Figure 1.1) and Sheet 2 (Figure 2.2) with true/false claims and respective answers about the ADHD disorder. Source: WHEELER, Linda. *The ADHD Toolkit*. Sage, 2010.

Appendix 2: Table of symptoms of ADHD

The list of symptoms of ADHD, arranged by the main categories. For a more complete picture of an ADHD child, their fundamental manifestations are included as ‘executive function difficulties’ as well as some ‘upsides’. Source: HUDSON, Diana. *Specific Learning Difficulties. What Teachers Need to Know*. London: Jessica Kingsley Publishers, 2016. pp. 115-118.

DONWSIDES:

Inattention

- Easily distracted.
- Short attention span; moves from one task to another.
- Problems remaining focused on an activity.
- May not listen properly.
- Makes careless mistakes.
- Lack of organisation – loses things, arrives late, forgets to hand in work.
- Poor short-term memory.
- Difficulty following instructions.
- Appears rather detached and absent-minded.
- Avoids tasks needing sustained mental effort.
- Fails to complete tasks despite good intentions

Hyperactivity

- Fidgets with hands and jiggles legs when sitting.
Appears restless and distracted.
- Gets out of seat frequently in class.
- Can be silly and show off.
- Will run or climb at inappropriate times (in older children this can be replaced by a general restlessness).
- Talks excessively.
- Unable to relax and be calm.
- Chaotic manner; arrives late without the correct books or equipment.

Impulsiveness

- Shouts out in class.
- Impatient.
- Excitable.
- Finds it difficult to wait for a turn.
- Interrupts and intrudes on other people’s conversations.
- Can be anxious and agitated.
- Reacting logically rather than emotionally.
- Can become angry and aggressive.
- Risk taker; defiant.

- Always looking for the most exciting thing to do so.

Executive function difficulties

- Remembering details or instructions, and retaining numbers long enough to carry out a calculation.
- Focusing and sustaining attention.
- Organising, planning and prioritising.
- Estimating how much time a project will take to complete.
- Learning from experience and reflecting with hindsight.
- Regulating behaviour by thinking about consequences.
- Making rational decisions.
- Completing tasks – they often have great ideas, but are unable to persevere and complete them.
- Inhibiting certain impulsive behaviour patterns.
- ‘Diffusing’ build-up of emotion, resulting in temper outbreaks.

UPSIDES:

- Great enthusiasm.
- Innovative ideas.
- Lots of energy
- Different perspective as lateral thinker.
- Charismatic and engaging.
- Fearless. Will delight in trying new things; loves ‘having a go’.
- Will volunteer readily.
- Can be excellent at acting, dance or sport.
- Often kind, friendly and outgoing.
- Can be very good with younger children.
- May rise to a challenge if given some responsibility.
- Generally wants to do well and have friends.
- May have a strong sense of justice and fairness.
- May have a passion for a particular topic, sport or hobby.

Appendix 3: The full text of the Czech questionnaire, including the cover letter, distributed to the teachers participating in the survey

Ahoj,

Děkuji za zájem zúčastnit se mého průzkumu týkajícího se výchovy a výuky dětí s ADHD s přihlédnutím k hodinám angličtiny.

Celý rozhovor má 11 otázek –úvodní otázka je obecná. Dalších pět otázek se týká pozorovaného žáka – učíte-li více žáků, případně v různých třídách, můžete vybrat jeden z případů, který považujete za nejvhodnější, nebo popsat více případů současně. Posledních pět otázek se týká vás jako učitele a vašich osobních zkušeností z praxe.

Prosím, odpovězte co nejobsáhleji – cokoli vás k dané otázce napadne. Máte-li další náměty či chcete se podělit o jinou zkušenost, která nespadá pod níže uvedené otázky, budu rovněž ráda.

Můžete odpovídat neformálně, v bodech nebo jako souvislý text. Cenné budou konkrétní příklady situací. V diplomové práci nebudu nikoho identifikovat osobně (učitele, žáky ani školu), mým cílem je nasbírat co nejvíce postřehů k tomu, jak v praxi vypadá výchova a výuka dětí s ADHD s přihlédnutím k hodinám angličtiny.

Chcete-li se na cokoli zeptat nebo mi sdělit osobně, kontaktujte mě telefonicky/e-mailem.

OBECNÁ OTÁZKA:

0. Co je podle vás typické pro žáky s ADHD a jaké jsou jejich projevy v hodině?

(Vaše odpověď):

OTÁZKY ZAMĚŘENÉ NA ŽÁKA/ŽÁKY:

1. Liší se průběh hodin ve třídách se žáky s ADHD od hodin ve třídách bez ADHD?

(Vaše odpověď):

2. Jaké aktivity/cvičení používáte specificky pro žáky s ADHD a lze je uplatnit rovněž pro zbývající žáky ve třídě?

(Vaše odpověď):

3. Dochází během hodin k narušení či zdržení výuky?

(Vaše odpověď):

4. Jaké výsledky mají žáci s ADHD na škále celého třídního kolektivu?

(Vaše odpověď):

5. Jakým způsobem spolupracují/komunikují rodiče dítěte s ADHD se školou, případně konkrétně s učitelem angličtiny?

(Vaše odpověď):

OTÁZKY TÝKAJÍCÍ SE UČITELE:

6. Jakou jste absolvovali (formální) teoretickou přípravu na výuku dětí s ADHD?

(Vaše odpověď):

7. Jakým konkrétním způsobem se vaše teoretická příprava týkala jazykové výuky (tj. angličtiny)?

(Vaše odpověď):

8. Jakou podporu při výuce vám poskytuje asistent učitele? (V jakém ohledu je tato podpora případně specifická pro výuku angličtiny?)

(Vaše odpověď):

9. Kde vyhledáváte další zdroje informací či výukových materiálů pro své hodiny (např. online či neformálně mezi kolegy)?

(Vaše odpověď):

10. Jak vy osobně vnímáte práci se žáky s ADHD?

(Vaše odpověď):

Appendix 4: The full text of the answers to the questionnaire survey

The following part is the full text (in Czech) of the answers to the questionnaire survey provided by respondents A to E. All respondents are teachers of English (and possibly other subjects) at Czech primary schools, who have one or more ADHD pupils in their English classes. Letters A to E have been assigned to individual respondents to distinguish between the sets of answers based on the order they have been received. Individual respondents are not personally identified in terms of age, gender or length of teaching experience. The text has been formatted and edited to remove typographical and language mistakes to the minimum necessary extent. The meaning of the answers has not been altered and no part of the answers has been left out. Where gender-specific (male or female) verb forms are used to refer to themselves, their assistant or the pupils, they have been left as used by the respondent. For clarity, easier orientation and a more fluent appearance, the questionnaire is always presented in full, i.e. in the form question - answer.

Respondent A

0. Co je podle vás typické pro žáky s ADHD a jaké jsou jejich projevy v hodině?

Udržení pozornosti na to, co se aktuálně děje, pokud dítě není v přímé interakci s někým. Některé děti mají problém s tím, že nejsou ve středu pozornosti a bojují tak oni vyrušováním, neplněním úkolů a podobně. Pokud se k ADHD připojí nějaká porucha se čtením/mluvením, pak dítě odmítá konverzaci.

1. Liší se průběh hodin ve třídách se žáky s ADHD od hodin ve třídách bez ADHD?

Ano, hodiny mají klidnější průběh, klidnější jsou i ostatní žáci, protože když nikdo nevyrušuje, nemají tendenci ho napodobovat (na prvním i druhém stupni).

2. Jaké aktivity/cvičení používáte specificky pro žáky s ADHD a lze je uplatnit rovněž pro zbývající žáky ve třídě?

Zahrnující TPR; psaní na tabuli, když ostatní píšou do sešitu (i pro dyslektiky), tvoření vět z kartiček místo psaní vět (chlapec v kombinaci s vývojovou dysfázií). Párová práce se mi neosvědčila.

3. Dochází během hodin k narušení či zdržení výuky?

Ano, žáci buď vyrušují, nebo tím, že neudrží pozornost a nevědí, co děláme, musím znovu vysvětlit (já nebo spolužáci).

4. Jaké výsledky mají žáci s ADHD na škále celého třídního kolektivu?

Záleží na tom, jak sami pracují nebo ne, jak se zapojují, zda se učí, častěji mají ale horší známky/průměr a v drtivé většině je to tím, že jim to je jedno, nenaučí se, zapomenou, jsou nepozorní.

5. Jakým způsobem spolupracují/komunikují rodiče dítěte s ADHD se školou, případně konkrétně s učitelem angličtiny?

Tady asi záleží na typu rodiče; já mám zkušenost pozitivní.

6. Jakou jste absolvovali (formální) teoretickou přípravu na výuku dětí s ADHD?

Žádnou; vše jsem si hledala sama.

7. Jakým konkrétním způsobem se vaše teoretická příprava týkala jazykové výuky (tj. angličtiny)?

Nerozumím otázce.

8. Jakou podporu při výuce vám poskytuje asistent učitele? (V jakém ohledu je tato podpora případně specifická pro výuku angličtiny?)

Minimální; pokud jí neřeknu, co má dělat a co připravit, neudělá nic. Za žáka pracuje (což by neměla), na rady/doporučení jen pokývá a „dělá si to po svém“. Nemáme konflikty, ale spolupráce to také není – dělám proto vlastně práci za ni.

9. Kde vyhledáváte další zdroje informací či výukových materiálů pro své hodiny (např. online či neformálně mezi kolegy)?

Literatura, zahraniční weby, odborné články (především zahraniční), tvořím své vlastní či sdílím s kolegy z tematicky zaměřených skupin na sociálních sítích.

10. Jak vy osobně vnímáte práci se žáky s ADHD?

Jako náročnou, ale jen proto, že je ve třídě příliš mnoho dětí a že jsem k nim přišla až ve věku, kdy jsou ve škole již několik let a nikdo s nimi nepracoval správně (posazování dozadu, neustálé kázeňské postihy a zesměšňování za zapomínání, vyloučení ze školních akcí, přísné vedení ze strany předchozí asistentky). Děti nemají důvěru a když cítí, že jsem „hodná“, dovolují si příliš, protože mohou, a pak to velmi narušuje výuku – po nějaké době se toto urovnalo, mluvila jsem s dětmi spolu se školní psychologkou osobně a nastavili jsme si pravidla, záchytná slova a gesta, když děti potřebují podporu a samy dokáží poznat, že dítě potřebuje odpočinek, zklidnění, pošlu jej s asistentkou projít se. Děti smějí mít u mě různé hračky, pomůcky, pokud to nenaruší jejich výuku, nenutím je do konverzací v AJ.

Respondent B

0. Co je podle vás typické pro žáky s ADHD a jaké jsou jejich projevy v hodině?

Vysoká aktivita, narušování v hodině, upoutávání pozornosti.

1. Liší se průběh hodin ve třídách se žáky s ADHD od hodin ve třídách bez ADHD?

Hodina je klidnější, může být dodržena naplánovaná struktura, ostatní žáci se více soustředí.

2. Jaké aktivity/cvičení používáte specificky pro žáky s ADHD a lze je uplatnit rovněž pro zbývající žáky ve třídě?

Úkoly upravené pro něj, možnost se odreagovat, využít asistenta, odejít, relaxační místnost, pomůcky.

3. Dochází během hodin k narušení či zdržení výuky?

Určitě ano.

4. Jaké výsledky mají žáci s ADHD na škále celého třídního kolektivu?

Odhaduji, že spíše horší a myslím si, že je to způsobeno nepochopením učitelů, neplněním požadavků na upravené výstupy, negativním vztahem k dítěti.

5. Jakým způsobem spolupracují/komunikují rodiče dítěte s ADHD se školou, případně konkrétně s učitelem angličtiny?

Většinou intenzivněji než rodiče „bezproblémových“ žáků.

6. Jakou jste absolvovali (formální) teoretickou přípravu na výuku dětí s ADHD?

Samostudium, videa, knihy.

7. Jakým konkrétním způsobem se vaše teoretická příprava týkala jazykové výuky (tj. angličtiny)?

Netýkala.

8. Jakou podporu při výuce vám poskytuje asistent učitele? (V jakém ohledu je tato podpora případně specifická pro výuku angličtiny?)

Nemám s asistencí osobní zkušenost, ale pokud funguje jak má, předpokládám, že je to nejlepší možná forma péče o žáka s ADHD.

9. Kde vyhledáváte další zdroje informací či výukových materiálů pro své hodiny (např. online či neformálně mezi kolegy)?

Kolegové, internet, vzdělávací instituce.

10. Jak vy osobně vnímáte práci se žáky s ADHD?

Jako náročnou psychicky i fyzicky, je to výzva. 😊

Respondent C

0. Co je podle vás typické pro žáky s ADHD a jaké jsou jejich projevy v hodině?

Nedostatek pozornosti, hyperaktivita, jednají bez přemýšlení o důsledcích, těžce ovládají emoce, špatná organizace a plánování, problém s úkoly vyžadující trpělivost a vytrvalost, změny nálad, projevy neslušnosti.

1. Liší se průběh hodin ve třídách se žáky s ADHD od hodin ve třídách bez ADHD?

Ano, průběh hodin ve třídách se žáky s ADHD může mít určité odlišnosti oproti hodinám ve třídách bez ADHD, protože žáci s touto poruchou mohou potřebovat specifickou podporu a strategie, aby se mohli účinněji zapojit do výuky a dosáhnout svého potenciálu.

2. Jaké aktivity/cvičení používáte specificky pro žáky s ADHD a lze je uplatnit rovněž pro zbývající žáky ve třídě?

- Interaktivní prezentace: Používám vizuální pomůcky, jako jsou prezentace s obrázky, grafy a krátkými videi. To může zaujmout pozornost všech žáků a usnadnit jim lépe porozumět učivu.
- Skupinová práce: Organizuji skupinovou práci, kde si žáci mohou vzájemně pomáhat a spolupracovat na řešení úkolů. To může podpořit interakci a učení skrze spolupráci.
- Krátké a různorodé aktivity: Střídám různé typy úkolů a aktivit což může pomoci udržet pozornost. To zahrnuje čtení, diskuse, psaní, kreativní projekty a další činnosti, které udrží hodinu pestrou.
- Jasné pokyny: Dávám jasné a stručné pokyny pro každou činnost. To pomůže všem žákům lépe se orientovat v úkolu.

3. Dochází během hodin k narušení či zdržení výuky?

Ano, během hodin může docházet k různým formám narušení či zdržení výuky. Tyto situace mohou být způsobeny různými faktory, jako jsou vnější rušení, nedostatečná pozornost, nepředvídatelné události nebo chování žáků. Některé z možných narušení či zdržení výuky zahrnují:

- Externí rušení: Hlasité zvuky z okolí třídy, stavba probíhající ve škole nebo jiné vnější faktory mohou přerušit pozornost žáků a zasáhnout do plynulosti výuky.
- Technické problémy: Problémy s technickým vybavením, jako jsou počítače, projektory nebo internetové připojení, mohou způsobit přerušování výuky a zdržení.
- Nesoulad ve třídě: Konflikty mezi žáky, neklid nebo jiné sociální faktory mohou ovlivnit klidný průběh výuky.

- Nesoustředěnost žáků: Nedostatečná pozornost žáků, zejména u těch s obtížemi ve středisku pozornosti, může vést k narušení průběhu hodiny.
- Chování žáků: Některé žáky může zaujmout nevhodné chování, jako je rozptýlení, neposednost nebo dokonce konflikty, což může zpomalit výuku.
- Nedostatečná organizace: Pokud není výuka dobře strukturovaná nebo pokyny nejsou jasné, může docházet ke zmatkům a narušení průběhu hodiny.
- Nedostatečná motivace: Pokud žáci nejsou motivováni daným tématem, může dojít k úbytku jejich zájmu a ztrátě pozornosti.

4. Jaké výsledky mají žáci s ADHD na škále celého třídního kolektivu?

Výsledky žáků s ADHD na škále celého třídního kolektivu mohou být různorodé a závisí na mnoha faktorech, včetně individuálních charakteristik žáků, podpory, kterou obdržují, a přístupu třídního prostředí. Je důležité si uvědomit, že každý žák je jedinečný a výsledky se mohou lišit.

5. Jakým způsobem spolupracují/komunikují rodiče dítěte s ADHD se školou, případně konkrétně s učitelem angličtiny?

Spolupráce mezi rodiči dítěte s ADHD a školou, včetně učitelem angličtiny, je klíčová pro úspěšnou podporu žáka ve vzdělávání. Celkově je klíčové, aby spolupráce mezi rodiči dítěte s ADHD a učitelem angličtiny byla založena na respektu, otevřené komunikaci a společném zájmu o podporu žáka ve vzdělávání. Spolupráce může přispět k efektivnějšímu učení, lepšímu chování a celkovému úspěchu žáka.

6. Jakou jste absolvovali (formální) teoretickou přípravu na výuku dětí s ADHD?

Přiměřenou.

7. Jakým konkrétním způsobem se vaše teoretická příprava týkala jazykové výuky (tj. angličtiny)?

Vypracovala jsem zápočtový úkol na VŠ.

8. Jakou podporu při výuce vám poskytuje asistent učitele? (V jakém ohledu je tato podpora případně specifická pro výuku angličtiny?)

Ohromnou. V případě nesoustředěnosti žáka či špatného chování ihned pomáhá. Pokud žák píše test, asistent si jej vezme do kabinetu, kde není rozptylován ostatními a lépe se soustředí.

9. Kde vyhledáváte další zdroje informací či výukových materiálů pro své hodiny (např. online či neformálně mezi kolegy)?

Online i neformálně mezi kolegy.

10. Jak vy osobně vnímáte práci se žáky s ADHD?

Práce s žáky s ADHD může být náročná, protože někteří žáci mohou vykazovat impulsivní chování, neposednost nebo nesoulad s pravidly. Používám různé strategie pro udržení disciplíny a vytvoření strukturovaného prostředí. Snažím se spolupracovat s rodiči a radím se s kolegy. Celkově lze říci, že práce se žáky s ADHD může být výzvou, ale zároveň může poskytovat příležitost k rozvoji různých pedagogických dovedností a ke zlepšení celkového učebního prostředí ve třídě. Klíčové je být flexibilní, otevřený a citlivý k individuálním potřebám žáků a spolupracovat s kolegy a rodinami na efektivní podpoře vzdělávání.

Respondent D

0. Co je podle vás typické pro žáky s ADHD a jaké jsou jejich projevy v hodině?

- Nesoustředí se.
- Jeho pozornost je velmi krátkodobá.
- Spolupráce s učitelem i spolužáky bývá obtížnější.
- Horší dodržování dohodnutých pravidel při práci i v chování.

1. Liší se průběh hodin ve třídách se žáky s ADHD od hodin ve třídách bez ADHD?

Zcela, 100 %, viz odpověď číslo 1.

2. Jaké aktivity/cvičení používáte specificky pro žáky s ADHD a lze je uplatnit rovněž pro zbývající žáky ve třídě?

- Pokud je to inspirativní, snažím se vycházet z výsledků odborných poraden.
- Pohybová aktivita, hudební vložka, aktivní odpočinek.
- Výuka zábavnou formou.
- Vypracování úkolů jednodušší formou.
- Spolupráce s online cvičením, obrázky, videa.
- Spolupráce v malých skupinách s klidným spolužákem, popřípadě s asistentem.

3. Dochází během hodin k narušení či zdržení výuky?

Ano.

4. Jaké výsledky mají žáci s ADHD na škále celého třídního kolektivu?

- Záleží na konkrétním předmětu, konkrétním dítěti s ADHD.
- Takové dítě v něčem vyniká, jinde zase „pokulhává“.

5. Jakým způsobem spolupracují/komunikují rodiče dítěte s ADHD se školou, případně konkrétně s učitelem angličtiny?

- Opět je to individuální, záleží na každé rodině zvlášť.

6. Jakou jste absolvovali (formální) teoretickou přípravu na výuku dětí s ADHD?

- Načteno z internetu.
- Čtení zpráv z odborných poraden.

7. Jakým konkrétním způsobem se vaše teoretická příprava týkala jazykové výuky (tj. angličtiny)?

Žádným.

8. Jakou podporu při výuce vám poskytuje asistent učitele? (V jakém ohledu je tato podpora případně specifická pro výuku angličtiny?)

- Pokud asistent neovládá daný cizí jazyk, je jeho přítomnost v hodině oslabena.
- Pomáhá při práci dítěti, koriguje jeho chování.

9. Kde vyhledáváte další zdroje informací či výukových materiálů pro své hodiny (např. online či neformálně mezi kolegy)?

- Spolupráce s kolegy
- Internet

10. Jak vy osobně vnímáte práci se žáky s ADHD?

- Je obtížnější.
- Dá se zvládnout, pokud je ve třídě takové dítě pouze jedno.
- Při větším počtu dětí s ADHD v jedné třídě je běžný způsob vyučovací hodiny téměř nereálný.
- Pomáhá přítomnost asistenta.

Respondent E

0. Co je podle vás typické pro žáky s ADHD a jaké jsou jejich projevy v hodině?

- Mají krátkou pozornost.
- Nevydrží déle pracovat na nějakém úkolu.
- Častěji vyrušují, protože potřebují nějaké podněty.
- Častěji mají potřebu komunikovat s kamarády v hodině.
- Místo zvednutí ruky vykřikují.

1. Liší se průběh hodin ve třídách se žáky s ADHD od hodin ve třídách bez ADHD?

- Průběh se neliší, protože se dá individuálně pracovat se žákem/žákyní.
- Přípravy na hodinu nejsou nijak upravené.

2. Jaké aktivity/cvičení používáte specificky pro žáky s ADHD a lze je uplatnit rovněž pro zbývající žáky ve třídě?

- Používám obrázky, vizualizace, barvy při prezentaci učiva.
- Nepoužívám žádné specifické aktivity přímo zaměřené na žáka/žákyni s ADHD.

3. Dochází během hodin k narušení či zdržení výuky?

- Ano, žák/žákyně častěji vyrušuje/baví se se spolužáky.
- Žák/žákyně má potřebu zvýšené pozornosti – zdržuje se výuka.

4. Jaké výsledky mají žáci s ADHD na škále celého třídního kolektivu?

- Žák/žákyně má nadprůměrně dobré výsledky v porovnání s třídou.
- Navzdory jeho/její situaci učivo zvládá a stíhá.

5. Jakým způsobem spolupracují/komunikují rodiče dítěte s ADHD se školou, případně konkrétně s učitelem angličtiny?

- Nemám informace o tom, jak pracuje/spolupracuje škola s rodiči.
- S učitelem angličtiny nespolupracuje/nekomunikuje ani škola ani rodiče.

6. Jakou jste absolvovali (formální) teoretickou přípravu na výuku dětí s ADHD?

- Brzy budu končit studium učitelství.
- Nemám žádnou jinou specifickou přípravu zabývající se dětmi s ADHD.

7. Jakým konkrétním způsobem se vaše teoretická příprava týkala jazykové výuky (tj. angličtiny)?

- V roce 2024 budu končit magisterské studium učitelství anglického jazyka.

8. Jakou podporu při výuce vám poskytuje asistent učitele? (V jakém ohledu je tato podpora případně specifická pro výuku angličtiny?)

- Pomáhá s kopírováním materiálů.
- Pomáhá s individuálními potřebami žáků.
- Pomáhá při problémech s chováním na druhé straně třídy.
- Podpora není nijak specifická pro výuku AJ.

9. Kde vyhledáváte další zdroje informací či výukových materiálů pro své hodiny (např. online či neformálně mezi kolegy)?

- Portál ČT Edu
- Webová stránka liveworksheets, iSLCollective
- Youtube
- Online platformy – Kahoot, Bamboozle, Wordwall
- Kniha Roberta Čapka – *Moderní didaktika*

10. Jak vy osobně vnímáte práci se žáky s ADHD?

- Je třeba se žákům věnovat na individuální úrovni. Práce s nimi je náročná zejména s přibývajícimi hodinami ve škole. Nicméně je třeba dělat vše pro to, aby se v hodině cítili pochopení. Je také důležité, aby ostatním spolužákům příliš nenarušovali výuku.