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**DYSLEXIA AND OTHER LEARNING DIFFICULTIES IN ENGLISH
LESSONS AT LOWER-SECONDARY SCHOOLS**
Diplomová práce

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PROHLÁŠENÍ

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

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.....
vlastnoruční podpis

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ABSTRACT

The diploma project focuses on the problem of children with specific learning difficulties in English lessons at lower-secondary schools. The aim of this thesis is to create special worksheets that should enable these learners to practise English in less demanding and more relaxing way. The theoretical part focuses on various areas associated with specific learning disorders. The practical part contains individual worksheets, comments on their use in the class, evaluation and suggested changes for next use.

Introduction

This diploma project deals with the problem of children with specific learning difficulties in English classes at lower-secondary schools. When I started to teach, I realised that there is quite a lot of students with specific learning disorders and that they need a special approach. I decided to extend my knowledge and try to create special materials (worksheets) they could use either in my lessons, in re-education lessons or at home to practise English in more relaxing and less demanding way.

These worksheets are intended for 6th graders because in my opinion they are in the most difficult situation. The changeover from the primary school to the lower-secondary is demanding in many aspects and English is not an exception. That is why I have decided to devote these worksheets to this particular grade. Moreover, the application of worksheets has been done at the school I work as an English teacher and they are based on a particular student's book *Project 1*.

The diploma project is divided into two parts, theoretical and practical. The theoretical part deals with basic terminology and general information with the emphasis on dyslexia due to the fact that it is the most widespread learning disability. Other specific learning disorders usually only accompany dyslexia. The theoretical part also deals with diagnostics, learning strategies and styles, teaching principles and recommendations, education of learners with specific learning difficulties, cooperation between schools, parents and other specialized departments, personality of children and finally assessment.

The practical part presents created methodology worksheets for teachers and worksheets for students. There is also the evaluation of students' results in individual worksheets, comments on exercises from the point of view of the teacher (me) and the children and suggested changes that should improve the worksheets for next use. The aim of the practical part is to find out if the children with specific learning difficulties are more successful and better-motivated in studying English when using special materials adjusted to their abilities. The results are presented in the last chapter of this diploma project.

THEORETICAL PART

1 Specific Learning Difficulties

1.1 Introduction

In the introduction of Mark Selikowitz's book *Dyslexia and Other Learning Difficulties: The Facts* (1993) the author mentions two cases of children who have suffered a learning disorder, although they are very intelligent and well motivated. After extensive testing of these children doctors were not able to clarify the causes of the disorders because nothing indicated that the children should have any special problem (Selikowitz, 1993). Similar examples of children with specific learning difficulties are described also by Bartoňová (2004) who points out that tested and observed children were very intelligent, with a good family and social environment and teachers' guidance, but still they have had specific problems in areas such as reading, writing and counting.

There are many definitions and also many terms used in this area. Bartoňová (2007) presents two basic terms used mostly in English speaking world and it is *learning disabilities* (term used rather in the USA) and *specific learning difficulties* (term used in Great Britain). She also states that the term *dyslexia* is sometimes used as a synonym for both these terms. That might be a bit confusing because for example in Czech literature dyslexia presents the specific learning difficulty affecting only reading abilities, not all learning disorders.

As for the definitions, there are plenty of them. Selikowitz, for instance, describes a specific learning difficulty as an "*unexpected and unexplained condition, occurring in a child of average or above average intelligence, characterized by a significant delay in one or more areas of learning*" (Selikowitz, 1993, p. 4). He pays special attention to areas of learning and divides them into two basic groups. The first one is based on academic skills such as for example reading, writing, spelling, arithmetic or language. These skills are important for the academic education and are assessed at school. The second group consists of areas of learning that are important rather for life than for school. Selikowitz mentions skills such as organization, social competence, persistence, volition or impulse control. He also points out that these two groups of learning areas co-occur very often and we cannot say that academic skills are more important than the second group of skills. They both have something in common – theories of causation, superiority in numbers at males and many other features (Selikowitz, 1993).

Matějček (1995) confirms Selikowitz's definition because he also claims that dyslexia and other specific learning difficulties are usually described as *mysterious*. They can affect any

child without any differences. It can be the most intelligent pupil in the class, a child suffering cultural deprivation, an extraordinarily gifted child and so on. Specific learning disorders do not choose and they can be hardly explained. Selikowitz (1993) labels them as *idiopathic*. It means that the cause is unknown. On the other hand Bartoňová (2004) clarifies that all specific learning difficulties are dysfunctions of the central nervous system.

Selikowitz (1993) also emphasizes that we have to be careful about distinction between difficulties that are usual in children's evolution and those that may be more severe. There are two criteria used in diagnosis of children's learning difficulties. The first criterion is *statistical*. Standardized tests are used to find out if the child's ability is delayed or not. These tests have been used on many children so the results can be compared with one another. If the results are below the average in comparison with other respondents, we can talk about a learning difficulty that has a negative influence on child's abilities. This criterion is connected with the academic skills (reading, writing, arithmetic) that can be measured by standardized tests. The next criterion is called *clinical* and is concentrated on skills important rather for life than for education. It is based on observations made by professionals. Important is to observe the child in as many different situations as possible. High level of education and a lot of experience of professionals is the matter of course (Selikowitz, 1993).

Matějček (1995) also mentions so-called *false dyslexia* that can be also easily changed with typical dyslexic manifestations. He comments on inner and external factors that may influence student's school performance. The inner issues might be the delayed development of intellectual abilities in general. From the external factors he mentions a bad family situation, inappropriate teacher's approach, unpleasant school atmosphere and others (Matějček, 1995). It means that not every child with reading disabilities has to be necessarily a dyslexic. There are many factors that may have an influence on the child and it is the teachers' job to recognize individual manifestations.

1.2 General information

As for the general information about specific learning difficulties Selikowitz (1993) presents several interesting facts:

- The exact number of children suffering specific learning difficulties is unknown. Many surveys have been made to find out various information, but it would be impossible to discover the accurate number of children suffering these disorders. On the other hand, what we do know is that about 10 % of children deal with a form of specific learning disorder. By way of contrast Bartoňová (2004) claims that 2-4 % of children in the Czech Republic suffer a learning disorder.

- The most common difficulties are reading ability, language issues, attention problems and motor coordination.
- Thanks to surveys it is evident that some of learning difficulties are more likely to be found in some countries than in others. It may be caused by the way the data are collected, by differences in genetics, by differences in educational system or by specific characteristic features associated with the language of the country.
- Children usually struggle with milder forms of specific learning disorders. Only two percent of children deal with severe forms.
- According to statistics boys are three times more affected by learning difficulties than girls. The cause is thought to be connected with genes. The same number is also mentioned in Bartoňová's book *Kapitoly ze specifických poruch učení (2004)*.
- It is assumed that mostly middle class is affected by specific learning difficulties. Surveys have proved the opposite - learning disorders appear at all social classes. The impression that middle class is affected more is based on the fact that middle class parents often try to find an excuse for their children's poor learning abilities (more than other classes) so they ask for a professional certificate that proves the disability.

(Selikowitz, 1993)

Selikowitz (1993) also states that if a specific learning disability is noticed and recognized, it has lots of benefits for both children and parents. They know what the problem is and do not have to spend hours on searching what is actually wrong. They can be sure that it is not their or their children's fault (or even the teacher's) and can ask for help at professionals who are able to moderate any learning disorder (Selikowitz, 1993). So the sooner parents can name the problem the sooner their children have a chance to get better at school. We can meet with a myth that specific learning disabilities cannot be recognized before attending a primary school, but the truth is that it is possible and it can be reduced as much as possible. (Můj spolužák, 2014)

2 Dyslexia

2.1 History of dyslexia

Z. Kubová (2006) refers to Gayán's *Evolution of Research on Dyslexia* who divides history of dyslexia into three fundamental periods.

The first covers beginning of studying dyslexia in years 1895 – 1950 in view of the fact that first reading disorders were spotted in society in the second half of the nineteenth century. At the beginning dyslexia was called *word blindness* and contained all cases in which patients had reading problems after a brain damage. Rudolf Berlin was the first one who coined a new term for these disorders – *dyslexia*.

Selikowitz (2000) confirms that dyslexia was the first specific learning disorder that was described in the scientific literature. The term *word blindness* was coined by dr. Kussmaul in 1878 who met a man who was not able to learn to read even though his intelligence was on the average.

During this first period many researches and studies were made and there were attempts to find out the causes of this disorder. One of the biggest experts on dyslexia was American neurologist Samuel Torrey Orton whose *Orton Dyslexia Society* is still “*the most important world organization handling dyslexia*” (Kubová, 2006, p. 10-11). Selikowitz (2000) also refers to dr. Orton, especially to his theory about the cause of specific learning disorders that became the first theory ever. Orton paid attention to the development of one side of brain that dominated over the other one.

In the Czech Republic, it was Antonín Heveroch, a teacher at Charles University, who was devoted to studies of dyslexia and wrote the first article on this reading disorder in Europe. (Kubová, 2006)

The second period Kubová (2006) refers to, dated from 1950 until 1970, brought a little change in perceiving dyslexia. Experts realised that this issue is not intended only for neurologists, but also for psychologists, sociologists and teachers. All these specialists started to study possible factors that may affect dyslexia, symptoms, dyslexic's abilities and disabilities, educative methods and many other areas.

During those twenty years researchers came out with the idea of subgroups of dyslexia. Many classifications appeared at that time. There are at least some of them:

- Classification made by Johnson and Myklebust (1967) “*based on the sensory deficit of dyslexics*” (auditory dyslexia x visual dyslexia)

- Division made by Boder (1973) according to “*type of reading and spelling errors made by dyslexic children*” (dysphonetic dyslexics x dyseidetic dyslexics x mixed groups)
- Classification created by Marshall and Newcombe (1973) “*based on the typical patterns of errors that patients made in reading aloud*” (surface dyslexia x deep - phonological dyslexia x visual dyslexia) (Kubová, 2006, p. 10-11)

Last period that began in 1970 and has lasted up today is full of new theories based on modern methods, techniques and technologies such as for instance Magnetic Resonance Imaging. These modern technologies have enabled to observe brain activity during reading of dyslexics. (Kubová, 2006)

Bartoňová (2007) informs that there are two famous associations concerning specific learning disabilities, one in the USA and the other one in Britain. *International Dyslexia Association*, located in the USA, provides high-quality service to parents, teachers and experts who are interested in or deal with specific learning disabilities. *British Dyslexia Association* focuses on early identification and on help to dyslectic learners at school and in their future career.

Specific learning difficulties are a current issue even nowadays. Dyslexia that appeared and was recognized in the second half of the nineteenth century is now part of everyday life of many children who usually struggle also with other learning disorders. To struggle effectively we need to know typical features of these disabilities.

2.2 Definition, characteristics and manifestations

There are many various definitions that have been presented in the scientific literature, but we can say that dyslexia is the most familiar learning disorder because its effects were the most significant at children's school success in the past. (Zelinková, 1994)

It is the most widespread specific learning difficulty that is usually in combination with other learning disorders such as dysgraphia and dysorthographia. Authors of the publication *Můj spolužák (2014)* state that typical features of dyslexia are slow and incorrect reading, reading without understanding the context and confusion of letters and words.

Modern definition says: “*Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.*” (Kubová, 2006, p. 5)

Manifestations of dyslexia differ from person to person. It has many symptoms, but not all of them have to be spotted at each dyslexic necessarily. Kubová (2006) mentions very nicely four most common displays.

The first one is *directionality confusion*. It is about possible confusion of letters or words.

Kubová introduces so called *left-right confusion* when dyslexics reverse letters like “b” and “d”, “p” and “q” or *up-down confusion* when the letters can be reversed like “d” and “q”, “p” and “b”, “u” and “n”, “m” and “w”. Dyslexics can also misread whole words – they read “saw” instead of “was” or “won” instead of “now” and so on (Kubová, 2006).

Next manifestation is problems with *sequencing*, in other words “*perceiving something in sequence*”. People having a reading disability often change the position of letters in words, change the sequence and that is why “name” can become “mean” or “amen”. (Kubová, 2006, p. 7)

Reading little words such as “if”, “of”, “in” and so on represents another trouble for dyslexics. Even though these little words may seem easy to read, they are usually considered to be even more difficult than longer words, for instance “aeroplane”. Big words usually seem differently and are easier to recognize. On the other hand little words may seem the same. When reading a text, dyslexics always concentrate on longer words and therefore they omit to read little words that precede the bigger ones. Teachers may consider this omission as a result of carelessness, but it does not have to be true at all (Kubová, 2006).

Last characteristic feature that is mostly present at more serious forms of dyslexia is *bizarre reading or spelling*. That happens when children try to guess words in the text and do not think about the meaning of the sentence (Kubová, 2006). Because they concentrate on individual words and not at the text as a unit they miss the sense of the sentences.

2.3 Interesting facts about dyslexia

Several interesting facts are described in the publication *Můj spolužák (2014)*:

- Dyslexia does not affect only males. Both males and females can be affected by this disorder. The only difference is in the percentage that is a bit higher with males as Matějček (2006) confirms. In his opinion it is at least in a ratio of 2-3 : 1.
- Dyslexics can be very intelligent. They can be even extraordinarily gifted. As Zelinková (2005) mentions, some famous and successful people suffer a learning difficulty as well. She gives for instance the actor Tom Cruise or the artist August Rodin. It is also commonly known that Thomas Alva Edison suffered learning disorders as well and his contribution for society is invaluable.
- Dyslexia is incurable, but its manifestations can be reduced at minimum. It can be recognized even before attending a primary school so the sooner the specific learning disorder is recognized, the sooner its manifestations can be reduced.

Also Matějček (2006) addresses to several researches which have proved that:

- Dyslexia is caused by genes from 50-60 %. The rest 40-50 % of cases are caused by other external factors.
- 60 % of dyslexic children suffer more learning disabilities besides dyslexia.
- 30 % of dyslexics suffer also ADHD syndrome.
- 15-20 % of dyslexic children have also discipline problems.

3 Other Specific Learning Difficulties

As it has been written, dyslexia is usually accompanied by other learning disabilities. The most frequent are dysgraphia and dysorthographia.

3.1 Dysgraphia

Dysgraphia is a special disorder connected with writing. Learners suffering this specific learning disability usually write very slowly and incorrectly, change letters in words, are not able to write letters of the same size and their letters jump up and down the line. Their handwriting is illegible very often and because of that they are sometimes advised to use computers instead of handwriting. (Můj spolužák, 2014)

Bartoňová (2004) describes dysgraphia as a disability to write letters individually, in pairs or in a sequence. Children tend to change letters of a similar shape and combine writing and printing style. Their writings are read with difficulties that may be caused also by bad holding of writing implements.

3.2 Dysorthographia

Dysorthographia is a special learning difficulty associated with spelling and grammar. Typical features are bad handwriting, omission of letters or whole words and missing punctuation. Dysorthographic people usually change position of letters in words and they can be excused from writing exams. (Můj spolužák, 2014)

Zelinková (2005) mentions also other problems that may occur together with dysorthographia. Problems with auditory system may cause that children are not able to distinguish between words that may sound similar. Other problem is incorrect pronunciation. If children pronounce words incorrectly, they may also write them in that way. This goes especially for phonetic transcription in English.

Considering definitions and possible problems mentioned above, long dictations and texts connected with a time limit may bring more trouble than benefit. Children should be given exercises where they can easily fill in only few missing letters rather than write one or two-page dictation and they should not be stressed by any time limit that would cause only more mistakes.

There are other specific learning difficulties such as dyscalculia, tone deafness, dyspraxia and others. In English lessons we especially deal with dyslexia, dygraphia and dysorthographia. That is why other learning disorders are not described in detail.

4 Diagnostics, Strategies and Learning Styles

4.1 Diagnostics

Zelinková (1994) defines diagnostics as a scientific area related to re-education of children with specific learning difficulties. Its aim is to describe the level of knowledge and abilities, personal characteristics, social relationships and other areas connected with the success or failure of children at school.

As Zelinková (1994) presents children can be diagnosed either at school or at a specialized department such as a psycho-pedagogical counselling or other specialized institutions. When diagnosing children at school, it is usually based on long-term observations and the diagnosis is influenced by the atmosphere in the classroom and by the teacher, too. The observer can compare individual learners with one another within or out of the classroom. Selikowitz (2000) states that teachers are usually the first people who recognize children's learning disorders. They are also competent to compare student's work, progress and also behaviour.

In Zelinková's (1994) opinion diagnoses made in specialized institutions are seen rather artificial. The conditions are created in the way so the children are able to perform well. Special tests used in these institutions enable professionals to compare results of a particular child with results of other children of the same age.

Both diagnoses are very valuable under the condition that schools and specialized institutions share obtained information and cooperate.

There are several criteria that are important for diagnosing. Zelinková (1994) divides these criteria into reading, writing and mathematics. For our purpose the thesis concentrates only on the reading and writing part. As for the reading we can talk about dyslexia if the intelligence and reading quotients are equal or lower than 90 and the difference between them is at least 20 points. Another factor is that the child has long term results beyond the average in reading.

In the case of writing we can diagnose dysgraphie or dysorthographie if the intelligence quotient is equal or lower than 90. But there are more criteria valid for both reading and writing abilities. It is a negative report associated with the sense of sight and the sense of hearing, insignificant school absences and adequate school conditions. If all the criteria are fulfilled we can diagnose a specific learning disability. If one of the criteria is missing we can take into consideration other possible criteria such as proved specific learning difficulties at parents, mild features of other disorders and so on. (Zelinková, 1994)

As it has been said before one possibility how to diagnose children is at school. It is the teacher who usually spots any problems and informs parents about his/her suspicion. Slow or

double reading, reading incomprehension and unnatural eye movements belong among significant features signalling reading problems. Writing problems are usually manifested by slow and illegible writing and inappropriate holding of writing equipment. (Zelinková, 1994) These attributes are easy to spot and it is the teacher's responsibility to inform parents about the observations.

Selikowitz (2002) bets also on parents. In his opinion parents spend lots of time together with their children and they are able to recognize the first manifestations, too. It can be slow reading of fairy tales, creating "false" stories while reading according to illustrations contained in books instead of reading the text, slow writing, problems with counting apples and so on.

4.2 Strategies

Strategy is an activity that helps us to manage tasks more quickly, with the minimum of mistakes and with lower physical and mental effort. Learning strategies contain techniques, principles and rules that enable pupils to study, do tasks and solve problems individually. Children with specific learning disabilities are usually less flexible than other children. It means that they tend to use the same strategies they already know and do not prefer any changes. (Bartoňová & Vítková, 2013)

Learning strategies can be also defined as "*thoughts and/or actions that students use to complete learning tasks*". (NCLRC, © 2005-2015)

According to Bartoňová & Vítková (2013) children with specific learning difficulties have problems with organization, planning, time management and systematic work. It explains why the role of the teacher is so important. Teachers who are interested in their pupils can help them very much. Crucial is to find learning styles the pupils prefer. Then we need a good organization and fixed routine that help children in better orientation.

As for the planning it does not relate only to children, but also to teachers. Good teachers ask questions while planning and try to answer them. Questions like: "*What should the pupils learn?*" "*What are they able to learn?*" "*What do they already know?*" "*What should I do to keep their attention?*" "*What strategies should I choose to teach them new information?*" "*How should I evaluate them?*" "*What kind of feedback should I give them during the learning process and afterwards?*" (Bartoňová, 2014, p. 98) If teachers are able to answer these questions they are on the right track.

When talking about strategies we have to distinguish between learning strategies that are intended for learners (children) and teaching strategies meant for teachers. Both of these have the same goal – to improve student's school performance and make the learning process easier.

Bartoňová & Vítková (2013) mention two main teaching strategies. The first one is

comprehension. Children with dyslexia often read texts without understanding. The problem may be seen in insufficient vocabulary or in poor knowledge of the language (sentence structures, grammatical rules). Teachers should focus on texts accompanied by exercises to practise reading comprehension. They can start with easier texts and then slowly proceed to more demanding ones.

Next proved strategy is *visualisation*. We can use any visual aids that would accompany texts in books. It may help pupils to remember a new vocabulary and the meaning of words. Useful visual aids are for instance pictures, coloured sheets of paper, coloured pencils, mind maps and others. (Bartoňová & Vítková, 2013)

Another possible categorization of strategies is mentioned in the article *Defining and Organizing Language Learning Strategies* (NCLRC, © 2005-2015). The author divides learning strategies into *metacognitive* and *task-based* strategies. Metacognitive strategies contain:

- organization and planning of learning
- monitoring of learning
- evaluation of learning

The purpose of these strategies is especially to think about the learning process. Task-based strategies present four main principles:

- use what you know
- use your imagination
- use your organizational skills
- use a variety of resources

(NCLRC, © 2005-2015)

Bartoňová (2014) adds that teachers should explain their pupils why they should learn any learning strategy, what is the reason for that. Children ought to understand that appropriate strategy will help them to improve their abilities and school performing. If they do understand, the use of strategies and the learning process will be successful.

4.3 Learning styles

A learning style is an approach of a student to a task. Each learning style is specific in the way of thinking, planning, doing a task and evaluating. (Bartoňová, 2007) Another possibility how to view a learning style is that it is “*the preferential way in which the student absorbs, processes, comprehends and retains information*”. (TEACH, © 2009-2016)

Teachers should be able to advice children and their parents how to learn. Their task is to show children possibilities that can be used in learning. There are several learning styles that should improve children’s learning abilities.

To find out what learning styles are the best for our pupils, we have to classify individual learning types. Bartoňová (2007) refers to Žáková's publication *Jak pomoci dětem učit se* where she presents 4 main learning types.

a) Auditory type – learning by hearing

This type of learners acquires information mostly by hearing. Communication with teachers and asking questions help to better remembering. When they learn they read texts aloud, record texts into a voice recorder or learn with parents.

b) Visual type – learning by visuals

Children of this learning type learn mainly from visual aids. They use books, notes in exercise books, diagrams, drawings and so on. They make notes, summaries and cribs by themselves. Effective method used by this type of learners is observation.

c) Tactile type – learning by touching

Typical feature of tactile type learners is learning by touching. They learn by manipulation with objects, by experimenting and by using various visual, demonstrative aids.

d) Kinaesthetic type – learning by movements

Learners of kinaesthetic type have to move. They usually walk while learning and change positions very often.

There are more classifications associated with learning types. For instance, the website TEACH mentions visual, auditory, kinaesthetic and read & write learning types. (TEACH, © 2009-2016) On the other hand Professor Richard M. Felder, who teaches at North Carolina State University, pays attention to the division of learners, not learning types. He mentions active and reflective learners, sensing and intuitive learners, visual and verbal learners and sequential and global learners. (Resources in Science and Engineering Education)

Zelinková (2005) also views learning styles in a different way. In her opinion learning styles are connected with student's needs such as a need for belonging to somewhere (psychological need), need for learning (cognitive need), need for doing a physical activity (psychical need) and need for reflecting the reality.

Bartoňová (2007) advises how to implement learning styles into education. She presents several important points teachers should be familiarized with. The first one is the use of

knowledge that students have acquired so far. If students have an impression that they have already known something about the topic, they understand and learn better new information. This reflects one of the task-based strategies mentioned in the previous chapter.

In Bartoňová's opinion successful students are able to generalize. They can use their abilities and knowledge in various situations that may be new for them. Another advice is to create active students. Learners who are interested in lessons and participate actively are more successful than others. They are able to ask meaningful questions, create summaries and influence the whole lesson. (Bartoňová, 2007)

Students who usually fail at school are negative towards them and feel inferior. Those who are rather successful feel self-confident. If students become better at school, their self-confidence raises as well. What helps students in general is interactive education. If students are given an opportunity to discuss things with classmates, cooperate and learn together, it is the most effective way how to acquire information. (Bartoňová, 2007)

5 Teaching Children with Specific Learning Difficulties

When talking about teaching children with specific learning disabilities, Bartoňová (2007) pays attention especially to integrated learners. These pupils can study according to individual educational plans that enable both teachers and learners to progress in individual pace. It is the teacher who decides what the pupil should learn and how demanding the schoolwork should be. Zelinková (2005) adds that individual educational plans are created thanks to cooperation between the teacher, the school management and the expert from the counselling. The aim of individual educational plans is to enable learners with specific learning disorders to work according to their abilities, individual pace and without comparison with other students' results.

Bartoňová (2007) confirms these ideas and warns that teachers must not compare integrated learner's results with other pupils. They should evaluate the progress the learner has made since last time and be also aware of the intellectual level of the child and the family environment that may influence the learning process as well.

Bartoňová (2007) also states that children with specific learning disorders tend to get tired more quickly than other students. So a good planning and organization are needed to decide what to pay attention to and what can be skipped or postponed for next time. Rewriting of pieces of homework, notes in exercise books and other similar activities are too exhausting for the children and if we compare the results of these activities with the effort spent on them, we come to the conclusion that it is incomparable. There is a saying that "less is more". Less schoolwork sometimes means more time for practice and automation.

Children with specific learning difficulties do not have to know all grammatical structures and tenses. It is better to teach them the basics they will know well and be able to use in a real life.

Žáčková & Jucovičová (2006) agree and add that teachers should not force children to translate texts word by word. The attention ought to be paid to useful expressions and basic vocabulary. It is also recommended not to concentrate on learning grammatical rules by heart. Children usually struggle with grammatical rules even in their native language so it would be very demanding to learn rules of another language. They also advise to use books and workbooks written in the native language as for the instructions and explanations of grammatical rules.

If we teach learners with any learning disability we have to set the instructions clearly. The best way how to set homework, for instance, is to write the task on the board so the learners can see it and copy it into their notebooks. Then we draw their attention and repeat the task

several times. With less self-dependant learners we can also check that they have put the notes down. (Bartoňová, 2007)

5.1 Teaching and learning foreign languages

It may be very difficult to learn a foreign language in general and if we talk about learners with specific learning disabilities, it is even more demanding. Many factors influence the process of learning. Bartoňová (2007) mentions for instance motivation, intelligence, memory, attention span, age, learning styles, talent for learning foreign languages and many others.

Zelinková (in Bartoňová, 2007) advises that it is better to focus on communication rather than on grammatical structures or spelling, at least at the beginning of learning a foreign language. When it comes to explaining grammar, the most effective way how to do it is to make overviews and charts that pupils can use anytime. During conversation it is suitable to use objects, pictures, mind maps or pictorial dictionaries.

If we focus on the situation in the Czech Republic, the problem of teaching children with specific learning difficulties became the matter of many publications roughly in the half of 90ies in the 20th century. Bartoňová (2007) presents that at the beginning the publications were rather general. Later they started to pay attention to individual foreign languages and their specifics. The most famous authors who devoted their works to the topics associated with specific learning disabilities are:

- A. Lenochová (*Práce se žáky se specifickými poruchami učení v hodinách anglického jazyka, 1999*)
- M. Šigutová (*Výuka angličtiny u dětí s dyslexií, 2002*)
- B. Pechancová and A. Smrčková (*Cvičení a hry pro žáky se specifickými poruchami učení v hodinách angličtiny, 1998*)

As it has been already said children suffering a specific learning disability have troubles in studying their mother tongue. With foreign languages it is even worse. There are several recommendations how to work with these children and what principles are good to be involved into the teaching and learning process.

Žáčková & Jucovičová (2006) address to the use of learning styles. For example, if children learn the most by hearing (auditory type) it is preferable to use oral activities rather than written. Use of tapes, CDs and voice recorders is very helpful. Also reading aloud and parents' reading out are methods used in the learning process. Various visual aids help to better understanding and remembering, too.

To practise language, grammar and new vocabulary Žáčková & Jucovičová (2006) advise to use nursery rhymes, riddles, songs and poems. There is a great emphasis placed on the practical use of language in meaningful real – life situations such as communication with native speakers in foreign countries, booking a hotel, asking directions, ordering in restaurants and others. Zelinková (2005) also recommends focusing rather on communicative activities so the children are able to say basic information about them, to ask about the way and so on.

As for writing activities or testing, both Žáčková & Jucovičová (2006) and Zelinková (2005) claim that teachers should tolerate words written in phonetic language and specific mistakes, for instance reversing letters.

5.2 Teaching English to children with specific learning difficulties

If we want to teach English to learners with specific learning disorders, we should be aware of general principles applied on teaching English at primary and lower secondary schools. Lenochová (in Kucharská, 1991) presents several important points as the basis for teaching English.

- The classes can run in English from the early beginning. There's no need to use the mother tongue.
- There should be the connection between communication and physical activity. Zelinková (2005) refers to this connection as a *multisensory approach*.
- Teachers ought to use high-quality recordings and interesting activities practising proper pronunciation. The importance of teacher's correct pronunciation is doubtless.
- Teachers are advised to start with practising communication rather than teaching spelling. When it comes to spelling activities - they should be interesting and playful.
- Interaction and use of communication in meaningful real-life situations are crucial.
- New vocabularies and grammatical structures need to be integrated into meaningful communication.
- Teachers should let the pupils role-play and make projects on topics based on a real life.
- Use of translation is reduced to minimum.
- Students should be asked to self-evaluate.
- It is more than important to find a proper learning style to each student.
- Traditional oral examining at the board should be restricted or totally eliminated.
- Teachers should be careful about assessment and error correction. We do not want to demotivate our pupils.

(Kucharská, 1991)

All these principles should be followed by English teachers in every class. To work with learners with specific learning disabilities means to use other specific teaching principles besides the ones mentioned above. Hanušová and Mlýnková (in Bartoňová, 2007) add following:

- oral examining should be done in a positive and pleasant atmosphere
- teachers should use visualization and different types of tasks – gap filling, multiple choice, matching, ...
- children ought to be given more time for fulfilling tasks
- learners with specific learning difficulties should be given shorter or less demanding tasks unlike the rest of the class
- teachers should keep in mind that higher toleration in spelling mistakes is doubtless

Teaching English means to be prepared in more than one aspect. Pokrivčáková (2011) names several competences that teachers should possess:

- **Content knowledge** – knowledge of the subject
- **Curricular knowledge** – knowledge of curricular documents, educational aims
- **Methodology knowledge** – effective planning, good organization, classroom interaction, learning and teaching strategies, learning styles
- **Diagnostic competence** – the ability to assess the pupils, to find their strong and weak points, to suggest proper learning strategies and styles, to diagnose any disability or problem

Diagnostic competence is the one that is very significant in working with children with specific learning difficulties.

5.3 Re-education

Re-education is a process that focuses on gradual development of functions necessary for reading, writing and counting skills. Its aim is to improve the level of these functions and to compensate the problems resulting from specific learning difficulties. (PoraDys, [2013])

It is often confused with tutoring. The difference is that tutoring serves as extra lessons for pupils who missed some classes due to illness or any other reason and need to catch up what they missed, or they attended classes, but they need more time for explaining and practising. During the process of re-education teachers try to develop functions that have been retarded and have a negative influence on reading, writing and counting abilities. Teachers try to find proper strategies how to deal with these difficulties in classes.

Zelinková (1994) presents several recommendations for re-education that need to be

respected. When we start working with children we should focus on the activities children are usually successful in. We have to create a positive motivation to learning. At the beginning of re-education children may have negative experience with the subject or learning process in general and this is what we have to change. Before we really start the process of re-education, we have to gain pupils' trust. They need to know that we really care and mean it honestly. It is advised to begin with pleasant relaxing talking about free time activities, hobbies so the child knows we are interested in him/her. Then we proceed to preparatory exercises in a form of games and small competitions so the pupil is not aware of being learning anything. These exercises are focused on practising perception, speech, spatial orientation, concentration span and others. While practising, teachers can also observe the child and try to diagnose any problems or difficulties. (Zelinková, 1994)

Children should be explained that they suffer a specific learning disorder. They have to understand why they are less successful than their classmates in specific subjects. On the other hand it should not serve as an excuse for everything. Forgetting homework, disturbing lessons or bad behaviour are things that are not the result of learning difficulties and children should be aware of that. Selikowitz (2000) confirms these ideas and says that the best is to explain what a specific learning disability is to children immediately at the beginning. Even they are young, they have to understand their difficulties. But he also warns that children tend to use their disabilities as an excuse and then it is parents' job to set the rules and boundaries.

6 Education of Learners with Specific Learning Difficulties

6.1 Legislation

In the Czech Republic there are two significant documents dealing with education of learners with special needs. The first one is *Zákon o předškolním, základním, středním, vyšším odborném a jiném vzdělávání*, so-called **školský zákon** effective from 1 January 2005. The second is *Vyhláška č. 73/2005 Sb., o vzdělávání dětí, žáků a studentů se speciálními vzdělávacími potřebami a dětí, žáků a studentů mimořádně nadaných* effective from 17 February 2005 (MŠMT, © 2013 – 2016) and adjusted by other three regulations.

a) Vyhláška č. 62/2007 Sb., kterou se mění vyhláška č. 73/2005 Sb., o vzdělávání dětí, žáků a studentů se speciálními vzdělávacími potřebami a dětí, žáků a studentů mimořádně nadaných (effective from 1 September 2007, adjusting the original version) (MŠMT, © 2013 – 2016)

b) Vyhláška č. 227/2007 Sb., kterou se mění vyhláška č. 62/2007 Sb., kterou se mění vyhláška č. 73/2005 Sb., o vzdělávání dětí, žáků a studentů se speciálními vzdělávacími potřebami a dětí, žáků a studentů mimořádně nadaných (effective from 31 August 2007, adjusting the original version and the first version from 2007) (MŠMT, © 2013 – 2016)

c) Vyhláška č. 147/2011 Sb., kterou se mění vyhláška č. 73/2005 Sb., o vzdělávání dětí, žáků a studentů se speciálními vzdělávacími potřebami a dětí, žáků a studentů mimořádně nadaných (effective from 25 May 2011, adjusting the original version) (MŠMT, © 2013 – 2016)

The original document is divided into four parts. The first part describes general regulations concerning education of children with special needs and extraordinarily gifted students and explains specific terms. The second part focuses on special education. It comments on principles and aims, forms of special education for disabled children, cooperation between schools and medical facilities, types of special schools, individual educational plans, work of pedagogical assistants, organisation, integration of disabled students into special education, permitted amount of students and safety of children. Part three is devoted to extraordinarily gifted children and part four to final regulations.

Entirely new regulation concerning education of pupils with special needs and extraordinarily gifted pupils is planned to come into force in September 2016 under the name *Vyhláška č. 27/2016 Sb., o vzdělávání žáků se speciálními vzdělávacími potřebami a žáků nadaných* that will replace regulations 73/2005 Sb. and 147/2011 Sb. It deals especially with the coming inclusion and its main principles.

6.2 Learners with specific learning difficulties within FEP EE and SEP

The issue related to specific learning difficulties is also included in Framework Education Programme for Elementary Education (FEP EE) that is a very important valid document in Czech education system. Four-page part of section D at the end of the document is devoted to education of learners with special needs. Unfortunately, information included in the document is very general and says nearly nothing.

School Education Programme (SEP) is next significant document used in Czech schooling and its creation is obligatory for all Czech schools. Due to the fact that information in FEP EE is so general and School Education Programmes are based on FEP EE, it is not a big surprise that school management is not sure how to work with this problem and how to deal with it in its SEP.

The analysis of School Education Programmes at chosen schools made by Filová, Havel and Kratochvílová (Bartoňová, 2007) confirms ideas mentioned above. Thanks to their research we can present these statements:

- Information in FEP EE concerning Education of Children with Special Needs is insufficient for creators of School Education Programmes (SEP) to deal with this problem. Any methodical book would help to authors of SEP.
- Teachers do not know how to work with learners with special needs according to FEP EE.
- Teachers are not familiarized with correct terminology. They confuse important technical terms.
- School Education Programmes do not cover the problems of special education of teachers who teach learners with special needs.
- School Education Programmes do not mention diagnostic work related to teachers and their cooperation with experts.
- Schools do not take the advantage of subjects of special education and do not integrate them in timetables.
- Individual approach to learners is described only in general. More specific information on how the individualization is reflected in practise is missing.

6.3 Integration and inclusion

The most currently discussing topic in the educational sphere is inclusive education. The term appeared for the first time in a European political discussion in 90ies. In 1994 the world conference held by UNESCO and Spanish government took place in Salamanca. States which

took part in this conference were discussing the topic of pedagogic for special needs. As a result 92 countries agreed to make significant changes in the development of inclusive education. The target was to create schools and pedagogical system for all children. (Osobnostní rozvoj pedagoga, [2011])

According to the author of the article *Vymezení integrace a inkluze ve vzdělávacím procesu* the difference between integration and inclusion is in the amount. When we were talking about integration in the past, we were talking about individuals. Inclusion concentrates on groups of children, not only on individuals. The basis of inclusion and also the prerequisite for its beginning is respecting of student's differences. Teachers must not see these differences as a negative feature, but as a positive one that may enrich the classes. (Osobnostní rozvoj pedagoga, [2011])

Zelinková (2005) views integration as an opportunity for people with special needs to study and live together with the rest of population. She also claims that inclusion is an ideal state when the school environment is absolutely adjusted to individual needs of these learners. She confirms that integration becomes a tool for toleration of differences between individuals and addresses to *Školský zákon* as an official law document dealing with this issue.

6.4 Forms of special care

Zelinková (1994) presents several possible forms of special care for students with specific learning difficulties:

- Integration into a usual class of a primary school supposing teacher's individual approach.
- Re-education with well-educated teacher in the area of specific learning disorders.
- Re-education done by a specialist who works in psycho-pedagogical counselling centres and cooperates with schools.
- Specialized classes for children with specific learning disorders.
- Specialized schools for children with specific learning disorders.
- Regular visits of psycho-pedagogical counselling centres.

She also points out that we cannot say which of these forms the best are. Each of them has some advantages and disadvantages. If we focus on specialized classes there are several benefits. The first one is that there are children with the same problem – a learning disability and it reduces the inferiority feelings. Teachers are experts on specific learning difficulties and know how to work with children and what methods use. Last benefit concerns the amount of children. In specialized classes there are fewer children than in a usual class and so the teacher's approach

is more individual.

Besides these benefits Zelinková (1994) also mentions one important drawback and it is the fact that children attending a specialized class are isolated from the children who do not suffer any specific learning disability. They are separated from others and it may be difficult then to integrate again. It is quite difficult to decide what form of care would be the most appropriate. We should also consider children's character. For slow, scared and sensitive children is better to attend classes with well-educated experts. On the other hand, children who do not like changes and are better-than-average should stay in the class they are used to.

7 Cooperation with Parents

Cooperation between schools and parents is significant in helping children with specific learning difficulties. As Zelinková (1994) writes both parents and schools play a very important role in education of children in general and in the case of learners with specific learning difficulties the cooperation between these two subjects is even more important. If both sides work together as a team with the common aim – education of a particular child there is a bigger chance to help the child.

Zelinková (1994) also admits that parents and schools are equal partners and make effort to help the child. Their cooperation may have different forms – exchanging emails, official meetings, consultation hours, regular visits and so on. She advises that when starting talking with children's parents, it is usually good to start with praise. Parents do not like to hear negative comments on their children so it is advised to start with something positive and then slowly proceed to the negative aspects.

As Kucharská (1999) claims teachers should know how to work with children and their parents, but parents are not usually familiarized with procedure they should follow. First fundamental step is to accept the fact that their child has a problem. It is not anything parents should feel embarrassed of. They have to show their interest in the child. It is also important to create calm, pleasant atmosphere. Also Selikowitz (2000) warns that it is very difficult for parents to deal with the fact that their child suffers a specific learning difficulty and has bad results at school (because it usually goes hand in hand). According to him the best thing to do is to go step by step, set short-term and realistic goals and focus on them.

If parents cannot see any progress, they usually tend to panic or give strict commands and that is not the best solution. More helpful is to be patient and continue in the systematic work. Results will come sooner or later. And if they need to encourage or assure that they do everything well, they can visit a counselling centre where experts advise them how to continue.

8 Personality of Children with Specific Learning Difficulties

Specific learning difficulties have an enormous influence not only on children and their education, but also on other areas such as their position in the classroom, their emotions and feelings.

As Pavel Kšajt writes in his article called “*Žáci se specifickými poruchami učení a jejich pozice ve třídě*” (Kucharská, 1991) children with specific learning disabilities tend to underestimate themselves after so many “failures” they have experienced at school. They are frustrated, full of negativism and do not see any possibility how to succeed. These negative feelings may cause other problems associated with rather psychological field.

He also admits that incessant failures can also badly affect the position of children within the classroom. It has been proved that children with specific learning difficulties become more often the target of mockery and in more severe cases also bullying. These children are usually placed on the edge and due to that they feel alone. Selikowitz (2000) deals with failures as well and gives an interesting advice. In his opinion it is a good idea to enter these children in a club or group so they have a feeling they belong somewhere. Each child has a hobby – usually the one he/she is good at so it would be more than helpful to attend a free-time activity in raising child’s self-confidence.

Another important fact is that school is not only about education, but also about the people – teachers and classmates. Even though children do not like studies, they go to school because of their classmates and maybe even teachers. If they do not have a nice relationship at least with one person in the classroom, they will not be willing to go there. Kšajt (Kucharská, 1999) warns that there is sometimes a danger that children with specific learning disorders, who are not as favourite among their classmates as they would like to, tend to build their position in inappropriate way and they can get in trouble.

Modern times bring modern methods and it goes also for the issue of specific learning disorders. Teachers are advised to encourage children with learning difficulties to self-evaluation. Bartoňová & Vítková (2013) describe it as a new trend that should help children to be more autonomous, think about their results, be able to say aloud what they did well, what they liked about their work, what was demanding, what they did not understand and so on. She sees self-evaluation in a positive way and as a useful method. Matějček (2006) is more cautious about this area and pays attention also to possible negative aspects of self-evaluation. He claims that while self-evaluating children may feel insecure, unsuccessful and inferior. As a protection they tend to deny their shortcomings and failures.

9 Assessment of Children with Specific Learning Difficulties

This last chapter of the theoretical part is crucial for the whole thesis. Assessment is connected with positive or negative motivation of children, their approach to the subject, self-confidence and many others. Teachers are responsible for knowing how to assess their pupils and what to avoid.

There is no officially set procedure that would advise teachers how to assess children with specific learning difficulties. Regulations mentioned in the chapter *Education of Learners with Specific Learning Difficulties* contain only general information and say nearly nothing.

All documents concerning assessment of learners with specific learning difficulties advise to consider learners' situation individually. Feedback and assessment should be motivating so it is recommended to concentrate on tasks or activities pupils manage to do well. Zelinková (1994) addresses to the regulation MŠMT ČR č.j. 23472/92-21 and pays special attention to the part where is written that teachers should use methods and forms of examining that correspond with student's capabilities and which respect specifics of individual learning difficulties

It is also advised to use various forms of feedback and assessment. We can use usual marks or oral assessment as well. Teachers are recommended to explain the difference in marking to other students who do not have any specific learning disability, too. Matějček (1995) nicely compares school marks to a kind of competition. Children usually compete among themselves and compare their test results. This is the situation when children with specific learning disabilities are at a disadvantage and start to feel embarrassed, especially in subjects such as Czech and foreign languages.

Žáčková & Jucovičová wrote a very nice methodology material *Metody hodnocení a tolerance dětí s SPU* concentrating especially on primary schools. Nevertheless, principles mentioned in this "guide book" can be applied on lower secondary schools as well.

9.1 General principles

Žáčková & Jucovičová (2006) advise teachers to educate and assess their pupils in a different way than other students. Specific learning disabilities are usually congenital and they are not children's fault. Everybody (the child, parents, classmates, other teachers) need to understand the problem and the necessity of assessing differently. Teacher's job is to explain it as sensitively as possible. It is important to clarify the whole situation properly to avoid mockery or also bullying.

Matějček (1995) also comments on different assessment of children with specific learning disorders. He confirms the ideas of Žáčková & Jucovičová mentioned above and adds that

teachers have to explain the whole situation in the way so other students understand that it is not about favouring or facilitating requirements. On the other hand he does not see the danger of mockery or bullying. In his opinion children tend to help their classmates with learning difficulties rather than make a mock of them or envy their easier conditions.

According to Žáčková & Jucovičová (2006) children with specific learning disorders should be given tasks they are able to fulfil. Teachers should avoid long dictations at dysorthographic children, rewriting long texts at dysgraphic pupils or long reading aloud at dyslexics. In general it is better to prefer oral examining to written. As for written works we can use worksheets with various tasks such as gap filling, crosswords, matching, multiple choices and many others.

Another important recommendation made by Žáčková & Jucovičová (2006) is to assess only the part the pupils managed to do during their individual work. If there is a time limit for fulfilling a task, we should not pay attention to the whole task, but just to the part which has been done. Zelinková (2005) agrees with these opinions and confirms that teachers should really assess only the part children managed to do. But then there is a question – how can teachers be sure that children did really their best and did not manage to fill in the exercise in the given time limit and that they are not just lazy? Žáčková & Jucovičová (2006) also warn that teachers ought to be aware that any individual work, testing or oral examining is very stressful for children and they tend to make more mistakes than usual. So we have to count also with this factor.

Another important thing when assessing or giving a feedback is that we must not compare children's school results with other pupils. We should also avoid comparing children with learning difficulties among themselves because even though all of them may be dyslexics, they have a different form of this disorder. Some pupils have a milder form, some of them suffer more severe one. (Žáčková & Jucovičová, 2006)

Žáčková & Jucovičová (2006) comment on the situation in the past when children with specific learning disorders were assessed during the school year in the same way as other children. Their marks were very bad and demotivating. At the end teachers lowered their marks about one or two levels. So children who should have 4 finally got 3 or 2 at their certificate. This approach was easier for teachers. They did not have to prepare any special materials and did not express any special care for these children. But this is absolutely inappropriate way how to deal with children with specific learning disorders.

Nevertheless in Zelinková's (2005) opinion this way of assessing is still present at primary and lower secondary schools. She strongly disagrees with it and warns that it is not confusing only for the child with specific learning disorders, but also for other students who are

familiar with their classmate's results during the school year. They may see it as an unfair treatment.

9.2 Oral assessment

Žáčková & Jucovičová (2006) claim that oral assessment is recommended by experts especially in the case of learners with specific learning difficulties. This kind of assessment does not focus only on the pupil's performance at the end of the school year. It comments on pupil's progress between individual stages, effort, persistence, ability of cooperation, characteristic features and many others.

Zelinková (2005) also comments on the use of oral assessment, but she points out that parents have to ask for it. She also states that there are no official formulations that could be used for oral assessment. Just as Žáčková & Jucovičová Zelinková also states that oral assessment is not focused only on the knowledge and marks, but also on other aspects such as other abilities and the pupil's whole progress.

Well-prepared assessment can motivate pupils in further education and it can increase their self-confidence. Traditional marking causes negative atmosphere and the impression of failure. Oral assessment points out both positive and negative features of student's performance and there is also time for discussing things sensitively, in pleasant atmosphere.

PRACTICAL PART

1 Introduction

The aim of the practical part is to create special worksheets that should make learning English easier, in more relaxing and pleasant way for learners with specific learning difficulties and find out how they work in the class. I decided to interconnect this practical part with my teaching practise and that is why the whole practical part is so specific. The worksheets are based on a particular student's book *Project 1* written by Tom Hutchinson and they are organized in the same way as the book – each worksheet stands for one unit and each unit/worksheet is divided into four parts. Vocabularies and grammatical structures are based on the student's book.

As a teacher at lower-secondary school I could compare individual grades and after several weeks it was evident that children of the sixth grade are in the most difficult situation. The changeover from the primary school to the lower-secondary brings lots of changes. New teachers (children were used to one or two teachers so far), new subjects, new environment – their position is also different because they are the youngest now and there are also more requirements. These reasons made me to create special worksheet especially for them.

All worksheets were filled in by all children of the sixth grade who attend the school I work in as an English teacher and who suffer a specific learning difficulty. There are two classes, 6.A and 6.B and in both classes there are eight students with specific learning difficulties altogether. All of them cooperated with me and each of them filled all six worksheets. To keep their anonymity I use a letter P as a *pupil* and numbers 1-8 to distinguish them. All of these pupils suffer one or more learning disabilities. There is the overview of individual learners and their diagnosis.

P1: dysgraphia

P2: dyslexia, dysgraphia, dysorthographia

P3: dyslexia, dysorthographia

P4: dysgraphia

P5: dyslexia

P6: dyslexia, dysorthographia

P7: dyslexia, dysorthographia

P8: dyslexia, dysgraphia, dysorthographia

There are several possibilities how to use the worksheets. They can be used in ordinary English lessons as:

- more practise
- relaxing, entertaining activities
- some parts can be also used as tests.

Or they can be used in re-education lessons or as pieces of homework. We can also combine these possibilities so the worksheets can be used rather in ordinary lessons and some parts can serve as homework or they can be used in re-education lessons and as homework, as well. Teacher's guidance is not necessary and depends on the type of use.

For the purpose of evaluation of students' results the exercises were scored with points, usually 1 point for 1 right answer or task, no matter the difficulty of the exercises. When using worksheets, it is up to the teacher if she/he wants to mark the exercises or not. Instead of marks we can use emoticons, stickers, stamps and others. It depends on how the teacher wants to use the worksheets. That is the reason why there is no given scoring system, scale and classification.

The practical part contains methodology and student's worksheets, the evaluation of students' results, the evaluation of individual exercises, comments and suggested changes for each unit. At the end there is also an overall evaluation that should answer these questions:

- Were the pupils more successful and better-motivated while filling in the special worksheets?
- Can we proclaim that pupils with more specific learning difficulties are less successful or have worse results than pupils with only one or two specific learning disorder(s)?
- Were children more successful in less demanding exercises such as matching, gap filling, wordsearch and others than in written tasks?

2 UNIT 1 – Introduction

2.1 Methodology worksheet

METHODOLOGY WORKSHEET 1	
Worksheet	UNIT 1 – Introduction
Topics	1A Hello, Goodbye
	1B Indefinite articles Vocabulary – classroom Instructions
	1C Numbers 0 – 20 Numbers 30 – 100 Phone numbers
	1D Alphabet Plural Description of picture; There is / There are
FEP EE	FEP EE – Educational areas – Language and language communication – Foreign language – Stage 1
Grade	6 th
Aims and more information	The aim of this worksheet is to revise basic knowledge pupils have acquired at primary school. The worksheet should be used at the beginning of the school year (September – October) so children can go through basic grammar and vocabulary they should already know to be ready to proceed to more difficult language aspects. The worksheet contains ten various exercises. There are gap-filling exercises, a matching exercise and creative and written tasks.
Implements	Writing implements, coloured pencils
Sources	1) HUTCHINSON, T., J. HARDY-GOULD, M. TRNOVÁ, Z. RÉZMŰVES, J. WALKDEN a Usoa SOL. <i>Project 1</i> . Fourth edition. Oxford: Oxford University Press, 2014. ISBN 978-0-19-476465-0 2) HUTCHINSON, T., J. HARDY-GOULD, M. TRNOVÁ, Z. RÉZMŰVES, J. WALKDEN a Usoa SOL. <i>Project 1. Workbook</i> . Fourth edition. Oxford: Oxford University Press, 2014. ISBN 978-0-19-476485-8 3) Open clipart

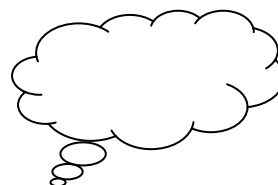
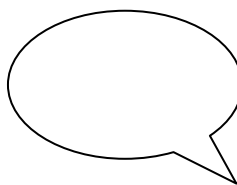
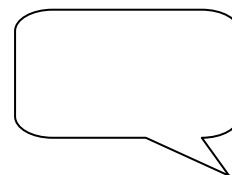
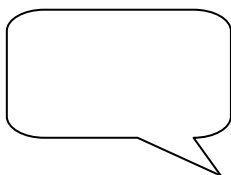
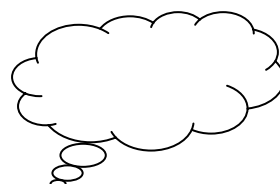
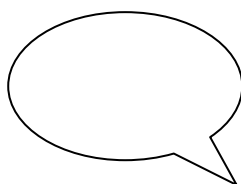
2.2 Student's worksheet

UNIT 1 – Introduction

1A – Hello

1. Pozdravy a rozloučení

Vepiš do bublin osm různých pozdravů a rozloučení.



1B – In the classroom

1. Neručitý člen a/an

*Doplň k podstatným jménům neurčitý člen **a** nebo **an**.*

_____ book

_____ desk

_____ board

_____ orange

_____ dog

_____ house

_____ chair

_____ window

_____ girl

_____ door

_____ apple

_____ woman

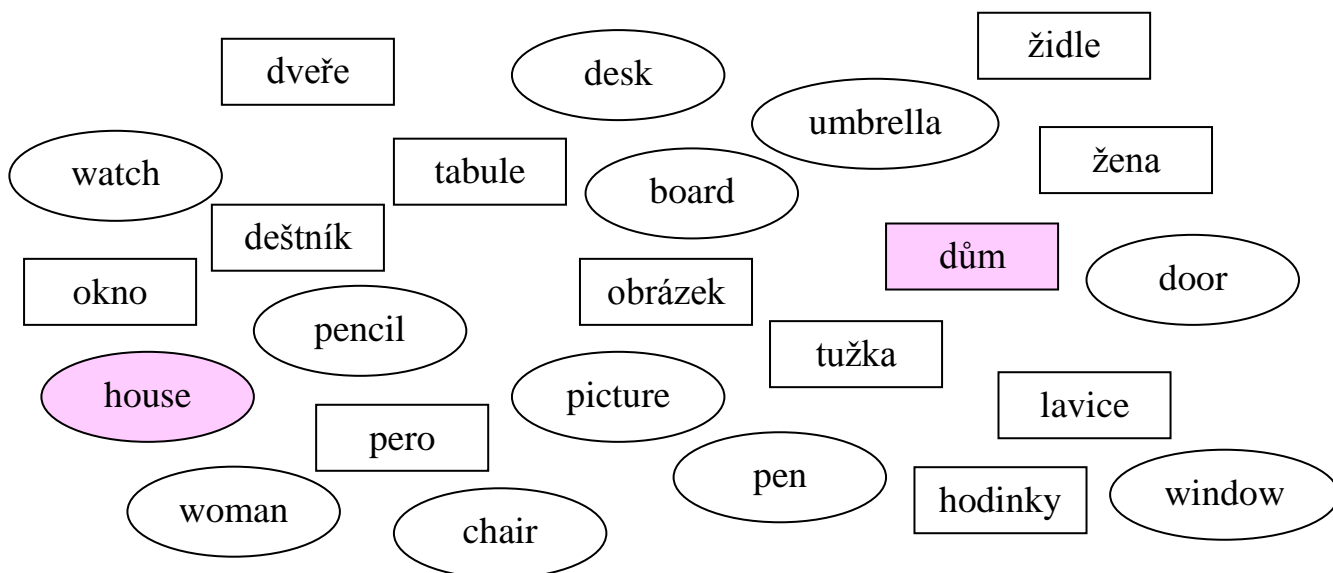
_____ pencil

_____ umbrella

_____ exercise book

2. Slovní zásoba – školní třída

Najdi česko-anglické dvojice slov, které patří k sobě. Tyto dvojice poté vybarvi stejnou barvou.



3. Pokyny

Spoj anglické pokyny s českými.

<i>Sit down.</i>	<i>Čti.</i>
<i>Open your exercise book.</i>	<i>Pojď k tabuli.</i>
<i>Read.</i>	<i>Otevři si školní sešit.</i>
<i>Listen.</i>	<i>Posad' se.</i>
<i>Stand up.</i>	<i>Poslouchej.</i>
<i>Come here.</i>	<i>Kresli.</i>
<i>Draw.</i>	<i>Postav se.</i>
<i>Close your exercise book.</i>	<i>Zavři školní sešit.</i>
<i>Go to the board.</i>	<i>Pojď sem.</i>

1C – Numbers

1. Číslo od 0 - 20

Vypiš, jak jdou za sebou čísla do 20 v anglickém jazyce. Čísla rozepiš slovy.

2. Číslo – desítky

Doplň chybějící písmena tak, aby vzniklo dané číslo.

30 ___ i ___ y

70 ___ e ___ e ___ y

40 f ___ t ___

80 e ___ g h ___

50 ___ i ___ t ___

90 ___ i ___ e ___

60 s ___ ___

100 a h ___ n ___ e ___



3. Telefonní čísla

Zapiš telefonní čísla kamarádů.



Mandy: seven two eight nine two three one four oh

Rob: six oh two double five eight four seven nine

Mark: one five three two four eight double oh one

1D – How do you spell that?

1. Abeceda

Doplň chybějící písmenka do řady.

A _ _ D _ _ G _ _ J _ _ M _ _ P _ _ S _ _ V _ _ Z

2. Množné číslo

Napiš množné číslo následujících podstatných jmen.

a dog _____

a box _____

a book _____

a child _____

a man _____

a desk _____

a person _____

a glass _____

a car _____

a woman _____

an orange _____

a girl _____

a watch _____

a picture _____

3. Popis obrázku – there is / there are

Doplň do vět *is* nebo *are*. Zároveň doplň chybějící písmenka ve slovíčkách.



There _____ a te _____.

There _____ chi _____.

There _____ de _____.

There _____ a win _____.

There _____ a black bo _____.

2.3 Evaluation and comments

After the evaluation of worksheets UNIT 1 there are several changes that should be made to improve the worksheets for next use. The comments and suggestions are ordered in the same way as the individual exercises in the worksheet.

- **1B – ex. 2:** This exercise is too complicated as for the amount of colours pupils should use to complete the task. The solution might be to reduce the amount of words at least about 1 pair.
- **1B – ex. 3:** There is one suggestion made by a pupil without her knowledge because she used coloured pencils instead of a usual pencil or pen and it was much better in orientation. So I would suggest changing the instructions from *Spoj anglické pokyny s českými* to *Spoj anglické pokyny s českými. Použij různé barvy.*
- **1C – ex. 1:** Only one pupil started to write numbers from zero. Although it is written in the title: *Číslo od 0-20*, children forgot to start with number 0. To avoid this, the instructions should be changed to *Vypiš, jak jdou za sebou čísla od 0-20 v anglickém jazyce. Číslo rozepiš slovy.* And it would be also helpful to underline the numbers in the instructions.
- **1D – ex. 3:** There was a problem with the first line: There is a te _ _ _ _ . Only one pupil out of eight knew what to fill in. It means that it would probably need more hints. There are several possibilities. The best would probably be a letter at the end of the vocabulary: There is a te _ _ _ _ r.

On the ground of observations, interviews with children and their evaluation of individual exercises I can state that:

- Children liked ex. 2 in part 1B (matching with colours) because they could use coloured pencils and it was rather fun than a compulsory task.
- They also liked ex. 3 in part 1B – matching exercise and ex. 3 in part 1C – phone numbers.
- As for dislikes majority of respondents commented negatively on ex. 1 in part 1D (alphabet). In their opinions the exercise is too easy, does not correspond with the level of the sixth grade and does not have anything in common with English. The inspiration for this exercise was based on a similar activity in *Project 1 Workbook*, but I will strongly consider taking the exercise out of the worksheet.

3 UNIT 2 – Friends and family

3.1 Methodology worksheet

METHODOLOGY WORKSHEET 2	
Worksheet	UNIT 2 – Friends and family
Topics	2A Nationalities TO BE – affirmative TO BE – negative
	2B Vocabulary – family Pronouns – personal, possessive Possessive ‘s
	2C Vocabulary TO BE – questions
	2D Days of the week TO BE – questions and short answers TO BE – Wh-questions
FEP EE	FEP EE – Educational areas – Language and language communication – Foreign language – Stage 1
Grade	6 th
Aims and more information	The aim of this worksheet is to revise basic grammar TO BE pupils have studied at primary school and practise some new language aspects. As for the grammar it is possessive (‘s) and possessive pronouns. Pupils should also meet with a new vocabulary concerning nationalities, family members, days of the week and others. It contains eleven exercises. There are gap-filling exercises, a wordsearch, matching exercises and written tasks.
Implements	Writing implements
Sources	1) HUTCHINSON, Tom, Janet HARDY-GOULD, Michaela TRNOVÁ, Zoltán RÉZMŰVES, Jackie WALKDEN a Usoa SOL. <i>Project 1</i> . Fourth edition. Oxford: Oxford University Press, 2014. ISBN 978-0-19-476465-0 2) Open clipart 3) http://www.sudokuweb.org/cs/osmismerky/

3.2 Student's worksheet

UNIT 2 – Friends and family

2A – Where are you from?

1. Národnosti

Doplň ke každé vlajce název země.





















2. Sloveso BÝT – kladná věta

*Doplň do vět pouze **am**, **is** nebo **are**.*

Carla _____ at home.

You _____ eleven.

They _____ on holiday.

Eric _____ from Mexico.

I _____ at school.

He _____ in the classroom.

We _____ from Brazil.

Andy and Jack _____ friends.

3. Sloveso BÝT – záporná věta

Vytvoř záporné věty podle vzoru. Použijte stažené tvary *'m not, isn't, aren't*.

Jane / from Africa.

Jane isn't from Africa.

Mandy / at school.

We / good friends.

I / at home.

Joe / eight.

They / from New York.

2B – My family

1. Slovní zásoba - členové rodiny

Najdi v osmisměrce 12 členů rodiny. Lušti všemi směry.

U	E	N	D	K	D	X	N	W	D	G	M
J	A	O	T	A	B	R	O	T	H	E	R
G	X	C	S	O	U	K	X	R	Q	T	F
R	U	Z	I	M	K	G	G	Z	C	J	E
A	E	Z	S	U	D	O	H	O	N	F	N
N	L	O	T	M	Z	I	U	T	V	R	M
D	C	I	E	K	M	S	V	G	E	D	O
M	N	N	R	I	I	H	W	D	N	R	T
A	U	N	T	N	P	J	Q	T	L	S	H
N	K	S	N	F	A	T	H	E	R	U	E
K	O	H	U	O	E	V	S	M	D	G	R
N	G	R	A	N	D	F	A	T	H	E	R

2. Zájmena

Spoj osobní zájmena v prvním sloupečku se zájmeny přivlastňovacími ve sloupečku druhém.

I
he
we
they
she
you
it

her
their
my
his
its
our
your

3. Přivlastňování ('s)

Vytvoř věty podle vzoru.

my sister / book ***This is my sister's book.***

Tom / pencil This is _____

Julia / chair This is _____

Mark / dog _____

Jack / father _____

Emma / cat _____



2C – Mickey, Millie and Mut

1. Slovní zásoba k lekci

Spoj začátek a konec, aby vzniklo nové slovíčko. Slovíčka poté přepiš na řádky.

~~sis~~ post neigh frie gar sing stat stud stre

den ue et ~~ter~~ man ndly er bour ent

sister, _____

2. Sloveso BÝT – otázka

Doplň do otázek *am, is* nebo *are*.

_____ you at home?

_____ they in the garden?

_____ Sarah from Japan?

_____ she thirteen?

_____ I a good student?

_____ he from London?

_____ Michael and Molly friends?

_____ I happy?



2D – What day is it today?

1. Dny v týdnu

Doplň chybějící písmena tak, aby vznikly názvy dnů v týdnu. Poté dny očíslej v takovém pořadí, v jakém jdou za sebou.

T H _ _ _ _ A _ _ _ _ _ _ _ _ _ _ U N D _ _ _ _ _ _ _ _ _ _

S _ _ _ _ R D _ _ _ _ _ _ _ _ _ _ T U _ _ _ _ _ Y _ _ _ _ _

M _ _ _ _ A _ _ _ _ _ _ _ _ _ _ R I _ _ _ _ _ _ _ _ _ _

_ _ _ D N E _ _ _ _ Y _ _ _ _ _

2. Sloveso BÝT – otázka a krátká odpověď

Vyber ke každé otázce jednu krátkou odpověď a zapiš její číslo.

Are you a good friend? _____ Is Mary friendly? _____

Are they at school? _____ Is it your dog? _____

1. No, they aren't. 2. Yes, I am. 3. Yes, it is. 4. No, she isn't.

3. Sloveso BÝT – otázka

Dej jednotlivá slova v otázce do správného pořadí.

from / where / are / you _____ ?

name / is / your / what _____ ?

old / you / how / are _____ ?

where / dog / is / your _____ ?

birthday / is / when / your _____ ?

home / you / at / are _____ ?

3.3 Evaluation and comments

After the evaluation of worksheets UNIT 2 there are several changes that should be made to improve the worksheets.

- **2B – ex. 2:** This matching exercise was very labyrinthine with some pupils. I would recommend using different coloured pencils to make it clearer. The instructions would change to: *Spoj osobní zájmena v prvním sloupečku se zájmeny přivlastňovacími ve sloupečku druhém. Pro každou dvojici použij jinou barvu.*
- **2B – ex. 3:** Children were quite successful in this exercise. The only thing they forgot to write was *the apostrophe*. Due to that I would suggest circling *the apostrophe* and letter “s” in the example with a noticeable colour.
- **2C – ex. 1:** This exercise is probably too difficult for children. No pupil managed to get full amount of points. The best results were 7 points out of 9. There was also one problem that may have had an influence on the results. There were two possibilities how to create a word with the beginning post-. The first one is *post + man (postman)* and the second one is *post + er (poster)*. The intention of this exercise was to create the word *postman*, but if children decided to create the word *poster*, they were not able to create other words because they did not make sense at all. There is more than one solution. One of them is to change the example (*sister*) with the word *postman* and it should prevent any problems.

On the ground of observations, interviews with children and their evaluation of individual exercises I can state that:

- Pupils liked a wordsearch in ex. 1 and a matching exercise in ex. 2 in part 2B very much.
- I assumed to get a positive response to ex. 1 in part 2A (the flags), but children did not seem interested at all.
- To my surprise there were no difficulties in ex. 2 in part 2D. I was afraid that children will not understand how to complete the task, but there were no problems.

4 UNIT 3 – My world

4.1 Methodology worksheet

METHODOLOGY WORKSHEET 3	
Worksheet	UNIT 3 – My world
Topics	3A Vocabulary HAVE GOT – affirmative HAVE GOT – negative
	3B Vocabulary Colours Vocabulary - adjectives Adjectives – in sentences
	3C Animals HAVE GOT – questions
	3D Vocabulary – school subjects
FEP EE	FEP EE – Educational areas – Language and language communication – Foreign language – Stage 1
Grade	6 th
Aims and more information	The aim of this worksheet is to revise HAVE GOT and vocabularies (colours and animals) children have met with. Vocabularies they have already known are enriched by other new words. Besides that children should practise new adjectives and their use in sentences. Pupils will also learn a new vocabulary related to school subjects. The worksheet contains ten exercises. There are gap-filling exercises, a snake-like activity, creative tasks and a written task.
Implements	Writing implements, coloured pencils
Sources	1) HUTCHINSON, Tom, Janet HARDY-GOULD, Michaela TRNOVÁ, Zoltán RÉZMŰVES, Jackie WALKDEN a Usoa SOL. <i>Project 1</i> . Fourth edition. Oxford: Oxford University Press, 2014. ISBN 978-0-19-476465-0 2) HUTCHINSON, T., J. HARDY-GOULD, M. TRNOVÁ, Z. RÉZMŰVES, J. WALKDEN a Usoa SOL. <i>Project 1. Workbook</i> . Fourth edition. Oxford: Oxford University Press, 2014. ISBN 978-0-19-476485-8 3) Open clipart

4.2 Student's worksheet

UNIT 3 – My world

3A – I've got a computer

1. Slovní zásoba k lekci



a _____



a _____



a _____



a _____



a _____



a _____

2. Sloveso MÍT – kladná věta

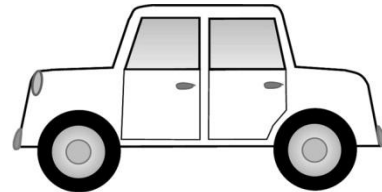
Doplň do vět *have got* nebo *has got*.

Alice _____ a new car.

I _____ an old bicycle.

We _____ nice friends.

Andy and John _____ two dogs.



3. Sloveso MÍT – záporná věta

Doplň do vět *haven't got* nebo *hasn't got*.

Joe _____ a little sister.

They _____ lots of children.

I _____ a computer at home.

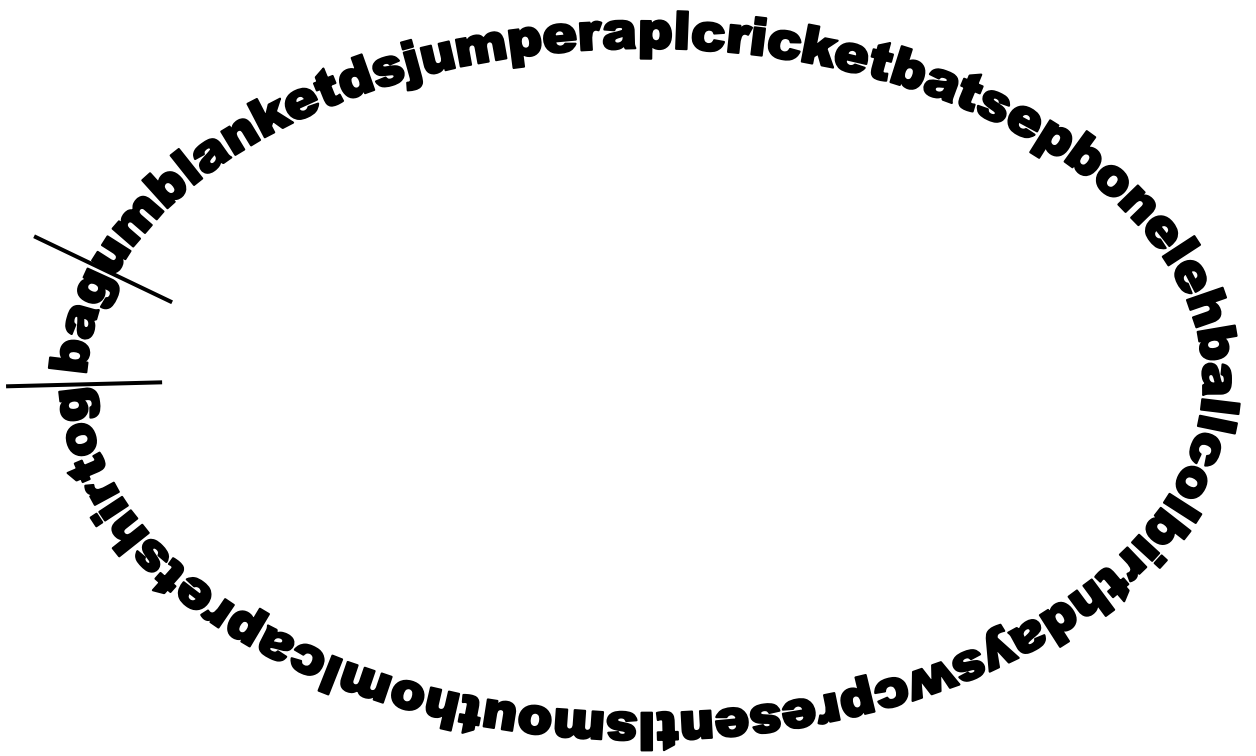
She _____ an English book.



3B – Mut's present

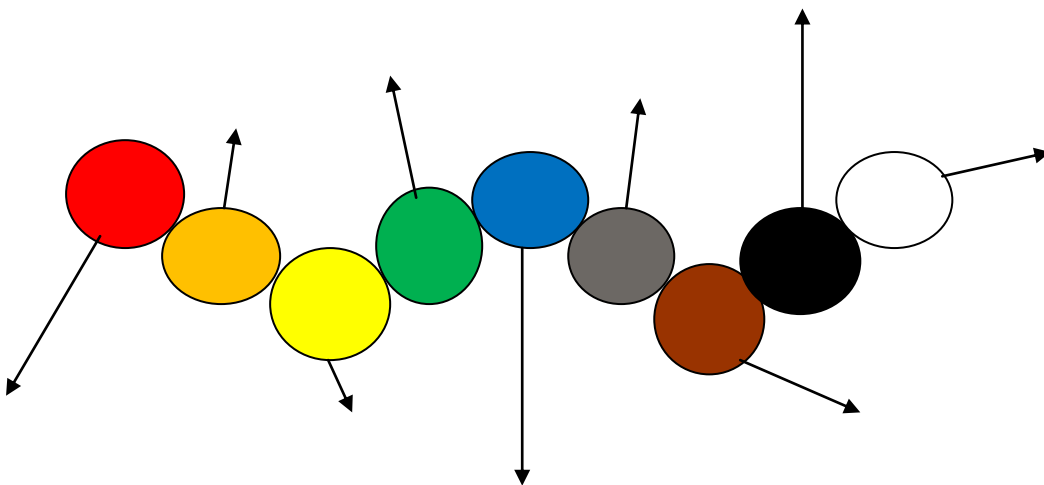
1. Slovní zásoba k lekci

Najdi 10 nových slovíček. Každé slovíčko odděl čarou.



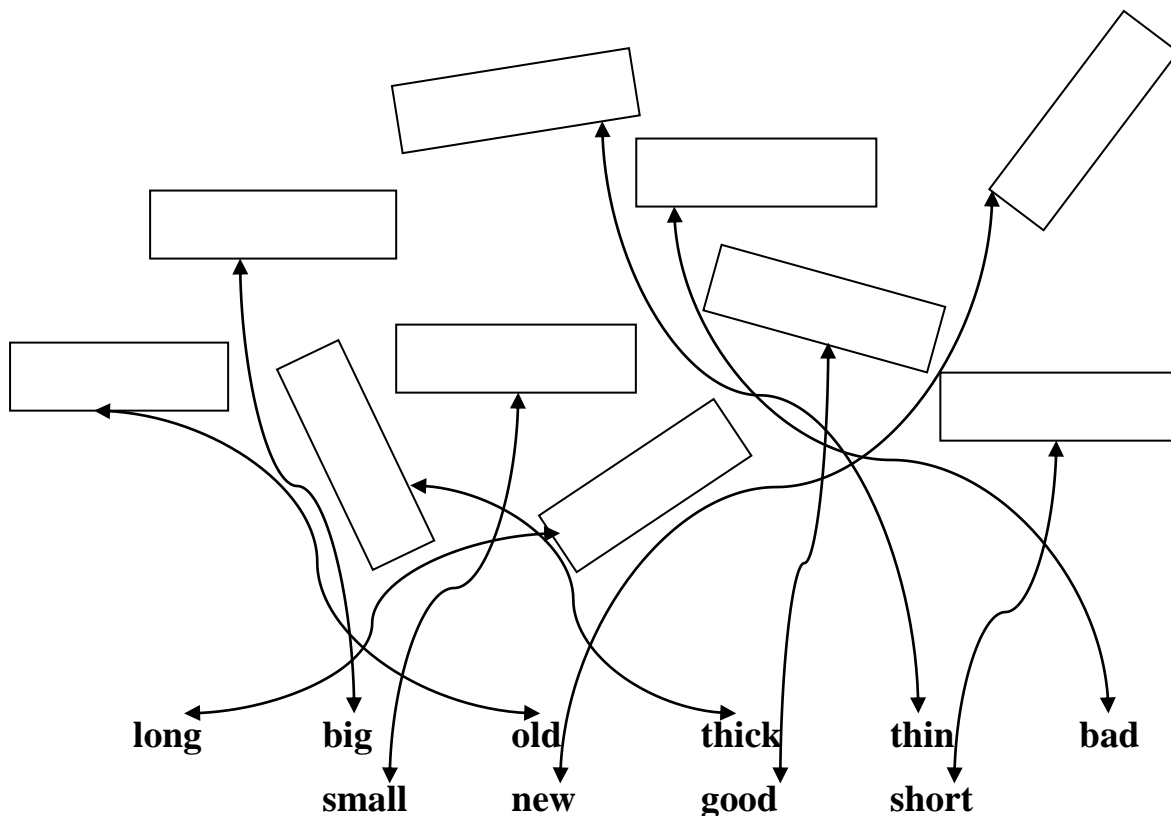
2. Barvy

Popiš jednotlivé barvy na obrázku.



3. Přídavná jména

Najdi, k jakému rámečku vede šipka, a vepiš do něj český překlad anglického slovíčka.



4. Přídavná jména ve větě

Zamysli se, kam ve větě dáváme přídavné jméno, a přepiš větu s přídavným jménem.

She's got a jumper. (nice) _____

Andrew's got a car. (blue) _____

We haven't got a cat. (black) _____

I haven't got a camera. (new) _____

They've got a box. (brown) _____

3C – Have you got a pet?

1. Zvířata

Pokus se namalovat na řádky následující zvířátka.



a snake

a fish

a hamster

a rabbit

a horse

a spider

a mouse

a cat

a parrot

2. Sloveso MÍT – otázka

*Doplň do otázek **have got** nebo **has got**.*

_____ you _____ a hamster?

_____ Mel _____ a green parrot?

_____ your teacher _____ a black car?

_____ they _____ a nice garden?

_____ he _____ a sister?

3D – My school

1. Slovní zásoba - školní předměty

Doplň do slov chybějící písmena, aby vznikl školní předmět.

G _ o _ _ _ _ p h _

M _ _ _ _ c

A _ _ _

_ n g _ _ s _

C h _ _ i s _ _ y

_ C _

H _ _ t _ r y

P _

B i _ _ _ g _

_ _ t h _

_ _ _ n c h

P h _ _ _ c s

What is your favourite subject? _____

4.3 Evaluation and comments

After the evaluation of the worksheets UNIT 3 there are several recommendations how to improve individual exercises so they are suitable for children with specific learning difficulties.

- **3A – ex. 1:** The picture of a mobile phone is accompanied by a small amount of underscores. Children filled either *mobile* or *phone*. As for the first one, it is the right answer. On the other hand *phone* does not correspond with the picture. The best way how to avoid these two possibilities is to add next underscores to the word *mobile* so then the right answer would be *mobile phone*.
- **3B – ex. 1:** There are some changes that have to be made. Children were not able to find these words: *cricket bat*, *bone* and *cap*. Instead of *cricket bat* pupils found only *cricket* and instead of *cap* some of them marked *capret* that does not have any meaning. They probably confused *carpet* with *capret*. As for the suggestions it would be better to use only one-word vocabularies so we can accept *cricket* instead of *cricket bat*. Next change has to be made around the word *cap*. The letters that follow the word should be replaced by more appropriate letters so it is more evident that the right word is *cap*.
- **3C – ex. 1:** I would like to comment on the scoring of the activity and on the activity in general. This activity was meant to be mainly fun and relax. As I supposed, children really liked the activity and drew amazing pictures. I gave 1 point for each picture no matter how great the pictures actually were. I appreciated the effort and enthusiasm children expressed about the activity.
- **3D – ex. 1:** There are two school subjects children struggled with because there was no pupil who would guess them. It's ___ n g ___ s ___ (English) and ___ ___ ___ n c h (French). I would suggest adding more hints so it may be more obvious what to fill in. For instance, ___ n g ___ s h and F ___ ___ ___ n c h.

On the basis of my observations, interviews with children and their evaluation of individual exercises I can claim that:

- Pupils especially liked ex. 1 in part 3A (vocabulary with pictures), ex. 2 in part 3B (describing colours), ex. 3 in part 3B (matching exercise associated with adjectives) and ex. 1 in part 3C (drawing animals). As I have mentioned above, children really did their best and tried to draw the most amazing pictures.
- I can happily state that there was no activity that would be evaluated negatively.

5 UNIT 4 – Time

5.1 Methodology worksheet

METHODOLOGY WORKSHEET 4	
Worksheet	UNIT 4 – Time
Topics	4A Vocabulary – time Time Prepositions AT, ON
	4B Present simple – affirmative Expressions
	4C Vocabulary – free time Present simple – negative
	4D Present simple – questions 1 Present simple – questions 2
FEP EE	FEP EE – Educational areas – Language and language communication – Foreign language – Stage 1
Grade	6 th
Aims and more information	The aim of this worksheet is to revise present simple tense children have studied at primary school and practise vocabulary. The most important part is devoted to time and time prepositions. Pupils also learn and practise new vocabularies associated with free time and phrases for everyday life. The worksheet contains nine exercises. There are gap-filling exercises, matching exercises and written tasks.
Implements	Writing implements
Sources	1) HUTCHINSON, Tom, Janet HARDY-GOULD, Michaela TRNOVÁ, Zoltán RÉZMŰVES, Jackie WALKDEN a Usoa SOL. <i>Project 1</i> . Fourth edition. Oxford: Oxford University Press, 2014. ISBN 978-0-19-476465-0 2) Open clipart

5.2 Student's worksheet

UNIT 4 – Time

4A – What's the time, please?

1. Čas – základní slovní zásoba

Spoj česká slovíčka s anglickým překladem.

half past quarter to o'clock quarter past

čtvrt půl třičtvrtě celá

2. Čas – příklady

Podívej se na jednotlivé ciferníky a napiš, kolik je právě hodin. Při psaní použij řádky a zachovej pořadí ciferníků.



3. Předložky času AT, ON

*Doplň do vět správnou předložku **at** nebo **on**.*

Our English lesson starts _____ eight o'clock.

I play volleyball _____ Saturdays.

Emma isn't at home _____ Monday. She's at school.

We have a piano exam _____ three o'clock in the afternoon.

Eric and Carla go to work _____ Sunday _____ seven o'clock in the evening.

4B – My day

1. Přítomný čas prostý – kladná věta

Doplň do vět sloveso v závorce ve správném tvaru.

I _____ (go) to school every day.

Sheila _____ (listen) to the music.

We _____ (have) dinner every evening.

They _____ (sleep) eight hours a day.

Tom _____ (take) the bus to school.

Rose and I _____ (finish) school at half past three.



4C – Free time

1. Slovní zásoba – volný čas

Uhádneš, co vše můžeš dělat ve svém volném čase?

pl ___ the g ___ t ___



pl ___ f ___ tb ___



co ___ ct b ___ g ___

pl ___ the ___ lin



go to d ___ class

pl ___ t ___ n ___ s

go s ___



pl ___ the p ___

go sw ___



w ___ DVDs

pl ___ ice ___



2. Přítomný čas prostý – záporná věta

Doplň do vět správný záporný tvar – *don't* nebo *doesn't*.

We _____ play any musical instrument.

Mary _____ go to dance classes.

My sister _____ have breakfast.

Jimmy and Sarah _____ watch TV very often.

I _____ do my homework.

You _____ have any present.

4D – Mickey, Millie and Mut

1. Přítomný čas prostý- otázka

Doplň do otázky do nebo does.

_____ you like oranges?

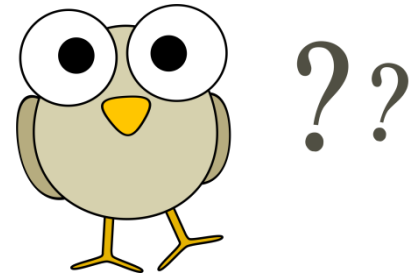
_____ Peter play the violin?

_____ they have volleyball match every week?

_____ we have a piano lesson?

_____ she read books?

_____ it rain a lot?



2. Přítomný čas prostý – otázka

Dej jednotlivá slova v otázce do správného pořadí.

watch / you / do / TV / when

_____ ?

where / Mary / volleyball / does / play

_____ ?

get / do / when / you / up

_____ ?

they / do / play / where / tennis

_____ ?

does / sports / he / what / play

_____ ?

5.3 Evaluation and comments

After the evaluation of the worksheets UNIT 4 I suggest changes that need to be done before next use.

- **4A – ex. 2:** There was a problem with the organization of the exercise. Each child filled the exercise differently. Some wrote from the left to the right, some started with the left column and then proceeded to the right one. It would be better to put the lines under each clock. Then it would be obvious how to fill in the exercise. Another possibility is to change the instructions and specify how to complete the task.
- **4B – ex. 1:** The majority of children were not sure what to fill in. They did not understand the instructions: *sloveso ve správném tvaru*. I had to guide them at the beginning and then they continued alone. My suggestion is to add an example under the instructions. Now I realise that *přítomný čas prostý* is something that does not say much to the pupils. They need at least the example to know how to fill in the rest of the exercise.
- **4B – ex. 2:** This exercise was seen rather difficult and it is also reflected in the results of individual learners. Only one pupil got 12 points out of 14. This was the best result. There are probably too many phrases and the two columns in each table may seem confusing. The best solution is to reduce the amount of phrases and leave 2 tables, each with only one column.
- **4C – ex. 1:** There were two phrases children were not able to figure out. The first one is co__ __ ct b__ __ g __ __ (collect badges) and the second is go s __ __ __ __ (go skiing). The phrase *collect badges* is probably too difficult and there should be either more hints or the phrase could be taken out of the exercise. As for the second phrase, *go skiing*, adding more hints would be one solution or adding a picture would be another option.

On the basis of my observations, interviews with children and their evaluation of individual exercises I can claim that:

- The only exercise children expressed a positive approach to, was ex. 1 in part 4C.
- Most of the exercises were associated with grammatical features, especially present simple tense and thanks to the children's feedback I can say that they do not have a positive attitude to this grammar. I guess that it is caused by the fact that the fun is over and more serious language aspects are coming.

6 UNIT 5 – Places

6.1 Methodology worksheet

METHODOLOGY WORKSHEET 5	
Worksheet	UNIT 5 – Places
Topics	5A Vocabulary – Furniture Prepositions of place
	5B Vocabulary – furniture, equipment There is / there are – affirmative, negative Vocabulary – rooms
	5C Vocabulary – town There is / there are – questions and short answers
	5D Can / can't
FEP EE	FEP EE – Educational areas – Language and language communication – Foreign language – Stage 1
Grade	6 th
Aims and more information	The aim of this worksheet is to practise a new vocabulary concerning rooms, furniture, equipment and places in the town. The new grammar is based on prepositions of place, there is / there are and can / can't. The worksheet contains eight exercises. There is a gap-filling exercise, a multiple choice exercise, a snake-like activity, a guessing task, a wordsearch and written tasks.
Implements	Writing implements
Sources	1) HUTCHINSON, Tom, Janet HARDY-GOULD, Michaela TRNOVÁ, Zoltán RÉZMŰVES, Jackie WALKDEN a Usoa SOL. <i>Project 1</i> . Fourth edition. Oxford: Oxford University Press, 2014. ISBN 978-0-19-476465-0 2) Open clipart 3) http://www.sudokuweb.org/cs/osmismierky/

6.2 Student's worksheet

UNIT 5 – Places

5A – My room

1. Slovní zásoba - Nábytek

Povídej se na obrázek a pokus se popsat všechny kusy nábytku, které znáš.



Které další druhy nábytku znáš? Vypiš.

2. Předložky místa

Znovu se podívej na obrázek a zakroužkuj jednu ze tří možností.

- | | | | | |
|--------------------|-----------------|----------------|--------------------|---------------------------|
| The books are | in | between | under | the picture. |
| The ball is | under | in | in front of | the bedside table. |
| The clock is | next to | on | behind | the picture. |
| The small child is | on | under | between | the magazine and the car. |
| The books are | opposite | next to | on | the shelf. |

5B – Our house

1. Slovní zásoba - nábytek, vybavení

Najdi 12 nových slovíček. Každé slovíčko, které najdeš, vepiš do volného prostoru.

**s k j l i g h t e k v s o f a l r x a r m c h a i r p w t c u r t a i n s l
o s i n k q v t o i l e t d p n c o o k e r j h z s h o w e r m b f r i d g e
s c u p b o a r d c r t w a s h b a s i n d t w b a t h x c**

2. There is / there are – kladná, záporná věta

Doplň do vět *there is, there are, there isn't, there aren't*.

_____ two dogs in the garden. ✘

_____ a car in the garage. ✓

_____ children at school. ✓

_____ tables in the theatre. ✘

_____ a cat on the window. ✘

_____ a book in my bag. ✓

3. Místnosti

Uhádni, o jakou místnost se jedná podle vybavení, které se v místnosti nachází.

cupboards, cooker, fridge _____

sofa, armchairs, Tv _____

table, chairs _____

bed, wardrobe, bedside table _____

shower, washbasin _____

door, stairs _____

5C – Our town

1. Slovní zásoba – město

Najdi v osmisměrce 15 míst, která se nachází ve městě. Lušti všemi směry.

T	H	A	Z	H	Z	V	E	P	Z	V	L	Y	K
B	O	Q	S	U	P	E	R	M	A	R	K	E	T
A	T	K	E	Z	S	G	T	B	F	C	L	S	C
K	E	R	R	J	W	E	N	N	H	B	I	P	N
N	L	C	A	E	I	C	E	D	Q	P	B	O	F
A	Z	T	U	B	M	H	C	Z	N	O	E	R	Y
B	B	H	Q	A	M	U	G	T	G	S	L	T	S
M	M	E	S	J	I	R	N	M	C	T	A	S	T
C	I	A	H	J	N	C	I	U	I	O	T	C	A
A	G	T	F	T	G	H	P	E	N	F	I	E	T
F	I	R	K	M	P	H	P	S	E	F	P	N	I
É	N	E	V	D	O	K	O	U	M	I	S	T	O
Z	M	M	O	T	O	V	H	M	A	C	O	R	N
Q	V	B	Z	N	L	Q	S	W	G	E	H	E	C

2. Is there...? / Are there...? – otázka a odpověď

Vytvoř otázky pomocí vazby *Is there...? / Are there...?* a doplň odpověď.

a cinema / in the town (yes)

Is there a cinema in the town?

Yes, there is.

a museum / on the square? (no)

children / in the park? (yes)

animals / in the hotel? (no)

a bank / near here? (yes)

5D – Mickey, Millie and Mut

1. Can / can't

Napiš pravdivé věty o tom, co již umíš a co ještě ne. Používej **can / can't** a slovesa z nabídky.

ski / swim / ride a bike / speak English / play a computer game / run

6.3 Evaluation and comments

There are several suggestions how to improve the worksheet UNIT 5 so it is clearer and in conformity with the abilities of students with specific learning difficulties.

- **5A – ex. 1:** The most important question is what can be involved into the furniture. Pupils mentioned *picture, clock, teddy bear* and other things. They simply described everything they saw in the picture. The best idea may be to change the title of the exercise from *Nábytek* to *Můj pokoj* and change the instructions, as well. Children can name everything they see in the picture, then. For the purpose of the evaluation I counted only real pieces of furniture (bed, bedside table, bookshelf, mirror and chest of drawers), each for one point. As for the additional question it is up to the teacher if he/she scores the answers or not.
- **5C – ex. 1:** This activity was one of the most favourite, but it was too difficult. The best result of this activity was 10 points out of 15. There were probably too many words to be found in the exercise. Because of that the wordsearch was also too big and children had problems with orientation. My suggestion is to reduce the amount of words so the wordsearch gets smaller, too.
- **5D – ex. 1:** The only suggestion that would make the exercise better is to number the individual lines because pupils wrote the sentences into two first lines. Due to that their handwritings were not easy to read. It is also possible to reflect this suggestion in the instructions so they would sound like: *Napiš pravdivé věty o tom, co již umíš a co ještě ne. Použivej can / can't a slovesa z nabídky. Každou větu napiš na nový řádek.*

On the basis of my observations, interviews with children and their evaluation of individual exercises I can say that:

- Pupils liked ex. 1 in part 5B (a snake-like activity), ex. 3 in part 5B (guessing game – rooms) and ex. 1 in part 5C (wordsearch), even though it was too difficult for them.
- The only exercise children did not want to fill in was ex. 2 in part 5C, because it was one of the exercises that took more time than usual. Nevertheless, I do not consider these slightly negative expressions to be determinant.

7 UNIT 6 - People

7.1 Methodology worksheet

METHODOLOGY WORKSHEET 6	
Worksheet	UNIT 6 – People
Topics	6A Vocabulary – description of people
	6B Present continuous – affirmative Present continuous – negative How much is...?
	6C Vocabulary Present continuous – questions Present simple vs. present continuous
	6D Vocabulary – Clothes How much is/are...?
FEP EE	FEP EE – Educational areas – Language and language communication – Foreign language – Stage 1
Grade	6 th
Aims and more information	The aim of this worksheet is to revise present continuous tense and practise the difference in the use of present simple and present continuous. Pupils should also practise a new grammatical feature – how much is /are and a new vocabulary. They have already studied vocabularies connected with description of people at the primary school, but their knowledge will be enriched by new words. The worksheet contains nine exercises. There are gap-filling exercises, creative tasks, a dialogue activity, a matching exercise and a multiple choice exercise.
Implements	Writing implements, coloured pencils
Sources	1) HUTCHINSON, Tom, Janet HARDY-GOULD, Michaela TRNOVÁ, Zoltán RÉZMŰVES, Jackie WALKDEN a Usoa SOL. <i>Project 1</i> . Fourth edition. Oxford: Oxford University Press, 2014. ISBN 978-0-19-476465-0 2) HUTCHINSON, T., J. HARDY-GOULD, M. TRNOVÁ, Z. RÉZMŰVES, J. WALKDEN a Usoa SOL. <i>Project 1. Workbook</i> . Fourth edition. Oxford: Oxford University Press, 2014. ISBN 978-0-19-476485-8 3) Open clipart

7.2 Student's worksheet

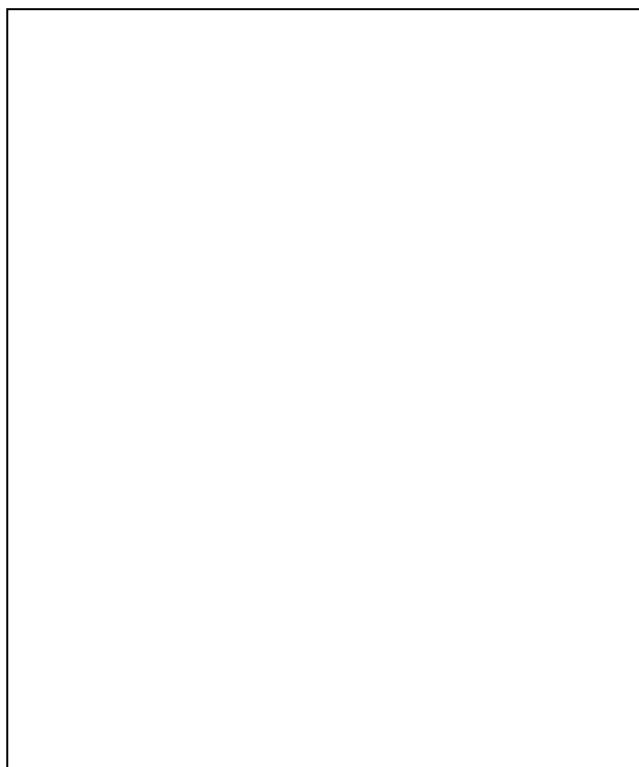
UNIT 6 – People

6A – My friends

1. Slovní zásoba – popis osoby

Přečti si popis osoby. Na základě popisu danou osobu nakresli do rámečku.

- There is a tall boy.
- He is very slim.
- He's got short brown hair.
- He's got blue eyes and a small mouth.
- He isn't wearing glasses.



6B – Saturday morning

1. Přítomný čas průběhový – kladná věta

*Dej sloveso v závorce do správného tvaru. Nezapomeň na pomocné sloveso **am, is** nebo **are**.*

She _____ (drive) a car.

We _____ (walk) in the park.

Andy _____ (buy) presents.

I _____ (make) posters.

They _____ (go) to school.

2. Přítomný čas průběhový – záporná věta

Dej sloveso v závorce do správného tvaru. Nezapomeň, že se jedná o **záporné** věty.

I _____ (sing) a song.

Eric and Frank _____ (play) football.

We _____ (have) a dance lesson.

She _____ (watch) Tv.

You _____ (go) to the cinema.

3. How much is ...?

Následující věty představují dialog mezi prodavačkou a zákazníkem. Seřad' věty tak, jak by měl dialog probíhat.

_____ I would like to buy this blue T-shirt. How much is it?

_____ It's £7. 20.

_____ Hello. Can I help you?

_____ Oh, it's too expensive. And how much is this green T-shirt?

_____ Here you are.

_____ It's £4. 40.

_____ Thank you.

_____ Ok. I would like to buy the green T-shirt.



6C – Are we going to the shops?

1. Slovní zásoba k lekci

Spoj různými barvami česká slovíčka s jejich anglickým překladem.

today	obvykle	out	oblečení	winner
sunny	wear	procvičovat	slunečný	clothes
cena	prize	venku	usually	nosit na sobě
the best	dnes	nejlepší	vítěz	practise

2. Přítomný čas průběhový – otázka

*Vytvoř otázky za pomoci sloves v závorce. Nezapomeň na pomocná slovesa **am, is** nebo **are**.*

_____ you _____ to the radio? (listen)

_____ Carl _____ to the theatre? (go)

_____ they _____ dinner? (have)

_____ it _____ a lot? (rain)

_____ I _____ well? (sing)

3. Přítomný čas prostý vs. přítomný čas průběhový

V každé dvojici vět je pouze jedna věta správná. Tuto větu zakroužkuj.

a) I'm listening to music every day.

a) They watch Tv every evening.

b) I'm listening to music at the moment.

b) They are watching Tv every evening.

a) We are going on holiday every year.

a) She's talking to her teacher now.

b) We go on holiday every year.

b) She's talking to her teacher every day.

6D – Clothes

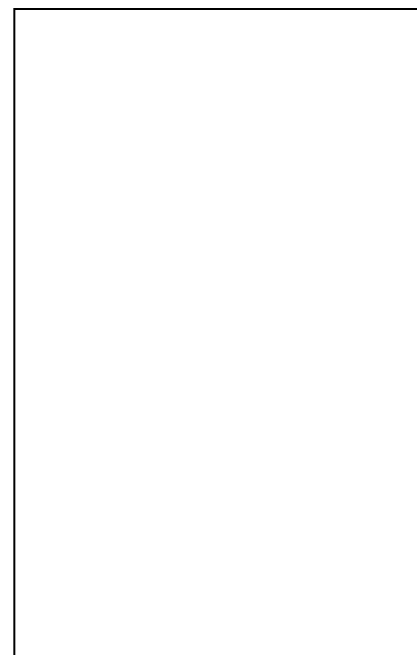
1. Slovní zásoba – Oblečení

Na základě popisu nakresli tři postavy.

This person is wearing a green T-shirt, blue trousers and brown shoes.

This person is wearing a yellow jumper, a black skirt and red boots.

This person is wearing orange shorts, a blue shirt and an orange tie.



2. How much is / are ...?

*Doplň do otázek vazbu **How much is** nebo **How much are**.*

_____ this blue skirt?

_____ these trousers?

_____ these black shoes?

_____ this yellow cap?

_____ this magazine?

_____ these DVDs?

7.3 Evaluation and comments

After the evaluation of the worksheets UNIT 6, there are several suggestions how to improve them for next use.

- **6B – ex. 1:** In this exercise there was the same problem as with the exercises concerning present simple tense. Children did not understand the instructions: *Dej sloveso v závorce do správného tvaru.* They need an example to know what to do. When I guided them at the beginning, they were able to continue on their own.
- **6B – ex. 2:** The same problem as in ex. 1. An example is necessary.
- **6B – ex. 3:** The same problem as in ex. 1, 2. An example is necessary.
- **6C – ex. 2:** Children struggled with this dialogue activity because it is probably too difficult and complicated for them. I would suggest taking some phrases out so it is easier to complete or it can be left as it is, but the teacher's guidance is necessary in this case.

On the basis of my observations, interviews with children and their evaluation of individual exercises I can claim that:

- Pupils were very interested in ex. 1 in part 6A and ex. 1 in part 6D. These activities were rather creative and they enjoyed them.
- Present continuous tense is not one of the children's favourites. On the other hand, the results were not bad and with my guidance they managed to complete the tasks.
- As it has been mentioned above, the dialogue activity was too difficult for the children and it caused that they were a bit demotivated.

8 The overall evaluation

To sum up, there are many suggestions how to improve the worksheets and some of the changes are really necessary. On the other hand, in my opinion these materials are worth considering and after the alteration they can be very useful in English lessons.

As for the results of individual learners a detailed overview can be found in Appendices at the end of this diploma project. The results are presented in tables and graphs (in percentage) for each worksheet.

On the grounds of the results I can state that children were more successful in these worksheets than they usually are. Because I know what marks they usually have, I can compare their standard school performance with the results from these special worksheets.

I cannot claim that children with more specific learning difficulties would be less successful than children with one or two specific learning disorder(s). There are only slight differences between these children and because there were only eight tested children, I am not able to make any other conclusion. The only child, P2, who suffers all three learning disabilities significant in learning English, had worse results than other pupils. To explain this, the pupil is also mentally deficient and it is one of the reasons why she has so bad results. With more demanding tasks her results got worse as you can see in the graphs.

On the basis of the results I can say that children were the most successful in matching exercises where they usually got the full amount of points. On the other hand there were also exercises with 100% success rate and they were of a different type, usually gap-filling. In my opinion there are many factors that influence the pupils' results. It is primarily their knowledge of the specific grammar, but we have to count also with the type of the exercise, the atmosphere, children's own conditions and others.

9 Conclusion

Specific learning difficulties represent a very important and interesting topic. Considering the coming inclusion, there is a probability that teachers will have to deal with these difficulties more often than they have had to so far. This diploma project tried to cover the basic theoretical knowledge from the definitions, manifestations of individual learning disorders to more specific areas such as cooperation with parents, personality of children and assessment.

The main core of the practical part is based on a set of special worksheets devoted to the sixth grade. After the application of the worksheets, each of them was evaluated and several changes were suggested to improve the worksheets for next use. It has been proved that children were more successful in English when using these worksheets. Their results were better than usual. Thanks to that they were also better-motivated for next work.

This diploma project represents only a small step into this extensive area. However, thoughts, ideas and created worksheets contained in this thesis are worthy of notice and they may inspire other people in studying specific learning difficulties and ways how to help our pupils because they want to learn foreign languages as other children. The difference is that their journey is longer and more demanding.

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Appendix 1: *The overview of worksheets and individual exercises*

This overview should help teachers to orient in individual worksheets and exercises. It also gives information about the amount of exercises in each worksheet so teachers can effectively plan their use in lessons with regard to time span and difficulty.

WORKSHEET	PARTS	EXERCISES	EXERCISES
UNIT 1	1A	1	10
	1B	3	
	1C	3	
	1D	3	

WORKSHEET	PARTS	EXERCISES	EXERCISES
UNIT 2	2A	3	11
	2B	3	
	2C	2	
	2D	3	

WORKSHEET	PARTS	EXERCISES	EXERCISES
UNIT 3	3A	3	10
	3B	4	
	3C	2	
	3D	1	

WORKSHEET	PARTS	EXERCISES	EXERCISES
UNIT 4	4A	3	9
	4B	2	
	4C	2	
	4D	2	

WORKSHEET	PARTS	EXERCISES	EXERCISES
UNIT 5	5A	2	8
	5B	3	
	5C	2	
	5D	1	

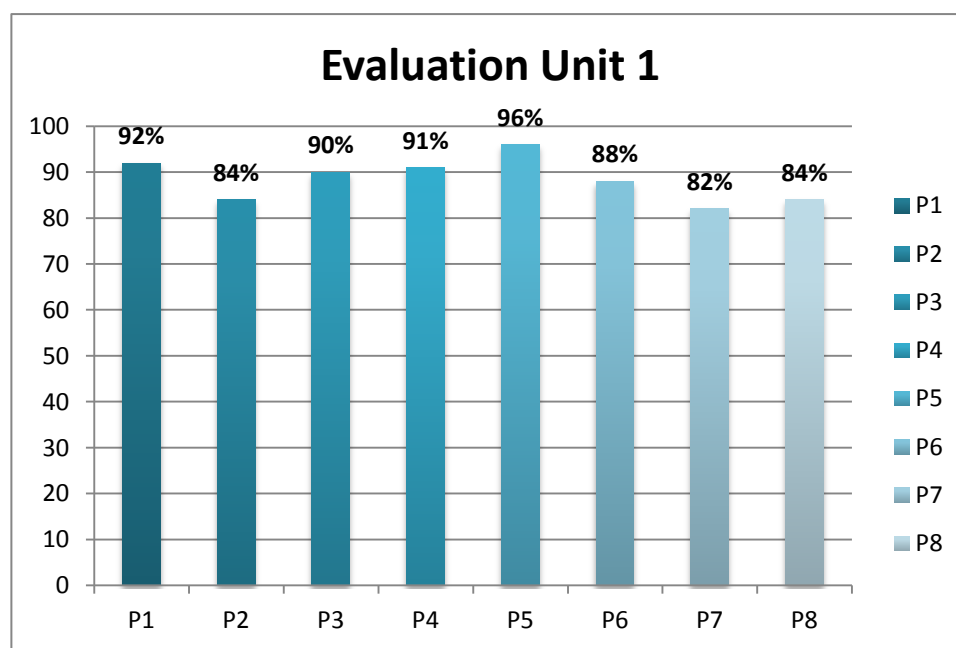
WORKSHEET	PARTS	EXERCISES	EXERCISES
UNIT 6	6A	1	9
	6B	3	
	6C	3	
	6D	2	

Appendix 2: Students' results in worksheet UNIT 1

Table 1: Evaluation of students' results in worksheet Unit 1

PART	EXERCISES	P1	P2	P3	P4	P5	P6	P7	P8
1A	Pozdravy a rozloučení	8/8	4/8	3/8	5/8	8/8	6/8	5/8	5/8
1B	Neurčitý člen a/an	15/15	15/15	15/15	15/15	15/15	15/15	15/15	15/15
	Slovní zásoba	11/11	11/11	11/11	11/11	11/11	11/11	11/11	11/11
	Pokyny	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9
1C	Čísla od 0 – 20	19/21	17/21	18/21	18/21	19/21	16/21	15/21	17/21
	Čísla – desítky	7/8	6/8	8/8	8/8	8/8	7/8	6/8	5/8
	Telefonní čísla	3/3	2/3	3/3	3/3	3/3	3/3	2/3	3/3
1D	Abeceda	17/17	17/17	17/17	17/17	17/17	17/17	17/17	17/17
	Množné číslo	11/14	9/14	11/14	11/14	12/14	10/14	9/14	8/14
	Popis obrázku	7/10	7/10	9/10	8/10	9/10	8/10	6/10	7/10

Figure 1: Evaluation of students' results in percentage Unit 1

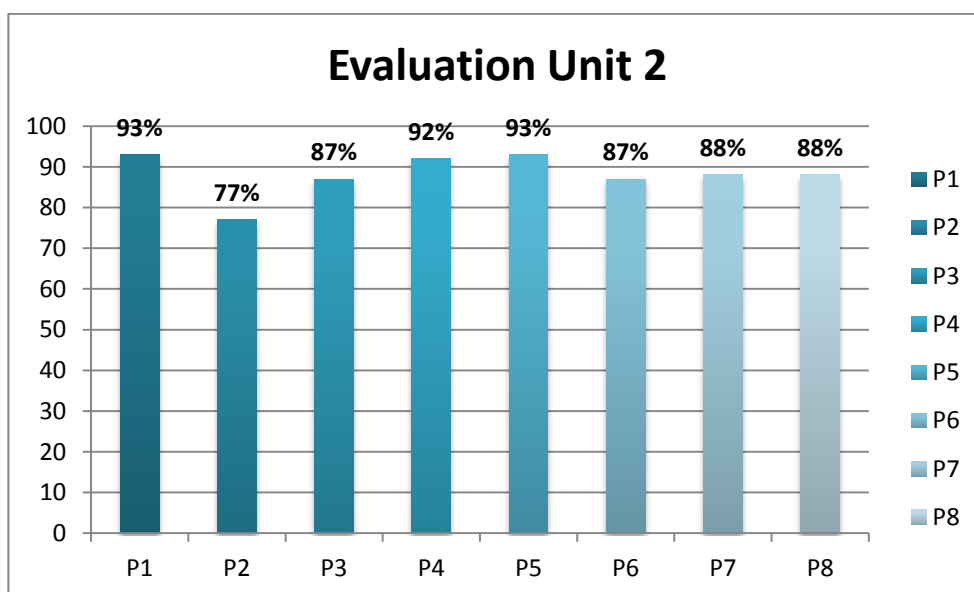


Appendix 3: Students' results in worksheet UNIT 2

Table 2: Evaluation of students' results in worksheet Unit 2

PART	EXERCISES	P1	P2	P3	P4	P5	P6	P7	P8
2A	Národnosti	9/10	7/10	6/10	7/10	8/10	9/10	7/10	7/10
	BÝT – kladná věta	8/8	7/8	8/8	8/8	8/8	8/8	7/8	7/8
	BÝT – záporná věta	5/5	4/5	5/5	5/5	5/5	4/5	5/5	5/5
2B	Slovní zásoba	12/12	10/12	12/12	12/12	11/12	10/12	10/12	12/12
	Zájmena	5/7	5/7	5/7	7/7	7/7	5/7	7/7	5/7
	Přivlastňování	5/5	2/5	4/5	5/5	5/5	4/5	5/5	5/5
2C	Slovní zásoba	6/9	5/9	7/9	6/9	7/9	7/9	6/9	5/9
	BÝT – otázka	8/8	7/8	8/8	8/8	8/8	7/8	8/8	8/8
2D	Dny v týdnu	8/8	7/8	6/8	7/8	7/8	8/8	7/8	8/8
	BÝT – otázka, odpověď	4/4	4/4	4/4	4/4	4/4	4/4	4/4	4/4
	BÝT – otázka	6/6	5/6	6/6	6/6	6/6	5/6	6/6	6/6

Figure 2: Evaluation of students' results in percentage Unit 2

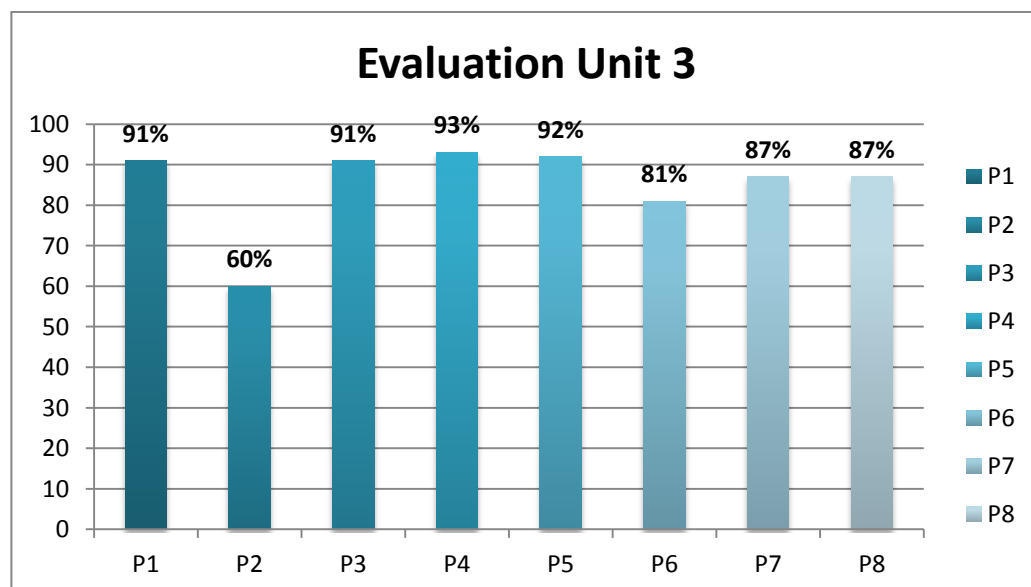


Appendix 4: Students' results in worksheet UNIT 3

Table 3: Evaluation of students' results in worksheet Unit 3

PART	EXERCISES	P1	P2	P3	P4	P5	P6	P7	P8
3A	Slovní zásoba	5/6	3/6	5/6	6/6	6/6	4/6	6/6	5/6
	MÍT – kladná věta	4/4	3/4	4/4	4/4	4/4	3/4	4/4	4/4
	MÍT – záporná věta	4/4	2/4	4/4	4/4	4/4	4/4	3/4	3/4
3B	Slovní zásoba	8/10	4/10	8/10	8/10	9/10	8/10	6/10	8/10
	Barvy	9/9	7/9	8/9	9/9	9/9	9/9	8/9	8/9
	Přídavná jména	8/10	5/10	10/10	10/10	8/10	8/10	10/10	8/10
	Přídavná jména ve větě	5/5	4/5	5/5	5/5	4/5	5/5	5/5	5/5
3C	Zvířata	9/9	9/9	9/9	9/9	9/9	9/9	8/9	9/9
	MÍT – otázka	5/5	3/5	4/5	5/5	5/5	4/5	5/5	4/5
3D	Slovní zásoba	10/12	4/12	10/12	9/12	10/12	6/12	9/12	10/12

Figure 3: Evaluation of students' results in percentage Unit 3

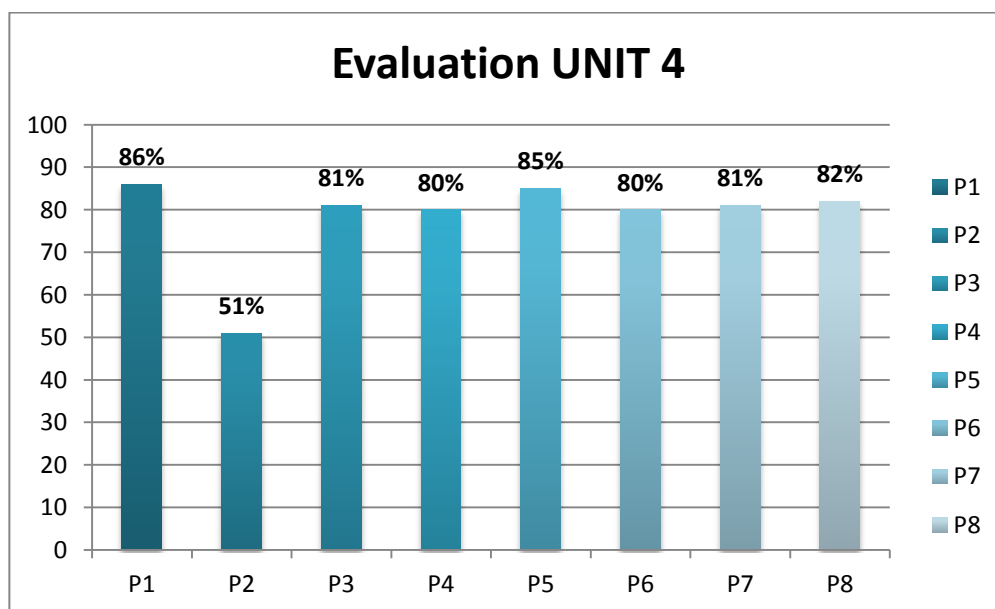


Appendix 5: Students' results in worksheet UNIT 4

Table 4: Evaluation of students' results in worksheet Unit 4

PART	EXERCISES	P1	P2	P3	P4	P5	P6	P7	P8
4A	Čas – slovní zásoba	4/4	2/4	4/4	4/4	4/4	4/4	3/4	4/4
	Čas – příklady	7/8	3/8	5/8	6/8	7/8	6/8	5/8	7/8
	Předložky času AT, ON	6/6	6/6	6/6	6/6	6/6	6/6	6/6	6/6
4B	Přítomný čas prostý	5/6	3/6	5/6	5/6	6/6	5/6	5/6	4/6
	Slovní zásoba – fráze	11/14	6/14	10/14	9/14	12/14	10/14	9/14	9/14
4C	Slovní zásoba	16/18	10/18	15/18	14/18	13/18	12/18	15/18	15/18
	Přítomný čas prostý	5/6	3/6	5/6	5/6	4/6	5/6	6/6	5/6
4D	Přítomný čas prostý	5/6	4/6	5/6	5/6	6/6	5/6	6/6	6/6
	Přítomný čas prostý	4/5	0/5	4/5	4/5	4/5	5/5	4/5	4/5

Figure 4: Evaluation of students' results in percentage Unit 4

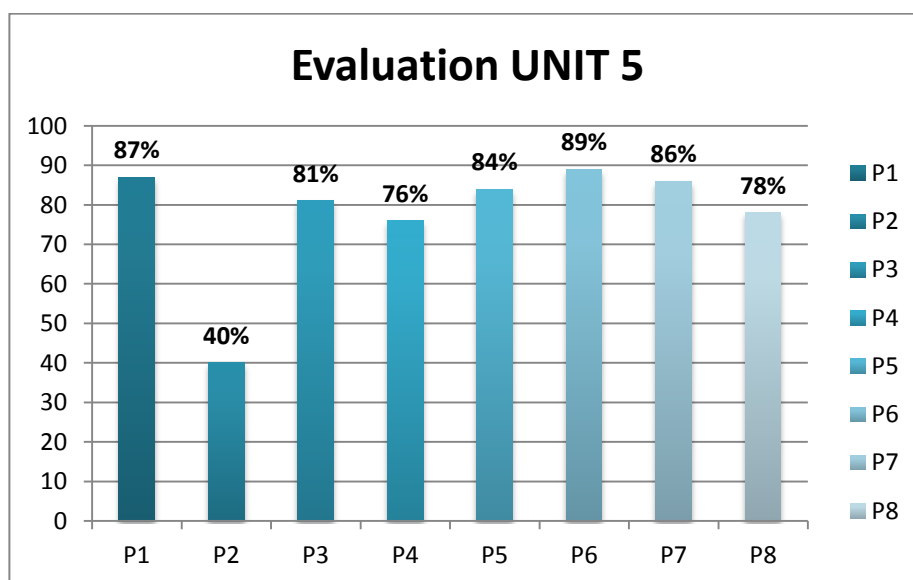


Appendix 6: Students' results in worksheet UNIT 5

Table 5: Evaluation of students' results in worksheet Unit 5

PART	EXERCISES	P1	P2	P3	P4	P5	P6	P7	P8
5A	Slovní zásoba	4/5	3/5	4/5	4/5	4/5	5/5	4/5	4/5
	Předložky místa	5/5	3/5	5/5	5/5	5/5	5/5	5/5	4/5
5B	Slovní zásoba	11/12	3/12	11/12	9/12	12/12	11/12	10/12	11/12
	There is/are	6/6	4/6	6/6	6/6	5/6	6/6	5/6	5/6
	Místnosti	5/6	4/6	5/6	5/6	6/6	6/6	6/6	5/6
5C	Slovní zásoba	10/15	5/15	9/15	7/15	8/15	9/15	10/15	7/15
	Is there/Are there?	8/8	3/8	6/8	6/8	7/8	8/8	8/8	7/8
5D	Can/can't	6/6	0/6	5/6	6/6	6/6	6/6	6/6	6/6

Figure 5: Evaluation of students' results in percentage Unit 5

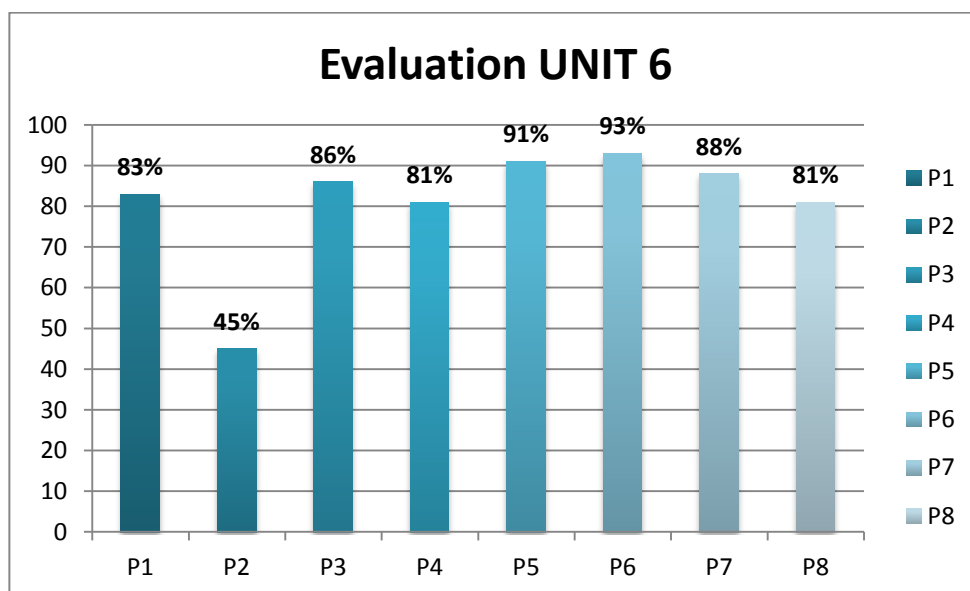


Appendix 7: Students' results in worksheet UNIT 6

Table 6: Evaluation of students' results in worksheet Unit 6

PART	EXERCISES	P1	P2	P3	P4	P5	P6	P7	P8
6A	Slovní zásoba	5/6	5/6	6/6	6/6	6/6	6/6	6/6	5/6
	Přítomný čas průběhový	4/5	0/5	3/5	4/5	4/5	5/5	4/5	5/5
6B	Přítomný čas průběhový	4/5	0/5	3/5	4/5	4/5	5/5	4/5	4/5
	How much is...?	5/8	3/8	6/8	5/8	5/8	6/8	5/8	5/8
6C	Slovní zásoba	10/10	6/10	10/10	7/10	10/10	10/10	10/10	8/10
	Přítomný čas průběhový	3/5	1/5	4/5	4/5	5/5	5/5	4/5	4/5
	Přítomný čas průběhový	4/4	1/4	4/4	4/4	4/4	3/4	4/4	3/4
6D	Slovní zásoba	7/9	6/9	8/9	8/9	9/9	8/9	9/9	7/9
	How much is/are...?	6/6	4/6	6/6	5/6	6/6	6/6	5/6	6/6

Figure 6: Evaluation of students' results in percentage Unit 6



RÉSUMÉ

Cílem této diplomové práce bylo vytvořit pracovní listy do hodin anglického jazyka pro žáky se specifickými poruchami učení, které by jim usnadnily samotný proces učení a procvičování. Dále bylo cílem tyto pracovní listy ověřit v praxi a na základě jejich vyhodnocení navrhnout případné změny. Po vyhodnocení pracovních listů bylo zjištěno, že většina žáků byla ve vyplnění pracovních listů úspěšná a jejich hodnocení by se pohybovalo mezi 1. a 2. stupněm hodnocení. Zároveň se potvrdilo, že žáci byli úspěšnější při používání těchto speciálních materiálů než při klasickém testování, kterého je užíváno v případě ostatních žáků.

ANOTACE

Jméno a příjmení:	Světlana Klímová
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Jana Kořínková, Ph.D.
Rok obhajoby:	2016

Název práce:	Dyslexie a jiné poruchy učení v hodinách anglického jazyka na 2. stupni ZŠ
Název v angličtině:	Dyslexia and Other Learning Difficulties in English Lessons at Lower-Secondary Schools
Anotace práce:	Diplomová práce se zabývá problematikou specifických poruch učení v rámci výuky anglického jazyka. Teoretická část se věnuje základní terminologii a několika specifickým oblastem. Praktická část je založena na metodických a pracovních listech, které by měly žákům s poruchami učení usnadnit učení anglického jazyka. Cílem je tyto pracovní listy vyzkoušet v praxi, vyhodnotit a navrhnout případné změny.
Klíčová slova:	Specifické poruchy učení, dyslexie, pracovní listy, vyhodnocení
Anotace v angličtině:	The diploma project deals with the problem of specific learning difficulties in English lessons. The theoretical part is devoted to basic terminology and several specific areas. The practical part is based on methodology and student's worksheets that should facilitate learning English to children with learning disabilities. The aim is to apply these worksheets in the class, evaluate them and suggest possible changes.
Klíčová slova v angličtině:	Specific learning difficulties, dyslexia, worksheets, evaluation
Přílohy vázané v práci:	7 příloh
Rozsah práce:	89 stran
Jazyk práce:	Anglický jazyk